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Annex 2. Field Visit Report Format

The content of the field visit report varies depending on the purpose of the visit. At a minimum, any field visit report must contain an analysis of the progress towards results, the production of outputs, partnerships, key challenges and proposed actions. **This format may be changed to suit local needs.**

Date of visit: ____________________________

Subject and venue of visit: ____________________________
[Project number(s) and title(s), venue visited]

Purpose of the field visit:

Outcomes	Update on outcomes	Outputs	Update on outputs	Reasons if progress below target	Update on partnership strategies	Recommenda-tions and proposed action
	A brief analysis on any relevant changes pertaining to the outcome as stated in results matrix.	State output from project document or work plan.	Achievements of the project in outputs (marking if strategic) and soft assistance (if any).	If applicable.		Actions on any matter related to outcome, progress of outputs, and/or partnerships. Corrective measures. Responsibilities/time.

PROJECT PERFORMANCE—IMPLEMENTATION ISSUES

[If the person conducting the field visit observes problems that are generic and not related to any specific output, or that apply to all of them, he or she should address the 'top three' such challenges.]

List the main challenges experienced during implementation and propose a way forward.

___

___

___

PROGRESS TOWARDS RESULTS

LESSONS LEARNED

Describe briefly key lessons learned during the project:

___

___

___

Participants in the field visit:

Prepared by: ________________________
(Name, title and organization)

Annexes
List of persons met
Other annexes

Annex 3. Evaluation Terms of Reference Template and Quality Standards

The Terms of Reference (ToR) template is intended to help UNDP programme units create ToRs based on quality standards for evaluations consistent with the concepts and terms presented in this Handbook and the UNEG 'Standards for Evaluation in the UN System'.[62]

The ToR should also explicitly state a requirement for the evaluation to assess the extent of UNDP commitment to the human development approach and how effectively equality and gender mainstreaming have been incorporated in the design and execution of the project or programme to be evaluated.

In terms of evaluation methodology, the ToR should retain enough flexibility for the evaluation team to determine the best methods and tools for collecting and analysing data. For example, the ToR might suggest using questionnaires, field visits and interviews, but the evaluation team should be able to revise the approach in consultation with key stakeholders, particularly the intended users and those affected by evaluation results. (See Chapter 7 for more information on design issues.)

The ToR should, at a minimum, cover the elements described below:

1. BACKGROUND AND CONTEXT

The background section makes clear what is being evaluated and identifies the critical social, economic, political, geographic and demographic factors within which it operates that have a direct bearing on the evaluation. This description should be focused and concise (a maximum of one page) highlighting **only** those issues most pertinent to the evaluation. The key background and context descriptors that should be included are listed below:

- Description of the intervention (outcome, programme, project, group of projects, themes, soft assistance) that is being evaluated.
- The name of the intervention (e.g., project name), purpose and objectives, including when and how it was initiated, who it is intended to benefit and what outcomes or outputs it is intended to achieve, and the duration of the intervention and its implementation status within that time frame.

62 UNEG, 'Standards for Evaluation in the UN System', 2005. Available at: http://www.unevaluation.org/unegstandards.

- The scale and complexity of the intervention, including, for example, the number of components, if more than one, and the size and description of the population each component is intended to serve, both directly and indirectly.
- The geographic context and boundaries, such as the region, country, landscape and challenges where relevant.
- Total resources required for the intervention from all sources, including human resources and budgets comprising UNDP, donor and other contributions.
- Key partners involved in the intervention, including the implementing agencies and partners, other key stakeholders, and their interest concerns and the relevance for the evaluation.
- Observed changes since the beginning of implementation and contributing factors.
- How the subject fits into the partner government's strategies and priorities; international, regional or country development goals; strategies and frameworks; UNDP corporate goals and priorities; and UNDP global, regional or country programmes, as appropriate.
- Key features of the international, regional and national economy and economic policy that have relevance for the evaluation.
- Description of how this evaluation fits within the context of other ongoing and previous evaluations and the evaluation cycle.

More detailed background and context information (e.g., initial funding proposal, strategic plans, logic framework or theory of change, monitoring plans and indicators) should be included or referenced in annexes via links to the Internet or other means of communication.

