7. PROJECT EVALUATION

CONTENTS

ANNEX

1. Glossary of evaluation terms

INTRODUCTION AND POLICY CONTEXT

This chapter sets out the principles and policies governing the evaluation of ILO-supported projects. It describes how the evaluation of project achievements improves decision-making, organizational learning, accountability and impact. The chapter clarifies roles and responsibilities and sets out the procedures for managing project evaluations.

Project evaluation is a systematic and objective assessment of an ongoing or completed project.[1] The aim is to determine the relevance and level of achievement of project objectives, development effectiveness, efficiency, impact and sustainability. Evaluations also feed lessons learned into the decision-making process of the project stakeholders, including donors and national partners. Evaluation is also an important part of the ILO's accountability to its donors and to the Governing Body.

This chapter provides information on:

♦ The concept and principles of project evaluation;
♦ ILO policies for project evaluations and roles and responsibilities;
♦ Preparing for an evaluation;
♦ The implementation of project evaluation and evaluation report;
♦ Follow-up, dissemination and knowledge sharing of evaluation outcomes.

Additional guidance on evaluation is available from the ILO Evaluation Unit (EVAL). A glossary of evaluation terms can be found in Annex 1.

CONCEPT OF PROJECT EVALUATION

EVALUATION AS PART OF MANAGING FOR IMPACT

Design, monitoring and evaluation are all part of results-based project management. The key idea underlying project cycle management, and specifically monitoring and evaluation, is to help those responsible for managing the resources and activities of a project to enhance development results along a continuum, from short-term to long-term. Managing for impact means steering project interventions towards sustainable, longer-term impact along a plausibly linked chain of results: inputs produce outputs that engender outcomes that contribute to impact (see Figure 1).

The prime reason why the ILO engages in technical cooperation projects and why it receives funding from donors is to have a positive impact in relation to policies, processes, regulations, behaviour, and, ultimately, on individual lives.

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[1] Definition according to the *Glossary of key terms in evaluation and results-based management* that was developed by the Development Assistance Committee (DAC) of the OECD and which has been adopted by the ILO along with most other United Nations agencies and development agencies. (See annex for more definitions; on the EVAL Web site is a link to the full glossary.)

Figure 1. Managing for impact – The results chain of a project

Investments (resources, staff…) and activities	Products and services provided	Immediate achievements of our partners	Long-term, sustainable changes
Inputs	**Outputs**	**Outcomes**	**Impact**

Result linking to **Immediate Objective**

Result linking to **Development Objective**
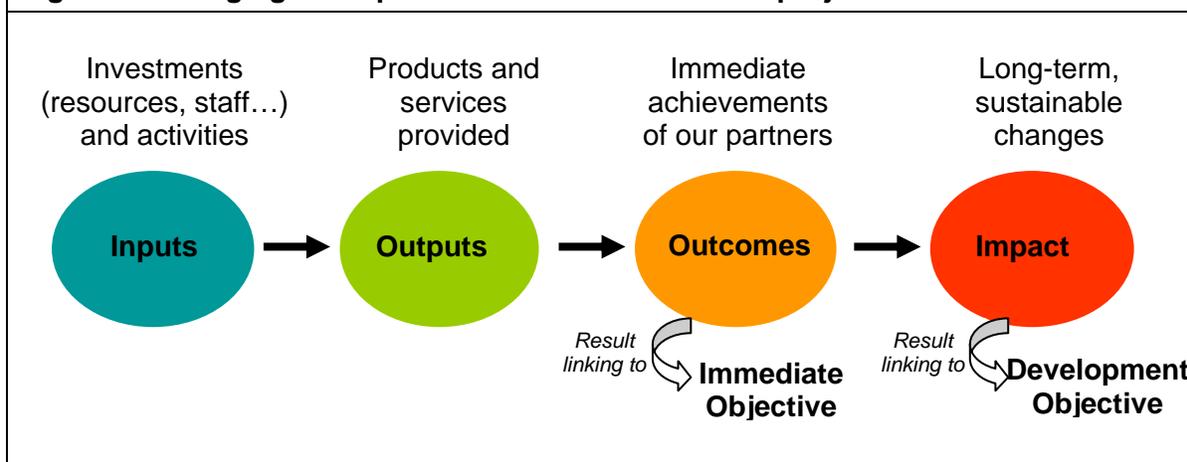
Outcomes are defined as medium-term effects of project outputs. Outcomes are observable changes that can be linked to project interventions. Usually, they are the achievements of the project partners. They are logically linked to the intended impact. Outcomes are the results that link to the immediate objectives as described in the project document.

Impact is defined as the positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.[2] Impact is the result that links to the development objective as described in the project document. It is often only detectable after several years and usually not attained during the life cycle of one project. For this reason, there is a need to plan for impact, recognizing that the project will likely achieve outcomes.

A project is accountable for achieving outcomes and contributing to development impact. Since the achievement of broad, long-term development changes depends on many factors, it is usually not possible to *attribute* impact to one project. All outcomes of a project should *contribute* to the intended impact.

Along the chain of results of a project, the relative influence of the project decreases while the relative influence of the project partners increases as they develop capacity and take over ownership of the project. Only when the project is gradually handed over to the local partners can it achieve broader, long-term, sustainable impact. This process also implies a shift in responsibilities during the course of the project (see Figure 2).

Evaluation assesses how well planning and managing for future impact is being done during the project cycle. Because projects are collaborative efforts, partners have co-responsibility for achieving outcomes and, ultimately, impact.

GOLDEN RULE

During the course of the project, the local partners should ideally take on increasing responsibility for converting the project's outputs into outcomes.

During the course of the project, the local partners ideally take on increasing responsibility for converting the project's outputs into outcomes and, often after the project itself has ended, for making the outcomes contribute to broader, long-term impacts (for example, passing and

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[2] According to OECD/DAC definition. (See previous footnote and Annex 1. Glossary of evaluation terms.)

implementing a new legislation frequently takes much longer than the life of a project and is left in the hands of the national partners). Project management is accountable for facilitating this transition process. It is therefore important that an exit strategy is negotiated at project start-up.

Figure 2. Shifting influence and accountability
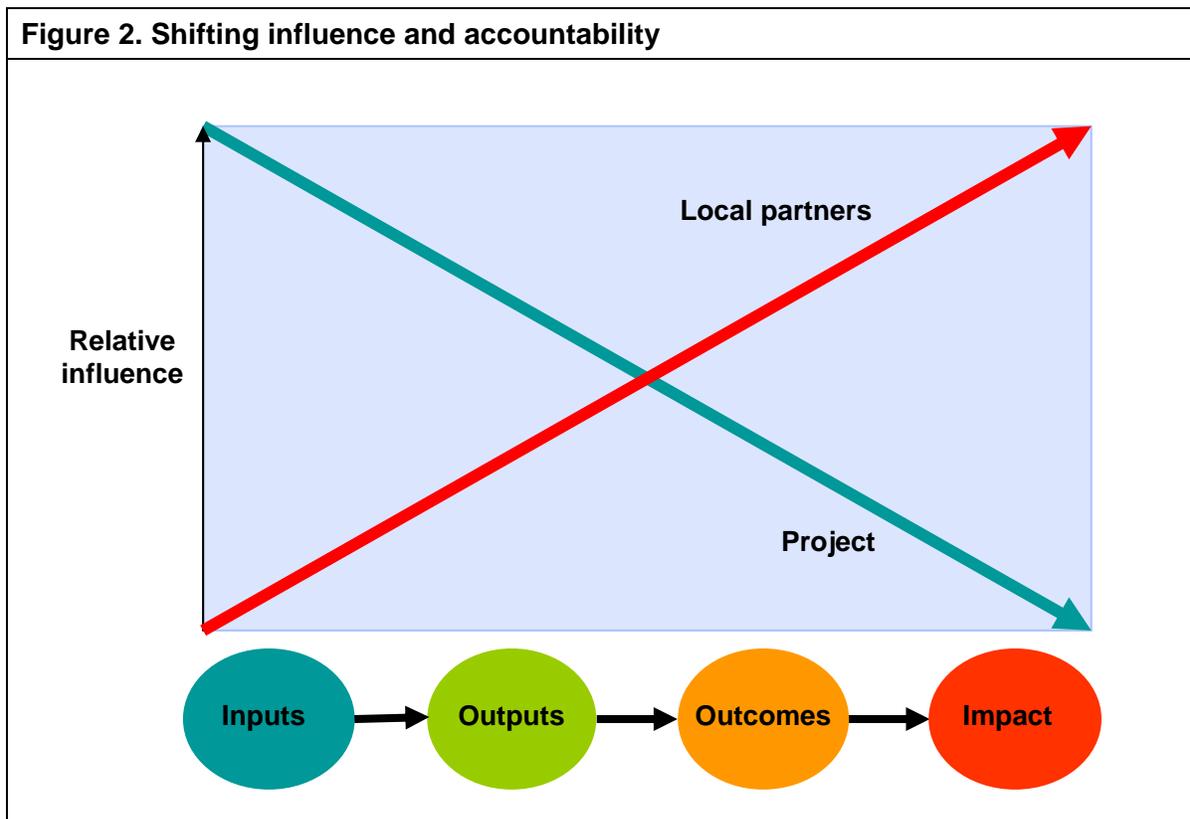
Managing for impact means the project manager and the ILO responsible official should adapt the project to changing circumstances so that it has more chance of achieving its intended objectives.

