

# 3

DESIGN  
PHASE



## 3.1 UNDERSTANDING THE COUNTRY PROGRAMME

### 3.1.1 Understanding the country context

The country context must be analysed at two different levels: the wider country context and the country challenges within the specific programmatic areas supported by UNFPA.

#### 1. First level: the wider country context

Evaluators must familiarize themselves with the development, socio-economic and political situation of the country and context, including by reviewing disaggregated indicators (gender, race, socio-economic class, caste, disability etc.). To this end, the evaluation manager must ensure that the following documents are provided to, and reviewed by, the evaluators:

- The global and country-specific **Human Development Reports** produced by the United Nations Development Programme (UNDP). These reports contain Human Development Index trends and data related to population and development (P&D), reproductive health and gender such as life expectancy, the gender inequality index or the statistical annex on demographic trends. UNDP thematic reports may also touch upon population issues such as migration, reproductive health rights, etc.
- The country national development strategy is usually contained in the **National Development Plan**. This document is generally available on the internet site of the Ministry of Planning or equivalent.
- The **Poverty Reduction Strategy Paper** (PRSP) or national planning documents describe the macroeconomic, structural and social policies and programmes of the country over a three-year or longer period of time, with a view to promoting broad-based growth and reducing poverty. These papers are updated through annual progress reports.
- The United Nations **common country assessment** (CCA) includes the demographic, socio-economic and political features of the country. It often contains a section on the implementation status of internationally agreed development goals including the SDGs in the country.
- The **United Nations Development Assistance Framework** (UNDAF) contains the priority areas for assistance and provides an indication of the main development challenges as perceived by the partner government.

#### BOX 4: THE LINK BETWEEN THE CCA AND THE UNDAF

The CCA is an independent assessment – carried out by the United Nations system – of the development situation and critical issues faced by a particular country. The process of preparing the CCA is led by the UNCT. It is a joint work involving national authorities and, increasingly, civil society, other development partners and the private sector. Once the CCA is finalized, the UNCT, in close cooperation with the host government and other key partners, drafts the UNDAF, which can be seen as the “United Nations business plan” at the country level. The UNDAF identifies common objectives, strategies for development assistance and a time frame for follow-up activities shared by all United Nations agencies.

### 2. Second level: the country challenges

Evaluators must understand the country challenges and the corresponding national strategies, notably in terms of population dynamics, SRHR, gender equality, adolescents and youth, etc. Documents providing information in this regard are:

- The UNFPA **country programme document** (CPD) features sections on situation analysis and lessons learned; it describes the country’s main challenges in the programmatic areas of UNFPA.
- National reports on progress towards the achievement of the **Sustainable Development Goals** (SDGs),<sup>10</sup> providing information on country progress towards the achievement of SDGs, in particular SDGs 3, 4 and 5.
- Reports on country progress towards the fulfilment of the commitments adopted in the framework of the **International Conference on Population and Development** (ICPD).
- **Technical studies** and reports produced **at regional level**. These reports offer both a regional perspective of the challenges affecting the country and country-specific sections. Regional reports are usually produced by regional-based organizations outside and within the United Nations system – e.g., the *Asia-Pacific Population Journal* of the Economic and Social Commission for Asia and the Pacific (ESCAP) and regional assessments conducted by UNFPA.



#### Why should you analyse the country context?

- The country context, and in particular the state of development in the programmatic areas, will constitute the main benchmark for assessing the relevance criterion, including responsiveness.
- The analysis of the country context will be the starting point for drawing up [chapter 2](#) of the design and the final reports.

<sup>10</sup> For the period corresponding to the Millennium Development Goals (MDG) era (i.e., before 2016), refer to national reports on MDGs.

## 3.1.2 Understanding the UNFPA response

### 3.1.2.1 The UNFPA strategic plan

All UNFPA interventions are guided by a global corporate strategy set out in the UNFPA strategic plan. The 2018–2021 Strategic Plan is the first of three UNFPA strategic plans leading to 2030. It describes the transformative results that will contribute to the achievement of the SDGs and, in particular, to good health and well-being, the advancement of gender equality, and the empowerment of women and adolescent girls, with a focus on eradicating poverty.

The 2030 Agenda provides an opportunity to pursue the UNFPA goal and to implement the Programme of Action of the ICPD. By aligning the strategic plan to the SDGs, most directly to Goal 3 (Ensure healthy lives and promote well-being for all at all ages); Goal 5 (Achieve gender equality and empower all women and girls); Goal 10 (Reduce income inequality within and among countries); Goal 16 (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels); and Goal 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development), UNFPA will advance the work of the Programme of Action, contribute to achieving the goals of its strategic plan and, ultimately, to the eradication of poverty.

The present handbook should apply to all CPEs. For each UNFPA programme country, priorities and approaches are derived from the outcome areas and programming principles set out in the global strategic plan.

UNFPA country offices should identify, within the integrated results framework of the UNFPA Strategic Plan, those outcome areas that best reflect the priorities as identified within the country United Nations Development Action Framework (UNDAF). The UNDAF is the United Nations-wide programming framework that presents the collective response of the United Nations Country Team (UNCT) to the national development priorities.



Why should you examine the UNFPA strategic plan? UNFPA corporate requirements included in the strategic plan cover a wide range of issues that fall under the scope of a CPE.



Why should you analyse the UNDAF?

The United National Development Assistance Framework (UNDAF) sets out the joint strategy for all United Nations agencies including UNFPA. The evaluation team must gain a clear understanding of how the UNFPA country programme fits into the UNDAF (as the main “United Nations programme document”). Studying the UNDAF in detail is necessary in the design phase.

- The UNDAF will be used as a reference when assessing the appropriateness of the objectives, a key aspect of the relevance criterion used in the analysis by programmatic areas.
- The UNDAF will also be the starting point for the analysis of UNFPA strategic response in a country. This will be captured in the *design* and the *final* reports in chapter 3.1.

The UNFPA strategic plan and the UNDAF present the broader expected effects of the country programme:

- The outputs of the country programme are linked to the outcomes of the strategic plan
- The outcomes of the country programme are, in turn, linked to the outcomes of the UNDAF.

The strategic plan establishes that country offices should choose at least one UNFPA strategic plan outcome and determine the focus of the UNFPA contribution through clearly formulated outputs. Indeed, a country programme is not linked to all outcomes of the strategic plan but only to selected relevant outcomes, which, in turn, become an integral part of the country programme in support of the UNDAF.

At the design phase, evaluators should have a clear understanding of the main outputs and outcomes of the country programme and how these relate to the outcomes of both the UNDAF and the strategic plan. These “output-outcome” relationships can be illustrated by way of using an effects diagram. This diagram is a tree-type representation illustrating the correspondence and contribution links between the country programme, the strategic plan, the UNDAF and the SDGs.



*Tool 2 explains the uses of effects diagrams and how to draw them up; it also analyses their pros and cons and provides some examples.*

### 3.1.2.2 The UNFPA programmatic response

The UNFPA programmatic response is presented in the CPD, in addition to the AWP, that guide the implementation of the country programme.

The rationale of the country programme is to satisfy population needs, solve problems and tackle challenges – vis-à-vis SRHR, gender equality, adolescents and youth, and population and demographics – identified as joint priorities by the partner government and the UNFPA country office in the joint country response provided by the United Nations Country Team (UNCT).



*See Annex II, Additional methodological guidance, for more information on how to account for overly ambitious country programme outputs when analysing the country programme logic. In addition, refer to the components of the intervention logic: needs, inputs, activities, outputs and outcomes, in Annex I, Elements of theory.*

Each evaluator should also examine in detail all **AWPs** associated with the programmatic areas for which s/he is responsible. AWP operationalize the CPD, while the CPD sets forth what should be produced and achieved. AWP describe the activities to be carried out during a specific year and the inputs to be provided for the achievement of a programme output(s) outlined in the CPD. To obtain a comprehensive overview of the planned activities, the evaluation team must study all AWP corresponding to the period under evaluation.

A detailed review of the AWP's will provide evaluators with the following information:

- A description of activities for each country programme output to be implemented by December of the same year
- The name of the implementing partners
- The description of the country programme outputs (as described in the CPD) as well as the output indicators and annual targets to be achieved
- The time frame for undertaking the planned activities
- The inputs to be provided for each activity, including the budget source.



Refer to [Annex II](#) for information on what to be aware of when working with AWP's.

It is important to note that some UNFPA activities may not be included in AWP's for the following reasons:

- The funds to carry them out were committed and assigned after the signature of the AWP
- They consist of "soft activities", i.e., actions not related to any AWP in particular, yet which are important to achieve CPD outputs. Soft activities are usually performed by UNFPA senior management and programme officers in the country office.

In order to get an overview of all of the activities that have really been implemented in the period under evaluation, evaluators should complement the review of AWP's with the study of **Atlas** data on budgeted activities and actual expenditure. Indeed, all of the activities that have been carried out during the period may not necessarily be included in AWP's, while all will be registered in Atlas. For those new activities added in response to specific demands from the counterparts, or cancelled activities, while not reflected in the AWP's, when costed, they can be inferred from Atlas budget and expenditure records.

Evaluators will find this information in the Excel spreadsheet called "List of UNFPA interventions by country programme output and strategic plan outcome", which will be compiled and provided to them by the evaluation manager. This spreadsheet contains a great deal of information and can also be used for other purposes.<sup>11</sup>

UNFPA SIS/MyResults reports could also be used as an additional qualitative source on results achieved by output.

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<sup>11</sup> E.g., the spreadsheet can be used: for the selection of the sample of stakeholders; when assessing the efficiency criterion; in interviews (when evaluators want to know precisely which activities an executing agency has been involved in).

**i** *Tool 3, List of UNFPA interventions by country programme output and strategic plan outcome*, presents a wide range of data not readily retrievable since it is generally scattered throughout a number of AWP.

**📖** Why should you analyse the workplan progress reports and COARs?

Two additional documents will help evaluators gain a more comprehensive overview of the country programme intervention logic: workplan progress reports and COARs.

- Workplan progress reports are produced on a quarterly basis; they help to keep track of implementation progress and for the implementing partner to provide UNFPA with an accurate update on the progress of the implementation of the workplan activities.
- COARs are mainly used to report to headquarters on progress towards expected outputs and outcomes. They can help evaluators clarify the logic of intervention at the level of outcomes (links with the strategic plan).

**✓** The evaluation manager at the country office will provide the evaluators with the workplan progress reports and COARs.

