

WFP Office of Evaluation

EVALUATION QUALITY ASSURANCE SYSTEM (EQAS)

Strategic Evaluations

I. GUIDANCE FOR PROCESS & CONTENT

Last updated: May 2014



World Food Programme

Foreword

The Evaluation Quality Assurance System (EQAS) is one of the building blocks for implementation of WFP's Evaluation Policy (2008). As such, it is WFP's Office of Evaluation's primary means of safeguarding the international evaluation principles of:

- Independence: by setting standards that increase the impartiality in the evaluation process and in reporting on findings;
- Credibility: by setting standards that ensure evaluations are evidence-based and follow transparent and systematic processes; and
- Utility: by building milestones into evaluation processes for timeliness and reporting standards to ensure accessibility.

EQAS guides all evaluations undertaken by WFP's Office of Evaluation and its consultants. It also applies to those decentralised evaluations – those managed by other parts of WFP including Country Offices and Regional Bureaux – that follow EQAS standards.

EQAS is a comprehensive system covering all types of evaluations: strategic, policy, country portfolio, impact, operations and synthesis evaluations.¹

EQAS is a working tool for WFP's evaluation staff and its consultants covering all stages of the evaluation cycle. It is not a comprehensive handbook on evaluation and does not replace the rich range of evaluation literature.

EQAS builds on the norms and standards of the UN Evaluation Group, the OECD-DAC Evaluation Network, related tools from the Active Learning Network for Accountability and Performance, and the wider evaluation literature and community of practice.

The EQAS Pack for each Evaluation Type consists of:

- I. Guidance for process and content;**
- II. Template for TOR**
- III. Quality Checklist for TOR**
- IV. Template for Inception Report**
- V. Quality Checklist for Inception Report**
- VI. Template for Evaluation Report**
- VII. Quality Checklist for Evaluation Report**
- VIII. Template for Summary Evaluation Report**
- IX. Quality Checklist for Summary Evaluation Report**
- X. Technical Notes and other supporting documents.**

Initiated in 2007, the EQAS is subject to periodic and systematic update in line with the Office of Evaluation's evolving needs and international best practice. EQAS was comprehensively reviewed in late 2012 and systematically updated through 2013. Further updates and new materials will continue to be added as needed, to ensure EQAS continues to reflect emergent best practice and management requirements.

Helen Wedgwood
Director, Office of Evaluation, December 2013

¹ EQAS packs for operations and synthesis evaluations are under development by end 2013.

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Introduction

1. **Strategic Evaluations** introduced by the Office of Evaluation in 2008/9, focus on strategic and systemic issues of corporate-wide relevance. OEV's approach to strategic evaluations typically implies that a common over-arching topic or theme is chosen to guide several specific but inter-related Strategic Evaluations.

- This approach ensures that the same over-arching topic is evaluated from different angles, giving both depth and breadth to its coverage.
- Following consultation and topic selection, a Concept Note is developed to set out common issues to be addressed by all the evaluations, and to provide a first description of each of the four evaluations.
- The Key Evaluation Questions which derive from these issues will be shared by all Strategic Evaluations, adapted to the needs of each specific evaluation.
- Yet, each evaluation will have its own Terms of Reference (TOR).
- A Synthesis of the evaluations series is planned, to identify key messages, lessons and over-arching evaluation recommendations.

2. Reflecting the corporate scope of strategic evaluations, potential topics are widely consulted on, including with the Executive Board, executive and senior management, and country directors. For 2013-14 the Strategic Evaluation Theme agreed with the Board at the 2012 Annual Consultation on Evaluation is Emergency Preparedness and Response.

3. In general, Strategic Evaluations have a global coverage, though **exceptions** have been made (for instance, the 2008 Evaluation of WFP's HIV and AIDS activities focused on sub-Saharan Africa, where the bulk of assistance had been provided). Exceptions may also be made when the Office of Evaluation (OEV) receives requests for evaluations of strategic nature that fall outside those covered by a strategic theme and concept note mentioned above. For instance in the 2010-2011 Biennium, OEV was asked to evaluate the Purchase for Progress (P4P) programme and, related to it, the agriculture and market support project in Uganda. These were governed by their own TOR, and outwith the concept note that guided the strategic evaluation series examining WFP's Transition from Food Aid to Food Assistance, conducted over the same period.

4. The EQAS materials provide guidance for the conduct of **Strategic Evaluations**. They are structured following the main evaluation phases, and provide guidance on processes, content of outputs of each step, and quality standards that will be used. The six **phases** are:

- Preparation
- Inception
- Evaluation phase, including Fieldwork
- Reporting
- Dissemination
- Completing the Evaluation Process

5. The **process guidance** shows the roles and responsibilities of each stakeholder: Evaluation managers (EM); Evaluation Team Leaders and Teams; WFP Stakeholders, including headquarters (HQ), Regional Bureaux (RBs) and Country Offices (COs); Other Stakeholders; and the Director of the Office of Evaluation (OEV).

6. The **content guides** are provided for the outputs produced during each of the evaluation phases. This guidance is used by EM, Evaluation Team Leaders and Evaluation Teams together with the templates that provide the structure for the products they will produce.

7. The **quality standards** provide a brief introduction of general principles, while the quality checklists are templates for use by the quality assurer (EM and/or Director, OEV).
8. The materials are kept brief and do not aim to replace text books or other literature on evaluation.

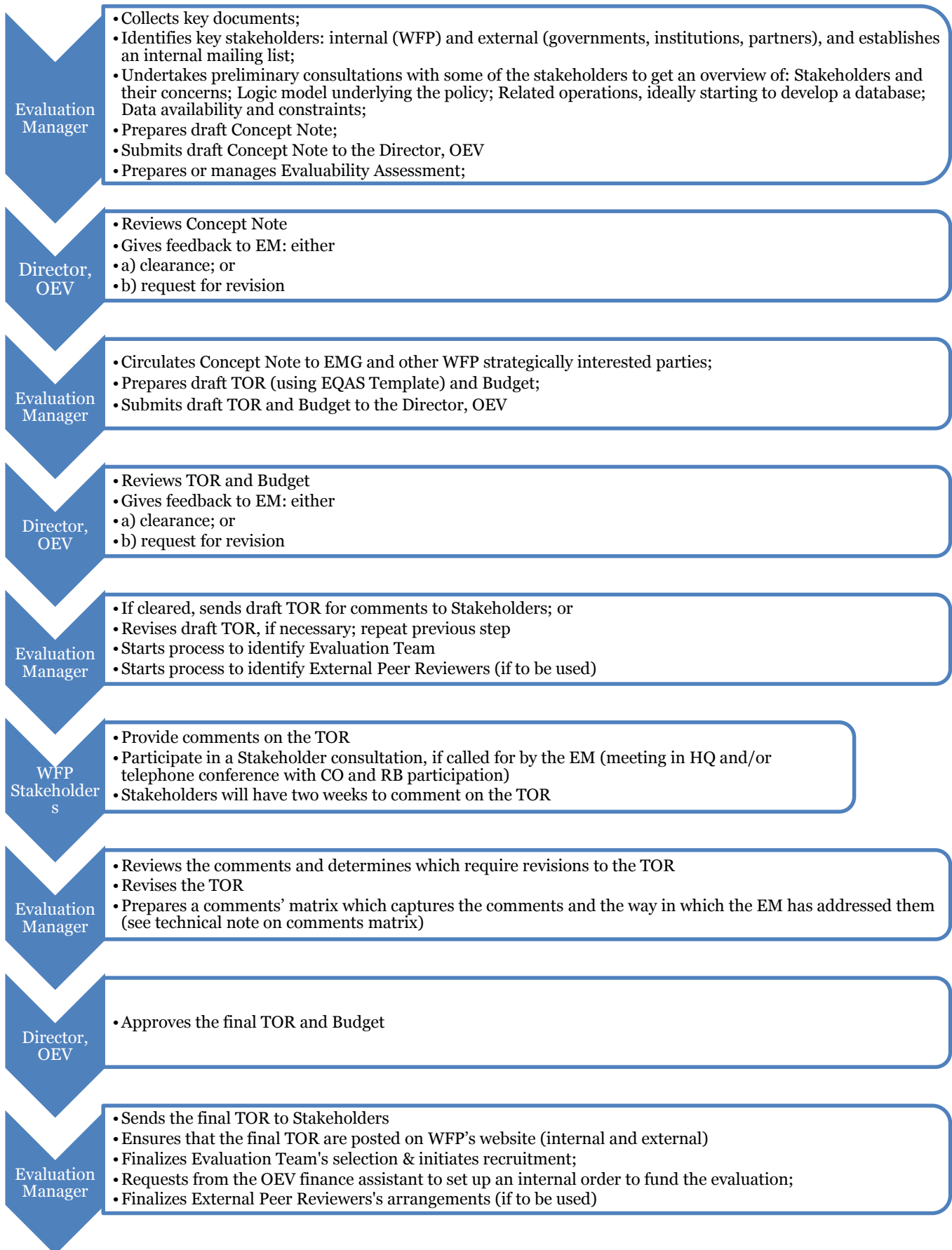
1. Preparation

9. During the first stage of the evaluation the preparation of a Concept Note (CN). (see template and guidance) provides key information about the evaluation topic, timing, scope, key areas of focus and stakeholder roles. In addition, it can be used to pose questions or gather further input for development of the Terms of Reference (ToR). The CN, can be used as a first step in TOR development.
10. In the early stages of the evaluation, the EM is responsible for drafting a Communication and Learning Plan defining the ways in which stakeholders will be involved throughout the Evaluation process and how the findings of the Evaluation will be communicated and disseminated in order to stimulate learning and use, in WFP and beyond. Refer to the Communication and Learning Plan Technical Note for guidance and template.
11. The Terms of Reference (TOR) provide the first substantive overview of the evaluation. They constitute the EM's main instrument to instruct the evaluators on the assignment and explain what is expected from them. They are annexed to the contract of teach member of the Evaluation Team, as a binding document between them and OEV.
12. The earlier GE approaches are incorporated into the evaluation thinking, the higher the chances that they will be thoroughly analyzed during its implementation. The evaluation manager should use this preparation phase to incorporate GE in the evaluation during its planning and preparation stages.
13. Once the TOR are final, a 2-page Summary TOR must be prepared as a tool for communicating with all Stakeholders.

1.1. Process Guide

14. The purpose of the process guide is to provide a step-by-step description of the process leading to the finalization of the TOR, highlighting roles and responsibilities of each stakeholder. The evaluation would have been included in OEV's work programme and the EM assigned by the Director, OEV. The steps, including the roles, responsibilities and actions are provided in the figure on the next page.

Process Map for Preparation and Finalization of Terms of Reference



1.2. Terms of Reference Content Guide

15. EQAS includes templates (files ending .dotx) for the main outputs along the evaluation process. They are accessible to the EM and the Evaluation Teams.
16. The purpose of the template and this guidance material is to assist EM's in drafting TOR for Strategic Evaluations.
17. TOR should follow the structure described in the template, but the content will be adapted to the specific subject under evaluation. Guidance is provided section by section for easy reference.
18. The TOR should not be longer than 15 pages, excluding annexes.