To do this, they need to:

♦   Understand the project design;
♦   Gather and analyze relevant information to make good decisions;
♦   Facilitate learning amongst all the partners;
♦   Negotiate required changes.

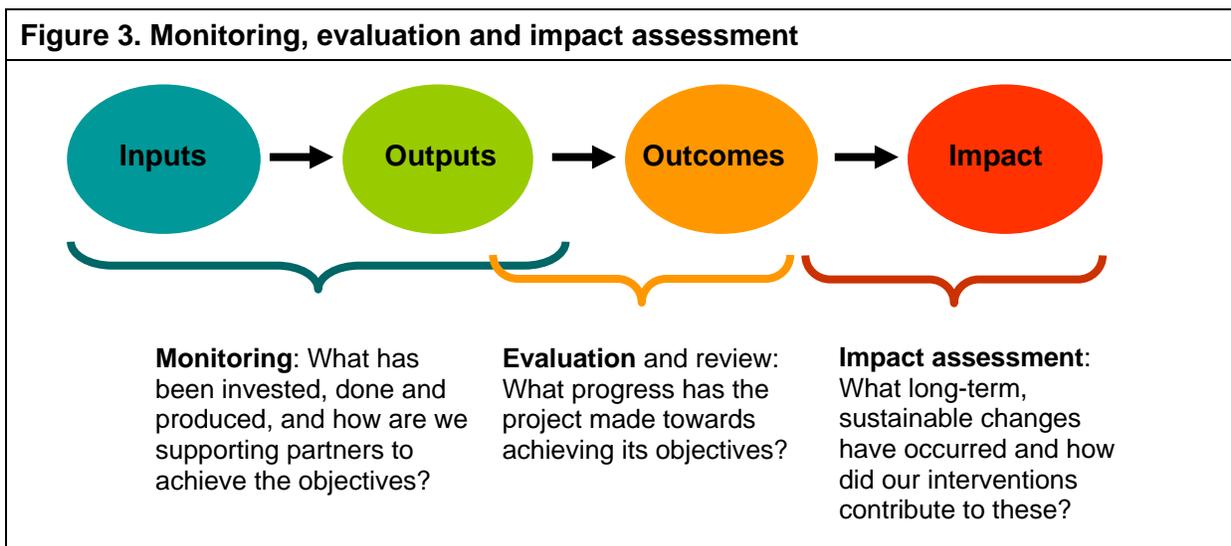Managing for impact is only possible if reliable sources of information are available about the context in which activities are taking place, the extent of progress toward the project's objectives, and the reasons for success or failure. This is what a monitoring and evaluation system provides.

LEARNING FROM PROJECTS

There are various ways of assessing and learning from projects, the most important of which are:

♦ **Project monitoring** focusing on activities and outputs and their contribution to outcomes. Monitoring is the continuous observation of a project's progress by systematically gathering key performance data for regular analysis (see Chapter 6. Implementation and monitoring).

♦ **Annual project reviews** focusing on outputs and outcomes. They are a form of self-evaluation during which the stakeholders reflect upon how well the project is progressing towards achieving its objectives, taking into account available monitoring and evaluation data. Project reviews are usually carried out annually but can also be called for specific issues.

♦ **Interim and final evaluations** focusing on the outcomes of the project and the likelihood that they will achieve impact. Evaluations provide an opportunity for in-depth reflection on the strategy and assumptions guiding the project. They assess progress made towards the achievement of a project's objectives and may recommend adjustments to its strategy. They are also a means by which to assess how well project-level actions link to and support higher level ILO strategies and objectives, as articulated in Decent Work Country Programmes (DWCPs) and the ILO's Programme and Budget.

♦ **Impact assessments** determining whether project interventions have contributed to longer-term impact. They can be ex-post evaluations of projects or they can be part of thematic or country programme evaluations that also consider linkages between different projects and interventions.

The relevant partners analyze the information from monitoring and evaluation to ensure that appropriate decisions are made in a timely manner. This can improve project implementation and the probability that it will attain the planned objectives.

Figure 3. Monitoring, evaluation and impact assessment

Inputs → **Outputs** → **Outcomes** → **Impact**

Monitoring: What has been invested, done and produced, and how are we supporting partners to achieve the objectives?

Evaluation and review: What progress has the project made towards achieving its objectives?

Impact assessment: What long-term, sustainable changes have occurred and how did our interventions contribute to these?

THE CLIENTS OF PROJECT EVALUATION

The **primary clients** of a project evaluation include:

♦ External clients – the national constituents, project partners and the donor(s);
♦ Internal clients – the project management team, responsible ILO field office, field technical specialist(s) and the ILO technical unit at headquarters, which backstop the project.

> **GOLDEN RULE**
>
> To be useful, an evaluation must respond to the needs and interests of the stakeholders and provide information that facilitates their decision-making.

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Secondary clients of a project evaluation are:

♦ The Governing Body which is not immediately involved in project decision-making but has an interest in the general results of ILO's work;
♦ Other units within the ILO who indirectly benefit from the knowledge generated by evaluations.

National constituents and project partners

The ILO's national constituents and other partners are central actors in the project cycle, including in monitoring and evaluation. The ILO works towards ensuring greater transparency, participation and accountability, empowering local actors and moving the decision-making processes closer to the national partners. The monitoring and evaluation process is a chance for the partners and the ILO to see how they can better support each other to make the project a success.

Donor

Donor agencies have a vested interest in evaluation. They want to know whether, by giving the ILO funds for projects for specific development and decent work objectives, they have made a good investment. Donors' approaches and priorities should be given due consideration when planning evaluations.

Project and line management

Evaluation outcomes help the ILO responsible official and the project manager to take the right decisions during project implementation and to identify what does and does not work well.

The ILO field office, the field technical specialist(s) and the ILO technical unit at headquarters who administratively and technically backstop the project, have a pivotal role in ensuring that lessons learned from evaluations are fed into the planning and implementation of other current and future projects.

Governing Body

The Governing Body wants to know how effectively the Office implements its mandated strategy, including through technical cooperation projects. The Governing Body is concerned that projects

are aligned with ILO strategies and are assessed according to internationally-established good practices.

