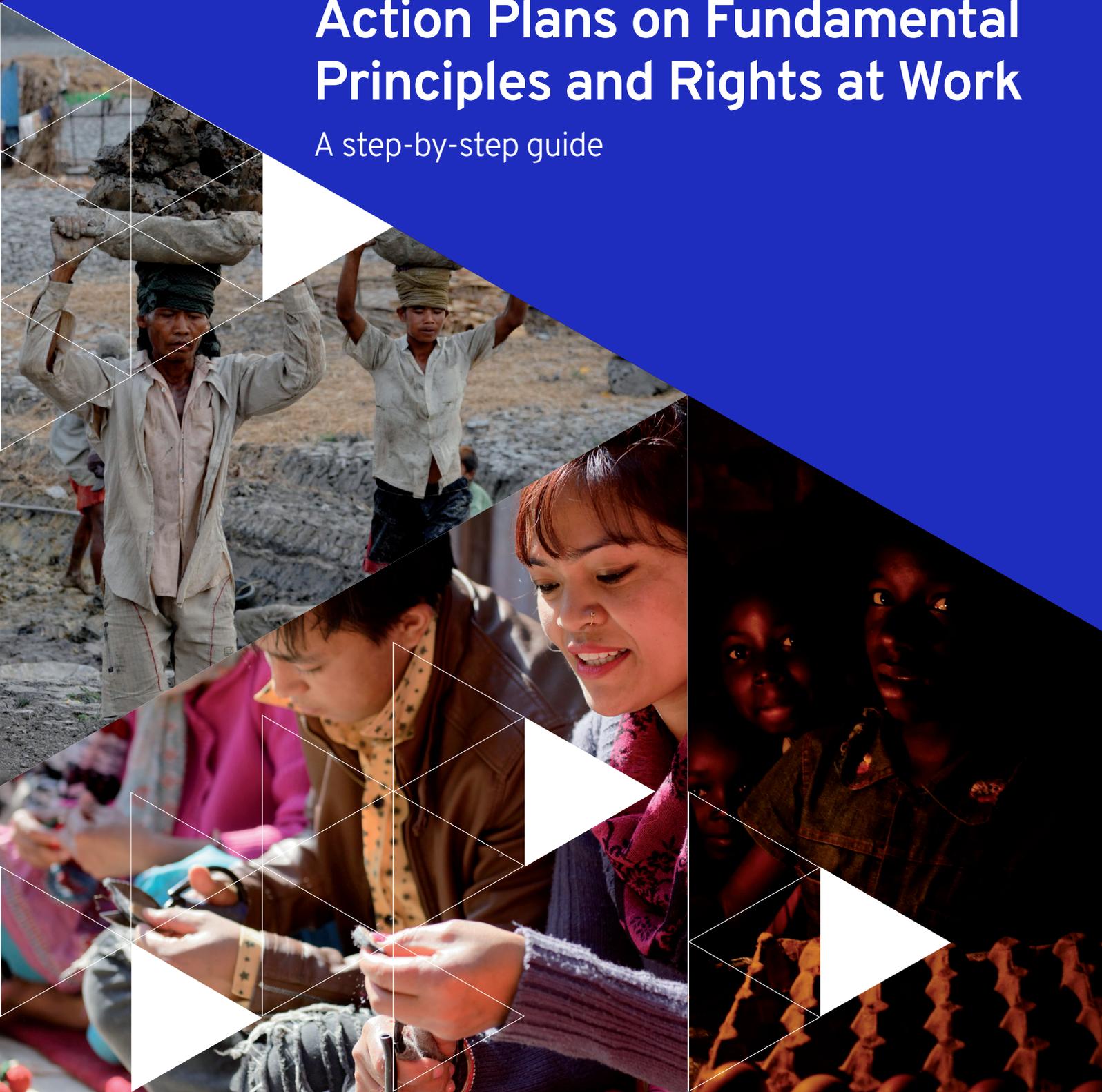




International
Labour
Organization

▶ Conducting and contributing to Evaluations of National Action Plans on Fundamental Principles and Rights at Work

A step-by-step guide



▶ **Conducting and contributing
to Evaluations of National Action
Plans on Fundamental Principles
and Rights at Work**

A step-by-step guide

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Foreword

These guidelines have been developed by the ILO's Fundamental Principles and Rights at Work Branch (FUNDAMENTALS) to support ILO constituents and partners on evaluating National Action Plans (NAPS) on Fundamental Principles and Rights at Work (FPRW).

Such National Action Plans have proven to be powerful tools for countries to demonstrate their commitment to ending forced labour and child labour, eliminating discrimination at work, and ensuring freedom of association and the right to collective bargaining. These principles and rights are embodied in the ILO's 1998 Declaration on Fundamental Principles and Rights at Work, which was revised in 2022 to add a fifth category on a safe and healthy working environment.

Governments are responsible for the evaluation of NAPs on FPRW, through a consultative process engaging employers' and workers' organizations and other concerned stakeholders. The ILO offers technical support to ensure that all the fundamental principles and rights at work are integrated in the evaluation process and in ensuring that all stakeholders are involved.

The starting point of this guide can be traced back to 2012, when the ILO developed a Framework for Evaluation of NAPs on child labour under the International Programme on the Elimination of Child Labour (IPEC). In order to scale up the ILO's support in setting up and managing evaluations of NAPs on fundamental principles and rights at work, this guidance provides:

- ▶ Step-by-step practical guidelines for national-led evaluation exercises; and
- ▶ A supporting toolkit with key templates to be adapted to each context including templates and quality checklists for terms of reference, evaluation inception reports and evaluation reports.

I would like to thank the Research and Evaluation Unit of the ILO's FUNDAMENTALS Branch developing this guidance, the ILO's Evaluation Office for providing in-house evaluation expertise, and the financial support provided by the ILO's "Accelerating action for the elimination of child labour in supply chains in Africa" project (ACCEL Africa), funded by the Ministry of Foreign Affairs of the Netherlands.



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Abbreviations

DAC	Development Assistance Committee (OECD)
DEQAS	Decentralized Evaluation Quality Assurance System
ERG	Evaluation Reference Group
FPRW	Fundamental principles and rights at work
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour (ILO)
IPEC+	International Programme on the Elimination of Child Labour and Forced Labour (ILO)
NAP	National Action Plan
OECD	Organization for Economic Cooperation and Development
TOR	Terms of reference
UNEG	United Nations Evaluation Group





1

Introduction



1. Introduction

Why these guidelines?

The evaluation process of National Action Plans (NAPs) on Fundamental Principles and Rights at Work (FPRW) come under the responsibility of national governments and other national authorities. At the same time, there is a space for the ILO to play a strategic supporting role in ensuring that these evaluations are of good quality and support the realization of the FPRW. Those principles and rights include eliminating child labour, forced labour, and discrimination, as well as advancing the rights on collective bargaining.

Following requests for ILO support on the setup and management of evaluations of NAPs on FPRW, these guidelines and tools are a first attempt at highlighting the key stages in which special considerations need to be made with regard to upholding the FPRW. This is accomplished, for example, by ensuring the appropriate integration of all FPRW along the process and by insisting that the evaluation process duly involves all stakeholders through a tripartite and consultation process.

The purpose of this document is to be a practical guide to ensure that critical considerations regarding FPRW are taken into account in order to ensure relevance, utility, and credibility of the evaluations.

Who are the intended users of these guidelines?

This step-by-step guide is to be used by anyone conducting or contributing to evaluations of ongoing or completed National Action Plans (NAPs) on Fundamental Principles and Rights at Work (FPRW).

The target audience for these guidelines comprises national governments, social partners, and other stakeholders of ongoing or completed NAPs on FPRW aiming to conduct evaluations. The target audience includes NAP planners and implementers such as policy and programme staff, partners, and others carrying out NAP-related evaluations who are interested in how an evaluation is done.

These guidelines can potentially also be used by experienced evaluators working on such an evaluation.

What are these guidelines based on?

The development of these guidelines included an in-depth document review. The starting point can be traced back to 2012, when the ILO developed a Framework for Evaluation of NAPs around child labour under the International Programme on the Elimination of Child Labour (IPEC).¹ The review comprised ILO documentation,² documents from the United Nations Evaluation Group (UNEG), the Development Assistance Committee of the Organisation for Economic Co-operation and Development's (OECD DAC) criteria, documentation of ILO peers, and outreach to relevant ILO colleagues.

1 It makes use of "Expanded final evaluations" (EFEs) where particular areas of work of a project such as a policy support and support to implementation of NAPs were looked at in detail.

2 The review comprised ILO documentation from IPEC, IPEC+, FUNDAMENTALS as well as ILO policy guidelines for results-based evaluation. Among others, the tools and studies that contributed to these guidelines include: Design Evaluation and Documentation (DED), Evaluation and Impact Assessment (EIA), Child Labour Impact Assessment (CLIA) tool, Tracer study methodology, Time-Bound Programme Manual for Action Planning (TBP MAP), as well as the Guidance on Ex-Post Sustainability Studies.

How to use these guidelines?

These guidelines are organized following the usual step-by-step process of an evaluation. Whatever the stage of the evaluation, persons involved in the evaluation process have a clear idea of how to move forward, taking into account all FPRW. These guidelines focus on the evaluation of NAPs on FPRW that are either ongoing or finalized.

Each section of these guidelines comprises a short introduction and explanations prior to the presentation of the practical guidance on how to ensure that the evaluation serves the purpose of advancing the elimination of child labour, forced labour, discrimination, as well as advancing the rights on collective bargaining. Checklists on evaluation tools, processes, and questions are provided in the Resources section.

The Tips  and Tools  boxes reference good practices, checklists and link to tools that can help to ensure quality of the evaluations.

The structure of this step-by-step guide is provided by Figure 1.

► Figure 1: Structure of the step-by-step guide on evaluation of NAPs on FPRW



Evaluations of National Action Plans on Fundamental Principles and Rights at Work – What are we talking about?

Defining key terms

Evaluations

The United Nations Evaluation Group defines evaluations as follows³ :

“An evaluation is an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors, and causality using appropriate criteria such as relevance, coherence, effectiveness, efficiency, impact, and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations, and lessons into the decision-making processes of organizations and stakeholders”.

Evaluation principles

When starting an evaluation, it is vital to prioritize the principles that need to be adhered to. These will guide the management of the evaluation and important decisions that need to be made. The evaluation norms as presented by the UNEG guidance are shown below.

Utility

In commissioning and conducting an evaluation, there should be a clear intention to use the resulting analysis, conclusions, or recommendations to inform decisions and actions. The utility of an evaluation is manifest through its use in making relevant and timely contributions to organizational learning, informed decision-making processes, and accountability for results. Evaluations can also be used to contribute beyond the organization by generating knowledge and empowering stakeholders.

Credibility

Evaluations must be credible. Credibility is grounded on independence, impartiality, and a rigorous methodology. Key elements of credibility include transparent evaluation processes, inclusive approaches involving relevant stakeholders, and robust quality assurance norms and standards for evaluation systems. Evaluation results (or findings) and recommendations are derived from — or informed by — the conscientious, explicit, and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence. Credibility requires that evaluations are ethically conducted and managed by evaluators that exhibit professional and cultural competencies.

3 United Nations Evaluation Group (UNEG). 2016: *Norms and Standards for Evaluation*, New York, UNEG, page 10. The evaluation criterion of coherence was subsequently added to the standard evaluation criteria by the Organization of Economic Cooperation and Development.

Independence

Independence of the evaluation is necessary for credibility, it influences how an evaluation is used, and allows evaluators to be impartial and free from undue pressure throughout the evaluation process. The independence of the evaluation function comprises two key aspects — behavioural independence and organizational independence. Behavioural independence entails the ability to evaluate without undue influence by any party. Evaluators must have full freedom to conduct their evaluative work impartially, without the risk of adverse effects on their career development. They must be able to express their assessment freely. The independence of the evaluation function underpins the free access to information that evaluators should have on the evaluation subject. Organizational independence requires that the central evaluation function is positioned independently from management functions, carries the responsibility of setting the evaluation agenda, and is provided with adequate resources to conduct its work. Organizational independence also necessitates that evaluation managers have full discretion to submit evaluation reports to the appropriate decision-making level directly. They should report directly to an organization's governing body and/or the executive head. Independence is vested in the evaluation head to directly commission, produce, publish, and disseminate duly quality-assured evaluation reports in the public domain without undue influence by any party.

Impartiality

The key elements of impartiality are objectivity, professional integrity, and the absence of bias. The requirement for impartiality exists at all stages of the evaluation process, including planning, formulating the mandate and scope, selecting the Evaluation Team, providing access to stakeholders, conducting the evaluation, and formulating findings and recommendations. Evaluators need to be impartial, implying that Evaluation Team members must not have been (or expect to be in the near future) directly responsible for the policy setting, design, or management of the evaluation subject.

Ethics

Evaluations must be conducted with the highest standards of integrity and respect for the beliefs, manners, and customs of the social and cultural environment; for human rights and gender equality; and for the “do no harm” principle for humanitarian assistance. Evaluators must respect the rights of institutions and individuals to provide information in confidence, must ensure that sensitive data are protected and that they cannot be traced to their source, and must validate statements made in the report with those who provided the relevant information. Evaluators should obtain informed consent for the use of private information from those who provide it. When evidence of wrongdoing is uncovered, it must be reported discreetly to a competent body (such as the relevant office of audit or investigation).

Transparency

Transparency is an essential element of evaluation that establishes trust and builds confidence, enhances stakeholder ownership, and increases public accountability. Evaluation products should be publicly accessible.

Human rights and gender equality

The universally recognized values and principles of human rights and gender equality need to be integrated into all stages of an evaluation. It is the responsibility of evaluators and evaluation managers to ensure that these values are respected, addressed, and promoted, underpinning the commitment to the principle of “no-one left behind”.

National evaluation capacities

The effective use of evaluations can make valuable contributions to accountability and learning and thereby justify actions to strengthen national evaluation capacities. In line with UN General Assembly resolution A/RES/69/237 on building capacity for the evaluation of development activities at the country level, national evaluation capacities should be supported upon the request of Member States.