2. EVALUATION PURPOSE

The purpose section of the ToR explains clearly why the evaluation is being conducted, who will use or act on the evaluation results and how they will use or act on the results. The purpose should include some background and justification for why the evaluation is needed at this time and how the evaluation fits within the programme unit's evaluation plan (see Chapter 3). A clear statement of purpose provides the foundation for a well designed evaluation.

3. EVALUATION SCOPE AND OBJECTIVES

This section defines the parameters and focus of the evaluation. The section answers the following questions:

- What aspects of the intervention are to be covered by the evaluation? This can include the time frame, implementation phase, geographic area, and target groups to be considered, and as applicable, which projects (outputs) are to be included.
- What are the primary issues of concern to users that the evaluation needs to address or objectives the evaluation must achieve?

Issues relate directly to the questions the evaluation must answer so that users will have the information they need for pending decisions or action. An issue may concern the relevance, efficiency, effectiveness, sustainability, and impact of the intervention. In addition, UNDP evaluations must address how the intervention sought to strengthen the application of the rights-based approach and mainstream gender in development efforts.

4. EVALUATION QUESTIONS

Evaluation questions define the information that the evaluation will generate. This section proposes the questions that, when answered, will give intended users of the evaluation the information they seek in order to make decisions, take action or add to knowledge. For example, outcome evaluation questions might include:

- Were stated outcomes or outputs achieved?
- What progress toward the outcomes has been made?
- What factors have contributed to achieving or not achieving intended outcomes?
- To what extent have UNDP outputs and assistance contributed to outcomes?
- Has the UNDP partnership strategy been appropriate and effective?
- What factors contributed to effectiveness or ineffectiveness?

Evaluation questions must be agreed upon among users and other stakeholders and accepted or refined in consultation with the evaluation team.

5. METHODOLOGY

The ToR may **suggest** an overall approach and method for conducting the evaluation, as well as data sources and tools that will likely yield the most reliable and valid answers to the evaluation questions within the limits of resources. However, final decisions about the specific design and methods for the evaluation should emerge from consultations among the programme unit, the evaluators, and key stakeholders about what is appropriate and feasible to meet the evaluation purpose and objectives and answer the evaluation questions, given limitations of budget, time and extant data.

For example, the ToR might describe in an annex:

- Whether and how the evaluation was considered in the intervention design.
- Details of the results framework and M&E framework, including outcome and output indicators and targets to measure performance and status of implementation, strengths and weaknesses of original M&E design, and the quality of data generated.
- Availability of relevant global, regional and national data.
- Lists and descriptions of key stakeholders (evaluation users, partner donors, staff of executing or other relevant agencies, subject beneficiaries, etc.) and their accessibility.

6. EVALUATION PRODUCTS (DELIVERABLES)

This section describes the key evaluation products the evaluation team will be accountable for producing. At the minimum, these products should include:

- **Evaluation inception report—**An inception report should be prepared by the evaluators before going into the full fledged data collection exercise. It should detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection procedures. The inception report should include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. The inception report provides the programme unit and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.
- **Draft evaluation report—**The programme unit and key stakeholders in the evaluation should review the draft evaluation report to ensure that the evaluation meets the required quality criteria (see Annex 7).
- **Final evaluation report.**
- **Evaluation brief and other knowledge products** or participation in knowledge sharing events, if relevant (see Chapter 8).

7. EVALUATION TEAM COMPOSITION AND REQUIRED COMPETENCIES

This section details the specific skills, competencies and characteristics needed in the evaluator or evaluation team specific to the evaluation and the expected structure and composition of the evaluation team, including roles and responsibilities of team members.

The section also should specify the type of evidence (resumes, work samples, references) that will be expected to support claims of knowledge, skills and experience. The ToR should explicitly demand evaluators' independence from any organizations that have been involved in designing, executing or advising any aspect of the intervention that is the subject of the evaluation.[63]

8. EVALUATION ETHICS

The ToR should include an explicit statement that evaluations in UNDP will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation'[64] and should describe critical issues evaluators must address

63 For this reason, UNDP staff members based in other country offices, the regional centres and Headquarters units should not be part of the evaluation team.

64 UNEG, 'Ethical Guidelines for Evaluation', June 2008. Available at http://www.uneval.org/search/index.jsp?q=ethical+guidelines.

in the design and implementation of the evaluation, including evaluation ethics and procedures to safeguard the rights and confidentiality of information providers, for example: measures to ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and young people; provisions to store and maintain security of collected information; and protocols to ensure anonymity and confidentiality.

