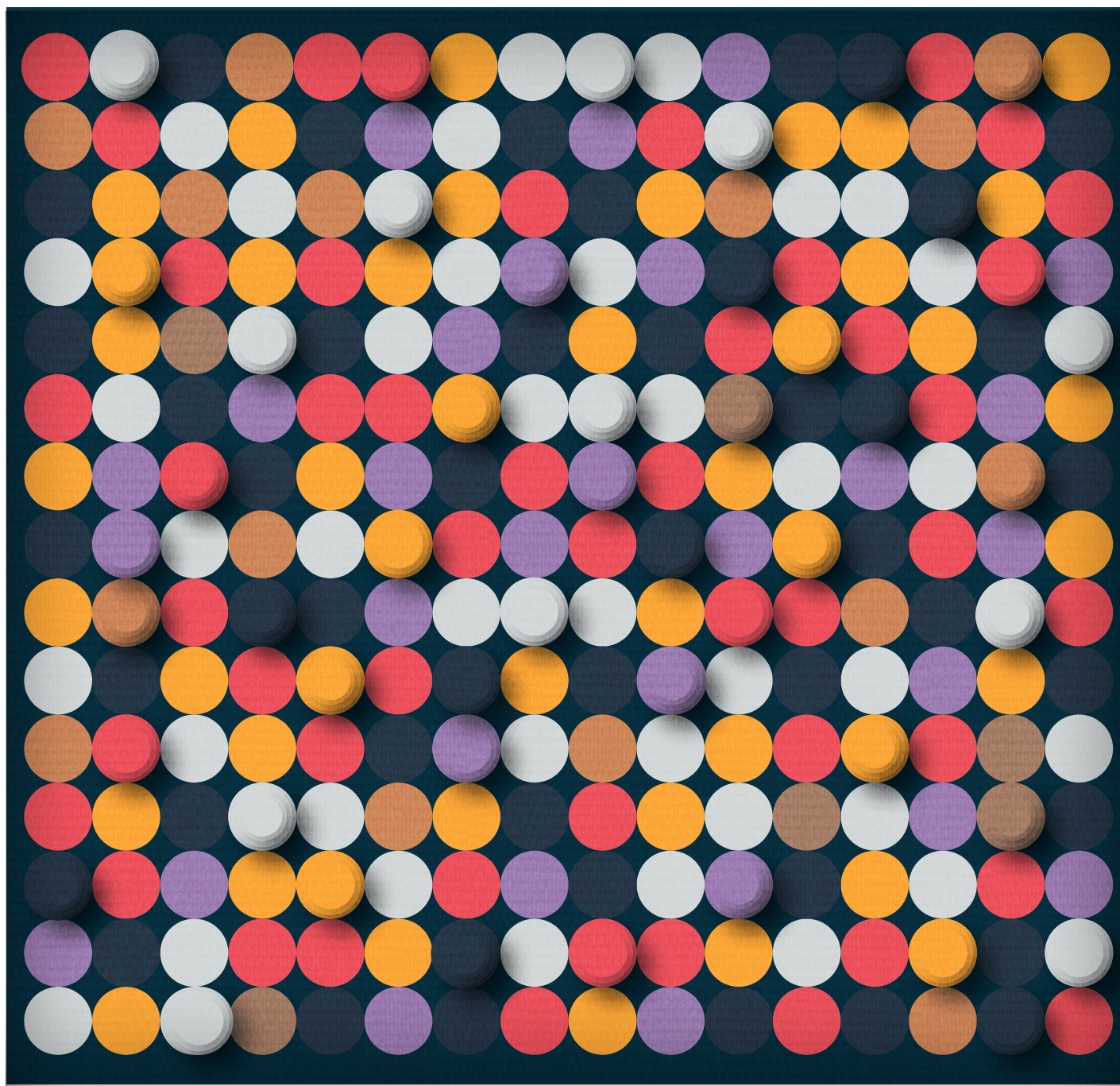


Costed evaluation plan

Guidance, tools and templates



2025



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List of acronyms

CEPlan	Costed evaluation plan
CO	Country Office
CP	Country programme
CPD	Country programme document
CPE	Country programme evaluation
DET	Decentralized Evaluation Team
DMS	Division of Management Services
EQA	Evaluation quality assessment
EPP	Emergency Response Policy and Procedures
IEO	Independent Evaluation Office
M&E	Monitoring and evaluation
PD	Programme Division
PRC	Programme Review Committee
RPMEA	Regional Planning, Monitoring and Evaluation Advisor
RO	Regional Office
UNFPA	United Nations Population Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
YEE	Young and emerging evaluator

Introduction

As outlined in the [UNFPA Evaluation Policy](#), “the goal of evaluation is to provide timely, relevant, objective, and credible evidence to inform strategic decisions by targeted users” (p.19) by identifying what works, what does not, for whom, under what circumstances, and why. Evaluation use is strengthened through “the selection of the appropriate type of evaluation for learning and accountability needs” (p.19) while ensuring that staff have the necessary “technical, strategic and interpersonal skills” (p.30) to manage high-quality, independent evaluations. In addition, the policy supports national evaluation capacity development through multi-stakeholder and inter-generational partnerships, including through the meaningful involvement of young evaluators (p. 28).