The ILO submits an annual evaluation report to the November session of the Governing Body, which contains an overview of all independent project evaluations carried out in the reporting period as well as highlights of selected project evaluations, lessons learned and effective follow-up.

The wider ILO

Other project management teams and field and headquarters units benefit from the knowledge generated by project evaluations. If the lessons learned from evaluations are captured and managed properly, they can contribute to successive improvements in technical approaches and in the overall quality and effectiveness of all ILO's work.

SUGGESTED READING: Chapter 6. Implementation and monitoring, Decent Work Country Programmes (DWCPs), ILO's Programme and Budget.

PRINCIPLES OF PROJECT EVALUATION

The ILO adheres to internationally-established good practices in evaluation. This means that project managers and responsible officials should ensure that project evaluations are, and are seen to be, credible and independent, that they contribute to organizational learning and reinforce accountability and transparency.

Box 1 gives a list of important principles, some of which are elaborated in the paragraphs below.

GOLDEN RULE

Project managers and responsible officials should ensure that project evaluations are credible and independent and contribute to organizational learning whilst reinforcing accountability and transparency.

Box 1. Key principles in ILO project evaluation

♦ Improve performance and contribute to organizational learning:
♦ Reinforce accountability and transparency;
♦ Form part of a larger dynamic planning and review process;
♦ Are oriented by national and ILO longer term priorities and objectives;
♦ Focus on results and assume that projects are managed for results;
♦ Provide for the participation of national constituents and other partners;
♦ Reinforce among our project stakeholders a sense of joint ownership;
♦ Are supported through a highly credible, independent and transparent process;
♦ Confine the process to one which is technically and administratively reasonable;
♦ Are conducted in an ethical way including the responsible handling of confidential information.

The ILO adheres to the United Nations system evaluation norms and standards as well as to the OECD/DAC Evaluation Quality Standards (see the EVAL Web site). Evaluation managers are strongly encouraged to consult them before writing terms of references (TORs) for evaluations. They should also alert external evaluators to them.

STRENGTHENING CREDIBILITY AND ACCOUNTABILITY

The ILO has to prove to its donors and to the Governing Body that it has achieved results with its technical cooperation work. A good evaluation process increases the Office's transparency and accountability to its constituents and other partners and contributes to strengthening its credibility.

To ensure impartiality and credibility, **independent evaluations** are of particular concern to the ILO. The ILO evaluation policy guarantees that independent evaluations are unbiased and of high quality:

♦ They must be conducted by an external evaluation consultant;
♦ Decision-making related to independent evaluation should be separated from decision-making on the design and implementation of the project. This includes all key stakeholders of a project, i.e., the project management, the ILO responsible official, the technical backstoppers, the donor, and the national partners. Therefore, an independent evaluation manager writes the TOR, chooses the evaluation consultant and circulates the report with all key stakeholders providing inputs for a balanced perspective;
♦ A designated evaluation focal point in the sector or region oversees the process, approves the TOR and the selection of the evaluator(s), and reviews the final report;
♦ EVAL provides technical guidance and approves the final report before it is submitted to the donor and all other stakeholders;
♦ The whole process is designed and managed in a transparent and participatory way to ensure that the evaluation addresses the concerns of all stakeholders, is useful to them and is carried out in an impartial and balanced way.

LEARNING TO IMPROVE

Evaluation is an integral part of the monitoring and reporting that feeds the decision-making process and supports organizational learning. The project team, the partners involved in the project and the wider ILO benefit from a continuous learning process. A weak evaluation exercise is a lost opportunity for all to learn and for the ILO to use this knowledge to improve.

Evaluation is instrumental in:

♦ Providing key stakeholders with the information needed to guide the project strategy towards achieving set goals and objectives;
♦ Providing early warning of activities and processes that need corrective action;
♦ Helping empower project partners by creating opportunities for them to reflect critically on the project's direction and decide on improvements;
♦ Building understanding, motivation and capacity amongst those involved in the project;
♦ Assessing progress to enable reporting requirements to be met;

♦ Assessing distribution of benefits among different beneficiaries, in particular among men and women;

♦ Continuously improving ILO's technical work and future project proposals.

Organizational learning does not just happen during evaluation but takes place during implementation and feeds back into the entire project cycle. A monitoring and evaluation system should be established during the project design stage to gather information that helps partners and project management to continuously learn together and improve their development interventions.

NATIONAL OWNERSHIP AND PARTICIPATION

A project can only achieve sustainability if the local partners take ownership for the project during the design and implementation processes and after completion of the project. They should also take an active part in the accompanying learning process, including evaluation.

A participatory evaluation involving the local partners and the beneficiaries strengthens their capacities and ownership of the project and thereby increases a project's sustainability. It also assesses how a project is motivating and supporting national constituents and other partners to meet the decent work-related needs of the intended beneficiaries.

Participatory learning is central to good project management (design, implementation, monitoring and evaluation). Information on project activities, including personal accounts of people's experiences, should be collected to facilitate focused management. The project management team and the evaluation manager should ask:

♦ Who has a relevant view on what has happened during the course of the project?
♦ How can these people be involved in the evaluation?
♦ At what level will their contribution be most valuable?
♦ Who can benefit from learning from the project?
♦ What are the concerns and questions they would like to have addressed?

Project team members, national constituents and other partners should periodically meet and analyze their experiences in order to enhance ownership and make sure the evaluation findings are used to increase the impact and sustainability of the project.

PROFESSIONAL AND ETHICAL CONDUCT

All those engaged in designing, conducting and managing evaluation activities should be guided by sound professional standards and strong ethical principles. It is especially important that the evaluation is carried out in a climate of trust. Confidential information should be handled in a responsible manner, and informants must not risk being disadvantaged as a consequence of their collaboration.

GOLDEN RULE

All those engaged in evaluation activities should be guided by sound professional standards and strong ethical principles.

Box 2. Excerpt from the United Nations system evaluation norms: N11 – Evaluation Ethics
11.1. Evaluators must have personal and professional integrity.
11.2. Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
11.3. Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
11.4. In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
11.5. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.

SUGGESTED READING: DAC/OECD Glossary of key terms in evaluation and results-based management, Chapter 6. Implementation and monitoring.

ILO POLICIES

The Governing Body approved a new ILO policy and framework governing evaluations in November 2005. This section of the chapter revises the earlier (2002) rules for conducting project evaluation in line with this development to ensure compliance with internationally established good practice.

FINANCING FOR PROJECT EVALUATIONS

Project reviews and evaluations should be financed from project resources. The ILO responsible official should ensure that an adequate budget exists to implement the relevant monitoring and evaluation plan and that it is indicated in the original project proposal.

Funds should be reserved for setting up a monitoring and evaluation system including self-evaluations and internal evaluations. A minimum of 5% of the total project budget should be assigned to ILO budget line 16 for this purpose. Within this budget line, a minimum of 2% of the total project funds should be reserved for independent evaluations, which should be assigned to budget line 16.50. In contrast to other budget lines, the resources under budget line 16.50 are under the control of the evaluation manager and not the project manager.

TYPES OF EVALUATIONS

All technical cooperation projects are subject to evaluation. Depending on the project evaluation plan, evaluations can take different forms - self-evaluation, internal, independent and external.

WHO DOES IT?
- **Self-evaluation** is managed and conducted by ILO staff members, including project management, technical specialists and backstoppers;
- **Internal evaluation** is managed and conducted by independent ILO officials, i.e., staff members who have not been involved in the design, management or backstopping of the project they are evaluating (e.g., the regional or sectoral evaluation focal person);
- **Independent evaluation** is managed by independent ILO officials and conducted and led by external evaluators who have no previous links to the project. Other independent ILO officials may participate as team members in the evaluation;
- **External evaluation** is managed from outside the ILO and conducted by external evaluators who have no previous links to the project being evaluated. External evaluations are usually initiated, led and financed by a donor agency. As with any evaluation, project and line management are accountable for follow-up.

