

AMENDED TERMS OF REFERENCE

Cluster Evaluation of UNITAR Training of Trainers Programming

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1. Background

The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. Learning outcomes are associated with about two-thirds of the Institute’s 450-some events organized annually, with a cumulative outreach to over 40,000 individuals (including 25,000 learners). Approximately three-quarters of beneficiaries from learning-related programming are from developing countries. UNITAR training covers a number of thematic areas, including activities to support the implementation of the 2030 Agenda for Sustainable Development; multilateral diplomacy; public finance and trade; environment, including climate change, environmental law and governance, and chemicals and waste management; peacekeeping, peacebuilding and conflict prevention; decentralized cooperation; and resilience and disaster risk reduction.

Over time, the Institute’s focus on learning has evolved from not only aiming to expand its outreach to beneficiaries and address the needs of individual learners, to also working to increase the efficiency of its training by enhancing the capacities of learning centres in developing countries with innovative

methodologies to design and deliver training through face-to-face and/or e-Learning approaches. To achieve this objective, UNITAR has developed or strengthened existing cooperation with a number of learning centres in developing countries through training-of-trainer (ToT) or related initiatives.

For the purpose of this evaluation, UNITAR has identified a cluster of six projects in which institutional capacity development through ToT has played an important role. These projects include:

- Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb (2011 - 2015);
- Training of Algerian Diplomat-trainees and Senior Officials (2012 - 2014);
- Enhancing the Capacity of African Peacekeeping Training Institutions (2012 - 2015);
- Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (2015 - 2016);
- Training and follow-up on entrepreneurship for young graduates from Algeria (2012 - 2016);
- **Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016).**

The projects are of varying degrees of scale, duration and complexity, and are related to training in decentralized cooperation, diplomacy, peacekeeping, public finance and trade, youth entrepreneurship and anti-corruption. Three of the **six** projects are implemented in the French language in collaboration with different government institutions in Algeria; one project is implemented in English, French and Portuguese with training activities taking place in multiple countries with different national/regional partners; one project focuses on supporting a regional training institution in the development of its own e-Learning capacity and one project focuses on anti-corruption. Annex I provides a synopsis of the **six** projects selected for this cluster evaluation.

2. Purpose of the Evaluation

The purpose of the evaluation is to provide evidence that the Institute's approach to developing the capacities of learning centres in developing countries is producing the intended results and creating efficiency gains in the delivery of UNITAR training. The evaluation should not only assess the performance of the projects, but it should also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) the successful implementation and achievement of results. The purpose of the evaluation is also to provide recommendations and lessons-learned on the strengthening of institutional capacities of learning centres, including identifying what methods or approaches work well and why, since ToT will likely continue to play an important role in the Institute's strategy to respond to learning and capacity development needs at the country level. In this sense, the results from this evaluation will contribute to guiding the development of similar ToT/institutional capacity strengthening projects in the future. Following the finalization of the evaluation report, the use of the evaluation will be promoted by sharing it internally within UNITAR, and externally with donors and other project partners.

3. Scope of the evaluation

The evaluation will focus on the ToT-related components of the **six** projects which were under implementation during the period of January 2012 – June 2016.

4. Evaluation criteria

The evaluation will assess the projects against the following criteria: relevance, effectiveness, efficiency, impact and sustainability.

- **Relevance:** Is UNITAR’s ToT programming reaching the targeted participants and is the approach taken through the projects relevant to the learning centres’ needs and priorities?
- **Effectiveness:** To what extent have UNITAR ToT initiatives produced the planned outputs and have made progress towards attainment of intended outcomes?
- **Efficiency:** How cost efficient were the outputs produced? Were there alternative, less resource-intensive means to produce the outputs?
- **Impact:** What cumulative and/or long-term effects have been produced from the ToT initiatives, including positive or negative effects, or intended or unintended changes?
- **Sustainability:** To what extent are the planned results likely to be sustained in the medium to long term?

