Youth in Evaluation standards:

Evidence criteria for 2027

1. Purpose and how to use this document

EvalYouth Global Network, which manages Youth in Evaluation standards self-assessments, invites organizations and six stakeholders (academia, governments, private sector, international organizations, VOPEs/EvalYouth chapters, youth organizations) to participate in the 2027 self-assessments. The deadline for submission of self-assessments is 31 January 2027 (11.59 pm GMT). The following guidance is issued by EvalYouth for the convenience of organizations submitting self-assessments for the 2027 round.

Every score in the sheet must be backed by a short comment and a working link to the report that proves it. This guideline tells you how to choose each score, what evidence counts, and how to write the comment.

The sheet has a number of indicators, different in the form of stakeholders, in 5 sections. For each indicator, you pick the highest level you can prove, then write one comment with a link.

1. **Collect evidence first.** Gather the policy, report, agreement, agenda, or budget document for each indicator before filling the sheet.
2. **Decide the level.** Read the three level statements for the indicator and test them in order (Section 2 of this guideline).
3. **Fill the drop-downs.** Enter a value in every level you have met, starting from the lowest.
4. **Write the comment.** Use the template in Section 4: level reached, one or two plain sentences, and the link.
5. **Check the links.** A second person opens every link from a logged-out browser.

Suggested roles: an evaluation focal point completes the sheet, a colleague checks every link and score, and the head of organization signs off.

2. Scoring rules

Score each indicator by the highest level you can prove, and enter every level below it too. An indicator is worth 1 point at Approaching, 2 at Meeting, and 3 at Exceeding, added together, so the maximum is 6.

The four rules

1. **All or nothing per level.** A level is met only when the whole statement is true. If the statement says "all phases", "organization-wide," or "each evaluation team", evidence must show that full scope. Partial achievement earns no points for that level.
2. **Done, not planned.** Drafts, intentions and pipelines do not count. Mention them in the comment as next steps, but leave the level without marking any points.
3. **Evidence in time.** The reporting year is 1 January to 31 December 2026. Standing instruments (policy, guidance, agreement) count if they were in force during the reporting year. Activities (training, hiring, events, funding) must have taken place in the reporting year.
4. **No link, no points.** A level without a working link to a supporting report is entered as empty, whatever the true situation.

Example (indicator 2.3). Guidance exists (level 1) and is published on the intranet for all offices (level 2), but no evaluation has used it yet. Enter 1 and 2; leave level 3 empty. Indicator total: 3 points.

Maximum points and rating bands (for example, international organizations)

Section	Indicators	Maximum points
1. Leadership and accountability	2	12
2. Practice	4	24
3. Advocacy and capacity development	4	24
4. Knowledge management and communication	3	18
5. Human resources	3	18
6. Financial resources	2	12
Total	**18**	**108**

Total rating	Result
0 to 27	Missing minimum requirement
28 to 54	Approaching minimum requirement

55 to 81	Meeting minimum requirement
82 to 108	Exceeding minimum requirement

3. Evidence rules for the Comments cell

Every indicator with at least one level entered needs one comment that names the evidence and links to it. An indicator left empty needs a one-line reason instead.

What the comment must contain

1. **Level reached:** "Level 1", "Levels 1-2" or "Levels 1-3", matching the drop-downs.
2. **What was done:** one or two sentences, maximum 50 words, stating the action, who did it, how many (evaluations, countries, young evaluators, USD), and when.
3. **Link:** the web address of the report or document that proves it, with its title, year and page or section number.

What counts as a good link

- It opens directly on the document or the exact page, not on a home page or a search page.
- It opens without a password or organizational login. If the document is internal, upload it to a shared folder with "anyone with the link can view" and use that link.
- It is stable: prefer the organization's evaluation repository or website over email attachments or drafts.
- If several levels are claimed, give one link per level, labelled L1, L2, L3.
- The document shows its own date, so a reviewer can see it falls in the reporting year.

Evidence that is accepted, by strength

Strength	Examples	Use for
Strong	Signed policy or charter, published evaluation report, signed agreement, budget line or contract, published guidance, vacancy notice with roster	All levels

Medium	Event agenda with attendance, training curriculum with participant list, annual evaluation report, management response	Level 1 and 2; level 3 only with a second document
Not accepted alone	Website news, statements by staff, slide decks without a source, intentions or draft documents	Context only; never the sole basis for a score

Comment rules

- Write facts, not adjectives. Say "6 of 8 evaluations in 2026 included a young evaluator", not "strong participation".
- The comment must not contradict the score. If it says support is "limited" or "planned", the higher level cannot be entered.
- Do not repeat the indicator wording. Say what your organization did.
- No personal data of young evaluators. Use counts and roles.

4. Comment template and examples

Copy this template into every Comments cell and replace the brackets. Keep it under 70 words plus links.