Table 1. Overview of the different evaluation types

	Management	Evaluators	Degree of Impartiality	Costs to the ILO
Self-evaluation	ILO (incl. project management)	ILO (incl. project management)	Low	Low
Internal evaluation	ILO (excl. project management)	ILO (excl. project management)	Medium	Medium
Independent evaluation	ILO (excl. project management)	External (leadership) possibly plus ILO (excl. project management)	Medium to high	High
External evaluation	External	External	High	Low

REQUIRED EVALUATIONS ACCORDING TO TYPE OF PROJECT

Under the ILO evaluation policy:

- Technical cooperation projects of 18 months' duration or less require a final evaluation upon completion;
- Projects of 18 to 30 months' duration require annual reviews and a final evaluation upon completion;
- Projects of over 30 months' duration require annual reviews, an interim evaluation and a final evaluation upon completion;
- All projects with a budget of over US$ 500,000 require an independent evaluation at least once during the project cycle;
- Independent evaluations are required before starting a new phase.

Table 2 summarizes the ILO's policy. These are the ILO's minimum requirements. Donors' specific needs might result in additional requirements. The chapter on planning, monitoring and evaluation in the project document specifies the evaluation requirements for a given project and these should be reflected in the monitoring and evaluation plan of the project.

Table 2. ILO policy on required project evaluations

Type of project	Required evaluations
Project duration of 18 months or less	Final evaluation upon completion of project
Project duration between 18 and 30 months	Annual reviews Final evaluation upon completion of project
Project duration of more than 30 months	Annual reviews Interim evaluation Final evaluation upon completion of project
Project budget of US$ 500,000 or more	Independent evaluation at least once during the project
Second phase of any project	Independent evaluation required before starting a new phase

♦ **Annual reviews** are self-evaluations that are managed and conducted by the project management with the participation of the local partners. They usually serve the annual progress reporting.

♦ **Interim evaluations** should take place approximately halfway through project implementation. An interim evaluation is most useful when a number of planned activities have been delivered and a considerable percentage of project funds have been spent.

♦ **The required independent evaluation** for projects with a budget of US$ 500,000 or more can be either an interim or final evaluation. Most project managers choose independent final evaluations. However, independent interim evaluations can serve to reassure the stakeholders that the project is on track. An external evaluation can replace a required independent evaluation.

♦ **Additional evaluations** can take place if considered expedient by the project management, the project partners or the evaluation focal person. An evaluation is indicated if the project or line management believe that an extensive readjustment of the project objectives or strategy should take place, for instance, because the project's approach is unfeasible or there has been a fundamental change in the project's environment.

♦ **Additional independent evaluations** can also be useful. Independent evaluations are more expensive than internal ones, but the investment can be worthwhile if the project benefits from fresh ideas generated by an outside perspective. In particular, innovative or pilot projects can benefit from an outside assessment of the viability of their approaches during implementation and before they are replicated elsewhere. It is recommended that projects of four years' duration or more have both independent interim and independent final evaluations.

ROLES AND RESPONSIBILITIES

A clear division of roles and responsibilities for project evaluations is an important element in ensuring the integrity of the evaluation process to ensure the highest level of independence and credibility of evaluations.

Although they will be consulted during the process, neither the project manager nor any of the administrative or technical backstoppers should carry out internal and independent project evaluations. An evaluation manager should be assigned to ensure that evaluations take place in a timely manner and are carried out in accordance with ILO policies.

The final TOR and selection of the evaluator(s) should be approved by someone separate from line management responsibility for the project and at a higher organizational level. The ILO has established a network of evaluation focal persons to carry out this function.

The roles and responsibilities of persons involved in the evaluation process are explained in more detail below. Figure 4 at the end of this section provides an overview.

EVALUATION MANAGER

The evaluation manager is responsible for managing all independent and internal evaluations. He/she should be in the sector or region in which the project is being implemented and have knowledge and experience in the management and evaluation of technical cooperation projects. The evaluation manager should have no links to the project decision-making and hence should not be the technical or administrative backstopper of the project. The sector or region decides on the organization of the evaluation management functions. There can be more than one evaluation manager per sector or region.

During project implementation, the evaluation manager ensures that evaluations take place in a timely manner. In preparing for an independent evaluation, the evaluation manager is required to:

♦ Determine the target audience for the evaluation and the key evaluation questions the evaluation should answer;
♦ Prepare the draft TOR for the evaluation (final approval is given by the evaluation focal person) and send a copy of the approved TOR to EVAL for information;
♦ Identify the evaluation consultant(s), and obtain final approval for their recruitment from the evaluation focal person;
♦ Ensure smooth organization of the evaluation process and proper support to the evaluation team;
♦ Ensure proper stakeholder involvement in the entire evaluation process;
♦ Ensure that gender issues are considered throughout the evaluation process;
♦ Manage the process of preparing the evaluation report (including circulating the draft report and collecting comments);
♦ Submit the final evaluation report to the evaluation focal person for final review (EVAL provides final approval);

♦ Send the final reviewed and approved report to PARDEV for submission to the donor and send copies to all other relevant evaluation stakeholders, including the key national partners;

♦ Ensure proper follow-up on the recommendations and dissemination of lessons learned within the ILO.

EVALUATION FOCAL PERSONS IN REGIONAL OFFICES AND TECHNICAL SECTORS

The responsible evaluation focal person approves the final version of the TOR for proposed independent evaluations and the choice of an external evaluation consultant. He/she may also provide methodological input to the evaluation process. At the end of an independent evaluation, the evaluation focal person reviews and forwards the final evaluation report to EVAL for approval.

Oversight responsibility for evaluations of administratively decentralized projects resides with the evaluation focal person in the regional office and, for centralized projects, with the evaluation focal person in the respective technical sector.

PROJECT MANAGER

The project manager and the project staff facilitate and support the implementation of the evaluation by:

♦ Providing information and comments;

♦ Coordinating exchanges of the evaluation team with the partners during the evaluation;

♦ Assisting in the data gathering;

♦ Supporting the evaluators, administratively and logistically, as they conduct the evaluation.

After an interim evaluation the project manager is responsible for preparing a plan for follow-up, taking appropriate action, and, together with the ILO responsible official, for disseminating evaluation outcomes.

ILO RESPONSIBLE OFFICIAL AND PROJECT BACKSTOPPERS

During the project design phase, the ILO responsible official should ensure that sufficient funds are secured for evaluations, including for independent evaluations and that an appropriate project monitoring and evaluation system is set up.

During an evaluation, the ILO responsible official and other project backstoppers should provide appropriate technical and administrative support.

After the evaluation, the ILO responsible official facilitates the follow-up on the evaluation and makes sure that lessons learned feed into the design of new projects. Together with the technical backstoppers, he/she shares the responsibility for wider dissemination and knowledge sharing of the evaluation outcomes.