#### BOX 5: THE CENTRAL FOCUS OF A CPE

The **central focus** of CPEs – their “centre of gravity” – is the **outputs and how these contribute to the achievement of the outcomes**. CPEs are not to be conducted as project-level evaluations. In CPEs, activities should be assessed only to the extent that they account for the level of achievements observed. Gathering data on actual outputs and comparing them to what was expected (planned outputs) is also a core aspect of evaluations.<sup>12</sup>

**📖** Why should you analyse the programmatic response?

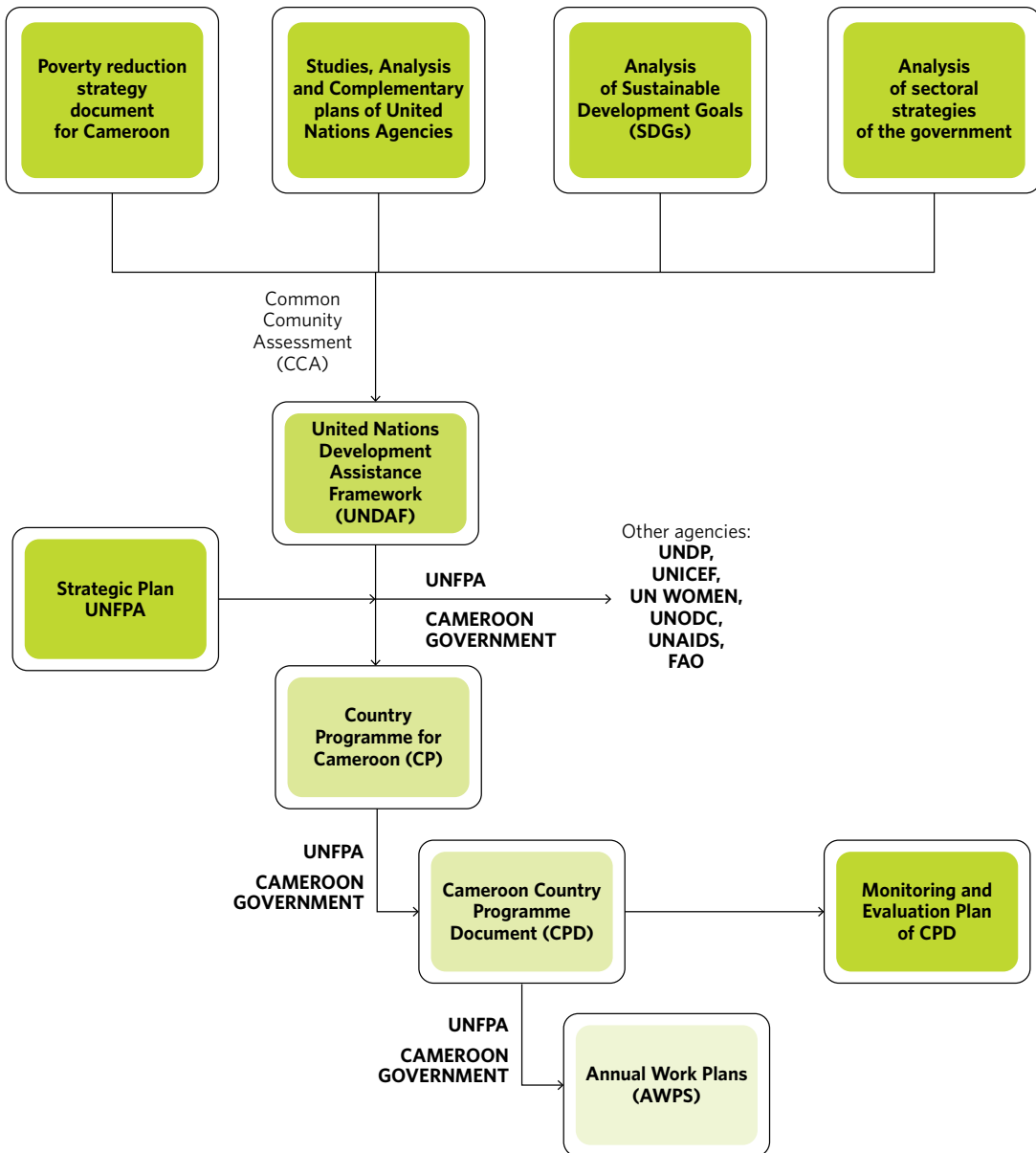
- It will be used as the basis for the identification of needs, inputs, activities, outputs and outcomes, which are key elements that evaluators should identify in order to formulate evaluation questions.
- Data on activities and inputs will be used when assessing the efficiency criterion.
- The information collected and reviewed by evaluators when getting acquainted with the UNFPA programmatic response will also be used for drafting *section 3.2* in both the design and the final evaluation reports.

The documents used throughout the UNFPA programming process – the CCA, UNDAF, UNFPA strategic plan, CPD and AWP – are presented in *Figure 3*.

<sup>12</sup> See Annex III, *Glossary*, for further considerations on planned and actual outputs.



**FIGURE 3** Example of overview of the UNFPA response - programming flow<sup>13</sup>



13 Example of Cameroon CPE.

### 3.1.2.3 The financial structure of the country programme

Atlas is the main source of data regarding the financial reporting of the programme. At design phase, evaluators should get an understanding of how financial resources have been budgeted and disbursed by programmatic area. In 2014, a new module was introduced in Atlas, the Global Programming System (GPS) Information from GPS can be utilized to prepare tables containing the basic information required. In particular, evaluators must assess:

- i. The overall budget, expenditure and their evolution over time. This entails identifying how much of the funds were budgeted and spent on a yearly basis for the period under evaluation.
- ii. Yearly budget and expenditure by origin of the funds and by year. The basic breakdown by origin should distinguish between regular resources and other resources (external). Also, the non-regular resources should be further broken down by origin of resource (e.g., by donor).
- iii. The breakdown of budget and expenditures should also be done by programmatic area: how much of the funds were budgeted and spent by year and by programmatic area during the period under analysis. Expenditure by programme country output by year.
- iv. Expenditure by project title by year. Expenditure by project title by programme country output by year.
- v. Expenditure by strategic plan outcome and output by year. Expenditure by project title by strategic plan outcome and output by year.
- vi. Expenditure by mode of engagement by year. Expenditure by project title and mode of engagement by year.
- vii. Expenditure by implementing partner for all years being evaluated. Expenditure by project title and implementing partner by year.
- viii. Funds for the management of the country office should also be included to provide an overview of the overall programme financial envelope.



See [Template 18, Basic graphs and tables in Excel](#).



Why should you analyse the country programme financial structure?

- It will be used as a main source of raw data to assess the efficiency criterion applied in the analysis of each programmatic area (see [section 3.2.1](#)).
- The assembled data will also be used for drawing up [section 3.2.2](#) of the design report and [section 3.2.3](#) of the final report.

### 3.1.3 Main constraints and methodological challenges for UNFPA CPEs


Data availability, the structure of the UNFPA programme planning system as well as a number of other constraints constitute challenges for the design and conduct of a CPE at UNFPA. The evaluators need to be aware of the most common constraints and challenges, so they can better anticipate them and develop strategies to mitigate them, or adopt alternative options with a view to minimizing their effect on the quality and credibility of CPEs.

 See [Annex II](#) for *Additional methodological guidance*.

## 3.2 DRAFTING AND SELECTING THE EVALUATION QUESTIONS

Evaluation questions are at the core of the methodology for UNFPA CPEs: (i) they allow the delineation of the thematic scope of the evaluation; and (ii) they determine which data evaluators need to collect throughout the evaluation. Indeed, the goal of evaluators throughout the CPE is to provide substantiated answers to a selected number of evaluation questions in a credible and evidence-based manner. In turn, the answers to the evaluation questions (i.e., the findings of the CPE) determine the conclusions and recommendations the evaluators are able to formulate, as well as the lessons UNFPA can learn from the evaluation. The process of selecting evaluation questions is therefore one of the most important tasks of the design phase.

Evaluation questions are associated with evaluation criteria. The first part of this section ([3.2.1](#)) introduces the evaluation criteria applied in a CPE. The second part of the section ([3.2.2](#)) guides the evaluation manager and evaluators through the process of selecting and adapting evaluation questions and translating them in terms of data requirements. This last stage of the process is reflected in the evaluation matrix.

 **Tip:** This section includes a considerable amount of methodological terms. It is advisable for readers to use the Glossary in [Annex III](#) while reading this section. The Glossary presents definitions of key terms and concepts, as well a series of tips to avoid confusion and misinterpretations.

### 3.2.1 The evaluation criteria

The evaluation criteria correspond to various ways of looking at a programme and:

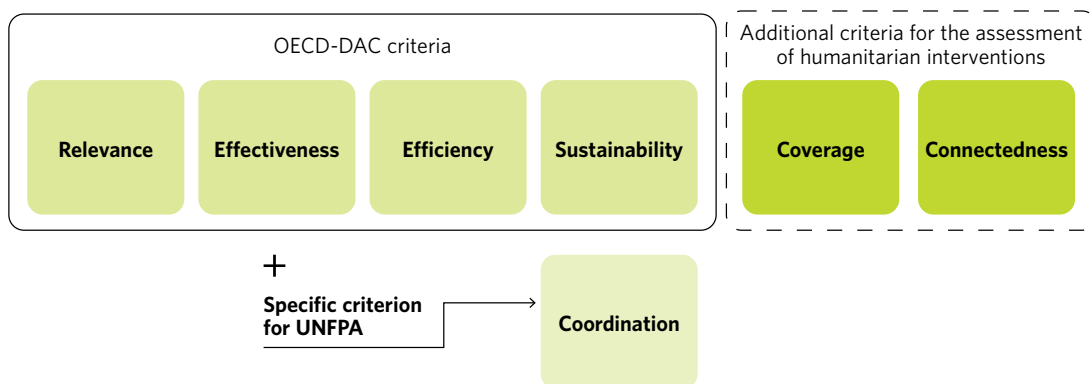
- Define the broad aspects of the country programme that will be assessed in the analysis of the programmatic areas and in the analysis of the strategic positioning
- Constitute the framework used to formulate the evaluation questions
- In turn, narrow down the wide range of aspects covered by the evaluation criteria and focus the evaluation exercise on a series of key points.

The evaluation criteria encompass a rather broad perspective of the intervention (the country programme); the evaluation **questions** (and the **assumptions to be assessed column** in the evaluation matrix) allow evaluators to “zoom in” on specific aspects and features of the evaluation criteria.

CPEs systematically use the following **four OECD-Development Assistance Committee (DAC) criteria**: relevance, effectiveness, efficiency and sustainability,<sup>14</sup> as well as coordination, a criterion specific to UNFPA.

