

WFP Office of Evaluation

EVALUATION QUALITY ASSURANCE SYSTEM (EQAS)

Country Portfolio Evaluations

I. GUIDANCE FOR PROCESS & CONTENT

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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. Country Portfolio Evaluations (CPE) encompass the entirety of WFP activities during a specific period. They evaluate the performance and results of the portfolio as a whole and provide evaluative insights to make evidence-based decisions about positioning WFP in a country and about strategic partnerships, programme design, and implementation. Country Portfolio Evaluations help Country Offices in the preparation of Country Strategies and provide lessons that can be used in the design of new operations.

2. These guidance materials apply to the management and conduct of **Country Portfolio Evaluations**. They are structured following the main process steps of an evaluation, 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

3. 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; the Director and the CPE Coordinator of the Office of Evaluation (OEV).

4. 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.

5. The **quality standards** provide a brief introduction of general principles, while the quality checklists are templates for use by the quality assurers (both first and second levels). Note that the Director, OEV delegates second-level quality assurance and final approval to the CPE Coordinator, who is a Senior Evaluation Officer.

6. The materials are kept brief and do not aim to replace text books or other literature on evaluation.

1. Preparation

7. In the first stage of the evaluation, the first step is the preparation of a Concept Note (CN). The Concept Note (see template and guidance) provides key information about the topic of the evaluation, the timing, key areas of focus and clarifies expectations of the different stakeholders. It also introduces the proposed evaluation design, proposed evaluation questions, and the skills and expertise required for the evaluation. In addition, it can be used to pose questions or gather further input in order to develop the Terms of Reference (ToR). The key components of the CN are the same as for the TOR and the CN, if well prepared, can be used as a first step in TOR development.

8. In the early stages of the evaluation, the EM is responsible for drafting a Communication and Learning Plan defining the ways in which the various

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 in WFP and beyond. Refer to the Communication and Learning Plan Technical Note for guidance and template.

9. 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 each member of the Evaluation Team, as a binding document between them and OEV.

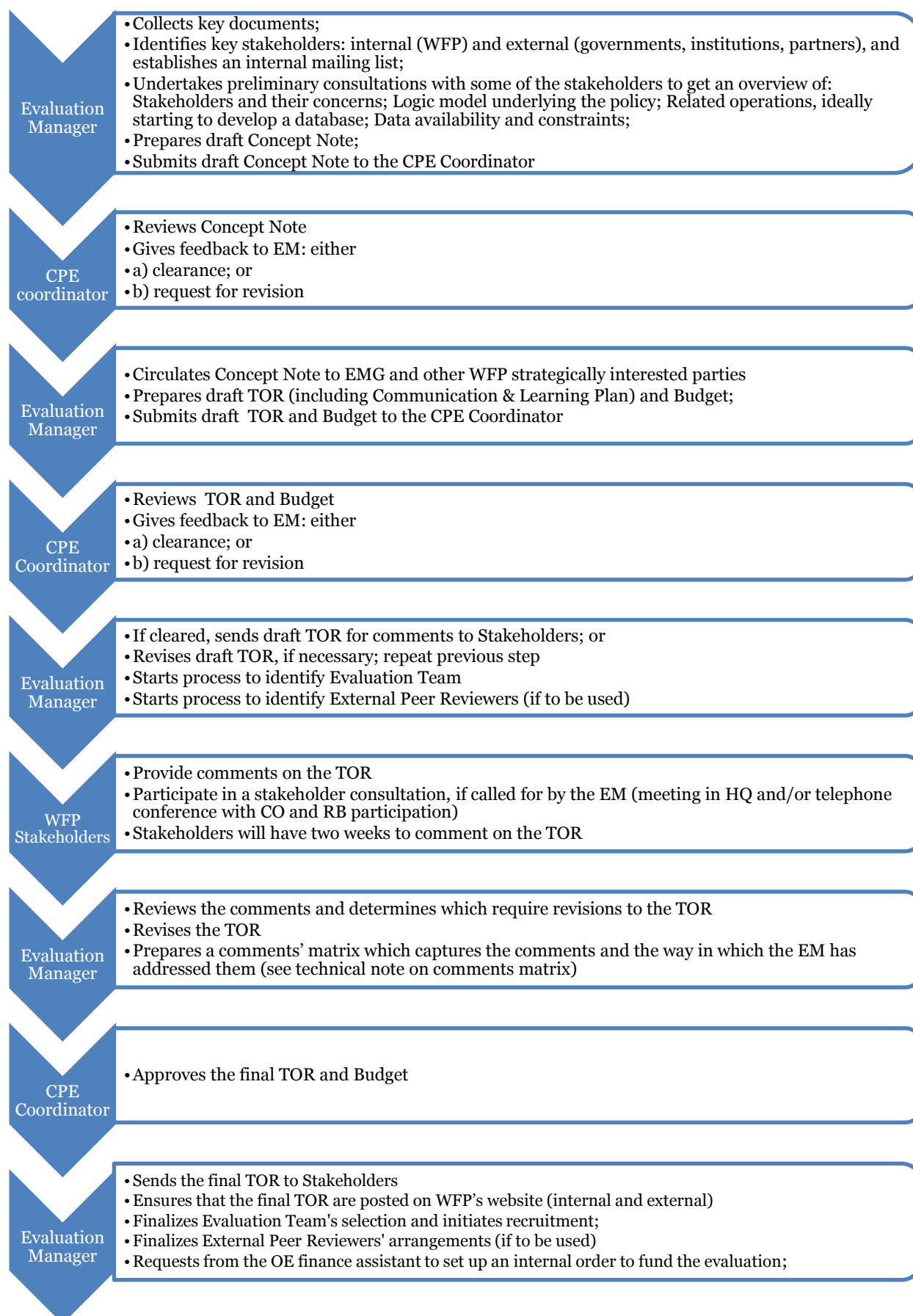
10. The earlier GE approaches are incorporated into the evaluation thinking, the higher the chances that they will be thoroughly analyzed during its implementation. The evaluation manager should use this preparation phase to incorporate GE in the evaluation during its planning and preparation stages.

11. Once the TOR are final, a 2-page Summary TOR is prepared as a tool for communicating with in-country Stakeholders. The 2-page Summary TOR is mandatory.

1.1. Process Guide

12. 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

13. EQAS includes templates (files ending .dotx) for the main outputs along the evaluation process. They are accessible to the EM and the Evaluation Teams.
14. The purpose of the template and this guidance material is to assist EM's in drafting TOR for Country Portfolio Evaluations.
15. 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.
16. 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	<ul style="list-style-type: none"> ➤ Standard text provided in the TOR Template (including reference to purpose and concept of CPE series).
1.2. Country Context	<p>Provide information on:</p> <ul style="list-style-type: none"> ➤ Poverty and social indicators (trend data). ➤ Food insecurity and nutrition (trend data). ➤ Gender Equality (GE) context (e.g. normative framework, national gender architecture, gender indicators, national policies). ➤ Sectors relevant to the portfolio focus (e.g. education, health, agriculture etc.). ➤ Government strategy - policies and programmes. ➤ Humanitarian situation – disasters/crisis (natural and/or manmade) over the recent past and key humanitarian/development challenges. ➤ International assistance: long-standing donors/agencies in the country, level of resources, humanitarian and development assistance, etc.
2. Reasons for the Evaluation	
2.1 Rationale	Specify why is the evaluation undertaken (e.g. to inform the development of the CO's country strategy in line with the new strategic plan; to inform the CO's alignment with national planning processes, etc.) and why it is undertaken at this specific point in time (e.g. upcoming UNDAF review, etc.).
2.2. Objectives	<ul style="list-style-type: none"> ➤ Building on the existing knowledge base and the standard text provided in the Template, describe the objectives for the evaluation; ➤ Specify whether more weight in the Country Portfolio is placed on accountability or on learning, and why.