To ensure that evaluation activities are systematically planned, adequately resourced, and effectively implemented, UNFPA country and regional offices are required to develop a costed evaluation plan (CEPlan) as part of their programme documents. The CEPlan is a multi-year planning document aligned with the programme cycle that outlines select evaluations and evaluation capacity development activities. It is submitted as an annex to the programme document approved by the Executive Board. Therefore, it represents a formal commitment by the organization to ensure its implementation.¹

The CEPlan should be based on a thorough analysis of knowledge and evaluation capacity gaps that need to be addressed to deliver evidence-based interventions to foster the achievement of a country or regional programme’s objectives. The resulting **planned evaluations and evaluation capacity development activities should be strategic, feasible, prioritized and cost-effective** to ensure the generation of credible, useful and timely evaluative evidence for UNFPA and its partners.

The CEPlan should **include only evaluation activities with direct financial implications**, such as commissioned evaluations, budget contributions to United Nations Sustainable Development Cooperation Framework (UNSDCF) evaluations, and staff participation in evaluation capacity development activities. Activities that rely solely on staff time or existing resources, such as representation in reference groups of evaluations managed by other UNFPA business units or United Nations entities, internal evaluation capacity development within regional and country offices, and evaluation quality assurance support should be excluded.

¹ CEPlans, once approved by the UNFPA Executive Board, are documents available to the public on the [UNFPA Executive Board Documents web page](#).

As a custodian of the UNFPA evaluation function, the Independent Evaluation Office (IEO) oversees and reports on the implementation of country and regional CEPlans to the Executive Committee and Executive Board.

The present guidance outlines the respective roles and responsibilities of country offices (COs), regional offices (ROs), and the IEO in developing, monitoring, and revising CEPlans. It includes, in particular, the CEPlan core components, recommendations for budget setting, eligibility criteria (for project evaluations), a CEPlan template, as well as a tracking tool.

Note: The instructions contained in the present document are intended for the use of both COs and ROs as they prepare a CEPlan for their programmes. For the sake of clarity and to avoid a lengthy document, the text focuses on the preparation of CEPlans in COs. However, the guidance, tools and templates presented here are relevant for, and apply to the personnel responsible for evaluation in both COs and ROs.

Section 1 - Developing a costed evaluation plan

As illustrated in the roadmap (Figure1), the development of the CEPlan follows a systematic and iterative process. It begins with identifying evidence gaps and information needs through a consultative process with CO staff and relevant stakeholders, and culminates in the plan's approval by the Executive Board as part of a new country programme document (CPD). Following approval, the process continues with regular monitoring through the CEPlan tracking tool, and periodic reviews and updates to ensure the CEPlan remains responsive to programmatic priorities and evolving needs.

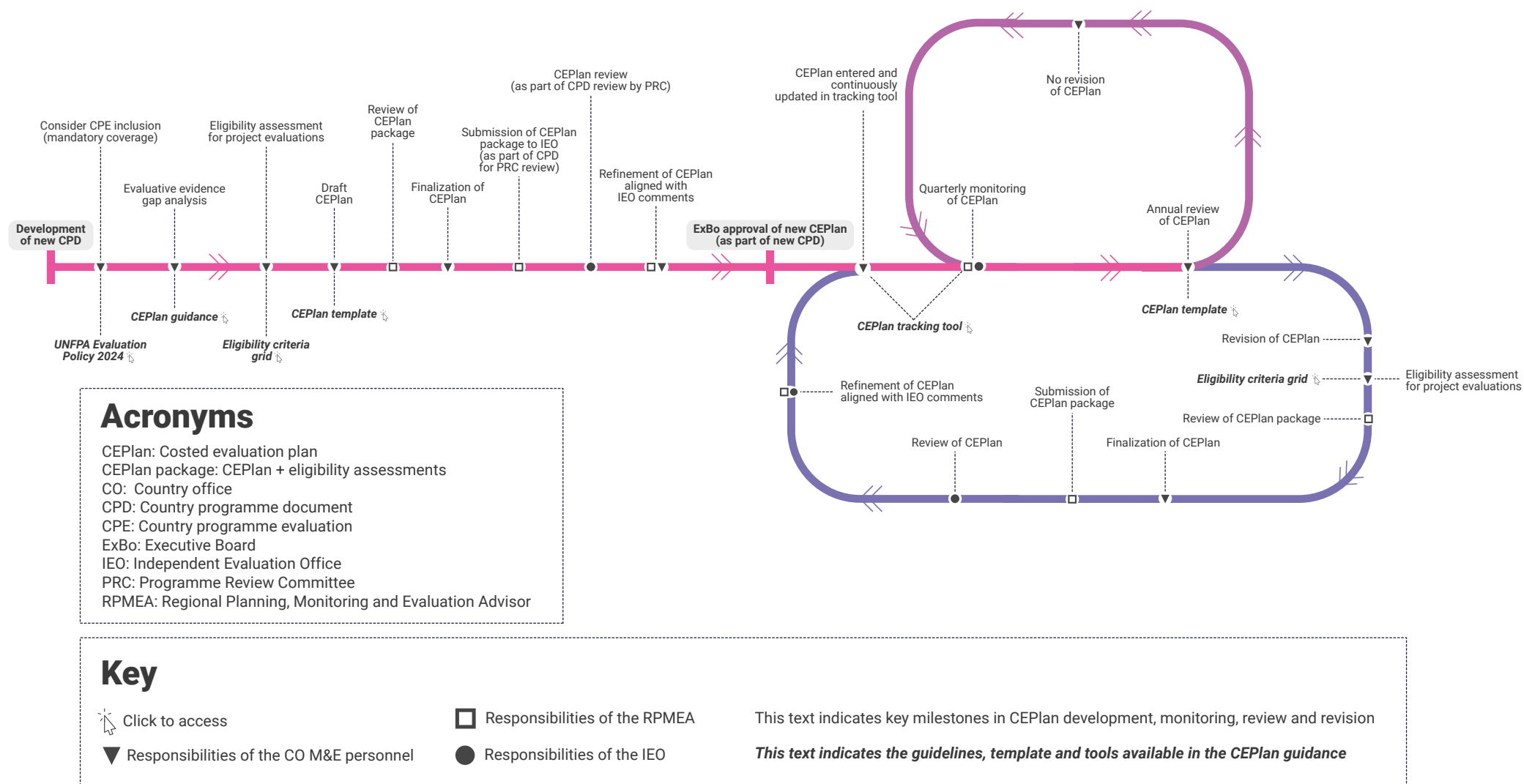
Aligned with the [UNFPA Evaluation Policy](#), the CEPlan defines an evaluation as: *“an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyzes the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, coherence, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders (p. 5)”*.²