Level reached: [1 / 1-2 / 1-3]
What we did: [action, by whom, how many, when - max 50 words]
L1 evidence: [Document title, year, page/section] - [link]
L2 evidence: [Document title, year, page/section] - [link]
L3 evidence: [Document title, year, page/section] - [link]
Next step (optional): [what is needed for the next level]

Example: indicator 2.2, levels 1 and 2 met (illustrative organization and links)

Level reached: 1-2
What we did: In 2026, 5 of 9 centrally managed evaluations named young evaluators in their ToR, and 4 of them had a young evaluator in design, data collection, and reporting.
L1 evidence: Evaluation ToR template, 2026, section 4 - https://example.org/evaluation/tor-template-2026.pdf
L2 evidence: Annual evaluation report 2026, pp. 18-20 - https://example.org/evaluation/annual-report-2026.pdf
Next step: Co-leadership with decision-making roles not yet in place.

Example: indicator left empty

Level reached: none
Reason: No budget line for hiring young evaluators in 2026; proposal under review in the 2027 workplan (not scored).

Weak versus strong comments

Weak comment	Why it fails	Strong version
"Senior management supports youth engagement."	No action, no date, no link	"Level 1-2. Head of Evaluation endorsed the YEE approach in the 2026 workplan (p. 5) - [link]. Policy section 3.2 requires stakeholder engagement - [link]."
"We work with youth networks."	Not measurable	"Level 1. Signed agreement with a youth evaluators' network, 2026, covering 12 young evaluators - [link]."
"Funding is limited but available."	Contradicts a high score and gives no figure	"Level 1. USD 40,000 allocated in the 2026 evaluation budget, line 3.4 - [link]."

5. Criteria and evidence by indicator

The tables below say when each level can be scored and which document to link. L1 is Approaching (1 point), L2 is Meeting (2 points), L3 is Exceeding (3 points).

5.1 Leadership and accountability

Indicator and level	Score it when	Link to
1.1 Political commitment, L1	A named senior manager in evaluation has endorsed youth engagement in evaluations in writing, within or in force during the reporting year	Signed memo, workplan foreword, annual report statement or published speech, showing name, title and date
1.1 L2	The commitment is written into the evaluation charter, strategy or policy	The policy or strategy, with the section or page number
1.1 L3	The commitment is put into practice through a procedure, budget, ToR template, or workplan target that staff must follow	Procedure, template or workplan page, plus one evaluation that applied it

1.2 Institutional commitment, L1	The organization signed the Youth in Evaluation manifesto	Signatory list or signed letter showing the organization and date
1.2 L2	Concrete actions followed the signature, such as an action plan, a youth focal point or funded activities	Action plan, focal point appointment or activity report
1.2 L3	The commitment was reviewed and progress reported against it, internally or publicly	Progress report or review document dated in the reporting period

5.2 Practice

For 2.1 and 2.2, name the evaluations you rely on and state how many of the evaluations commissioned in the reporting year they represent (for example, 6 of 9). The sheet sets no percentage, so be transparent about coverage.

Indicator and level	Score it when	Link to
2.1 Youth voices heard, L1	Evaluation guidance, an approach paper or an inception template says how youth views are taken into account	The guidance or template, with section number
2.1 L2	Youth voices were heard in all five phases: design, data collection, stakeholder engagement, reporting, and dissemination and use	Evaluation reports or inception reports that show each of the five phases; list the phases next to each link
2.1 L3	Young people hold responsibility and take part in decisions, for example through a youth reference group with decision roles	Terms of reference of the group, meeting minutes or a report describing their decisions
2.2 Integration of YEEs, L1	Evaluation ToR state how young and emerging evaluators will be included	Published ToR; cite the paragraph
2.2 L2	YEEs took part in all five phases of at least one evaluation in the reporting year	Evaluation report team page or methodology section

		naming YEE roles in each phase
2.2 L3	YEEs worked as co-evaluators, co-leading all phases and sharing decisions with senior evaluators	Report or inception document showing co-lead roles and decision process
2.3 Guidance on diverse youth, L1	Guidance exists on engaging youth from diverse groups (for example by gender, disability, ethnicity, displacement) in all evaluation phases	The guidance document
2.3 L2	The guidance is available organization-wide	Public repository page, or intranet page with a shareable link, showing the publication date
2.3 L3	Evaluations across the organization used the guidance	Reports or quality checklists that cite it; state how many
2.4 Training on thematic areas, L1	Resources were set aside for training youth and YEEs on evaluation thematic areas	Budget line, workplan or funding approval
2.4 L2	The training took place in the reporting year	Agenda or curriculum, date, and number of participants (counts only)
2.4 L3	Trained youth and YEEs were then offered real roles in evaluation work	Roster, assignment letters or reports showing trained people in evaluation roles; counts only

5.3 Advocacy and capacity development

Indicator and level	Score it when	Link to
3.1 Partnership-building, L1	You raised local partners' awareness of why youth should be engaged in evaluation, through events, briefings or published messages	Event agenda or report, briefing note or campaign page, with date