The present handbook is essentially meant for the evaluation of development assistance interventions and, in this context, the above-mentioned set of evaluation criteria is adequate for the assessment of most country programmes. However, with the multiplication of humanitarian crises, more and more country offices are required to provide humanitarian assistance, the assessment of which is based on specific evaluation criteria. For the assessment of humanitarian interventions, two additional evaluation criteria need to be considered, namely, **coverage** and **connectedness**. When assessing humanitarian interventions, the evaluators will not only consider the ability of UNFPA to respond to humanitarian crises but the extent to which the country office has been able to apply a resilience approach by linking prevention, preparedness, response and early recovery with national capacity building.

**FIGURE 4** Evaluation criteria



It should be noted that the assessment of humanitarian interventions within the framework of a CPE is possible only for crises that are geographically localized and/or limited in time and intensity. Large-scale and/or protracted humanitarian crises are out of the scope of a standard CPE. They require a specific methodological approach, details of which can be found in the ALNAP evaluation guide.<sup>15</sup>

<sup>14</sup> The criterion of impact is not considered within the framework of UNFPA CPEs. Box 23 provides the rationale for the exclusion of the assessment of impact in UNFPA CPEs.

<sup>15</sup> Evaluation of Humanitarian Action Guide, ALNAP, 2016.  
See <https://www.alnap.org/help-library/evaluation-of-humanitarian-action-guide>

## Relevance

**The extent to which the objectives of the UNFPA country programme correspond to population needs at country level (in particular, those of vulnerable groups) and were aligned throughout the programme period with government priorities and with strategies of UNFPA.**

The criterion of **relevance** brings into focus the correspondence between the objectives and support strategies of the country programme, on the one hand, and population needs (with a focus on the most disadvantaged), government priorities, and UNFPA global policies and strategies on the other. Evaluators need to consider: (a) the extent to which the UNFPA country office has correctly analysed and interpreted the ongoing needs in the country; (b) whether and how the UNFPA support strategy has appropriately taken into account the priorities of the partner government; and (c) whether the country programme is in line with the mandate and priorities of UNFPA as an organization. In discussing the alignment of the country programme with the mandate and priorities of UNFPA, the evaluators will also consider the strategic positioning and “niche” of the organization.

Relevance also includes an assessment of the responsiveness (dynamic relevance) in light of changes and/or additional requests from national counterparts, and shifts caused by external factors in an evolving country context (examples of visible changes: change of governmental orientation, humanitarian crisis).

## Effectiveness

**The extent to which country programme outputs have been achieved, and the extent to which these outputs have contributed to the achievement of the country programme outcomes.**

Assessing the **effectiveness** of UNFPA country programmes requires a comparison of the intended goals, outcomes and outputs with the actual achievements in terms of results.

For this purpose, the evaluators draw on their understanding of the intervention logic of the country programme, or the reconstructed intervention logic. In line with the logic of the theory of change of country programmes, evaluators need to assess: (a) the extent to which the country programme outputs have been achieved; and (b) the extent to which these outputs have contributed to the achievement of the country programme outcomes.

## Efficiency

**The extent to which country programme outputs and outcomes have been achieved with the appropriate amount of resources (funds, expertise, time, administrative costs, etc.).**

The **efficiency** criterion captures how resources (funds, expertise, time, etc.) have been used by the country office and converted into results along the results chain. For instance, evaluators have to assess: (a) if UNFPA outputs were developed or produced at a reasonable cost, or over a reasonable time period; (b) the extent to which the country office took advantage of existing opportunities for synergies; and (c) how UNFPA-funded interventions compare to similar projects supported by other organizations on the basis of unit costs or other suitable efficiency-related benchmarks.

### **Sustainability**

**The continuation of benefits from a UNFPA-financed intervention after its termination, linked, in particular, to their continued resilience to risks.**

Whereas the three criteria above are expressed in terms of a relation between two or more elements of the results chain (correspondence between needs and objectives, inputs and outputs, etc.), sustainability is essentially a quality feature of the effects: the extent to which benefits endure.

**Sustainability** relates to the likelihood that benefits from the country programme continue after UNFPA funding is terminated and the corresponding interventions are closed. Evaluators need to consider: (a) the actual flow of benefits after the interventions have ended; and (b) the overall resilience of benefits to risks that could affect their continuation.

### **Coordination<sup>16</sup>**

**The extent to which UNFPA has been an active member of, and contributor to, the existing coordination mechanisms of the UNCT.**

Evaluators will dedicate attention to the contribution of the country office to the UNCT and assess how it has positioned itself vis-à-vis the UNCT. The criterion requires evaluators to assess the extent to which UNFPA has been an active member of, and contributor to, the existing coordination mechanisms of the UNCT. Aspects of this criterion include: (a) the record of participation of UNFPA representatives in UNCT coordination meetings (such as minutes of UNCT meetings); (b) the responsibilities assumed during these meetings; and (c) the contributions made.

### **Coverage**

**The extent to which major population groups facing life-threatening suffering were reached by humanitarian action.<sup>17</sup>**

Evaluators need to assess the extent of inclusion bias – that is, inclusion of those in the groups receiving support who should not have been (disaggregated by sex, socio-economic grouping and ethnicity); as well as the extent of exclusion bias, that is exclusion of groups who should have been covered but were not (disaggregated by sex, socio-economic grouping and ethnicity).

### **Connectedness**

**The extent to which activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account.<sup>18</sup>**

Connectedness has been adapted from the criterion of sustainability used for the assessment of development interventions. Evaluators need to consider: (a) the establishment of linkages between the relief and the recovery phases; and (b) the extent to which local capacity has been supported and developed. The connectedness criterion allows the evaluators to assess the contribution of UNFPA to the humanitarian-development-peace nexus.

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<sup>16</sup> Coordination is defined here as coordination within the UNCT.

<sup>17</sup> Evaluation of Humanitarian Action Guide, ALNAP, 2016, <https://www.alnap.org/help-library/evaluation-of-humanitarian-action-guide>

<sup>18</sup> Ibid

### 3.2.2 The evaluation questions

**Evaluation questions are meant to translate the broad information demands as expressed in the terms of reference into a set of clearly delineated issues.**

Evaluation questions focus the evaluators' work on a limited number of key points, thus allowing for more targeted data collection, a more in-depth analysis and, ultimately, a more useful report. Evaluation questions are at the core of the evaluation exercise – the entire data-collection and analysis process is aimed at answering evaluation questions. Questions are used to determine the type and sources of data as well as the data-collection methods that will be applied during the evaluation, and represent the main entry in the evaluation matrix.

#### **Step 1: Select a set of evaluation questions**

The evaluation manager (in agreement with the reference group) should select and adapt evaluation questions, using, as a reference, the examples provided in [Table 6](#). Evaluation questions aim to translate the abstract analytical perspectives of evaluation criteria into the concrete language and conceptual components of UNFPA country programmes.

While evaluation questions must be specific to the country programme, developing questions that meet good-quality standards and correctly capture the main elements of UNFPA country programmes requires considerable practice and experience.

The questions proposed in the list below are designed to capture the programmatic level that is of interest to UNFPA. However, once selected, **the evaluation manager will have to adapt each question to the specificities of the country programme under evaluation.**

The Evaluation Office recommends that evaluators select eight to ten evaluation questions. Too many questions may render the evaluation unmanageable; too few may not allow the evaluation to fulfil its accountability and learning objectives.

In a well-designed CPE, there should be at least one question for each evaluation criterion. However, in preparing the list of questions, evaluators and evaluation managers must be aware of the fact that a CPE is often characterized by limited availability of data; they also need to consolidate the list of questions bearing in mind the time (necessarily limited) for collection and analysis.

The table below provides examples of standard evaluation questions for CPEs.

It should be noted that certain themes appear in both the list of programmatic interventions and among the cross-cutting issues – e.g., “gender equality” and the “improvement of the situation of young people”. The difference in scope of the two types of questions (programmatic interventions vs cross-cutting issues) can be illustrated using the example of gender. The evaluation question for “gender equality” as a country programme outcome asks for the contribution of UNFPA support to gender equality to the improvement of SRHR. Its scope thus touches on only two country programme outcomes. On the other hand, the evaluation question on “gender equality” as a cross-cutting issue examines the extent to which country offices have mainstreamed provisions to advance gender equality across all country programme interventions.

When selecting the set of evaluation questions, evaluators, the evaluation manager and the reference group need to choose how these themes should be treated in the particular CPE, based on the characteristics and the focus of the country programme under evaluation. In cases where a country programme treats these themes both as outcomes and cross-cutting issues, evaluators can decide to include both types of questions in the final set of evaluation questions.

**TABLE 6** *List of examples of evaluation questions for CPE*

The evaluation questions should be selected and adapted according to the programmatic areas of the country programme under evaluation.

Evaluation questions	Comments	Evaluation criteria
1. To what extent is UNFPA support in the field of [reproductive health and rights]: (i) adapted to the varied needs of the population, including the needs of marginalized and vulnerable groups; and (ii) in line with the priorities set by relevant international and national policy and normative frameworks, including international human rights agreements?		Relevance
2. To what extent do planned interventions adequately reflect the goals stated in the CPD and align more broadly with the UNFPA strategic plan?		Relevance
3. To what extent have UNFPA-supported interventions contributed (or are likely to contribute) to a sustained increase in the use of disaggregated (by, inter alia, gender, age, location, caste/class, ethnicity) demographic and socio-economic data in the evidence-based development and implementation of plans, programmes and policies to improve access to sexual and reproductive health (SRH) services, including by marginalized and vulnerable groups?		Relevance
4. To what extent has UNFPA ensured that the varied needs of vulnerable and marginalized populations, including adolescents and youth, those with disabilities and indigenous communities, have been taken into account in both the planning and implementation of all UNFPA-supported interventions under the country programme?	Evaluators should check, whether, inter alia, human rights and gender equality analyses were conducted to inform the design and implementation of UNFPA support.	Relevance
5. To what extent has the country office been able to respond to changes in national needs and priorities, including those of vulnerable or marginalized communities, or to shifts caused by crisis or major political changes? What was the quality of the response?		Relevance
6. To what extent has the country office been able to respond to specific/ad-hoc/urgent requests of partner country counterparts including those due to humanitarian crisis?	Quality aspects to be checked by evaluators include timeliness and appropriateness of the response and the balance struck between short- and long-term objectives.	Relevance