In addition to evaluations that assess the performance of development, humanitarian response, and peace-responsive programming, the CEPlan may also include other evaluative exercises, as well as activities aimed at strengthening internal evaluation capacity or supporting national stakeholders in building their own evaluation systems.³ COs may undertake the planned evaluations, evaluative exercises and evaluation capacity development activities independently or jointly with other United Nations entities and partners.

² The definition is adapted from [UNEG: Norms and Standards for Evaluation \(2016\)](#).

³ In compliance with the [United Nations General Assembly resolution 69/237 on national evaluation capacity development](#) and [United Nations General Assembly resolution 77/283 on strengthening voluntary national reviews through country-led evaluation](#).

Figure 1: Costed evaluation plan roadmap



The following list outlines the evaluation activities from which the **CO can choose for inclusion in their CEPlan**:

1.1 Evaluations and related evaluative exercises

- Country programme evaluation (CPE)
- Project/programme evaluation⁴
- Thematic evaluation
- L1 emergency response evaluation⁵
- National policy evaluation
- UNSDCF evaluation
- For ROs: Regional programme evaluation (RPE)
- For ROs: L2 emergency response evaluation⁶
- For sub-regional offices: Multi-country programme evaluation/sub-regional programme evaluation
- Evaluability assessment⁷
- Meta-synthesis/Meta-analysis of evaluations⁸

⁴ The selection of other resource-funded project/programme evaluations to be included in the CEPlan undergoes a specific procedure described in Section 3, Step 3 and Tool 1. It requires the involvement of CO and RO M&E personnel to assess the usefulness and feasibility of an evaluation and, when applicable, to determine the evaluation budget and timeline in the corresponding donor agreement (see Section 5). This category of other resource-funded project/programme evaluations also includes evaluations of projects/programmes that cover multiple countries in a region or sub-region.

⁵ The [UNFPA Emergency Response Policies and Procedures \(EPPs\)](#), effective 1 March 2025, note that “L1 and L2 emergencies may be included in the list of decentralized evaluations by the regional monitoring and evaluation advisors” (p. 22), while the evaluations of L3 emergency responses will be selected in consultation with the Humanitarian Response Division (HRD) and managed directly by the IEO (ibid). Please note that the L1 and L2 evaluations are not mandatory, but encouraged if they can contribute substantially to generating useful evidence that can help strengthen the effectiveness and efficiency of UNFPA ongoing and future emergency responses. As the activation (and de-activation) of UNFPA L1, L2 or L3 responses can occur at any time over the course of the country or regional programme implementation period, evaluations of an emergency response may be included on a rolling basis during the annual review and revision of the CEPlan. For further information contact the IEO Humanitarian Evaluation Team at: HET@unfpa.org.

⁶ L2 emergencies are typically more complex and severe than L1 emergencies, involving higher levels of humanitarian need. In addition, these emergencies may cut across borders and trigger regional coordination mechanisms, or involve multiple UNFPA COs. Given this complexity, L2 emergency response evaluations should be managed by ROs. In contrast, L1 emergencies are more limited in their scale and intensity, and the response is usually managed by the CO within the existing resources, and requires limited or very focused support from the RO or headquarters. For further information contact the IEO Humanitarian Evaluation Team at: HET@unfpa.org.

⁷ An evaluability assessment ascertains the extent to which an intervention can be evaluated in a reliable and credible fashion. It examines: (i) evaluability in principle, looking at the clarity of the conceptual underpinnings and design of an intervention; (ii) evaluability in practice, assessing what data is available to carry out an evaluation and whether monitoring systems can provide the data needed; and (iii) the utility and practicality of an evaluation, examining the likely usefulness of an evaluation and how feasible it is to conduct an evaluation in terms of capacity, resources and time. Adapted from UNICEF [Guidance Note for Conducting Evaluability Assessments in UNICEF](#) (2019).