5. Key Evaluation Questions

The following questions are suggested to guide the evaluation:

Criterion	Key evaluation questions
Relevance	<p>To what extent are the ToT initiatives, as designed and implemented, suited to the institutional needs and priorities of the respective learning centres/training institutions?</p> <p>Are the activities and outputs of the initiatives consistent with their respective goals and objectives?</p> <p>To what extent has ownership of new training methodologies/content amongst the learning centres/training institutions been created or reinforced?</p> <p>To what extent was the ToT component of the initiatives relevant to the learning needs of the identified trainers?</p>
Effectiveness	<p>To what extent have the ToT initiatives achieved the planned objectives and results such as filling the gap between existing capacities and desired training capacities of the learning centres/institutions?</p> <p>What factors may have influenced the achievement (or non-achievement) of the objectives?</p> <p>How effective has UNITAR support been following the delivery of ToT activities to support the autonomy of the trainers/learning centres?</p>
Efficiency	<p>To what extent have outputs been produced in a cost effective manner (e.g. in comparison with alternative approaches)?</p>

	To what extent have the initiatives produced a multiplier effect in terms of responding to training needs of other beneficiaries?
Impact	<p>What real difference have the ToT initiatives made to the strengthening of the learning centres?</p> <p>To what extent have the learning centres/training institutions integrated their new courses and training methodologies into their curricula and delivery methods?</p> <p>To what extent have the learners of the trained trainers developed knowledge, skills and/or awareness to respond to specific learning needs?</p>
Sustainability	<p>To what extent have the ToT initiatives contributed to sustaining the capacities of the learning centres in the long term?</p> <p>Are the trained trainers continuing with the design and delivery of training in their respective learning centres?</p> <p>To what extent have the learning centres used fewer external capacities to design and deliver training following the ToT initiatives?</p>

6. Evaluation Approach and Methodology

The evaluation will be undertaken by an international consultant under the overall responsibility of the UNITAR evaluation manager. The evaluation will be undertaken in accordance with the UNITAR Monitoring and Evaluation Policy Framework and the Norms and Standards of the United Nations Evaluation Group.

The evaluation should follow a participatory approach and engage a range of project stakeholders in the process. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; key informant interviews; focus groups; and field visits (to selected countries). These data collection tools are discussed below.

The evaluator should engage in quantitative and qualitative analysis in responding to the key evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

Data collection methods

Comprehensive desk review

The evaluator shall review project documents, interim and final project reports, self-evaluation reports, and other documents (e.g. ToT specific training material) as needed. A list of background documents and data for the desk review is included in Annex II.

Stakeholder analysis

The evaluator will identify the different stakeholders involved in the various initiatives. Key stakeholders include, but are not limited, to:

- The implementing partner organizations ('learning centres');
- The donors;
- UNITAR programme staff involved in project design and implementation;
- Trained trainers from the learning centres; and
- Participants who have benefited from training activities implemented by the trained trainers.

Survey(s)

With a view to maximizing feedback from the widest possible range of stakeholders, the consultant shall develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

Key informant interviews

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of focal points for each initiative will be provided.

Focus groups

Focus groups should be organized with selected project stakeholders to complement/triangulate findings from other data collection tools.

Field visits

Two to three field visits will be organized to enable the evaluator to engage in first-hand observation, focus group discussions and interview key informants from the learning centres. One field visit will be organized to Algiers, Algeria. The venue(s) of the other one or two field visits will be determined following the desk review.

