OHCHR GUIDANCE ON PREPARING AN EVALUATION REPORT

Last updated September 2022

Policy, Planning, Monitoring and Evaluation Service

Office of the United Nations High Commissioner

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Introduction to the Guidance

Purpose of the Guidance

The purposes of Evaluation are to promote accountability and learning. Therefore, it is essential that Evaluation reports are presented in way which ensures it can be read clearly and coherently. Evaluation reports can be used to inform planning, decision-making, and can contribute to evidence-based policymaking. The purpose of this Guidance is to support evaluation consultants with the preparation and finalisation of an Evaluation Report.

Evaluation readers should be able to clearly understand:

- What was evaluated and why (purpose and scope)
- How the evaluation was designed and conducted (evaluation questions and methodology)
- What was found and on what evidence base (findings and evidences)
- What could be learned from the evaluation if any (lessons learned)
- What worked well (emerging good practises)
- What was concluded from the findings in relation to main evaluation questions asked, and how such conclusions were drawn (conclusions)
- What was recommended (recommendations)[1]

The Guidance comprises of the standard structure of an Evaluation report and explanatory notes for evaluators to follow. Throughout the report are coloured boxes which give additional guidance on how to integrate human rights and gender equality in Evaluation reports.

Formatting Requirements

The length of the Evaluation report should be no more than 40 pages maximum, including the Executive Summary and excluding the annexes. Graphics, tables and illustrations should be used, where applicable, to enhance the presentation of information.

The format of the Report should follow these guidelines:

- The font to use is Gill Sans MT.
- Font size for titles = 14/ subtitles = 12/ general text = 12/ footnotes = 8.
- Line spacing should be adjusted to 1.15.
- Justify the report using the keys Ctrl + J.
- The key colour to use is blue.
- Use footnotes for sources.
- Review the document using spell checks and grammar checks.[2]
- Page numbers should be added to the right of the footer. Roman numerals should be used from the Cover page until the end of the Executive Summary. Arabic numerals should be used for the main body of the report, including the annexes.

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[1] United Nations Evaluation Group, 'Norms and Standards for Evaluation' June 2016
[2] Use the following document: https://www.unodc.org/documents/evaluation/Guidelines/United_Nations_Editorial_Manual_Spelling.pdf

- Evaluation reports are generally written in English, however, on certain occasions the Evaluation Management may deem it appropriate to write the report in the language of the country or region where the evaluation is conducted. If this is the case, evaluation managers should firstly consult with the Evaluation Reference Group. Evaluation reports written in a language other than English must be accompanied by an English translation of the Executive Summary. Responsibility for the translation lies with the Evaluation Managers.

Below is an example of correct formatting, the information has been taken from an Evaluation Report on Indigenous people in Guatemala[3]:

1. Background

Context

Despite indigenous people are a majority in some departments of the Country, the government has always been resistant to recognize them[1].

[1] Out of all the population, 48.8% are men and 51.2% are women. 40% is the average people identified as indigenous at national level. It is mostly a farming Country, due to the fact that 51.0% of the people live in that área (Cf. National Institute of Statistics –INE- 2012, www.ine.gob.gt).

Integration of Gender Equality, Disability Inclusion and Human Rights Issues in an Evaluation Report

A gender equality, disability inclusion and human rights (GE, DI & HR) responsive report goes beyond the technicality of an evaluation. As stated by the United Nations Evaluation Group (UNEG), it gives the UN the opportunity to "enhance its capacity to learn lessons, respond to the implementation of its own mandates, hold key stakeholders accountable for results, and in turn, refine its policies and programming".[4]

Evaluations should adequately answer gender equality, disability inclusion and human rights issues by detecting meaningful changes and the contribution of the intervention to them in terms of enjoyment of rights, empowerment of rights holders and capacity of duty bearers, with emphasis on women's rights and disability inclusion. They should be appropriate to involve all the key stakeholders, without discriminating against some groups or individuals, and allow for guaranteeing the meaningful participation of all stakeholders, with particular focus on women and persons with disabilities.