9. IMPLEMENTATION ARRANGEMENTS

This section describes the organization and management structure for the evaluation and defines the roles, key responsibilities and lines of authority of all parties involved in the evaluation process. Implementation arrangements are intended to clarify expectations, eliminate ambiguities, and facilitate an efficient and effective evaluation process.

The section should describe the specific roles and responsibilities of the evaluators, including those of the members of the team, the evaluation manager, the management of the commissioning programme unit and key stakeholders. The composition and expected roles and responsibilities of the Advisory Panel members or other quality assurance entities and their working arrangements should also be made explicit. In the case of a joint evaluation, the roles and responsibilities of participating agencies should be clarified. Issues to consider include: lines of authority; lines of and processes for approval; and logistical considerations, such as how office space, supplies, equipment, and materials will be provided; and processes and responsibility for approving deliverables.

10. TIME FRAME FOR THE EVALUATION PROCESS

This section lists and describes all tasks and deliverables for which evaluators or the evaluation team will be responsible and accountable, as well as those involving the commissioning office, indicating for each the due date or time-frame (e.g., work plan, agreements, briefings, draft report, final report), as well as who is responsible for its completion. At a minimum, the time breakdown for the following activities should be included:

- Desk review
- Briefings of evaluators
- Finalizing the evaluation design and methods and preparing the detailed inception report
- In-country evaluation mission (visits to the field, interviews, questionnaires)
- Preparing the draft report
- Stakeholder meeting and review of the draft report (for quality assurance)
- Incorporating comments and finalizing the evaluation report

In addition, the evaluators may be expected to support UNDP efforts in knowledge sharing and dissemination (see Chapter 8). Required formats for the inception reports, evaluation reports and other deliverables should be included in the annexes of the ToR for the evaluation being commissioned. This section should also state the number of working days to be given to each member of the evaluation team and the period during which they will be engaged in the evaluation process (e.g., 30 working days over a period of three months).

11. COST

This section should indicate total dollar amount and other resources available for the evaluation (consultant fees, travel, subsistence allowance, etc.) This is not a detailed budget but should provide information sufficient for evaluators to propose an evaluation design that is feasible within the limits of available time and resources. If the available amount is not sufficient to ensure the high quality of evaluation products, discussions can take place between the evaluators and the commissioning unit early on in the process.

12. ANNEXES

Annexes can be used to provide additional detail about evaluation background and requirements to facilitate the work of evaluators. Some examples include:

- **Intervention Results Framework and Theory of Change—**Provides more detailed information on the intervention being evaluated.
- **Key stakeholders and partners—**A list of key stakeholders and other individuals who should be consulted, together with an indication of their affiliation and relevance for the evaluation and their contact information. This annex can also suggest sites to be visited.
- **Documents to be consulted—**A list of important documents and webpages that the evaluators should read at the outset of the evaluation and before finalizing the evaluation design and the inception report. This should be limited to the critical information that the evaluation team needs. Data sources and documents may include:
  - Relevant national strategy documents
  - Strategic and other planning documents (e.g., programme and project documents)
  - Monitoring plans and indicators
  - Partnership arrangements (e.g., agreements of cooperation with governments or partners)
  - Previous evaluations and assessments
  - UNDP evaluation policy, UNEG norms and standards, and other policy documents
  - Required format for the inception report
- **Evaluation matrix** (suggested as a deliverable to be included in the inception report)—The evaluation matrix is a tool that evaluators create as a map and reference in planning and conducting an evaluation. It also serves as a useful tool for summarizing and visually presenting the evaluation design and methodology for discussions with stakeholders. It details evaluation questions that the evaluation

will answer, data sources, data collection, analysis tools or methods appropriate for each data source, and the standard or measure by which each question will be evaluated (see Table A).

Table A. Sample evaluation matrix

Relevant evaluation criteria	Key Questions	Specific Sub-Questions	Data Sources	Data collection Methods/Tools	Indicators/ Success Standard	Methods for Data Analysis

- **Schedule of tasks, milestones and deliverables**—Based on the time frame present in the ToR, the evaluators should present a detailed schedule.
- **Required format for the evaluation report**—The final report must include, but not necessarily be limited to, the elements outlined in the quality criteria for evaluation reports (see Annex 7).
- **Code of conduct**—UNDP programme units should request each member of the evaluation team to read carefully, understand and sign the 'Code of Conduct for Evaluators in the UN System', which may be made available as an attachment to the evaluation report.