⁸ A meta-synthesis or meta-analysis of evaluations consolidates and analyzes findings, conclusions, and lessons from multiple evaluations on a specific topic to generate broader insights on what works, what does not, for whom, under what circumstances, and why. It aggregates evaluative evidence to identify patterns, recurring challenges, and good practices related to the topic. Adapted from FAO: [OED Guidance Note on Evaluation Syntheses](#) (2021).

1.2 Evaluation capacity development activities

- **Internal evaluation capacity development** to improve individual skills, institutional capacities and strengthen the enabling environment for the effective implementation and use of evaluations within UNFPA. This may include:
 - Participation in UNFPA cross-regional evaluation capacity building workshop: when a CPE is planned, it is mandatory for the designated CPE manager to attend the IEO-led cross-regional training workshop in the antepenultimate year of the CP (see Section, Step 4-D)
 - Engagement in regional evaluation capacity development initiatives for learning, knowledge-sharing and networking – e.g., United Nations Development Group for the Asia and the Pacific (UNEDAP) evaluation training course
 - For ROs: Development and maintenance of regional evaluation communities of practice.
- **National evaluation capacity development** to improve individual skills, institutional capacities and strengthen the enabling environment for evaluation within a country. This may include:
 - Support and collaborate with Voluntary Organizations for Professional Evaluations - VOPEs - (i.e. the national evaluation association or networks) to strengthen evaluation supply, demand and use
 - Mentorship and coaching programmes for national evaluators, especially young and emerging evaluators (YEEs)
 - Organization of joint capacity building initiatives with other stakeholders to promote the professionalization of evaluation within a country
 - Support for developing national or sectoral evaluation policies and regulations
 - Assistance in establishing evaluation functions within government institutions
 - Attendance of regional or global evaluation events – e.g., African Evaluation Association (AfrEA) International Conference, Asia Pacific Evaluation Association (APEA) Conference, United Nations Evaluation Group (UNEG) Evaluation Week, gLOCAL Evaluation Week, International Development Evaluation Association (IDEAS) conference and Global Assembly, etc
 - For ROs: Organization of regional dialogue on national evaluation policies and systems; specialized regional training workshops for YEEs (e.g., evaluation winter school or boot camps for YEEs).

Box 1: Exercises and activities not to be included in the costed evaluation plan

A. Evaluations and related evaluative exercises

- **Review:** is typically a less systematic and comprehensive assessment than an evaluation and tends to focus on activities and processes. *Note: While a CO may elect to conduct a review or a mid-term review of the CP, those exercises should not be included in the CEPlan*
- **After action review:** is a structured and reflective process conducted immediately following the deactivation of a humanitarian emergency, which aims to analyze what was intended to happen, what actually occurred, what went well, what needs improvement, and to identify lessons learned
- **Needs assessment:** examines gaps in resources, services or conditions of a target population, identifying unmet needs and their underlying causes to inform the design of an intervention
- **Baseline/endline study:** involves collecting initial (baseline) data on key indicators to establish a benchmark for measuring progress throughout a project cycle, and later comparing it with follow-up (endline) data on the same indicators to assess the changes to which an intervention contributed
- **Survey:** is a data collection method used to gather quantitative data from a sample of a population to assess people's knowledge, attitudes, behaviours, needs, or conditions
- **Operational research:** is a form of action-oriented research used to identify and solve problems related to the implementation of an intervention, identify optimal solutions in a specific context, and promote the uptake of research findings.

B. Evaluation capacity development activities

- **Results-based management/monitoring and evaluation training:** While evaluation is an integral part of results-based management or monitoring and evaluation (M&E), this type of training predominantly focuses on planning, monitoring and reporting. *Note: Only dedicated evaluation training workshops for UNFPA staff or national stakeholders should be included in the CEPlan*
- **M&E working groups:** Although UNFPA may lead or actively participate in UN system-wide M&E working groups, their work is primarily geared towards planning, monitoring and reporting, and membership in those groups does not have any financial implications.

Section 2 - Roles and responsibilities

The **CO Representative** or head of office is responsible for leading the development of the CEPlan, approving its final version, and ensuring its effective implementation.

The **CO monitoring and evaluation (M&E) personnel**, in collaboration with the **CO programme team** and other **key stakeholders**, conducts a mapping exercise, identifying the country programme (CP) areas where a substantial body of evaluative evidence already exists (use [Template 2 for Mapping evaluative evidence](#)). This, in turn, will help delineate those evidence gaps and knowledge needs, as a necessary preamble to inform the selection of the most relevant evaluations to be undertaken over the programme cycle.

The **Regional Planning, Monitoring and Evaluation Advisor (RPMEA)** reviews the CEPlan package consisting of the CEPlan and the completed eligibility assessment for project evaluations. During the review process, the RPMEA pays specific attention to the proposed project evaluations (see Section 3, step 3 and Section 5) prior to its submission – as an annex to the CPD – to the **Peer Review Committee (PRC)**.

Within the PRC, the **IEO** is responsible for assessing whether CEPlans are compliant with the present guidance and template (see Template 1), including reviewing the eligibility assessments for project evaluations included in the CEPlan package. If clarifications or changes are required, the PRC Secretariat requests the CEPlan to be revised by the concerned CO under the guidance of the concerned RPMEA.

Once finalized and endorsed by the **PRC**, the CEPlan is annexed to the CPD and submitted to the **Executive Board**.

