

WRITING THE EVALUATION TERMS OF REFERENCE (TOR)

August 2018 (update of May 2015 version)

This checklist is a tool for evaluation managers and evaluation focal points to guide the inclusion of critical elements and the subsequent writing of the Terms of Reference (TOR) for independent project evaluations. Additional guidance on gathering information for the drafting of the TOR; selecting data collection methodologies and evaluation design in general is available in [Guidance Note 6 The Evaluation Manager: Role and Function](#).

This checklist has been revised in light of the findings from the various iterations of ex-post quality appraisals of decentralized project evaluations, particularly pointing at weaknesses in covering GEEW-related issue, disability inclusion and theories of change. The revision also includes ways for evaluations to capture contributions to Sustainable Development Goals through ILO’s results frameworks. This is an interim version and may be further revised as part of overall revisions of ‘ILO Policy Guidelines for Evaluation’.

EVAL also takes this opportunity to abolish Checklists 2 (on Rating ToRs) in a bid to make the processes simpler.

1. KEY FACTS TO BE INCLUDED

<input type="checkbox"/>	Title of project being evaluated	<input type="checkbox"/>	Technical Unit(s) in the ILO responsible for backstopping the project
<input type="checkbox"/>	Project DC Code	<input type="checkbox"/>	Type of evaluation (e.g. independent, internal)
<input type="checkbox"/>	Administrative Unit in the ILO responsible for administrating the project	<input type="checkbox"/>	Timing of evaluation (e.g. midterm, final)

2. BACKGROUND INFORMATION

Guiding Points	Checkbox
Brief description of the history and current status of the intervention, including duration, location, budget, partners, donors and implementation phase	<input type="checkbox"/>
Summary of the intervention’s Theory of Change, rationale, internal logic, strategy and approach. <i>(If not present or weak, please indicate in TOR)</i>	<input type="checkbox"/>
Brief description of how the intervention fits into the ILO’s strategic framework (project links to DWCP, Country Programme Outcomes, Programme and Budget Outcomes, and ILO Strategic Objectives) as well as how it links to the work of other partners at the country/regional level	<input type="checkbox"/>
Brief description of how the project results are linked to specific SDG and related targets and indicators, especially to those identified as priority in the national sustainable development strategy (or its equivalent). If not present or identified please mention this as an issue that need to be further looked into during the evaluation	<input type="checkbox"/>
Brief description of how the project took gender equality, disability inclusion and other non-	<input type="checkbox"/>

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discrimination concerns into account in its design and results framework	<input type="checkbox"/>
Brief account of the intervention's management set-up	<input type="checkbox"/>
Brief account of the intervention's development, including major milestones and exit strategy, with a focus on sustainability	<input type="checkbox"/>
When appropriate, brief outline of economic, political, social, cultural, historical context of the country/region and priorities identified in DWCP, UNDF, any relevant national development framework and SDGs, and how these may have influenced the intervention	<input type="checkbox"/>
A brief overview of the political, economic and social environment within which the evaluation will be taking place (<i>if applicable</i>)	<input type="checkbox"/>
Reference to any previous evaluations and reviews	<input type="checkbox"/>

3. PURPOSE AND OBJECTIVES OF THE EVALUATION

Guiding Points	Checkbox
Clear statement of why the evaluation is being conducted and justification for its timing	<input type="checkbox"/>
Identification of the expected outcomes of the evaluation	<input type="checkbox"/>
Identification of the primary and secondary users of the evaluation (key users and target audiences)	<input type="checkbox"/>
Brief statement of how the evaluation will be used	<input type="checkbox"/>
Ensure that issues and inputs from stakeholders / tripartite constituents are being adequately covered in the objectives of the evaluation. ¹	<input type="checkbox"/>

4. EVALUATION SCOPE

Guiding Points	Checkbox
Specify the timeframe of the evaluation, as well as its geographical coverage, and/or thematic coverage, and target groups to be considered	<input type="checkbox"/>
Specify if any aspects of the intervention will not be covered in the evaluation	<input type="checkbox"/>
Specify that the evaluation will integrate gender equality, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology and all deliverables, including the final report	<input type="checkbox"/>
Specify that the evaluation will give specific attention to how the intervention is relevant to the ILO's programme and policy frameworks at the national and global levels, UNDAF and national sustainable development strategy (or its equivalent) or other relevant national development frameworks, including any relevant sectoral policies and programme	<input type="checkbox"/>
When applicable, specify particular issues that the evaluation should focus on such as exit strategy and sustainability	<input type="checkbox"/>

¹ See [Guidance Note 7: Stakeholder participation](#) for further information on this.