Professionalism

Evaluations should be conducted with professionalism and integrity. Professionalism should contribute towards the credibility of evaluators, evaluation managers, and evaluation heads, as well as the evaluation function itself. Key aspects include access to knowledge; education, and training; adherence to ethics and to these norms and standards; utilization of evaluation competencies; and recognition of knowledge, skills, and experience. This should be supported by an enabling environment, institutional structures, and adequate resources.

Link with monitoring plan and processes

Evaluations supported by an effective monitoring system are more likely to be credible and useful. For most evaluations of NAPs on FPRW, the starting point (baseline) before an intervention must be specified to allow for a “before” and “after” comparison. The timing of the baseline study is essential for future evaluations. In practice, baseline data is often unavailable and needs to be collected ex-post. In those cases, collecting baselines ex-post is the second-best choice and should be prioritized to inform future evaluations.

When identifying baseline and monitoring requirements, clear plans should be drawn up to present disaggregated data which should include gender, disability, and any other relevant subpopulation group.

Fundamental Principles and Rights at Work (FPRW)

Adopted in 1998, the Declaration on FPRW commits Member States to respect and promote principles and rights in four categories,⁴ whether or not they have ratified the relevant Conventions.

These categories are:

- ▶ Freedom of association and the effective recognition of the right to collective bargaining,
- ▶ Elimination of forced or compulsory labour,
- ▶ Abolition of child labour, and
- ▶ Elimination of discrimination in respect of employment and occupation.

4 The [ILO Declaration on Fundamental Principles and Rights at Work \(1998\)](#) was amended in 2022 by adding a fifth category: a safe and healthy working environment. The resolution was adopted during the 110th Session of the International Labour Conference in June 2022. These guidelines were produced prior to this amendment, hence, it covers only the initial four categories.

National Action Plans (NAPs)

Protocols to ILO Conventions, for example, on child labour or forced labour,⁵ require countries to formulate and implement National Action Plans to implement those conventions.

For example, the Forced Labour Convention, 1930 (No. 29) in its 2014 supplementary protocol requires countries to take effective measures to prevent forced labour, protect victims and ensure their access to justice. As provided in Article 1(2), “each Member shall develop a national policy and plan of action for the effective and sustained suppression of forced or compulsory labour in consultation with employers’ and workers’ organizations”.

NAPs should result from a sustained commitment of a country’s constituents to realize FPRW. The involvement of a vast number of actors is required to ensure a successful NAP formulation and implementation process. Highly participatory approaches are paramount to ensure broad ownership and support for reforms seeking to improve FPRW, such as the abolition of child labour or the elimination of forced or compulsory labour. Those processes require the inclusion of tripartite constituents, including policymakers from various government agencies, beyond the Ministry of Labour, and representatives of interest groups such as child rights groups. Given the reform elements in each NAP, results are likely to emerge in the medium to long term. Hence stakeholders’ long-term commitment is crucial in view of a functioning NAP implementation. NAPs require clear priorities with the necessary budgets to remain realistic. They are not an end in themselves but rather a tool to guide a country’s action on FPRW through implementing, monitoring, and evaluating a coherent set of measures targeting different policy priorities.⁶

5 For example, [ILO Minimum Age Convention, 1973 \(No. 138\)](#) and its [Recommendation No. 146](#); [ILO Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#) and its [Recommendation No. 190](#); [ILO Forced Labour Convention, 1930 \(No. 29\)](#), its [Recommendation \(No. 203\)](#) and its [Protocol of 2014](#).

6 ILO, 2008: [Guide for the preparation of national action plans on youth employment](#). Youth Employment Programme, Geneva, ILO. The ILO Toolkit [Developing National Action Plans on Forced Labour](#) (2020) provides further background on issues such as forced labour, trafficking, slavery, and different forms of child labour (child labour, worst forms of child labour, and forced labour of children).

2 Phases of an evaluation process



▶ 2. Phases of an evaluation process

This section takes the user through the steps of an evaluation process, including roles and responsibilities.⁷ It highlights potential entry points in view of enhancing the quality of the evaluation in order to contribute to the advancement of FPRW.

Figure 2 summarizes the six steps of an evaluation process: planning, preparation, inception, data collection, reporting, and dissemination of the evaluation report. The steps presented here are aligned with the recommendations of the United Nations Evaluation Group. Each of the six phases and essential entry points for advancing FPRW are presented below.

▶ Figure 2: Phases of an evaluation process



⁷ This section is closely guided by a standard evaluation process as outlined by World Food Programme (WFP), 2021: [Decentralized evaluation. Guidance for Process and Content](#). Decentralized Evaluation Quality Assurance System (DEQAS), Roma.

Phase I: Planning



▶ Phase I: Planning

For robust evaluation planning, the steps listed in the adjacent box are required.

1.1 Identify evaluation intended use

As a first step, determining the specific focus and the explicit intended use of the evaluation will help prioritize evaluation criteria.

Typically, an initial stakeholder consultation should make it possible to inform the following questions:

- ▶ Who are the stakeholders?
 - ▶ Who are the actors in this sector – government, donors, or local or national groups?
 - ▶ Who will use the findings of this evaluation?
 - ▶ What stakeholders are we being accountable to – donors, beneficiaries, others?
 - ▶ Whose needs and interests will the evaluation serve?
 - ▶ Who will inform this evaluation?
- ▶ What is the primary objective of the evaluation?
- ▶ What is the balance between accountability and learning?
- ▶ Which key questions should be addressed?



- ▶ What do we want to learn/find out with this evaluation?
 - ▶ Which decisions about the intervention could be informed by this evaluation? When are those decisions being made? For example, are we learning to adjust the implementation period of a NAP (for instance, at mid-term) or informing a new NAP or policy?
 - ▶ Which key questions should be addressed to ensure the advancement of FPRW in that specific context?
 - ▶ What do we already know? Which evidence is currently available?
 - ▶ Where are the critical gaps, and what are the main learning priorities?

The answers to those questions will help clarify the NAP evaluation purpose, its main scope, and objectives (See tip  below).

► Distinguish between evaluation purpose, scope, and objectives

Evaluation purpose: The evaluation purpose provides the underlying rationale, why the evaluation will be undertaken, and how it will be used.

Evaluation scope: Following from the purpose, the evaluation scope concretely explains what the evaluation is expected to cover. It determines the boundaries of the evaluation, tailoring its objectives to the given situation.

The coverage of the evaluation should also be explicit: i.e., the period, implementation phase, geographical area, and the dimensions of stakeholder involvement being examined.

The scope should acknowledge the limits of the evaluation.

Evaluation objectives: Following from the purpose, the evaluation objectives concretely explain what the evaluation is expected to achieve.

Quality check of the evaluation scope and objectives

- Evaluation scope and objectives are clear and have been agreed upon by key stakeholders.
- Evaluation scope and objectives are realistic and achievable in light of resources available and the information that can be collected.

1.2 Prioritize evaluation criteria

The purpose of the evaluation criteria is linked to the purpose of the evaluation. Namely, to enable the determination of an intervention's merit, worth, or significance. Each criterion is a different lens or perspective through which the intervention can be viewed. Together, they provide a more comprehensive picture of the intervention, the process of implementation, and the results.

Evaluation criteria play a normative role. Together they describe the desired attributes of interventions: all interventions should be relevant to the context, coherent with other interventions, achieve their objectives, deliver results efficiently, and have positive impacts that last.

The criteria are used in an evaluation to:

- support accountability, including the provision of information to the public; and
- support learning through the generation and feed-back of findings and lessons.

They can be used to look at processes (how change happens) as well as results (what changed). All criteria can be used to evaluate before, during, or after an intervention.

Evaluation criteria as listed and defined by the OECD are presented in box 1.

▶ Box 1. Evaluation criteria defined by OECD

▶ Relevance: Is the intervention doing the right things?

The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

▶ Coherence: How well does the intervention fit?

The compatibility of the intervention with other interventions in a country, sector, or institution.

▶ Effectiveness: Is the intervention achieving its objectives?

The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.

Note: Analysis of effectiveness involves taking account of the relative importance of the objectives or results.

▶ Efficiency: How well are resources being used?

The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

Note: "Economic" is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes, and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. "Timely" delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).

▶ Impact: What difference does the intervention make?

The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

Note: Impact addresses the intervention's ultimate significance and potentially transformative effects. It seeks to identify social, environmental, and economic effects of the intervention that are longer-term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the intervention's indirect, secondary, and potential consequences. It does so by examining the holistic and enduring changes in systems or norms and potential effects on people's well-being, human rights, gender equality, and the environment.

▶ Sustainability: Will the benefits last?

The extent to which the net benefits of the intervention continue or are likely to continue.

Note: Includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks, and potential trade-offs. Depending on the timing of the evaluation, this may include analysing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long term.

Source: [OECD webpage on Evaluation Criteria](#).

The following principles guide the use of the above criteria.

Principle One

The criteria should be applied thoughtfully to support a high-quality, useful evaluation. They should be contextualized – understood in the context of the individual evaluation, the intervention being evaluated, and the stakeholders involved. The evaluation questions (what you are trying to find out) and what you intend to do with the answers, should inform how the criteria are specifically interpreted and analysed.

Principle Two

The use of the criteria depends on the purpose of the evaluation. **The criteria should not be applied mechanically.** Instead, they should be applied according to the needs of the relevant stakeholders and the context of the evaluation. More or less time and resources may be devoted to the evaluative analysis for each criterion depending on the evaluation purpose. Data availability, resource constraints, timing, and methodological considerations may also influence how (and whether) a particular criterion is applied.

► **What criteria will be prioritized in this evaluation?**



- Relevance:** is the intervention doing the right things?
- Coherence:** how well does the intervention fit?
- Effectiveness:** is the intervention achieving its objectives?
- Efficiency:** how well are resources being used?
- Impact:** what difference does the intervention make?
- Sustainability:** will the benefits last?

1.3 Clarify evaluation principles

Clarify what principles the evaluation will be governed by. **Impartiality** is the absence of bias and its mitigation at all stages of the evaluation process. This assurance is critical to the **utility** and **credibility** of the evaluation.

Maintaining **independence** does not mean that those responsible for the design and delivery of the intervention being evaluated are isolated from the evaluation process. Those responsible for NAP results are key stakeholders, and their participation is essential and must be meaningful. However, they should not have any control or influence as regards the design or conduct of the evaluation or veto any of its findings.

► **Prioritize what principles will govern this evaluation**



- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Utility | <input type="checkbox"/> Transparency |
| <input type="checkbox"/> Credibility | <input type="checkbox"/> Human rights and gender equality |
| <input type="checkbox"/> Independence | <input type="checkbox"/> National evaluation capacities |
| <input type="checkbox"/> Impartiality | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Ethics | |

1.4 Define when to start the evaluation

Evaluations should be designed in such a way that they provide timely, valid, and reliable information that will be relevant to the subject being assessed and should clearly identify the underlying intentionality.

The timing of the evaluation should be synchronized as far as possible with monitoring plans/schedules as these may yield critical data for an evaluation. For example, if NAP outcome surveys are planned, independent from the evaluation, it would make sense for these to be completed before an evaluation. The evaluation could also benefit from available survey data such as national household surveys or labour force surveys. Again, the synchronization of the NAP evaluation and the publication of such survey data is advisable.

The rationale of your evaluation will determine when it should take place.

There is no set guideline on how long it will take, but as a rule of thumb, at least six months are generally required between the start of the evaluation (writing of the TORs) and when the final report is ready.

NAP evaluations are typically undertaken at mid-term or as a final evaluation, considering the NAP's end-line.

In consultation with tripartite constituents and in the spirit of social dialogue, the ILO and its partners should determine an indicative timeline for the evaluation based on the considerations that follow:

- ▶ Has the activity been operating for a long enough period to create sufficient evidence for an evaluation? (here, the right timing for a mid-term or final NAP evaluation would be required).
- ▶ When will the critical decision-making processes which inform the evaluation occur? (e.g., the design of the next NAP).

▶ Consider conducting an evaluability assessment



Evaluability assessment

An evaluability assessment can be undertaken as an initial step to increase the likelihood that an evaluation will provide timely and credible information for decision-making.

1. Ensuring evaluability is a duty of management and those responsible for programme design and results frameworks. For evaluators, the evaluability assessment implies verifying that:
 - ▶ there is clarity in the intent of the subject to be evaluated;
 - ▶ sufficient data are available or collectable at a reasonable cost; and
 - ▶ there are no major factors that will hinder an impartial evaluation process.
2. If evaluability is not established, the evaluator must take measures to address the problem, such as reconstructing the theory of change, readjusting the evaluation scope or timing, or consulting the evaluation commissioner to revise the expectations.
3. Evaluability assessment can also promote evaluation readiness among those managers whose activities will be the subject of evaluation.

Before embarking on the evaluation of a NAP, it is advisable to undertake a basic evaluability assessment which will help to determine the evaluation focus. Check which of the following elements to evaluate are available:

- ▶ An implicit or explicit theory of change in NAP documentation
- ▶ Documentation about the NAP planning process
- ▶ NAP governance-related documents
- ▶ NAP results, including management, monitoring, reporting, and evaluation
- ▶ Documentation on partners' competencies and ILO mandate

The availability of documentation regarding the above components will guide you in selecting the evaluation focus. In cases where available information on the above elements is insufficient, it may be that sufficient evidence on which to base your evaluation is lacking. This needs to be considered in both the design and methodology of the evaluation.

The evaluability of NAPs might also be affected by challenges in measuring prevention, capturing behavioural change, and assessing attribution or contribution in complex and dynamic operating and policy contexts.

1.5 Identify stakeholders

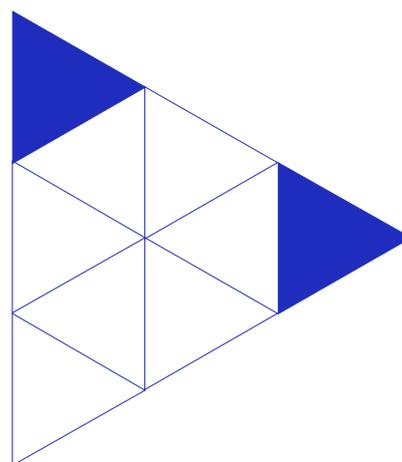
Because the evaluation of NAPs would be nationally owned and would primarily serve national purposes, it should be embedded in national evaluation systems and processes, and should use or build national evaluation capacities.

