

**DPPO - División de Planificación de Programas y Operaciones**

## Preparing and Conducting Evaluations

**ECLAC guidelines**



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## 1. WHAT IS EVALUATION?

Evaluation is a process that seeks to determine as systematically and objectively as possible **the relevance, effectiveness and impact of an ongoing or completed programme, project or policy in the light of its objectives and accomplishments**. It encompasses their design, implementation and results with a view to providing information that is credible and useful, enabling the incorporation of lessons learned into the both executive and legislative decision-making process. Evaluation is often undertaken selectively to answer specific questions to guide decision-makers and/or programme managers, and to provide information on whether underlying theories and assumptions used in programme development were valid, what worked and what did not work and why.

It differs from monitoring and regular review primarily by its more selective in-depth focus, its timing and how the results are used.

- (i) its **focus** is more selective, addressing those questions that ongoing monitoring and review cannot effectively answer;
- (ii) its **timing** is periodic, rather than ongoing, during the life of a programme or project;
- (iii) the **results** of evaluations are used to support policy making and strategic planning, in addition to more immediate management and implementation concerns.

## 2. EVALUATION IN THE UN SECRETARIAT : OBJECTIVES AND TYPES OF EVALUATIONS

In his “Agenda for further change” (A/57/387), the Secretary-General stressed the need for a strengthened system of monitoring and evaluation to better measure the impact of the Organization’s work.

In the result- based management framework, evaluation shifts from a focus solely on the input-output relationship to a focus on results. In this context, evaluation has the following objectives:

- **Accountability.** Evaluations ensure accountability by reporting on ECLAC activities to various UN entities, stakeholders and donors. As such they contribute to the credibility and the legitimacy of ECLAC’s participation in the economic and social development processes of the region
- **Support to management.** Evaluation provides a natural point of reflection for programme managers to take stock, assess progress and make adjustments. It is a major source of information used by programme managers to report results, justify changes and identify lessons learned when preparing budget plans and documents, and undertaking qualitative assessments that are reflected in the biennial Performance Report. As such, it constitutes an integral part of result-based management.
- **Learning and innovation.** Recommendations derived from evaluation exercises are primary factors of organizational change

### Key documents on evaluation in the UN Secretariat

- “Regulations and Rules Governing Programme Planning, the Programme Aspect of the Budget, the Monitoring of Implementation and the Methods of Evaluation” ST/SGB/2000/8
- “Managing for Results. A guide to using Evaluation in the United Nations Secretariat” issued by the Office of Internal Oversight (OIOS), June 2005.
- “Norms and Standards for evaluation in the UN system”, issued by the UN Evaluation group (UNEG), April 2005.

Types of Evaluation in the UN Secretariat		
	Internal	External
	<ul style="list-style-type: none"> <li>▪ Useful in determining the effectiveness and efficiency of programmes;</li> <li>▪ Designed, conducted and managed by programme managers and their staff;</li> <li>▪ Concerned with issues that are of primary interest and use to programme managers;</li> <li>▪ Concerned with assessing programme performance and results;</li> <li>▪ Useful methods for identifying lessons learned and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure impartiality;</li> <li>▪ Help establish the merit and worth of programmes and the extent to which they have discharged their mandates and objectives and have had an impact;</li> <li>▪ Designed and conducted by independent, external evaluators who have had no involvement with the programme's activity;</li> <li>▪ Produce reports that are intended for use by intergovernmental bodies as well as by programme managers who are subject to the evaluation; and</li> <li>▪ Often help to identify 'best practices' and lessons learned.</li> </ul>
Mandatory	<b>MANDATORY SELF-ASSESSMENT</b> <ul style="list-style-type: none"> <li>➤ Compulsory exercises required of all UN Secretariat programmes.</li> <li>➤ Framed by the strategic/ logical frameworks in the approved biennial programme budget documents.</li> <li>➤ Prepared with the information fed into IMDIS and reported through the Programme Performance Report compiled by OIOS. <ul style="list-style-type: none"> <li>➤ Accomplishment Accounts</li> <li>➤ Statements of Results</li> <li>➤ Indicators of Performance</li> </ul> </li> </ul>	<b>EXTERNAL MANDATORY EVALUATION</b> <ul style="list-style-type: none"> <li>➤ Generally mandated by the Committee on Programme and Coordination (CPC), which reviews evaluation reports and makes recommendations to the Economic and Social Council and the GA for consideration and endorsement.</li> <li>➤ Can also be mandated by functional commissions, regional and sectoral intergovernmental bodies and other technical bodies empowered to request their respective secretariats to conduct specific evaluation.</li> <li>➤ External evaluations are conducted by OIOS, the JIU, in consultation with programme managers.</li> </ul>
Discretionary	<b>DISCRETIONARY SELF-ASSESSMENT</b> <ul style="list-style-type: none"> <li>➤ Division-level discretionary evaluation plans prepared by the Divisions on a biennial basis and submitted with the programme budget.</li> <li>➤ The preparation of the evaluation plan is undertaken in a participatory manner involving Division's staff members. PPOD may be or involved in the process and will review the Division's evaluation plans prior to their inclusion in ECLAC's programme budget submission</li> <li>➤ Evaluations are submitted at the end of the biennium</li> </ul>	<b>EXTERNAL DISCRETIONARY EVALUATION</b> <ul style="list-style-type: none"> <li>➤ Requested by the programme manager and conducted by an external entity, OIOS or JIU.</li> <li>➤ The manager's role will be as an 'evaluee'.</li> </ul>

### 3. EVALUATION IN ECLAC

Consistently with the increasing focus on monitoring and evaluation in the wider UN system, ECLAC attempts to develop a change in the management structure focusing on the quality and the outcome/impact of the delivered outputs.