Annex 4. Global, Regional and National Evaluation Networks

Increasingly, evaluation communities at national, regional and global levels are making important contributions to the evaluation field. Their participation and engagement have helped to build stronger ties with civil society, local and national counterparts, and the government. Such groups have increasingly taken part in UNDP-run conferences and workshops, providing a vital link between UNDP initiatives and local and national stakeholders, increasing demand for high-quality evaluative evidence and knowledge, disseminating useful knowledge products and services, and improving learning in evaluation practices. Expertise of the members of these networks can be drawn upon to **support the quality assurance of decentralized evaluations and serve as external experts**. Some examples of national, regional and international evaluation networks include the following:

NATIONAL NETWORKS

American Evaluation Society (AEA), www.eval.org

Associazione Italiana di Valutazione (AIV), www.valutazioneitaliana.it

Australian Evaluation Society (AES), www.aes.asn.au

Brazilian Evaluation Network, www.avaliabrasil.org.br

Burkina Faso Evaluation Network

Canadian Evaluation Society (CES), www.evaluationcanada.ca

Danish Evaluation Society, www.danskevalueringsselskab.dk

Finnish Evaluation Society, www.finnishevaluationsociety.net

German Evaluation Society, www.degeval.de

Israeli Association for Program Evaluation, www.iape.org.il/en_index.asp

Japan Evaluation Society (JES), www.idcj.or.jp/JES

Malaysian Evaluation Society (MES), www.mes.org.my

Niger Network of Monitoring and Evaluation (ReNSE), www.pnud.ne/rense/HOMEUK.HTML

Polish Evaluation Society, www.pte.org.pl/x.php/1,71/Strona-glowna.html

Spanish Evaluation Society, www.sociedadevaluacion.org/website

Sri Lanka Evaluation Association (SLEvA), www.nsf.ac.lk/sleva

Swiss Evaluation Society, www.seval.ch/en

UK Evaluation Society, www.evaluation.org.uk

Zambia Evaluation Association

REGIONAL NETWORKS

African Evaluation Association (AfrEA), www.afrea.org

European Evaluation Society (EES), www.europeanevaluation.org

Latin American Evaluation Network (PREVAL), www.preval.org

Latin America and the Caribbean Network of Monitoring, Evaluation and Systematization (RELAC)

INTERNATIONAL NETWORKS

Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP), www.alnap.org

International Development Evaluation Association (IDEAS), www.ideas-int.org

International Organization for Cooperation in Evaluation (IOCE), www.internationalevaluation.com

Annex 5. Selecting Evaluators: Individuals versus Firms

The following are some of the issues to be addressed in determining the size and composition of the evaluation team and advantages and disadvantages in hiring individuals[65] and firms.

- **The number of evaluators in the team depends on a number of factors.** Multi-faceted evaluations need to be undertaken by multi-disciplinary teams. The members selected must bring different types of expertise and experience to the team. The ideal team should represent a balanced mix of knowledge of evaluation methodology required for that particular evaluation, knowledge of the subject to be evaluated, knowledge of the context in which the evaluation is taking place or familiarity with comparable situations, and knowledge of cross-cutting issues in evaluation, such as gender.
- **What is the mix of internal and external perspective?** If possible, the evaluation team should include at least one national team member. Ideally, an evaluation team combines national members (who bring the local perspective and experience) and international members (who bring the external perspective).
- **Should we use a firm or individuals?** There are two ways to establish an evaluation team: one is to select individual consultants to form a team, another is to ask a firm to propose a team. Table B gives an overview of advantages and disadvantages for both options, which the committee should take into consideration.