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5. EVALUATION CRITERIA AND QUESTIONS

Guiding Points	Checkbox
Reference the evaluation criteria against which the intervention will be assessed (e.g. relevance and validity of design, effectiveness, efficiency, impact and sustainability)	<input type="checkbox"/>
List main evaluation questions related to the objectives of the evaluation and the evaluation criteria	<input type="checkbox"/>
Suggested analytical framework with sub-questions, adding further detail to the objectives	<input type="checkbox"/>
Clearly mention that the evaluator may adapt the evaluation criteria and questions, but any fundamental changes should be agreed between the evaluation manager and the evaluator, and reflected in the inception report	<input type="checkbox"/>

6. CROSS CUTTING ISSUES/ISSUES OF SPECIAL INTEREST TO THE ILO

Guiding Points	Checkbox
Reference to any additional criteria related to the particular type of evaluation being undertaken, or specific to ILO's mandate (e.g. cross-cutting policy drivers) as well as pro-poor focus and inclusion issues	<input type="checkbox"/>
Specific reference to Gender Equality and Disability inclusion issues <i>Sample questions for examining project's responsiveness to issues relating to gender equality and disability inclusion issues can be accessed at (Annex I)</i>	<input type="checkbox"/>
Specific reference to project's relevance and contribution to SDG and related targets as prioritized by the national sustainable development strategy (or its equivalent) and DWCP <i>Sample questions for examining project's responsiveness to SDG can be accessed at (Annex II)</i>	<input type="checkbox"/>

7. METHODOLOGY

Planning the methodology to be used in the course of the evaluation and including it in the TOR ensures transparency and helps to plan the budget. Ensure that the following are reflected in the ToR:

Guiding Points	Checkbox
Identify information needs and possible sources of information (based on an evaluability assessment, if available)	<input type="checkbox"/>
Describe the suggested methodological approach and design for the evaluation	<input type="checkbox"/>
Specify that the methodology should include examining the intervention's Theory of Change (or request if feasible that evaluator reconstructs one if the TOC is not in place), specifically in the light of logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets	<input type="checkbox"/>
Specify that the methodology should include multiple methods, with analysis of both quantitative and qualitative data, and should be able to capture intervention's contributions to the achievement of expected and unexpected outcomes	<input type="checkbox"/>
Specify that the data and information should be collected, presented and analyzed with appropriate gender disaggregation even if project design did not take gender into account	<input type="checkbox"/>

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Specify that, to the extent possible, the data collection, analysis and presentation should be responsive to and include issues relating to diversity and non-discrimination, including disability issues	
Specify that the methodology should clearly state the limitations of the chosen evaluation methods, including those related to representation of specific group of stakeholders	<input type="checkbox"/>
Specify that the detail approach and methodology, including the workplan should be part of the inception report	<input type="checkbox"/>
Specify that the methodology should ensure involvement of key stakeholders in the implementation as well as in the dissemination processes (e.g. stakeholder workshop, debriefing of project manager, etc.)	<input type="checkbox"/>
Specify that the evaluator may adapt the methodology, but any fundamental changes should be agreed between the evaluation manager and the evaluator, and reflected in the inception report	<input type="checkbox"/>

8. MAIN DELIVERABLES

In order for evaluations to be useful, they should deliver important information to key decision-making processes. The timing of deliverables should therefore consider the timing of crucial decision-making events of the main clients of the evaluation. The timing of the deliverable should also be clearly stated in the ToR.

Key Deliverables to be mentioned	Checkbox
Deliverable 1. Inception report and its timing	<input type="checkbox"/>
Deliverable 2. Draft evaluation report and its timing	<input type="checkbox"/>
Deliverable 3. Stakeholder workshop and its timing	<input type="checkbox"/>
Deliverable 4. Final evaluation report (with Title Page, the Executive Summary and Annexes including lessons learned and emerging good practices in the ILO Template) and its timing	<input type="checkbox"/>
Other deliverables, as applicable	<input type="checkbox"/>
Statement that the quality of the report will be assessed against the relevant EVAL Checklists	<input type="checkbox"/>
Specify the language and format, structure and length of the deliverables	<input type="checkbox"/>

9. MANAGEMENT ARRANGEMENTS AND WORK PLAN

Guiding Points	Checkbox
Description of the key stages of the evaluation process and an indicative time frame, including milestones / deadlines	<input type="checkbox"/>
Specify the reporting lines: identify the evaluation manager, and when there is an evaluation team, the evaluation team leader and reporting lines within the team	<input type="checkbox"/>
Specify the desired competencies of evaluators (qualification, languages, relevance experience, statistical and analytical skills required, etc.) and the preferred composition of the evaluation team (e.g. international/local, gender balance, participation of ILO or donor representative, etc.)	<input type="checkbox"/>
Description of the roles and responsibilities for evaluation team members, evaluation stakeholders and partners	<input type="checkbox"/>
Specify the support needed from the ILO at headquarters, regional, sub-regional and country-levels for implementing the evaluation	<input type="checkbox"/>

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10. LEGAL AND ETHICAL MATTERS

Essential legal and ethical issues to be mentioned	Checkbox
A specific statement that the evaluation will comply with UN Norms and Standards	<input type="checkbox"/>
A specific statement that the evaluator will abide by the EVAL's Code of Conduct for carrying out the evaluations	<input type="checkbox"/>
Specific statement that UNEG ethical guidelines will be followed	<input type="checkbox"/>
A specific statement that the consultant should not have any links to project management, or any other conflict of interest that would interfere with the independence of the evaluation	<input type="checkbox"/>