Over the course of the CP cycle, the CO, under the guidance of the concerned RPMEA, provides quarterly updates on the progress in implementing the CEPlan (see Section 3, Step 5 and Tool 2). The CEPlan is a living document that, over the course of the CP cycle, may be amended to reflect emerging priorities, growing learning needs or new evaluation commitments (see Section 3, Step 6). The RPMEA and the IEO are responsible for providing quality assurance during the annual revision of the CEPlan.

Section 3 - Evaluation planning process

Step 1: Consider the mandatory minimum coverage norm

The CEPlan must include evaluations and other evaluative exercises foreseen for the duration of the CP cycle. In particular, the **inclusion of a CPE** must be guided by the [UNFPA Evaluation Policy](#), which states that “Country offices [are] encouraged to conduct a CPE every programme cycle, and as a minimum every two cycles.” (p. 41).

In the event that an evaluation covered the previous programme cycle, COs are, nonetheless, strongly **encouraged to plan a CPE**, particularly if:

- The **quality of the previous CPE** was rated “unsatisfactory” or “fair” as per the Evaluation Quality Assessment ([EQA](#)) grid
- **Significant contextual changes** (e.g. onset of a humanitarian crisis), have led to major programme adjustments compared to the previously evaluated cycle
- The programme cycle has undergone **extension(s) amounting to a duration equivalent to or nearly as long as an entire programme cycle**.

The UNFPA Evaluation Policy’s minimum coverage norm for CPEs does not include a requirement for mid-term evaluations. **COs should not conduct mid-term evaluations of CPs** as they occur too early in a programme’s lifecycle for meaningful results to have fully materialized and be assessed. Furthermore, undertaking a mid-term evaluation may divert valuable resources and attention that would be better invested in a more comprehensive final evaluation.

Step 2: Identify learning, accountability and capacity development needs

The CO must **identify information needs or evaluative evidence gaps (learning needs)** according to the thematic areas covered by the CP. It should ensure that these needs have not yet been addressed by existing (completed or on-going) evaluations at country, regional and [centralized level](#). To this end, the CO should use [Template 2 for Mapping evaluative evidence](#).

The CO must identify and prioritize evaluations and related evaluative exercises based on their **usefulness and alignment with CP priority areas**. It must determine the intended use of each selected evaluation and evaluative exercise.

Project evaluations intended to meet donor requirements for accountability and learning should follow a specific planning process outlined in Section 5.

Aligned with the [UNFPA Evaluation Policy](#), a “list of decentralized emergency response evaluations,” covering both L1 and L2 emergencies, should be compiled annually by the RPMEAs, in consultation with the Humanitarian Evaluation Team of the IEO (HET@unfpa.org) and the Humanitarian Response Division (p. 21). The [UNFPA Emergency Policy and Procedures \(EPPs\)](#) note that “**L1 and L2 emergency response evaluations may be conducted following the de-activation of an emergency response**” to support accountability and learning (p. 22). Given their scope and complexity, L2 emergency response evaluations should be reflected in the regional CEPlan, while L1 evaluations should be included in the country-level CEPlan. An L1 or L2 emergency response evaluation should be considered when: (i) no CPE or RPE is planned within the current programme cycle, or (ii) specific evaluative evidence is needed to inform future preparedness or humanitarian response efforts, and this evidence cannot be generated through other exercises, such as after action reviews. The CO or RO may choose to provisionally include an L1 or L2 emergency response evaluation in the CEPlan if there is a reasonable expectation that a crisis may arise in the future (for example, recurring floods and landslides in countries experiencing monsoon). In such cases, the CEPlan can indicate that the specific location (e.g., the country within a region or the region within a country) is yet to be determined.

COs should also assess **internal and national evaluation capacity development needs**. If planning a CPE, the CO must ensure that the designated CPE manager completes IEO-led training prior to the start of the evaluation (see Step 4-D below). For national evaluation capacity development, the CO may engage with government institutions, EvalYouth chapters, parliamentarians or parliamentarians networks for evaluation, academia, civil society organizations and development partners such as other UN entities to understand existing evaluation capacity and challenges. It may also draw on information from the [country evaluation profiles](#) in the National Evaluation Capacity Information Centre of the UNDP IEO and regional tools (such as the [National Evaluation Capacities Index for Latin America and the Caribbean](#) - INCE).

Step 3: Undertake an eligibility assessment to select project evaluations

A large number of other resource-funded projects implemented at the decentralized level include an evaluation requirement (see Section 5). To maximize the effective and efficient use of limited resources, COs **should identify and prioritize key projects that require evaluation** in the CEPlan.

To this end, COs must:

- use the [eligibility criteria assessment grid](#) (Tool 1) to assess the feasibility and merit of conducting a project evaluation

- include only projects that achieve a score of at least 70% in the CEPlan, following review and approval by the RPMEA.

All evaluations included in the CEPlan **undergo a formal evaluation process**, which includes: quality assurance by the RPMEA; quality assessment by the IEO; and publication of the evaluation report (with related [EQA](#) and [management response](#)) in the [UNFPA evaluation database](#).

Projects that do not meet the eligibility criteria will have their evaluation integrated in a planned CPE, if the timeline allows. Otherwise, they will be considered reviews and **excluded from the CEPlan**. As such, they will not undergo mandatory quality assurance by the RPMEA, nor will their final report be quality-assessed by the IEO (see Section 5, Figure 2).