65 The Evaluation Office maintains a roster of evaluation experts at intra.undp.org/eo.

Table B. Advantages and disadvantages of individuals versus firms

	Individuals	Firms
Advantages	▪ Individuals may bring specialized expertise and many years of experience in particular subjects. ▪ The variety of backgrounds of individual team members contributes to debate and discussion that can enrich the exercise. ▪ May be less expensive. ▪ May be more amenable to last-minute changes in the ToR or other arrangements. ▪ Especially for nationals, the evaluation process may provide opportunity for capacity development and learning amongst individual experts.	▪ Fees are agreed as a package that is unlikely to vary, unless there is a change in the ToR. ▪ Members of the team are used to working together. ▪ The firm assures the quality of the products. ▪ A multidisciplinary approach is guaranteed. ▪ Hiring procedures, although they can be longer than for an individual, are usually easier. ▪ The firm develops the methodology or proposal for the evaluation. ▪ In the event of sudden unavailability (e.g., illness) of an evaluator, the firm is responsible for providing a substitute.
Disadvantages	▪ Identification of individual consultants is time-consuming and there are risks in selecting evaluation team members solely on the basis of claims made in their applications. ▪ A team of professionals that have never worked together can have difficulty developing a sense of cohesiveness and coherence in their work, and internal conflicts can affect progress. ▪ Changes in the schedule can result in additional costs in fees, per diem and travel arrangements. ▪ Logistics to be provided by the commissioning unit.	▪ Logistics to be provided by the firm ▪ The fees may be higher, as the firm's overhead will be included. ▪ If the firm has been overexposed to the topic or the organization, the credibility of the exercise can be compromised. ▪ Team members tend to have similar approaches and perspectives, thereby losing some of the richness of different positions. ▪ Bidding procedures can be lengthy and cumbersome. ▪ Firms may have difficulty supplying a mixture of nationals and internationals.

Annex 6. Management Response Template

UNDP Management Response Template
[Name of the Evaluation] Date:

Prepared by:	Position:	Unit/Bureau:
Cleared by:	Position:	Unit/Bureau:
Input into and update in ERC:	Position:	Unit/Bureau:

Evaluation recommendation 1.				
Management response:				
Key action(s)	**Time frame**	**Responsible unit(s)**	**Tracking***	
			Comments	**Status**
1.1				
1.2				
1.3				
Evaluation recommendation 2.				
Management response:				
Key action(s)	**Time frame**	**Responsible unit(s)**	**Tracking***	
			Comments	**Status**
2.1				
2.2				
2.3				
Evaluation recommendation 3.				
Management response:				
Key action(s)	**Time frame**	**Responsible unit(s)**	**Tracking***	
			Comments	**Status**
3.1				
3.2				
3.3				

*Status of implementation is tracked electronically in the Evaluation Resource Centre database (ERC).

Annex 7. Evaluation Report Template and Quality Standards

This **evaluation report template** is intended to serve as a guide for preparing meaningful, useful and credible evaluation reports that meet quality standards. It does not prescribe a definitive section-by-section format that all evaluation reports should follow. Rather, it suggests the content that should be included in a quality evaluation report. The descriptions that follow are derived from the UNEG 'Standards for Evaluation in the UN System' and 'Ethical Standards for Evaluations'.[66]

The evaluation report should be complete and logically organized. It should be written clearly and understandable to the intended audience. In a country context, the report should be translated into local languages whenever possible (see Chapter 8 for more information). The report should also include the following:

Title and opening pages—Should provide the following basic information:

- Name of the evaluation intervention
- Time frame of the evaluation and date of the report
- Countries of the evaluation intervention
- Names and organizations of evaluators
- Name of the organization commissioning the evaluation
- Acknowledgements

Table of contents—Should always include boxes, figures, tables and annexes with page references.

List of acronyms and abbreviations

Executive summary—A stand-alone section of two to three pages that should:

- Briefly describe the intervention (the project(s), programme(s), policies or other interventions) that was evaluated.
- Explain the purpose and objectives of the evaluation, including the audience for the evaluation and the intended uses.

66 UNEG, 'Standards for Evaluation in the UN System', 2005, available at: http://www.unevaluation.org/unegstandards; and UNEG, 'Ethical Guidelines for Evaluation', June 2008, available at http://www.uneval.org/search/index.jsp?q=ethical+guidelines.

- Describe key aspect of the evaluation approach and methods.
- Summarize principle findings, conclusions, and recommendations.

Introduction—Should:

- Explain why the evaluation was conducted (the purpose), why the intervention is being evaluated at this point in time, and why it addressed the questions it did.
- Identify the primary audience or users of the evaluation, what they wanted to learn from the evaluation and why, and how they are expected to use the evaluation results.
- Identify the intervention (the project(s) programme(s), policies or other interventions) that was evaluated—see upcoming section on intervention.
- Acquaint the reader with the structure and contents of the report and how the information contained in the report will meet the purposes of the evaluation and satisfy the information needs of the report's intended users.