The most common types of evaluations in ECLAC are internal- mandatory and discretionary self-assessment.

- Mandatory self-assessments are carried out by programme managers and reported through IMDIS (see also ECLAC Monitoring and Reporting Guidelines).
  - At the level of **Expected Accomplishments**: programme managers insert Accomplishment Accounts and Statements in IMDIS at the 12<sup>th</sup>, 18<sup>th</sup> and 24<sup>th</sup> month of the biennium.
  - At the level of **Indicators of Achievement**: programme managers are responsible for the updating of these indicators in IMDIS.
  - **Biennium Highlights and Challenges, Obstacles, Lessons Learned and Unmet Goals** are drafted at the 21<sup>st</sup> month of the biennium to prepare the Preliminary Performance Report
- Discretionary self-assessments are conducted based on the decision of the programme managers. Currently, a discretionary self-assessment is undertaken every two biennia. Best practice would consist in a discretionary evaluation being undertaken once a biennium.

#### Responsibilities of various actors

- The Programme Planning and Evaluation Unit, located in the Programme Planning and Operations Division, is responsible for ensuring the relevance, quality and professionalism of evaluation in ECLAC, which in practice means:
  - To monitor and ensure the quality of mandatory internal evaluations, which are reported in IMDIS in the following forms:
    - Accomplishment Accounts at the level of the expected accomplishments
    - Result descriptions at the level of the indicators
    - “Highlights” and “Challenges, Obstacles, Lessons Learned and Unmet Goals”
  - To assist programme managers to prepare discretionary self-assessment plans
  - To directly assist individual sub-programmes, provide feed-back at various stage of the evaluation exercises as requested by the sub-programmes
  - To undertake selective evaluations of the sub-programmes
  - To monitor the extent of implementation of evaluation recommendations provided by external bodies or resulting from internal evaluations
  - To include evaluation recommendations at various stages of the strategic planning, programme budgeting, monitoring and reporting cycle and ensure evaluation results feed into organisational learning/knowledge management systems.
- Programme managers have the following responsibilities:
  - To implement mandatory self-assessment exercises and report them through IMDIS before the end of the biennium
  - To define the scope and methodology for discretionary self-assessment exercises.
  - To provide information as required to external evaluators

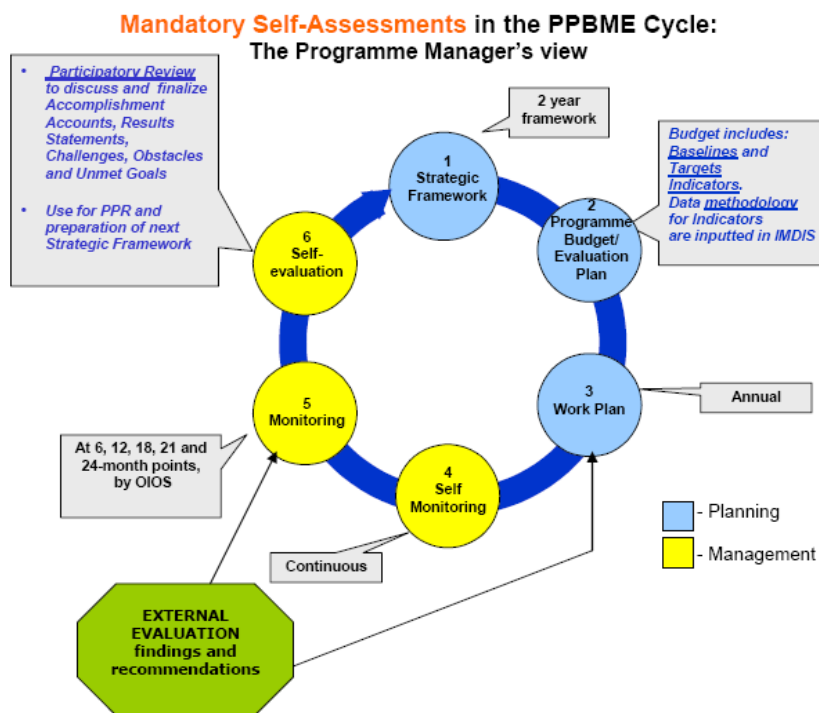
- To implement and follow-up on evaluation recommendations by feeding back into the planning/programming cycle.

#### 4. PREPARING AND SUBMITTING EVALUATION PLANS.

##### a. Timing of evaluation plans

Evaluation plans are to be submitted along with the draft programme budget documents to OPPBA, with a copy to OIOS. Sub-programmes are required to provide the topics for external (mandatory and/or discretionary) and internal (mandatory and/or discretionary) evaluations, the (human and financial) resources reserved for the evaluation, as well as the training needs. If the programme manager included a discretionary self-assessment as a part of the subprogramme Evaluation Plan, which duly becomes part of the Programme Budget, he/she will have to complete it. In practice this means that the evaluation will be reported in December in order to complete the programme performance report.

The listing of topics in the evaluation plan does not constitute a formal commitment to undertake them since the plan can be modified as conditions and priorities change. However, preparing these plans will help in ensuring that adequate time and resources are set aside for monitoring and evaluation.