Evaluation questions	Comments	Evaluation criteria
7. To what extent has UNFPA made good use of its human, financial and administrative resources, and used an appropriate combination of tools and approaches to pursue the achievement of the outcomes defined in the country programme?		Efficiency
8. To what extent did the intervention mechanisms (financing instruments, administrative regulatory framework, staff, timing and procedures) foster or hinder the achievement of the programme outputs, including those specifically related to advancing gender equality and human rights as well as those with gender and human rights dimensions?	Were resources combined in a manner that allowed for/facilitated a gender-responsive and human rights-based approach to be implemented across the country programme?	Efficiency
9. To what extent does the allocation of resources across the UNFPA country programme reflect the varied needs of vulnerable and marginalized groups, prioritizing those most marginalized within?		Relevance
10. To what extent has UNFPA support helped to ensure that SRHR (including access to family planning) is coherently integrated into and across national development instruments and sector policy frameworks with the (varied) needs of vulnerable and marginalized communities, gender equality and relevant population dynamics reflected?	This evaluation question must be adapted to the programmatic areas for the country programme under evaluation. Examples include: to what extent have interventions to address GBV (i) been developed in concert with those who have experienced rights violations? (ii) contributed to raising awareness on GBV and its varied forms and impacts on different groups; and (iii) positioned GBV on the national agenda through a human rights-based framework?	Effectiveness Sustainability
11. To what extent have interventions supported by UNFPA contributed to (or are likely to contribute to) sustainably improved access to and use of quality services in the field of reproductive health and family planning including for vulnerable and marginalized populations?	<p>Questions 11 and 12 examine the contributions of UNFPA support to improved access to quality SRH services (including family planning) in programme countries.</p> <p>Questions 11 and 12 can also be used to assess the UNFPA contribution to the SRHR of vulnerable and marginalized groups, (including adolescents and young people). Alternatively, the evaluators can decide to treat the effect of UNFPA support on the SRHR of young people (or vulnerable and marginalized groups more generally) in a separate question.</p>	Effectiveness Sustainability
12. To what extent did UNFPA support eliminate barriers to access (e.g. social, economic, legal, location, language, cultural) to reproductive health services (or GBV services) for vulnerable and marginalized populations?	<p>This evaluation question must be adapted to the programmatic areas for the country programme under evaluation. Examples:</p> <ul style="list-style-type: none"> <li>To what extent has the country programme contributed to improving the quality and affordability of SRH services provided, particularly for the management of delivery and of its complications, including the surgical repair of obstetrical fistulae, for women from marginalized/vulnerable groups/locations?</li> </ul>	Effectiveness Sustainability Coverage

Evaluation questions	Comments	Evaluation criteria
	<ul style="list-style-type: none"> <li>• To what extent has UNFPA supported services appropriately targeted at the varied needs of different groups (e.g., women, adolescents and youth, those with disabilities, indigenous communities, sexual diversities), particularly those within groups that are “furthest behind”?</li> <li>• To what extent are population data (demographic statistics, census data, etc.) taken into account in national development and poverty reduction strategies, policies, plans and programmes? Which groups are not captured in the data and to what extent has UNFPA country office supported the production of (additional) disaggregated data to address these gaps?</li> </ul>	
<p>13. To what extent has UNFPA support helped to increase the access of young people (including adolescents) to quality SRH services and comprehensive sexuality education (CSE)? Are there specific groups of young people who are not being reached (by services or CSE)?</p>		<p>Effectiveness Sustainability Coverage</p>
<p>14. To what extent has UNFPA support in the area of HIV/AIDS contributed to improvements in SRHR, in particular by: (i) helping to increase access to quality HIV- and STI-prevention services for young people (including adolescents) and (other) vulnerable and marginalized groups; (ii) helping to prevent mother–child transmission of HIV?</p>		<p>Effectiveness Sustainability</p>
<p>15. To what extent has UNFPA support strengthened policy and legal and accountability frameworks – ensuring their alignment with international human rights frameworks – to advance gender equality and reproductive rights, [as well as curtail harmful practices], for all women/girls, including those from marginalized communities?</p>		<p>Effectiveness Sustainability</p>
<p>16. To what extent have UNFPA-supported interventions contributed to (or are likely to contribute to) a sustained increase in the use of disaggregated (by, inter alia, gender, age, location, class/caste) demographic and socio-economic information and data, in the evidence-based development and implementation of plans, programmes and policies?</p>		<p>Relevance Effectiveness Sustainability</p>
<p>17. To what extent has UNFPA support contributed to improved disaggregation to ensure that evidence-based development and implementation of plans, programmes and policies reflect the needs of a variety of stakeholders, including those furthest behind?</p>		<p>Relevance Effectiveness Sustainability</p>

Evaluation questions	Comments	Evaluation criteria
18. To what extent has UNFPA involved those directly impacted by rights violations, including vulnerable and marginalized communities and the beneficiaries of UNFPA support, in the design of programmes on SRHR?		Relevance Sustainability
19. To what extent has UNFPA been able to support implementing partners and beneficiaries (rights-holders), in developing capacities and establishing mechanisms to ensure ownership and the durability of effects?		Sustainability
20. To what extent have interventions supported by UNFPA contributed to (or are likely to contribute to) a sustainably [improved access to and use of quality services in the field of reproductive health and family planning], in particular for [young people and other] vulnerable groups of the population?	This evaluation question must be adapted to the programmatic areas for the country programme under evaluation.	Sustainability
21. To what extent has UNFPA ensured that the needs of young people (including adolescents) in all their diversities (age, location, gender, sexual orientation, ability, employment, marital status etc.) have been taken into account in the planning and implementation of all UNFPA-supported interventions under the country programme?		Relevance Effectiveness Sustainability
22. To what extent has UNFPA successfully mainstreamed gender equality and human rights in: (i) the development of the country programme (with particular attention to participation in developing the country programme); and (ii) the implementation of the programme (with particular attention to non-discrimination/equality in reach/results)?	This question examines the extent to which UNFPA has successfully ensured that its interventions across programmatic areas were developed and implemented in a way that has considered the diverse needs, interests and experiences of different groups (men and women, girls and boys, marginalized groups) and the (varied) impact (both intended and unintended) of UNFPA support. The question also provides an opportunity for evaluators to assess the cause-and-effect relationships between UNFPA-supported efforts to advance gender equality, and progress in the achievement of other objectives of UNFPA support.	Effectiveness Sustainability
23. To what extent has the country office successfully partnered (through different types of partnerships - with civil society, including local NGOs, other United Nations agencies, academia, parliamentarians etc.) to ensure that UNFPA makes use of its comparative strengths in the achievement of the country programme outcomes across all programmatic areas?	This question gives evaluators the opportunity to examine how UNFPA has performed in the development and maintenance of strategic partnerships in the country.  Partnerships with parliamentary associations, NGOs, research institutes and other types of organizations are an important component of the UNFPA strategic plan. This acknowledges that progress in SRHR and the other outcome areas is dependent on the work of many different sectors of society and cannot be affected by UNFPA alone.  Note: Partnerships between UNFPA and partner governments specifically are covered by the next evaluation question.	Relevance Effectiveness Sustainability

Evaluation questions	Comments	Evaluation criteria
24. To what extent have the partnerships with the partner government specifically (e.g., ministries, agencies and other representatives) allowed the country office to make use of the comparative strengths of UNFPA, while, at the same time, safeguarding and promoting national ownership of supported interventions, programmes and policies?		Relevance Effectiveness Sustainability
25. To what extent has UNFPA contributed to improved emergency preparedness in [programme country] in the area of SRHR, including maternal health?		Effectiveness Sustainability
26. To what extent has UNFPA contributed to improved emergency preparedness in [programme country] in the area of response to GBV specifically?		Effectiveness Sustainability
27. To what extent has UNFPA supported [south-south cooperation] across all of its programmatic areas to facilitate the exchange of knowledge to build national capacity in [programme country]?	UNFPA has pledged to increasingly rely on the exchange of technical know-how and assistance among organizational partners in the global south (i.e. among developing countries themselves) to support the implementation of country programmes. This approach is captured in the concept of "south-south cooperation". The strategic plan sees particular potential for this approach in middle-income countries. This question allows evaluators to examine the progress UNFPA has made in this regard in programme countries.	Effectiveness Sustainability
28. To what extent has the UNFPA country office contributed to the functioning and consolidation of UNCT coordination mechanisms?		Coordination
29. To what extent is the UNFPA country office coordinating with other United Nations agencies in the country, particularly in the event of potential overlaps, while maintaining its mandate and a human rights-based approach (HRBA) to programming?	This question examines the extent to which UNFPA participates in existing UNCT coordination mechanisms as well as the quality of that participation.  While the UNFPA country office alone cannot ensure the proper functioning of these mechanisms, coordination requires the regular/ongoing participation of UNFPA staff in UNCT coordination meetings and their contributions during the drafting of the coordination framework (i.e., the UNDAF) itself, to give a few examples.  When addressing questions related to the United Nations country team, pay particular attention to (any) barriers to coordination.	Coordination
30. To what extent does the UNDAF fully reflect the interests, priorities and mandate of UNFPA in the country? Have any UNDAF outputs or outcomes which clearly belong to the UNFPA mandate not been attributed to UNFPA?		Coordination



See the section in [Annex I](#) on Evaluation questions related to UNFPA support in humanitarian settings.

## **Step 2: Translate the selected evaluation questions into data requirements**

Once the evaluation questions have been selected, evaluators must insert them within the evaluation matrix. Evaluators should then determine, for each question:

- What are the assumptions to be assessed?
- What are the indicators?
- What are the sources of information?
- What are the methods and tools for data collection?

These aspects correspond to the columns of the evaluation matrix: assumptions to be assessed; indicators; sources of information; and methods and tools for data collection.



[Tool 1](#) provides guidance on and examples of how to complete the evaluation matrix available in [Template 5](#).



If you want to know more, see [Annex I, Elements of theory](#), the section on Evaluation questions.

### 3.3 SELECTING A SAMPLE OF STAKEHOLDERS

The UNFPA country programme involves/affects a wide range of stakeholders; these include execution agencies, implementing partners, other organizations involved in implementation, direct and indirect beneficiary groups and donors, ministries and administrative entities, academia and civil society organizations.

The evaluators must first select a number of interventions that constitute the focus of their analysis. This selection will, in turn, lead to the identification of the sample of stakeholders for the data-collection stage.

Indeed, the element to be considered for the sampling will not be the project<sup>19</sup> but rather the stakeholder and, in particular, the **stakeholder/output** relationship.

By the end of the design phase, the evaluation team should have selected a sample of stakeholders to meet during the field phase. This, in turn, requires evaluators to draw up the **agenda for the evaluation**.

**i** See [Tool 6](#) for brief guidance on how to fill out the suggested format for the CPE agenda (the overall agenda for the entire evaluation).

The process for the preparation of the agenda for the entire evaluation encompasses the following main steps:

#### **Step 1:** Conduct stakeholders mapping

“Mapping” consists of identifying the whole range of stakeholders directly or indirectly involved in, and/or affected by the country programme. This task must take place during the preparatory phase and is initially carried out evaluation manager, and is then refined by the evaluation team.

**i** [Tool 3](#), *List of UNFPA interventions by country programme output and strategic plan outcome*, in *Tools for structuring information*, may be a useful instrument when selecting the sample.