Country	Project	Selection
Algeria	Partnership between UNITAR and Algeria on the Establishment of an International Training Centre for Local Actors of the Maghreb (2011 - 2015) (Accord de partenariat entre l'UNITAR et l'Algérie en vue de d'Etablissement à Alger du Centre International de Formation des Acteurs Locaux du Maghreb (2011 - 2015))	X
Algeria	Training of Algerian Diplomat-Trainees and Senior Officials (2012 - 2014) (Accord-cadre 2012 - 2014 pour la formation des diplomates stagiaires et hauts fonctionnaires algériens)	X
Algeria	Training and follow-up on entrepreneurship for young graduates from Algeria (2012 - 2016)	X

	(Formation et accompagnement à l'entrepreneuriat des jeunes diplômés en Algérie)	
Egypt	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Liberia	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Kenya	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Nigeria	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Rwanda	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Zimbabwe	Enhancing the Capacity of African Peacekeeping Training Institutions (through the Training of Trainers): 2012 - 2015	TBD
Zimbabwe	Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	TBD
Cameroon	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Chad	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Burkina Faso	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Mali	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Mauritania	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Niger	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Nigeria	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD
Senegal	Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016)	TBD

Identify and interview key informants

The evaluator will undertake two to three field visits to the selected learning centres, depending on the number of initiatives covered by each visit. Based on the stakeholder analysis, the evaluator will identify national informants, whom he/she will interview during each mission. The list of initiative partner and contact points will be provided.

7. Guiding Principles and Values

Gender and human rights

The evaluator should incorporate a human rights and gender perspective in the evaluation process and findings, particularly by involving women and other groups subject to discrimination. All key data collected shall be disaggregated by sex and be included in evaluation report.

The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow ethical and professional standards.

8. Timeframe, work plan, deliverables and review

The proposed timeframe for the evaluation spans from June to November 2016. An indicative work plan is provided in the table below.

The consultant shall submit a brief evaluation design/ question matrix following the comprehensive desk study and stakeholder analysis. The evaluation design/ question matrix should include a discussion of the project objectives and development context, and comment on or, if required, propose revisions to the suggested evaluation questions or data collection methods. The evaluation design/ question matrix should indicate any foreseen difficulties or challenges in collecting data and confirm the final timeframe for the completion of the evaluation exercise.

Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft on the basis of comments made by the evaluation manager.

The draft evaluation report should follow the structure presented under Annex IV. The report should state the purpose of the evaluation and the methods used, and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses; consequent conclusions and recommendations; as well as lessons to be learned. The length of the report should be approximately 30 to 40 pages in length, excluding annexes.

Following the submission of the zero draft, a draft report will then be submitted to the UNITAR programme focal points.

The programmes will review and comment on the draft report and provide any additional information using the form provided under Annex V by 15 November 2016. Within two weeks of receiving feedback, the consultant shall submit the final evaluation report. The target date for this submission is 30 November 2016.

Indicative timeframe: June – November 2016

Activity	June	July	Aug.	Sept.	Oct.	Nov.
Evaluator selected and recruited						

Initial data collection, including desk review, stakeholder analysis						
Evaluation design/ question matrix						
Data collection and analysis, including survey(s), interviews, focus groups and field visits						
Draft evaluation report consulted with UNITAR evaluation manager and submitted to the Programmes						
Programmes review draft evaluation report and share comments and recommendations						
Evaluation report finalized and validated by Programmes and UNITAR						

Summary of evaluation deliverables and schedule

Deliverable	From	To	Deadline
Evaluation design/ question matrix	Consultant	Evaluation manager/ programmes	13 July 2016
Comments on evaluation design/question matrix	Evaluation manager/ programmes	Consultant	20 July 2016
Zero draft report	Consultant	Evaluation manager	1 October 2016
Comments on zero draft	Evaluation manager	Consultant	15 October 2016
Draft report	Consultant	Evaluation manager/ programmes	1 November 2016
Comments on draft report	Programmes	Evaluation manager/ consultant	15 November 2016
Final report	Consultant	Evaluation manager/ programmes	30 November 2016

9. Communication/dissemination of results

The final evaluation report will be shared internally within UNITAR, externally with donors and implementing partners, and posted on an online repository of evaluation reports open to the public.

The language of the report is English.

