evaluation · design · implementation · monitoring
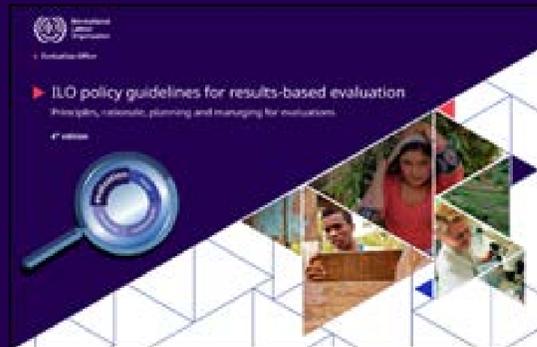
▶ Evaluation guidance

INTRODUCTION

Evaluation aims to increase transparency and the shared accountability for achieving the ILO's strategic objectives. Evaluation focuses on the extent to which ILO performance is on track, where potential for improvement exists, and actions to be taken. Insights and lessons learned are fed back into the process of organizational learning and the planning and programming of future activities.

The Evaluation Office has updated the ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluation (4th edition). The policy guidelines intend to provide a complete package of guidance for ILO staff, whom are tasked with planning, managing, overseeing, and/or following up on an evaluation's recommendations. As part of the i-eval Resource Kit, the guidelines provide ILO managers and practitioners with a gateway into the ILO's expertise and knowledge on evaluation.

HOW TO ACCESS THE EVALUATION POLICY GUIDELINES AND RELATED MATERIAL?

There are two approaches to consult the policy guidelines for results-based evaluation and their respective guidance documents.

▶ The first approach is to access the policy guidelines whereby each chapter takes you through the evaluation process in a narrative manner with embedded links to supporting guidance documents and instruments.

▶ The second approach to access the policy guidelines is by thematic pillars (also accessible in the following pages) with easy access to all related guidance notes and instruments.

The policy guidelines provide hyperlinks to comprehensive evaluation-related guidance notes, tools, checklists, templates, protocols and workflows. They are organized into five thematic pillars for ease of reference.

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1. ENABLING CONDITIONS FOR GOOD EVALUATIONS

Creating an enabling environment for evaluations means developing systems and practices in a manner that favour timely and quality evaluations and ensure that evaluations serve the purpose of learning and accountability. This is done by establishing harmonised and institutionalised processes for managing and executing evaluations and also for positive uptake of knowledge generated through evaluations.

The [ILO Evaluation Policy 2017](#) and the ensuing [Evaluation Strategy 2018-21](#) have further advanced our commitment towards improving the quality and use of evaluations so that evaluations become a key vehicle of accountability and learning. However, the quality and use of evaluations is a function of good design, the degree of evaluability of projects/programmes and a sound monitoring and reporting systems.

The project design provides the framework for what is to be validated, the evaluability tells us the degree to which the project/programme can be evaluated; while the monitoring records provide the information that the evaluation should triangulate and validate.

GUIDANCE NOTES

1.1 [Project design and theory of change](#)

1.2 [Monitoring and reporting](#)

CHECKLIST

1.1: [Elements of good project design](#)

TOOLS

1.1: [Evaluability assessment tool for DWCP and projects](#)

1.2: [M&E plan appraisal tool (over $5 million)](#)

1.3: [Developing a ToC](#)

2. TYPES OF EVALUATIONS

The work of the ILO is diverse. The organization implements a variety of projects and programmes related to diverse thematic areas, such as promoting employment creation, social protection, labour standards and social dialogue.

Since 2005, the ILO evaluation function has incorporated a combination of centralized (governance-level) and decentralized evaluation responsibilities.

Independent strategy and DWCP evaluations are governance-level evaluations, which are conducted or managed directly by the Evaluation Office (EVAL).

All other types of evaluation are decentralized since their direct management and resourcing are primarily the responsibility of departments and regions, with EVAL providing oversight.

Decentralized evaluations may include thematic evaluations, project evaluations, impact evaluations, joint evaluations, country programme reviews as well as all forms of internal evaluations, including self-evaluations.