Table 1: Content Guide for TOR

Section	Content Guide
1. Background	
1.1. Introduction	➤ Standard text provided in the template
1.2. Context	<ul style="list-style-type: none"> ➤ Present briefly the context in which the evaluation takes place such as global debates, trends, issues, work of the international community on the topic under evaluation. ➤ Provide information regarding the extent to which the area under evaluation contributes to policies, strategies or objectives on gender.
2. Reasons for the Evaluation	
2.1 Rationale	➤ Specify why the evaluation is undertaken at this point in time, the rationale for which would be derived from the discussions in the context of the options and concept papers for Strategic Evaluations in the biennium.
2.2. Objectives	<ul style="list-style-type: none"> ➤ Building on the existing knowledge base, describe the objectives for the evaluation; ➤ Specify whether more weight is placed on accountability or on learning, and why.
2.3. Stakeholders and Users of the Evaluation	<ul style="list-style-type: none"> ➤ Specify who are the key Stakeholders in the design, implementation, management, funding, monitoring, etc. of the subject under evaluation. ➤ Identify interests/concerns of specific Stakeholders in the evaluation, what they have to gain or lose from the results of the evaluation, and those who have an immediate interest in the

Section	Content Guide
	<p>subject.</p> <ul style="list-style-type: none"> ➤ Ensure that the stakeholder analysis is GE responsive and that it identifies the principal types of stakeholders e.g. duty-bearers, rights-holders, men and women, etc². ➤ Stakeholders might be immediate partners of WFP (government, donors, NGOs who implement the activities) or be those who have an active and important role in the subject/sector under evaluation. ➤ Specify how the evaluation results are expected to be used within WFP and by whom. Be as specific as possible. ➤ Establish Internal and External Reference Groups and set out their roles and responsibilities (see below section 5.4 in the Content Guide for TOR). Refer to Communication and Learning Plan Technical Note. ➤ Note: Use stakeholder analysis tools, such as accountability maps, force-field analysis, power-to-influence, and stakeholder matrix.
<h3>3. Subject of the Evaluation</h3>	
<p>3.1. WFP's [strategic priorities, direction and systems in the area under evaluation]</p>	<ul style="list-style-type: none"> ➤ Specify the title of the sub-section. ➤ Provide an overview of the salient features of WFP's work in this area, which may include strategic objectives, policies, policy or operational guidance and systems action plans, etc. ➤ Identify whether there is a results framework or logic model and if so summarize in the text (include full logic model in annex to the TOR). Refer to Technical Note on Logic Model / Theory of Change.
<p>3.2. Overview of WFP Operational Activities</p>	<ul style="list-style-type: none"> ➤ Provide an overview of the operations and activities that WFP carried out in the area under evaluation. ➤ Analyze the overview data in ways that help understand where points of emphasis lie, for instance, geographic distribution, subjects that have received stronger focus than others. ➤ Specify how the operations and activities were funded (integrated into regular operations, grant funding, others). ➤ Note: the overview is likely to require that an evaluation research assistant collects and collates information on the operations and activities that were carried out for related to the subject under evaluation. This should be planned ahead of time to have the analysis done as an input for the TOR.

² Use guidance from Page 21 of UNEG Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.

Section	Content Guide
3.3. Scope of the Evaluation	<ul style="list-style-type: none"> ➤ Specify how the evaluation will be focused, how the scope will be reduced, including: time frame, issues, geographic areas, types of activities and specific target groups (including women and girls) which will be included or excluded from the evaluation. Justify your choices in the TOR. ➤ Specify clearly what will be in and out of scope; ➤ In defining the scope, take full account of other relevant evaluation evidence.
4. Evaluation Approach, Questions and Methodology	
4.1. Overview of Evaluation Approach	Brief overview of the Evaluation Approach
4.2. Evaluability Assessment	<p>Note the challenges in conducting the evaluation, including:</p> <ul style="list-style-type: none"> ➤ Review of existing internal and externally generated evidence on the subject under evaluation; ➤ Whether a logic model exists and can be used for evaluation (clarity of objectives and targets, internal consistency of the underlying logic, theory of change etc.); Refer to Technical Note on Logic Model / Theory of Change. ➤ Assess the availability of indicators related to the logic model and relevant data (baseline, monitoring) and to the extent possible, determine the validity and usefulness of the data; ➤ The evaluability assessment should also determine whether gender dimensions can be evaluated or not and identify measures needed to address the evaluability of gender dimensions of design, data quality and context³. ➤ Different perceptions and understandings of stakeholders on the Strategic area in question, and how these may affect the evaluation; ➤ Discussion the implications and limitations to evaluability and how the evaluation methodology is expected to address these.
4.3. Evaluation Questions	<ul style="list-style-type: none"> ➤ The key Evaluation Questions will be developed in the Concept Note for Strategic Evaluations and included in the TOR with as little adaption/revision as possible to build coherence between them. ➤ The key Evaluation Questions will be kept focused on broader, strategic questions; they will be developed further through the sub-questions in the Evaluation Matrix prepared by the Evaluation Team in the inception phase. ➤ Key questions will be limited to maximum of 5; they will guide the design, conduct, and report of evaluation findings. ➤ Ensure that the key questions and sub-questions adequately

³ Use guidance from Page 16 of UNEG Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.

Section	Content Guide
	address gender and other cross cutting issues inherent in the subject of the evaluation.
4.4. Methodology	<ul style="list-style-type: none"> ➤ Present the overall methodology for the evaluation outlining data types, sources, and proposed analysis⁴ linked to evaluation questions; ➤ Describe the main limitations to the method, and the rationale for the selected approach; ➤ Identify key risks and appropriate mitigation/management measures for the evaluation, for further refinement during inception, as appropriate; ➤ Specify how gender issues will be addressed by the methodology, including: <ul style="list-style-type: none"> • How data collection and analysis methods integrate gender considerations. • Ensure data collected is disaggregated by gender; provide an explanation if this is not possible. ➤ Specify how efficiency, and all other Evaluation Criteria will be addressed. Ensure gender equality aspects are integrated into the evaluation criteria. Refer to the Technical Notes on Gender, Evaluation Criteria and Efficiency Analysis for more information.
4.5. Quality Assurance	<ul style="list-style-type: none"> ➤ Standard text provided in the template of the TOR ➤ Decide whether to use external expert reviewers to increase the credibility and impartiality of the evaluation. <p>Note: External reviewers advise the Evaluation Manager and Team Leader on the subject matter (e.g. they have long-standing experience in the subject area under evaluation) or on the evaluation approach (they are professional evaluators). They are not consultants, but rather have an “institutional function” (employed with another agency, academia, or NGO) and should lend credibility to the evaluation.</p>
5. Organization of the Evaluation	
5.1. Phases and deliverables	<ul style="list-style-type: none"> ➤ Provide an overview of the phases of the evaluation including key milestones. ➤ Use the Timeline summary of the key evaluation milestones and the Detailed timeline, as provided in the TOR template. ➤ Ensure adequate time is budgeted for analysis of data collected and for review, feedback and revision of draft Evaluation Reports. OEV’s two-level quality assurance system and stakeholder engagement process identifies 3 draft report stages (Do, D1, D2) prior for submission for final approval by the

⁴ Including the use, as an analytical framework, of a pre-existent/reconstructed Theory of Change if relevant to the country context for one or all activities. Refer to the Technical Notes on Logic Model /Theory of Change, Evaluation Matrix, Evaluation Criteria and Efficiency.

Section	Content Guide
	<p>Director, OEV.</p> <ul style="list-style-type: none"> ➤ A workshop may be built into the evaluation process following the circulation of the draft Evaluation Report (to present findings and consider recommendations) or once the report is final (to discuss the way forward in response to recommendations). If so, it should be planned at the preparatory phase, with appropriate time/ funding provision. Refer to the Communication and Learning Plan Technical Note for detailed guidance. ➤ A Summary Evaluation Report (SER) is prepared as part of the full Evaluation Reporting process, presented as a stand-alone document to the Executive Board for consideration. ➤ In planning, the EB Secretariat submission date for editing/translation of the summary report must be strictly adhered to (3 months ahead of Board session).
5.2. Evaluation Component	<p>Describe:</p> <ul style="list-style-type: none"> ➤ The expertise/profiles needed and languages needed. ➤ The composition of evaluation teams should be gender balanced. The TOR must define the level of expertise needed among the evaluation team on gender equality and the responsibilities in this regard. ➤ Tasks to be undertaken and outputs to be delivered by each Team member. ➤ Reporting lines and overall responsibility of the Team Leader.
5.3. Roles and Responsibilities	<ul style="list-style-type: none"> ➤ Standard text provided in the template of the TOR.
5.4. Communication	<ul style="list-style-type: none"> ➤ Using the Communication and Learning Plan Technical Note as guidance, develop a Communications Plan. This sets out how Stakeholders will be involved throughout the process (e.g. consultation on TOR, inception, de-briefings, workshops, report comments), and how findings of the Evaluation will be disseminated (workshops to share findings and discuss way forward, summary report presented to EB session, briefs, etc.). ➤ Consider from the stakeholder analysis who to disseminate to, involve and identify the users of the evaluation, duty bearers, implementers, beneficiaries, including gender perspectives and target groups. ➤ Highlight interaction points (e.g. briefings) and how these will be conducted (e.g. meeting, teleconference, email). ➤ Include an exit de-briefing with Stakeholders. The de-briefing should involve HQ, RB and CO as per the Communications Plan. ➤ Determine roles and responsibilities of Reference Groups (see section 2.3. of the Content Guide <u>for TOR</u>). ➤ Request that an evaluation page on both OEV's site on WFPgo and WFP.org-Evaluation Library be set up as a platform for

Section	Content Guide
	<p>sharing information amongst internal Stakeholders. Send an introductory paragraph with request to OEV administrative assistant to set up the evaluation page. Include the url in the final TOR.</p> <ul style="list-style-type: none"> ➤ Specify the need for translation and the language of each report, if not English. ➤ Specify whether Evaluation Briefs (additional to OEV's standard brief on each evaluation) should be developed by the Evaluation Team to highlight particular issues, findings and/or lessons from the evaluation.
5.5. Budget	<ul style="list-style-type: none"> ➤ Standard text provided in the template of the TOR. ➤ Identify sources of funds, total cost and provides a breakdown per fees/travel/other etc. ➤ Include the cost of travel of the EM (and/or the cost of an evaluation research assistant, if required). ➤ Include the cost of workshops or special communication efforts, if needed.
Annexes	<p>Ensure to include:</p> <ul style="list-style-type: none"> ➤ Glossary of Terms ➤ Bibliography ➤ Information on the WFP operations and activities that relate to the subject of the evaluation (list, table, diagrams, etc.) ➤ Detailed Evaluation Timeline ➤ Job descriptions for Evaluation Team members ➤ Other technical annexes, including preliminary Evaluation Matrix and methodology guide, to be finalised during Inception phase.

1.3 Quality Standards

19. TOR are expected to follow the template and provide information for each of the foreseen sections. These sections were included in the TOR, as they are important to ensure the evaluation is well set up.

20. Quality assurance aims to ensure that sufficient background research has been undertaken to set out Terms of Reference that will adequately guide the conduct of the evaluation. The quality checklist (a separate template) includes:

- Criteria concerning the content (accuracy, adequate level of detail to understand the issues without being too detailed, well substantiated choices for instance when narrowing down the scope, etc.);
- Checking whether the required content has been included in the TOR;
- Process (for instance timeline).