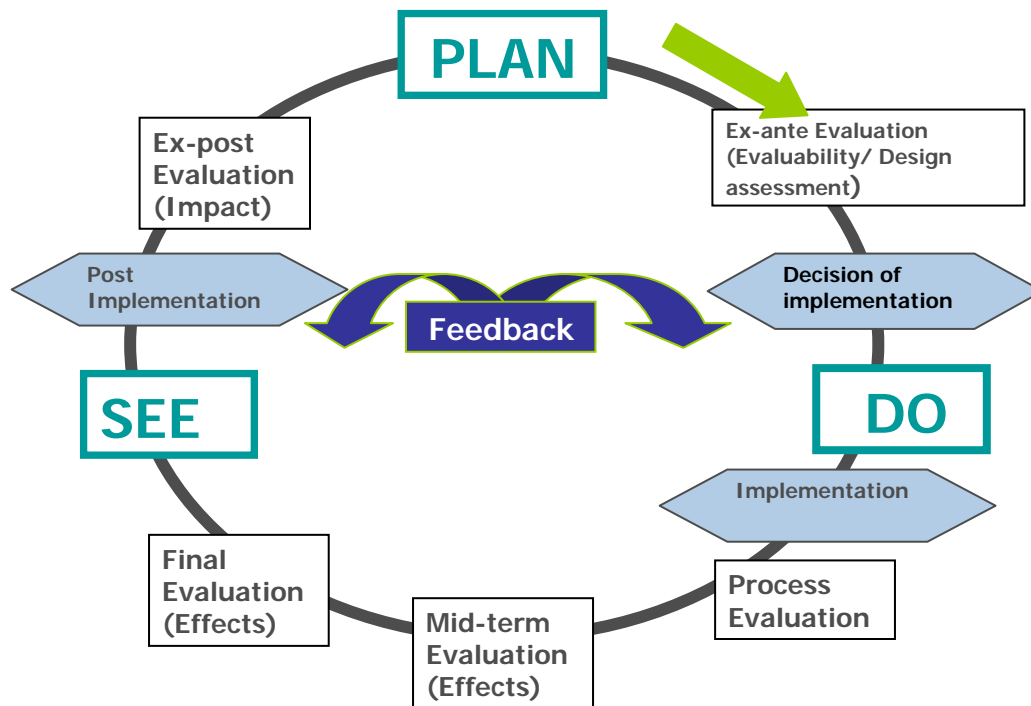
The Head of Divisions should consider the following issues while preparing their evaluation plans:

## b. Structure of the evaluation exercises:

An evaluation exercise can tackle different issues. The evaluation plan may be based on:

- on programme **strategic issues**
- on **objectives and expected accomplishments** of the subprogrammes
- on a **comprehensive biennium review**
- on **specific cross-cutting issues**

The topic of an evaluation should reflect the scope and needs of the subprogramme, as well as the stage at which it will be undertaken.



## c. Resources:

Evaluation costs may include:

- **Staff** resources (including number and levels of posts associated with evaluation during the biennium)
- **External specialists** (consultants) fees, organisation of ad hoc expert groups
- **Logistics** (e.g. desks, computers, travel, databases/software enhancement)
- **Evaluation training and capacity building costs**

Note that a “rule of thumb” earmarks 2 to 5% of a project/programme’s total cost to cover monitoring and evaluation activities.

#### **d. Terms of reference**

***Ask yourself:  
Why evaluate?  
Why now?  
For whom?***

A Terms of Reference (ToR) — also known as a Scope of Work — is a plan or blueprint outlining the key elements of the purpose, scope, process and products of an activity, including management and technical aspects as necessary.

Developing a ToR is a critical early step in any evaluation. as a means of clarifying expectations, roles and responsibilities among different stakeholders, providing the plan for the overall activity, including follow-up. The time and effort spent in preparing a good ToR has big returns in terms of the quality, relevance and usefulness of the product.

##### **➤ Title**

- Identify what is being evaluated. Use appropriate programme titles. Clarify the time period covered by the evaluation.

##### **➤ Background**

- Briefly describe the history and current status of the programme, including objectives, logic of programme design or expected results chain, duration, budget, activities.
- Situate with reference to the organisation's overarching country programme, as well as parallel or linked national programmes.
- Situate the important stakeholders, including donors, partners, implementing agencies/organisations.

##### **➤ Purpose of the evaluation**

**What is being evaluated?**

- Clarify why the programme is being evaluated.
- Describe how the evaluation process and/or results will be used and what value added they will bring.
- Identify the key users/target audiences.
- Situate the timing and focus of the evaluation in relation to any particular decision-making event (e.g. review meeting, consultation, planning activity, national conference) and/or the evolution of the programme.

##### **➤ Scope and focus**

- An “objectives” format can be used with or instead of evaluation questions. Where both are used, one objective is usually discussed through a number of questions.
- List the major questions the evaluation should answer — they should relate to the purpose and be precisely stated so that they guide the evaluator in terms of information needs and data to collect. Group and prioritise the questions. They should be realistic and achievable.
- Specify evaluation criteria to be used given the evaluation's objectives and scope. Evaluations should use standard OECD/DAC criteria (relevance, efficiency, effectiveness, sustainability and impact) as well as additional criteria for evaluation of humanitarian response (coverage, co-ordination, coherence and protection). An explanation for the criteria



selected and those considered not applicable should be given and discussed with the evaluation team.