GUIDANCE NOTES

2.1 [Independent midterm & final evaluations](#)

2.2 [Self & internal evaluations](#)

2.3 [Joint evaluations](#)

2.4 [Thematic evaluations](#)

2.5 [Impact evaluations](#)

2.6 [Country Programme Reviews](#)

TEMPLATES

2.1 [Self evaluation - progress report template](#)

PROTOCOLS

2.1 [High-level protocol for outcome/strategy evaluations](#)

2.2 [High-level evaluation protocol for DWCP evaluation](#)

WORKFLOWS

2.1 [EVAL & PARDEV workflow](#)

International Labour Organization

▶ Evaluation Office

3. PLANNING & DESIGNING EVALUATIONS

In congruence with the Evaluation Policy various innovations have been introduced in recent years to make evaluations more strategic, aligned with the organisation's core mandate and able to capture important crosscutting issues. A more transformative approach was needed in order to better inform the ILO's understanding of its effectiveness in delivering on its policy outcomes; allow comprehensive coverage and analysis; and reduce "evaluation fatigue" among Office officials and constituents. In order to facilitate up-take of these changes, three guidance notes have been prepared.

Discusses making evaluations strategic by clustering project evaluations based on similar themes, programme frameworks and locations. This innovation has many advantages as enables evaluations to be framed more strategically by theme or geographical location thereby enhancing potential learning. In addition, clustered evaluations have potential efficiency gains because evaluations exercises are pooled thereby reducing travel costs and consultancy fees.

However, more importantly, conducting fewer evaluations allows EVAL to take a deeper dive into topics that are core to the ILO's mandate. These topics include social dialogue and International Labour Standards—the subjects of the second guidance note.

Provides information on how to how to evaluate gender mainstreaming and how to use evaluation to mainstream gender. Gives information on how social dialogue could be used as an evaluation method and how the ILS can help to inform evaluation criteria.

GUIDANCE NOTES

3.1 Integrating gender equality in monitoring & evaluation of projects

3.2 Adapting evaluation methods to the ILO's normative and tripartite mandate

3.3 Strategic cluster evaluation to gather evaluative information more effectively

CHECKLISTS

3.1 Documents for project evaluators

TEMPLATES

3.1 Code of conduct form

International Labour Organization

▶ **Evaluation Office**

4. MANAGING & CONDUCTING EVALUATIONS

ILO decentralized evaluations are typically conducted in four phases after an evaluation manager has been appointed by EVAL. In the first phase, the evaluation manager prepares the TOR, the evaluation plan and budget. In the second phase, the selected evaluation consultant prepares an operational evaluation plan, known as the inception report, which should be aligned with the TOR. The third phase focuses on data collection and analysis, formulating conclusions and recommendations, generating lessons learned and emerging good practices, and preparing the draft report. The fourth phase focuses on the finalization and dissemination of the report. In the case of decentralized evaluations, this leads to the initiation of the management response to evaluation recommendations.

This set of guidance notes, checklist and templates aim to support ILO officials throughout the evaluation process to further enhance our commitment towards improving the quality and use of evaluations as vehicles for accountability and learning.

GUIDANCE NOTES

4.1 The evaluation manager: Role and function

4.2 Using the Consultant roster and the self-induction programme for evaluation consultants

4.3 Data collection methods

4.4 Stakeholder engagement

CHECKLISTS

4.1 Preparing the evaluation report

4.2 Filing in the evaluation title page

4.3 Writing the evaluation report summary

4.4 Documents for project evaluators

4.5 Writing the terms of reference

4.6 Writing the inception report

4.7 Rating the quality of evaluation reports

TEMPLATES

4.1 Lessons learned

4.2 Good practices

4.3 Evaluation summary

4.4 Evaluation title page

5. USE & DISSEMINATION OF EVALUATION FINDINGS

Creating an environment that encourages the uptake of evaluation results requires strong communications throughout the evaluation cycle. This can be achieved by applying standard tools and procedures and by empowering all stakeholders to be part of communications – understanding that strong communications cannot succeed without them.

The ILO Evaluation Policy 2017 the Evaluation Strategy 2018-21 and EVAL's communication strategy 2018-21

have strengthened the evaluation function's commitment to improving the communication of evaluation results. Guided by these strategic documents, the Evaluation Office of the ILO has identified five key elements for communicating evaluations results. These are: (1) enhancing the use and dissemination of evaluation findings; (2) providing accessibility to evaluative knowledge by helping the public use i-eval Discovery; (3) harmonizing

communication products to provide a common 'look and feel'; (4) strengthening the management follow up to recommendations from independent evaluations to promote accountability; and (5) providing tools on how to disseminate lessons learned and good practices to inform future interventions.

GUIDANCE NOTES

5.1 Enhancing the use and dissemination of evaluations

5.2 Harmonzing communications products

5.3 Using i-eval Discovery

5.4 Management follow-up to recommendations from independent evaluations

5.5 Dissemination of lessons learned & good practices

WORKFLOWS

5.1 Management response workflow