A successful evaluation report should incorporate an analysis of GE, DI & HR principles at all levels of the evaluation, including the design, purpose, process, and method. For this purpose, the evaluation should follow the UNEG Guidance "Integrating Human Rights and Gender Equality in Evaluations"[5].

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[3]http://www.ohchr.org/EN/AboutUs/Pages/Evaluation.aspx
[4] United Nations Evaluation Group, 'Norms and Standards for Evaluation' June 2016
[5] http://www.uneval.org/document/detail/1616

Under each section of the report template below, there is further guidance on how to incorporate GE, DI & HR issues.

The integration of GE, DI & HR could be assessed using the "UN SWAP on Gender Equality Evaluation Performance Indicator Scorecard"[6] and the "UNEG Guidance on integrating disability inclusion in evaluations and reporting on the UNDIS accountability framework evaluation indicator"[7] which the evaluators are invited to consult.

Confidentiality Issues

As stated in OHCHR Evaluation Policy, "evaluation reports are made available to major stakeholders and are otherwise considered to be public documents. Exceptions can be made by decision of the High Commissioner when it is believed that parts of an evaluation, should they be made public, may endanger stakeholders – in particular victims of human rights violations and/or human rights defenders."[8] It is therefore crucial to consider the sensitivity of the report before allowing it to be circulated.

Quoting interviewees words directly could potentially put them at risk of harm and so it is important to adopt a common-sense approach in assessing what should be confidential. In addition, evaluators should be careful to ensure their assessment of human rights issues are based upon official sources which can be publicly assessed and are clearly referenced in the footnotes. For more guidance on how to address issues of confidentiality and anonymity, please refer to ethical guidance written by the United Nations Evaluation Group.[9]

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[6] http://www.uneval.org/document/detail/1452
[7] http://www.uneval.org/document/detail/3050
[8] http://www.ohchr.org/Documents/AboutUs/Evaluation/EvaluationVisionPolicy.pdf
[9] http://www.uneval.org/document/detail/2866

Structure of the Report

The standard structure of an evaluation report is provided below. The evaluator must follow this structure as much as possible and ensure that all the sections mentioned below are included in their report. An example of the annexes frequently used is given below; this will differ depending on the content of the report, although, they should be kept to a minimum.

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United Nations
Human Rights

OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

Cover page for the Report

A template cover page is provided below - all entries must be filled in. If an external consultant is conducting the evaluation, the liability clause below the title is obligatory.

United Nations
Human Rights

OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

Evaluation of the
[*Insert name of the project, programme or thematic area being evaluated*]

Evaluation Report

[Insert date of Report]

[Insert author/s of the Report]

An external Consultant has prepared this report. The views expressed herein are those of the Consultant and therefore do not necessarily reflect the official opinion of OHCHR.

Evaluation Team and Management

In this section, the evaluator should add a few lines about their qualifications, background, and Evaluation experience. Beneath the biographies, insert information on the other groups involved in the preparation of the Evaluation Report. The following elements should be included: a name, title, and organisation (as exemplified below).

Evaluation Team

Include the name and a short biography of the Evaluation Team.

Evaluation Managers

Include the name, title and department, for example:

Mr Sabas Monroy, Evaluation Officer, OHCHR

Reference Group

Include the name, title and organisation. Each reference group can be organised according to country and organisation, for example:

1. State institutions - Panama

María Luisa Palma, Chief of Legal advisory services, INAMU

Table of Contents

The table of Contents should follow the detail of elements presented in the Structure of the Report section above. It should include the following elements:

- Accurate reflection of the contents in the report with their respective page numbers (with the exception of the cover page).
- List of tables, figures, and charts.
- List of appendices

Table of Acronyms

The table should include all the acronyms mentioned in the report, including OHCHR units, United Nations agencies and other international organizations, local institutions, etc. It is important to note that the first time a name is referred to in the Executive Summary and in the body of the report, the full official name must be used. If the title of an organisation differs from the language of the report, keep the title in its original language but make it italicised (for example – 'Medecins Sans Frontieres').