EVALUATOR

The evaluator carries out the evaluation and prepares the evaluation report according to the TOR. The team leader of an independent evaluation is always the external evaluation consultant. The evaluator should:
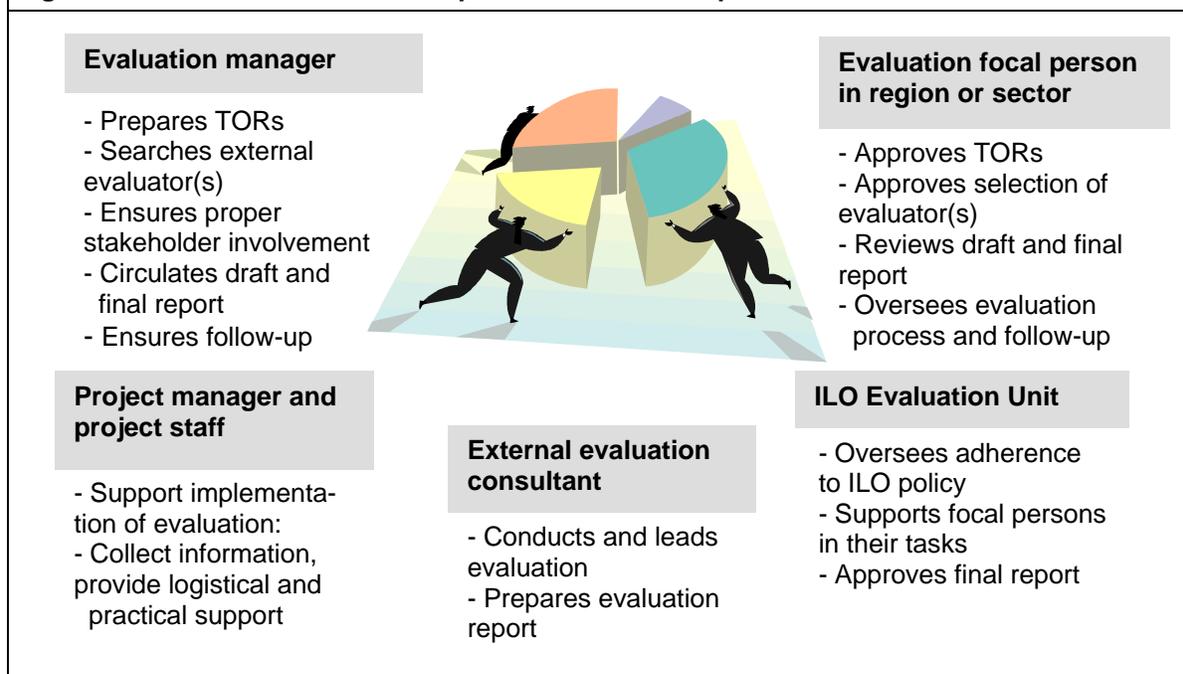
♦ Adhere to internationally-accepted good practices and solid ethical principals;
♦ Be skilled in implementing diverse evaluation methodologies;
♦ Ensure the evaluation is an inclusive and participatory learning exercise; and
♦ Be culturally- and gender-sensitive.

The evaluator reports to the evaluation manager and submits the draft and final report to him/her. In finalizing the report, the evaluator should not only be receptive to comments from any of the stakeholders concerning factual inaccuracies in the report but also maintain total independence. The evaluator has sole responsibility for the final content of the report and recommendations.

ILO EVALUATION UNIT

The ILO Evaluation Unit (EVAL) has overall responsibility for ensuring the quality and integrity of the evaluation function in the ILO, including:

♦ Together with PARDEV, overseeing adherence to the evaluation schedule;
♦ Approving the final independent evaluation report after the evaluation focal person has reviewed it and returned it to the evaluation manager for submission to PARDEV and other relevant stakeholders;
♦ Collecting and storing the TORs and evaluation reports of all independent project evaluations, posting abstracts of the reports on its Web site and making full reports available upon request;
♦ Providing guidance on good practice in evaluation planning and conduct;
♦ In cases of disagreement, advising/mediating on issues relating to evaluation in collaboration with the evaluation focal person.

Figure 4. Overview of roles and responsibilities for independent evaluations

Evaluation manager

- Prepares TORs
- Searches external evaluator(s)
- Ensures proper stakeholder involvement
- Circulates draft and final report
- Ensures follow-up

Evaluation focal person in region or sector

- Approves TORs
- Approves selection of evaluator(s)
- Reviews draft and final report
- Oversees evaluation process and follow-up

Project manager and project staff

- Support implementa-tion of evaluation:
- Collect information, provide logistical and practical support

External evaluation consultant

- Conducts and leads evaluation
- Prepares evaluation report

ILO Evaluation Unit

- Oversees adherence to ILO policy
- Supports focal persons in their tasks
- Approves final report

PREPARING FOR AN EVALUATION

DEFINING THE PURPOSE, SCOPE AND CLIENTS OF AN EVALUATION

Initially, the evaluation manager should determine the objectives, coverage and key clients of the evaluation. Consultation with the key stakeholders to determine the scope of the evaluation is a good way of identifying some important parameters for the evaluation. This may even include a decision on the type and timing of the evaluation. This consultation process helps the evaluation manager to accommodate the key stakeholders' priorities when drafting the TOR and avoids major revision of the draft after circulation. When determining the purpose and scope of the evaluation, the evaluation manager should also keep in mind that the evaluation itself should be effective and efficient.

APPLYING THE PROJECT LOGIC AS A REFERENCE POINT

The reference point for each evaluation is the project document (PRODOC), which provides the background and rationale of the project, its planned objectives, outcomes, outputs and activities, and corresponding outcome indicators and assumptions. Good project design and a well-written project document represent an excellent foundation for an evaluation (see Chapter 3. Project design, section on Project formulation).

Evaluation assesses the relevance of the project objectives and approach, establishes how far the project has achieved its planned outcomes and objectives, the extent to which its strategy has proved efficient and effective, and whether it is likely to have a sustainable impact.

Project documents are not all of the same quality, and they do not always reflect the real situation at project start-up. In some cases, the strategy and design of the project is modified during the course of implementation to adapt to changing conditions.

The evaluator needs to get a clear understanding of the project design, logic and strategy. Therefore, prior to writing the TOR, the evaluation manager, in close consultation with the project manager, should determine if the project document continues to accurately describe the project. Box 3 contains questions to guide that process.

Implementation planning, progress reports and project revision documents are key sources of information on modifications to the original design during the implementation process. The project manager should update the documentation on the project logic and add supplementary documentation and explanation. The evaluation manager draws on this information to prepare the TOR. This documentation is later submitted to the evaluator who considers the appropriateness of any changes in the strategy.

Box 3. Questions for reviewing the project logic

- What is the **justification** of the project? What **need** does the project address? What is the (political, social, legal, etc.) **context** of the project?

- **What** does/did the project intend to do? What are/were the **strategic components** of the project?

  ⇨ Strategic components refer to closely related groups of initiatives that aim at achieving a specific outcome or set of outcomes. Their numbers vary depending on the size of the project.

- **Why** does/did the project intend to do it? What are/were the intended **outcomes**?

  ⇨ Outcomes are the changes the project's actions should help to achieve. (Outcomes are the results linking to the "immediate objectives" in the project document.)

- **With whom** does/did it intend to do it? Who are/were the project **partners**?

  ⇨ The project partners are the individuals, groups or organizations with which the project works. The project intends to change the partner's actions, behaviour and capacity to work towards development results.

- **How** does/did it intend to implement its strategy? What are/were its **major means of action**?

  ⇨ Major means of actions are the clusters of activities of similar type. They include policy advice, research, direct action and training that the project delivers.

- **Which indicators** measure(d) the achievement of outcomes or progress towards them?

  ⇨ Indicators and associated targets measure to what extent outcomes have been achieved.

- On **which risks and assumptions** does/did the logic build?

  ⇨ Assumptions (risks are negative assumptions) are important factors that have to take place (or must not take place), in order for the project strategy to function as planned. Some factors can be controlled by the project, others cannot.

- Finally, how is/was the project **managed**? What are/were the roles and responsibilities and institutional arrangements?

WHAT TO EVALUATE? THE KEY EVALUATION CRITERIA AND QUESTIONS

Every evaluation has to assess the **key evaluation criteria** explained in Table 3 below.

Table 3. Definitions of key evaluation criteria

Evaluation criteria	Description
Relevance and strategic fit of the project	The extent to which the objectives of a development intervention are consistent with beneficiary requirements, country needs, global priorities and partner and donor policies. The extent to which the approach is strategic and the ILO uses its comparative advantage.
Validity of project design	The extent to which the project design is logical and coherent.
Project progress and effectiveness	The extent to which the project's immediate objectives were achieved, or are expected to be achieved, taking into account their relative importance.
Efficiency of resource use	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into results.
Effectiveness of management arrangements	The extent to which management capacities and arrangements put in place supports the achievement of results.
Impact orientation and sustainability of the project	The strategic orientation of the project towards making a significant contribution to broader, long-term, sustainable development changes. The likelihood that the results of the project are durable and can be maintained or even scaled up and replicated by project partners after major assistance has been completed.