21. The Director, OEV carries out quality assurance of TOR, using the quality checklist to provide systematic and constructive feedback.

2. Inception

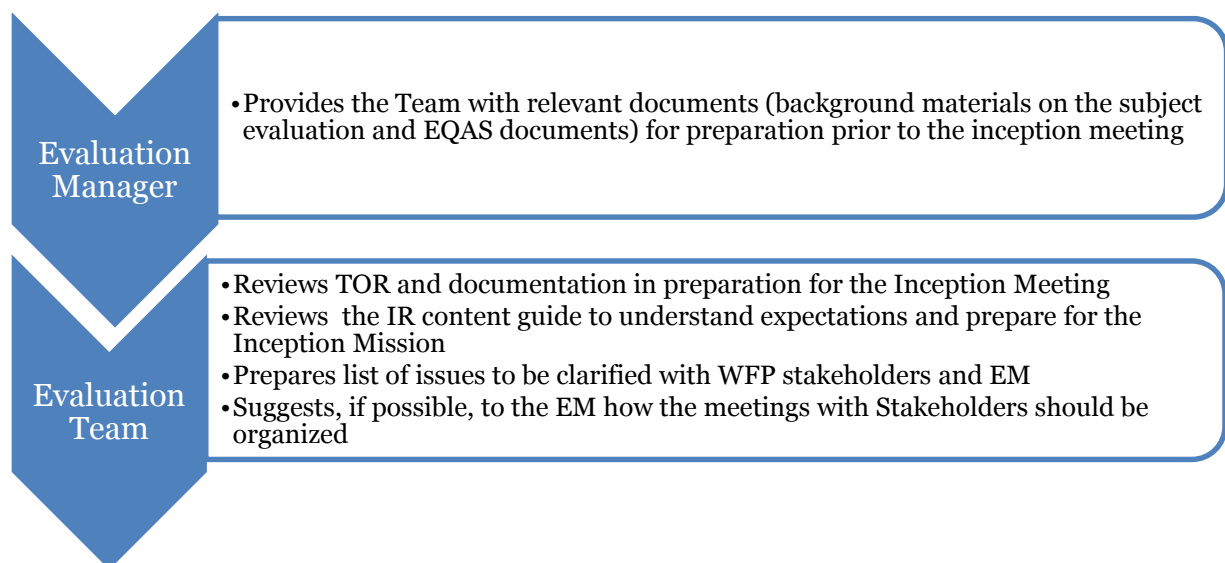
22. The inception phase serves to ensure that the Evaluation Team (Leader and Team members) develop an in-depth understanding of the TOR of the evaluation and translate them into an operational plan according to which the evaluation will be carried out. The inception phase involves initial analyses of background materials and discussions with Stakeholders that will give the Evaluation Team a greater understanding of issues and concerns related to the subject under evaluation. The Inception Report (IR) is meant to ensure a common understanding of what the evaluation is about, how the work is to be performed, who is to do what, what is to be produced and when deliverables are expected. Section 2.1. explains the activities that should be conducted during the inception phase, section 2.2. provides guidance on the expected content of the IR.

2.1 Process Guide

23. The inception phase requires that the TOR are final (see first phase) and that at least the Team Leader has been recruited. Team members should have been identified and recruited as well, unless the inception phase is needed to determine the skill set that is required (see paragraph 25).

24. The process guide clarifies the roles and responsibilities and participation during the inception phase and provides a step-by-step description of tasks, particularly those leading to the finalization of the IR for the evaluation.

Prior to the Inception Mission



During the Inception Mission

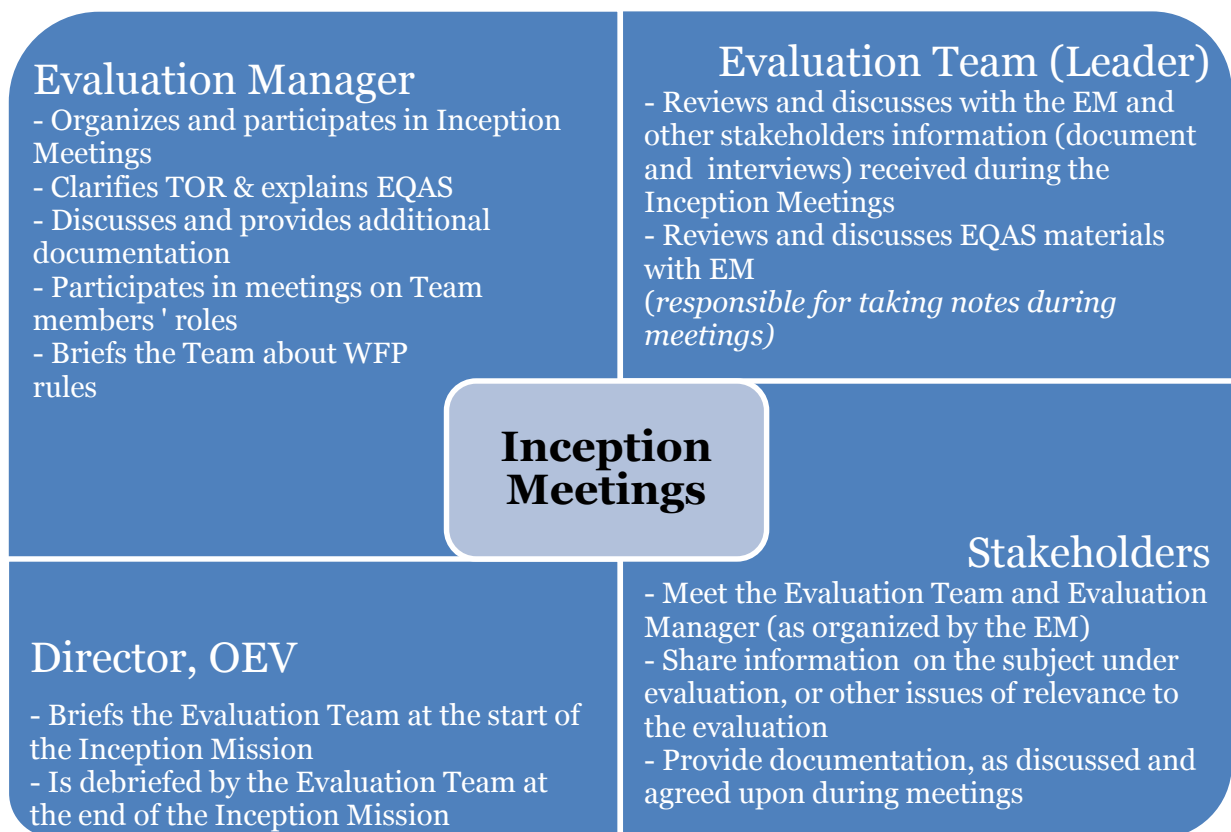
25. The purpose of the Inception Mission is to:

- Clarify TOR (evaluation purpose, approach and methods). Confirm whether a Theory of Change analytical framework is appropriate for the evaluation process and appropriate coverage of evaluation criteria, including efficiency. (Refer to relevant Technical Notes)

- Meet WFP Stakeholders to understand their perspectives and concerns related to the subject under evaluation and its implementation (face-to-face with HQ colleagues, via telephone conference with RB and CO colleagues).
- Meet (via teleconference or face-to-face, depending on need and resource availability) with the external peer reviewers.

26. For Strategic Evaluations, the inception mission usually takes place in Rome, because these evaluations normally have a global perspective and require interaction with key Stakeholders at WFP HQ in Rome.

27. When possible and meaningful, the EMs of the four inter-related Strategic Evaluations in a biennium will try to coordinate the inception (and debriefing) missions of the Strategic Evaluation Teams. This coordination may entail simultaneous briefings of several Evaluation Teams and/or debriefings of some while briefing others. Such sequencing of evaluations will be discussed among the EMs concerned (possibly formalized in the Concept Note for Strategic Evaluations during the biennium, see paragraph 9 above).



28. Depending on the level of preparation done prior to the inception meetings in Rome, it may be agreed between the EM and the Evaluation Team Leader to undertake an inception mission to one of the countries included as a case study. Such a field-based inception mission, which would require considerable preparatory work, is done prior to the arrival in Rome and serves to test initial field instruments/country case study designs.

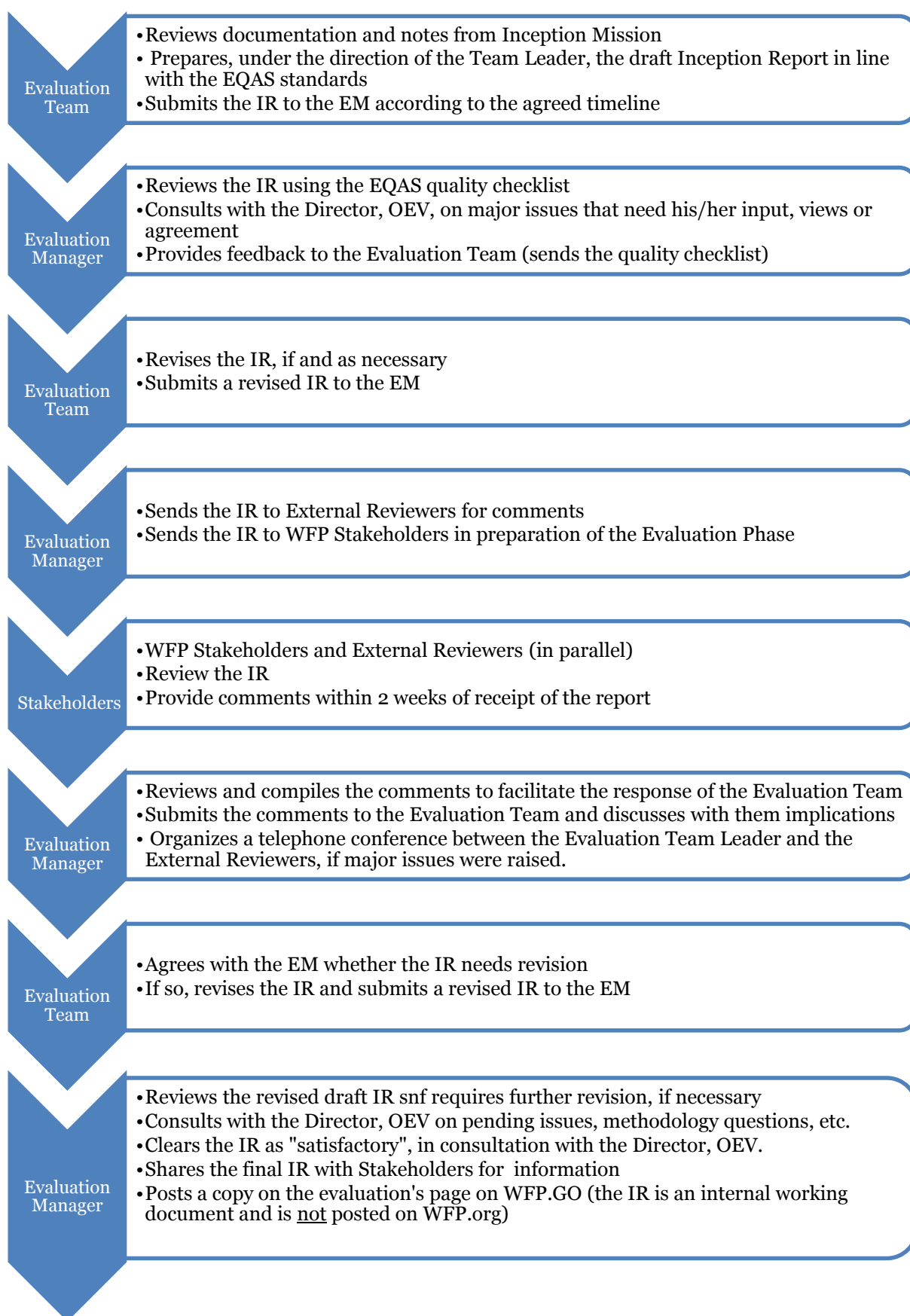
29. Should the full Evaluation Team not have been recruited prior to the Inception Mission (see paragraph 23), it is essential that at the end of the Inception Mission the EM and Evaluation Team Leader agree on required expertise on the Team. If

possible they could interview potential candidates together. The additional Team member(s) should be hired as soon as possible after the Inception Mission or as agreed between the Team Leader and the EM (in those cases when certain expertise is needed only for a shorter period and a later stage on the Evaluation Team).