Inclusive and diverse stakeholder engagement in the planning, design, conduct, and follow-up of evaluations is critical to ensure ownership, relevance, credibility, and the proper use of the evaluation. Reference groups and other stakeholder engagement mechanisms should be designed for this purpose.

Processes should be in place to secure the participation of individuals or parties who may be affected by the evaluation, are able to influence the implementation of recommendations, or who would be affected in the long term. Stakeholders should be consulted in the planning, design, conduct, and follow-up of evaluations. At the beginning of the planning process, decisions about the leadership of the evaluation are required which will contribute to government and other stakeholders' ownership.

It is recommended to involve stakeholders at an early stage, keeping them informed of progress and providing opportunities for input at critical stages. Those stages include the development of the TOR, participation in briefing sessions, and reviewing draft products. This approach will help secure support for the evaluation process and strengthen the commitment to the use of evaluation findings.

This process requires identifying and making early contact with the stakeholders who will form the Evaluation Reference Group or meeting with them during the evaluation fieldwork to prepare them to engage sufficiently with the evaluation. It is vital to ensure that Evaluation Reference Group members' needs and interests are considered through consultations at the start of the preparation phase.



▶ Involve tripartite+ constituents in the definition of key roles and responsibilities in the evaluation



The entry point for the ILO to engage with stakeholders is essential to make sure that the relevant tripartite+ constituents (government representatives, employers' and workers' organizations, and civil society organizations) are part of the evaluation's stakeholders.

As part of drafting the ToR, the Evaluation Manager undertakes a stakeholder analysis that provides further information on who the stakeholders should be and when, and how to involve them in the evaluation process. The Evaluation Manager details the roles and responsibilities and the interest of the stakeholders in the evaluation ToR.

▶ Make sure to keep your stakeholders engaged



A variety of mechanisms can be used to consult with a broad range of stakeholders (e.g., consultation meetings on evaluation design, validation workshops on preliminary findings, and post-evaluation learning workshops). In addition, different types of stakeholder groups could be formed with a view to their continued engagement (reference groups, learning groups, steering groups, and advisory groups).

1.6 Define roles and responsibilities

Define who does what, including the role and responsibilities of stakeholders.

Evaluation Manager

The choice of the Evaluation Manager is central to the success of the evaluation and should be made by balancing various considerations, including the essential skills and capabilities.

The Evaluation Manager is often a planning, monitoring, or evaluation officer in a relevant ministry's child labour or forced labour unit who takes on the role to manage the NAP evaluation.

During the duration of the evaluation planning and implementation, the Evaluation Manager should be able to focus on the NAP evaluation

tasks. Hence, line management needs to ensure that the Evaluation Manager can delegate her or his existing portfolio at least partly to another officer rather than adding the NAP evaluation tasks on top of her or his existing workplan. Using a consultant or academic to act as the Evaluation Manager is also an option. However, in this case, the learning from the evaluation process would also be outsourced and lost to relevant ministries.

The Evaluation Manager should draft simple ToR for the Evaluation Reference Group (ERG).

Evaluation Reference Group

Setting up an Evaluation Reference Group (ERG) at the beginning of the evaluation process is a good practice. The ERG is a group of critical internal and external evaluators. This would be a practical measure to ensure impartiality and independence

in the NAP evaluation while still including critical stakeholders in the main stages of the evaluation process.

When composing the ERG and its chair, the evaluation stakeholders should bear in mind that steering the group requires strong leadership. The interests of critical internal and external stakeholders in the evaluation process should be determined, along with their potential influence.

The ERG is composed of core groups of stakeholders of the evaluation subject who can provide different perspectives and knowledge on the subject. The ERG should be consulted on: (i) the evaluation design to enhance its relevance; (ii) the preliminary findings to enhance their validity; (iii) the recommendations to enhance their feasibility, acceptability, and ownership; and (iv) at any point during the evaluation process when needed. The establishment of ERG enhances the relevance, quality, credibility and processes of an evaluation.

Learning groups

Learning groups could be established with stakeholders to focus on the use of the evaluation.

Learning groups generally have a smaller role in quality enhancement or validation of findings than reference groups.

Steering groups

When appropriate, some key stakeholders could be given a more decisive role as steering group members to ensure better ownership. Steering groups not only advise but also guide evaluations.

Advisory groups

Advisory groups are composed of experts on evaluation or the subject matter. Because group members generally do not have a direct stake in the subject matter to be evaluated, they can provide objective advice. The establishment of advisory groups can enhance the relevance of the evaluation's processes, as well as its quality, and credibility through guidance, advice, validation of findings, and use of the knowledge.

► Ensure tripartite constituents are part of the evaluation groups



Advocate for members of tripartite constituents, members of related ministries, and academics to be part of the evaluation groups, and in particular the Evaluation Reference Group (ERG). This will ensure greater transparency of the evaluation and its utility.

1.7 Estimate budget and timeline

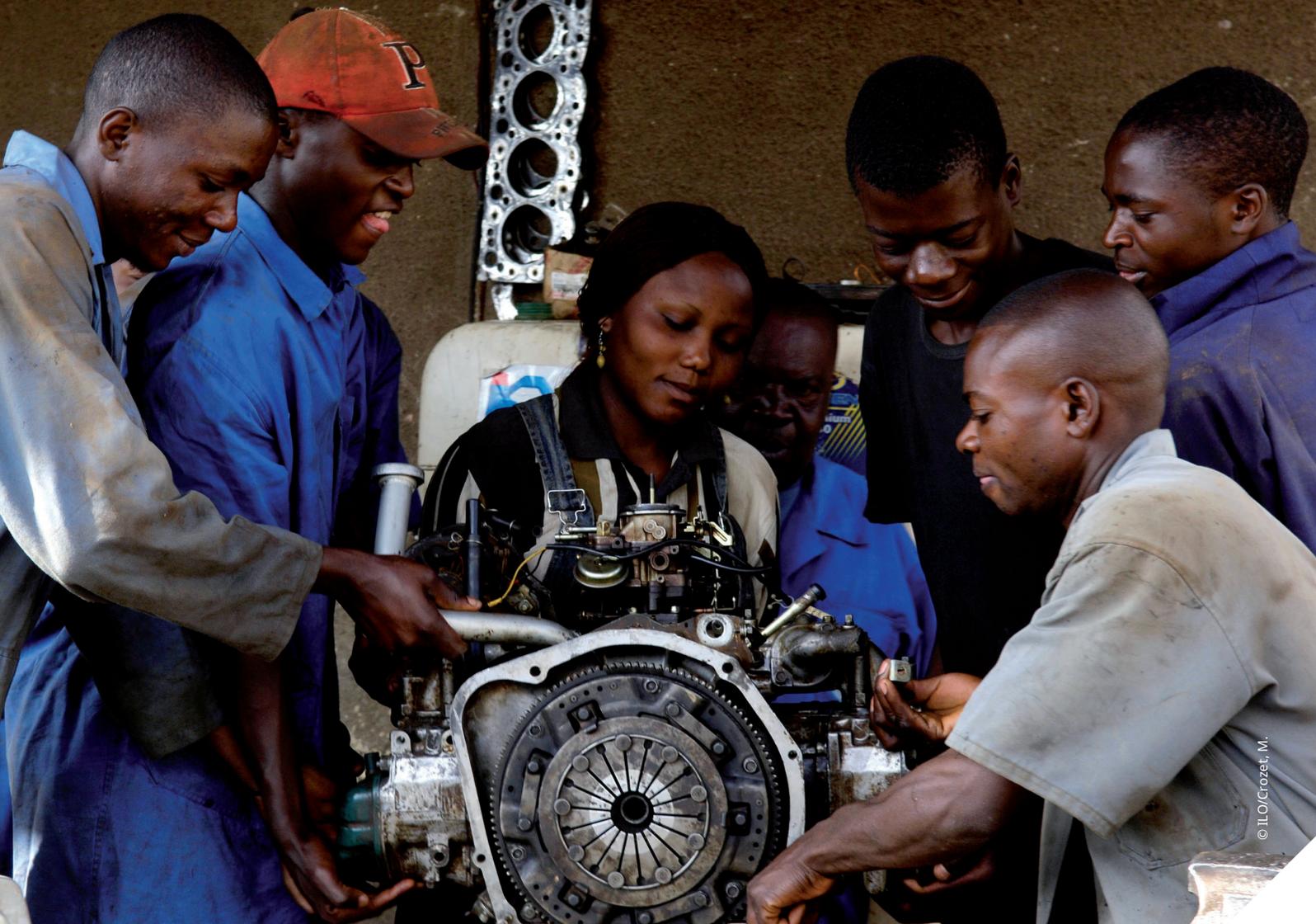
What cost categories for an evaluation? Who pays for the evaluation? The evaluation budget should ideally be embedded in the budget of the NAP implementation plan. If not, alternative sources should be sought, such as donor funding.

The main elements that need to be considered when estimating the cost of the NAP evaluation include:

- ▶ The cost for an Evaluation Manager which can, for example, include a percentage of work time of a National Officer or Officer from a tripartite constituent
- ▶ The hiring of the Evaluation Team
- ▶ Travel costs, including for data collection/fieldwork (this will depend on the methodology)
- ▶ Data analysis
- ▶ Workshops for stakeholder consultations, dissemination of findings
- ▶ Publication, editing, translation

Phase II: Preparation





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► Phase II: Preparation

The preparation phase aims to design the evaluation and select and contract the Evaluation Team. The timeline for the planning process needs to factor in seeking feedback from the Evaluation Reference Group (ERG) and identifying a qualified Evaluation Team, which at times take longer than expected.

The steps listed in the adjacent box are required.

Phase II: Preparation

- 2.1 Draft the evaluation ToR
- 2.2 Quality assurance, consultation and finalization of the ToR
- 2.3 Select and hire the Evaluation Team
- 2.4 Prepare and share documentation
- 2.5 Prepare a dissemination and follow-up plan

2.1 Draft the evaluation ToR

Preparing the terms of reference (ToR) is probably the most critical step of the whole evaluation process. This step will require significant consultation and is an iterative process for which adequate time needs to be allowed.

The ToR ensures, for those bidding, that they are clear on the evaluation's requirements and deliverables and ultimately that the Evaluation Team and all stakeholders are clear on expectations. Resource I presents a Sample terms of reference outline.



► What needs to be included in the ToR?

The ToR should include:

- Main purpose
- Scope
- Rationale and objectives
- Key evaluation questions
- Stakeholder analysis: role of government, employers, workers, and other stakeholders
- Approach, methodology, and ethical considerations
- Management arrangements
- Expected deliverables
- Evaluation process and timetable
- Evaluators or Evaluation Team competencies, experience and skills
- Communication and use
- Budget
- Context and purpose - The clarity of purpose is vital in ensuring the intentionality of the evaluation. A description and a clear definition of the subject to be evaluated.

The subject to be evaluated should be described in terms of what it aims to achieve, how the designers thought that it would address the identified problem (e.g., theory of change), implementation modalities, and any intentional or unintentional changes in implementation. It is useful to provide an appropriate indication of the size and magnitude of the subject to be evaluated.

Changes to the ToR during the evaluation process should be reviewed and, if agreeable, approved by the commissioning party.

► How to look out for FPRW in the evaluation ToR



Actively engage your key FPRW stakeholders in the review of the ToR

Referring back to section on stakeholders, ensure that the key stakeholders you have identified as important in this evaluation are duly mentioned and their roles clearly defined in the ToR.

In particular, make sure to impress on them the importance of reviewing and agreeing on the key evaluation questions.

Make sure FPRW are specifically referred to in the key evaluation questions

The specific objectives and criteria for the evaluation of NAPs now need to be elaborated into evaluation questions. The specific questions to be investigated to achieve these objectives need to be defined, thereby formulating the methodology to be adopted. Resource VII contains sample evaluation questions for evaluations of NAPs on FPRW.

When reviewing the evaluation questions for any specific evaluation with a FPRW focus make sure to do the following:

1. Observe if questions regarding the FPRW are included: check that the relevant FPRW are specifically mentioned in the evaluation questions.
2. Check that the questions are asked in such a way that answering them is likely to provide useful insights for the advancement of FPRW.

► Ensuring adequate coverage of FPRW

To ensure an adequate coverage of FPRW, the evaluation ToR should:

- Indicate tripartite+ constituents as primary users of the evaluation and specify how they will be involved in the evaluation process
- Incorporate an assessment of relevant FPRW aspects through the selection of the evaluation criteria and questions
- Specify the approach and methods of data collection and analysis that are relevant for the NAP context
- Specify that the data should be disaggregated by relevant social criteria, e.g., sex, ethnicity, age, disability, geographic location, or income
- Define the level of expertise needed among the Evaluation Team on FPRW issues, define responsibilities in this regard, and call for a gender-balanced and culturally diverse team that makes use of national/regional evaluation expertise.

2.2 Quality assurance, consultation and finalization of the ToR

Once all the critical elements of the ToR have been developed, the draft ToR should be circulated to the main stakeholders of the evaluation. Usually,

if a reference group has been established for the evaluation, the draft ToR would be circulated for comments to this group. Once all stakeholders comment on the draft ToR, the Evaluation Manager is due to quality assure and finalize the ToR.

► Use the quality checklist for the evaluation ToR



The quality checklist for ToR (Resource II) is a valuable tool for quality control of the ToR. It provides some pointers as to what to look out for, in terms of ensuring that the evaluation questions appropriately cover FPRW.

► Remember the evaluation principles

Referring to the evaluation principles that were decided in phase 1, ensure that adequate provisions have been taken to ensure that the selected and prioritized evaluation principles can be maintained throughout the evaluation process.

2.3 Select and hire the Evaluation Team

The evaluators and the Evaluation Team must be selected through a transparent and competitive process, commensurate with the public accountability role of evaluation. The Evaluation Team should be selected through an open and transparent process, considering the required competencies, diversity in perspectives, and accessibility to the local population.

Familiarity with the ILO can be valuable, but the potential for bias increases when a consultant's work is solely focused on one agency.

There should be no official, professional, personal, or financial relationships that might cause, or lead to a perception of bias regarding what is evaluated, how the evaluation is designed and conducted, and the findings presented.



► Questions to consider when selecting the Evaluation Team

It is crucial for the quality and credibility of the evaluation that the Evaluation Team has the required expertise and experience to conduct the evaluation. It is vital for the credibility and legitimacy of the evaluation that the selected Evaluation Team is impartial and independent and that there are no conflicts of interest.