These terms are a translation of the internationally-agreed standard performance criteria – relevance, effectiveness, efficiency, impact and sustainability – into more operational categories (see Annex 1. Glossary of Evaluation Terms for OECD/DAC definitions of these terms).

The analytical framework converts the key evaluation criteria into concrete questions and guides the evaluator(s) and the evaluation process. Box 4 is a model analytical framework with a comprehensive list of typical evaluation questions.

The list should be adapted to meet the needs of each evaluation focusing on the questions that are most relevant to its agreed purpose and scope and to the interests of the key stakeholders. An initial (facultative) consultation process will help to determine the questions.

The list of questions can be much shorter but, if any of the key evaluation criteria are left out, a brief justification should be given in the section on "scope" of the TOR.[3] For certain evaluations, it may be useful to add a category "special concerns" containing questions that do not fit well under any of the key evaluation criteria.

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[3] For example, it may be decided that the efficiency of management issues should not be addressed if they are of little importance to all key stakeholders and that doing so would imply substantial additional costs. However, gender issues may never be completely left out.

The evaluation manager takes the priorities of the key stakeholders into consideration when developing the analytical framework in advance. It is part of the TOR, which the evaluation manager circulates as a draft to all key stakeholders of the evaluation for comments.

Box 4. Model analytical framework with typical evaluation questions of an interim project evaluation *(A final project evaluation would ask much the same questions but would be backward-looking.)*

Relevance and strategic fit

♦ Does the project address a relevant need and decent work deficit? Was a needs analysis carried out at the beginning of the project reflecting the various needs of different stakeholders? Are these needs still relevant? Have new, more relevant needs emerged that the project should address?

♦ Have the stakeholders taken ownership of the project concept and approach since the design phase?

♦ How does the project align with and support national development plans, the national poverty reduction strategy (PRS), national decent work plans, national plans of action on relevant issues (e.g., on employment creation, child labour, anti-trafficking, etc.), as well as programmes and priorities of the national social partners?

♦ How does the project align with and support ILO strategies, i.e., the operational objectives of the thematic programming, decent work country programmes, mainstreamed strategies and other relevant strategies and policies of the ILO?

♦ How well does the project complement and fit with other ILO projects/programmes in the country or countries of intervention and in the region?

♦ How well does the project complement and link to activities of other donors at local level? How well does the project fit within the broader local donor context (United Nations and non-United Nations, making reference to UNDAF and donor consultative groups, where applicable)?

Validity of design

♦ What was the baseline condition at the beginning of project? How was it established? Was a gender analysis carried out?

♦ Are the planned project objectives and outcomes relevant and realistic to the situation on the ground? Do they need to be adapted to specific (local, sectoral, etc.) needs or conditions?

♦ Is the intervention logic coherent and realistic? What needs to be adjusted?

• Do outputs causally link to the intended outcomes (immediate objectives) that link to broader impact (development objective)? How plausible are the underlying causal hypotheses?

• What are the main strategic components of the project? How do they contribute and logically link to the planned objectives? How well do they link to each other?

• Who are the partners of the project? How strategic are partners in terms of mandate, influence, capacities and commitment?

• What are the main means of action? Are they appropriate and effective in achieving the planned objectives?

• On which risks and assumptions does the project logic build? How crucial are they for the success of the project? How realistic are they? How far can the project control them?

♦ How appropriate and useful are the indicators described in the project document in

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assessing the project's progress? Are the targeted indicator values realistic and can they be tracked? If necessary, how should they be modified to be more useful? Are indicators gender-sensitive? Are the means of verification for the indicators appropriate?

Project progress and effectiveness

♦ Is the project making sufficient progress towards its planned objectives? Will the project be likely to achieve its planned objectives upon completion?

♦ Have the quantity and quality of the outputs produced so far been satisfactory? Do the benefits accrue equally to men and women?

♦ Are the project partners using the outputs? Have the outputs been transformed by project partners into outcomes?

♦ How do the outputs and outcomes contribute to the ILO's mainstreamed strategies?

- How do they contribute to gender equality?
- How do they contribute to the strengthening of the social partners and social dialogue?
- How do they contribute to poverty reduction?
- How do they contribute to strengthening the influence of labour standards?

♦ How have stakeholders been involved in project implementation? How effective has the project been in establishing national ownership? Is project management and implementation participatory and is this participation contributing towards achievement of the project objectives? Has the project been appropriately responsive to the needs of the national constituents and changing partner priorities?

♦ Has the project been appropriately responsive to political, legal, economic, institutional, etc., changes in the project environment?

♦ Has the project approach produced demonstrated successes?

♦ In which areas (geographic, sectoral, issue) does the project have the greatest achievements? Why is this and what have been the supporting factors? How can the project build on or expand these achievements?

♦ In which areas does the project have the least achievements? What have been the constraining factors and why? How can they be overcome?

♦ What, if any, alternative strategies would have been more effective in achieving the project's objectives?

Efficiency of resource use

♦ Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve outcomes?

♦ Have resources been used efficiently? Have activities supporting the strategy been cost-effective? In general, do the results achieved justify the costs? Could the same results be attained with fewer resources?

♦ Have project funds and activities been delivered in a timely manner?

Effectiveness of management arrangements

♦ Are management capacities adequate?

♦ Does project governance facilitate good results and efficient delivery? Is there a clear understanding of the roles and responsibilities by all parties involved?

♦ Does the project receive adequate political, technical and administrative support from its national partners? Do implementing partners provide for effective project implementation?

♦ If the project has a national project steering or advisory committee, do the members

have a good grasp of the project strategy? How do they contribute to the success of the project?

♦ How effective is communication between the project team, the field office, the regional office, the responsible technical department at headquarters, PARDEV and the donor? How effective is communication between the project team and the national implementing partners?

♦ Does the project receive adequate administrative, technical and, if needed, political support from the ILO field office, field technical specialists and the responsible technical unit in headquarters?

♦ How effectively does project management monitor project performance and results?
  • Is a monitoring and evaluation system in place and how effective is it?
  • Have appropriate means of verification for tracking progress, performance and achievement of indicator values been defined?
  • Is relevant information and data systematically being collected and collated? Is data disaggregated by sex (and by other relevant characteristics, if relevant)?
  • Is information being regularly analyzed to feed into management decisions?

♦ Has cooperation with project partners been efficient?

♦ Has relevant gender expertise been sought? Have available gender mainstreaming tools been adapted and utilized?

♦ Has the project made strategic use of coordination and collaboration with other ILO projects and with other donors in the country/region to increase its effectiveness and impact?

Impact orientation and sustainability

♦ Can observed changes (in attitudes, capacities, institutions, etc.) be causally linked to the project's interventions?

♦ In how far is the project making a significant contribution to broader and longer-term development impact? Or how likely is it that it will eventually make one? Is the project strategy and project management steering towards impact?

♦ What are the realistic long-term effects of the project on the poverty level and the decent work condition of the people?

♦ Is there a need to scale down the project (i.e., if the project duration is shorter than planned)? Can the project be scaled up during its duration? If so, how do project objectives and strategies have to be adjusted?

♦ How effective and realistic is the exit strategy of the project? Is the project gradually being handed over to the national partners? Once external funding ends will national institutions and implementing partners be likely to continue the project or carry forward its results?

♦ Are national partners willing and committed to continue with the project? How effectively has the project built national ownership?

♦ Are national partners able to continue with the project? How effectively has the project built the necessary capacity of people and institutions (of national partners and implementing partners)?