10. Professional requirements/qualifications

The consultant should have the following qualifications and experience:

Master of Arts degree or equivalent in social science or related discipline;

At least 7 years of professional experience conducting evaluation in the field of capacity building for international development. Experience undertaking evaluations related to training, learning methodologies and/or training of trainer approaches would be a strong asset;

Field work experience in developing countries;

Excellent research and analytical skills, including experience using a variety of evaluation methods and approaches;

Excellent report writing skills;

Strong communication and presentation skills;

Cross-cultural awareness and flexibility;

Availability to travel;

Fluency in English and French required. Knowledge of Arabic and/or Portuguese a strong advantage.

11. Contractual arrangements

The consultant will be contracted by UNITAR and will report directly to the Manager, Performance and Results Section ('evaluation manager'). The consultant should consult with the evaluation manager on any procedural or methodological matter requiring attention. While the consultant is responsible for

planning any meetings, organizing online surveys and undertaking arrangements for other data collection tasks, UNITAR will support the consultant with regard to logistical and administrative arrangements in connection with any travel that may be required with the field visits (e.g. travel, accommodation, visas, etc.).

12. Evaluator Ethics

The selected evaluator should not have participated in any of the project's selected for this assignment or have a conflict of interest with any project or programme related activities. The selected consultant shall sign and return a copy of the code of conduct under Annex VI prior to initiating the assignment.

How to Apply

Interested individuals are requested to submit an expression of interest including a cover letter and CV or P11 form curriculum vitae to evaluation@unitar.org by 10 June 2016. Please indicate in the subject line "**ToT Cluster Evaluation**".

Please note that only candidates who are under serious consideration will be contacted.

Annexes:

- I: Summary of initiatives
- II: List of documents and data to be reviewed
- III: List of Partners and Contact Points
- IV: Structure of evaluation report
- V: Audit trail
- VI: Evaluator code of conduct

Annex I: Summary of initiatives (based on project documents)

Accord de partenariat entre l'UNITAR et l'Algérie en vue de d'Etablissement à Alger du Centre International de Formation des Acteurs Locaux du Maghreb (CIFAL Maghreb)	
Country	Algeria
UNITAR Programme	Decentralized Cooperation Programme
Implementing partners	-
Budget	EUR 1,500,000
Overall intended outcomes	The CIFAL Maghreb is able to guarantee the training and perfectionism needed of the trainers in the context of new methods of economic, environmental and social management and the transcription of internal agreements to the local level depending on the expressed needs by the public administrations in the different sectors.
Intended outcomes	520 managerial staff trained
Outputs	16 trainers trained
ToT Activity Summary	On 8-10 December 2014 a ToT activity was organized in Geneva for 3 days (16 participants). Additionally, the ToT was divided into 3 pilot course modules (1 in Geneva, 2 and 3 in Algiers) and the participants were each time divided into 2 groups of 8 participants each.
Self-evaluation	Kirkpatrick level 1 self-assessment

Accord-cadre 2012 – 2014 pour la formation des diplomates stagiaires et hauts fonctionnaires algériens	
Country	Algeria
UNITAR Programme	Multilateral Diplomacy Programme
Implementing partners	Institut diplomatique et des relations internationales (IDRI). Ministère des Affaires Etrangères
Budget	\$1,500,000
Objectives	Strengthening the pedagogic skills of the members of IDRI and to make the structure more autonomous in the long term.
Overall intended outcomes	Strengthened pedagogical skills of IDRI resource persons.

Intended outcomes	More than 400 beneficiaries trained
Primary outputs	10 trainers trained
ToT activity summary	<p>In the framework of the 2012 partnership, a 10-day ToT training course was organized (5 days in Algiers, 5 days in Geneva) for 8 participants in 2013 (11-15 March and 21-25 April). The aim was to develop training methodologies and approach principles of adult training, pedagogic methods and reinforce the training capacities of IDRI.</p> <p>In the framework of the 2013 partnership, a training was organized (7-11 October) in Geneva for 10 participants and future trainers of the Ministry of Foreign Affairs. The accent was placed on training techniques, styles, structures of presentations, public speaking and preparing of simulation exercises and multilateral diplomacy issues.</p> <p>In 2014, a five-days training for 10 trainers in Algiers was proposed.</p>
Self-evaluation	Kirkpatrick level 1 and 2 self-assessment