Executive Summary

This section should be brief and a maximum of 5 pages (the suggested distribution is – 1/2 for the background, 1/2 for the Methodology, 1 for the Main Findings, 1/2 for the Good Practices, 1/2 for the Lessons Learned, 1 for the Conclusions and 1 for Recommendations). Essentially, it is a condensed version of the body of the report and the conclusions. It should be able to be distributed and read independently of the rest of the report; therefore, references to contents only available in the body of the report should be avoided. Although it precedes the body of the report, the Executive Summary should be prepared at the end, once the body of the report has been finalized.

Background

These sections should be a short version of the background information included in the main body of the report. The following elements are important to include:

Programme Background

- The background regarding OHCHR's engagement in the country or region including a summary of its present economic, political and social situation.
- The main human rights challenges ongoing in the country or region.
- The programme's objectives, funding provisions and geographical reach

Evaluation Background

- The rationale, purpose and objectives of the evaluation.
- The composition of the evaluation team
- The temporal and geographical scope of the evaluation.
- The time assigned to carry out the evaluation.

Methodology

This section should provide a brief version of the methodology. The evaluator should include the most essential elements, such as:

- The methods chosen to conduct the evaluation (desk review, interviews, focus groups, surveys, etc.) and the reason for choosing them.
- The field missions that took place in the course of the evaluation.
- The number of stakeholders covered by the data collection methods (number of interviewees, participants in focus groups, respondents to surveys).
- Whether and how gender equality, disability inclusion and human rights aspects were taken into account.

Main Findings

This section should provide a summary under each of the evaluation criteria analysed in the main body of the report, generally: i) relevance; ii) coherence; iii) efficiency; iv) effectiveness; v) impact orientation, vi) sustainability, vii) gender equality, disability inclusion and human rights.

Lessons Learned

For the lessons learned section, each lesson learned should begin by giving a short headline statement and then insert a brief summary of the lesson learned, using the format : "doing X (or not doing X) produces as a consequence the result Y". Lessons learned should be presented in form of an explanation or a story. Lessons learned should be understandable when they are read independently of the report. Challenges or difficulties that were encountered and how they could be avoided should be explained.

Good Practices

For the good practices section, each good practice should begin by giving a short headline statement and then insert a brief summary of the practice. Good practices should be understandable when they are read independently of the report. Obstacles that may prevent this practice from being applied in the future should also be explained.

Conclusions

For the conclusions section, each conclusion should begin by giving a short summary statement on the general outcomes of the Evaluation. This should be followed by explanatory text. It is important to note that the evaluator should avoid referring to the opinion of others in the conclusions. The evaluator should focus on formulating their own professional opinion from an analysis of the data.

Recommendations

Recommendations are often extracted from the main body of the report in order to create follow-up action plans, therefore it is useful to include an exact replication of the recommendations in the Executive Summary so they can be easily read and implemented. The recommendations should be aligned with the conclusions previously outlined. The link between the conclusion and recommendation should be clear and logical.

An example of how to present Conclusions and Recommendations in an Executive Summary, the information has been taken from an Evaluation Report on the Structure of Regional Gender Advisors[10]:

> **Conclusions:**
>
> **The RGA structure was a highly effective mechanism for achieving regional level results, despite funding and staffing challenges.** The vast majority of outputs as stated in WRGS and RO work plans were achieved, and respondents noted the importance of having a dedicated staff member working on gender issues in the ROs. OHCHR's advocacy and convening roles were particularly valued by partners.
>
> **Recommendations:**
>
> **1. Retain current RGAs and post RGAs in all other Regional Offices**
>
> Given minimal differences between funding for GTA and regular posts, all RGA posts should be regularized.