Step 4: Determine the appropriate budget, timing and manager for each planned evaluation

A. Budgeting for an evaluation

The CEPlan must be fully-costed⁹ and should provide a **realistic cost estimate** for each evaluation based on the CO budget, the country context, the scope (geographic, thematic and temporal) and complexity of the evaluation, as well as the required expertise to conduct the evaluation. For each evaluation activity, the funding source (e.g., regular resources, non-core resources, or combined) must be indicated.

- **CPE: funds are ring-fenced into the CO annual regular resource ceiling** following exchange between the Programme Division and the IEO, with the support of the Division for Management Services (DMS), based on the year and estimated cost of the CPE indicated in the CO CEPlan. These funds are exclusively set aside for evaluation work and may only be used for the planned CPE; they cannot be accessed for any other purposes. Additionally, as they are allocated for a specific calendar year, the dedicated regular resources cannot be carried over to the following year (which has direct implications in terms of timing the CPE process - see below section B). The ring-fenced funds reserved for the CPE are built into the CO resource ceiling; they do not consist of supplementary resources. The accountability for utilization of the funds rests with the CO budget holder.

⁹ The [UNFPA Evaluation Policy](#) emphasizes UNFPA's commitment to allocate sufficient resources for evaluations (p.17, section B. Financial resources).

- **Project evaluation: budget should be earmarked in the donor agreement.** To this end, CO M&E personnel and the RPMEA must participate in early discussions regarding donor agreements to ensure that sufficient funds are allocated for planned evaluations, in accordance with the [Policy and Procedures for Earmarked Resources](#) (see Section 5)
- **L1 and L2 emergency response evaluations: budget should be allocated from the CO or RO annual regular resource ceiling.** If the CO or RO deems it useful to conduct a standalone L1 or L2 emergency response evaluation (e.g., not integrated into the CPE/RPE), the budget for such an evaluation should be covered by the CO or RO annual regular resource ceiling. Joint emergency response evaluations with other United Nations agencies involved in the emergency response are strongly encouraged for strategic and cost-sharing purposes.

To determine the amount to be ring-fenced for the planned CPE, the M&E personnel should refer to the [CPE Management Kit](#) and its [budget table example](#) which outlines key budget items necessary to develop a realistic budget. Although the table is specifically tailored for a CPE, it also serves as a useful resource for budgeting other types of decentralized evaluations, such as RPEs and project/programme evaluations.

For guidance on how to determine the budget of a CPE and of evaluations of projects funded by other resources, see Section 4.

B. Timing of an evaluation

Evaluations are typically timed either at the **midpoint** or towards the **end** of a project or programme. While mid-term evaluations may be warranted for other resource-funded projects, particularly those with long duration or complex funding arrangements (requiring interim accountability), **mid-term evaluations should not be conducted for CPs**. CPs require a longer timeframe for critical results to fully mature, making final evaluations more effective for assessing overall performance and generating useful learning.

The timing of evaluation must: **(i) be carefully aligned with key decision-making**, planning and reporting cycles,¹⁰ such as the preparation of a new CPD, donor reporting deadlines, or other evaluations (a CPE can usefully inform a UNSDCF evaluation, and a project evaluation may provide crucial insights for a CPE); and **(ii) ensure a sufficient duration** to complete all phases of the evaluation process. The scheduling of a CPE and project evaluations must also **(iii) comply with financial expenditure** considerations.

¹⁰ See [UNFPA Strategy to enhance evaluation use through communications and knowledge management \(2022-2025\)](#).

- **CPE:** The [evaluation process](#) consists of five distinct phases: preparatory phase, design phase, field phase, reporting phase, as well as dissemination and facilitation of use phase. Since CPE-related expenses cannot extend across two consecutive calendar years (see section A above), the evaluation **preparation phase** – comprising activities such as the evaluation questions workshop, drafting of terms of reference, establishing the reference group, compiling the document repository, and recruiting consultants¹¹ – should be implemented during the last quarter of the antepenultimate year of the CP cycle, as these activities do not incur any costs. The **design, field, reporting, as well as dissemination and facilitation of use phases** will take place during the penultimate year (when the ring-fenced resources are available) and must be completed in time to inform the strategic dialogue, white paper formulation, and the design of the new CPD. Spreading the evaluation process across two consecutive calendar years is beneficial not only from a financial perspective, but also helps to prevent delays that could otherwise undermine the relevance and utility of the CPE
- **Project evaluation:** While the duration may vary depending on the project's scope and complexity, the CO must ensure that project evaluation reports are available in time to inform key decision-making points in the project life cycle or development of a new project proposal, as agreed with the concerned donors. Project evaluations should be scheduled so they can be completed at the latest 3 months prior to the conclusion of a project to ensure that the budget is fully utilized and to allow sufficient time for financial project closure
- **L1 and L2 emergency response evaluations:** These may be conducted upon the de-activation of the L1 or L2 emergency response as per the [UNFPA EPPs](#) (para. 74).