Enhancing the Capacity of African Peacekeeping Training Institutions: 2012 - 2015	
Countries	Egypt, Kenya, Liberia, Nigeria, Rwanda, Zimbabwe
UNITAR Programme	Peacekeeping Training Programme
Implementing partners	Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa, International Peace Support Training Centre (Nairobi), Angie Brooks International Centre, Nigerian Peacekeeping Training Centre, Rwanda Peace Academy, South African Development Community Regional Peacekeeping Training Centre (SADC RPTC) Harare, Zimbabwe
Budget	EUR 1,515,000
Summary	To strengthen the capacities of African peacekeeping training institutions and by supporting already existing regional, sub-regional and national African peacekeeping and peace building training institutions, in 2014 UNITAR delivered three training of trainers courses (one in Switzerland, two in Zimbabwe), followed by three pilot training courses (two in Rwanda, one in Egypt) on specific topics related to peacekeeping and peace building, thereby leaving a heritage with the beneficiary institutions. Additionally, further two training courses were implemented with the involvement of previously trained trainers and UNITAR coaches. The content of the ToT courses included the following modules: what is training? analysis, design, development, implementation, evaluation, communicating effectively, class management.

	In 2012, 12 training of trainers (5-10 days) for 10-15 participants each and 6 five-days pilot trainings for 20-25 participants each were planned. Following the events, communities of practice are planned to be organized.
Overall expected outcomes	Strengthened knowledge and skills of participants in relation to the learning objectives. Strengthened confidence of participants in relation to the achievement of the learning objectives set for the training.
Intended outcomes	150 beneficiaries trained
Primary outputs	60-90 trained trainers (83 trainers in 2014, 60 planned in 2012 - 2013)
ToT Activity Summary	The goal of the course was to provide prospective trainers with the knowledge and skills to implement adult training courses on a given topic. The course was designed to support new trainers with the design, development, implementation and evaluation of training courses and to assist more experienced trainers in strengthening the impact of their activities. At the end of the training, participants were able to: <ul style="list-style-type: none"> o Define the role of a trainer; o Examine the principles of adult education; o Analyze training needs; o Conceive a training session; o Deliver a training session through the application of interactive methods used in adult education; o Develop a monitoring and evaluation framework; o Apply the instruments of personal transformation for self-development.
Self-evaluation	Kirkpatrick level 1, 2 and 3 as self-assessment

Developing e-Learning Capacities of the Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)	
Countries	Zimbabwe
UNITAR Programme	Public Finance and Trade Programme
Implementing partners	Macroeconomic and Financial Management Institute of Eastern and Southern Africa
Budget	\$231,860

Objective	To strengthen the capacity of MEFMI staff to independently develop and deliver e-Learning courses.
Overall Expected outcomes	Improved knowledge and enhanced skills of MEDMI staff in developing content for online delivery and in managing and administering online courses.
Intended outcomes	6 e-courses developed and delivered
ToT activity summary	5-day training to develop understanding on e-Learning Quality Standard Framework, developing effective e-Learning content and pedagogical and managing the learning management system and administering e-course participants and experts.
Primary outputs	Up to 20 MEFMI staff trained
Self-evaluation	Kirkpatrick level 1 and 2 as self-assessment planned

Formation et accompagnement à l'entrepreneuriat des jeunes diplômés en Algérie	
Countries	Algeria
UNITAR Programme	Knowledge Systems Innovation
Implementing partners	-
Budget	EUR 1,500,140
Objective	The objective of the project is to contribute to the high demand for the creation of companies in different activity sectors by delivering training to young graduates who are unemployed. In this way, the project contributes to the competitiveness and growth of the country.
Overall Expected outcomes	720 young graduates trained on Entrepreneurship (1 entrepreneur per day for 2 years) 24 young graduates trained as trainers (1 trainer per month for 2 years) A training adapted to the national economic system A national and international visibility of the programme and the participants A model to be followed by other countries of the region or elsewhere where young graduates are unemployed
Intended outcomes	720 beneficiaries trained