Section	Content Guide
2.3. Stakeholders and Users of the Evaluation	<ul style="list-style-type: none"> ➤ Specify the key Stakeholders of the Portfolio Evaluation. These will include WFP staff, immediate partners (whether government, donors, NGO or other) and, most importantly, beneficiaries. ➤ Identify interests/concerns of specific Stakeholders in the evaluation, what they have to gain or lose from the results of the evaluation, and how they will be involved in the evaluation. ➤ 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. ➤ Include indirect Stakeholders who have an active and important role in the subject/sector under evaluation, but are not directly involved in the operations, subject to the evaluation. ➤ Establish Internal (and External if appropriate) Reference Groups and set out their roles and responsibilities (see below section 5.4 on communication in the Content Guide for TOR and section 2.2. of the Content Guide for Inception Report). Refer to Communication and Learning Plan Technical Note. <p>Note: The Stakeholders’ analysis is preliminary and further discussions with Stakeholders may be needed to determine and verify their interests and concerns. However, the analysis should go as far as possible in the TOR.</p> <p>The identification of users is closely linked to the stated objectives of the evaluation.</p>
3. Subject of the Evaluation	
3.1. WFP’s Portfolio in [name of the country]	<p>Provide information on:</p> <ul style="list-style-type: none"> ➤ Duration of WFP’s presence in the country, typology and timeline, operations implemented to date, total value, beneficiaries; ➤ The portfolio as a whole e.g. focus on development vs. emergency assistance and proportion of resources directed to each, programme categories, geographic focus and related trends, etc. Indicate major shifts in the nature of the portfolio (e.g. shift from development to emergency following a given crisis, etc.); ➤ Objectives and related activities for the evaluation period and whether a Country Strategy document exists for the evaluation period³. As the operations of the portfolio will relate to more than one strategic plan, an attempt should be

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

³ Refer to the Technical Notes on Integration of Gender in Evaluation, Logic Model /Theory of Change, Evaluation Matrix, Evaluation Criteria and Efficiency, if relevant to the country context for one or all activities.

Section	Content Guide
	<p>made to group the stated or unstated objectives of all these operations in a few coherent objectives towards which a number of activities contribute;</p> <ul style="list-style-type: none"> ➤ Overview of programme activities (food-for-work, food-for-assets, food-for-training, nutrition programmes, school feeding, gender equality etc.), their relative importance including number of recipients and/or tonnage and their significance relative to national context and other humanitarian/development initiatives), and trends over time (phasing in and out of activities); ➤ Other non-mainstream/new initiatives should be mentioned and their relative weight in the Country Portfolio identified (e.g. cash and vouchers, P4P, grants/TF activities); ➤ Overview of CO's analytical work (e.g. needs assessments, food security, market, livelihoods, conflict, gender analysis, monitoring systems, research, reviews, decentralised evaluations etc.).Key findings of past evaluations of operations/activities of the portfolio.
3.2. 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.
4. Evaluation Questions, Approach and Methodology	
4.1. Key Evaluation Questions	<ul style="list-style-type: none"> ➤ The three standard CPE evaluation questions are reproduced below. Standard text provided in the template for the TOR contains an elaboration of each of the questions: <ul style="list-style-type: none"> Question 1: Portfolio alignment and strategic positioning. Question 2: Factors and quality of strategic decision making. Question 3: Portfolio performance and results <p>Ensure that sub-questions adequately address gender and other cross cutting issues inherent in the subject of the evaluation.</p>
4.2. Evaluability Assessment	<p>Note the challenges in evaluating the portfolio, including:</p> <ul style="list-style-type: none"> ➤ Whether it is possible to identify common objectives arising across the operations of the portfolio (e.g. when activities across various operations aimed at similar objectives). Whether there is an inherent logic to the portfolio. Refer to the Technical Notes on Integrating Gender in Evaluation, Logic Model/Theory of Change, Evaluation Matrix, Evaluation Criteria and Efficiency. Identification of inception phase work to develop a summary logical framework.

Section	Content Guide
	<ul style="list-style-type: none"> ➤ The difficulty to assess the less tangible aspects of strategic positioning and partnership. ➤ Availability and quality of data (baselines, indicators, output and outcome data etc.) and the implications for the evaluation’s data collection strategy. ➤ 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 context⁴.
4.3. Methodology	<ul style="list-style-type: none"> ➤ Present the overall methodology for the evaluation outlining data types, sources, and proposed analysis⁵ 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 Evaluation Criteria, Gender and Efficiency Analysis for more information.
4.4 . 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 may be used to advise the evaluation manager and Team Leader on the subject matter (e.g. they have long-standing experience in the country) 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>

⁴ Use guidance from Page 16 of UNEG Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.

⁵ 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 Integrating Gender in Evaluation, Logic Model /Theory of Change, Evaluation Matrix, Evaluation Criteria and Efficiency.

Section	Content Guide
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. ➤ Provide a Timeline summary of 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 (D0, D1, D2) prior to submission for final approval by the CPE Coordinator, OEV. ➤ A workshop may be built into the evaluation process following the circulation of the draft Evaluation Report (to present findings) or once the report is final (to discuss the way forward in response to the recommendations). If so, it should be planned during the preparatory process, 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 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's, inception, de-briefings, workshops, report comments, etc.), and how findings of the Evaluation will be disseminated (e.g. workshops to share findings and discuss way forward, summary report presented to EB session, evaluation briefs). ➤ Consider from the stakeholder analysis who to disseminate

Section	Content Guide
	<p>to, involve and identify the users of the evaluation, duty bearers, implementers, beneficiaries, including gender perspectives and target groups.</p> <ul style="list-style-type: none"> ➤ Highlight interaction points (e.g. de-briefings, reference group discussions) and how these will be conducted (meeting, teleconference, email, etc.). ➤ Following any fieldwork an exit debriefing with Country Office staff is mandatory. Other stakeholders to be included in accordance with the Communications Plan. ➤ Determine roles and responsibilities of Reference Groups (see above section 2.3. and section 2.2 of the Content Guide for <u>Inception Report</u>). ➤ Request that an evaluation page on both OEV's site on Wfp.go and WFP.org -Evaluation Library be set up as a platform for 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. ➤ Following report approval, Evaluation Briefs should be developed by the evaluation manager to highlight key findings and lessons. ➤ Specify the need for translation and the language of each report, if not English.
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 provide 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 ➤ Map ➤ CPE Factsheet ➤ Bibliography ➤ Detailed Evaluation Timeline ➤ Job descriptions for individual Team members

1.3. Quality Standards

17. 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.

18. 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:

- a. 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.);
- b. Checking whether the required content has been included in the TOR;
- c. Process (for instance timeline).

19. The CPE Coordinator, OEV, carries out quality assurance of TOR, using the quality checklist to provide systematic and constructive feedback.

2. Inception

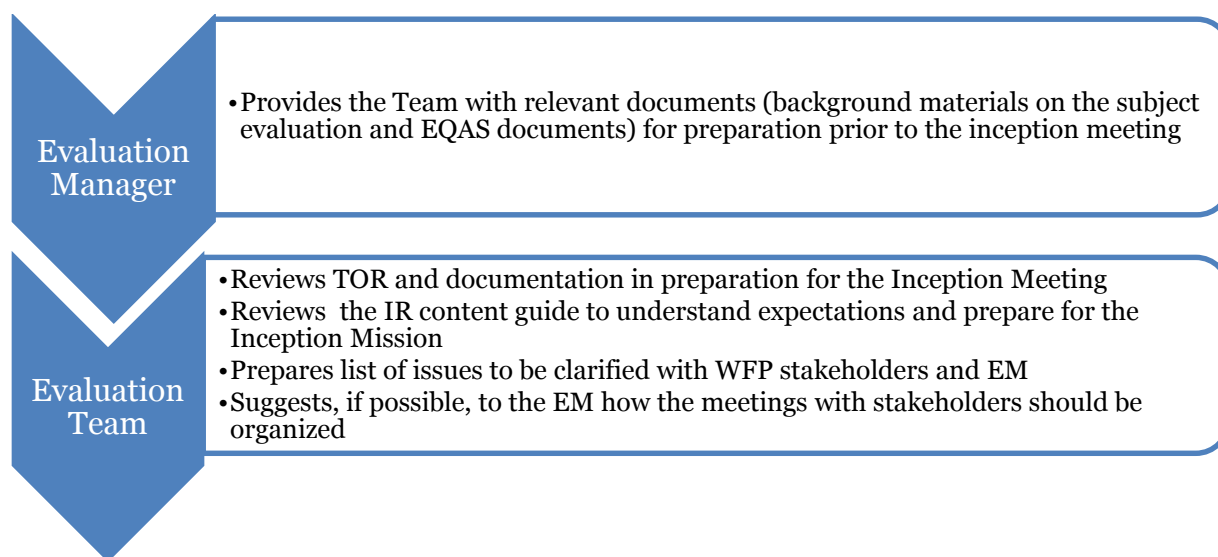
20. The inception phase serves to ensure that the Evaluation Team (Leader and Team members) develop an in-depth understanding of the TOR of the evaluation and translate them into an operational plan according to which the evaluation will be carried out. The inception phase involves initial analyses of background materials and discussions with Stakeholders that will give the Evaluation Team a greater understanding of issues and concerns related to the country portfolio and its implementation. 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

21. 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.