Below are some important questions that need to be considered when selecting the Evaluation Team.

- **Are the evaluators credible in terms of competence and reputation? Do they have a strong track record?** In particular, is the team leader sufficiently experienced and has s/he demonstrated his/her ability to manage a team? And are the core members of the team experienced evaluators? Make sure that references are checked.
- **Does the Evaluation Team have the necessary mix/complementarity of skills? which include:**
 - Demonstrated expertise in the required FPRW, such as child labour or forced labour
 - Experience with appropriate methodological expertise as concerns the core members of the Evaluation Team
 - Experience of evaluations of a similar purpose and scope (e.g., experience in conducting evaluations at the national level)
 - Evidence of context/country-specific required skills and knowledge of FPRW
- **Is the team impartial and independent, and are there any potential conflicts of interest?** When reviewing the CVs of proposed Evaluation Team members, the Evaluation Manager should pay close attention to potential conflicts of interest. In addition, practices that would lead to biases should be avoided, such as having evaluators with a robust professional opinion on the subject matter. When the service of subject-matter experts with strong views is required, it is more appropriate to bring them in, in an advisory capacity, and have their views triangulated.
- **Is the Evaluation Team diverse and gender-balanced? Does it include members from the countries or regions concerned?** In composing an Evaluation Team, care should be taken to achieve an appropriate gender balance and geographical diversity to reflect different perspectives. Where possible, professionals from the countries or regions concerned should be selected which would help to better understand the national and regional context and perspectives and enhance the acceptability of local populations.

When an evaluation requires access to the local population, factors to consider when recruiting local consultants include local language skills, cultural and gender sensitivities, ethnic or tribal affiliation, and potential conflicts of interest.

2.4 Prepare and share documentation

Once the team is selected, it should be provided with comprehensive NAP documentation. It is the Evaluation Manager's role to provide the documentation on time. Providing full access to information regarding the NAP, documents, and data is essential to guarantee the impartiality and credibility of the evaluation.

Having a comprehensive and well-organized library will also accelerate the inception phase and minimize evidence gaps.

Be mindful of the time needed by the Evaluation Team to review these documents and only select relevant information/documents to submit to them.

It is critical at this stage to ensure that all relevant monitoring data and evidence are provided so that evaluators can appropriately assess the situation regarding FPRW. Again, consulting stakeholders on the available evidence and documentation is worthwhile.

2.5 Prepare a dissemination and follow-up plan

The dissemination and follow-up plan should clarify the Evaluation Team and Evaluation Manager's roles and responsibilities, timing, and means of communication.

It helps to ensure that evaluation results are widely disseminated among all relevant stakeholders, including some sort of management response from the lead NAP implementers.

Relevant internal and external audiences should be identified, and both content and communication approaches should be tailored to the respective audiences.

Any translation needs should also be identified. The costs for disseminating products and translation should be included in the overall budget.

► Preparation phase: Key FPRW documents to share with Evaluators



List the relevant documents such as specific conventions, NAP preparatory documentation, relevant policy documents, budgets, reports, surveys and monitoring data that are available around the NAP on FPRW and its implementation.

Phase III: Inception



► Phase III: Inception

The inception phase ensures that the Evaluation Team develops an in-depth understanding of the subject of the evaluation, as well as other requirements indicated in the ToR and can translate them into a workplan to carry out the evaluation. The workplan includes the process of the evaluation as well as the data collection and analysis methods selected to answer the evaluation questions.

The Evaluation Team undertakes the steps listed in the adjacent box.

3.1 Organization of an orientation meeting

The orientation meeting should occur before the inception mission (if one is planned), either in person or remotely.

The Evaluation Manager, who is responsible for organizing it, should ensure the participation of the Evaluation Team.

The orientation meeting's essential purpose is to present the ToR and stakeholder expectations. It is very important to make sure, again, that all the key stakeholders' expectations are presented.

Relevant FPRW and how they will be addressed in the evaluation should be explicitly mentioned in the agenda of the team orientation meeting

3.2 Conduction of a desk review

All Evaluation Team members must be familiar with the primary documents in order to make the best use of the inception and fieldwork time.

The Evaluation Team is expected to conduct a desk review and analysis of the documents stored in the document library, particularly those signalled as a priority by the Evaluation Manager.

Analysis of key design/implementation documents and the logical framework/theory of change (or alternative sources which set out the intervention logic) is fundamental; along with the identification and analysis of the assumptions made.



3.3 Set-up inception meetings

The Evaluation Manager should organize a series of inception meetings for the Evaluation Team to meet with critical internal and external stakeholders.

The Evaluation Manager may participate in these meetings, provided that the team leader agrees.

3.4 Preparation of a draft inception report

The Evaluation Team leader prepares the draft inception report with the support of the Evaluation Team. The inception report ensures the Evaluation Team's ownership of the process.

3.5 Quality review of the draft inception report

The Evaluation Manager shares the inception report with the main stakeholders of the evaluation and collects their comments and feedback on the inception report. If a reference group was created, then the reference group should make sure to review the inception report. The draft inception report does not need to be made publicly available.

3.6 Finalization of the draft inception report, and Evaluation Manager's approval

On receipt of the comments for the inception report, the Evaluation Manager collates all comments according to the report section to which they relate. If there are contradictions between comments, the Evaluation Manager should discuss how these should be addressed most appropriately with the Evaluation Team leader. Any disagreements between ILO, evaluation stakeholders, and the Evaluation Team will need to be addressed and resolved before the inception report is considered finalized and the evaluation can move forward.

► Ensure the integration of FPRW in the inception phase



Use the Quality Checklist for the Inception Report (Resource IV) as a guide to ensure that it follows the correct structure; provides the main content and has no major contextual and/or factual errors in the report focusing only on reporting significant issues.

In particular it is recommended to have a good read through the evaluation matrix as well as the proposed methodology section of the inception report.

The evaluation matrix is the most critical part of the inception report.

It breaks down the main evaluation questions from the ToR into key sub-questions and includes indicators, methods, and data sources. The matrix sets out how the Evaluation Team will operationalize the evaluation's methodology.

Resource VIII presents an example of an evaluation matrix on combatting forced labour.

Make sure the proposed methodology is rigorous and adequate

Evaluation methodology specifies what information should be collected, from which source(s) it should be collected, for what purpose it should be collected, and how the collected data will be analysed to answer the evaluation questions.

It must be sufficiently rigorous for the evaluation to respond to the scope and objectives. It needs to be designed to answer evaluation questions and lead to a complete, fair, and unbiased assessment.

Methodologies should be chosen with a clear intent to provide credible answers to the evaluation questions. The methodology should ensure that the information collected is valid, reliable, and sufficient to meet the evaluation objectives. The methodology should not be confused with the data collection strategy.

► **Some pointers when assessing methodologies in inception reports**



- The proposed methodology should allow for a logically coherent and complete analysis of the evaluation questions (and not speculative or opinion-based).
- The methodology must indicate, in analysing data, what benchmarks will be used in assessing each evaluation criteria or question.
- Proposed methodology should apply triangulation principles (utilizing multiple data sources and methods to answer the same questions) to validate findings:
 - Does the methodology allow to contrast perspectives of key stakeholders?
 - Mix of quantitative and qualitative data and information

Phase IV: Data collection



► Phase IV: Data collection

The data collection phase contains the steps listed in the adjacent box.

4.1 Prepare evaluation fieldwork

The team leader briefs all team members to ensure they have understood the evaluation requirements and the operational plan in the inception report. The team briefing(s) should also serve to come to clear agreement on the reporting requirements from each team member.

The Evaluation Manager coordinates with the Evaluation Team to:

- finalize the data collection agenda, including field sites as applicable, in line with the requirements set out in the inception report;
- provide NAP documentation for the document review and analysis of secondary data;
- organize the meetings (including entry briefing and debriefing meetings) and site visits;
- identify the relevant stakeholders to meet;
- prepare the field site visits; and
- provide administrative/logistical support to the Evaluation Team members, including liaising with units/authorities for ticketing, payments, transport, visa, authorizations - as relevant.

Phase IV: Data collection

- 4.1 Prepare evaluation field work
- 4.2 Conduct field work and preliminary analysis
- 4.3 Present end of fieldwork debriefing(s)

The primary data collection should focus on who is responsible for implementing the NAP, including national commissions, the Ministry of Labour, and others. The results of the primary data collection should complement the existing secondary data and focus on gaps or any queries based on the results. For example, valuable secondary data could be recent household or labour force surveys. The Evaluation Team must consult the monitoring plan or matrix and the NAP performance indicators, including baselines, to properly assess the needs for data collection.

In the case of a NAP on child labour, field visits should be undertaken to sites in sectors where the baseline data collection indicated high child labour incidents. Examples are cocoa plantations in West Africa or textile factories in South Asia.

4.2 Conduct fieldwork and preliminary analysis

The Evaluation Team starts the data collection work according to the agenda set with the Evaluation Manager. The team interacts with stakeholders through interviews, focus group discussions, surveys, and/or other participatory approaches depending on the evaluation design.

4.3 Present end of fieldwork debriefing(s)

The purpose of debriefing sessions is to allow the Evaluation Team to engage with NAP stakeholders, encourage reflection, and validate the preliminary findings. Relevant NAP stakeholders include the Ministry of Labour, related line ministries such as the Ministry of Industry, employers' and workers' organizations, academia, and non-governmental organizations. The Evaluation Team should prepare and present a debriefing based on data gathered and early analysis conducted. This should cover the team's initial findings/early analysis, any information gaps, and next steps.

Recommended content of debriefing presentation contains, for example:

- ▶ purpose (evaluation objectives and uses);
- ▶ context (country/area and operational);
- ▶ methodology overview;
- ▶ any changes from the inception report that were made or need to be made as mitigating strategies;
- ▶ list of field sites visited and rationale;
- ▶ stakeholders interviewed and rationale;
- ▶ preliminary findings by evaluation question;
- ▶ emerging themes for further analysis;
- ▶ remaining knowledge/data collection gaps; and
- ▶ next steps

Phase V: Reporting



► Phase V: Reporting

The reporting phase contains the steps listed in the adjacent box.

5.1 Preparation of the draft evaluation report

The Evaluation Team leader prepares the draft evaluation report with the support of the Evaluation Team.

The evaluation report should follow the structure and include the content provided in the NAP Evaluation Report Template. Other evaluation products to consider are infographics, fact sheets, shot videos, policy briefs, as well as targeted presentations to policymakers, community or faith leaders, local authorities, employers' and workers' representatives, and others.

Engaging with evaluation users as early as possible in formulating recommendations will contribute to more relevant and actionable recommendations and increase critical users' ownership of the evaluation results. In addition to seeking feedback on the draft report via email, it is suggested that a meeting/workshop be organized with the following purpose:

Phase V: Reporting

- 5.1 Preparation of the draft evaluation report
- 5.2 Quality assurance of the draft evaluation report
- 5.3 Sharing the draft evaluation report to stakeholders for comments
- 5.4 Finalization and approval of the evaluation report

- Reflect on key evaluation findings and conclusions.
- Discuss the draft recommendations and provide feedback to the Evaluation Team to enhance their clarity, relevance, and feasibility.
- Start reflecting on how the NAP stakeholders will react to the recommendations and the sort of management response likely to be received.

► What to look out for in evaluation recommendations



- Recommendations should be firmly based on evidence and analysis, (not opinion-based) and be clear, results-oriented, and realistic in terms of implementation.
- Recommendations should follow from the evaluation findings and conclusions.
- Recommendations should be formulated with their use in mind. Depending on the subject of the evaluation, recommendations could indicate strategic directions or be more focused on operational matters.
- Recommendations should be clear on who needs to implement them. In formulating recommendations, it is good practice to consult the likely implementers in order to secure their acceptance and feasibility.
- Recommendations should not be overly prescriptive. However, it may be helpful to include operational details and proposals for practical actions for implementation in view of facilitating the understanding, ownership, and commitment of those who will respond.

5.2 Quality assurance of the draft evaluation report

Upon receiving the draft evaluation report from the Evaluation Team leader, the Evaluation Manager reviews it using the Quality checklist for evaluation report (Resource VI). The checklist serves as a guide to ensure that the draft evaluation report: i) follows the required structure, ii) provides the main content, iii) ensures there are no significant contextual and/or factual errors in the report, and iv) focuses only on significant issues. In cases where the Evaluation

Manager considers the draft evaluation report not to meet the standards outlined above, he/she provides feedback to the team leader with the aim of adjusting the report so that it adheres to the quality standards.

When receiving the revised draft back from the Evaluation Team leader, the Evaluation Manager ensures that the comments have been adequately addressed and that the draft evaluation report is of good quality before sharing it with the Evaluation Reference Group for review.

► Ensuring the quality assurance of the draft evaluation report



The Quality checklist for evaluation report (Resource VI) serves as a guide to ensure the quality assurance of the draft evaluation report.

5.3 Sharing the draft evaluation report with stakeholders for comments

Stakeholders (and the Evaluation Reference Group if there is one) are usually given two weeks to review and comment on the draft evaluation report, using a comments matrix. A completed comments matrix helps ensure a transparent and credible process for the finalization of the evaluation report.

The comments should focus on the accuracy of information presented, addressing, for example, issues listed below.

- Are the data accurate? If not, please provide additional materials for consideration.
- Are the findings consistent with the data presented?
- Do the conclusions logically follow the findings?
- Are the recommendations feasible and do they follow logically from the findings and conclusions? Are there significant gaps in the data presented?
- Are the data presented in a clear, unbiased, and objective manner?

5.4 Finalization and approval of the evaluation report

The Evaluation Team must consider comments received but has the discretion to accept or reject management comments and any request for change. The Evaluation Team leader must act on stakeholders' comments in terms of correcting factual errors, avoiding misrepresentation and providing additional information as needed, upon finalization of the evaluation report. The Evaluation Team should exercise judgment as to which comments merit follow-up. The team should provide an adequate rationale for any comments not addressed. This approach supports transparency and credibility in the analysis.

In the comments matrix, the Evaluation Team leader records how each comment from the Evaluation Reference Group has been addressed, as well as the reasons for not addressing some of them. He or she revises the evaluation report accordingly and submits the final evaluation report, as well as the completed comments matrix to the Evaluation Manager. Subsequently, the Evaluation Manager reviews the final evaluation before processing payments according to the contractual terms and contract management procedure.