11. DOCUMENTS TO ATTACH TO THE TOR

Essential Documents/weblinks	Checkbox
Code of Conduct Form	<input type="checkbox"/>
Checklist for Preparing the evaluation report	<input type="checkbox"/>
Guidance Note on Integrating gender equality in monitoring and evaluation of projects , and UNEG documents	<input type="checkbox"/>
Guidance Note on Evaluation lessons learned and emerging good practices	<input type="checkbox"/>
SDG related reference material at: http://www.ilo.ch/eval/eval-and-sdgs/lang--en/index.htm	<input type="checkbox"/>
Template for title page of the evaluation report	<input type="checkbox"/>
Template for evaluation summary	<input type="checkbox"/>

Checklist 1

Annexure I. Sample questions for examining project's responsiveness to issues relating to gender equality and disability inclusion issues

Relevance and validity of design

1. Within the context of ILO goal of gender equality, disability inclusion and other non-discrimination issues as well as national level policies in this regard, to what extent did the project design take into account:
 - i. Specific gender equality and non-discrimination concerns relevant to the project context;
 - ii. Concerns relating to inclusion of people with disabilities?
2. To what extent did the problem analysis identify its differential impact on men and women and on other vulnerable groups (like people with disabilities)?
3. To what extent did the project design identify and integrate specific targets and indicators to capture:
 - i. Gender equality and non-discrimination concerns?
 - ii. Concerns regarding people with disabilities?
4. To what extent did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to :
 - i. Gender equality and non-discrimination?
 - ii. Inclusion of people with disabilities?

Effectiveness

1. Within its overall objectives and strategies, what specific measures were taken by the project to address issues relating to :
 - i. Gender equality and non-discrimination?
 - ii. Inclusion of people with disabilities?
2. How effective were these measures in advancing gender equality and inclusion of people with disabilities within the context of project's objectives?
3. To what extent were the intervention results defined, monitored and achieved (or not), and what was their contribution (or not) towards:
 - i. Gender equality and non-discrimination?
 - ii. Inclusion of people with disabilities?
4. Within the project's thematic area, what were the facilitating and limiting factors in project's contribution/potential contribution to:
 - i. Gender equality and non-discrimination?
 - ii. Inclusion of people with disabilities?

Efficiency

1. To what extent did the project budget factor-in the cost of specific activities, outputs and outcomes to address:
 - i. Gender equality and non-discrimination?

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- ii. Inclusion of people with disabilities?

2. To what extent did the project leverage resources (financial, partnerships, expertise) to promote:

- i. Gender equality and non-discrimination?
- ii. Inclusion of people with disabilities?

Impact

1. What were the intervention's long-term effects in terms of reducing/exacerbating

- i. Gender inequalities and gender based discrimination?
- ii. Inequalities and exclusion faced by people with disabilities?

2. To what extent did the project bring lasting changes in norms and policies that favour/promote:

- i. Gender equality and non-discrimination?
- ii. Inclusion of people with disabilities?

Sustainability

1. To what extent did the intervention advance strategic gender-related needs² that can have a long term positive bearing on:

- i. Gender parity within the world of work?
- ii. Inclusion of women and men with disabilities within the world of work?

² Strategic Gender Needs (SGNs) are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. Source: <https://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/gneeds.htm>

Annexure II. Sample questions for examining project's responsiveness to SDG

Relevance and validity of design
<ol style="list-style-type: none"> 1. To what extent the project considered relevant SDG targets and indicators (ies)? 2. How responsive was the programme design to national sustainable development plans for the SDGs? 3. Were the indicators designed and used in a manner that they enabled reporting on progress under specific SDG targets and indicators?
Effectiveness
<ol style="list-style-type: none"> 1. To what extent the project results contribute (or not) to the identified SDGs and related targets? Even if the relevant SDGs had not been identified in design, can a plausible contribution to the relevant SDGs and related targets be established? 2. To what extent have intervention results been monitored and reported in terms of their contribution to specific SDGs and targets (explicitly or implicitly)? 3. To what extent did the project increased stakeholders' awareness on SDG targets and indicators relevant to Decent Work Agenda? (explicitly or implicitly)
Efficiency
<ol style="list-style-type: none"> 1. To what extent did the project leverage partnerships (with constituents, national institutions and other UN/development agencies) that enhanced projects relevance and contribution to priority SDG targets and indicators? (explicitly or implicitly)
Impact
<ol style="list-style-type: none"> 1. Has the intervention made a difference to specific SDGs the project is linked to? If so, how has the intervention made a difference? (explicitly or implicitly)
Sustainability
<ol style="list-style-type: none"> 1. To which extent the results of the intervention likely to have a long term, sustainable positive contribution to the SDG and relevant targets? (explicitly or implicitly)