Preparation of the Inception Report

30. The IR is a working document which forms the agreement between the EM and the Evaluation Team on the operational plan for the evaluation. Therefore, revisions will be kept to fundamental issues, while minor changes might be noted and dealt with in the Evaluation Report (ER) as appropriate. Fundamental issues are those that affect the evaluation methodology and fieldwork where EM and Evaluation Team Leader/Team do not agree. Disagreements have to be sorted out before the IR is considered final and the Evaluation Team can move on to the Evaluation Phase.

Process Map for Inception Report Preparation



2.2 Inception Report Content Guide

31. The purpose of the IR is to present how the evaluation will be undertaken and organized. It ensures ownership by the Team of the evaluation process and a shared understanding between the Team and OEV about expectation of the evaluation and quality standards.

32. The IR is, in effect, the *Operational Plan* for the evaluation and a working document. It is produced by the Evaluation Team under the responsibility of the Team Leader. It assures the Evaluation Manager and Stakeholders in the evaluation that the Team has a good grasp of what is expected. It provides those most closely involved in the evaluation with an overview of its planning.

33. The purpose of the template and this guidance material is to assist the Evaluation Team, and in particular the Evaluation Team Leader in drafting the IR. The electronic template is provided by the EM to the Evaluation Team.

34. The IR should follow the structure described in the template, but the content will be adapted to the specific subject under evaluation. Guidance is provided section by section for easy reference.

35. The IR should not be longer than 25 pages (font size 12, Georgia), excluding the annexes.

Table 2: Content Guide for the Inception Report

Section	Content Guide
1. Introduction	
1.1. Evaluation Features	<ul style="list-style-type: none"> ➤ Summarizing from the TOR, briefly present the rationale, objectives, and intended users of the evaluation (1-2 paragraphs); ➤ Briefly describe the purpose of the IR, its place within the evaluation process and the activities carried out in preparation of the IR. ➤ Describe the appropriateness of analysing gender in the evaluation scope and the extent to which a gender-responsive methodology is proposed.
1.2. Context	<ul style="list-style-type: none"> ➤ Building on the relevant section of the TOR, provide <u>additional</u> information or analyses not yet provided in the TOR to give greater depth and understanding to the context of the subject under evaluation, including global debates, trends, issues, work of the international community on the topic under evaluation. ➤ Include definitions of key terms relevant to the subject under evaluation. ➤ Provide information regarding the extent to which the area under evaluation contributes to policies, strategies or objectives on gender.
2. Subject of the Evaluation and Stakeholders	
2.1. WFP's [strategic	<ul style="list-style-type: none"> ➤ Building on information in the TOR, provide <u>additional information and analyses</u> of:

Section	Content Guide
directions in the area under evaluation]	<ul style="list-style-type: none"> ➤ The salient features of WFP's work in this area, which may include strategic objectives, policies, policy or operational guidance, action plans, etc. ➤ Key findings from previous evaluations. ➤ Identify whether there is a results framework or logic model and if so summarize in the text (include full logic model in annex to the IR).
2.2. WFP's Operational Activities	<p>Building on relevant information in the TOR, provide <u>additional information and analyses</u> of the activities that WFP carried out related to the subject under evaluation. The analysis of these activities should be done in such a way that it generates a good understanding of the evaluation universe.</p> <p>The analysis should help and be used to:</p> <ul style="list-style-type: none"> ➤ Validate the scope of the evaluation as specified in the TOR, or determine criteria for refining/narrowing the scope if necessary, (in which case reasons and suggestions <u>should be included in Chapter 3 of the IR</u>); ➤ Determine criteria for selecting countries for inclusion in the evaluation, for site visits or desk reviews (<u>to be included in Chapter 3 of the IR</u>).
2.3. Stakeholder Analysis	<ul style="list-style-type: none"> ➤ Building on the preliminary Stakeholders' analysis in the TOR, add depth by providing necessary and relevant information to establish an overview of the key Stakeholders and inter-relationships. ➤ Use appropriate analytical tools for this purpose such as accountability maps, force-field analysis, power-to-influence, stakeholder matrix, partnership maps, etc. ➤ Ensure that the stakeholder analysis is GE responsive and that it identifies the principal types of stakeholders e.g. duty-bearers, rights-holders, men and women, etc⁵. ➤ For each group of Stakeholders, specify concrete agencies or individuals, describe and analyse their role and the nature of their stake/interest, including what do they stand to gain or lose from the results of the evaluation. ➤ Confirm or update as necessary, composition, roles and responsibilities of internal and external Reference Groups [see section 2.3 and 5.4 of the Content Guide for TOR].
3. Evaluation Methodology	<p>The purpose of this chapter in the IR is to ensure that the Evaluation Team is adhering closely to and building upon the preliminary methodology presented in the TOR, and to clarify (with justification) any modifications needed.</p> <p>Ensure the methods employed are appropriate for analysing gender issues identified in the evaluation scope..</p>

⁵ Use guidance from Page 21 of UNEG Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.

Section	Content Guide
	<p>A complete Evaluation Matrix methodology guide building on any outlined in the TOR should be contained in the IR, with annexes covering data collection instruments and further details as agreed by the Evaluation Manager. Ensure that the matrix contains gender-responsive questions, evaluation indicators and data-collection methods to ensure GEEW-related data is collected.</p> <p>It should build on:</p> <ul style="list-style-type: none"> ➤ The evaluability assessment in the TOR; ➤ The context analysis; ➤ The analysis of the subject under evaluation, including its logic model or results framework; ➤ The analysis of the related strategic directions, policy and activities; ➤ The Stakeholder analysis.
<p>3.1. Methodological Approach</p>	<ul style="list-style-type: none"> ➤ Present any adaptations needed to the methodological approach presented in the TOR showing clearly how it will minimize threats to validity and ensure reliability and credibility of the evaluation, and be coherent with the Evaluation Matrix, overarching approach and method. ➤ Describe how the perspectives of key Stakeholders will be included, including those of the people affected (recipients of food assistance who may receive different assistance as a result of a new strategic direction, or people in institutions when new strategic directions are likely to redefine how WFP works with them, etc.). ➤ Specify how gender issues will be addressed by the methodology, building on the framework presented in the TOR. Ensure the methods employed are appropriate for analysing the gender issues identified in the evaluation scope ➤ Describe how evaluation criteria, including efficiency, will be addressed, building on the framework presented in the TOR. Ensure Gender equality aspects are integrated into the evaluation criteria. Refer to the Technical Note on Efficiency Analysis, Evaluation Criteria, and gender.
<p>3.2. Evaluation Matrix</p>	<p>Develop the Evaluation Matrix that addresses each of the Key Evaluation Questions included in the TOR, including:</p> <ul style="list-style-type: none"> ➤ Sub-questions; ➤ A set of indicators to measure performance, explicitly referring to the logic model used; ➤ Possible benchmarks (including good practice standards, performance assessment of comparator agencies, etc.) ➤ The relevant parts of the methodology that will contribute to answering the (sub-)questions; ➤ How the data from each of these will be triangulated to inform

Section	Content Guide
	<p>findings;</p> <ul style="list-style-type: none"> ➤ Sources of information (specifying where secondary data will be used and where primary data is needed). <p>Ensure that the key questions and sub-questions adequately address gender and other priorities inherent in the subject of the evaluation. Ensure evaluation indicators for the intervention include gender equality dimensions to ensure gender related data is collected.</p> <p>Refer to the Technical Note on Evaluation Matrix.</p> <p>Note: A summary of the Evaluation Matrix may be presented in the body of the IR, fully detailed in an Annex. The Evaluation Matrix should <u>not</u> be as detailed as the field instruments, i.e. sub-questions are not supposed to be developed to a level suitable for a questionnaire, but stay at a level that is helpful to provide direction to the evaluation.</p>
3.3. Data Collection Methods	<p>Provide detailed overview of the data collection methods building on the preliminary methodology presented in the TOR. Explain and justify how the methodology is modified from that presented in the TOR.</p> <ul style="list-style-type: none"> ➤ Define the nature of data/information collection methods and field instruments. Highlight their comparative advantage, inherent constraints and solutions to address them. ➤ The chosen methods should be explicitly linked to the Evaluation Matrix and be informed by the stakeholder analysis in 2.3 as well as by an analysis of the reliability and completeness of the data collected during the design and inception phases (secondary data, M&E information, previous evaluations, etc.). ➤ Explain how data gaps will be filled and how information will be gathered, analysed and used to answer all the questions/sub-questions in the Evaluation Matrix (e.g. with reference to specific field instruments). ➤ Ensure data collection tools integrate gender considerations. Ensure data collected is disaggregated by gender. Please provide an explanation if this is not possible. ➤ Present the sampling strategy; explain process and criteria. The sampling strategy should explicitly be linked to the analysis of the programme/activity in 2.2. ➤ Present a summary description of fieldwork tools. (Actual fieldwork tools should be presented in annexes Describe how these tools incorporate gender considerations. ➤ Specify how data will be checked and cleaned. ➤ Explain the strategy for data analysis and presentation in the Evaluation Report, including how data will be triangulated for conclusion drawing, and expected displays of data (tables, graphics, photos, network maps, diagrams, text, etc.). <p>A complete methodology guide building on that presented in the TOR should be contained in the IR, with annexes covering data collection instruments and further details as agreed by the Evaluation Manager.</p> <p>Note: In some cases, the evaluation will include country case studies</p>