22. 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

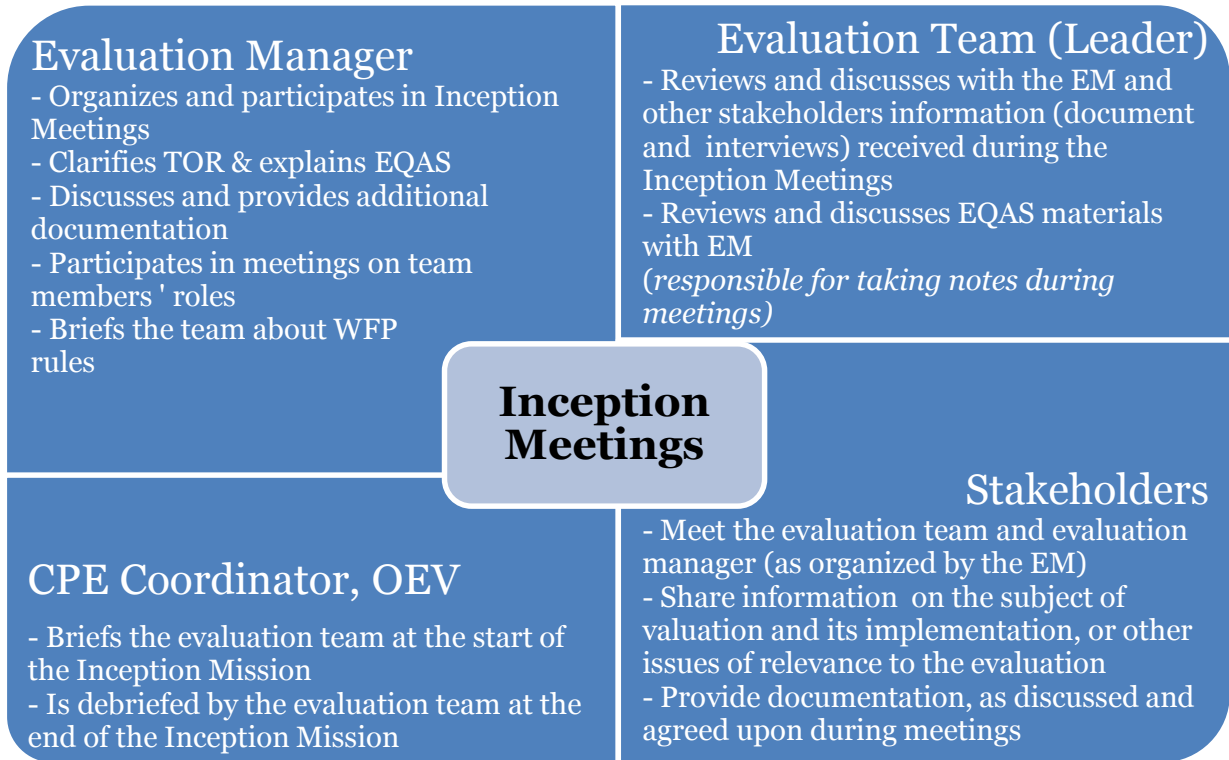


During the Inception Mission

23. The purpose of the Inception Mission is to:

- Clarify TOR (evaluation purpose, issues, methods and approach). Confirm whether a Theory of Change analytical framework is appropriate within 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.

24. For Country Portfolio Evaluations, the inception mission of the full Team usually begins with a briefing in Rome to ensure the Team is fully apprised of OEV's requirements for CPE's and has the opportunity to interact with WFP HQ stakeholders. The Rome briefing is followed by an inception mission to the country by the Evaluation Team Leader, together with the Evaluation Manager. The research assistant may also attend the inception mission, in agreement with the Director/Deputy Head of OEV. The decision will be made on the strength of the case made taking account of i. data needs (where RA can add most value); ii. logistics and budget proportionality.

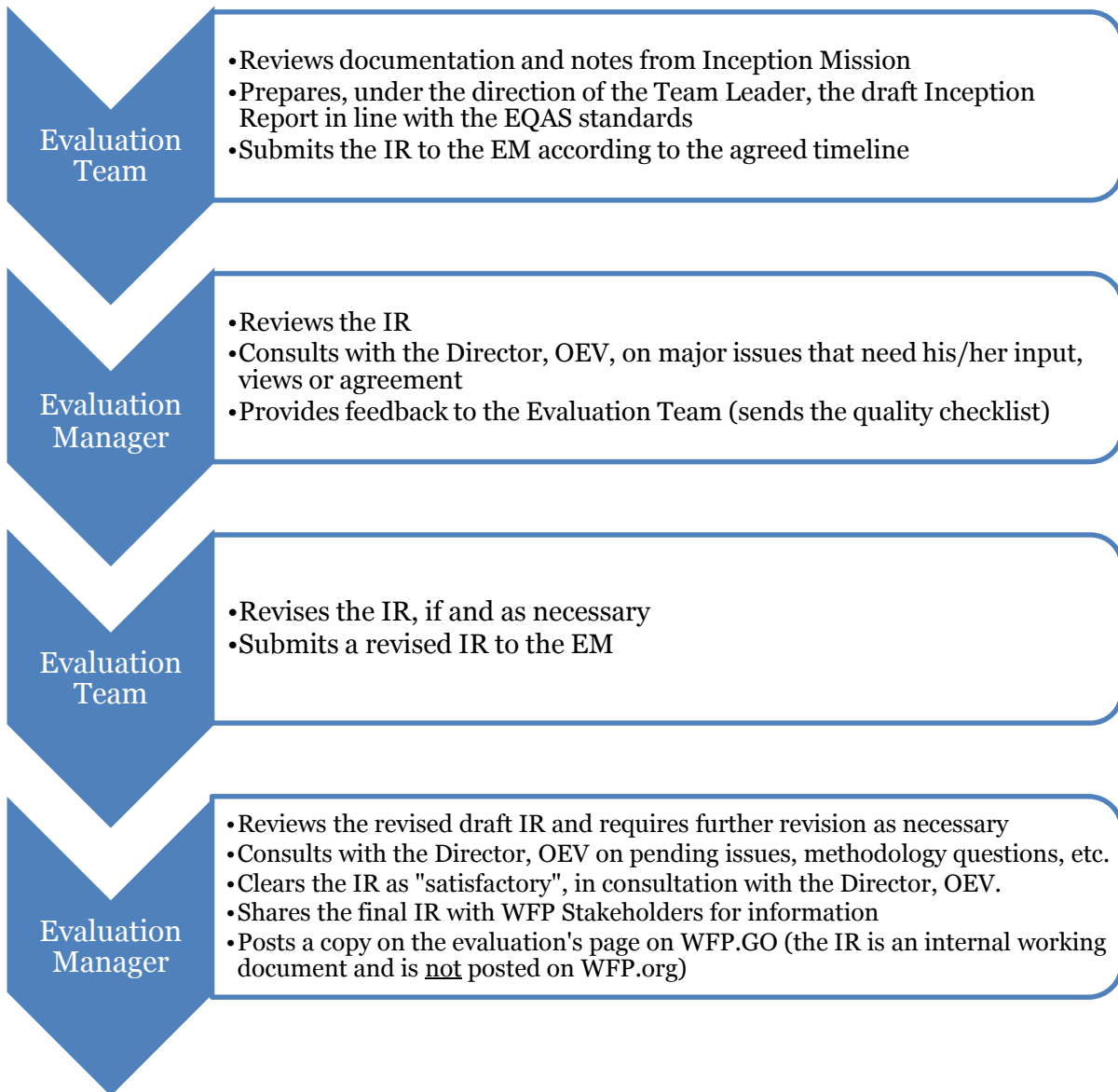


25. Should the full Evaluation Team not have been recruited prior to the Inception Mission (see paragraph 20), it is essential that at the end of the Inception Mission the EM and Evaluation Team Leader agree on required expertise on the Team. If possible they could interview potential candidates together. 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

26. 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

27. 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.

28. 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.

29. 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.