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[10]http://www.ohchr.org/EN/AboutUs/Pages/Evaluation.aspx

1. Introduction

1.1 Programme background

A programme description is essential to set the scene for the role of the intervention. It allows the reader to understand the context of the programme and why it is the subject of an evaluation. A greater understanding of the programme will allow the reader to better appreciate the conclusions and recommendations provided in the report.

The following points should be included in this section:

- A brief description of the country/region where it is implemented. The following points are important to consider when describing the country context:
  - ➢ Basic geographical and demographical data, such as, population density, area, etc.
  - ➢ An outline of the economic, political, social, and cultural and historical context of the country, and how, if at all, it affects the delivery of the programme.

- Context information about the programme, such as:
  - ➢ Purpose and objectives.
  - ➢ Time period of the programme.
  - ➢ Geographical coverage.
  - ➢ The stakeholders involved.
  - ➢ The role of OHCHR.
  - ➢ Management structure and organisational elements.
  - ➢ The budget and funding arrangements.

> **Gender Equality, Disability Inclusion and Human Rights considerations:**
>
> When discussing the context of the country it is important to highlight the main gender equality, disability inclusion and human rights challenges that are ongoing in that region, and how the programme planned to address them.
>
> The impact of gender equality, disability inclusion and human rights issues should also be explained when discussing the context of the programme. It is important to highlight how these elements affect the implementation or objectives of the programme.

1.2 Evaluation background

The evaluation background should most importantly answer the questions: who needed the information, what information is needed, how the information will be used?

The following elements should be included in this section:

- Context information about the evaluation:
  - ➢ Purpose and intended objectives.
  - ➢ The evaluation criteria and rationale for choosing it.

> ➢ The evaluators and groups involved in the Evaluation (refer to the Evaluation Team and Management for further details).
> ➢ A description of the target audience.
> ➢ A description of how the results will be used.
> ➢ The temporal and geographical scope of the evaluation.
> ➢ The time assigned to carry out the evaluation.

Gender Equality, Disability Inclusion and Human Rights considerations:

The evaluation background should indicate the extent to which gender and disability issues and relevant human rights considerations were incorporated.

For example, the following issues could be considered in this section:

- How the integration of gender equality, disability inclusion and human rights issues has been considered in the evaluation objectives.
- Which human rights treaties and instruments identify closely with the subject being evaluated.
- How was the evaluation informed by relevant human rights treaties and instruments.
- What impact does the outcome of the evaluation have on gender equality, disability inclusion and human rights issues.

1.3. Methodology

The methodology section is important because it allows the reader to assess the credibility and reliability of the findings and recommendations. It should be written with enough detail for the evaluation to be replicated.

In this section, the evaluator should clearly state the methodology applied and how the evaluation was designed to yield answers to evaluation questions and achieve the evaluations objectives.

Reference must be made to the annex of the report which should provide further details on the data collection tools used.

The following points should be considered in this section:

- Introduce the evaluation criteria and evaluation questions and explain how they will be used to present the main findings of the Evaluation report.
- A description of the tools used to conduct the evaluation and the rationale for selecting the particular methodology and data sources, such as surveys, interviews, or focus groups. This could be expanded, by including a discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure data accuracy and overcome data limits. It is important to describe how the selected methodology takes into account sensitive issues related to gender equality, disability inclusion and human rights. For example, focus groups are particularly effective in ensuring gender equality, disability inclusion and human rights are respected as they encourage women, persons with disabilities and marginalised individuals/groups to express their views.

- If a sample was used for data collection, explain the sample size and characteristics; the sample selection criteria, and the process for selecting the sample.
- A description of the sources of information/data used.
- A description of the stakeholder's participation, including the number of stakeholders interviewed or participating in focus groups, rationale for selecting them, and the particular activities conducted for consultation.
- The field missions conducted as part of the evaluation process.
- How data was analysed.
- A description of the methodological limitations and their mitigation. Here you could also describe the influence of the limitation on the evaluation findings.
- A description of the adherence to evaluation norms, standards and ethical safeguards.