Section	Content Guide
	that are based purely on desk reviews and others that include both desk reviews and fieldwork. The IR should specify and justify.
3.4. Quality Assurance	<ul style="list-style-type: none"> ➤ Mention any steps that the Evaluation Team will take to ensure the quality of the evaluation process and products (e.g. how data errors arising from proposed data collection methods will be addressed, etc.). ➤ Indicate any potential conflict of interest that any of the Evaluation Team members may have and how it will be managed. ➤ Include the following text in the IR: <p>“WFP has developed an Evaluation Quality Assurance System (EQAS) based on the UNEG norms and standards and good practice of the international evaluation community (ALNAP and DAC). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on quality for each of the evaluation products. EQAS will be systematically applied during the course of this evaluation and relevant documents have been provided to the Evaluation Team”.</p> <p>By inserting this text, the Team Leader confirms that it is valid. If the Team has not received EQAS documents, this should be raised with the EM.</p>
3.5. Risks and Assumptions	<ul style="list-style-type: none"> ➤ Mention any limitations to evaluability (e.g. problems with logic model or definition of results, logistical bottlenecks, time and budget limitations, stakeholder interests etc.) besides those already stated in the TOR. ➤ Explain how the Team will address these. ➤ Mention additional risks and/or assumptions, implications and how these will be moderated.
4. Organization of the Evaluation	<p>Note: The purpose of this chapter in the IR is to clarify the roles and responsibilities of the Evaluation Team members as well as to communicate to Stakeholders how the evaluation will unfold and what input is expected from them at what stage in the process.</p> <ul style="list-style-type: none"> ➤ Present the composition of the Evaluation Team and primary role and responsibilities of Team members in line with expertise and evaluation requirements, and the areas to be covered in the Evaluation Matrix ➤ Present a work-plan for each Team member in line with the deliverables agreed in individual job descriptions. Explain how individual inputs will be translated into expected evaluation products. ➤ Provide a summary of the expected roles and responsibilities of other WFP offices or units (building upon what was presented in the TOR). ➤ Provide final agreed schedule of activities including consultation with Stakeholders and interaction points (e.g. briefings, de-

Section	Content Guide
	<p>briefings, etc.) and deadlines for delivery of key evaluation products. These may also include feedback sessions with Stakeholders on interim products such as desk reviews related to the subject under evaluation (comparative analysis with good practice). Explain any variations from the TOR.</p> <ul style="list-style-type: none"> ➤ Prepare a detailed field work schedule (by days, Team member, locations, Stakeholders, etc.) to enable the COs to organize appointments and make logistics arrangements (the detailed plan can be presented in an annex and should be done in ways that it is a pragmatic working tool for COs).
5. Issues to be Agreed with OEV	<p>Note: The purpose of this chapter in the IR is to ensure that all unclear aspects of the TOR or of the evaluation planning have been clarified before the inception phase is over.</p> <ul style="list-style-type: none"> ➤ Highlight and explain any issues that have arisen during the inception phase and still require discussion with and/or clarification from the EM. ➤ Make constructive suggestions for addressing these issues, so that they can be resolved easily. ➤ Do not re-state constraints to the evaluation that can and should be managed through the evaluation methodology, but issues that require, for instance a change in scope. <p>Note: The issues raised in this chapter of the IR should be resolved before it is finalized, so that the final IR reflects the agreement reached on these points. The IR will be shared – by the EM – with the Stakeholders in the evaluation only after these issues have been resolved.</p>
Annexes	<p>Ensure annexes are numbered in the order in which they appear in the main text. Some of the expected annexes are:</p> <ul style="list-style-type: none"> ➤ TOR ➤ Logic Model and/or Theory of Change ➤ Evaluation Matrix ➤ Evaluation Methodology ➤ Bibliography ➤ Summary fieldwork agenda for each country to be visited, detailing the required schedule of meetings for each Team member to be set up by the CO. ➤ Methodology guidance covering all fieldwork tools, including country case study reporting format that will be used in each of the country case studies. The country case study reporting format should be linked to the overall Evaluation Report to ensure necessary evidence is generated through the fieldwork. ➤ List of People Met/Interviewed ➤ Others (list titles)

2.3 Quality Standards

36. The IR is expected to follow the template provided. The template is designed to ensure that the evaluation method is well grounded and the operational plan for the evaluation is appropriate.

37. Quality assurance aims to ensure that sufficient research, stakeholder consultations and analysis have been undertaken to decide on the methodology of the evaluation and to guide its conduct. The quality checklist (a separate template) includes:

- Criteria concerning the content especially related to the methodological approach, Evaluation Matrix and data collection methods;
- Criteria concerning the operational plan, its feasibility and likelihood to generate a credible evaluation;
- Checking whether the required content has been included in the IR; and
- Process (for instance timeline).

38. The EM carries out quality assurance of the IR, using the quality checklist to provide systematic and constructive feedback. S/he consults with the Director, OEV (who may review the IR as well) at the time of giving feedback to the consultants and before finalizing the IR. The Evaluation Manager clears the IR as “satisfactory”, in consultation with the Director, OEV.

3. Evaluation Phase, including Fieldwork

39. The evaluation phase is the phase when the Evaluation Team collects and analyses information and data, from written sources and through interviews, focus group discussions and other means. It is the time when the Evaluation Team pulls together the evidence that it will report.

40. The details of the evaluation phase are determined by the methodology chosen for a given evaluation. Therefore, it will differ for each evaluation. The principles provided here are generic, but apply to all Strategic Evaluations.

3.1. Process Guide

41. The evaluation phase requires that the final IR is finalized and the entire Evaluation Team has been hired.

42. The evaluation phase is conducted by the Evaluation Team. They may be travelling to all countries together or may split up and undertake country case studies separately, as agreed in the IR and depending on the budget. In some cases, subject to the approval of the Director, OEV, the EM may join part of the fieldwork (to be included in the TOR and budget of the evaluation). The evaluation phase consists, in general, of the following steps.

43. **Team briefing(s)** to ensure all Team members have understood the requirements of the evaluation and the operational plan in the IR (this step is needed in particular when the complete Team was not yet in place during the inception phase). The Team briefing(s) should also serve to come to clear agreements on the reporting requirements for the country case studies, in particular if the Team splits up and different members go to different countries.

44. **Thorough desk review** of existing documentation, both in terms of general issues to be reviewed for the evaluation as well as for each country that serves as a case study for the evaluation. During the design of the evaluation (TOR and IR), the EM and Evaluation Team Leader will review and decide whether any of the desk review outputs would merit initial feedback sessions.

45. **Country visits** for selected case studies (the selection criteria for choosing the countries will have been included in the IR).

- The duration of country visits should reflect the number of Stakeholders to be met in the country and the time required to visit sites, which will differ from evaluation to evaluation and from country to country.
- The country visits can take place in parallel (with the Team splitting up) to save time in the overall evaluation process, or be sequential (if the entire Team needs to conduct the fieldwork together).

46. **In-country activities** will include:

- Initial briefing during which:
 - the Evaluation Team explains to Stakeholders the purpose and conduct of the evaluation, and
 - the CO explains to the Evaluation Team the agenda of meetings during their country visit (who are the Stakeholders, their interests, significance and role related to the subject under evaluation, etc.);
- Interaction with WFP and other Stakeholders through interviews, focus group discussions, possibly surveys and participatory evaluation methods, and collection of additional documentation and data, depending on the evaluation design.
- The documentation/reporting of each country case study should be agreed on prior to fieldwork and annexed in the Inception Report; be prepared during the country visit; and finalised shortly afterwards. There is no formal quality assurance process for country case studies, as these are working documents. However, they should provide the required evidence for the full Evaluation Report.
- Exit Debrief at the end of each country visit to report to the Country Office on the process, share early impressions, clarify any information gaps and highlight next steps, related to the country case study specifically, and to the overall evaluation.

3.2. Exit Debrief Preparation

47. At the end of the fieldwork phase, the Evaluation Team should present a debrief (usually a power point presentation) to report back on the process, share early impressions, clarify any information gaps and highlight next steps, prior to preparation of the draft Evaluation Report. The debriefing may take place immediately following completion of field work or within a month to allow the Team to conduct and discuss preliminary analysis among themselves prior to the debrief. The debriefing should involve WFP Stakeholders from HQ, and RB and country offices participating in the evaluation, as set out at TOR stage (refer to Communication and Learning Plan Technical Note).

48. The exit debrief is a working document of the Evaluation Team and will not be reviewed, commented on or revised. It will serve as a reference document to Stakeholders, including the EM, once they receive the Evaluation Report. There is no template for the exit debrief.

49. The exit debrief will be made available to the EM and all other Stakeholders for future reference.

4. Reporting

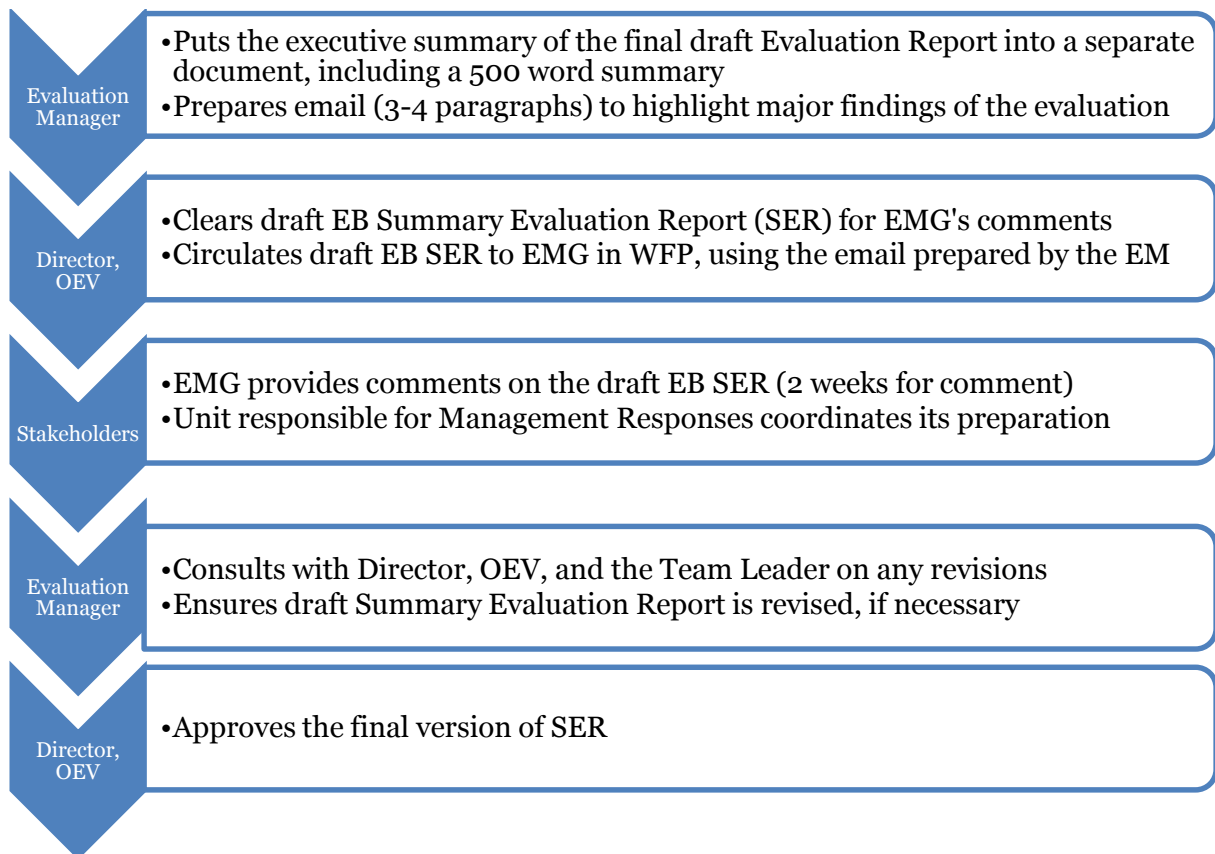
50. The reporting phase brings together the findings of the Evaluation Team in a concise analytical report.