3.1 L2	A partnership agreement with a local partner covers advancing youth engagement in evaluation	Signed agreement or MoU, with partner name and date
3.1 L3	You ran a joint initiative with a national or regional evaluation association (VOPE) to build YEE leadership	Concept note, programme or report naming both partners and the YEE leadership activity
3.2 Support to YEE-capacity organizations, L1	You have a partnership with organizations that build YEE capacity	Agreement, MoU or exchange of letters
3.2 L2	You strengthened those organizations, for example through training, mentoring or technical support	Report or agenda showing the support given and the organization receiving it
3.2 L3	You funded those organizations	Grant or contract agreement, or a financial report line showing the amount paid in the reporting year
3.3 Materials, L1	You produced material that builds capacity on youth engagement in evaluation	The material itself (guide, toolkit, course, video)
3.3 L2	The material is in the public domain	Public web address that opens without login
3.3 L3	The material is available in international and local languages	One link per language version; list the languages in the comment
3.4 Support to local partners, L1	You supported local partners to start their own YEE capacity-building	Support agreement, workshop report or funding note
3.4 L2	Local partners gave YEEs access to learning platforms and extra M&E training	Platform or course page, and number of YEEs enrolled

3.4 L3	You promoted the election of YEEs into VOPE or M&E association leadership	Nomination support, election announcement or board list showing a YEE member

5.4 Knowledge management and communication

Indicator and level	Score it when	Link to
4.1 Knowledge-sharing events, L1	You publicly called for more knowledge-sharing events for YEEs	Statement, letter, proposal or campaign page, with date
4.1 L2	Your staff took an active role in events or sessions dedicated to YEEs	Programme or agenda showing your role as speaker, panelist or organizer
4.1 L3	You hosted a knowledge-sharing or advocacy event for YEEs	Event page or agenda showing your organization as host, date and participant count
4.2 Learning platforms, L1	YEEs were exposed to different M&E activities and learning platforms	Placement, exchange or programme description with number of YEEs
4.2 L2	You developed a platform where YEEs reach audiences, such as webinars or conferences	Webinar series or conference page, with recordings or programmes
4.2 L3	YEEs contributed to the body of knowledge on evaluation theory or practice	Publication, blog or evaluation synthesis listing YEE authors or contributors
4.3 Networking and presentation, L1	The experiences and achievements of YEEs were documented to make them visible	Published story, case study or profile (with the YEE's consent)
4.3 L2	YEEs co-presented at evaluation fora on evaluations in which they took an active part	Programme listing the YEE presenters and the evaluation presented

4.3 L3	YEEs were given access to evaluation networks and conferences	Registration, sponsorship or membership record; counts only

5. Human resources

Indicator and level	Score it when	Link to
5.1 Inclusion of YEEs in evaluation teams, L1	At least one ToR for an evaluation position or consultancy was written or revised to fit YEEs. For example, it sets entry-level experience requirements, names a junior or associate role, or invites young evaluators to apply.	The ToR, showing the YEE-friendly clause and the date
5.1 L2	Those ToRs were sent through at least one YEE network, such as a youth evaluator network, a national evaluation association or a university network, during the reporting year	Email, post or announcement showing the ToR, the network and the date
5.1 L3	Every evaluation team formed in the reporting year includes at least one YEE, in a defined role	Team list, contract or inception report naming the YEE and their role, for each evaluation
5.2 Career development training for YEEs, L1	YEEs received support for technical skills, such as a funded course, a methods training or a webinar series, within the reporting year	Agenda, attendance list or funding approval naming YEE participants

5.2 L2	At least one career development session covered growth pathways in evaluation, such as career options, certification routes or progression to senior roles	Session agenda, speaker details, attendance list and any pathway guide shared
5.2 L3	A named mentor was assigned to a YEE on a live evaluation, with an agreed mentoring plan	Mentoring plan or agreement naming mentor and mentee, plus the evaluation it applied to
5.3 Inclusion of YEEs in the evaluation structure, L1	The organization has a written internship or junior/young professional programme and hosted at least one placement during the reporting year	Programme guidelines or ToR, and the placement letter or contract
5.3 L2	The organization has a quota or mechanism for absorbing YEEs into entry-level evaluation posts, and at least one YEE was appointed through it	Quota or mechanism document, plus the vacancy announcement or appointment letter
5.3 L3	YEEs held evaluation posts for the minimum period the organization has set, such as six months or one full evaluation cycle	Policy stating the minimum period, plus contracts showing dates and the evaluation tasks done

6. Financial resources

Indicator and level	Score it when	Link to
6.1 Allocation of financial resources for youth in evaluation, L1	A dedicated budget line or fund for youth in evaluation exists in the reporting year	Approved budget line or fund document, showing the amount and year

6.1 L2	Funds were given to a partner organization that supports youth in evaluation	Grant or partnership agreement, plus a transfer record or financial report
6.1 L3	The organization contributed to a pooled fund with other organizations for a YEE programme	Pooling agreement or MoU, plus proof of contribution
6.2 Financial resources for hiring YEEs for evaluations, L1	The organization's budget or budget template includes resources for hiring YEEs for evaluations	Budget policy, template or line item with the page or section
6.2 L2	YEE engagement is a criterion in deciding how evaluations are commissioned, either mandatory or scored in procurement	Procurement guideline, RFP or scoring matrix, with the section number
6.2 L3	At least one commissioned evaluation includes a paid YEE position	Contract or budget showing the paid YEE role, plus the evaluation report or inception report