Gender Equality, Disability Inclusion and Human Rights considerations:

In this section, it is important to include the methodological aspects related to gender equality, disability inclusion and human rights. A combination of data collection methods is usually recommended to gather and analyse information, in order to offer diverse perspectives in the evaluation, and to promote participation of different groups of stakeholders. Using a mixed-method approach supports the principles of non-discrimination, participation and inclusion.

There are important gender equality, disability inclusion and human rights considerations that the evaluator should mention when explaining the methods used. Considerations depend on the chosen evaluation tool.

For example:

- Sample - the sample chosen should be transparent and non-discriminatory.
- Interviews and focus groups – the information on the interviewees and participants chosen should adequately reflect the diversity of stakeholders and include the disaggregation by gender, disability and other vulnerable groups.
- Surveys – the survey questions should include specific gender equality, disability inclusion and human rights questions.
- Field observations – should be conducted with respect of cultural and social norms.

2. Main Findings

Following on from the methodology, the evaluator should then discuss the main findings of the report. It is crucial the evaluator evidences their findings throughout, using a rigorous triangulation of information from different sources. Findings should be written objectively and formulated using evidence, analysis, and reasoning. The evaluator should be careful to <u>avoid referencing the opinion of individual stakeholders or sources</u>, if a point of interest is raised by <u>several</u> stakeholders or found in several sources, the evaluator can reference this in their findings. The <u>evaluation findings should not be a summary of the stakeholders opinions expressed in interviews, focus groups or surveys</u>, but the results of the analysis conducted by the evaluators after collecting and triangulating the information received. Unintended and unexpected findings or outcomes should be also discussed in this section.

Evaluation Criteria:

The OECD/DAC criteria[11] should be used as a structure to present the findings. As the OECD/DAC criteria are generally neutral in terms of gender equality, disability inclusion and human rights implications, it is important that they are highlighted under each section. It is critical that an Evaluation report incorporates a discussion of these aspects throughout the findings in order to ensure that the evaluation has the opportunity to highlight and dispel discriminatory structures or practices. The findings section should be presented using evaluation questions and their responses, for each question it is useful to create a new sub-section.

i.   Relevance

Under the relevance criteria, the evaluator should address the extent to which the programme is relevant to the situation in the country/region, the mandate of the OHCHR, its comparative advantage, and the needs of stakeholder's (both duty-bearers and right-holders).

The following issues are important to consider under this criterion:

- How relevant is the programme to the country's needs/priorities and solving the problems identified.
- Was an analysis of the context conducted and if so what were the results. If the results highlighted risks, were these risks considered.
- How relevant are the objectives of the programme within the OHCHR mandate, its comparative advantage, its overarching strategies, and the global programming framework.
- How relevant is the programme to other key stakeholders' (executing agencies, partner organizations, including other UN agencies, NGOs etc.).

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[11] http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

> **Gender Equality, Disability Inclusion and Human Rights considerations**:
>
> In this section it is important to discuss the following:
>
> - How relevant are the programme's strategies and objectives to the contribution of results in gender equality, disability inclusion and human rights areas.
> - To what extent were the needs and interests of all stakeholder groups assessed and observed, with emphasis on women, persons with disability and other vulnerable groups.
> - Was the programme formulated with respect to international norms and agreements, on gender equality, disability inclusion and human rights, for example, CEDAW, UDHR and CRPD.

ii.   Coherence

This section assesses the compatibility of the programme with other interventions in the country/region, sector or organization conducted by OHCHR or external stakeholders working in related human rights areas.

The following issues should be addressed under this criterion:

- The alignment and support of the programme with national/regional plans, programs and priorities of local stakeholders, partners, donors or other UN agencies on those issues considered as human rights priorities, taking into account OHCHR's comparative advantages.
- The roles of local stakeholders, partners, donors or other UN agencies in the achievement of results, and the strategy and methodology used by the programme to work, communicate and disseminate results among them.
- The communication and coordination within the components of the programme, as well as among the programme, the country/regional office(s) involved, and other units within OHCHR in terms of programmatic, financial and administrative issues.