- Evaluations of UNICEF-supported programmes should include two additional criteria – the application of human rights-based approach and results based management strategies.
- Consider including a cost analysis of the programme. Good cost analysis strengthens results-based management and increases the utility of the evaluation.
- Specify key policies and performance standards or benchmarks to be referenced in evaluating the programme, including international standards.

#### ➤ Existing information sources

- Identify relevant information sources that exist and are available, such as monitoring systems and/or previous evaluations. Provide an appraisal of quality and reliability.

**How?**

#### ➤ Evaluation process and methods

- Describe overall flow of the evaluation process — sequence of key stages.
- Describe the overall evaluation approach and data collection methods proposed to answer the evaluation questions. An initial broad outline can be developed further with the evaluation team. Ultimately it should be appropriate and adequate providing a complete and fair analysis. The final TOR should define:
  - Information sources for new data collection
  - Sampling approaches for different methods, including area and population to be represented, procedures to be used and sampling size (where information is to be gathered from those who benefited from the programme, information should also be gathered from eligible persons not reached.)
  - The level of precision required
  - Data collection instruments
  - Types of data analysis
  - Expected measures put in place to ensure that the evaluation process is ethical and that participants in the evaluation – e.g. interviewees, sources -- will be protected<sup>1</sup>
- Highlight any process results expected, e.g. networks strengthened, mechanisms for dialogue established, common analysis established among different groups of stakeholders.
- Specify any key intermediate tasks that evaluator(s) are responsible for carrying out, and a preliminary schedule for completion. Consider for example:
  - Meetings, consultation, workshops with different groups of stakeholders
  - Key points of interaction with a steering committee
  - Process for verification of findings with key stakeholders
  - Presentation of preliminary findings and recommendations.

#### ➤ Stakeholder participation

- Specify involvement of key stakeholders as appropriate providing a sound rationale — consider internal stakeholders, programme partners, donor representatives, etc. Roles might include liaison, technical advisory roles, observer roles, etc., or more active participation in planning and design, data collection and analysis, reporting and dissemination, follow-up.
- Specify expectations in terms of involvement of, or consultation with, primary stakeholders. Be clear about where they would participate, i.e. in planning and design, data collection and analysis, reporting and dissemination, and/or follow-up.

#### ➤ **Accountabilities**

- Specify the roles and responsibilities of the evaluation team leader and team members, as well as other stakeholders and advisory structures involved, e.g. steering committees. This section should clarify who is responsible for:
  - Liaison with the evaluation team
  - Providing technical guidance
  - Co-ordinating the stakeholders involved
  - Selection, orientation and training of team members, data collection assistants where applicable, interpreters
  - Approval of intermediate and final products
  - Capacity-building with stakeholders, national or other (a possible responsibility of the evaluation team).
- Specify any concerns or restrictions related to conflicts of interest.

#### ➤ **Evaluation team composition**

- Identify the composition and competencies of the evaluation team. This should follow from the evaluation focus, methods, and analyses required. Distinguish between desired and mandatory competencies, as well as whether competencies are required by the whole team or by certain members.
- Multidisciplinary teams are often appropriate. The qualifications and skill areas to be specified could include:
  - Areas of technical competence (sector, issue areas)
  - Language proficiency
  - In-country or regional work experience
  - Evaluation methods and data-collection skills
  - Analytical skills and frameworks, such as gender analysis
  - Process management skills, such as facilitation skills
  - Gender mix (not to be confused with gender analysis skills).

**By whom?**

#### ➤ **Procedures and logistics**

- Specify as necessary logistical issues related to staffing and working conditions:
  - Availability and provision of services (local translators, interviewers, data processors, drivers)
  - Availability and provision of office space, cars, laptops, tape recorders, and procedures for arranging meetings, requirements for debriefings
  - Work schedule (hours, days, holidays) and special considerations such as in emergencies (e.g. often a 7-day work week is combined with R&R breaks)

- Special procedures, for example on relations with press, security, evacuation in emergencies
- Benefits and arrangements such as insurance (particularly in emergencies, consider hazard pay, war risk insurance)
- Seasonal constraints, travel constraints/conditions and socio-cultural conditions that may influence data collection
- Reporting requirements apart from products to be delivered (e.g. as accompanying invoices)

#### ➤ **Products**

- List products to be delivered, to whom and when. Consider:
  - The evaluation report
  - Completed data sets (filled out questionnaires or surveys)
  - Dissemination materials (newsletter articles, two-page summaries, presentation materials)
  - For UNICEF, evaluation consultants should be required to provide all of the information for the UNICEF CO update to the UNICEF Evaluation Database in the required format
  - Assessment of the evaluation methodology, including a discussion of the limitations.
- Specify the format for deliverables, including software, number of hard copies, translations needed and structure of the evaluation report

**In what form?**

#### ➤ **Resource requirements**

- Estimate the cost and prepare a detailed budget. Note the source of funds. Link the budget to the key activities or phases in the work plan. Cost estimates may cover items including:
  - Travel: international and in-country
  - Team member cost: salaries, per diem, and expenses
  - Payments for translators, interviewers, data processors, and secretarial services.
- Estimate separately any expectations in terms of time costs for:
  - Staff (before, during, after)
  - Other stakeholders, including primary stakeholders.

**With what means?**

Managers are encouraged to complete Terms of Reference to define the self-assessment exercise (see Annex 1).