Assessing the appropriate duration and related timing for each planned evaluation is important to ensure that there is sufficient time to complete [all evaluation phases](#) (preparation, design, field work, reporting, and dissemination and facilitation of use) as described in the [UNFPA Evaluation Handbook](#). An inadequate timeline hinders the ability to deliver good quality evaluation reports (see the [EQA](#) grid for evaluation quality criteria). Finally, in the case of a CPE, poor timing in the

¹¹ To recruit the evaluation team, COs must take several steps for which tailored IEO guidance and templates exist. Most steps can be completed in the last quarter of the antepenultimate year of the CP cycle. As outlined in the [CPE Management Kit](#), COs should: (i) Review the Pre-Qualified CPE Consultants Directory to identify potential consultants who could be approached to submit applications; (ii) Draft the call for evaluation consultancy; (iii) Establish the selection panel for consultants, and (iv) Develop the Consultant Pre-Selection Scorecard, to ensure an efficient and effective selection process, in accordance with the Policy and Procedures for Contracting Individual Consultants. Completing these steps in the antepenultimate year of the CP cycle is essential to initiate the selection process as soon as the CPE funds are reflected in Quantum and the charter of accounts (against which the consultancy costs can be charged) is available in the penultimate year. As the CPE budget is ring-fenced for a specific calendar year, COs can only create the relevant charter of accounts in the planned year of the CPE.

planning process can have significant financial consequences, as the required funds may no longer be available when they need to be allocated or expended.

C. Appointing an evaluation manager

Each evaluation and other evaluative exercise listed in the CEPlan must have a designated manager:

- **CPE:** The CO M&E personnel serve as the evaluation manager. Where a specialized M&E post does not exist (incl. in COs with an M&E focal point), the CPE manager is a CO staff member appointed by the CO representative in consultation with the RPMEA
- **Project evaluations:** (i) for a project (or programme) with a dedicated M&E post, the planned evaluation should be managed by the M&E personnel funded by the project; (ii) for other projects, the evaluation should be managed by the CO M&E personnel (with support from the concerned project manager); (iii) where there is no M&E personnel (only an M&E focal point), the evaluation should be managed by the project manager
- **L1 and L2 emergency response evaluations:** L1 emergency response evaluations should be managed by the CO M&E personnel (with support from the CO humanitarian coordinator or focal point); where there is no dedicated M&E personnel (only an M&E focal point), the evaluation should be managed by the humanitarian coordinator or focal point. L2 emergency response evaluations should be managed by the RPMEA (with support from the Regional Humanitarian Advisor).

The designated evaluation managers will familiarize themselves with the [UNFPA Evaluation Handbook](#), which provides detailed guidance on how to apply methodological rigour to evaluations. Although centered on CPEs, the Handbook can serve as a guide for conducting project/programme evaluations and other types of decentralized evaluations.

The responsibility for managing a planned evaluation should be incorporated into the assigned personnel's annual work plan, career performance management plan, and performance assessment.¹²

D. The importance of methodological training for CPE managers

Given the significant stakes for UNFPA and its stakeholders, the effective evaluation of CPs requires a rigorous and structured approach to deliver credible findings to inform decision-making.

¹² Country Office M&E personnel report directly to the Head of Office/Representative on evaluation matters, with a functional reporting line to the RPMEA.

Therefore, it is crucial that evaluation managers undergo comprehensive methodological training before conducting a complex evaluation such as a CPE.

For this purpose, the IEO organizes a series of webinars and an annual cross-regional evaluation capacity-building workshop aimed at equipping CPE managers with the skills needed to successfully plan, manage, conduct and use a CPE. This training ensures that the evaluation process is credible, aligned with the [UNFPA Evaluation Handbook](#), and harmonized across all COs and the organization as a whole. By equipping CPE managers with a deep understanding of evaluation methods, the training strives to ensure that each phase of the CPE process and the associated deliverables meet [UNFPA's quality standards](#), resulting in credible, useful and timely evaluation reports that ultimately contribute to accelerating the achievement of results under UNFPA CPs.

When planning a CPE, COs must allocate resources in their CEPlan to ensure the designated CPE manager attends the IEO-led training workshop. The CPE managers should attend the training in the year preceding the year during which the CPE is planned (and ring-fenced budget is available) to ensure the preparatory work can start in the last quarter of the antepenultimate year of the CP.

Step 5: Track and report on the implementation of the costed evaluation plan

The [CEPlan tracking tool](#) (Tool 2) enables COs, ROs, the Programme Division (PD) and the IEO to centrally record and monitor the status of all planned decentralized evaluations in real time. It provides visibility into the progress of each evaluation and facilitates efficient evaluation management by preventing delays and allowing offices to address setbacks in a timely fashion.

- **The CO M&E personnel** are responsible for inputting information on the planning and implementation of all the evaluations listed in the CO CEPlan in the tracking tool
- **The RPMEAs** are responsible for: (i) coordination/oversight of the tracking tool at country level within their respective regions; and (ii) inputting information for all evaluations pertaining to their RO CEPlan
- **The IEO Decentralized Evaluation Team (DET):** (i) ensures oversight of the tracking tool; and (ii) is responsible for inputting EQA and evaluation database information. The IEO reports on the status of CEPlan implementation to the UNFPA Executive Committee, and to the Executive Board through the annual report on the evaluation function

- **The Programme Division (PD)** refers to the tracking tool to monitor the completion of evaluations and ensures that the associated [management responses](#) are available within the specified timelines (six weeks following completion of the evaluation report).

The [CEPlan tracking tool](#) provides a comprehensive overview of progress in the implementation of decentralized evaluations.¹³ COs and ROs ensure that the information contained in the CEPlan tracking tool is updated quarterly upon notification from the IEO DET.