Phase VI: Dissemination



▶ Phase VI: Dissemination

The dissemination phase is essential to make sure that the findings, conclusions, and recommendations of the evaluation are made available to the intended audience **so that they can be used to help improve the NAP and its implementation**. Timeframes for this phase will vary, but around four weeks should be planned for.

The dissemination phase contains the steps listed in the adjacent box.

6.1 Preparation of the management response

The management response specifies the actions that the commissioning office has agreed to take to address each evaluation recommendation, along with the corresponding implementation deadlines. The management response should be prepared within four weeks of the approval of the final evaluation report.

6.2 Publication of the evaluation report and management response

The Evaluation Manager is responsible for sharing the final evaluation report, management response, and other learning products.

6.3 Hold end of evaluation lessons learned debriefing

Debriefing sessions held on lessons learned at the end of the evaluation are an opportunity to jointly reflect and discuss the completed evaluation and identify and document critical lessons regarding the process. These sessions are also intended to inform the commissioning of future NAP evaluations.

The debriefing should be scheduled once the management response is approved, and participants should include the Evaluation

Phase VI: Dissemination

- 6.1 Preparation of the management response
- 6.2 Publication of the evaluation report and management response
- 6.3 Hold end of evaluation lessons learned debriefing
- 6.4 Dissemination and use of the evaluation results

Manager and relevant stakeholders with evaluation responsibilities.

6.4 Dissemination and use of the evaluation results

Through transparent reporting, NAP evaluation reports must be accessible to a broad audience in order to ensure the credibility of NAP partners while emphasizing the usefulness of evaluations.

In order to maximize the use of the evaluation findings, different products such as summary sheets, infographics, or briefings should be developed for different groups of users depending on their information needs (See Resource I). Those groups include, for example, policy makers, community leaders, local authorities, as well as employers' and workers' representatives. The Evaluation Manager should consider and use audience-appropriate means for sharing the evaluation results so that stakeholders understand and participate in plans to act on recommendations. For example, language, internet accessibility, and connectivity issues need to be explored when matching the product type to the audience.

Stakeholders should be sensitized about the added value of using evaluation results with a view to revising NAPs after a mid-term evaluation or informing the design of a new NAP which would benefit from the lessons learned and evaluative evidence.



► Integrating FPRW in the dissemination phase

Proactive and effective dissemination and communication contribute to the use of the evaluation, not only for public accountability purposes but also for knowledge building and sharing, cross-fertilization of lessons learned, and in the specific case of evaluations of NAPs on FPRW to the promotion of and realization of FPRW.

Effective evaluation communication informs, explains, involves, makes proposals for change, facilitates participation, and engages partnerships. Evaluators should communicate to stakeholders how the evaluation results may affect them as individual entities or groups.

Evaluation messages should seek to secure productive stakeholder participation in evaluation processes and to maximize the use of evaluation results and recommendations. They should be presented in simple and easily understandable formats tailored to the specific needs of different audiences.

Messages to communicate include:

- relevance and contribution of the evaluation to the effectiveness of the NAP towards achieving FPRW;
- successes and good practices regarding the NAP identified by the evaluation, including the uptake of findings and recommendations for improvement that serve the advancement of FPRW;
- any outstanding evaluation innovations or products; and
- the evaluation's progress.

Ressources



▶ Resource I: Sample terms of reference outline

Who is this template for? This template should be used by the Evaluation Manager of a NAP evaluation during the preparation phase.

What is the purpose of this template? This template provides a suggested structure and guidance on content for developing the terms of reference (ToR).

How should this template be used? This template is used alongside the Quality checklist for terms of reference (Resource II) to help ensure that all the elements of the ToR are adequately addressed. The ToR need to be tailored to each NAP evaluation's specific scope and objectives. Hence, before starting to draft the ToR, the Evaluation Manager should consult with key stakeholders on the following points:

- ▶ What is the primary purpose of the evaluation?
- ▶ What are its main objectives (balance between accountability and learning)?
- ▶ Which key questions should be addressed?
- ▶ Whose needs and interests will it serve? Specify the role of government, employers, and workers.
- ▶ How will the evaluation be used? By whom and when?

The following annotated outline of a NAP evaluation as a guide for the Evaluation Manager when preparing the ToR:

1. Background

1.1. Introduction

State the following elements:

- ▶ Timing of the evaluation (mid-term or final)
- ▶ Evaluation title
- ▶ Geographic area/country

- ▶ Topic (child labour, forced labour, freedom of association/right to collective bargaining or discrimination in respect of employment and occupation)

- ▶ Commissioner of the evaluation

- ▶ Period covered by the evaluation

- ▶ Target group

1.2 Context

State the following elements:

- ▶ Key data and trends on the evaluation topic, e.g., child labour
- ▶ Government policies, priorities, and institutional capacities in relation to the subject of the evaluation
- ▶ Gender equality and empowerment of women, equity and wider inclusion dimensions
- ▶ Key external events that significantly influenced the NAP implementation
- ▶ Related government programming and, if applicable, donor support

2. Reasons for the NAP evaluation

2.1. Rationale

State the following elements:

- ▶ Reasons why the evaluation is being commissioned and needed at this time
- ▶ Intended use of the evaluation

2.2. Objectives

State the following elements:

- ▶ Is the focus on both, accountability and learning? Is a specific weight given to the two objectives?

2.3. Stakeholder analysis

State the following elements:

- ▶ Main internal and external, primary and secondary stakeholders in the intervention
- ▶ Stakeholders' interest, role, and relative power to influence the evaluation process and results. Specify the role of government, employers and workers.
- ▶ How and when the stakeholders should be involved in the evaluation.
- ▶ Whether and how beneficiaries' perspectives will be included in the evaluation process and disaggregated in a way that reflects diversity.
- ▶ Consider the differences within target groups (such as age, gender, disabilities).

3. Reasons for the NAP evaluation

3.1. Subject of the NAP evaluation

State the following elements:

- ▶ Thematic focus of the NAP
- ▶ Geographic scope
- ▶ Key dates of the NAP, e.g., start date
- ▶ Objectives and expected results
- ▶ Budget
- ▶ Amendments to initial NAP design
- ▶ Assessment of the NAP intervention logic
- ▶ Relevant conclusions/recommendations from past evaluations and reviews of the NAP
- ▶ Gender equality and the empowerment of women, equity and wider inclusion dimensions

3.2. Evaluation scope

State the following elements:

- ▶ Temporal coverage /time frame
- ▶ Geographic boundaries, if any
- ▶ NAP Components
- ▶ Specific target groups (including women and girls) that will be included or excluded from the evaluation

4. Evaluation approach, methodology, and ethical considerations

4.1. Evaluation questions and criteria

State the following elements:

- ▶ List the primary evaluation criteria **with prioritization** (relevance, coherence, efficiency, effectiveness, sustainability, and impact).
- ▶ List the main evaluation questions (questions should be clear, relevant to the subject, purpose, and intended use of the evaluation. They should be adequate and realistic given the time and resources available and **properly consulted and agreed upon with key stakeholders**: government, employers, and workers.
- ▶ Gender equality and women's empowerment should be mainstreamed throughout the evaluation questions and sub-questions.

4.2. Evaluation approach and methodology

State the following elements:

- ▶ Describe in broad terms the anticipated methods for the evaluation.
- ▶ Specify mechanisms for independence and impartiality, such as the use of an evaluation committee and an evaluation reference group.
- ▶ List limitations such as lack of availability of key data, difficulties in accessing affected populations.
- ▶ Indicate that the Evaluation Team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

4.3. Evaluability assessment

State the following elements:

- ▶ Identify the primary sources of information available to the Evaluation Team, including baselines
- ▶ Reliability of data
- ▶ Clarify which NAP indicators have been regularly monitored
- ▶ Issues related to the comparability of data sets
- ▶ Availability and quality of genderdisaggregated data

- ▶ Issues of staff turnover meaning limited institutional memory, if applicable
- ▶ Relevant and quantifiable indicators
- ▶ Measurable objectives
- ▶ Clear targets
- ▶ Output and outcome data (monitoring)
- ▶ Documentation of assumptions made and testing of these over time

4.4. Ethical considerations

State the following elements:

- ▶ Provide a link to the United Nations Evaluation Group ethical guidelines for evaluation

4.5. Quality assurance

State the following elements:

- ▶ Reference to Resource IV: Quality checklist for the inception report
- ▶ Reference to Resource VI: Quality checklist for evaluation report

5. Organization of the evaluation

5.1. Phases and deliverables

State the following elements:

- ▶ Main phases: preparation, inception, data collection, reporting, dissemination, and follow-up
- ▶ Indicative timelines
- ▶ Tasks and deliverables

5.2. Evaluation Team composition

State the following elements:

- ▶ Specify number or range of Evaluation Team members
- ▶ Team competences
- ▶ Language requirements

5.3. Roles and responsibilities

State the following elements:

- ▶ Roles and responsibilities of key stakeholders in the evaluation

- ▶ Reporting mechanisms including who is responsible for managing the evaluation throughout and signing off on the evaluation products.

- ▶ Indicate how stakeholders will provide feedback on draft reports and how this feedback will be presented to the Evaluation Team.

- ▶ 5.4. Security considerations State the following elements:

State the following elements:

- ▶ Specify whether the government's security clearance is required for the field work in selected geographic areas.

5.5. Communication

State the following elements:

- ▶ Clarify whether the evaluation report or a summary will be published for the purpose of transparency.
- ▶ Describe the communication products (e.g., full report, policy brief, video, infographic) and channels for distributing evaluation products (dissemination at a seminar, workshop, memorial day, media briefings, planning session for the new NAP, etc.).
- ▶ Clarify roles and responsibilities for the communication and dissemination process, including timelines.

5.6. Budget

State the following elements:

- ▶ State the source of the evaluation budget.
- ▶ Invite the bidding firms/consortia to present a budget.
- ▶ Consider whether to publish the expected maximum evaluation budget in the ToR or not.

▶ **Resource II: Quality checklist for terms of reference**

Overall	
General	Comments/status
<p>Title</p> <ul style="list-style-type: none"> ▶ Clear without being too long, reflecting the subject and type of the evaluation (i.e., mid-term/end-line) <p>Accessibility</p> <ul style="list-style-type: none"> ▶ The ToR are written in a clear and accessible manner. ▶ The ToR adequately emphasize the NAP evaluation focus. ▶ The ToR provide a good substantive overview of the subject of the NAP evaluation (e.g., child labour). ▶ The ToR provide sufficient information to stakeholders such as government, employers, and workers on how the NAP evaluation will unfold, remaining focused and concise. ▶ The ToR provide sufficient information to the Evaluation Team on what is expected from them. 	
<p>Editing</p> <ul style="list-style-type: none"> ▶ Acronyms are spelled out the first time they are used. ▶ A table of contents is included, as well as lists tables, graphs, figures, and resources. ▶ The report is free from grammar, spelling, or punctuation errors. ▶ Maps, visuals, tables, and diagrams are used as relevant and are numbered. ▶ Sources of data/quotes are provided (either directly below the table/graph or in footnotes). 	

1. Background		
Expected content	Assessment criteria	Comments/status
1.1. Introduction		
<ul style="list-style-type: none"> ► Name of commissioning office ► Purpose of ToR and evaluation ► Type of evaluation (mid-term/ final) ► Title of the evaluation ► Brief description of the subject/scope (interventions, target group, geographical and temporal coverage) ► Period covered by the evaluation 	<ul style="list-style-type: none"> ► Expected content is provided in a clear and concise way 	
1.2. Context		
<p>Inclusion of information about the context of the subject of the evaluation, e.g., NAP on child labour has been implemented, including:</p> <ul style="list-style-type: none"> ► Government policies, priorities, and institutional capacity. Are they conducive to the advancement of gender equality and wider equity considerations? ► Key data and trends related to relevant SDG ► Gender equality and empowerment of women (GEWE), equity, and wider inclusion dimensions of the context ► Work of other key actors ► International assistance in the area ► Key external events 	<ul style="list-style-type: none"> ► Contextual information is focused and concise. ► Information is up-to-date and relevant for understanding the context of the subject of the evaluation. ► Data are commented on, not simply illustrated. ► The section focuses on trend data, coherent with the scope. ► The section assesses the context from the perspectives of gender equality and women's empowerment, equity, and inclusion. 	

2. Reasons for the evaluation		
Expected content	Assessment criteria	Comments/status
2.1 Rationale		
<ul style="list-style-type: none"> ▶ Specify why the evaluation is being commissioned. ▶ Specify why it is needed at this point in time. ▶ Specify how stakeholders will use the evaluation; which decision-making process is it expected to inform. 	<ul style="list-style-type: none"> ▶ Clear rationale ▶ Clarity on how the timing of the evaluation meets the stated needs in decision-making processes ▶ Intended use is described 	
2.2 Objectives		
<ul style="list-style-type: none"> ▶ Specify the objectives of the evaluation (e.g., accountability and learning), specifying whether or not more weight is placed on accountability or learning. In either event, explain why. 	<ul style="list-style-type: none"> ▶ Standard text used and objectives contextualized ▶ Clear explanation of why the weight is more on accountability or learning (if applicable) 	
2.3 Stakeholder analysis		
<ul style="list-style-type: none"> ▶ Identify direct and indirect, internal and external stakeholders. ▶ Analyse how they are affected in different ways by the NAP being evaluated (women, men, boys, and girls from various groups such as beneficiaries, implementers, rights-holders, and duty bearers). ▶ Specify their expected interests and relative power to influence the evaluation process and results of the intervention being evaluated and what use they are expected to make of the evaluation results. ▶ The stakeholder analysis should identify WHO the stakeholders are, WHY, HOW and WHEN they will be included in the evaluation process and WHAT their level of participation will be (distinguishing between intended primary and secondary users of the evaluation). ▶ Indicate how beneficiaries' perspectives (men, women, boys, and girls) will be sought and considered in the evaluation process. 	<ul style="list-style-type: none"> ▶ Standard text has been sufficiently contextualized ▶ All relevant stakeholders, including internal and external, are identified, demonstrating impartiality (specify stakeholders representing government, employers, and workers and) ▶ Demonstrates good understanding of stakeholder's expected interests, roles, and relative influencing power ▶ Identification of users is closely linked to the objectives and rationale of the evaluation ▶ Stakeholder analysis is equity and gender-responsive ▶ Clear analysis of how WFP commitments to accountability to affected populations will be upheld; this implies that beneficiaries are identified as stakeholders and disaggregated in a way that reflects diversity 	

▶ Resource III: Sample inception report outline

Who is this template for? Evaluation teams contracted to conduct a NAP evaluation should use this template. It is also a valuable reference for the evaluation managers responsible for assessing the quality of the draft inception report.