**i** The stakeholders mapping table ([Tool 4](#)) in *Tools for structuring information* provides an inventory of the implementing agencies, other partners and beneficiaries classified by strategic plan outcomes, country programme outputs and UNFPA interventions.

#### **Step 2:** Decide on the selection criteria for the stakeholder sample

The evaluators should develop a comprehensive stakeholders map and detail the approach to stakeholder sampling (the criteria listed below could be used). It is also important to detail which groups were not included/consulted and why (as well as the impact of this on the evaluation). A sample of stakeholders should then be selected. The evaluators should not aim to obtain a statistically representative sample, but rather an illustrative sample.

<sup>19</sup> At UNFPA, a “project” is a financial concept used to designate UNFPA interventions, not interventions in the traditional sense of the term. The UNFPA programming framework is results-based: the focus is placed on outputs and outcomes, not on projects (see also [Table 8](#)).

**TABLE 7** *Stakeholder selection criteria*

The stakeholder sample should include
1. Stakeholders involved in seemingly well-performing and poorly performing interventions of the country programme.
2. All types of stakeholders for each given output/outcome – i.e., implementing partners, execution agencies, other partners, direct and indirect beneficiaries (including marginalized groups and young people) and donors.
3. For each output/outcome, stakeholders associated with ongoing activities as well as with activities (AWPs) that have already been completed.
4. Stakeholders related to both parts of the programme implemented in the country capital and other parts implemented in separate regions/provinces/districts.
5. Stakeholders associated with both financially large and financially modest AWPs.
6. Stakeholders associated with both regular actions and pilot interventions.
7. Stakeholders involved with the national execution (NEX) modality and with the direct execution modality.
8. Stakeholders associated with soft-aid activities carried out by the country office.
9. Stakeholders associated with regional interventions.
10. Stakeholders working on the same issues as UNFPA/in the same spaces but that are not partnering/implementing partners (other actors working on SRHR, maternal health, GBV, for example).
11. Whenever relevant, stakeholders that have been involved with interagency projects.

**Step 3:** Fill out the “sources of information” column in the evaluation matrix.

The evaluation team in consultation with the evaluation manager, fill out the ‘sources of information’ column in the evaluation matrix. This would allow the evaluators to establish a correspondence between the information requirements and the selected stakeholders.

**Step 4:** Produce first draft agenda. This is done by the evaluation team, who produce it and send it to the evaluation manager for input from the country office.

**Step 5:** Finalize the CPE. The evaluators revise and finalize the CPE agenda based on the feedback from and additions made by the evaluation manager.

### 3.4 PLANNING DATA COLLECTION AND ANALYSIS

#### 3.4.1 Drafting the overall and individual agendas of the evaluation

As shown in *Tool 6*, the agenda has seven columns:

Date	Activity/ institution	People to meet	Location	Link with country programme	Selection criteria	Justification

At this stage the evaluation team should be able to fill in the columns: activity/institution; link with country programme;<sup>20</sup> selection criteria; and justification for all selected stakeholders identified and selected as a result of the three previous steps.

The evaluation team should then send this first draft of the CPE agenda to the evaluation manager for input. The evaluation manager should play an active role and work very closely with the evaluation team so that evaluators are informed swiftly on the number, as well as the names and positions of the people suggested for the meetings.



**Tip:** When evaluators send the draft CPE agenda to the evaluation manager, they could already include in “people to meet” some indications of the profile and subgroups of people they wish to meet (within that particular institution) in order to provide the country office with clear/precise information.



See *Tool 6*, *Template 6* and *Tool 9*.

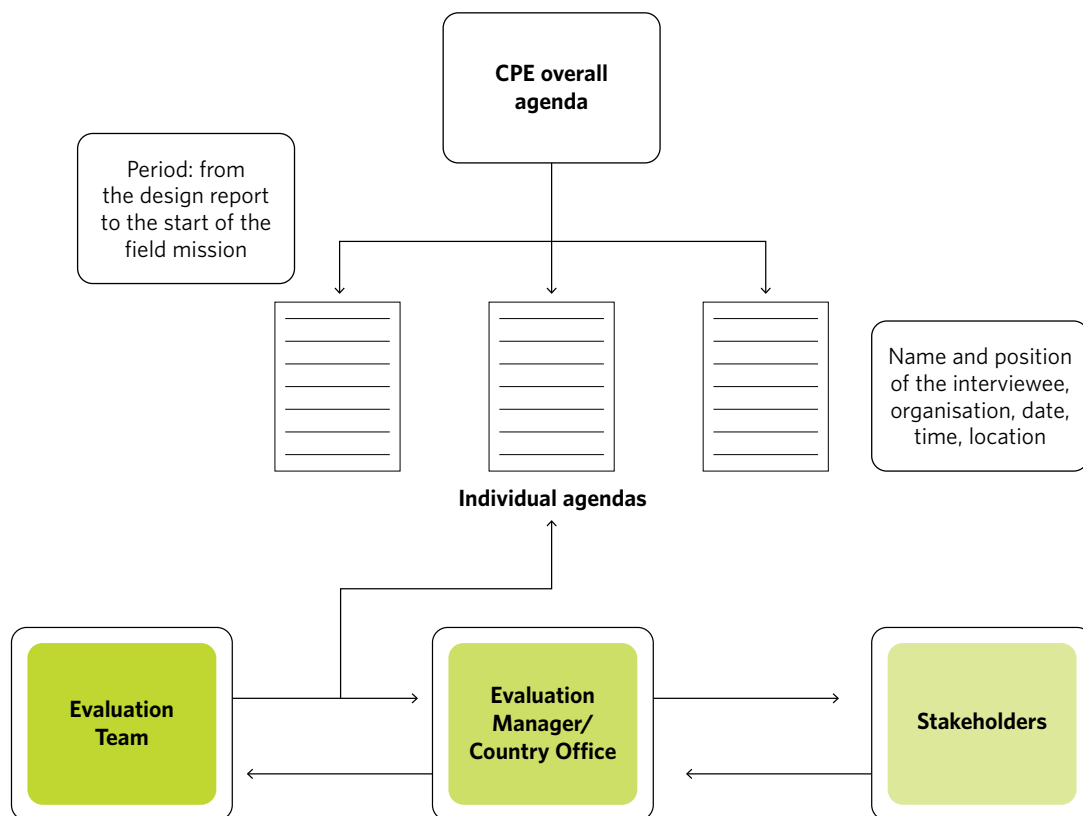
Developing **individual agendas** is a crucial activity that should not be underestimated as it requires a significant amount of time and effort. Arranging the meetings will not only require contacting stakeholders but also recurrent back-and-forth and communication loops until the agenda is finalized.

Developing individual agendas will be the result of a joint effort between the evaluation manager/country office and the evaluation team. However, the evaluation manager and staff at the country office will play a more prominent role given their knowledge of, and access to, the contact details of stakeholders identified for interviews.

<sup>20</sup> This column provides information on the AWP and CPD output with which the selected stakeholder is related.



**FIGURE 5** From the CPE overall agenda to individual agendas



### 3.4.2 Methods for data collection

The objective of an evaluation is to produce a rigorous analysis leading to operational recommendations. The data-collection methods and their proper application, as well as the choice of techniques and methods for data analysis, will determine the quality of the report and the usefulness of the evaluation results.

The main factors that determine the most appropriate methods for data collection are:

- The evaluation questions (with the corresponding “assumptions to be assessed” and sources of information in the evaluation matrix)
- The budget available for the evaluation
- The time available for data collection
- The availability of data and the type of data available (quantitative or qualitative, primary or secondary).

The period available for data collection generally does not exceed three weeks. During this time, evaluators have to compile information from a variety of sources and stakeholders. Much of the information will not be centrally available, making data collection time-intensive as it will involve travel. Data availability may also be poor. Evaluators need to take these constraints into account in their selection of data-collection approaches and instruments. In those circumstances, the most common methods for data collection are documentary review, individual interviews, group discussions and focus groups.

Evaluators need to take into account **how much time is available to collect data** during the field phase:

- Data-collection tools and approaches differ in the amount of time required to apply them
- Document analysis and the compilation and analysis of secondary quantitative data are, in many ways, the most efficient approach to collate information on a broad range of topics and from a variety of sources
- However, this type of secondary data and information will not be available for all of the indicators at output and outcome levels that have been selected by the evaluators (e.g., to record how individual interventions have been perceived by key stakeholders)
- Individual interviews and focus groups can help to fill this gap, but generally require more time (in particular, for scheduling, organizing and conducting the interviews).

Finally, different types of **data have different implications in terms of costs**. Again, document analysis and review – provided that documents are available – are among the most cost-efficient data-collection approaches. The cost associated with interviews and focus groups is considerably higher (time, travel, etc.).



#### Is it possible to conduct surveys as part of a UNFPA CPE?

The time span and budget allocated to CPEs do not generally allow for the use of resource-intensive data-collection methods such as surveys. In effect, surveys (for example, among beneficiaries of particular interventions) are too time-intensive and expensive and it typically is not possible to use them in the context of UNFPA CPEs. For this reason, evaluators need to make optimal use of the existing secondary quantitative information to describe and analyse the changes in health-related and other outcomes among UNFPA beneficiaries.

In most cases, and for most CPEs, evaluators will use a combination of document reviews, analysis of other quantitative secondary data, individual interviews with key informants and focus groups or other types of group discussion to collect data. Each approach has its unique strengths and weaknesses, and is subject to specific limitations with regard to the quality of the data it can generate. Therefore, evaluators need to combine them in a way that uses the comparative strengths of one approach to correct for the relative weaknesses of the others.

#### BOX 6: STRENGTHENING THE GENDER AND HUMAN RIGHTS RESPONSIVENESS OF THE EVALUATION

Capturing the voices of a range of stakeholders takes time, human and financial resources, and commitment; it is, however, essential to ensure the evaluation is gender- and human rights-responsive. A mixed methods approach to data collection is recommended; the evaluation manager and team should ensure that both the methods chosen (e.g., focus groups, interviews, documentary review, etc.) and the ways in which they are applied are gender- and human rights-responsive. This includes, inter alia, systematically consulting gender focal points in ministries and municipalities, women's human rights organizations, youth groups and individuals/communities directly impacted by rights violations. To this end, the following guidance may help:

- UNEG 2011: "Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance", p. 40, table 3.2, at <http://www.uneval.org/document/detail/980>
- UNEG 2014 ""Integrating Human Rights and Gender Equality in Evaluation" <http://www.unevaluation.org/document/detail/1616>
- General resources on gender- and human rights-responsive data collection, see, for example: The Association for Women's Rights in Development (AWID) Monitoring and Evaluation Wiki here: <http://awidme.pbworks.com/w/page/36050854/FrontPage>
- Most Significant Change toolkit here: [https://www.betterevaluation.org/en/plan/approach/most\\_significant\\_change](https://www.betterevaluation.org/en/plan/approach/most_significant_change)



See [Tool 7, Field phase preparatory tasks checklist](#).