## **5. CONDUCTING AN EVALUATION :**

### **1. RESOURCES**

#### Informational Resources on the sub-programmes:

Useful sources of information on various aspects of a division's work are available through the following documents

- Strategic Framework
- Programme of Work
- Programme Fascicle Budget Fascicle
- PROTRACK
- IMDIS
- Regular Budget Follow-Up
- IMIS
- Mission Reports
- Projects' progress and final reports

### Evaluation material

- Training material is available on <http://intranet.eclac.cl/dppo/upep/evaluationtraining.htm>
- Templates for mandatory self-evaluation (Accomplishment Accounts, Biennium Highlights, Challenges, Obstacles, Lessons Learned and Unmet Goals) are available at <http://intranet.eclac.cl/dppo/upep>
- evaluation surveys for courses and technical assistance meetings are available at <http://intranet.eclac.cl/dppo/upep>

### **Standard evaluation surveys template**

Part of PPOD's effort to improve evaluation practices in the organisation consists in improving the coverage of activities evaluated and harmonising the information received across divisions. For this reason, each course, seminar or workshop, as well as each advisory service provided must be evaluated using ECLAC standard survey templates. The survey results should then be sent to UPEP (regular programme, RPTC) or to UGP (projects)

## **2. NORMS**

### ➤ ***Impartiality:***

Impartiality implies the absence of bias in due process, methodological rigour, consideration and presentation of highlights and challenges as well as the representation of stakeholders' perspectives. Evaluators must have no vested interest and be free to conduct their work without potential negative effects on their career development. Management must refrain from imposing restrictions on the content, scope or findings of the evaluation.

### ➤ ***Transparency and Participation***

Full information on evaluation design and methodology should be shared with stakeholders to build confidence and ownership in the evaluation process

Transparency and consultation with stakeholders (benefiting countries/ institutions/ individuals; ECLAC or UN system staff) are essential at all stages of the evaluation process. Furthermore participatory approaches, particularly in divisions doing a self-assessment are recommended in order to build ownership and remove any possible bias resulting from a lack of representation.

### ➤ ***Usefulness***

The scope, design and plan of the evaluation should generate relevant and timely products that meet the needs of intended users (beneficiaries and staff members). In this

respect, evaluations can cover substantive/policy, operational and implementation, and systemic and organizational issues. Consultations with key stakeholders are recommended to maximise the usefulness of an evaluation.

➤ ***Ethics***

Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced back to their source.

Evaluators must also be sensitive to the beliefs and customs of local social and cultural environments and must address any issue of discrimination, including gender inequality, in line with the Universal Declaration of Human Rights

➤ ***Quality***

Evaluators should have relevant expertise to conduct their evaluative work. The Programme Planning and Evaluation Unit is responsible to ensure formal job descriptions and selection criteria that state the necessary professional requirements for hiring evaluators.

The Programme Planning and Evaluation Unit is also responsible for the quality of the evaluation in ECLAC by ensuring:

- clear and realistic evaluation plans in terms of issues assessed, scope and costs
- high professional standards to guide evaluation design, data collection and analysis, with due regard for any special circumstances or limitations

### 3. TYPES OF EVALUATION

Type of Evaluation	Relevance	Effectiveness	Efficiency	Impact	Sustainability
Definition	The extent to which the programme activity is suited to the priorities and policies of the target group, recipient and donor.	A measure of the extent to which a programme attains its objectives.	Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the programme uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.	The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors.	Sustainability is concerned with measuring whether the benefits of a programme are likely to continue after funding has been withdrawn. Programmes need to be environmentally as well as financially sustainable.
Examples of questions	<p>To what extent are the objectives of the programme still valid?</p> <p>Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?</p> <p>Are the activities and outputs consistent with the intended impacts and effects?</p>	<p>To what extent were the objectives achieved / are likely to be achieved?</p> <p>What were the major factors influencing the achievement or non-achievement of the objectives?</p>	<p>Were activities cost-efficient?</p> <p>Were objectives achieved on time?</p> <p>Was the programme or project implemented in the most efficient way compared to alternatives?</p>	<p>What has happened as a result of the programme or project?</p> <p>What real difference has the programme made to the beneficiaries?</p> <p>How many people have been affected?</p>	<p>To what extent did the benefits of a programme or project continue after donor funding ceased?</p> <p>What were the major factors, which influenced the achievement or non-achievement of sustainability of the programme or project?</p>

## 6. FOLLOW-UP TO AN EVALUATION : THE EVALUATION REPORT AND ACTION PLAN

### 1. THE EVALUATION REPORT

A report of an evaluation is a written document which contains a description of the methodology(ies) used, evidenced based findings, conclusions and recommendations (where applicable). It constitutes the outputs of the evaluation exercise and the starting point for the follow-up process.

The evaluation report should be structured as follows:

- **Executive Summary**
  - Highlights major findings, refers readers to other bodies of the report of annexes for details
- **Introduction**
  - Purpose, backgrounds
- **Methodology**
  - Describes how study was conducted and highlights potential limitations in data collection and analysis
  - Brief in the text as details can be added in the appendix
- **Findings**
  - Present data in an accessible manner for all
  - Present data selectively to illustrate the point made
- **Conclusions**
  - Tie back to the original research questions
- **Recommendations**

Evaluation reports should be no more than 15 pages long and inserted as Word documents in IMDIS, along with the Terms of Reference.