What is the purpose of this template? This template provides a suggested structure and guidance on content for the inception report. Doing so sets out the commissioner's expectations for the inception report.

How should this template be used? This template is used alongside the Quality Checklist for Inception Reports (see Resource IV) to help ensure that all quality standards are adequately met.

The following annotated outline of the NAP evaluation inception report offers guidance to the Evaluation Team when preparing the inception report.

1. Introduction

1.1. Evaluation features

State the following elements:

- ▶ Purpose of the inception report
- ▶ Place within the evaluation process
- ▶ Activities undertaken in preparation of the inception report

1.2. Context

State the following elements, building on the ToR:

- ▶ Key data and trends on the evaluation topic, e.g., child labour
- ▶ Government policies, priorities, and institutional capacities in relation to the subject of the evaluation
- ▶ Role of employers and workers such as trade unions or business associations/Chamber of Commerces

- ▶ Gender equality and empowerment of women, equity, and wider inclusion dimensions
- ▶ Key external events that significantly influenced the NAP implementation
- ▶ Related government programming and, if applicable, donor support

2. Subject of the evaluation

2.1. Subject evaluated

State the following elements, building on the ToR:

- ▶ Thematic focus of the NAP
- ▶ Geographic scope
- ▶ Key dates of the NAP, e.g., start date
- ▶ Identify a results framework/logic model/theory of change
- ▶ Objectives and expected results
- ▶ Budget
- ▶ Amendments to initial NAP design
- ▶ Assessment of the NAP intervention logic
- ▶ Relevant conclusions/recommendations from past evaluations and reviews of the NAP
- ▶ Explain gender equality and th empowerment of women, equity, and wider inclusion dimensions

2.2. Scope of the evaluation

State the following elements, building on the ToR:

- ▶ Temporal coverage /time frame
- ▶ Geographic boundaries, if any
- ▶ NAP Components
- ▶ Specific target groups (including women and girls) that will be included or excluded from the evaluation

- ▶ Present the key issues to focus on as identified in the inception phase, which should be clearly reflected in the evaluation matrix as operational components or lines of inquiry under the relevant evaluation sub-questions
- ▶ As relevant, explain how any evaluability challenge will affect the scope of the evaluation concerning specific evaluation criteria, questions or, sub-questions

2.3. Stakeholder analysis

- ▶ List primary and secondary stakeholders of the NAP, specify the role of government, employers, workers, and their representatives.
- ▶ Point out any changes identified during the inception phase.

3. Evaluation approach, methodology, and ethical considerations

3.1. Evaluability assessment

State the following elements:

- ▶ Challenges and opportunities
- ▶ How assessment informed the evaluation scope and choice of methods for data collection and analysis

3.2. Methodological approach

Describe the following elements:

- ▶ The overall conceptual and methodological approach
- ▶ How inclusion of the perspective of key stakeholders is ensured, and threats to validity are minimized while ensuring reliability and credibility of the evaluation
- ▶ Evaluation criteria and questions
- ▶ Any significant limitations deriving from the evaluability assessment, concerning specific criteria and questions and solutions to minimize them
- ▶ Evaluation matrix
- ▶ Specify the use of a mixed-methods approach and the specific tools that will be applied

3.3. Data collection and methods

State the following elements:

- ▶ Qualitative and quantitative data collection methods and tools for primary and secondary sources
- ▶ Sampling for selection of NAP components, field visits, and key informants
- ▶ A full explanation of why these methods have been applied

3.4. Data analysis

State the following elements:

- ▶ Methods for quantitative and qualitative data analysis
- ▶ Triangulation to ensure validity and reliability

3.5. Ethical considerations

State the following elements:

- ▶ Mechanisms to ensure confidentiality, and management of ethical issues

3.6. Risks and assumptions

- ▶ Identify the risks to the evaluation and how the team will manage and mitigate them and/or their implications for the evaluation process and reporting.

3.7. Quality assurance

- ▶ Describe the quality assurance mechanisms that will be applied during the evaluation, for example, how the team leader will ensure that data collection will be standardized to allow comparability or aggregation of evaluation results.

4. Organization of the evaluation

4.1. Roles and responsibilities

- ▶ Briefly describe the expertise of each team member in line with ToR requirements and show how their skills are complementary.
- ▶ Specify respective roles and responsibilities for each team member.

4.2. Timeline

- ▶ Present the specific timeline, revised if appropriate according to the ToR, based on discussions and agreements, and the associated deliverables linked to it.

► Resource IV: Quality checklist for inception report

Overall	
General	Comments/status
<p>Accessibility:</p> <ul style="list-style-type: none"> ► The report is written in a clear and accessible manner. ► The report clarifies and builds on the terms of reference, extending its evidence base and analysis. ► The report provides a clear operational plan for how the team will carry out the decentralized evaluation. ► The report reflects a common understanding between the Evaluation Team and Evaluation Manager on expectations and standards. ► The report demonstrates ownership of the process by the Evaluation Team. 	
<p>Editing</p> <ul style="list-style-type: none"> ► A table of contents is included, along with lists, tables, graphs, figures, and Resources. ► Maps, visuals (including infographics), tables, and diagrams are used as relevant. ► Acronyms are spelled out the first time they are used. ► The report is free from grammar, spelling, or punctuation errors. 	
<p>Cover page</p> <ul style="list-style-type: none"> ► The title of the NAP evaluation is identical to that in the ToR (unless agreed otherwise). ► The date and status of the inception report (draft/final) is indicated on the cover page. 	

▶ Resource V: Sample evaluation report outline

Who is this template for? This template should be used by evaluation teams who are contracted to conduct a NAP evaluation. It is also a useful reference for evaluation managers responsible for assessing the quality of the draft evaluation report.

What is the purpose of this template? This template provides a suggested structure and guidance on content for writing the evaluation report. In doing so, it sets out the commissioner's expectations for its NAP evaluation reports.

How should this template be used? This template is used alongside the Quality Checklist for Evaluation Reports (see Resource VI) to help ensure that all quality standards are adequately met.

The following annotated outline of the NAP evaluation inception report guides the Evaluation Team when preparing the inception report.

1. Introduction

1.1. Evaluation features

State the following elements:

- ▶ Purpose and rationale of the NAP evaluation
- ▶ Specific NAP evaluation objectives
- ▶ Scope
- ▶ Main stakeholders, specifying the role of government, employers, workers and their representatives
- ▶ Intended users
- ▶ Evaluation Team
- ▶ Timing
- ▶ Duration of fieldwork

1.2. Context

State the following elements:

- ▶ Provide a concise overview of the context for the NAP being evaluated, building on the ToR
- ▶ Use reliable sources, for example, from government, employers, workers and relevant indicators/trend data

1.3. NAP being evaluated

State the following elements:

- ▶ Give a concise overview of the NAP, including factual information, such as: strategic objectives, outcomes, outputs, budget, and modalities of engagement
- ▶ Thematic focus of the NAP
- ▶ Geographic scope
- ▶ Key dates of the NAP, e.g., start date
- ▶ Identify a results framework/logic model/theory of change
- ▶ Objectives and expected results
- ▶ Budget
- ▶ Amendments to the initial NAP design
- ▶ Assessment of the NAP intervention logic
- ▶ Relevant conclusions/recommendations from past evaluations and reviews of the NAP
- ▶ Explain gender equality and the empowerment of women, equity, and wider inclusion dimensions

1.4.NAP evaluation methodology, limitations, and ethical considerations

State the following elements, building on the ToR:

- Include summarized information about evaluation criteria, evaluation questions, data collection, data analysis, sampling frame, triangulation approaches, ethical issues, and related safeguards, as well as mitigations of limitations.
- Show how the methodology was gender-responsive, including any data collection method employed to seek information on gender equality issues and to ensure the inclusion of women.

2. Evaluation findings

This section forms the largest part of the NAP evaluation report, being the primary source of evaluation evidence. Convey the evaluation results in a way that corresponds to the information needs of intended users, answers the evaluation questions, and addresses the evaluation criteria. Make a clear distinction between the findings (facts, evidence, views of stakeholders, etc.) and the views of the Evaluation Team. Findings should be transparently generated and make explicit use of evidence (sources provided for data/quotes). They should present successes and failures in a balanced way. Where relevant, explain clearly any gaps in the evidence base and why there are places where the evidence is inconclusive. Use gender (and equity) sensitive language throughout.

2.1. Evaluation questions

Consider using a summary for the key evaluation findings for each evaluation criterion and ensure that information:

- responds to all evaluation criteria and questions identified;
- presents data analysis and triangulated information received from various stakeholders to support the findings;
- uses credible evidence from multiple sources, including external sources;

- presented as evidence underlying all findings is identified and referenced;
- is free from unsubstantiated opinion or bias;
- identifies any inconclusive evidence and any limitations or gaps in the evidence and weighs their effects on responding to the question;
- provides full citations and referencing of all information sources;
- maintains a balance between detail and synthesis; and
- uses figures/graphs and infographics for illustration (e.g., for presenting output and outcome data or the summary of evaluation results).

3. Conclusions and recommendations

3.1. Conclusions

Based on the key findings, draw conclusions, ensure that they derive logically from the evidence (and do not introduce any new evidence), and present a conclusive picture concerning the answers to the key evaluation questions. Consider using a table outlining the key evaluation findings, conclusions, and recommendations showing the logical link and ensure that evidence-based conclusions and recommendations are presented.

Ensure that conclusions:

- are clustered by criteria, theme, or by evaluation question;
- bring the findings up to a higher level and respond to the “so what?” question (rather than simply summarizing the evidence);
- follow logically from the findings and analysis, with clear linkage back to specific findings;
- provide a conclusive picture formed from the previous sections of the report;
- highlight all essential conclusions without any gaps;
- Are succinct, synthesizing common findings and highlighting exceptions;

- ▶ contain a clear summary of evidence against the evaluation criteria identified;
- ▶ accurately reflect both positive and negative findings from the report, reflecting both strengths and areas for improvement;
- ▶ take into consideration different stakeholder groups and gender equality, as well as women's empowerment and equity aspects; and
- ▶ are free of personal or partisan considerations.

3.2. Recommendations

Formulate the recommendations in a way that they are specific, actionable, relevant, timebound, prioritized, and targeted to a particular stakeholder group such as government, employers or workers, or and their representatives.

Ensure recommendations:

- ▶ are well-aligned to the evaluation purpose and objectives;
- ▶ address critical areas identified by findings with no gaps;
- ▶ are clearly and logically derived from findings and conclusions;
- ▶ are internally consistent and take into account interdependencies;
- ▶ are objective and constructive;
- ▶ are concise;
- ▶ Use active language;
- ▶ are grouped/sequenced based on criteria (strategic/operational); and
- ▶ address gender, equity, and wider inclusion issues.

3.3. Lessons learned

This report section is optional even if the Evaluation Team has found lessons worth noting but that do not lend themselves to concrete conclusions.

Ensure recommendations:

- ▶ clearly build on the findings and conclusions of the evaluation;
- ▶ contribute to wider organizational learning for government, employers, and workers and guide future action; and
- ▶ have the potential for wider application and use beyond the context of the evaluation (this implies clearly identifying the conditions/ situation(s) for which they are valid).

▶ Resource VI: Quality checklist for evaluation report

Overall	
General	Comments/status
<p>Accessibility:</p> <ul style="list-style-type: none"> ▶ The report is written in a clear and accessible manner. ▶ The structure of the findings allows readers to understand evaluation findings. ▶ Key messages are summarized and highlighted. ▶ The report presents a good balance between descriptive and analytical information. ▶ Terminology is used correctly. ▶ The report is free from grammar, spelling, or punctuation errors. ▶ Visuals, diagrams, charts, and tables are used in a clear and accessible way. ▶ The language used in the report is simple and clear, without jargon, and excessively complex sentences and acronyms are used only where essential. ▶ Relevant information that can be found in other parts of the report is adequately signposted. <p>Credibility</p> <ul style="list-style-type: none"> ▶ The tone of the report is constructive, balanced, and politically sensitive. ▶ The report is objective and presents successes and failures, positive and negative sides, in a balanced way. ▶ The language is precise and professional, with language that is appropriate for an official document, without room for interpretation. ▶ The report raises critical issues when necessary and does not avoid or hide problems. ▶ The report's findings and conclusions are fully evidence-based. ▶ The evaluation does not draw conclusions unless evidence clearly points to them. 	

Overall (continued)	
General	Comments/status
Editing	
<ul style="list-style-type: none"> ▶ Acronyms are spelled out the first time they are used. ▶ Paragraphs and pages are numbered electronically. ▶ Sources are provided for all data and quotes. ▶ A table of contents is included and lists tables, graphs, figures, and Resources. ▶ Tables and diagrams are used as relevant and are numbered. ▶ Resources are numbered and cross-referenced in the main document. 	
Cover page	
<ul style="list-style-type: none"> ▶ The title of the NAP evaluation is identical to that in the ToR (unless agreed otherwise). ▶ The date and status of the report (draft/final) is indicated on the cover page. 	

Executive summary		
Expected content	Assessment criteria	Comments/status
<p>The executive summary provides a complete and balanced synthesis of the evaluation findings, conclusions, and recommendations and contains:</p> <ul style="list-style-type: none"> ► an introduction, which details the main features of the evaluation, including evaluation type, the period being evaluated, and the commissioning office; ► the purpose and objectives, primary users/intended audience, context; ► the subject of the evaluation, including geographical coverage, beneficiaries, and resources raised against budget; ► the main features of the methodology (including rationale, sources, data collection and analysis methods used, major limitations); ► critical findings on all the evaluation questions; ► overall summarized conclusions and recommendations, with clear links to findings presented; and ► [Optional] if any lessons learned are identified, key learning elements derived from the evaluation findings and conclusions are clearly summarized. 	<ul style="list-style-type: none"> ► The executive summary is coherent, self-explanatory, and self-contained. It can be used as a standalone aid to decision-making. ► The key findings form the largest part of the summary. ► All recommendations are presented in brief. 	