#### 3.4.2.1 Document review

The documentary review is useful in understanding the country context and UNFPA country programme, identifying the sample of stakeholders, collecting qualitative and quantitative secondary data, identifying specific interview questions, completing the evaluation matrix, and validating and cross-checking preliminary findings.

There is a wide range of documents containing data and information. The most common are programming documents; previous evaluation (good-quality) reports; project documents such as progress and monitoring reports, technical studies and technical reports; statistical digests and reports, etc.

Besides the documentation provided by the evaluation manager ([Tool 8](#)), evaluators will also collect and review additional documentation throughout the field phase.

In many cases, evaluators will find that the information is scattered across several documents and that the documents themselves are hard to locate. While CPDs and information from Atlas are accessible electronically, AWP are often stored as paper copies or are available only electronically from the UNFPA country office.

Therefore, evaluators need to dedicate sufficient time to locating and retrieving all documents needed at the beginning of the evaluation – i.e., the design and field phases.

Secondary data obtained through documentary review will complement primary data (obtained through interviews and focus groups) in order to conduct triangulation, that is: to verify and cross-check the validity of preliminary findings (see [section 4.2](#) for more details).

A gap in UNFPA CPDs is the lack of monitoring data on the uptake and use of assets, tools or other resources that UNFPA support has helped to put in place. UNFPA monitoring systems in programme countries are focused primarily on activities and often collect data on the numbers of nurses, midwives or other personnel UNFPA helped to train; or on the numbers of health centres equipped or constructed with the help of UNFPA (i.e., the tangible deliverables of UNFPA support). However, such monitoring often does not capture the extent to which these assets were subsequently utilized. This means that evaluators cannot expect to obtain much information on the professional development of UNFPA-supported personnel, or the usage rates of UNFPA-supported health centres and clinics, etc. Consequently, it will be difficult to assess the benefits of UNFPA-supported interventions for the intended target group (such as patients in health centres) or other beneficiaries solely on the basis of information from document reviews.

#### **3.4.2.2 Interviews: individual interviews, group discussions and focus groups**

Interviews with key informants in the UNFPA country office, government ministries and agencies, UNCT members and other development partners and civil society organizations usefully complement document reviews in CPEs. Together with focus groups or other types of group interviews (see next section) they can provide evaluators with first-hand accounts of UNFPA-supported interventions and activities “in action”.

While document reviews help evaluators to learn about the formal structure of implementation and coordination mechanisms, or the official and formally stated objectives of UNFPA support, interviews often allow evaluators to:

- Put this information into context
- Ask for interpretations of statements in the documents
- Solicit feedback on aspects of the performance of UNFPA that might not have been discussed in official reports.

In particular, interviews can help evaluators to collect information on the way in which and the extent to which assets, human resources or other direct deliverables associated with UNFPA support were utilized to improve health outcomes in programme countries. This utilization of assets and resources is often difficult to assess based on written documentation alone, and requires supplementary interviews.

For instance, UNFPA commonly supports the acquisition of equipment for health centres, assists in the training of midwives, nurses or doctors or provides technical assistance to ministries and other government agencies. These assets and resources can help to improve the quality and accessibility of reproductive health services, but only if they are applied and properly utilized in the manner that was intended. For example, ambulances can help to support the referral system in programme countries only if they are properly maintained. Trained nurses and midwives have to be deployed in areas where their services are needed, or have to be assigned to clinics with the required equipment to improve the quality of health services in order to make a difference.

### BOX 7: RELIABILITY OF DATA AND INFORMATION IN EVALUATIONS

- In research and evaluation, the term “reliability” means “repeatability” or “consistency”. The data-collection approach is considered reliable if it produces the same result in repeated measurements of the same unchanged object or condition.<sup>21</sup>
- Interviews are subject to certain threats to the reliability of the information they produce. First, interviewees are likely to filter their observations on the basis of their pre-existing opinions. These preconceptions often reflect the values or goals of their environment (such as the organizations to which they belong, or the communities in which they live), or are affected by other privately held beliefs. In addition, even knowledgeable key informants can have false or incomplete information about the object of the interview. Finally, the evaluators who are conducting the evaluation can introduce bias into the interviews, by asking leading questions, or by recording answers only selectively, based on their own preconceptions about the topics at hand.

During the design phase, the evaluation team has to decide on the types of interviews to be conducted. Types of interviews are linked to both the evaluation questions and the nature of stakeholders to be interviewed. In a UNFPA CPE, a great deal of the **evaluators' access to high-value information depends on interviews**.

However, interviews are subject to certain limitations regarding the reliability of the information collected – i.e., the extent to which statements and feedback solicited from interviewees provide an accurate picture of the situation.

To control for the bias that any individual interviewee and also any single interviewer conducting the interview is likely to introduce into the data-collection process, it is helpful to follow a few simple rules when preparing and conducting interviews for UNFPA CPEs:

- When selecting key informants for a particular set of questions, evaluators need to be sure to include interviewees who represent different institutional viewpoints on the topics at hand. For example, when collecting information on the relevance (needs orientation) of UNFPA support, evaluators should not only talk to representatives of the partner government, but should also include other types of stakeholders, such as partner donors, civil society organizations, research organizations, marginalized groups and young people.
- Each evaluator needs to prepare her/his interviews by developing interview guides with a set of standard questions. S/he should share these guides with all members of the evaluation team and discuss with the team the significance of the individual interview questions before conducting any interviews. Although evaluators will not be able to strictly follow the sequence of questions in the interview guides, they should routinely refer back to the guide to ensure that they are covering the required topics and are asking all relevant questions.
- Where possible, team members should conduct interviews in pairs. This reduces the risk that any individual interviewer introduces his or her personal bias into the conversation. It also makes it easier to jointly reflect on the answers of the interviewee, and to identify possible misrepresentations or other biases of the key informant.

<sup>21</sup> Adapted from the Research Methods Knowledge Base, “Theory of Reliability”, <http://www.socialresearchmethods.net/kb/reliabl.php>



See [Tools 9, 10, 11 and 12](#).

### Structured, semi-structured and unstructured interviews

An interview is a data-collection tool used to:

- Confirm or check facts learned from the documentation or from other interviews
- Collect new data to complement the documentary review
- Collect opinions, perceptions and analysis from a reasonable number of varied stakeholders.

A **structured interview** is based upon a standardized set of questions following a predetermined order. Structured interviews do not leave space for improvisation. They allow for comparability, ensure neutrality, and enable the information obtained to be more easily processed.

A **semi-structured interview** is based on an interview guide listing the main topics to be treated and their ideal order. Unlike the structured interview, questions remain open and the interviewer does not necessarily follow the predetermined order. It allows for improvisation while keeping track of the main subjects to be dealt with.

An **unstructured or open-ended interview** consists of an informal conversation on a topic (or topics). It does not require predefined questions and provides the interviewer with flexibility over how to lead the conversation. It allows for empathy and mutual understanding with a view to facilitating the exchange of information. Unstructured interviews are used in situations where the evaluator wants to explore the opinion of interviewees in a fully open-ended manner. Within the context of UNFPA CPEs, unstructured interviews may prove useful in situations such as unplanned meetings and/or meetings taking place with end beneficiaries of the programme (notably vulnerable groups: refugees, adolescents/children, GBV victims, etc.).



**Tip:** The team leader must ensure that all evaluators have the same understanding of the set of interview questions (in the case of structured and semi-structured interviews) in order to ensure homogeneity and to enable comparison between the information obtained by the different interviewers.

#### BOX 8: WHICH TYPE OF INTERVIEW SHOULD YOU SELECT: STRUCTURED, SEMI-STRUCTURED OR UNSTRUCTURED?

These three types of interviews are not mutually exclusive. Evaluators may use them all in the course of the evaluation exercise. However, **semi-structured interviews are recommended for UNFPA CPEs** since they provide a good balance between rigour and flexibility, both of which are necessary given the nature of the themes under evaluation and the related variety of stakeholders.



See *Tool 12* and *Template 7*.



In addition to this handbook, there is also a wealth of information accessible on the internet on the role of interviews in evaluations, different types of interviews and different interview techniques:

The Research Methods Knowledge Base (<http://www.socialresearchmethods.net>) provides a useful introduction to interviews, the preparation process, interview techniques, etc. (<http://www.socialresearchmethods.net/kb/interview.php>).

The online Methodological Handbook of EuropeAid/European Commission

[https://ec.europa.eu/europeaid/evaluation-approach-and-methodology\\_en](https://ec.europa.eu/europeaid/evaluation-approach-and-methodology_en) provides information on different types of interviews and their significance for theory-driven evaluation (the evaluation type of UNFPA CPEs) ([https://europa.eu/capacity4dev/evaluation\\_guidelines/minisite/en-methodological-bases-and-approach/evaluation-tools/interview](https://europa.eu/capacity4dev/evaluation_guidelines/minisite/en-methodological-bases-and-approach/evaluation-tools/interview)).

The *Field Handbook of the World Health Organization* (WHO) provides a checklist for conducting semi-structured interviews ([http://www.who.int/hac/techguidance/tools/manuals/who\\_field\\_handbook/g6.pdf](http://www.who.int/hac/techguidance/tools/manuals/who_field_handbook/g6.pdf)).

To ensure adherence to, inter alia, principles of “do no harm”, privacy, confidentiality, consent and respect, specific ethical considerations must be made when evaluating the response of UNFPA to GBV and violence against women and girls.

For a non-exhaustive list of resources on conducting interviews with survivors of GBV and violence against women and girls, please see the following:

UNICEF (2015) Procedure for ethical standards in research, evaluation, data collection and analysis ([https://www.unicef.org/supply/files/ATTACHMENT\\_IV-UNICEF\\_Procedure\\_for\\_Ethical\\_Standards.PDF](https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF))

World Health Organization (2001). Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women (<http://www.who.int/gender/violence/womenfirtseng.pdf>).

Jewkes R., Dartnall E. and Sikweyiya Y. (2012). Ethical and Safety Recommendations for Research on Perpetration of Sexual Violence. Sexual Violence Research Initiative, Medical Research Council, Pretoria, South Africa.

WHO (2007). Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies ([http://www.who.int/gender/documents/OMS\\_Ethics&Safety10Aug07.pdf](http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf)).

UN Women (<http://www.endvawnow.org/en/articles/174-ethical-considerations.html>).