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

31. 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 reasons for the evaluation, 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. Country Context	<p>Referring to the section of the TOR with this same title, fill information gaps or update information given in the TOR so that the Evaluation Report will be able to give an overview of the national context in which the portfolio being evaluated is situated. The section should include relevant information about:</p> <ul style="list-style-type: none"> ➤ Poverty – poverty and social indicators (trend data) ➤ Food insecurity and nutrition (trend data) ➤ GE context (e.g. normative framework, national gender architecture, gender indicators, national policies) ➤ Sectors relevant to the portfolio focus (e.g. education, health, agriculture, etc.) including data tables for national statistics ➤ Government strategy - policies and programmes

Section	Content Guide
	<ul style="list-style-type: none"> ➤ Humanitarian situation - disasters/crises (natural and/or man-made) over the recent past and key humanitarian/development challenges ➤ International assistance: long-standing donors/agencies in the country, level of resources, humanitarian and development assistance, etc. <p>Note: The Team should <u>not</u> evaluate the country context, but analyse it to understand its implications for the WFP portfolio.</p>
2. Subject of the Evaluation and Stakeholders	
2.1. WFP's Portfolio in [name of the country]	<p>Building on the relevant section of the TOR, expand on the analysis of:</p> <ul style="list-style-type: none"> ➤ Data on the operations that fall within the scope of the evaluation - number, types, geographical distribution, number of beneficiaries, tonnage of food, levels of funding. ➤ Key external events which led to significant changes in WFP's work, etc. ➤ "New" initiatives and their relative weight (e.g. cash and vouchers, P4P, grants/TF activities). ➤ Overview of CO's analytical work (e.g. needs assessments, food security, market, livelihoods, conflict, gender analysis, monitoring systems, research, reviews, decentralised evaluations etc.). ➤ Key findings of past evaluations of operations/activities of the portfolio.
2.2. 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, etc⁶. ➤ For each group of Stakeholders, specify concrete agencies or individuals, describe their role and analyse the nature of their stake/interest, including what they stand to gain or lose from the results of the evaluation. ➤ Determine whether different Stakeholders may have different ways of valuing/evaluating the impact and outcomes of assistance provided, as an input for the methodology development (e.g. participatory approaches for beneficiary perspectives).
3. Evaluation Methodology	The purpose of this chapter in the IR is to ensure that the Evaluation Team is adhering closely to and building upon, the preliminary

⁶Use guidance from Page 21 of UNEG Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance.

Section	Content Guide
	<p>methodology guide included in the TOR, and to clarify (with justification) any modifications needed.</p> <p>Ensure the methods employed are appropriate for analysing the gender issues identified in the evaluation scope. 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.</p> <p>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 logic of the portfolio and on the common objectives arising across the operations of the portfolio. If a Theory of Change exists for an implemented activity, it should be tested at the inception phase and modified if relevant, and then used as an analytical framework for the evaluation. If it does not, the Inception Report should confirm whether one needs to be developed for any specific activity implemented, and used as an analytical framework to the evaluation (refer also to the Technical Notes on Logic Model/Theory of Change, Evaluation Matrix, Gender, Evaluation Criteria and Efficiency); ➤ The evaluation questions in the TOR; ➤ The evaluability assessment in the TOR ➤ The context analysis; ➤ The portfolio description; <p>The Stakeholders' analysis</p>
<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; 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 intended beneficiaries. ➤ Describe how gender issues will be addressed in the evaluation, building on the framework presented in the TOR. Ensure evaluation indicators include gender equality dimensions to ensure GEEW-related data is collected. ➤ 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 Common Efficiency and Effectiveness indicators in WFP's Operations by different logframe levels, Table 1 in the Technical Note on Efficiency Analysis and section III in the same note where Unit Cost Benchmarking, Cost-Effectiveness Analysis and Specific Evaluation Questions are described and explained in detail. See also the Technical Note on Gender and Evaluation Criteria.

Section	Content Guide
3.2. Evaluation Matrix	<p>Develop an Evaluation Matrix that addresses each of the three key evaluation questions presented in the TOR:</p> <p>Question 1: Portfolio alignment and strategic positioning</p> <p>Question 2: Factors and quality of strategic decision making</p> <p>Question 3: Portfolio performance and results</p> <p>The matrix should provide an overview of how the evaluation questions will be addressed, 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 findings; ➤ Sources of information (specifying where secondary data will be used and where primary data is needed). <p>Refer to the Technical Note on Evaluation Matrix.</p> <p>Ensure that the sub-questions adequately address gender and other cross cutting issues inherent in the subject of the evaluation.</p> <p>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	<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 2.2 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 in the country 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; provide an explanation if this is not possible. ➤ Present a summary description of fieldwork tools. (Actual fieldwork tools should be presented in annexes). Describe how these tools incorporate gender considerations.

Section	Content Guide
	<ul style="list-style-type: none"> ➤ Present the sampling strategy; explain process and criteria. The sampling strategy should explicitly be linked to the analysis of the programme/activity in 2.1. ➤ Specify how data will be checked and cleaned. ➤ Explain the strategy for data analysis, including how data will be triangulated for conclusion drawing, and expected displays of data (tables, graphics, photos, network maps, diagrams, text etc.).
3.4. Quality Assurance	<ul style="list-style-type: none"> ➤ Mention any step 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). ➤ 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 style="margin-left: 20px;">“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 style="margin-left: 20px;">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, data, 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 managed.
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 final agreed schedule of activities including consultation

Section	Content Guide
	<p>with Stakeholders and interaction points (e.g. briefings, debriefings, etc.) and deadlines for delivery of key evaluation products. Explain any variations from the TOR.</p> <ul style="list-style-type: none"> ➤ Add a detailed presentation of support needs and provider source during the evaluation process (e.g. transportation, interpretation). ➤ Prepare a detailed field work schedule (by days, Team member, locations, Stakeholders, etc.) to enable the CO 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 include:</p> <ul style="list-style-type: none"> ➤ TOR (main body, not annexes); ➤ Bibliography; ➤ Evaluation Matrix; ➤ Methodology guidance covering all fieldwork tools, including: i) quantitative surveys and protocols for qualitative data collection; ➤ Summary fieldwork agenda detailing the required schedule of meetings for each Team member to be set up by the CO; ➤ List of People Met/Interviewed ➤ Others (list titles)

2.3. Quality Standards

32. 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.

33. 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).

34. The EM carries out quality assurance of the IR, using the quality checklist to provide systematic and constructive feedback. S/he consults with the CPE Coordinator, 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 CPE Coordinator.

3. Evaluation Phase, including Fieldwork

35. 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.

36. 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 Country Portfolio Evaluations.

3.1. Process Guide

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

38. The evaluation phase is conducted by the Evaluation Team. In some cases, subject to the approval of the CPE Coordinator and Director, OEV, the Evaluation Manager may join part of the fieldwork (which should be included in both the TOR and budget of the evaluation). The evaluation phase consists, in general, of the following steps.

39. **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 by each Team member.

40. **Thorough desk review** of existing documentation, concerning the country portfolio and associated relevant literature and data. Each Evaluation Team member should have a complete understanding of the documented evidence/information concerning his/her part in the Country Portfolio Evaluation. This level of preparation is essential to ensure best use of the time in the field when additional information and data should be collected.

41. **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 in making and/or implementing 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.
 - Exit Debrief.

3.2. Exit Debrief Preparation

42. During the debriefing at the end of the fieldwork, the Evaluation Team should present an exit debrief (usually a power point presentation) to report back on the process, share early impressions, clarify any information gaps and highlight next steps. Debriefing to the Country Office is mandatory, and may include other stakeholders (e.g. Regional Bureau, HQ, partners and beneficiaries) as set out in the Communications Plan for the evaluation agreed at TOR stage (refer to Communication and Learning Plan Technical Note); the evaluation manager may propose, and must agree to, variations.

43. 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.