According to the above definition, the following documents are not evaluation reports (*if they do not meet all criteria set out in the above definition*):

- Monitoring data or reports on performance measurement and monitoring activities (includes review and/or reporting of IMDIS data)
- Reports on reviews of results-based budgeting (RBB)/results-based management (RBM) or specified management topic other topics that do not meet the all criteria set out in the above definition.
- Inspection reports
- Policy analysis reports or studies
- Research studies
- Risk assessment reports
- Needs assessment reports
- Financial audit reports
- Investigation reports
- Results from surveys or other data collection instruments as stand-alone products
- Reports or minutes from informal or formal meetings of groups, working groups, task forces (including those that are for the purpose of review, reflection or assessment).

## **2. FOLLOW-UP TO AN EVALUATION- THE ACTION PLAN**

The purpose of an evaluation exercise is to improve programme management as well as future programme design. Programme managers should ideally develop a follow-up action plan which would take into account the recommendations made by the evaluators and assign the remedial actions to specific staff members in the division.

- Programme managers must provide comments to evaluation on recommendations, as well as to follow-up on recommendations after the final evaluation report has been shared with the division's staff members and PPOD
- For each recommendation, the division must present an action plan defining the objective, needs, potential challenges, indicators of success as well as the responsible staff member.
- A follow-up report must be provided to PPOD after a year and will be discussed by PPOD and programme managers.

## **3. DISCLOSURE AND DISSEMINATION OF AN EVALUATION**

- All mandatory and discretionary evaluations included in the evaluation plans must be available on IMDIS.
- All mandatory and discretionary evaluations (including terms of reference and evaluation report) mentioned in the evaluation plans, as well as any additional evaluations will be published on the intranet and website of DPPO.
- Substantive programmes are strongly encourages divisions to disseminate their evaluations through the internet to improve transparency and reach out as many stakeholders as possible.

**For more information on monitoring and reporting, please consult the DPPO intranet page <http://intranet.eclac.cl/dppo/upep>.**



TERMS OF REFERENCE
Title of Self-Evaluation
<p style="text-align: center;"><b>I. Background</b></p> <p>Include relevant background information, such as a brief synopsis of the programme or activity to be evaluated, summary of pertinent legislative resolutions and findings from recent official reports</p>
<p style="text-align: center;"><b>II. Purpose</b></p> <p>What is the primary purpose of the evaluation? What topic(s) will the evaluation address?</p>
<p style="text-align: center;"><b>III. Scope and focus</b></p> <p>What are the parameters of the evaluation? What will be included and excluded in the review?</p>
<p style="text-align: center;"><b>IV. Issues</b></p> <p>What are the primary questions the evaluation will seek to answer?</p>
<p style="text-align: center;"><b>V. Methodology</b></p> <p>What method(s) (such as Review of programme data and official records, surveys &amp; interviews, Field visits, Focus Groups) will be used for the evaluation?  What are the existing information sources?  Which stakeholders will be included and how?</p>
<p style="text-align: center;"><b>VI. Evaluation Schedule</b></p> <p>Develop a timetable for the following phases of the self-evaluation:</p> <ul style="list-style-type: none"> <li>A. Preliminary research</li> <li>B. Data Collection</li> <li>C. Data Analysis</li> <li>D. Draft Report (include timing for peer review)</li> <li>E. Final Report</li> </ul>
<p style="text-align: center;"><b>VII. Resources / Procedures and logistics</b></p> <p>What is the composition of the evaluation team? What staff/consultant's time will be involved in undertaking the evaluation?  Are there any other resources required?</p>
<p style="text-align: center;"><b>VIII. Intended Use/Next Steps</b></p> <p>How are the findings of the self-evaluation expected to be used? What procedures/arrangements will be established to consider the results of the self-evaluation and to formulate an action plan?</p>

## ACTION PLAN TEMPLATE FOR UTILIZATION OF RESULTS



Project: \_\_\_\_\_



Objective: (The objective should be comprehensive enough but also drafted realistically )

What is the desired accomplishment and the magnitude of the desired change?

<b>Key Action Step # ____</b>  What will be done?	
<b>Person(s) responsible</b>  Who will do it?	
<b>Resources Needed</b>  Funding, people, and expertise	
<b>Resources Available</b>  Do these match the resources needed?	
<b>Projected Outcomes</b>  What will be accomplished?	
<b>Evidence of Success</b>  How will you know that you are making progress?	
<b>Projected Timeframe</b>  When will the outcomes be achieved?	
<b>Obstacles and Challenges</b>  What might prevent success and what must be done to overcome the challenges?	



ECLAC Internal Reference

Subprogramme:

Day/Month/Year:

## Formulario de Evaluación

### REFERENCIA DE ASISTENCIA TÉCNICA

#### LUGAR

#### División en CEPAL

#### Favor de responder a las siguientes preguntas:

Indique tipo de organización a la que representa:

- |                                      |                          |
|--------------------------------------|--------------------------|
| Gubernamental                        | <input type="checkbox"/> |
| Académica                            | <input type="checkbox"/> |
| Sector Privado:                      | <input type="checkbox"/> |
| Organismos ONU                       | <input type="checkbox"/> |
| Organización Internacional           | <input type="checkbox"/> |
| Agencia de Cooperación Internacional | <input type="checkbox"/> |

#### Contenido y calidad de la cooperación técnica

1. Usando escala de 1 a 5; ¿Cómo califica usted la calidad de los servicios de cooperación técnica recibidos?

1. Excelente      2. Muy Bueno ☐      3. Bueno ☐      4. Pobre ☐      5. Muy Pobre ☐

2. Usando escala de 1 a 5; ¿Cómo califica usted la calidad de los aportes sustantivos que se han hecho en esta(s) misión(es) en su área de trabajo?