♦ Has the project successfully built or strengthened an enabling environment (laws, policies, people's attitudes, etc.)?

♦ Are the project results, achievements and benefits likely to be durable? Are results anchored in national institutions and can the partners maintain them financially at end of project?

♦ Can the project approach or results be replicated or scaled up by national partners or other actors? Is this likely to happen? What would support their replication and

> scaling up?
>
> ♦ Can any unintended or unexpected positive or negative effects be observed as a consequence of the project's interventions? If so, how has the project strategy been adjusted? Have positive effects been integrated into the project strategy? Has the strategy been adjusted to minimize negative effects?
>
> ♦ Should there be a second phase of the project to consolidate achievements?

PREPARING THE TERMS OF REFERENCE OF THE EVALUATION

Procedure for drafting and circulating

The evaluation manager prepares the first draft of the TOR of the evaluation, which guides the work of the evaluation consultant.

In the drafting process, the evaluation manager consults with, and receives inputs from, the project manager, the ILO Office Director and the line manager of the technical unit backstopping the project.

The draft TOR are then circulated for comments to the following key stakeholders who provide comments within a specified time span:

♦ Project manager;
♦ Main national project partners;
♦ ILO field office Director;
♦ Technical backstopper at headquarters;
♦ Field technical specialist;
♦ Responsible evaluation focal point;
♦ Donor, if required.

The evaluation manager integrates the comments into the draft TOR, as appropriate, and passes the TOR to the responsible evaluation focal point for approval. Copies of the final TOR are then sent to the same group of stakeholders who provided comments on the draft.

Structure and contents

The content of the TOR should follow the outline indicated in Box 5 and explained in detail below.

Box 5. Outline of terms of reference

1. Introduction and rationale for evaluation
2. Brief background on project and context
3. Purpose, scope and clients of evaluation
4. Suggested analytical framework
5. Main outputs
6. Methodology to be followed
7. Management arrangements, work plan and timeframe

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1. Introduction and rationale for evaluation: Explains why the evaluation is being conducted and, what the expected outcome should be. It should also indicate the type of evaluation (independent or internal, interim or final).

2. Brief background on project and context: Gives a summary of the project's context, rationale, internal logic, strategy, management and development over time. Any previous evaluation(s) should also be mentioned.

Reference should also be made to the ILO context and the nature of the organization because not all external evaluation consultants may be familiar with the ILO.

3. Purpose, scope and clients of the evaluation:

♦   **Purpose:** Outlines the objectives of the evaluation and explains what it should achieve.
♦   **Scope:** Specifies the coverage of the evaluation, i.e., whether the evaluation is looking at the whole project, several phases, or some components. It further specifies key issues and aspects on which the evaluation should focus and evaluation concerns it should address (suggested by the key stakeholders or clients of the evaluation).
♦   **Clients:** Identifies the key clients of the evaluation. In most cases these are the standard key stakeholders consulted (namely project management, main project partners, ILO field office, ILO technical unit, field technical specialist, the evaluation focal point and the donor).[4] Additional key clients may also need to be named.

4. Suggested analytical framework: Contains the analytical framework with the key evaluation questions to be addressed (see Box 4). It is only "suggested" because within the given scope of the evaluation, the evaluator can modify the analytical framework according to her/his knowledge and experience. Any modifications should be agreed with the evaluation manager who is aware of the issues that have been non-debatable for key stakeholders.

5. Main outputs: Deals with the outputs the evaluator is required to deliver. It should identify:

♦   The main outputs of the evaluation (reflecting the interests of the key stakeholders);
♦   How and when they will be delivered.

The main output of an evaluation is usually an evaluation report aimed at decision-makers inside and outside the ILO. Outputs can also include a workshop with project partners or a summary of mission findings arising from a field visit to a remote project location.

If a certain format or layout of the evaluation report or other outputs is required, these should also be specified here.

6. Methodology should include:

♦   Information needs and sources of information;
♦   Methodology and plan for information gathering and organizing (survey, interviews, case studies, etc.), specifying that all data should be sex-disaggregated;

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[4] PARDEV and the ILO Evaluation Unit are secondary clients that do not need to be mentioned even though they receive a copy of the final evaluation report. There is also no need to mention other indirect clients such as the wider ILO and the Governing Body.

♦ Plan for critical reflection processes and analysis of data/information;
♦ The conditions and capacities needed to support data gathering, analysis and communication;
♦ Plan for quality communication and reporting of evaluation outcomes;
♦ The involvement of the key stakeholders in the implementation of the evaluation, including in the finalization of the report.

Planning the methodology to be used in the course of the evaluation and including it in the TOR ensures transparency.

The evaluator may adapt the methodology, but any changes should be agreed between the evaluation manager and the evaluator.

7. Management arrangements, work plan and timeframe should include:

♦ Mention of the name of the evaluation manager to whom members of the evaluation team report;
♦ Specification of the support needed from the ILO at headquarters, regional, sub-regional and country levels for implementing the evaluation;
♦ Composition of, and reporting lines within, the evaluation team, where there is more than one evaluator;
♦ A detailed work plan, stipulating each partner's contribution to the evaluation;
♦ The process of circulation of the draft report;
♦ The timeframe, with deadlines for each major step in the process;
♦ The budget for the evaluation.

HIRING A CONSULTANT

Qualified technical experts and evaluators should undertake the evaluation. Both external and internal evaluators should adhere to the highest technical and ethical standards. They should fulfil the criteria of professionalism, impartiality and credibility. It is recommended that local experts should be part of any evaluation team.

The procedure for hiring an external consultant is similar to the procedure for drafting and finalizing the TOR. The evaluation manager is responsible for proposing the external evaluation consultant. He/she can receive suggestions from any side including the project management. Before contracting the consultant the evaluation focal point must approve the choice. If necessary, the evaluation manager can send the proposed evaluator's Curriculum Vitae, and a brief explanation of why he/she has been selected, to the donor and other key stakeholders.

SUGGESTED READING: Annex 1. Glossary of evaluation terms, Chapter 3. Project design, section on Project formulation.

IMPLEMENTATION OF PROJECT EVALUATION AND EVALUATION REPORT

IMPLEMENTATION

The implementation of the evaluation takes place as specified in the TOR. Project management is responsible for providing practical support in a timely and informed manner to ensure the most efficient use of resources by:

♦ Gathering relevant information prior and during the evaluation;
♦ Ensuring the efficient use of available time;
♦ Arranging for the evaluator(s) to meet the right people;
♦ Scheduling interviews and meetings with partners;
♦ Ensuring efficient logistical arrangements, etc.

STRUCTURE OF THE EVALUATION REPORT

Certain standard elements should be addressed in every evaluation report. However, the precise structure of a particular evaluation report depends on the specific focus, needs and circumstances of the project and its evaluation.

Box 6 presents a sample structure and table of contents of an evaluation report and identifies the standard elements that should be addressed in each evaluation. The individual elements are explained below.

The evaluation report should not usually exceed 20 to 30 pages.

Box 6. Sample structure and table of contents of an evaluation report based on standard elements

Cover page with key project and evaluation data
1. Abstract
2. Brief background on the project and its logic
3. Purpose, scope and clients of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings regarding project performance
7. Conclusions
8. Recommendations
9. Lessons learned
10. Annexes

Cover page with key project and evaluation data

♦ Key project data: Project title, project number, donor(s), project start and completion dates, budget, technical area, managing ILO unit, geographic coverage.

♦ Key evaluation data: Type of evaluation (e.g., independent or internal, interim or final), managing ILO unit, start and completion dates of the evaluation mission, name(s) of the evaluator(s), date of submission of evaluation report.

1. Abstract

♦ Maximum of 3-5 pages;
♦ Focuses on key findings and recommendations and should be understandable as a stand-alone document (see separate guidance by EVAL on how to write the abstract);
♦ When preparing the abstract it should be kept in mind that it will appear in the evaluation database, which is accessible on the ILO's Intranet and public Web site.