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

4. Reporting

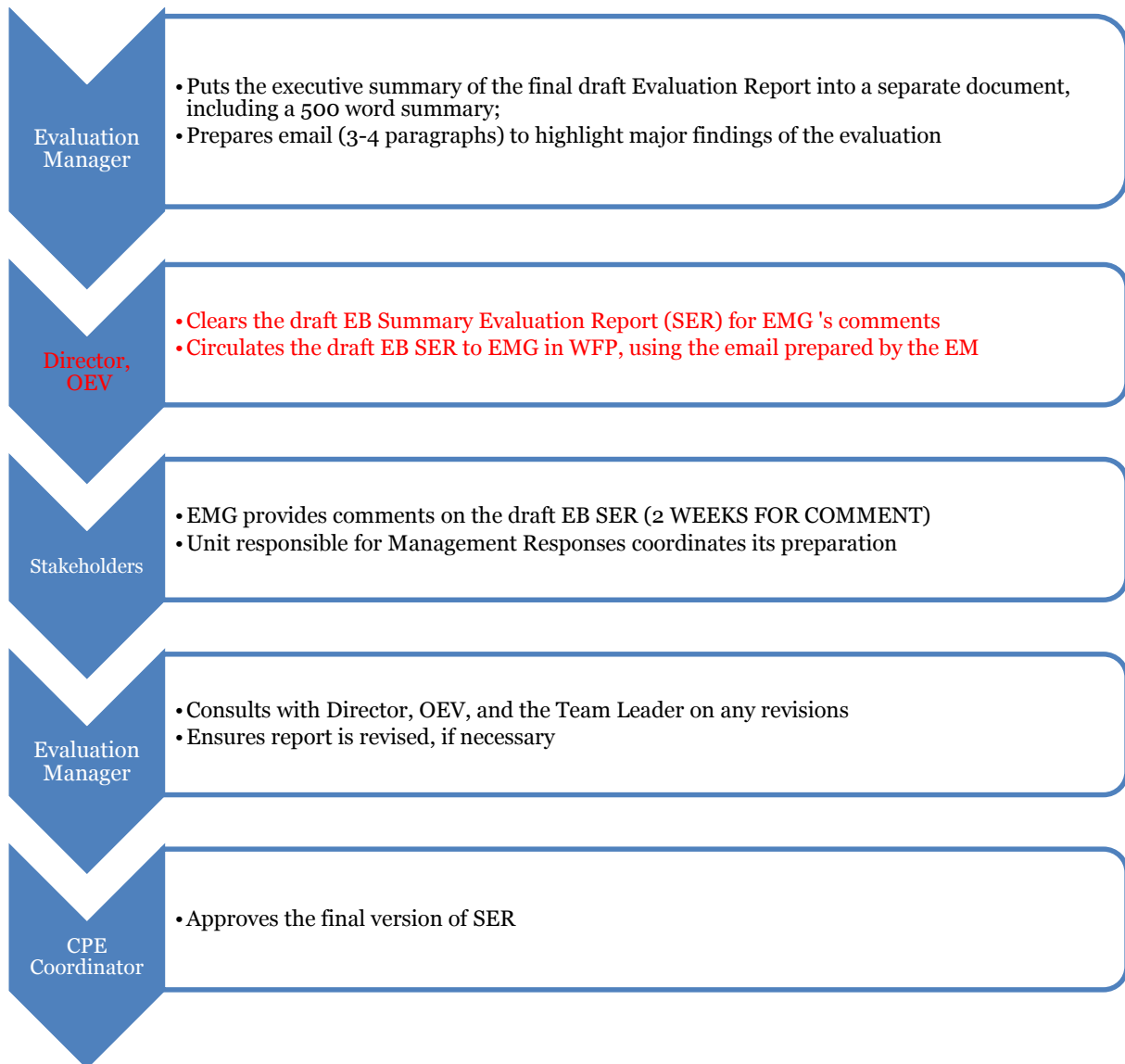
45. The reporting phase brings together the findings of the Evaluation Team in a concise analytical report.

4.1. Process Guide

46. 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 the portfolio analysis).

47. The reporting phase is completed at the end of the evaluation phase to analyse, integrate and interpret 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 and consults with the CPE Coordinator, OEV, liaising with the Evaluation Team Leader for revisions and subsequent draft reports as required to meet OEV's quality standards. The CPE Coordinator, 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

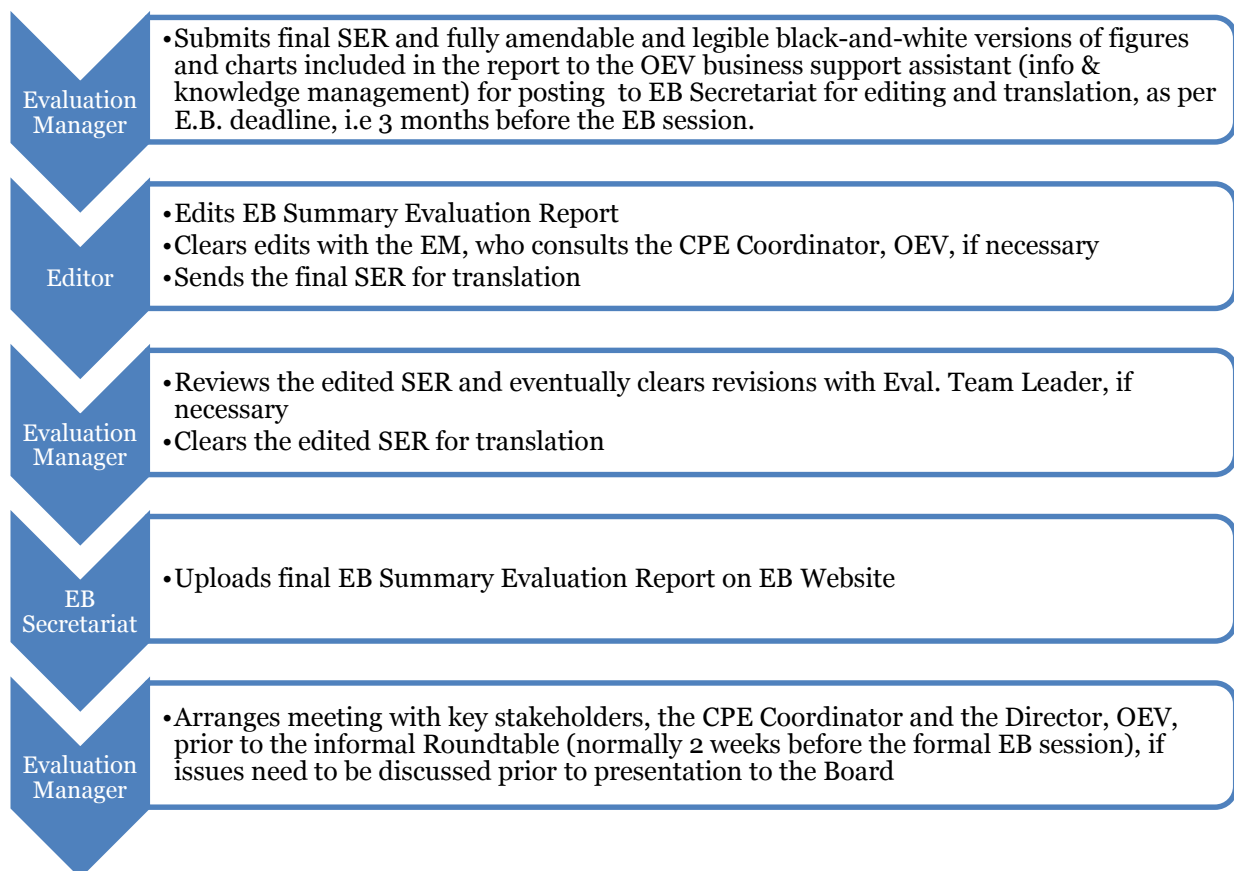
48. As all documents submitted to the EB, the SER has to be edited and translated into four UN languages. This task is the responsibility of the EB Secretariat.

49. 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, usually 3 months before 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 full Evaluation Report on the internet and intranet, OEV’s administrative assistant will do final editing and formatting working from the edited SER, and include it as the executive summary of the final approved 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

50. 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.