### **Focus groups**

Group discussions allow evaluators to solicit information and feedback from more than one or two interviewees at a time. In this way, not only can evaluators gain insights into the opinions and beliefs of single individuals, they can observe how members of a group interact and how opinions on a particular topic differ. However, interviewing people in groups also presents a number of challenges:

- The group setting can inhibit the interviewees' ability to answer questions freely and in accordance with their own views.
- The dynamic between members of the group during the interview can also be influenced by their existing relationships outside of the group interviews, based on factors such as relative power, economic influence, or social and cultural norms.
- If these influences are too strong, evaluators will find it very difficult to collect useful information during the course of the focus group discussion (FGD).

Focus groups are a specific type of group interview aiming to avoid many of these shortcomings by carefully selecting the individual participants to protect their ability to freely express their opinions:

- The size of the group is limited to about eight to ten people.
- They are led by evaluators with experience in moderating focus groups or external skilled moderators to achieve the balanced and equal participation of all group members in the discussion.
- In a focus group, interactions between stakeholders allow participants to:
  - Comment on each other's opinions
  - Bring up new topics inspired by the interventions of others
  - Contradict or support others.

This makes focus groups a useful instrument for validating information on preliminary findings or hypotheses stemming from the documentary review and individual interviews.

A focus group requires a certain degree of homogeneity among participants. However, the level of homogeneity will depend on the specific objective sought by the evaluators. The focus group allows interviews to go beyond commonly expressed views and opinions, and makes it possible to capture a wealth of details and nuances.

In the context of UNFPA CPEs, focus groups can be particularly helpful for soliciting information from beneficiaries of UNFPA-supported interventions in communities (e.g., mothers, youth), health centres (e.g., nurses, midwives) and other sites. Focus groups can also be an efficient way to collect information from a small group of representatives from different civil society organizations, for example, on the needs orientation (relevance) of UNFPA support, the quality and utilization of UNFPA-facilitated deliverables (effectiveness) and the risk factors for continued benefits from these deliverables (sustainability). Focus groups are typically less useful for obtaining information on issues related to the efficiency of UNFPA country programmes.



### BOX 9: KEY CHARACTERISTICS OF FOCUS GROUPS

- Focus groups are conducted with **small groups of eight to ten participants selected on the basis of homogeneity** (they share similarities) with regards to the most relevant characteristics of the topic at hand. When discussing questions of sexual health, for example, women should be interviewed separately from men. If possible, both men and women should be further divided into subgroups, based on, for instance, their age, marital status or other factors that are likely to influence their views on the topics being discussed.
- **Participants of each focus group are carefully chosen** to ensure they fulfil the previously defined selection criteria (see above). The selection also aims to ensure that no participant is able to hold power in terms of reward or sanctioning over any other members of the group. Steps should be taken to ensure that participants feel safe to discuss sensitive topics.
- **Moderators of focus groups use carefully prepared interview guides** to lead the group through a series of questions and topics. Sequencing of topics helps to promote a natural flow of the conversation, and must address the need of the group to become familiar and comfortable with the setting so that sensitive or difficult topics can be discussed. The use of the same guide in different focus group discussions (e.g., with men and women, both married and unmarried) ensures a degree of comparability of results among the subgroups.
- **The moderator facilitates the exchange of opinions** among the participants to achieve an even and equal participation of all members of the group.

Evaluators should be aware of the fact that preparing for focus groups requires a considerable amount of time. The main tasks in preparing a series of focus group discussions are:

- Definition of the specific topic
- Development of the moderators' guide
- Selection and recruitment of participants to ensure homogeneity of each group
- Securing a venue for the focus group, organizing note-takers and other logistical requirements (such as refreshments).

With this in mind, evaluators should assess whether it will be more practicable and useful to conduct individual interviews or to organize focus groups.



See [Tool 13, How to conduct a focus group: practical tips](#).

### 3.4.3 Methods for data analysis

At the design phase, evaluators must **select the methods** for analysing data. By data analysis, we refer to the process of assessing the evaluative information gathered by means of documentary review, interviews and focus groups.

Analytical work is performed throughout the evaluation exercise. Indeed, evaluators should start analysing data as it becomes available. Data analysis requires both individual and joint work within the evaluation team. However, this process culminates with the reporting phase, when evaluators draft the findings and proceed with the formulation of conclusions and related recommendations.

Considering the limited availability of quantitative data in most country offices (due, in particular, to ineffective results-oriented monitoring and reporting systems), the type of data collected in a CPE will consist mostly of primary **qualitative data**. Short timelines and limited financial resources allocated to CPEs exclude the possibility of resorting to sophisticated methods for data analysis (such as cost-benefit analysis, cost-effectiveness analysis and econometric-based models such as regression analysis). However, evaluators should consider applying quantitative methods for data analysis when the country office monitoring and evaluation system is in place and when national statistical data is readily available.

When analysing primary qualitative data, evaluators must use triangulation and validation techniques, as well as evidence-based approaches.

**The focus of the data analysis process in a CPE is the identification of evidence.**

Findings, conclusions and recommendations to be presented in the final evaluation report must be evidence-based. Evidence may be based on opinions and perceptions, and on hard data (values of the indicators in the CPD). Such evidence should be used to validate the answers to the evaluation questions.

Evaluators **must link preliminary findings** (by evaluation question) **with the evidence** that supports such findings as well as with the sources of the evidence. The evaluation manager must ensure that the evaluators present the techniques that will be used to ascertain that the results of the data analysis are credible and evidence-based (see *Section 7.2, Detailed outline of reports, Chapter 4 of the design report, Evaluation methodology and approach*).



See *Tool 1 and Template 5, The evaluation matrix*.

In order to reinforce the credibility and validity of the findings, judgements and conclusions obtained on the basis of the primary qualitative data, evaluators should use **triangulation techniques**.

Triangulation means that evaluators must double- or triple-check the results of the data analysis by way of cross-comparing the information obtained via each data-collection method (desk study, individual interviews, discussion groups, focus groups). Evaluators should also cross-compare the results obtained through different data sources – e.g., compare results obtained through interviews with government staff with those obtained from beneficiaries or from statistical data (e.g., evolution of reproductive health indicators).

### BOX 10: STRENGTHENING THE GENDER AND HUMAN RIGHTS RESPONSIVENESS OF THE EVALUATION

Analytical frameworks and techniques that allow for an examination of shifts in power and resources – and are able to illustrate how groups differently situated vis-à-vis the realization of human rights and gender equality are impacted in different ways by UNFPA support – strengthen the analysis and improve the gender and human rights responsiveness of the evaluation.

For general resources on gender- and human rights-responsive analysis techniques, see, for example:

- Gender@Work Framework (<http://genderatwork.org/analytical-framework/>) adapted by and, together with the Gender Responsiveness Effectiveness Scale (GRES), utilized in the evaluation of the UNDP contribution to gender equality, here (Chapter 5, page 45): <http://web.undp.org/evaluation/evaluations/thematic/gender.shtml>
- Candida March, Ines Smyth and Maitrayee Mukhopadhyay (1999). "A Guide to Gender-Analysis Frameworks", Oxfam: <https://policy-practice.oxfam.org.uk/publications/a-guide-to-gender-analysis-frameworks-115397>
- The Association for Women's Rights in Development (AWID) Monitoring and Evaluation Wiki (section III Gender Analysis Frameworks): <http://awidme.pbworks.com/w/page/36050854/FrontPage>
- UNEG (2011). "Integrating Human Rights and Gender Equality in Evaluations – Towards UNEG Guidance" (particularly Box 12): <http://www.uneval.org/document/detail/980>
- UNEG (2014). "Integrating Human Rights and Gender Equality in Evaluations" <http://www.unevaluation.org/document/detail/1616>
- UNEG (2018). "Revised UN SWAP EPI Technical Note and Scorecard" specifically "Annex 5: What are the key UNEG guidance documents covering integration of gender equality in evaluation?": <http://www.unevaluation.org/document/detail/1452>

Whenever substantial discrepancies appear when comparing the information obtained from different collection methods (for a given evaluation question), evaluators should find out the reason why. If this is not possible, the preliminary findings should be disregarded.

During the design phase, the evaluation team should also agree on validation mechanisms and present them in the methodology chapter of the design report. These mechanisms are arrangements that enable the verification and validation of the hypothesis and preliminary findings.

The most common validation techniques in CPE are:

- Internal team-based reviews: convening a series of internal team meetings (during the field and analysis phases to share and discuss preliminary findings/conclusions, hypotheses and evidence). In UNFPA programmes, programmatic areas are highly interrelated, which means that an evaluator will collect evidence on the areas for which s/he is responsible, but also on other evaluators' area(s) of expertise. Sharing and discussing the validity of preliminary findings and their supporting evidence for each programmatic area constitutes a validation process. The most important team-based review is the one that will take place prior to the presentation of the preliminary findings to the country office.
- Presenting and discussing preliminary findings with the country office and the reference group. This presentation should ideally take place during a workshop.
- Focus groups can also be used as a validation technique. When conducted near the end of the field phase, focus groups make it possible to present preliminary findings to a relevant audience, which may validate them or surface reservations on their validity.

To check the validity and robustness of the findings, evaluators should not wait until the field phase. This control must be performed throughout the evaluation process. In this manner, evaluators can assess whether they should keep on working on specific hypotheses (lines of argument) or disregard them when there are indications that these are weak (contradictory findings or lack of evidence).

#### **3.4.4 Limitations and ways to mitigate them**

At design phase, the evaluators must assess the following aspects:

- The availability of data and information is often constrained by the lack of a results-oriented monitoring and reporting system in the country office and/or poor national statistical data, as well as insufficient disaggregation by gender, location, class, etc.
- The quantity and quality of data produced by monitoring and evaluation as well as results-based management systems - i.e., the existence (or lack thereof) of baselines, targets and current values for key indicators of output and outcomes. Missing data on indicators will hinder the ability of evaluators to answer evaluation questions.
- Access to sources of information (both documentary sources and stakeholders). Some of the factors behind such restrictions may be: organizational restructuring processes - either at the country office or in national counterpart institutions - which adversely affect institutional memory and makes it difficult to obtain accurate and representative data for the period under evaluation. High staff turnover among civil servants and changes in government (after elections) also make the identification of key informants (in view of interviews) a difficult and time-consuming process. Security restrictions and accessibility issues in the context of a humanitarian crisis are another factor.

- The timing of the evaluation. This has implications with regard to the observation of actual effects – e.g., it may be too early to observe the effects generated by some of the outputs of the programme. This is particularly relevant to the nature of interventions implemented by UNFPA (changes of behaviour, culture and mentality), which require time to see effects.