4.1. Process Guide

51. While it is the fourth phase in the evaluation process, inputs to the Evaluation Report can be drafted at earlier stages: some parts of the report might have been developed at the stages of the Terms of Reference (for instance, the purpose of the evaluation will not have changed by the time the report is prepared) or during the inception, or during the evaluation phase (for instance outputs of desk reviews might become part of the ER).

52. The reporting phase is completed at end of the evaluation phase to analyse and integrate all data collected. It involves two levels of quality assurance by OEV; reference Group and other stakeholder/external reviewer comment as appropriate. OEV's Evaluation Manager conducts 1st level quality assurance, coordinates stakeholder comments process and consults with the Director OEV, liaising with the Evaluation Team Leader for revisions and subsequent draft reports as required to meet OEV's quality standards. The Director OEV conducts 2nd level quality assurance for final approval of the full report, including the SER.

Summary Evaluation Report (SER) Preparation



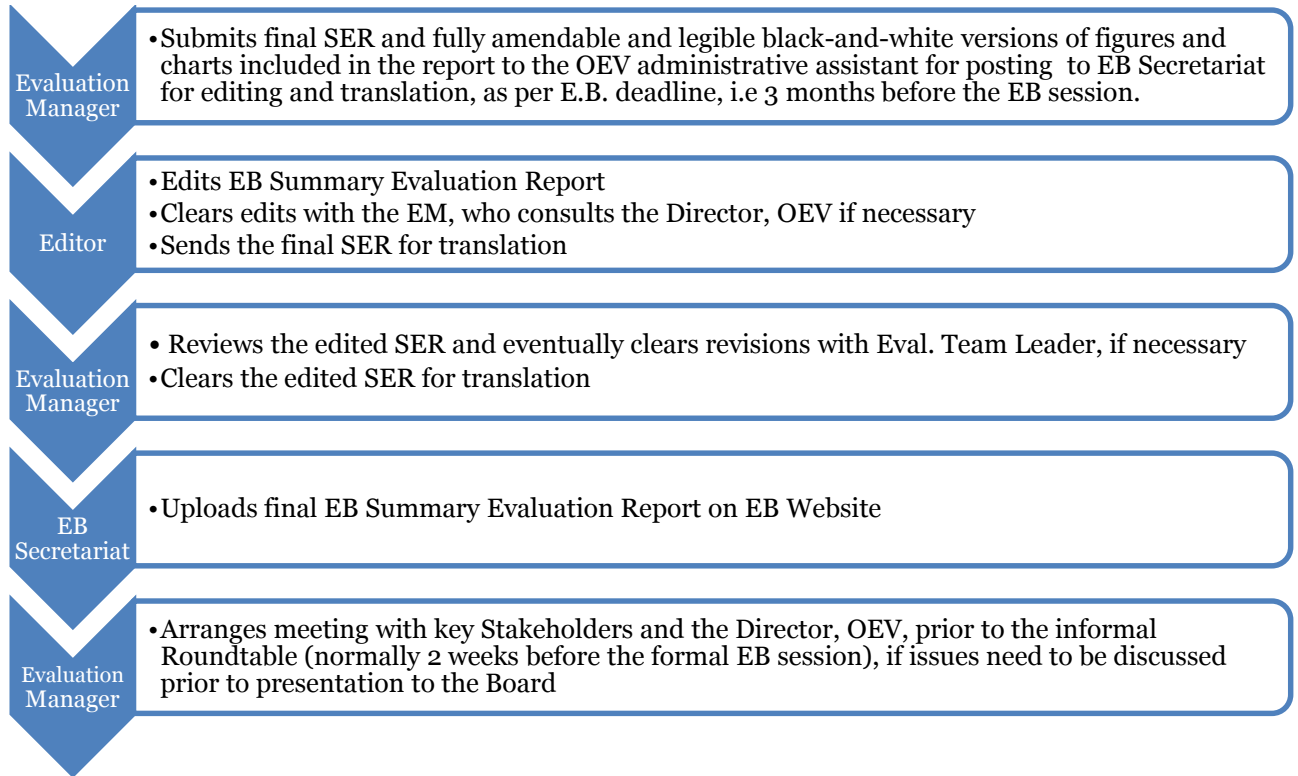
4.2. Preparation for Submission of SER to the Executive Board

53. As for all documents presented to the EB, the SER has to be edited and translated into four UN languages. This task is the responsibility of the EB Secretariat.

54. The EM's responsibilities are:

- Send the final SER and fully amendable and legible black-and-white versions of figures and charts included in the report to the OEV administrative assistant for posting to EB Secretariat for editing and translation (as per deadline, which is usually 3 months before to the EB session);
- Review the edited SER and eventually clear revisions with the Team Leader if/as necessary;
- Clear the edited SER for translation;
- Prior to posting the final report on the internet and intranet, OEV's administrative assistant will do final editing and formatting working from the edited SER, and including it as the executive summary of the final approved final Evaluation Report;
- Check that the SER has been published on WFP.org EB webpage at least 2 weeks before the EB session. If it has not been done, liaise with the EB Secretariat.

Process Map for SER Submission to the EB



4.3. Preparation of the Management Response

55. The Evaluation Policy specifies that a management response to each evaluation will be submitted to the EB at the same time as the SER. Therefore, it is important to submit the ER/SER in a timely manner that allows for the timely preparation of the Management Response.

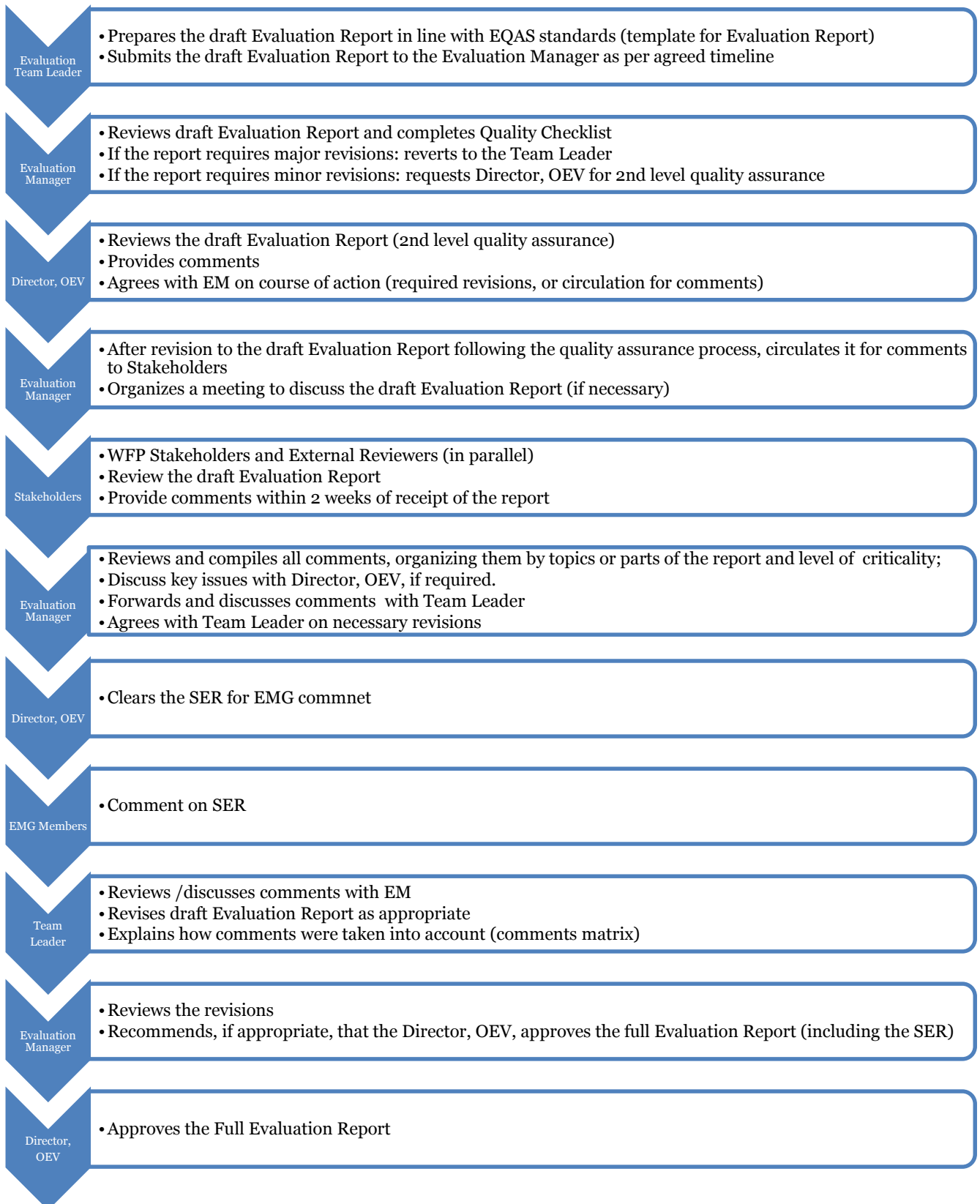
56. The Management Response is prepared under the coordination of the Division for Performance Management (RMP). It is not OEV's responsibility.

57. The preparation can begin on the basis of the draft ER, but should be updated in case there are any changes to the recommendations during the finalization of the SER.

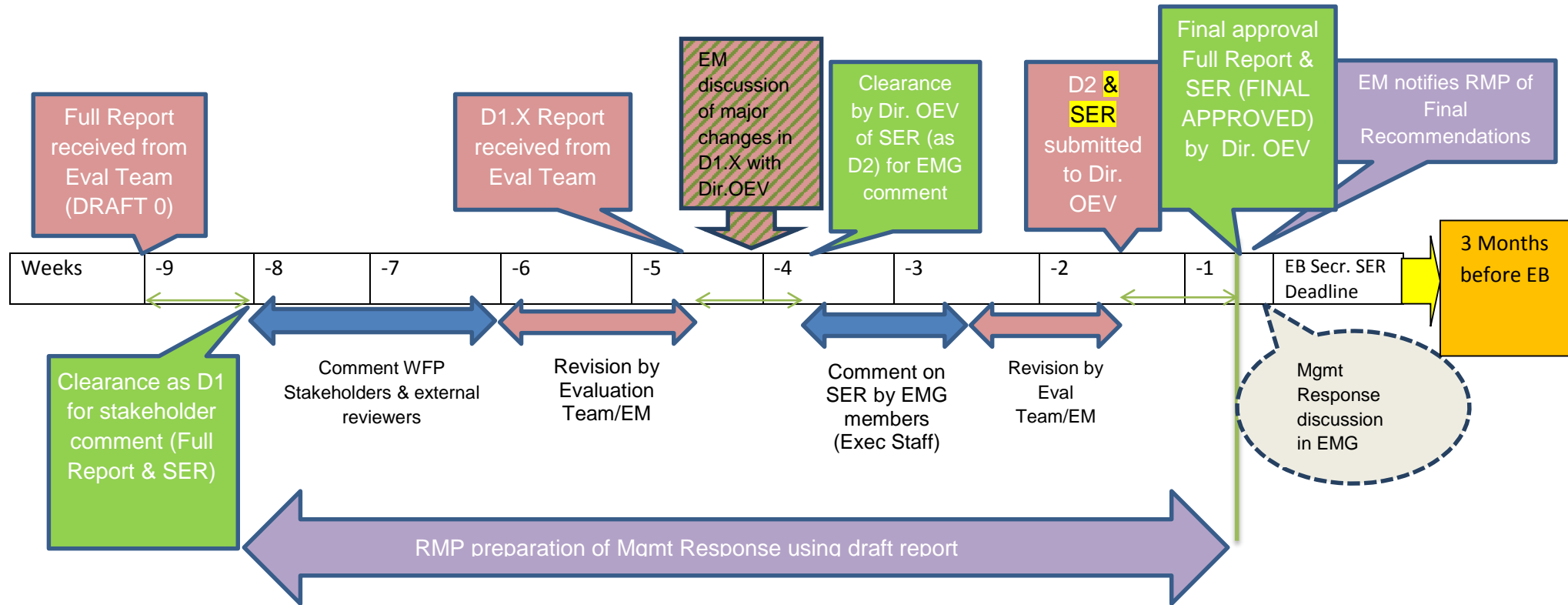
58. The EM is responsible to send the draft ER to the dedicated RMP focal point(s) at least six weeks before the EB Secretariat deadline for EB documents, i.e. about four and a half months before the EB session, and to keep the focal point informed of any changes to the final text of the recommendations during the finalization of the SER.