1. Excelente ☐      2. Muy Bueno ☐      3. Bueno ☐      4. Pobre ☐      5. Muy pobre ☐

#### Utilidad

3. Usando escala de 1 a 5; Cuán útil es la información y los resultados de la cooperación para aplicarlos en el trabajo de su institución en a las siguientes áreas?

##### **Análisis / adquisición de nuevos conocimientos**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No sabe ☐

##### **Metodología**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No sabe ☐

**Diseño de políticas o instrumentos de políticas**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No sabe ☐

**Implementación de políticas o instrumentos de políticas**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No sabe ☐

Cómo usará usted el conocimiento obtenido a través de esta misión para implementarlo en el desarrollo de políticas nacionales (*opcional*)?

4. ¿Considera usted que la asistencia técnica fue útil para reforzar **indicar un objetivo específico del taller / proyecto asociado**?

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No sabe ☐

**Organización de la asistencia técnica**

5. Cómo evalúa la organización de las misiones de cooperación técnica / disponibilidad de expertos?

1. Excelente ☐      2. Muy Bueno ☐      3. Bueno ☐      4. Regular ☐      5. Malo ☐

*Opcional, especifique:*

7. Otros comentarios :

**Gracias.**



## Evaluation Form

### COUNTRY AND INSTITUTION RECEIVING TECHINICAL COOPERATION

Period of time

Division in ECLAC

Please answer the questions below:

Please indicate the type of organization you are representing in this workshop:			
National ministry	<input type="checkbox"/>	Sub-regional institution	<input type="checkbox"/>
Central Bank	<input type="checkbox"/>	International organization	<input type="checkbox"/>
Other national institution (please detail):	<input type="checkbox"/>	Independent consultant	<input type="checkbox"/>
		NGO	<input type="checkbox"/>
Regional / Municipal institution	<input type="checkbox"/>	Other civil society (please	<input type="checkbox"/>
Academia / University	<input type="checkbox"/>	detail):	<input type="checkbox"/>
Private sector	<input type="checkbox"/>	Other:	<input type="checkbox"/>

Please indicate your title / function:

(optional):

### Content and quality of technical cooperation

Using the scale from 1 to 5, how satisfied or unsatisfied were you with the quality of the technical cooperation received?				
1. Very satisfied <input type="checkbox"/>	2. <input type="checkbox"/> Satisfied	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Dissatisfied	5. Strongly dissatisfied <input type="checkbox"/>

Using the scale from 1 to 5, how would you evaluate the delivery of the various presentations and speakers?
---

1. Very satisfied <input type="checkbox"/> 2. <input type="checkbox"/> Satisfied    3. <input type="checkbox"/> Regular    4. <input type="checkbox"/> Dissatisfied    5. Strongly dissatisfied <input type="checkbox"/>				
Using the scale from 1 to 5, how useful, if at all, was the technical cooperation received for application in your work in the following areas?				
Policy analysis				
1. Very relevant <input type="checkbox"/>	2. <input type="checkbox"/> Relevant	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Irrelevant	5. Strongly irrelevant <input type="checkbox"/>
Methodology				
1. Very relevant <input type="checkbox"/>	2. <input type="checkbox"/> Relevant	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Irrelevant	5. Strongly irrelevant <input type="checkbox"/>
Policy design / implementation				
1. Very relevant <input type="checkbox"/>	2. <input type="checkbox"/> Relevant	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Irrelevant	5. Strongly irrelevant <input type="checkbox"/>

How will you use the knowledge gained to enhance the development of national policies?

**Discussion / exchange of experience**

How would you evaluate the opportunity for sharing national experiences?				
1. Excellent <input type="checkbox"/>	2. <input type="checkbox"/> Good	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Poor	5. Very Poor <input type="checkbox"/>

Using the scale from 1 to 5, how useful was the workshop for discussion / networking with representatives from other countries?				
1. Very useful <input type="checkbox"/>	2. <input type="checkbox"/> Useful	3. <input type="checkbox"/> Regular	4. <input type="checkbox"/> Not very useful	5. Not useful at all <input type="checkbox"/>

**Other**

Any other comments?

**Thank you.**



ECLAC Internal Reference

Subprogramme:

Day/Month/Year:

**NOMBRE DE REUNIÓN – TALLER**  
**NOMBRE DE DIVISIÓN DE CEPAL**

**LUGAR Y FECHA**

### Formulario de Evaluación

**Favor de responder a las siguientes preguntas:**

Indique tipo de organización a la que representa:

Ministerio nacional	<input type="checkbox"/>	Institución Sub-regional	<input type="checkbox"/>
Otra institución nacional (favor detallar):	<input type="checkbox"/>	Organización Internacional	<input type="checkbox"/>
_____	<input type="checkbox"/>	Consultor Independiente	<input type="checkbox"/>
Institución Local / Municipal	<input type="checkbox"/>	ONG	<input type="checkbox"/>
Academia / Universidad	<input type="checkbox"/>	Otro Sociedad Civil (favor	<input type="checkbox"/>
Sector privado	<input type="checkbox"/>	detallar): _____	<input type="checkbox"/>
		Otro: _____	<input type="checkbox"/>

Cargo / función (opcional): \_\_\_\_\_

### **Contenido Sustantivo y Utilidad del Taller / Seminario**

1. ¿Cómo califica usted el contenido sustantivo del taller?