1. Introduction		
Expected content	Assessment criteria	Comments/status
1.1 Evaluation features		
<p>This section provides a concise overview of the evaluation features, providing clarity on why and how the evaluation was carried out and includes:</p> <ul style="list-style-type: none"> ▶ the purpose/rationale for the evaluation, including why the evaluation is taking place at this point in time; ▶ specific objectives (e.g., accountability and/or learning). If more weight is given to a particular objective, it should be explicitly justified in the report. ▶ the scope of the evaluation, including any exclusions and reasons for them; ▶ primary stakeholders and users of the evaluation and how they will use the evaluation findings; and ▶ a short presentation of the Evaluation Team, timing, and duration of fieldwork. 	<ul style="list-style-type: none"> ▶ Expected content is included and sets the scene for the evaluation. ▶ Information is concise and focused. ▶ The content is sufficient to explain to readers how the evaluation was undertaken and to generate trust in the impartiality and credibility of the evaluation. ▶ Relevant Resources are cross-referenced. 	
1.2 Context		
<p>This section provides a concise overview of the surrounding context directly relevant to the evaluation, including:</p> <ul style="list-style-type: none"> ▶ contextual aspects relevant to and necessary to inform an understanding of the subject of the NAP evaluation: geography, demography, including refugees and internally displaced persons where applicable; disasters and humanitarian protection where applicable; ▶ government strategy, institutional capacities, policies, and priorities, including normative instruments related to human rights, gender equality, and equity, and broader inclusion considerations; 	<ul style="list-style-type: none"> ▶ Information is sufficient to understand the implications of the context for the evaluation subject. ▶ Relevant indicators have been identified, and the latest trend data used. ▶ Information draws from and is consistent with the inception report, updated where appropriate. ▶ Information is explicitly geared to the evaluation subject, rather than being generically presented. 	

1. Introduction (continued)		
Expected content	Assessment criteria	Comments/status
1.2 Context (continued)		
<ul style="list-style-type: none"> ► strategies of employers and workers and their representatives, such as Trade Unions and Business Associations/Chamber of Commerce; ► national indicators (relevant to the NAP, including gender inequality index) relevant to the evaluation subject, disaggregated by sex; ► key data and trends related to the NAP in the context (region, country subnational/ local level); ► humanitarian issues, including migration patterns and host community/social tensions; ► gender, equity, and wider inclusion of dimensions of the context, including an intersectional analysis of specific social groups; ► key external events which led to significant changes in the NAP implementation; ► features of international assistance in the area; and ► related work of other key humanitarian/ development actors. 	<ul style="list-style-type: none"> ► There is a good balance between the number of details and synthesis. ► Authoritative or reliable sources are used. 	
1.3. Subject being evaluated		
<p>This section provides a brief overview of the evaluation subject, including factual information such as:</p> <ul style="list-style-type: none"> ► subject and type of evaluation (activity, thematic area, transfer modality, pilot project); ► the geographic scope of the evaluation subject; 	<ul style="list-style-type: none"> ► Expected content is included, and information is relevant and important in order to understand the subject of the evaluation: ► What it is ► When it was designed 	

1. Introduction (continued)		
Expected content	Assessment criteria	Comments/status
1.3. Subject being evaluated (continued)		
<ul style="list-style-type: none"> ▶ relevant dates: approval date; start date; end date; ▶ presentation of the logic of the intervention/theory of change/logical framework and its key assumptions, including intended results (planned outputs, outcomes, and where appropriate, cross-cutting); if there is no ToC, the Evaluation Team should have reconstructed it at the inception stage; ▶ planned and actual outputs and activities; ▶ beneficiary numbers (planned and actual) disaggregated by sex/age/activity; ▶ main partners (government, employers, workers ; NGOs; bilateral; multilateral); ▶ resources (over time, resources allocated to each activity, percentage funded of total requirements) and key donors; if the subject is funded from pooled funds or is a component of an activity, resources allocated to the subject of the evaluation should be shown; ▶ analytical basis of the subject (needs assessment, past evaluations/reviews, gender/ social inclusion studies that informed the design of the subject);any amendments to initial design and rationale; includes a summary of findings from previous related evaluations; ▶ other relevant preceding/ concurrent activities/ interventions; and ▶ maps/graphs for illustration. 	<ul style="list-style-type: none"> ▶ What are the key inputs (USD value)? ▶ What is the target/scope? ▶ What are the planned and actual outcomes? ▶ Who is involved in its implementation? ▶ Highlights relevant evidence from past needs assessments, evaluations, and reviews that are relevant to the evaluation ▶ Gender equity and wider inclusion dimensions of the subject of the evaluation are explained ▶ Differences between the original design and implementation are explained if appropriate ▶ The section is descriptive, not analytical: It does not pre-empt the analysis of the findings section ▶ The section provides a starting point for further quantitative and qualitative analysis to be reported in the findings section. 	

1. Introduction (continued)		
Expected content	Assessment criteria	Comments/status
1.4. Evaluation methodology, limitations, and ethical considerations		
<ul style="list-style-type: none"> ► The methodology used for the evaluation is summarized. ► Evaluation criteria applied to the evaluation are listed and justified (and, if possible, interpreted according to the subject), are consistent with the purpose/scope, and explained with regard to the context. If a particular criterion is not applied, justification is provided. ► The main evaluation questions are set out concerning each evaluation criterion. ► An evaluation matrix is included, enabling systematic assessment against the evaluation questions. ► Gender, equity, and wider inclusion considerations are mainstreamed across the evaluation questions where relevant. ► Specific data collection and analytical methods, data sources, and sampling used (area and population, rationale for selection, representation) are provided, including how they have addressed the diversity of stakeholders. ► Assessment of the strength of the intervention's monitoring processes and data concerning gender, equity and, wider inclusion considerations are provided. ► Approaches to triangulation are included, with a description of how validity and reliability were addressed. 	<ul style="list-style-type: none"> ► The information allows the reader to understand how the evaluation was conducted. ► The methodological approach is comprehensive and presents a systematic approach that generates trust in the credibility of the evaluation. ► The methodological approach is coherent, methodological, and in line with the ToR and inception report. ► The evaluation matrix included (see Resource VIII) identifies context-specific sub-questions aligned with the primary evaluation questions, as well as indicators, data sources, data collection methods, and analysis methods for each sub-question allowing for the analysis of equity dimensions. ► Specific methods and sampling applied are relevant to the methodological approach and are feasible/ appropriate. ► Analytical methods are described and generate confidence in the evidence base (how data have been analysed, including a description of validity and reliability of the evidence, triangulation). 	

1. Introduction (continued)		
Expected content	Assessment criteria	Comments/status
1.4. Evaluation methodology, limitations, and ethical considerations (continued)		
<ul style="list-style-type: none"> ▶ Identification of limitations of methods or data availability encountered and mitigation strategies applied/ implications for the findings are explained. ▶ Gender, equity, and wider inclusion considerations for the data collection methods are explained. ▶ How the evaluation has considered and managed ethics and what safeguards were put in place during the evaluation are detailed. If the ToR/IR identified or anticipated any ethical issues, they are also explicitly addressed at this point. ▶ If relevant, how the analysis has been conducted against international humanitarian principles is explained here. ▶ Full details on the methodology and the evaluation matrix included in Resource VIII are given. 	<ul style="list-style-type: none"> ▶ Limitations and their effects on the evidence base are taken into account, including how they were addressed. ▶ The methodology description explains how any risks to the methodology and ethical safeguards arose and provides appropriate mitigation measures. ▶ The full methodology is provided in Resources and cross-referenced in the main report (updated from the inception report concerning its actual implementation). ▶ Methods demonstrate consideration of gender equality and women's empowerment, equity, and wider inclusion. 	

2 Evaluation findings		
Expected content	Assessment criteria	Comments/status
<ul style="list-style-type: none"> ▶ Findings are structured around the standard evaluation questions and corresponding sub-questions as presented in the inception report. ▶ All evaluation questions and sub-questions are addressed, and any gap as compared to the scope agreed upon in the inception report should be justified. 	<ul style="list-style-type: none"> ▶ Findings explicitly address all the evaluation questions, with no gaps or omissions (unless explained and justified). ▶ Findings are transparently generated based on triangulated evidence. Evidence has been checked for accuracy, consistency, and reliability; it is identified and referenced (sources provided for data/quotes). No findings are based on unsubstantiated opinions. 	

2 Evaluation findings (continued)		
Expected content	Assessment criteria	Comments/status
<ul style="list-style-type: none"> ► Limitations or gaps in evidence are presented. ► Indication is given of where evidence is inconclusive. ► Findings assess NAP's contributions to results (or lack of) while considering the implementation context and other effects produced. ► Positive or negative unanticipated effects are described. 	<ul style="list-style-type: none"> ► Findings consider the perspectives from different stakeholder groups and carefully consider gender, equity, and wider inclusion dimensions, including the analysis of data disaggregated by sex, age, disability, etc. ► Findings are presented in a culturally sensitive manner that respects the confidentiality, protection of source, and dignity of those interviewed. ► Any limitation or gaps in the evidence base are clearly explained, and any places where the evidence is inconclusive are also explained. ► Findings are balanced, presenting both successes and failures, as well as positive and negative sides. ► Findings are adequate to substantiate the conclusions and recommendations made by the Evaluation Team. ► Findings consider how recommendations from previous evaluations have been addressed or not addressed. ► Findings assess performance against international humanitarian principles (if applicable). ► Visual aids are used in a clear and accessible way to illustrate the argument. ► The findings balance detail and synthesis. 	

3 Conclusions and recommendations		
Expected content	Assessment criteria	Comments/status
3.1 Conclusions		
<ul style="list-style-type: none"> ▶ The conclusions provide a balanced assessment of both positive and negative evaluation findings. They may be organized by evaluation question, evaluation criteria, or by theme. ▶ The conclusions bring the findings up to a higher level, connecting findings across different evaluation criteria and responding to the “so what” question (rather than simply summarizing the evidence). ▶ The conclusions consider gender equality and the empowerment of women, equity, and wider inclusion dimensions. 	<ul style="list-style-type: none"> ▶ Conclusions are substantiated by and follow logically from the findings, with clear and explicit linkages to them. ▶ Conclusions are concise and present a conclusive picture. ▶ No new evidence is introduced that has not been presented in the findings. ▶ Conclusions are impartial and free of bias. ▶ Conclusions reflect both strengths and areas for improvements. ▶ Conclusions include recognition of different stakeholder groups, gender, and equity aspects. 	
3.2 Lessons (optional)		
<ul style="list-style-type: none"> ▶ This section of the report is optional and will be informative in cases where the Evaluation Team has identified lessons worth noting but that do not lend themselves to concrete recommendations. ▶ Lessons contribute to wider organizational learning for government, employers and workers. ▶ They can be positive or negative. 	<ul style="list-style-type: none"> ▶ Lessons clearly build on the findings and conclusions of the evaluation. ▶ Lessons contribute to wider organizational learning and guide future action. ▶ Lessons have the potential for wider application and use beyond the context of the evaluation (this implies clearly the need to identify the conditions/situation(s) for which they are valid). 	

3 Conclusions and recommendations (continued)		
Expected content	Assessment criteria	Comments/status
3.3 Recommendations		
<ul style="list-style-type: none"> ► Recommendations are presented in short descriptive paragraphs , which are all relevant to the subject of the evaluation. ► Recommendations are presented as per the table provided in the evaluation report template. 	<ul style="list-style-type: none"> ► Are relevant and well-aligned to the evaluation purpose and objectives. ► Address critical areas identified by findings with no gaps. ► Clearly and logically derive from findings and conclusions. ► Are internally consistent and take account of interdependencies. ► Are objective and constructive. ► Are sufficiently specific to be actionable and provide a clear direction of the intended change while at the same time leaving room for implementers and users to fine-tune their implementation approach. ► Focus on what action WFP can take (or other commissioners in the case of joint evaluations) ► Orient towards actions that clearly deliver benefits in proportion to their costs. ► Address gender equality issues and priorities for action to improve gender equality; and reflect, where appropriate, equity and inclusion dimensions. ► Are clearly targeted (should make clear/ specify who should implement them). 	

3 Conclusions and recommendations (continued)		
Expected content	Assessment criteria	Comments/status
3.3 Recommendations (continued)		
	<ul style="list-style-type: none"> ▶ Are prioritized (ten recommendations maximum and within those, distinguish between those that are high or medium priority). ▶ Use active language. ▶ Are grouped /sequenced based on criteria (e.g., strategic/ operational). ▶ Propose a clear timeframe for action. ▶ Have been subject to a do-no-harm and risk analysis. 	
Resourcees		
<p>Resourcees support and expand on the text in the main report and do not include all working documents.</p> <p>Mandatory Resourcees include:</p> <ul style="list-style-type: none"> ▶ Summary ToR ▶ Evaluation timeline ▶ Methodology ▶ Evaluation matrix ▶ Data collection tools ▶ Fieldwork agenda ▶ Findings – conclusions - recommendations mapping ▶ List of people interviewed ▶ Bibliography ▶ Acronyms 	<ul style="list-style-type: none"> ▶ Mandatory Resourcees are all included. ▶ Additional technical Resourcees are relevant and necessary to supplement the main text. ▶ All Resourcees are listed, numbered, and referenced where appropriate in the main report. 	

► Resource VII: Sample evaluation questions, categorized by criteria

The sample evaluation questions below serve as guidance when designing the ToR for NAP evaluation. The evaluation questions should be tailored to the specific NAP under evaluation. It is important to note that **not all evaluation criteria are required for each NAP evaluation** but that **evaluation criteria should be selected and prioritized** according to the evaluation needs.