> **Gender Equality, Disability Inclusion and Human Rights considerations**:
>
> In this section it is important to discuss the following:
>
> - The contribution of the programme's strategies and objectives to other interventions in gender equality, disability inclusion and human rights in the country or region, conducted by the Office or external stakeholders.
> - To what extent the programme considered the role of organizations working with women, persons with disability and other vulnerable groups in the country or region.

iii.   Effectiveness

This section addresses the degree to which planned results and targets have been achieved at outcome and output levels. The results should be well articulated and concise. For example, it would not be appropriate for the evaluator to list the activities undertaken to attain the desired results or targets, but rather to focus on the effects accomplished as result of those activities. When examining the progress made by the programme, it is essential to regard the data collected external sources in addition to OHCHR data.

The following issues are important to consider under this criterion:

- The extent to which the objectives and outcomes are on track to being achieved. This can be measured in two ways:

    a) In the case of a programme or project, the results should be measured according to their logical framework and indicators.

    b) In the case of a country programme, results should be measured according to the country results (national expected accomplishments).

    A table such as the one below can be included to present the respective level of progress at the time of the evaluation along with a short summary of the output, indicator or results.

Implementation status of the Output/Indicator/Results	
Summary of Result	**Status**

- The contribution of the OHCHR in achieving the programme's desired objectives and outcomes - for example, if a new law has been implemented as a result of the programme - explain what the OHCHR did to accomplish this. This can be developed further by examining how the outcomes and objectives achieved contribute to the OHCHR mandate and the relevant thematic, regional and country strategic frameworks.
- If the programme did not achieve its desired objectives and outcomes, discuss the reasons that prevented it from doing so.
- Highlight the major constraints or challenges that impacted the programme and prevented it from reaching its full potential.

Gender Equality, Disability Inclusion and Human Rights consideration:

In this section it is important to discuss the following:

- The extent to which the results achieved by the Programme contributed towards the realization of human rights and gender equality issues.
- Whether sufficient information was collected in order to measure the progress on human rights and gender equality.
- Whether sufficient effort was taken to include marginalised groups during the design, implementation, and evaluation stages of the programme.

iv. Efficiency

In this section, it is appropriate to consider the extent to which the programme has economically converted resources (personnel, funds, expertise, time) into results in the course of its term.

The following issues are important to consider under this criterion:

- The extent to which the outcomes have been delivered within the planned time frame and with the resources available.
- An assessment of the organizational arrangements put in place for the implementation of the intervention
- Whether there was efficient communication and co-ordination between OHCHR Headquarters, and other field presences.
- The extent to which the role and relationship between local stakeholders, partners or other UN agencies was successful in the achievement of results.
- How the financial resources allocated to the programme were used. It is useful to present this information in a table.

Gender Equality, Disability Inclusion and Human Rights consideration:

In this section it is important to discuss the following:

- Whether there has been an adequate provision of resources for integrating gender equality, disability inclusion and human rights in the intervention to enable short, medium and long-term benefits.
- The extent to which the allocation and use of resources to targeted groups takes into account the need to prioritise women, persons with disabilities and individual's/group's that are marginalised and/or discriminated against.

v. Impact Orientation

This section addresses the extent to which the strategic orientation of the programme points towards making a significant contribution to broader, long-term, and sustainable enjoyment of rights. In order

to provide an accurate portrayal of the impact achieved by the programme, it is important the evaluator takes into account earlier sources, for example, Human Rights Council reports, assessments in Country Programmes or Special Rapporteur reports. This will enable the evaluator to give a fairer judgement on the likelihood of future developments in the area of human rights.