1. Excelente      2. Bueno ☐      3. Regular ☐      4. Malo ☐      5. Muy malo ☐

2. ¿Cuán útil son los temas presentados y discutidos para el trabajo de su institución?:

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

3. ¿Considera usted que los análisis y recomendaciones de la reunión de **nombre del proyecto / taller** son útiles para su trabajo?

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

4. ¿Considera usted que la reunión de **nombre del proyecto / taller** fue útil para reforzar **indicar un objetivo específico del taller / proyecto asociado?**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

5. ¿Considera usted que la reunión fue útil para entablar conversaciones e intercambio de experiencias con representantes de otros países?

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

6. ¿Tiene otros comentarios / sugerencias sobre el taller?

### **Otros trabajos de la CEPAL**

8. Según usted, ¿cuán útiles son los trabajos de la CEPAL para influir con sus aportes en materia de políticas **indicar área temática del taller** en su país y en la región?

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

9. En su opinión, ¿qué otras actividades de cooperación técnica en temas de **indicar área temática** sugiere que la CEPAL aborde a futuro?

10. ¿Usted conoce las siguientes publicaciones de la CEPAL? ¿Si las conoce, le parecen útiles sus contenidos analíticos y recomendaciones?

<b>Indicar nombre de publicación</b>	La leo <input type="checkbox"/>	No la leo <input type="checkbox"/>		
1. Muy útil <input type="checkbox"/>	2. Útil <input type="checkbox"/>	3. Regular <input type="checkbox"/>	4. Poco útil <input type="checkbox"/>	5. No útil <input type="checkbox"/>

**Otros documentos de la CEPAL, cuáles:**

1. Muy útil ☐      2. Útil ☐      3. Regular ☐      4. Poco útil ☐      5. No útil ☐

11. Otros comentarios:

**Gracias.**





**NAME OF WORKSHOP – NAME OF ECLAC DIVISION**

**PLACE AND DATE OF WORKSHOP**

### Evaluation survey

**Please answer the questions below:**

Please indicate the type of organization you are representing in this workshop:

- |   |                          |                             |                          |
|---|--------------------------|-----------------------------|--------------------------|
| National ministry                           | <input type="checkbox"/> | Sub-regional institution    | <input type="checkbox"/> |
| Central Bank                                | <input type="checkbox"/> | International organization  | <input type="checkbox"/> |
| Other national institution (please detail): | <input type="checkbox"/> | Independent consultant      | <input type="checkbox"/> |
|   |                          | NGO                         | <input type="checkbox"/> |
| Regional / Municipal institution            | <input type="checkbox"/> | Other civil society (please | <input type="checkbox"/> |
| Academia / University                       | <input type="checkbox"/> | detail):                    | <input type="checkbox"/> |
| Private sector                              | <input type="checkbox"/> | Other:                      | <input type="checkbox"/> |

Please indicate your title / function (optional): \_\_\_\_\_

### **Content and quality of workshop**

1. Using the scale from 1 to 5, how satisfied or unsatisfied were you with the quality of this workshop?

1. Very satisfied ☐    2. ☐ Satisfied    3. ☐ Regular    4. ☐ Dissatisfied    5. Strongly dissatisfied ☐

2. Using the scale from 1 to 5, were the topics presented useful to your work?

1. Very useful ☐    2. ☐ Useful    3. ☐ Regular    4. ☐ Not very useful    5. Not useful at all ☐

3. Using the scale from 1 to 5, how useful for your work, were the analysis, methodologies and recommendations presented during the workshop?

1. Very useful ☐    2. ☐ Useful    3. ☐ Regular    4. ☐ Not very useful    5. Not useful at all ☐

4. Using the scale from 1 to 5, how useful was the workshop in achieving **insert specific objective of the workshop / project?**

1. Very useful ☐    2. ☐ Useful    3. ☐ Regular    4. ☐ Not very useful    5. Not useful at all ☐

5. Using the scale from 1 to 5, how useful was the workshop for discussion / networking with representatives from other countries?

1. Very useful ☐      2. ☐ Useful      3. ☐ Regular      4. ☐ Not very useful      5. Not useful at all ☐

6. Other comments / recommendations on the workshop

### **Other ECLAC outputs**

7. In your opinion, how useful are ECLAC products and services in supporting countries of the region to design and implement policies in **insert thematic area**?

1. Very useful ☐      2. ☐ Useful      3. ☐ Regular      4. ☐ Not very useful      5. Not useful at all ☐

8. In your opinion, what other technical cooperation activities could ECLAC carry out in the future in **insert thematic area**?

9. Do you use other ECLAC publications and services? If you do, how useful would you rate their analytical content and recommendations?

**Insert publication / service name**

1. Very useful ☐      2. ☐ Useful      3. ☐ Regular      4. ☐ Not very useful      5. Not useful at all ☐

**Insert publication / service name**

1. Very useful ☐      2. ☐ Useful      3. ☐ Regular      4. ☐ Not very useful      5. Not useful at all ☐

**Other ECLAC publications / service, which ones?**

1. Very useful ☐      2. ☐ Useful      3. ☐ Regular      4. ☐ Not very useful      5. Not useful at all ☐

**Any other comments:**

**Thank you.**