1. Relevance and strategic fit: Is the NAP doing the right thing?
 - 1.1. To what extent do the critical components of the NAP consider the needs of beneficiaries and stakeholders such as government, employers, workers and their representatives?
 - 1.2. Are the NAP targets and activities sufficiently relevant/strategic as per the national contexts?
2. Coherence: Does the NAP leverage complementarities?
 - 2.1. To what extent are related national initiatives complementing other bilateral and multilateral initiatives aligned to the NAP?
3. The validity of the NAP design: Is the NAP intervention logic holding?
 - 3.1. To what extent is the approach or design of the NAP valid, including in selected sectors and is it functioning so far in terms of enabling progress towards the desired changes/results?
 - 3.2. Do the NAP design and management allow for sufficient flexibility in consideration of emerging developments to adequately prioritize or adapt activities on the ground?
 - 3.3. To what extent is the monitoring and evaluation framework appropriate, disaggregated by sex (or other criteria as relevant), and valuable in assessing the NAP progress with a view to driving or adjusting implementation strategies?
 - 3.4. What is the effectiveness of the NAP management?
4. NAP results and effectiveness: Are NAP results achieved, and how?
 - 4.1. To what extent are the activities implemented as planned and according to quality standards?
 - 4.2. Has the quality of the outputs produced been satisfactory for government, employers, workers and final beneficiaries?
 - 4.3. What internal and external factors affect the NAP implementation?
 - 4.4. Are there alternative/additional strategies that could increase/ could have achieved the prospects of attaining the NAP objectives?
5. Efficiency: Are resources used appropriately to achieve NAP results?
 - 5.1. To what extent have material, human, and institutional resources been adequately used to meet NAP objectives?
 - 5.2. To what extent is the NAP creating synergies and leveraging resources from other government departments/ development cooperation projects/ international organizations?
 - 5.3. How efficient were the management and accountability structures of the NAP?
6. Progress towards sustainability: Are NAP results likely to last?
 - 6.1. To what extent are planned NAP results likely to be sustained and/or scaled-up and replicated by government, employers and workers ?
 - 6.2. What further concrete steps could be taken to increase the likelihood of the sustainability of NAP results?

▶ Resource VIII: Example evaluation matrix: combatting forced labour in Brazil and Peru

Evaluative questions and criteria	Indicators	Sources of information
EQ 1 - Intervention Design		
<p>1.1. Was the project's theory of change and strategy appropriate in addressing developmental gaps in terms of combatting forced labour in Brazil and Peru? What factors positively or negatively impacted the theory of change?</p>	<p>1.1.1. The Projects' logical frameworks are solid: chain from inputs, activities, outputs and objectives are clear and logical</p> <p>1.1.2. Time frames regarding planned objectives and outputs are Realistic</p> <p>1.1.3. Stakeholders in Brazil and Peru understand the project theory of change</p> <p>1.1.4. Consultations have taken place with the ILO constituents in the phase of the projects' design</p> <p>1.1.5. Suggestions from stakeholders were taken into consideration in the project document</p> <p>1.1.6. The projects designs were sensitive to institutional arrangements and roles of the different stakeholders involved</p> <p>1.1.7. The projects designs were sensitive to the capacity and commitment of stakeholders</p> <p>1.1.8. The project was capable to adapt to changes related to FL taking place in Brazil and Peru during project's implementation</p> <p>1.1.9. The theory of change sufficiently takes into account the specifics of FL at state level</p>	<p>Results framework M&E Documents Project Documents Progress Reports</p> <p>Mid Term Evaluation Report</p> <p>Interviews with ILO staff, USDOL and constituents on the field</p> <p>Interviews with unions, employers, government and donors</p> <p>Observation on the field</p>

Evaluative questions and criteria	Indicators	Sources of information
EQ 1 - Intervention Design (continued)		
<p>1.2. Is the project's emphasis on knowledge management an effective approach to promote combatting forced labor on mid income developing countries like Brazil and Peru?</p>	<p>1.2.1. Knowledge management was identified as a key strategy to combat forced labor before starting the project</p> <p>1.2.2. Stakeholders in Brazil and Peru are open to strengthen their knowledge management in order to combat forced labor</p> <p>1.2.3. South-South activities contributed to improve knowledge</p> <p>1.2.4. Knowledge management activities promoted by the project were positively accepted by all stakeholders in Brazil and Peru</p>	
<p>1.3. Did the project design adequately consider the gender dimension of the planned interventions?</p>	<p>1.3.1. The project objectives and outcomes adequately include gender, race, ethnicity and age concerns</p> <p>1.3.2. The output and outcome project indicators are gender sensitive</p> <p>1.3.3. The project included in its strategy products/services/ activities primarily aimed at women.</p>	

Evaluative questions and criteria	Indicators	Sources of information
EQ 2 - Relevance		
<p>2.1. How useful were the forced labor survey developed in Brazil and the studies developed in Peru to the project's national counterparts? Are the studies' knowledge incorporated in national plans to combat forced labor and other official documents? Are these studies' knowledge appropriated by national institutions?</p>	<p>2.1.1. The project strategies and approaches (including the survey developed in Brazil and the studies developed in Peru) are pertinent to governments' requirements and they show appropriateness.</p> <p>2.1.2. The project strategies and approaches (including the survey developed in Brazil and the studies developed in Peru) are pertinent to unions' requirements and they show appropriateness.</p> <p>2.1.3. The project strategies and approaches (including the survey developed in Brazil and the studies developed in Peru) are pertinent to employers' requirements and they show appropriateness.</p>	<p>Results framework M&E Documents Project Documents Progress Reports Mid Term Evaluation Report.</p> <p>Interviews with ILO and national stakeholders in Brazil and Peru Interviews with unions, employers, government and other organizations. Participant Observation on the field.</p>
<p>2.2. Overall, to what extent did the project contribute to addressing forced labor in Brazil and Peru and assisting persons and communities vulnerable to forced labor?</p>	<p>2.2.1. The project strategies and approaches are pertinent to policies of partners and donors.</p> <p>2.2.2. The project strategies and approaches contribute to assist persons and communities vulnerable to forced labor.</p> <p>2.2.3. Extent the project's capacity development strategies were been designed based on contextualized systematic assessment of beneficiaries (in all levels) needs.</p> <p>2.2.4. Extent to which the objectives of the program respond to the needs or requirements of the beneficiaries, taking into account the regulatory framework on FL issues.</p> <p>2.2.5. The project strategies and approaches contribute to gender, race, ethnicity and age equity.</p>	<p>(See above) Focus Groups with beneficiaries and interviews on the field.</p>

Evaluative questions and criteria	Indicators	Sources of information
EQ 3 - Effectiveness		
<p>3.1. Are project training activities (capacity development activities), material (guidelines, protocols, information campaigns), knowledge products, and other services, timely and of high quality? Are these materials and products used by stakeholders in general?</p>	<p>3.1.1. The project is able to promote capacity development among the stakeholders directly involved. Number of capacity building days with employers, workers and other stakeholders (public officers and policy makers, police officers, and judges and inspectors).</p> <p>3.1.2. The government and the social partners are better equipped to combat FL.</p> <p>3.1.3. Number and quality -including gender responsiveness- of reports/studies; impact surveys; new communication products/ features delivered by the projects</p> <p>3.1.4. Number and quality -including gender responsiveness- of FL knowledge products or tools -material (guidelines, protocols, information campaigns), as well as training activities- used by labor inspection and social partners to improve combat against FL</p> <p>3.1.5. Project partners (government, industry, etc.) are satisfied with project's activities and products</p>	<p>Results framework M&E Documents Project Documents Project products Progress Reports Mid Term Evaluation Report</p> <p>Interviews with ILO, USDOL and stakeholders</p> <p>Interviews with unions, employers, government and other organizations Observation on the field Focus Groups with beneficiaries</p>

Evaluative questions and criteria	Indicators	Sources of information
EQ 3 - Effectiveness (continued)		
<p>3.2. To what extent has the project achieved expected results?</p>	<p>3.2.1. Number, quality and scope of combat to FL products, policies or practices increased and improved with support of the projects (including for example guidelines, strategies, roadmaps, decrees, regulations, certificates)</p> <p>3.2.2. Data collection mechanisms on forced labor in Brazil has Improved</p> <p>3.2.3. Awareness on forced labor issues (with age, gender and race perspective) has increased among target groups in Brazil and Peru</p> <p>3.2.4. Social dialogue commissions strengthened at national and state (regional) levels in Brazil and Peru</p> <p>3.2.5. New legislation and/or policies have been introduced to fight against FL in Brazil and Peru</p> <p>3.2.6. Governments at national and state/regional level both in Brazil and Peru improved their understanding of FL and increased their participation in the combat against it.</p> <p>3.2.7. Unions improved their understanding of FL and increased their participation in the combat against it.</p> <p>3.2.8. Employers' organizations and companies improved their understanding of FL implications differentiating by gender and increased their participation in the combat against it.</p> <p>3.2.9. Employer's organizations and companies increased their participation in their combat against FL considering gender Implications</p>	

Evaluative questions and criteria	Indicators	Sources of information
EQ 3 - Effectiveness (continued)		
<p>3.3. To what extent has the project achieved expected results in regards the IAP in Brazil and legal and managerial instruments in both countries?</p>	<p>3.3.2. The Direct Beneficiary Monitoring System responded to the needs of the IAP's personnel and institutional capacities and they show appropriation of the system.</p> <p>3.3.3. The IAP's replication promote/ stimulate the use of the IAP's DBMS in other settings.</p> <p>3.3.4. Project interventions have highly supported changes in legal and managerial instruments, such as the approval and implementation of the inter-agency protocol on FL (Peru) and the monitoring of the National Plan for the Eradication of Slave Labor in Brazil, in both countries.</p> <p>3.3.5. The roadmap for implementing the inter-agency protocol to coordinate efforts against forced labor has been implemented in Peru and this has implied important practical effects.</p> <p>3.3.6. Project activities in Peru complement efforts carried out under the bridge project in Peru.</p>	
<p>3.4. Have the achieved results been able to promote gender ant ethnical-racial mainstreaming into the combat forced labor policy in both countries?</p>	<p>3.4.1. The project was able to incorporate gender and ethnic and- racial considerations, provide specific services, and carry out interventions that took into account specific needs of women and other vulnerable groups affected by FL in Brazil and Peru.</p> <p>3.4.2. Gender departments from constituents and participating organizations, if existent, have been involved in the program</p> <p>3.4.3. Percentage of women and vulnerable groups (from an ethnical-racial perspective) participating in project's activities in Brazil and Peru. The rate of participation of men and women in project activities reflect the composition of the workforce affected by FL in Brazil and Peru</p> <p>3.4.4. The management of the project has sufficient expertise on gender/ethnical-racial mainstreaming and/or the project received technical backstopping from ILO specialists/ made use of external expertise when needed.</p>	

4. Efficiency of resources use		
Evaluative questions and criteria	Indicators	Sources of information
<p>4.1. Were the project activities efficient in terms of financial and human resources in relation to its results and outputs?</p>	<p>4.1.2. Activities and resources needed to be reviewed during the project lifetime in order to achieve the objectives.</p> <p>4.1.3. Synergies have been created with non-FL ILO projects and resources have been leveraged</p> <p>4.1.4. Project has taken into account products, evaluations and lessons learnt from previous FL projects and ILO and USDOL initiatives</p>	<p>Project Documents Progress Reports Mid Term Evaluation Report</p> <p>Interviews with ILO, USDOL and stakeholders</p> <p>Interviews with unions, employers, government and other organizations Project Budget Work Plans</p>
<p>4.2. Were the CMEP tools useful and appropriate for project implementation and management? How did the project use data to refine project strategies? Are there any promising practices and lessons learned? Was the M&E system effectively adjusted for the requirements and needs of the project? Did the project use M&E tools to facilitate discussions with local and national governments?</p> <p>Were the midterm evaluation's recommendations incorporated into the project's management? Did they result in significant improvements in project implementation and effectiveness?</p>	<p>The project has a sound M&E system, with appropriate indicators to assess project's progress at output and outcome level.</p> <p>The indicators breakdown by gender and other groups. They are SMARTER (specific, measurable, achievable, relevant, timely, evaluated and reviewed)</p> <p>4.2.3 The means of verification for the indicators are appropriate The M&E system includes a sound combination of quantitative and qualitative tools.</p> <p>M&E tools were used and useful to facilitate discussions with local and national governments</p> <p>The midterm evaluation's recommendations were incorporated into the project's management and improvements in project implementation and effectiveness can be reported</p>	

5. Impact orientation and sustainability		
Evaluative questions and criteria	Indicators	Sources of information
5.1. How effective has the project been in terms of improving capacities and stimulating the participation and commitment of tripartite constituents of the ILO and other partners to develop effective and concerted action against forced labor?	<p>5.1.1. Knowledge on forced labor has increased among key stakeholders in Brazil</p> <p>5.1.2. Social dialogue and institutional capacity for public policy implementation has increased at the national and state levels in Brazil</p> <p>5.1.3. Engagement of the private sector and employer's organizations to combat FL in Brazil has increased</p> <p>5.1.4. Policies to combat forced labor in Peru have increased</p> <p>5.1.5. Extent the stakeholders/ constituents have integrated in their own structures the support provided by the project</p>	<p>M&E Documents Project Documents Progress Reports</p> <p>Interviews with ILO and USDOL</p> <p>Interviews with unions, employers, government and other organizations</p>
5.2. To what extent are project's outputs/outcomes sustainable (durable) and transferable to government institutions, the private sector, civil society organizations, and communities to support efforts to address forced labor, including the exchange program and the use of data and development of on line tools?	<p>5.2.1. Changes introduced in law, policy or practice ensure the sustainability for the projects' achievements</p> <p>5.2.2. Specific achievements can be reported at the outcome level that are sustainable due to the commitment of the national constituents</p> <p>5.2.3. The National Pact to eradicate forced labor in Brazil has increased its sustainability</p> <p>5.2.4. Specific project's outputs are most sustainable and transferable to government institutions, the private sector, civil society organizations and communities</p> <p>5.2.5. National institutions can assure program's achievements sustainability</p> <p>5.2.6. Constituents in Brazil and Peru maintain the level of commitment towards the combat of FL.</p>	

Source: ILO, 2020. ILO evaluation, Consolidating and Disseminating Efforts to Combat Forced Labor in Brazil and Peru.

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Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) (2006). [Evaluating humanitarian action using the OECD-DAC criteria – An ALNAP guide for humanitarian agencies](#). London, Overseas Development Institute.



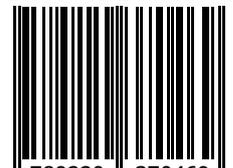
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