Note: Early submission to RMP is necessary to allow for the consultation, drafting and review by concerned Stakeholders of the Management Response, which, as an EB document, is also subject to the EB Secretariat deadline for editing and translation (3 months before the EB session). To save time in the process, the EM (a) can advise RMP of the draft recommendations, especially if only minor revisions are expected as a result of the review process; and/or (b) organize together with RMP a stakeholder workshop to discuss the recommendations and necessary follow-up action.

Process Map for Review and Finalization of Full Evaluation Report



TIMELINE: REVIEW & APPROVAL PROCESS OF EVALUATION REPORT AND SER



- (Major) Version number changes only on clearance or approval of OEV Director (from D0 to D1 to D2 to FINAL APPROVED)
 All versions in between are minor versions (e.g. 1.1, 1.2 etc.)

4.4. Evaluation Report Content Guide

59. The Evaluation Report conveys the results of the evaluation in a way that corresponds to information needs of intended users and answers the key evaluation questions, and related sub-questions. Evaluation Teams have the final responsibility for the content of the Evaluation Report.

60. Data should be presented in a clear and concise manner (in tables, diagrams, etc.) as appropriate for effective communication. It should be systematically analysed and interpreted. Findings should be evidence-based and relevant to the evaluation questions under review. The evaluators should make a clear distinction between facts borne out by evidence and assumptions or plausible associations they draw from the evidence. Conclusions should follow logically from the analysis of data and findings. The report should be balanced and impartial and using constructive language. Recommendations should be limited to 10, that are relevant, actionable, realistic (implementable), targeted, prioritized or sequenced.

61. The Evaluation Report, excluding the Summary Evaluation Report (SER) and the annexes, should NOT exceed 50 pages. In order to minimize repetitive formatting work by the Team and OEV, ensure the Evaluation Team is provided with and complies with the Technical Note on OEV Evaluation Report Formatting Guidelines at the start of the Reporting Phase.

Table 3: Content Guide for the Evaluation Report

Section	Content Guide
Summary Evaluation Report (SER)	<p>Purpose: The SER is a stand-alone document to be presented to the Executive Board. It must provide a complete and balanced synthesis of the evaluation findings, conclusions and recommendations.</p> <ul style="list-style-type: none"> • Introduction: main points of the evaluation features, context and overview of WFPs strategic directions and work related to the subject under evaluation. • Key Findings: synthesis of the findings against the key Evaluation Questions. • Conclusion: overall assessment and main recommendations. <p>Note: The SER should not exceed 5,000 words.</p>
1.1. Evaluation Features	<p>Brief overview of the evaluation features to explain why and how the evaluation was carried out. It should include information about:</p> <ul style="list-style-type: none"> ➤ The reasons for evaluation, objectives and scope of the evaluation, Stakeholders and users; ➤ Methodology and limitations, main activities including timing and duration of fieldwork, Evaluation Team, and quality assurance. ➤ Describe the extent to which a gender responsive methodology was used. ➤ Describe how findings will be validated, including from a

Section	Content Guide
	<p>gender perspective.</p> <p>This section should be short (<u>about 1 page</u>); full details are to be provided in annexes.</p>
1.2. Context	<p>Provide an overview and analysis of:</p> <ul style="list-style-type: none"> • International debate and good practice, and external events and/or trends that could or should influence the subject under evaluation; • The extent to which the area under evaluation contributes to policies, strategies or objectives on gender. • Internal events within WFP that affected the subject under evaluation; • Definitions of the subject under evaluation (including an analysis of WFP’s definitions and comparison with others); • Provide information regarding the extent to which the area under evaluation contributes to policies, strategies or objectives on gender. <p>Note: much of this analysis will have been developed and presented in the TOR and IR. It should be updated and further deepened, if work done during the evaluation phase indicates this is necessary to provide a sound overview of the context in which the subject under evaluation was developed and implemented.</p>
1.3. WFP’s [strategic directions in the area under evaluation]	<p>Provide an overview of:</p> <ul style="list-style-type: none"> ➤ The strategic directions, policy guidance, etc. on the subject under evaluation including stated goals and objectives (logic model, if any); ➤ Operational activities WFP carried out under the subject of evaluation. These should be presented in a way that provides a good summary overview, including graphs and tables as appropriate. ➤ Summary of findings from previous related evaluations. <p>Note: much of this analysis will have been developed and presented in the TOR and IR. It should be updated and further deepened, if work done during the evaluation phase indicates this is necessary to provide a sound overview of the context in which the subject under evaluation was developed and implemented.</p>
2. Evaluation Findings	<p>Purpose: This chapter of the ER presents the findings of the evaluation against its key Evaluation Questions. This section should provide the evidence – from data analysis and information received from various Stakeholders – that substantiates the conclusion of the Evaluation Team (presented in section 3 of the ER). This section of the Evaluation Report should distinguish clearly between findings (facts, evidence, views of Stakeholders, etc.) and the views of the Evaluation Team. Visual aids (graphs, tables, etc.) should be used to present data in a clear and easily</p>

Section	Content Guide
	<p>accessible way.</p> <p>Findings should take into consideration different stakeholder groups, including gender representation. Findings should be examined with the appropriate level of gender analysis as defined/agreed in ToR and Inception Report.</p>
<p>2.1. [Evaluation Question]</p> <p>2.2. [Evaluation Question]</p> <p>2.3. [Evaluation Questions]</p>	<p>Note: The headings for each of the sub-section corresponds to the key Evaluation Questions in the TOR, unless agreed to modifications in the IR.</p> <p>Under each sub-heading provide:</p> <ul style="list-style-type: none"> ➤ Evidence-based findings and their analysis; ➤ Illustrate findings with the use of graphs and tables as appropriate and useful; ➤ Ensure a clear logical flow of arguments and consistency between findings in response to each question. If findings are not conclusive/inconsistent, state so clearly; ➤ Ensure that whenever results (outcomes and/or impacts) are reported, these are presented as a comparison between intended (actual versus planned) and unintended (unforeseen, potentially positive or negative) results.
<p>3. Conclusions and Recommendations</p>	<p>Purpose: This section of the ER draws together the findings of the evaluation in an overall assessment and recommendations.</p> <p>The overall assessment should be <u>summing up</u> the various findings from previous sections in the ER so that a conclusive picture is formed from the foregoing sections of the report. It should be succinct, synthesizing common findings and highlighting exceptions.</p> <p>All conclusions need to be substantiated by the findings presented in previous sections (the information should not be repeated, but cross-references to relevant paragraphs may be helpful) and must focus on issues of significance to the subject under evaluation.</p> <p>Conclusions and recommendations should take into consideration different stakeholder groups and gender aspects.</p>

Section	Content Guide
3.1. Overall Assessment	<p>➤ Provide a brief and balanced <u>overall assessment</u> of the main findings related to the key Evaluation Questions.</p> <p>➤ In coming to an <u>overall assessment</u> the evaluators should reference findings presented in chapter 2 of the evaluation in a carefully balanced way (positive and negative findings).</p> <p>Gender: reflect on:</p> <ul style="list-style-type: none"> • Whether the design of the object was based on a sound gender analysis; • How gender issues were addressed implanted as a cross-cutting theme; • Whether sufficient attention was paid to effects on marginalized, vulnerable, and hard-to reach groups; <p>Whether Gender equality and women’s empowerment results were achieved and particular achievements or challenges.</p> <p>Note: Do <u>not</u> introduce <u>new evidence</u> at this stage. This is the time to conclude.</p>
3.2. [Key Lessons for the Future]	<p>Purpose: <i>This section of the report is optional, in case the Evaluation Team has found lessons worth noting, but that do not lend themselves to concrete recommendations.</i></p>
3.3. Recommendations	<p>This section includes a series of short paragraphs describing up to 10 recommendations flowing logically from the findings and conclusions. Each recommendation is presented in one paragraph.</p> <p>Recommendations should:</p> <ul style="list-style-type: none"> ➤ Be few (10 maximum); ➤ Follow logically from the findings and conclusions; ➤ Be relevant, actionable, and realistic (implementable), and oriented to strategic change; ➤ Be prioritized, phased and sequenced logically; ➤ Grouped by type of recommendation (e.g. strategic/operational; short/medium term; or appropriate alternative in agreement with the Evaluation Manager); ➤ Include a recommendation(s) on strengthening gender responsiveness and/or address gender dimensions within recommendations (as appropriate). ➤ Targeted at key actors/stakeholders, consistent with the above.
Annexes	<ul style="list-style-type: none"> ➤ Annexes should be supporting/expanding on text in the main report, and should not include all working documents of the Evaluation Team. ➤ They should be listed in the order in which they are cited in the main text. ➤ If the full report, including annexes, exceeds 100 pages consider separating essential annexes (to be included) and

Section	Content Guide
	<p>supplementary annexes (second volume).</p> <ul style="list-style-type: none"> ➤ Ensure to include the following annexes. Others may be included. <ul style="list-style-type: none"> • TOR (without the annexes of the TOR) • Methodology - should summarize intended and actual methods applied and clearly indicate any limitations to validity. Where appropriate, provide reflection on experience and lessons for future evaluation. Should indicate the extent to which gender considerations were incorporated where applicable (e.g. gender as a crosscutting theme), and how gender was integrated into data collection methods. • Evaluation Matrix and findings-recommendations mapping • Bibliography • List of People Met/Interviewed • Technical annexes agreed at Inception including <i>inter alia</i>, intermediate data analyses, country case study reports, working papers etc.

4.5 Quality Standards

62. The ER is expected to meet the standards set out in the Quality Checklist, and to follow the template providing high quality information in each section. These sections were included in the ER, as they are important to ensure the evaluation responds to the questions it set out to answer and draw clear conclusions at the end of its analysis. It also documents the methods used in the evaluation, which is important for the credibility of the evaluation.