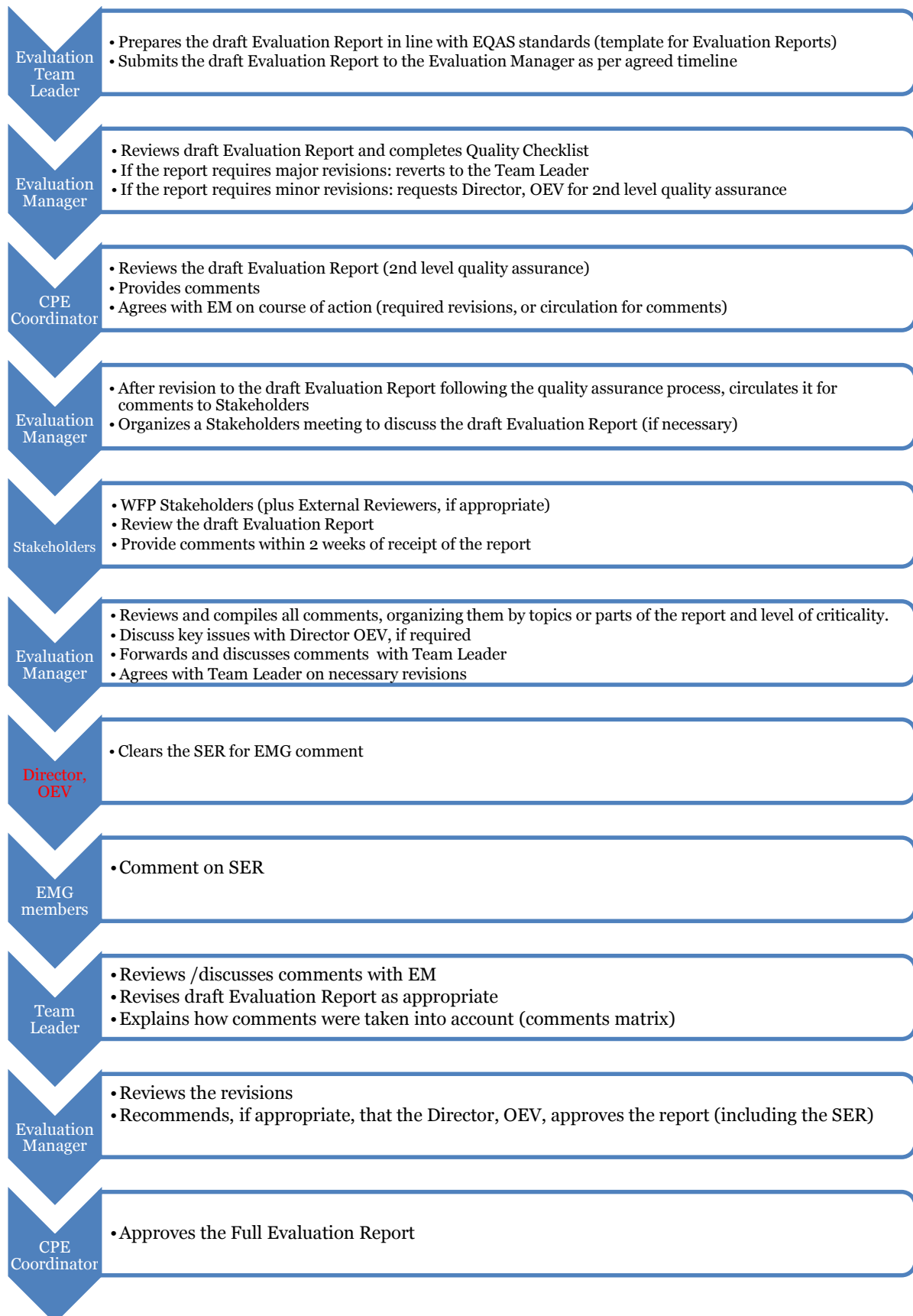
51. The Management Response is prepared under the coordination of the Division for Performance Management (RMP). It is not OEV’s responsibility.

52. 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.

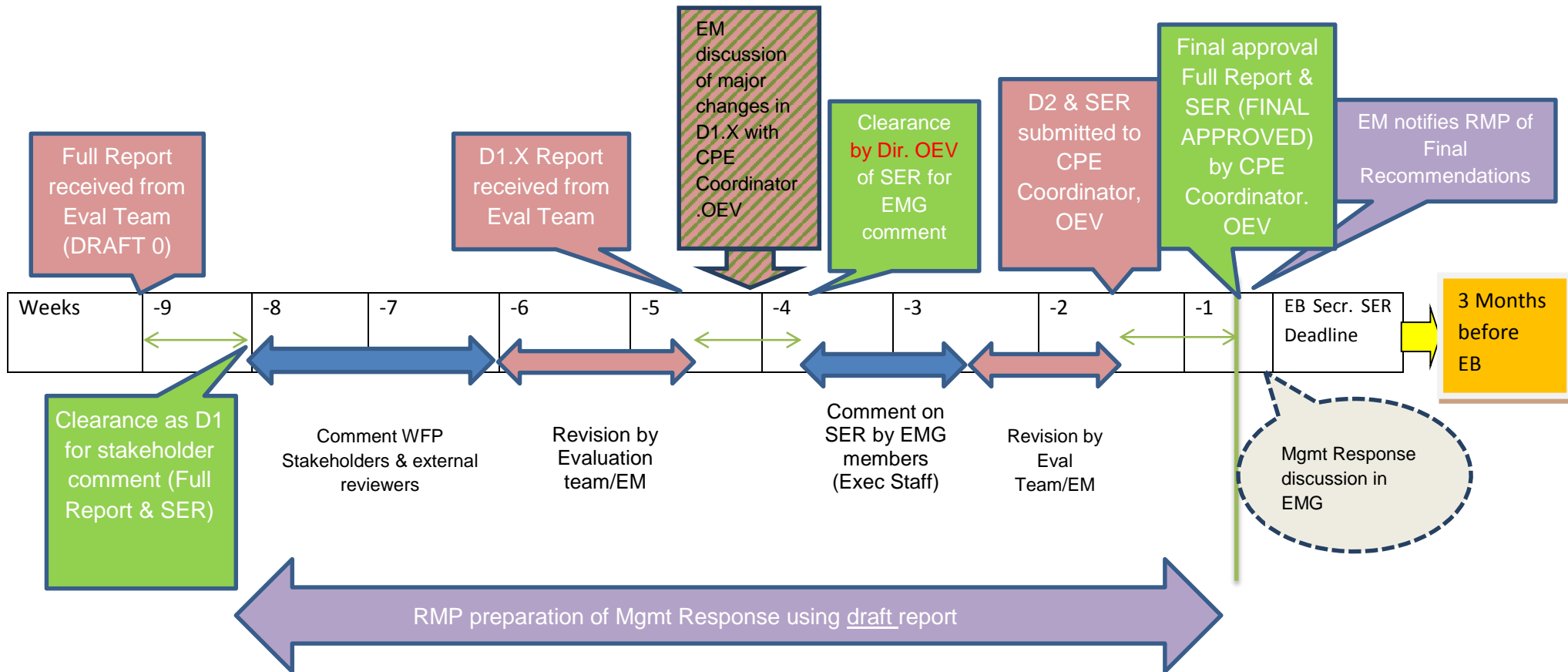
53. The EM is responsible to send the draft ER to the dedicated RMP focal point(s) at least six weeks before the EB Secretariat deadline for EB documents, i.e. about four and a half months before the EB session, and to keep the focal point informed of any changes to the final text of the recommendations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



TIMELINE: REVIEW & APPROVAL PROCESS OF EVALUATION REPORT AND SER



Key:

↔ Director review

- (Major) Version number changes only on clearance or approval of OEV CPE Coordinator (from D0 to D1 to D2 to FINAL APPROVED) or Director OEV in the case of draft SER before issue to EMG for comment. All versions in between are minor versions (e.g. 1.1, 1.2 etc.)

4.4. Evaluation Report Content Guide

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

55. 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, realistic (implementable), and prioritized or sequenced.