The following issues are important to consider under this criterion:

- The extent to which have right-holders been able to enjoy their rights.
- The extent to which the programme has impacted or is impacting on the broader and long-term enjoyment of rights.
- Any unintended or indirect consequences that have been produced as an outcome of the programme.

Gender Equality, Disability Inclusion and Human Rights considerations:

In this section it is important to discuss the following:

- The extent to which gender equality, disability inclusion and human rights concerns are being systematically addressed.
- How data gathered on issues pertaining to gender equality, disability inclusion and human rights was used to develop real and sustainable change.
- Whether participating organizations changed their policies or practices to improve gender equality, disability inclusion and human rights fulfilment.

vi.   Sustainability

This section addresses the probability of continued benefits after the completion of the programme.

The following issues are important to consider under this criterion:

- The likelihood of the programme's achievements continuing after its completion.
- Whether accountability and oversight systems have been established to measure the long-term effects of the programme.
- How effectively has the project built necessary capacity of stakeholders at the local level.

Gender Equality, Disability Inclusion and Human Rights consideration:

In this section it is important to discuss the following:

- Developments in Gender Relations, for example, the workload between men and women.
- Developments in disability inclusion and human rights areas, for example, the empowerment of persons with disabilities, targeted or minority groups.
- Whether any accountability mechanisms have been developed as a result of the programme with focus on gender equality, disability inclusion and human rights issues.

vii.   Gender Equality, Disability Inclusion and Human Rights

This section examines in detail the extent to which a gender equality, disability inclusion and human rights perspective has been incorporated into the design and processes of the programme. It also addresses how the programme's achievements have contributed to changes in the enjoyment of rights, empowerment of rights holders and capacity of duty bearers, with emphasis on women, persons with disabilities and other vulnerable groups.

According to UNEG's guidance, a specific section on gender equality should be included at the end of an Evaluation report.[12] However, if the evaluators consider that they have adequately included reference to gender equality, disability inclusion and human rights implications in each section of the report, this specific section should summarize those findings related to the aforementioned issues.

Additionally, the evaluator could use this section as an opportunity to present a more in-depth examination of the main issues that specifically pertain to gender equality, disability inclusion and human rights.

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[12] United Nations Evaluation Group (2014) Integrating Human Rights and Gender Equality in Evaluations - New York: UNEG

3. Lessons Learned

In this section, the evaluator should list and explain the lessons learned from the evaluation. As stated by the OECD Development Assistance Committee, lessons learned are:

> 'Generalizations based on evaluation experiences with projects, programs, or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths of weaknesses in preparation, design and implementation that affect performance, outcome and impact'.[13]

Lessons learned allow interested parties to learn from the past experiences of others and translate it into knowledge for better decision making, therefore improving programme performance. It also helps stakeholders and decision-makers avoid common mistakes and promotes collaboration at different levels.

A lesson learned can refer to a positive or negative experience, however, the evaluator must ensure the lessons are clearly explained, easy to understand and well-formulated to facilitate their extraction and replication in other similar interventions.

To present the lessons learned, provide a headline statement**,** for example, 'advocacy' 'strategic planning' and then insert a brief summary of lesson learned, using the format: "doing X (or not doing X) produces as consequence the result Y". They should be presented in form of an explanation or a story.

Key elements of a lesson learned are:

- An explanation of the context of the lesson and whether it can be adapted in different contexts.
- Identification of the appropriate stakeholder's/target groups who could benefit from the lesson learned.
- The specific aspects of the lesson that worked well or did not work so well.
- Any challenges or difficulties that were encountered and how they could be avoided if the lesson was replicated.
- How well the lesson learned contributes to the broader goals of the programme and whether the goals align with a particular group.

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[13] https://www.oecd.org/dac/evaluation/dcdndep/47258267.pdf

4. Good Practices

A good practice is a successful working practice or strategy that has produced positive results and a measurable impact. Good practices allow the evaluator to draw upon specific working practices or strategies that have worked well, and have the potential for replication or broader application. These practices can then be replicated or adapted according to the context.