63. Quality assurance aims to ensure that the findings of the Evaluation Team are presented in a clear manner, the report is evidence (rather than opinion) based, and findings have been triangulated from stakeholder consultations, document review, research and analysis. The quality checklist (a separate template) includes criteria to this effect.

64. The EM carries out 1st level quality assurance of the ER, using the quality checklist to provide systematic and constructive feedback. Should the draft report require only minor revisions, clearance to release for comment can be sought from the Director, OEV, immediately. Should the report require major revision, the EM reverts to the Team Leader and requests necessary revisions before submitting the draft report to the Director, OEV for clearance to circulate for comment.

65. The Director, OEV conducts 2nd level quality assurance and provides final approval of the Evaluation Report, including the Summary Evaluation Report.

5. Dissemination

66. Findings from the evaluation will be shared during the evaluation process through feedback to Stakeholders. A final workshop to discuss the findings and way forward in response to the recommendations may be built into the evaluation process. This must have been planned at preparation stage and included in the timeline and budget.

67. In addition, it is important that Evaluation Reports are accessible to a wide audience, as foreseen in the Evaluation Policy, to ensure the credibility of WFP – through transparent reporting – and the usefulness of evaluations. Consider from stakeholder analysis who to disseminate to, involve and identify the users of the evaluation, duty bearers, implementers, beneficiaries, including gender perspectives

68. This section provides an overview of the final steps in the evaluation process to ensure evaluations are accessible to WFP’s audience. Refer to the Communication and Learning Plan Technical Note for detailed guidance and communication options.

5.1. Report Formatting, Web-publishing and Printing

69. The Evaluation Policy specifies that full ERs are public documents available notably on WFP.org OEV website. In order to publish the full ER on the website ahead of the informal Roundtable and EB session and facilitate access to it, the EM is responsible to:

- Send the full ER to the OEV administrative assistant for formatting as per corporate/OEV standards as early as possible and no later than 2 months before the EB session; Refer to Technical Note on OEV Evaluation Report Formatting Guidelines;
- Ensure that the final SER (i.e. after editing and clearance) is copied into the full ER to replace the original executive summary;
- Draft and clear with the Director, OEV, an introductory paragraph to the ER for the WFP.org OEV webpage. This paragraph should not exceed 600 characters.
- To facilitate the search for the report and ensure that relevant links are created, select for “tagging” from a predefined list of (a) types of evaluation, (b) countries, and (c) topics relevant to the evaluation. The list will be provided by the administrative assistant.
- Review the formatted version of the ER and, when satisfactory, request the administrative assistant to publish the report and the introduction on the WFP.org OEV website and create the required links to topics and countries.
- Check that the full ER has been published on WFP.org OEV website at least 2 weeks before the EB session, and before the informal Roundtable.
- Request the administrative assistant to organize the printing of (+/- 25) hard copies of the full report to be made available at both the informal Roundtable and EB session. This should be done at least 3 weeks before the EB session since the WFP print shop gets very busy around the time of the Board.
- The administrative assistant is responsible for the final formatting of the full ER, including for example, ensuring that the list of acronyms is complete, that the tables are rightly numbered, that pages break in right places, etc. The EM should review the formatted document.

5.2. Dissemination of Evaluation Reports and Products

70. The Evaluation Report should be proactively disseminated as a general policy of OEV, and even more pronounced in the case of Strategic Evaluations that may be of

interest to a larger stakeholder group of policy makers, senior management, donors and partners. The Communications and Learning Plan for the evaluation refers.

71. In addition to the standard products of an evaluation process, Strategic Evaluations may involve producing “Evaluation Briefs” that summarize key findings or lessons from the evaluation. The TOR will specify under the communication strategy whether “Evaluation Briefs” are required, if it can be anticipated at that stage. If so, they should become part of the active dissemination process.

72. The EM is responsible for:

- Preparing a 2-page Evaluation Brief, using the OEV format and clear it with the Director, OEV, minimum 4 weeks before the EB session;
- Requesting the OEV administrative assistant to publish the Evaluation Brief on WFP.org OEV website and ensure it is published at least 2 weeks prior to the EB session and before the informal Roundtable;
- Drafting an email to be sent out by Director, OEV to share the final version of the reports with WFP colleagues. The email should:
 - Include the link to the page on the evaluation website which contains all the key documents and attach the Evaluation Brief separately.
 - Be sent to: all members of the EMG including the ED; Directors of all Divisions and Country Offices, including all WFP offices (which now includes the formerly-titled Liaison Offices) and those already targeted according to each specific evaluation (please provide the list of evaluation specific stakeholders to the OEV senior staff assistant for inclusion in addition to the standard distribution list). Refer to Standard Internal Distribution Lists (included in EQAS Pack available on OEV’s TWS).
 - Be sent the week preceding the EB session.
- Where relevant, requesting other divisions/units to create a link to the report on their own websites.
- Sending an email (as above) to relevant external Stakeholders/partners, such as local partners, evaluation groups (ALNAP, UNEG, DAC EvalNet), inter-agency working groups, etc. interested in the evaluation. Refer to, and add to as desired, the Standard External Distribution Lists (in EQAS).
- Sending the same email to the Evaluation Team and to any of the external experts (If needed depending on how they have been integrated into the overall process).
- Using creative dissemination methods, such as brown bag lunches (timing to be discussed with Director, OEV, to ensure coordination of various similar events on other evaluations), etc. to further disseminate the evaluation and stimulate discussions.
- Identifying, if possible, ways to disseminate key lessons from the evaluation to Stakeholders within countries, ideally down to the beneficiary level, if relevant.

For guidance on dissemination methods and options refer to the Communication and Learning Plan Technical Note.

5.3. Executive Board Preparation, Presentation, and Reporting

73. All OEV-managed evaluations are presented to WFP's Executive Board. In addition, by Board request, an informal Roundtable consultation to discuss evaluations in greater depth is held 2 weeks before each full Board session. These are organised by the Executive Board Secretariat, in consultation with OEV and those responsible for the Management Response. The EM must be present for the Roundtable meeting.

74. Executive Board members are important evaluation stakeholders, and even more so for Strategic Evaluations, given the role of this body in determining WFP's strategic direction, implementation and results.

75. In preparation of the EB session when the evaluation is presented, the EM will:

- Brief the EMG on completion of the evaluation, as directed by the OEV Director.
- Check with the EB Secretariat whether they have received any advance statements/questions from EB members (to be done around 1 week before the Board session).
- If queries have been received from the EB members, the EM will draft a response and clear it with the Director, OEV.
- Invite and attend a preparatory meeting with the Directors of the Policy Division, RMP, and OEV, and Directors/chiefs of technical units (as relevant to the Strategic Evaluation). The meeting may also involve the concerned Deputy Executive Director(s), if necessary. The meeting should be scheduled prior to the actual session when the evaluation is presented, but close enough to the Roundtable and the Board session to serve for its preparation. The purpose of the meeting is to discuss any issues that may arise and the process of handling questions.

76. During the EB session, the Director, OEV, introduces the Evaluation Report. Attendance by the Evaluation Team Leader may be considered by the Director, on an exceptional basis consistent with the budget and communications process planned for the evaluation in the TOR.

77. The EM will:

- Attend the specific informal Roundtable and EB session and know the report well enough to respond to detailed questions, if required.
- Take notes of the discussion during the session and pass responses to detailed questions to the Director, OEV, as required.
- Within 2 days of receipt, review the summary highlights (5 to 10 lines) of the session prepared by the EB Secretariat and amend or clear through OEV Director.
- Review the summary record of the session prepared by the EB Secretariat and clear the revised version with the Director, OEV.
- Discuss with the Director, OEV possible follow-up to the EB through communication or meetings with WFP Stakeholders.

6. Completing the Evaluation Process

6.1. End of Evaluation Mutual Feedback

78. The EM is responsible for:

- Ensuring that the Team members, the evaluation firm (if a firm was used) and OEV evaluation management Team (manager and research analyst) complete OEV's end of evaluation survey once the Evaluation Report has been approved in its final form. The research analyst should provide the email addresses of the Evaluation Team members and LTA firm to the OEV End of Evaluation Survey Coordinator and advise Evaluation Team members of the process and timing, expected to be complete within one month of final report approval;
- Once the survey has been completed, requesting from the OEV Survey Coordinator a summary of the results specific to the evaluation. The summary should be made available to all respondents. The evaluation manager should convene a virtual discussion amongst the evaluation management and Team of the survey results, with a focus on mutual lesson learning and improvement. This discussion should be documented in a short note for the record that is kept in the evaluation archive along with the survey results.

6.2. Archiving of closed Evaluations

79. Through the evaluation process, a wide range of formal and informal outputs are created, including documents, data, communications, etc. Such products are an integral part of the evaluation process and should therefore be retained for future reference – for transparency, accountability and internal learning purposes. An OEV Evaluation Information Management System has been set up in order to facilitate this process.

80. The EM is responsible for:

- Selecting files for inclusion in the system;
- Delivering a fully archived evaluation, including primary data and Reference Library, at the end of the evaluation cycle.

Refer to the Technical Note on OEV Evaluation Information Management System for details on the filing/archiving process, file structures, and roles and responsibilities.

6.3. Finalization of Administrative Matters

81. Within one month of the finalization of the Evaluation Reports, the EM should:

- Finalize with the OEV senior administrative assistant any outstanding payments by reviewing the status of Travel Expense Claims and payments (to consultants as per attendance sheet or firms as per invoices), etc.
- Review with the senior administrative assistant the total funds spent versus the original planned budget of the evaluation and ensure that any unspent funds are returned to the global OEV PSA for reprogramming. The Internal Order for the evaluation should be closed.
- Fill in an HR quality assessment form for each consultant hired directly by OEV, submit it to the Director, OEV, for second-level supervisor review/signature. Once done, request the OEV administrative assistant to

send a copy to HR and keep one for OEV's records. A similar record should be prepared for firms once they have completed their assignment/contract.

- Request the senior administrative assistant to prepare a separation clearance for each consultant and to liaise with HR accordingly.
- Fill in/Update OEV's consultants' tracking file.

Note: Upon hiring, the Team consents to producing outputs complying with OEV quality standards. Hence the number of contractual days agreed upfront for producing the report should not be increased if additional days were required to attain the expected quality.

As per HR regulations, assessment forms and separation clearances are compulsory to close the contracts of all consultants.

Filling in/updating OEV's consultants' tracking file is an OEV requirement to allow for sharing of information and for adequate monitoring of OEV's use of consultants.

Acronyms

ALNAP	Active Learning Network for Accountability and Performance
CD	Country Director
CN	Concept Note
CO	Country Office
DCD	Deputy Country Director
DRD	Deputy Regional Director
EB	Executive Board
EM	Evaluation Manager
EQAS	Evaluation Quality Assurance System
ER	Evaluation Report
HQ	Headquarters
HR	Human Resources
IR	Inception Report
NGO	Non-Government Organization
OEV	Office of Evaluation
OEVCD/DAC	Organisation for Economic Co-operation and Development, Development Assistance Committee
RB	Regional Bureau
RD	Regional Director
RMP	Division for performance management
RPA	Regional Programme Advisors
SER	Summary Evaluation Report
TOR	Terms of Reference
UNEG	United Nations Evaluation Group
WFP	World Food Programme

Office of Evaluation
www.wfp.org/evaluation



World Food Programme