Description of the intervention—Provides the basis for report users to understand the logic and assess the merits of the evaluation methodology and understand the applicability of the evaluation results. The description needs to provide sufficient detail for the report user to derive meaning from the evaluation. The description should:

- Describe **what is being evaluated**, **who seeks to benefit**, and the **problem or issue** it seeks to address.
- Explain the **expected results map or results framework**, **implementation strategies**, and the key **assumptions** underlying the strategy.
- Link the intervention to **national priorities**, UNDAF priorities, corporate multi-year funding frameworks or strategic plan goals, or other **programme or country specific plans and goals.**
- Identify the **phase** in the implementation of the intervention and any **significant changes** (e.g., plans, strategies, logical frameworks) that have occurred over time, and explain the implications of those changes for the evaluation.
- Identify and describe the **key partners** involved in the implementation and their roles.
- Describe the **scale of the intervention**, such as the number of components (e.g., phases of a project) and the size of the target population for each component.
- Indicate the **total resources**, including human resources and budgets.
- Describe the context of the **social, political, economic and institutional factors**, and the **geographical landscape** within which the intervention operates and explain the effects (challenges and opportunities) those factors present for its implementation and outcomes.
- Point out **design weaknesses** (e.g., intervention logic) or other **implementation constraints** (e.g., resource limitations).

Evaluation scope and objectives—The report should provide a clear explanation of the evaluation's scope, primary objectives and main questions.

- Evaluation scope—The report should define the parameters of the evaluation, for example, the time period, the segments of the target population included, the geographic area included, and which components, outputs or outcomes were and were not assessed.
- Evaluation objectives—The report should spell out the types of decisions evaluation users will make, the issues they will need to consider in making those decisions, and what the evaluation will need to achieve to contribute to those decisions.
- Evaluation criteria—The report should define the evaluation criteria or performance standards used.[67] The report should explain the rationale for selecting the particular criteria used in the evaluation.
- Evaluation questions—Evaluation questions define the information that the evaluation will generate. The report should detail the main evaluation questions addressed by the evaluation and explain how the answers to these questions address the information needs of users.

Evaluation approach and methods[68]—The evaluation report should describe in detail the selected methodological approaches, methods and analysis; the rationale for their selection; and how, within the constraints of time and money, the approaches and methods employed yielded data that helped answer the evaluation questions and achieved the evaluation purposes. The description should help the report users judge the merits of the methods used in the evaluation and the credibility of the findings, conclusions and recommendations. The description on methodology should include discussion of each of the following:

- Data sources—The sources of information (documents reviewed and stakeholders), the rationale for their selection and how the information obtained addressed the evaluation questions.
- Sample and sampling frame—If a sample was used: the sample size and characteristics; the sample selection criteria (e.g., single women, under 45); the process for selecting the sample (e.g., random, purposive); if applicable, how comparison and treatment groups were assigned; and the extent to which the sample is representative of the entire target population, including discussion of the limitations of the sample for generalizing results.
- Data collection procedures and instruments—Methods or procedures used to collect data, including discussion of data collection instruments (e.g., interview protocols), their appropriateness for the data source and evidence of their reliability and validity.

67 The evaluation criteria most commonly applied to UNDP evaluations are relevance, efficiency, effectiveness and sustainability.

68 All aspects of the described methodology need to receive full treatment in the report. Some of the more detailed technical information may be contained in annexes to the report. See Chapter 8 for more guidance on methodology.

- Performance standards[69]—The standard or measure that will be used to evaluate performance relative to the evaluation questions (e.g., national or regional indicators, rating scales).
- Stakeholder engagement—Stakeholders' engagement in the evaluation and how the level of involvement contributed to the credibility of the evaluation and the results.
- Ethical considerations—The measures taken to protect the rights and confidentiality of informants (see UNEG 'Ethical Guidelines for Evaluators' for more information).[70]
- Background information on evaluators—The composition of the evaluation team, the background and skills of team members and the appropriateness of the technical skill mix, gender balance and geographical representation for the evaluation.
- Major limitations of the methodology—Major limitations of the methodology should be identified and openly discussed as to their implications for evaluation, as well as steps taken to mitigate those limitations.