ToT Summary	A ToT was organized in June (4 days) and November 2014 (2 days) and training was delivered by pairs between November 2014 and January 2015. Training pedagogy, methodology and evaluation, thematic issues and coaching were amongst the issues addressed. After training events such as “after action review” and participation to training courses were organized as a follow-up of the ToT. Moreover, a number of training manuals were developed.
Primary outputs	24 trained young trainers
Self-evaluation	Kirkpatrick level 1 and 2 self-assessment

Amended: Law Enforcement Anti-Corruption Training Programme for the Sahel Region (2015-2016).	
Country	Cameroon, Chad, Burkina Faso, Mali, Mauritania, Niger, Nigeria, Senegal,
UNITAR Programme	Hiroshima Office
Implementing partners	-
Budget	\$350,000
Overall intended outcomes	<ul style="list-style-type: none"> • Strengthened knowledge and skills regarding transparency in the public service • Enriched knowledge and skills in the areas of Anti-corruption • Increased awareness of leadership processes • Enhanced networks for knowledge and best-practice exchange • Improved knowledge and skills for indigenously developing and delivering need-based, and locally contextualised training • Raised awareness of management of change strategies • Further developed incorporation of risk mitigation in programme development
Intended outcomes	Two mid-senior level representatives from government agencies and institutions from each country
Outputs	16 trainers trained
ToT Activity Summary	Two face-to-face sessions in Senegal (5 days) and Japan (8 days) augmented by beneficiary led projects and asynchronous training modules and a Training of Trainers focus

Self-evaluation	Kirkpatrick level 1,2 and 3
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Annex II: Background Information

Partnership agreements and project documents of the **six** initiatives

Agreements concluded with implementing partners

Narrative reports, including completion reports/results summaries/self-evaluation feedback information of the **six** initiatives

Event and beneficiary statistics from the **six** initiatives

Any other document deemed to be useful to the evaluation

Annex III: List of Contact Points per initiative

To be circulated

Annex IV: Structure of the Evaluation Report

- i. Title page
- ii. Executive summary
- iii. Acronyms and abbreviations
1. Introduction
2. Project description, objectives and development context
3. Theory of change/project design logic
4. Methodology and limitations
5. Evaluation findings based on criteria/principal evaluation questions
6. Conclusions
7. Recommendations
8. Lessons
9. Annexes
 - a. Terms of reference
 - b. Survey/questionnaires deployed
 - c. Interview protocol
 - d. List of persons interviewed
 - e. List of documents reviewed
 - f. Summary of field visits
 - g. Evaluation question matrix
 - h. Evaluation consultant agreement form

Annex V: Evaluation Audit Trail Template

(To be completed by the Programme Management to show how the received comments on the draft mid-term report have (or have not) been incorporated into the final evaluation report. This audit trail should be included as an annex in the final evaluation report.)

To the comments received on (date) from the Cluster Evaluation of UNITAR Training of Trainer related Programming: 2012 – 2016

The following comments were provided in track changes to the draft mid-term evaluation report; they are referenced by institution (“Author” column) and track change comment number (“#” column):

Author	#	Para No./ comment location	Comment/Feedback on the draft mid-term evaluation report	Evaluator response and actions taken

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people’s right not to engage. Evaluators must respect people’s right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. He/She should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders’ dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/She is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form¹
Agreement to abide by the Code of Conduct for Evaluation in the UN System
Name of Consultant: _____
Name of Consultancy Organization (where relevant): _____
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.
Signed at <i>place</i> on <i>date</i>
Signature: _____

¹www.unevaluation.org/unegcodeofconduct