2. Brief background on the project and its logic

♦ Brief description of the project's objectives and rationale;
♦ Project logic and strategy at approval and during implementation, including agreed revisions;
♦ State of implementation and delivery of the project.

3. Purpose, scope and clients of evaluation

♦ Type of evaluation;
♦ Brief description of purpose and scope of the evaluation;
♦ Clients of the evaluation;
♦ Analytical focus of the evaluation.

4. Methodology

♦ Brief description of the methodology used;
♦ Information sources, including remarks on the gaps and limitations;
♦ Remarks on the limitations of the methodology and problems encountered in data gathering and analysis, if any.

5. Review of implementation

♦ Brief review of the main stages in the implementation of the project highlighting main milestones and challenges.

6. Presentation of findings

♦ Based on key evaluation questions in the analytical framework;
♦ Covering all key evaluation criteria but concentrating on key issues:
  • Relevance and strategic fit of project;
  • Validity of project design;
  • Project progress and effectiveness;
  • Efficiency of resource use;
  • Effectiveness of management arrangements;
  • Impact orientation and sustainability;
  • Special concerns (if applicable);

♦ It can be useful to order findings by these categories but it is not mandatory.

7. Conclusions

♦ Concluding assessment(s) derived from the findings;
♦ Main message(s).

8. Recommendations

♦ Worded in a constructive manner and aimed at improving the project, future projects, the programme, and general ILO strategies;
♦ Presented in a clear, concise, concrete and actionable manner, making concrete suggestions for improvements i.e., "who should do what to improve what";
♦ Specify who is called upon to act. It can be useful to group recommendations by addressee.

9. Lessons learned

♦ Observations, insights, and practices extracted from the evaluation that are of general interest beyond the project sphere and contribute to wider organizational learning;
♦ Highlight good practices, i.e., experience about what has been tried with a good result. Good practices are a way of making lessons learned more concrete. It must be possible to generalize or replicate them in other projects or work contexts otherwise they are not interesting. ("What has worked particularly well and why? How can it be generalized or replicated?")

10. Annexes

♦ Should include the TOR and list of persons contacted;
♦ Can include any other relevant information, i.e., tables with supplementary data, survey questionnaires, etc.

DISCUSSION OF THE EVALUATION FINDINGS AND PREPARATION OF FINAL REPORT

Project evaluations have some degree of stakeholder involvement, often in the form of workshops. ILO officials and donor representatives are often present during the evaluation process and may participate actively in parts of the evaluation as resource persons. Many evaluations have benefited from this and it adds to the level of technical expertise and experience applied to the evaluation.

Feedback on evaluation

The evaluator should communicate the main findings and recommendations verbally to the key local stakeholders at the end of the evaluation mission and before leaving the country. This can be done in individual meetings, a workshop or a joint public presentation to a larger group. It is an opportunity to provide main partners and the project management with feedback that will not appear in the evaluation report.

The evaluation team should also give the project management a de-briefing that focuses on methodological and process issues, including suggestions on how the evaluation support can be

improved. Such a de-briefing can be arranged through a meeting, by telephone or by email. If possible similar feedback should also be given to the ILO responsible official.

It can also be beneficial for the evaluation team to present main evaluation findings to the technical department and other ILO officials focusing on the lessons learned and good practices.

Draft report

The procedure for the draft report is as follows:

♦ The independent evaluator (or evaluation team leader) prepares a full complete report according to the TOR and submits this first draft in electronic form to the evaluation manager;

♦ The evaluation manager submits the draft, without changes, to the key stakeholders of the evaluation;

♦ The stakeholders review the report and submit factual corrections and substantive comments on the content by a date specified by the evaluation manager. The evaluation focal person addresses, in particular, the methodological aspects of the report;

♦ Comments are sent to the evaluation manager, with a copy to the evaluation focal person;

♦ The evaluation manager forwards the consolidated comments to the evaluator for the preparation of the final report. As far as possible, comments should be anonymous;

> **GOLDEN RULE**
>
> The evaluation manager and the evaluation focal point should ensure that no pressure to modify the report in a particular direction is exerted on the independent evaluator.

♦ The evaluator is requested to consider the consolidated comments and incorporate them into the report, as appropriate. The evaluator has the final decision on the content of the report. The evaluation manager and the evaluation focal point should ensure that no pressure to modify the report in a particular direction is exerted on the independent evaluator by any individual or group.

This feedback and review process is central to knowledge building in the ILO. The review of the first draft provides a flexible, open space where partners and other stakeholders are not constrained by being asked to respond formally to an official draft.

Final report

The procedure for the final report is as follows:

♦ The lead evaluator completes the final report according to the TOR and submits it in electronic form to the evaluation manager;

♦ The evaluation manager forwards it (without modifications other than formatting) to the evaluation focal person;

♦ The evaluation focal person compares the first draft with the final draft and verifies that the process of preparing and finalizing the report has been transparent with no undue pressure being exerted on the evaluator(s);

♦ The evaluation focal person submits the final evaluation report to the ILO Evaluation Unit for final approval;

♦ After the report has been formally approved by EVAL, it is sent back to the evaluation manager who forwards it to PARDEV for submission to the donor as well as to all other key stakeholders who have participated in the evaluation;

♦ The abstract of each evaluation report is registered in the evaluation database and posted on EVAL's Web site to ensure accessibility to interested users. EVAL reserves the right to edit the abstract of the evaluation report for the database.

SUGGESTED READING: ILO Evaluation Guidance: Preparing the Abstract of Project Evaluation Reports (draft), April 2006.

FOLLOW-UP, DISSEMINATION AND KNOWLEDGE SHARING

The evaluation does not finish when the final evaluation report has been completed. One of the goals of the evaluation process is to translate findings and recommendations into action. The outcome of the evaluation process should enable project managers and partners to take informed decisions.

Lessons learned should be made accessible to interested parties to facilitate organizational learning and improve project design and implementation.

FOLLOW-UP TO EVALUATION FINDINGS AND RECOMMENDATIONS

After an interim evaluation, the project manager is responsible for preparing and implementing a follow-up plan. The ILO responsible official reports on follow-up to the evaluation focal person on request.

After a final evaluation, the follow-up focuses on capturing lessons learned and making them and the report accessible to interested users (see section below on Knowledge sharing and organizational learning).

DISSEMINATION

The project manager, the ILO responsible official, the evaluation manager and the evaluation focal person are encouraged to disseminate the abstract of the evaluation report to other interested individuals inside and outside the Office.

The relevant technical specialists in headquarters and the field should also make an effort to disseminate relevant lessons learned to interested officials in the Office. This can be done, for example, via email or a newsletter or by posting interesting insights on the Web site.

KNOWLEDGE SHARING AND ORGANIZATIONAL LEARNING

Evaluation reports should be stored in an organized manner and the knowledge generated in evaluations should be systematically fed into the design of new projects or the next phase of a project.

ILO officials should remember to consult previous relevant evaluation reports when developing technical tools and designing new projects and approaches.

The **Evaluation Unit** is developing an Internet-based evaluation report database to store evaluation reports by year, type, country/region and theme. The abstracts of reports are publicly available, full reports can be obtained on request.

The **evaluation focal person** is in a unique position in over viewing all the evaluations in a region or sector and can play an important role in feeding her/his knowledge and experience into the overall project design and learning process. For example, with assistance from the evaluation managers in the region or sector, the evaluation focal person could prepare an annual synthesis report highlighting the most important lessons learned from project evaluations during the year. Technical departments can make use of her/his knowledge by consulting them when developing tools and designing new projects and approaches.

A pro-active approach to knowledge sharing enables organizational learning and improvements in ILO technical work and the quality of new project proposals.