Data analysis—The report should describe the procedures used to analyse the data collected to answer the evaluation questions. It should detail the various steps and stages of analysis that were carried out, including the steps to confirm the accuracy of data and the results. The report also should discuss the appropriateness of the analysis to the evaluation questions. Potential weaknesses in the data analysis and gaps or limitations of the data should be discussed, including their possible influence on the way findings may be interpreted and conclusions drawn.

Findings and conclusions—The report should present the evaluation findings based on the analysis and conclusions drawn from the findings.

- Findings—Should be presented as statements of fact that are based on analysis of the data. They should be structured around the evaluation criteria and questions so that report users can readily make the connection between what was asked and what was found. Variances between planned and actual results should be explained, as well as factors affecting the achievement of intended results. Assumptions or risks in the project or programme design that subsequently affected implementation should be discussed.
- Conclusions—Should be comprehensive and balanced, and highlight the strengths, weaknesses and outcomes of the intervention. They should be well substantiated by the evidence and logically connected to evaluation findings. They should respond to key evaluation questions and provide insights into the identification of and/or solutions to important problems or issues pertinent to the decision making of intended users.

69 A summary matrix displaying for each of evaluation questions, the data sources, the data collection tools or methods for each data source and the standard or measure by which each question was evaluated is a good illustrative tool to simplify the logic of the methodology for the report reader.

70 UNEG, 'Ethical Guidelines for Evaluation', June 2008. Available at http://www.uneval.org/search/index.jsp?q=ethical+guidelines.

Recommendations—The report should provide practical, feasible recommendations directed to the intended users of the report about what actions to take or decisions to make. The recommendations should be specifically supported by the evidence and linked to the findings and conclusions around key questions addressed by the evaluation. They should address sustainability of the initiative and comment on the adequacy of the project exit strategy, if applicable.

Lessons learned—As appropriate, the report should include discussion of lessons learned from the evaluation, that is, new knowledge gained from the particular circumstance (intervention, context outcomes, even about evaluation methods) that are applicable to a similar context. Lessons should be concise and based on specific evidence presented in the report.

Report annexes—Suggested annexes should include the following to provide the report user with supplemental background and methodological details that enhance the credibility of the report:

- ToR for the evaluation
- Additional methodology-related documentation, such as the evaluation matrix and data collection instruments (questionnaires, interview guides, observation protocols, etc.) as appropriate
- List of individuals or groups interviewed or consulted and sites visited
- List of supporting documents reviewed
- Project or programme results map or results framework
- Summary tables of findings, such as tables displaying progress towards outputs, targets, and goals relative to established indicators
- Short biographies of the evaluators and justification of team composition
- Code of conduct signed by evaluators

Annex 8. Resources for Evaluation

A wealth of information is available within UNDP and the external community, containing key findings and lessons on the design, implementation and evaluation of technical cooperation programmes and projects in countries and regions around the world. Some of the most important sources for such information are listed below.

United Nations Evaluation Group (UNEG) website (www.unevaluation.org)— UNEG is a professional network for the units responsible for evaluation in the UN system. The goal of UNEG is to strengthen the objectivity, effectiveness and visibility of the evaluation function across the UN system and to advocate the importance of evaluation for learning, decision making and accountability. As of 2009, UNEG had 43 member agencies represented. The website details the UNEG current work programme and provides easy access to UNEG documents as well as links to other useful evaluation resources.

UNDP Evaluation Office internal (intra.undp.org/eo) and external websites (www.undp.org/eo)—The Evaluation Office produces a number of products to support learning from evaluation. Its website contains all evaluations conducted by the Evaluation Office, evaluation briefs and executive summaries, and the Annual Report on Evaluation, which presents key findings and lessons from independent evaluations. It also contains links to various references, norms, standards, guidelines on evaluation methodology and approaches, and other development partners' websites on evaluation.

Evaluation Resource Centre (ERC) website (erc.undp.org)—The ERC is the UNDP online evaluation information management centre. It is a publicly accessible database that contains evaluation reports, ToRs, and management responses for independent and decentralized evaluations of UNDP projects, programmes, outcomes and UNDAFs, among others. The database also includes evaluation plans and focal points for UNDP programme units, as well as a range of guidance and reference documents.