56. 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 Summary Evaluation Report (SER) is a stand-alone document for presentation 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 WFP portfolio; ➤ Key Findings on the three evaluation questions: <ol style="list-style-type: none"> 1) Portfolio alignment and strategic positioning; 2) Factors and Quality of strategic decision making; 3) Portfolio performance and results ➤ Conclusion: overall assessment and main recommendations. <p>Note: the SER should not exceed 5,000 words.</p>
1. Introduction	
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 the 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. Detail to what extent a gender responsive

Section	Content Guide
	<p>methodology was used. Describe how findings were validated, including from a 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. Country Context	<p>Brief overview of the country context directly relevant to the evaluation. The section should include relevant information about:</p> <ul style="list-style-type: none"> ➤ Poverty – poverty and social indicators (trend data) ➤ Food insecurity and nutrition (trend data) ➤ GE context (e.g. normative framework, national gender architecture, gender indicators, national policies) ➤ Sectors relevant to the portfolio focus (e.g. education, health, agriculture, etc.) ➤ Government strategy - policies and programmes ➤ Humanitarian situation - disasters/crises (natural and/or man-made) over the recent past and key humanitarian/development challenges ➤ International assistance - long-standing donors/agencies in the country, level of resources, humanitarian and development assistance, etc.
1.3. WFP’s portfolio in [name of the country]	<p>Brief analysis of:</p> <ul style="list-style-type: none"> ➤ Data on the operations that fall within the scope of the evaluation - number, types, geographical distribution, number of beneficiaries, tonnage of food, levels of funding ➤ Key external events which led to significant changes in WFP’s work, etc. ➤ “New” initiatives and their relative weight (e.g. cash and vouchers, P4P, grants/trust funds, EC food facility project, etc.) <p>Overview of CO’s analytical work (e.g. needs assessments, food security, market, livelihoods, conflict, gender analysis, monitoring systems, research, reviews, decentralised evaluations etc.</p> <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 portfolio was developed and implemented.</p>
2. Evaluation Findings	<p>Purpose: This chapter of the ER presents the findings of the evaluation against its three key 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,</p>

Section	Content Guide
	<p>etc.) and the views of the Evaluation Team. Visual aids (graphs, tables, etc.) should be used to present data in a clear and easily accessible way. 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. Portfolio Alignment and Strategic Positioning</p>	<p>Provide a brief analysis of:</p> <p>Alignment with Government policies: Reflect on:</p> <ul style="list-style-type: none"> ➤ WFP’s participation in /contribution to aid coordination; ➤ The WFP mandate and objectives at country level in relation to the Government declared concerns and priorities and to the population needs; ➤ WFP geographical targeting in relation to the Government focus areas; ➤ The appropriateness of the portfolio activities (grouped as per their contribution to various sectors) in relation to relevant Government sectoral strategies. <p>Ownership: Describe integration of WFP strategy into government-owned structures at national/regional/local levels.</p> <p>Government processes: Analyse the extent to which WFP uses national processes and structures and works through national institutions. The analysis should take governmental sectoral coordination fora in consideration.</p> <p>Alignment with partners: Determine the extent to which the WFP portfolio is aligned with the vulnerable groups and priority sectors identified in the main UN common planning tools such as CCA, UNDAF, NAF, CAP, etc.</p> <p>Response to the gender context of the country</p> <p>Coherence with policies, strategies and programs of other actors active in the areas covered by the Portfolio.</p> <p>Synergies through partnerships: Determine for each relevant sector of the portfolio, the programmes of partners providing opportunities for positive synergies with the WFP programme and the extent to which synergies have been sought and have been effective. (Include, as relevant, main UN, FI, donors and INGO programmes.)</p> <p>Alignment with WFP corporate Strategy: analyse the extent to which the portfolio matches corporate priorities and has done so overtime.</p> <p>Alignment with humanitarian and international development cooperation principles⁷</p>

⁷ Principles for Good International Engagement in Fragile States and Situations (OECD, 2007; OECD-DAC Paris Declaration on Aid Effectiveness, 2005)

Section	Content Guide
	<p>Note: It should not be assumed that a high degree of alignment is in itself an indicator of success as it does not automatically lead to playing a strategic role or meeting the needs of WFP’s priority target groups. The degree to which WFP has been strategic in its alignment and positioned itself where it can make the biggest difference needs to be assessed.</p> <p>Nonetheless, it is important to understand the degree of alignment and harmonisation with the Government’s plans and strategies.</p> <p>When potential tensions arise between the various alignments, this should be reported on, as necessary.</p> <p>When addressing ownership, adequate national / regional frameworks should be considered such as e.g. for African countries the 2003 Maputo declaration, which is the strongest expression of Africa’s political support to the comprehensive Africa Agriculture Development Programme (CAADP) of NEPAD.</p> <p>The 2008 – 2013 strategic plan can be used as a framework for assessing alignment with corporate strategy, even if the portfolio cannot be held accountable against it.</p>
2.2. Factors and Quality of Strategic decision-making	<p>Provide a brief analysis of:</p> <p>Generating and using analytical information: Discuss the extent to which WFP has analysed the national hunger, food security and nutrition issues; contributed to placing these issues on the national agenda, to developing related national or partner strategies and to building national capacity on these issues.</p> <p>Developing response strategies: Analyse, for example, the extent to which the WFP response strategy is based on:</p> <ul style="list-style-type: none"> ➤ an analysis of the goals of government and partners, and ➤ an assessment of where WFP’s contribution would be the most effective and efficient to address hunger issues in the country based on robust monitoring and evaluation evidence. ➤ An assessment of the risks and mitigation options facing the CO and its portfolio. ➤ An assessment of whether WFP made the right choices in terms of programme categories (i.e. EMOP vs. PRRO vs. CP, etc.). ➤ An assessment of capacities needed for handover and of related choices made. <p>WFP priorities and operating model. For example:</p> <ul style="list-style-type: none"> ➤ Analyse the realities on which the WFP decision-making (strategic and operational) is based; ➤ Discuss synergies between operations and programme

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	activities; ➤ Discuss where trade-offs have had to be made in setting priorities
2.3. Portfolio Performance and Results	<p>This section should form the largest part of the inquiry and Evaluation Report.</p> <p>Provide an analysis of the effectiveness of the portfolio on:</p> <p>1) Beneficiaries:</p> <p>Grouping activities per the objective to which they contribute (as per logic of the portfolio) assess how many people received assistance overtime and whether the assistance was provided to the “right” people, in the right quantity, quality and was timely. For each group of activities, discuss the following points and the interplay between them. Use tables and graphs to illustrate the argument.</p> <ul style="list-style-type: none"> ➤ Who - Beneficiary selection (e.g. household targeting issue, targeting errors, etc.), actual vs. planned beneficiary figures vs. assessed number of persons in need and variations over time. ➤ What - Actual vs. planned: food tonnage; actual vs. planned rations provided (size, composition and duration). ➤ When – frequency, duration and timeliness of assistance, etc. ➤ Consider gender results or factors hindering gender success. <p>Note: Beneficiaries’ figures should systematically be gender-disaggregated.</p> <p>For activities such as food-for-work, food-for-assets, food-for-training and livelihoods expected to produce outputs (e.g. infrastructure built, assets created, etc.) discuss the appropriateness and quality of these outputs. For activities which do not involve food aid per se (e.g. cash and vouchers or capacity development activities), use other relevant output indicators.</p> <p>2) Attainment of objectives (effectiveness and efficiency)</p> <p>Grouping activities per the objective to which they contribute (as per logic of the portfolio) assess the medium to longer-term changes in people’s lives brought about by the assistance provided.</p> <p>In particular:</p> <ul style="list-style-type: none"> ➤ Assess planned vs. actual outcomes for each objective (using indicators agreed upon in the Inception Report); unintended outcomes; other visible changes and provide a balanced overall assessment of the attainment of the portfolio’s outcomes. ➤ Analyse the factors that caused these changes (e.g. contribution of the WFP portfolio vs. contribution of others) ➤ For efficiency assess whether benefits outweigh costs. Even if the intervention scores well on relevance, effectiveness, impact and sustainability, assess if the resources could have been used to contribute to or achieve similar objectives/outcomes in a

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	<p>different way.</p> <ul style="list-style-type: none"> ➤ Would this have been a better use of scarce resources? Assess whether: <ul style="list-style-type: none"> - there are alternative ways to provide food assistance in this particular context that achieve better results; - the same result can be achieved with fewer resources, for instance by a more focused targeting of beneficiaries (gender dimension); - another intervention design and modality (vouchers) could have been more appropriate; - alternative sourcing of crucial inputs (local procurement) was considered; - joint programming (e.g. combining food assistance with a health intervention), and complementary partnerships were factored into design, and with what effect. <p>For more information refer to the Technical Note on Efficiency Analysis – section I.</p> <p>Note: If there are differences in performance and results based e.g. on programme category, these should be highlighted.</p> <p>3) Contribution of the portfolio to national humanitarian/development changes (impact, coherence and sustainability):</p> <p>This section should include data tables that show national statistics versus the performance in areas where WFP assistance takes place.</p> <p>Assess, for example:</p> <ul style="list-style-type: none"> ➤ The portfolio’s impact i.e. the relative contribution of the WFP portfolio to humanitarian and development changes at national level for each of the sectors that WFP aimed to contribute to, against the respective Theories of Change as relevant (refer to the related Technical Notes on Logic Model/Theory of Change, Evaluation Matrix, Evaluation Criteria and Efficiency); ➤ The significance of WFP’s contribution to the changes in light of the factors that caused these changes. The WFP contribution will depend on the significance of the portfolio in terms of size (compared to the total problem or need) and strategic role (compared to the range of possible solutions); <p>4) Factors explaining the results (efficiency, relevance, coherence): Explain “why” the portfolio performed as it did by analysing the reasons or dynamic factors explaining the results of the portfolio as well as their interplay. Some of these factors can include:</p> <ul style="list-style-type: none"> ➤ External factors such as change in government policies, donor