Unlike lessons learned, good practices should be examples taken specifically from the intervention, and should include references to facts of the intervention. A good practice makes a clear contribution to the goals of the programme or wider human rights and gender equality goals, and demonstrates how that policy aligns to the needs of beneficiaries or targeted groups.

When drafting the good practices, it is important for the evaluator to keep in mind that it is probable the information will be shared and used after the evaluation report has been completed. For this reason, the evaluator must ensure the good practices are understandable when they are read independently of the report.

To present the good practices, provide a headline statement, for example, 'mutual accountability' and then insert a brief summary of the practice.

Key elements of an emerging good practice:

- An explanation of the context of the working practice or strategy and its applicability/replicability.
- Any obstacles that may prevent the practice from being applied in the future.
- Identification of the stakeholder's/target group that the working practice/strategy may benefit.
- Identification of the working group who have the capacity and authority to push forward the emerging good practice.
- Evidence on how the working practice/strategy has the potential to advance the needs of targeted groups and UN policies.

5. Conclusions

The conclusion section of the report should begin with an overview. The overview should outline the results using the seven criteria used in the findings. However, the evaluator should be careful not to repeat what has been said previously in the report. Listing the opinions of stakeholders detracts from the evaluation and therefore, it is imperative that the evaluator focuses on presenting their own professional opinion. In order to add value to the report, the conclusions should answer the most significant questions addressed by the evaluation. They should be presented clearly and concretely. If the conclusions are short and non-descriptive, it will impact upon the ability to create a follow-up plan for their respective linked recommendations. To present each conclusion, the evaluator should use an opening sentence that summarises the conclusion and then a few sentences following on with explanatory details.

Overview

The evaluator should summarise the findings that have been concluded using the criteria aforementioned in the report:

i. Relevance
ii. Coherence
iii. Effectiveness
iv. Efficiency
v. Impact Orientation
vi. Sustainability
vii. Gender Equality, Disability Inclusion and Human Rights

6. Recommendations

Recommendations are elements of the programme that the evaluator considers need to be improved in order to achieve better results.

Recommendations should follow on logically from the conclusions, lessons learned and good practices, and this should be clear in their formulation. Similarly to good practices, recommendations are a critical part of an Evaluation Report as they are often read independently of the report and provide the actions for follow-up plans. Therefore, it is important that they are detailed and well written.

When writing the recommendations, the evaluator should address the main gaps identified in the conclusions of the report. For example, if the evaluation found that the programme's objectives were not being met due to a lack of financial resources, a related recommendation could be to 'create a financial strategy to improve programme performance'. Stakeholder involvement can be beneficial as it facilitates implementation of the recommendations and also contributes to a more credible report.

To present the recommendation firstly provide a short sentence to summarize, for example 'improve co-ordination between offices' and then insert a description which gives more detail on the recommendation. Each one should be numbered and they should be limited to 10-12 recommendations.

Key elements of a recommendation are:

- An explanation of the recommendation and why it has been proposed.
- The body responsible for the implementation of the recommendation.
- Detailed actions needed to remedy the situation.
- The recommended time-frame by which the recommendation should be actioned.
- Distinguish priority or importance.

7. Appendices

The appendices should be attached to the end of the report. Below is an example of the three most commonly used documents. Evaluators may choose to also include additional documentation such as an Inception Report, Bibliography, Guide for interviews or Templates used for Data Collection purposes.

7.1   Annex One: Terms of Reference

A copy of the evaluation Terms of Reference should be included as the first annex.

7.2   Annex Two: List of Stakeholders Interviewed

The list of interviewees in each location visited during the evaluation should include the name, position and organization represented. If this is the case, confidentiality issues, as discussed above, should be taken into consideration.

7.3   Annex Three: Data collection tools

This annex includes guides used during Interviews or group discussions, survey questionnaires, and documents considered in the literature review, among others.