Identifying limitations is critical, including specifically those related to stakeholder consultation and data-collection methods. Once limitations have been identified, the assessment should conclude with a clear description of the mitigating measures. Some examples of mitigation approaches are:

- **Triangulation techniques:** evaluators must check whether the given information is confirmed across data sources and collection methods used (e.g., interviews with beneficiaries, progress reports, a group discussion with national counterparts)
- **Validation techniques** (as mentioned in the previous section)
- **Ad-hoc proxies:** to offset the lack of current values for indicators

### 3.5 ORGANIZING THE WORK

#### 3.5.1 Team responsibilities and the distribution of tasks

The allocation of responsibilities and distribution of work include, at least, two aspects: (i) allocation of responsibilities by area of work; (ii) allocation of responsibilities for sections of the final evaluation report.

##### **Allocation of responsibilities by area of work**

Each evaluator should:

- Lead the evaluation work on evaluation questions associated with her/his area of expertise
- Provide input when relevant on other evaluators' programmatic areas.<sup>22</sup>

##### **Allocation of responsibilities for sections of the final evaluation report**

It is also advisable to decide, before the start of data collection, which evaluator will be responsible for each section of the final report. This will allow team members to plan their workload well in advance and will prompt coordination among team members. Although there might be adjustments at a later stage of the evaluation process, it is recommended that evaluators agree on a distribution of tasks at the design phase.

Sections of the final evaluation report (including annexes)	Responsible person	Inputs/support required from

When assigning tasks and responsibilities, it is important to ensure that workload and timeline estimates are consistent with each team members' allocations in terms of days.

<sup>22</sup> E.g., gender and monitoring issues are often to be assessed across the programme, hence involve all of the evaluators.

### 3.5.2 Resource requirements and logistical support

Evaluators should identify all of the resources required to carry out the evaluation and the nature of the support expected from the evaluation manager and country office. Aspects to be considered include:

- Support to **organize the agenda of interviews**, group discussions and focus groups (once evaluators have selected the sample of stakeholders to be interviewed).

A special note on planning for the engagement of rights-holders: strong coordination, organization and planning well in advance of site visits/data collection is particularly important when engaging with rights-holders and communities directly impacted by rights violations, particularly those outside the capital. Extra travel time, additional logistical support, including to select the appropriate time and location for gatherings and human/financial resources (including language/translation), is often required. To facilitate genuine engagement with rights-holders, this should be properly reflected in the agenda. When organizing the agenda, ensure enough time is scheduled between meetings. Additional financial and human resources may be required or resources reallocated to capture and reflect the perspective(s) of rights-holders and impacted communities. See also *Preparing the logistics for the site visits*, in [section 4.3.2.3](#), The importance of site visits.

- Means of **transportation** (in the capital and to travel to other regions), travelling permits and authorizations.
- **Meeting facilities**. This includes: (i) room facilities for team meetings, to be provided by the UNFPA country office; and (ii) a first estimation of logistical arrangements needed for the focus groups. Evaluators must inform the evaluation manager as soon as possible so that preliminary arrangements and contacts with national counterparts may take place well in advance.
- **Equipment** such as overhead projector, printer, etc.
- Whenever appropriate, **interpreters** for international consultants and for national consultants in multilingual countries. To the extent possible, the interpreters should be aware of and be sensitive to the issues on which UNFPA works (SRHR/GBV/gender equality).

At this stage, the evaluation manager should also ensure that evaluators are familiar with safety and security issues as well as with financial arrangements and procedures regarding payment and reimbursement of transport expenses.

### 3.5.3 Work plan

The team should agree on, and draw up a work plan to be shared with the evaluation manager. This plan should reflect the timelines (as per the ToR) and provide the sequence of main activities and milestones from the end of the delivery of the design report to the submission of the final evaluation report.

The Gantt chart below shows an example of the main elements to be included in the work plan:

Main activities Field mission	Week												
	Month 1				Month 2				Month 3				
	week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4	
Delivery of the design report													
Approval of the design report													
Completion of the agenda for in-country meetings and interviews		●											
Preparation of the interviews and adjustments in the agenda													
In-depth study of AWP, previous evaluations, etc. (secondary sources)													
Data collection													
Data analysis, triangulation (teamwork)													
Presentation preliminary results to country office							■						
Delivery of first draft of evaluation report											▲		
Comments from the country office													
Delivery of final evaluation report													✘

Legend and milestones:

●	Monday 24, agendas for field visits completed	■	Friday 21, workshop presenting preliminary evaluation results
▲	Monday 8, delivery of the first draft evaluation report	✘	Friday 30, delivery of the final evaluation report



### 3.6 ENSURING THE QUALITY OF THE EVALUATION DESIGN AND METHODOLOGY

The design report is meant to capture the evaluators' interpretation of the ToR for the CPE, and is supposed to enable the evaluation team to translate the requirements of the ToR into a practical and feasible evaluation approach and work plan.

The evaluation manager must check whether the design report responds to the following requirements in a satisfactory manner:

- Have the evaluators correctly understood why UNFPA is doing this evaluation? Have they correctly interpreted the purpose and objectives of the evaluation?
- Have the evaluators correctly understood what is being evaluated?
- Does the report show that the evaluators have reviewed the entire country programme, and its components?
- Have they analysed the intervention logic of the programme, including the presumed needs, and the intended response of UNFPA?
- Have they reviewed what elements of the country context are important to consider in the evaluation?
- Do the evaluation questions and related indicators adequately take into account the relevant aspects of the programme?
- Have the evaluators convincingly illustrated how they intend to carry out the evaluation?
  - Does the design report present a convincing evaluation methodology and approach?
  - Have the evaluators proposed appropriate tools and information sources to collect the required information with a view to answering the evaluation questions?
  - Does the report identify the expected risks and constraints, and does it offer viable options to minimize their effects on the feasibility and quality of the evaluation?

To answer these questions, and, if necessary, make appropriate suggestions for improvements to the design report, the evaluation manager must consider the different chapters and elements of the design report that speak to each of the above assessment questions.

*Section 7.2.1* provides the annotated outline for a CPE design report and explains in detail the purpose and expectations for each chapter. The evaluation team leader, as well as the evaluation manager, should compare the design report to this template throughout the quality assurance process.



The annotated outline of design reports for CPEs can be found in *section 7.2.1* and *Template 8*. The template can be used by the evaluation team leader as a guide for drafting the design report, and by the evaluation manager to guide his/her assessment of the design report during the quality assurance process.

The box below summarizes the main quality assurance questions to be answered at the end of the design phase, and relates them to the relevant sections of the design report. For each chapter, the box also proposes a few key issues to be assessed during the quality assurance process of the design phase.

**BOX 11: SUMMARY OF THE MAIN QUALITY ASSURANCE QUESTIONS, ASSOCIATED DESIGN REPORT ELEMENTS AND SPECIFIC ISSUES TO CHECK**

Main quality assurance questions	Associated elements of the design report	Specific issues to check
<p>For a more detailed description of quality assurance elements (and the attendant dimensions to be included in a design report), see <i>Template 8, The design report for CPE</i>, and the EQA grid and explanatory note (<i>Template 13</i>).</p>		
Have evaluators understood <i>why</i> UNFPA is doing this evaluation?	<b>Chapter 1: Purpose and objectives of CPE; scope of the evaluation</b>	<ul style="list-style-type: none"> <li>Does the report correctly describe the intended purpose and objectives of the evaluation?</li> <li>Does the scope selected for the evaluation correspond to the information needs as expressed in the terms of reference?</li> </ul>
Does the design report correctly present <i>what</i> is being evaluated?	<b>Chapter 2: Country context</b>	<ul style="list-style-type: none"> <li>Does the chapter offer a description of the country context focused on elements that are relevant for the UNFPA country programme?</li> <li>Are components of the country programme logically related to the country context?</li> <li>This section should also include the country's progress towards the achievement of relevant internationally agreed development goals (including the SDGs and the ICPD benchmarks).</li> </ul>
	<b>Chapter 3: UNFPA strategic response and programme; Description of programme and intervention logic; Effects diagram (not compulsory)</b>	<ul style="list-style-type: none"> <li>Does the report describe the country programme comprehensively, (including evolutions over time) without omitting important components and situate it within the broader United Nations system's framework and the corporate strategic/normative framework of UNFPA?</li> <li>Do the evaluators propose an analysis of the country programme that goes beyond a description of its components - e.g., does the report identify linkages between components? Does it identify gaps or weak areas in the intervention logic?</li> <li>Does the report take into account the cross-cutting issues covered by the country programme, including the integration of a gender-responsive and human rights-based approach (HRBA) to programming?</li> </ul>

	<ul style="list-style-type: none"> <li>Is a detailed financial analysis of the programme budget by output and outcome included, clearly distinguishing between resource targets set out in the country programme document (CPD) and the actual resources mobilized during the programme cycle? Are implementation rates also included?</li> </ul>
<b>Chapter 4: Evaluation questions; indicators</b>	<ul style="list-style-type: none"> <li>Do the evaluation questions respond to specific evaluation criteria (relevance, effectiveness, efficiency and sustainability, as well as others) and cover the main topics, themes and issues covered by the country programme (and identified in <i>Chapter 3</i>, see above)?</li> <li>Do the indicators contribute to focusing the standard evaluation questions while addressing the priorities / main topics, themes and issues covered by the country programme and allow for the ability to collect data that speaks to the gender and human rights responsiveness of the country programme?</li> </ul>
<b>Chapter 4: Methodology and methods for data collection and analysis</b>	<ul style="list-style-type: none"> <li>Does this section provide a clear and detailed description of the evaluation's approach and methodology (i.e. a theory-based approach, outlining the intervention logic leading to a reconstructed theory of change of UNFPA support). Does it also identify how the methodology is gender- and human rights-responsive, noting any limitations towards implementing a gender- and human rights-responsive evaluation, as well?</li> </ul>
<b>Evaluation matrix</b>	<ul style="list-style-type: none"> <li>Is an evaluation matrix (the primary analytical tool of the evaluation) presented, linking the evaluation questions to the evaluation criteria? Evaluation questions should be broken down into assumptions (aspects to focus upon) and attendant indicators. Evaluation questions should be linked to data sources and data-collection methods.</li> <li>Does the report suggest appropriate tools for data collection and analysis that will allow evaluators to collect information/data for all of the indicators identified in the report?</li> <li>Will the collected data allow the evaluators to develop a valid (credible) answer to the evaluation question(s)?</li> </ul>
<b>Chapter 4: Evaluability assessment, limitations and risks</b>	<ul style="list-style-type: none"> <li>Has the report identified the limitations of the evaluation, including the most serious risks and constraints, as well as the extent to which the evaluation is (or is not) gender- and human rights-responsive?</li> <li>Have the evaluators proposed mitigation measures to address limitations? In cases where limitations are unable to be addressed, is a brief explanation on the extent to which the validity and credibility of the evaluation results could be affected provided?</li> </ul>