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	<p>support, etc.;</p> <p>➤ Factors within WFP’s control such as ability to operationalise strategy, choice of programme category, level of resources and costs, effectiveness of procurement, logistics, implementation, M&E systems; ability to partner, ability to adequately take into account gender issues and other cross-cutting issues such as environmental issues, etc. Efficiency factors include comparison of alternatives or trends over time for output level indicators such as:</p> <ul style="list-style-type: none"> • Cost per recipient; • Cost per standardised ration delivered; • Food market value of transfer of food commodity/cost of the transfer of food commodity (alpha value); • Cost of transfer of \$1 of food or food purchasing power (1/alpha); • Delivery cost per 1\$ of food or food purchasing power (1/alpha -1); • Cost per kcal provided; • Cost per nutritional value unit provided; • Cost per nutritional value unit provided modality 1/cost per nutritional value unit provided modality 2 (omega ratio). <p>And activity level indicators such as:</p> <ul style="list-style-type: none"> • Cost per MT, broken down for commodities, transport, LTSH, DSC, ODOC, ISC, costs borne by government or beneficiaries; • CBA of production of Fortified & Blended Food, financial analysis of warehouse construction, cost analysis of truck transport, etc.; • Administrative costs of raising funds. <p>For more information refer to the Technical Note on Efficiency Analysis.</p>
3. Conclusions and Recommendations	<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, considered against evaluation criteria (as agreed at inception) including: i)relevance, ii) coherence, iii) coverage, iv) connectedness, v) efficiency, vi) effectiveness, vii) impact, viii) sustainabilityAll conclusions must be substantiated by the findings presented in previous sections and should focus on issues of significance to the portfolio 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 assessment of the main findings related to the three main evaluation questions:</p> <p>Question 1: Portfolio Alignment and strategic positioning</p> <p>Question 2: Factors and Quality of Strategic Decision Making</p> <p>Question 3: Portfolio performance and results</p> <p>Relevance, Coherence and Appropriateness: reflect on the relevance to</p> <ul style="list-style-type: none"> • The needs of people • The policy and programme context • Continuing relevance over time <p>Efficiency: A summary of the findings related to efficiency can be included here to support reflection on efficiency at impact (if available), outcome, output, activity levels including the:</p> <ul style="list-style-type: none"> • Efficiency of implementation • Targeting strategy⁸ • Changes in efficiency resulting from factors inherent to WFP and external • Cost of the operations <p>Effectiveness: reflect on the effectiveness of the portfolio</p> <ul style="list-style-type: none"> • In reaching people and meeting their needs • In meeting WFP’s corporate objectives <p>Impact: reflect on</p> <ul style="list-style-type: none"> • The contributions made to changes in humanitarian/development processes and results; • Whether the outcomes achieved are likely to lead to achievement of longer-term humanitarian/development goals; • The relevance of the implicit/explicit Theories of Change, if applicable (refer to Technical Notes on Logic Model/Theory of Change, Evaluation Matrix, Evaluation Criteria, Integrating Gender in Evaluation and Efficiency). <p>Connectedness and Sustainability: reflect on connectedness with longer-term development, mitigation and preparedness strategies and on extent to which outcomes achieved are likely to continue beyond WFP’s intervention.</p> <p>Gender: reflect on:</p> <ul style="list-style-type: none"> • Whether the portfolio design was based on a sound gender analysis and how gender issues were addressed as a cross-

⁸ Issues of equity and timeliness are tricky: they are not exclusively about efficiency. Prima facie indicators of inefficiency may include wastage or spoilage of food, pipeline breaks, and issues about inclusion or exclusion errors in targeting. Whether interventions reach the right people is a question of effectiveness; maximising outputs and outcomes for a given level of resources is a question of efficiency.

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	<p>cutting theme within the portfolio;</p> <ul style="list-style-type: none"> • 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>Overall conclusion should, where appropriate, refer back to i. the Theory of Change, ii. Evaluation Criteria, and include explanation for performance and results achieved, to underpin the evaluation recommendations.</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), ➤ Be prioritized, phased and sequenced logically; ➤ Grouped by type of recommendation(s) (e.g. strategic/operational; short/medium term; or appropriate alternative in agreement with evaluation manager) ➤ Include a recommendation(s) on strengthening gender responsiveness and/or address gender dimensions within recommendations (as appropriate). ➤ Targeted at specific key actors/stakeholders, consistent with the above.
Annexes	<ul style="list-style-type: none"> ➤ Annexes should support/expand 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 supplementary annexes (second volume). ➤ Ensure to include the following annexes. <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

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	<p>future evaluation. Should indicate the extent to which gender issues were incorporated where applicable (e.g. gender as a crosscutting theme), and how gender was integrated into data collection methods.</p> <ul style="list-style-type: none"> • Evaluation Matrix and findings-recommendations mapping. • Bibliography • List of People Met/Interviewed • Others (list titles) <p>➤ Supplementary Annexes would typically include:</p> <ul style="list-style-type: none"> • Summary fieldwork agenda, detailing the required schedule of meetings for each Team member to be set up by the CO. • Data Collection Tools. • Any other types of technical annexes.

4.5. Quality Standards

57. 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.

58. 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.

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

60. The CPE Coordinator, OEV conducts 2nd level quality assurance and final approval of the Evaluation Report, including the Summary Evaluation Report.

5. Dissemination

61. 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 (provided included into the timeline and budget).

62. 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 the stakeholder analysis who to disseminate to, involve and identify the users of the evaluation, duty bearers, implementers, beneficiaries, including gender perspectives.

63. 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

64. 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 Business Support Assistant (Info & Knowledge Management) for final 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 CPE Coordinator, 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 business support 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.
- .
- The business support 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 and approve the formatted document.

5.2. Dissemination of Evaluation Reports and Products

65. The Evaluation Report should be disseminated actively, which is a general policy of OEV. The Communications and Learning Plan for the evaluation refers. In the case of CPE’s the Evaluation Report and Brief should be disseminated to in-country stakeholders.

66. The Evaluation Manager is responsible for:

- Preparing a 2-page Evaluation Brief, using the OEV format and clear it with the CPE Coordinator, OEV, minimum 4 weeks before the EB session.
- Requesting the OEV business support 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).
 - 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 CPE Coordinator, 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 country portfolio 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

- Brief the EMG on completion of each evaluation, as directed by the OEV Director.
- All OEV-managed evaluations are presented to WFP's Executive Board. In addition by Board request, an informal Roundtable to discuss evaluations in greater depth is held 2 weeks before each EB session. These roundtables are organized by WFP's Executive Board Secretariat, in consultation with OEV and those responsible for the Management Response.

- The EM should prepare talking points for the Director’s introduction of the evaluation to the Roundtable two weeks prior to the date. Talking points should be bullet-style, maximum three pages in 14 font, covering evaluation description, context, key findings (mix of positive and negative), overall conclusions, lessons/key messages, and summary of recommendations.

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

- 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 EB members, the EM will draft a response and clear it with the CPE Coordinator in first instance and then Director, OEV.
- Invite and attend a preparatory meeting with the concerned regional bureaux and country Directors. 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 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.

68. 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.

69. 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, EM to review the summary highlights (5 to 10 lines) of the session prepared by the EB Secretariat and amend or clear through OEV CPE Coordinator (in consultation with Director, if sensitive).
- Review the summary record of the session prepared by the EB Secretariat and clear the revised version with the CPE Coordinator (and, if necessary, Director, OEV).
- Discuss with the CPE Coordinator 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

70. 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

71. 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.

72. 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

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

- Finalize with the OEV business support associate 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. In the case that individual consultants have been hired to carry out the evaluation (not an LTA firm).
- Review with the business support associate 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.
- Finalize the Performance Assessment requirements in the PACE system for each consultant hired directly by OEV, In the case that individual consultants have been hired to carry out the evaluation (not an LTA firm).
- Request the business support associate to prepare a separation clearance for each consultant and to liaise with HR accordingly. In the case that individual consultants have been hired to carry out the evaluation (not an LTA firm).
- 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 was 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
OECD/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