Step 6: Review and update the costed evaluation plan on an annual basis

The CEPlan is a **rolling plan, reviewed and revised annually** as needed. To ensure its continued relevance and validity, the CEPlan will reflect emerging priorities, learning needs or evidence gaps, and evaluation commitments, particularly in the following instances:

- Postponement of a planned CPE (*see Action 3 below for budget implications*) and UNSDCF due to extension of the CP cycle
- Postponement of a planned project evaluation due to the extension of the project
- Cancellation of the planned CPE (*see Box 2 for criteria and procedure, and Action 3 below for budget implications*)
- Cancellation of a planned evaluation (project, thematic) or exercise (meta-synthesis, evaluability assessment)
- Addition of a project evaluation agreed as part of a new or ongoing other resource-funded project (*only if it passes the eligibility assessment - see Step 3 and Tool 1*)
- Addition of a L1 or L2 emergency response evaluation to be conducted after de-activation and after action review.
- Occurrence of a major humanitarian emergency that requires significant reprogramming under the current CP.

The CO must share the revised CEPlan with the RPMEA for review before submission to the IEO. Incorporating feedback from the RPMEA and the IEO, the CO finalizes the revised CEPlan. Upon **clearance of the revised CEPlan by the IEO**, the CO and RPMEA must take the following actions:

- **Action 1:** The **CO** makes the necessary adjustments in the CEPlan tracking tool (Tool 2)
- **Action 2:** The **RPMEA** shares the updated CEPlan with the IEO DET for information

¹³ The CEPlan tracking tool does not record any information related to the implementation of planned evaluation capacity development activities.

- **Action 3:** The **CO must return the CPE-ringfenced funds to the RO if the CPE is postponed or canceled**. Since the funds dedicated to the CPE were earmarked within the CPs annual ceiling, the CO should promptly liaise with the RO to return the funds, allowing the RO to reallocate them or return them to headquarters. Programme fund reallocations are managed through the RO, in accordance with the [UNFPA Policy for Regular Resource Allocation and Distribution for Country Programmes](#) and the related guidance note
- **Action 4: for a request to cancel a CPE**, the **RPMEA** ensures that the procedure described in Box 2 is strictly observed.

Box 2: Criteria and procedure for requesting cancellation of a country programme evaluation

Criteria

The inclusion of a CPE in the CEPlan formalizes the CO's commitment to the Executive Board to evaluate its programming. As a result, a **planned CPE may only be cancelled under exceptional circumstances**. The IEO will approve cancellation requests solely **when the country context renders the CPE unfeasible**, such as in cases of severe natural disasters, epidemics, armed conflict, political upheaval, or similar situations.

No other criteria are considered as valid ground for cancellation. If the CO conducted a CPE for the previous CP cycle and the report received a rating of at least "Good" (based on the EQA grid effective until 2023) or "Satisfactory" (as per EQA grid effective March 2024), this alone does not justify the cancellation of a planned CPE.

Procedure

Once the RPMEA has verified that the conditions for cancelling a CPE are met, the RPMEA ensures that the CO adheres to the following procedure:

1. The **CO Representative or head of office submits a written request for CPE cancellation** (see [Template 3 note to file for cancelling a CPE](#)) to the RPMEA for review and clearance.
2. The CO M&E personnel ensure that the **revised CO CEPlan** is annexed to the note to the file.
3. The **RPMEA submits the note to the file and revised CEPlan to the IEO at** DET@unfpa.org for review, and the IEO Director for approval. In a cover email, the

RPMEA **makes a recommendation to the IEO** on whether the request for cancellation should be granted or not.

4. Based on the note to the file and the RPMEA's recommendation, and after consultation with the Lead of the IEO DET, the **IEO Director communicates the final decision to the CO and RPMEA.**

Note: if the CPE is postponed due to the extension of the CP cycle, **there is no need for the CO to submit a formal request.** In this case, the CO amends its CEPlan (with new estimated start and end dates) and updates the CEPlan tracking tool accordingly. The CO must, however, return the ring-fenced funds to the RO (see Action 3 above).

Section 4 - Funding evaluations

4.1 Funding mechanism for evaluations of country and regional programmes

The CPE is funded through **regular resources and its budget is ring-fenced** into the annual ceiling of the CP.¹⁴ Therefore, the funds allocated for the CPE must not be used for other activities, unless formally approved by the Regional Director, in consultation with the IEO (see Section 3, Step 6 - Action 3 for funding implications in case of postponement or cancellation of a CPE). It is important to note that the **ring-fenced funds allocated for the CPE** are included within the CO resource ceiling and **do not represent additional resources**.

The determination of **a CPE budget should undergo a thorough cost analysis** by the CO M&E personnel, with support from the RPMEA and, as needed, the IEO DET. The budget allocation for the CPE should be commensurate with, and reflective of the programme country context, the scope and complexity of interventions, the availability of professional evaluators in the country or region, and the scale of UNFPA investments.

Table 1 below provides indicative budgets for CPEs and RPEs. While the table offers estimates, **evaluation budgets may vary due to several local factors**, including: occurrence of humanitarian emergencies, geographic conditions (remote and hard-to-reach areas where UNFPA operates), government system (federal, centralized and hybrid systems) availability and cost of qualified local consultants (high-quality expertise may be locally available and affordable or scarce and expensive), and logistics costs (travel expenses, hired cars, interpretation services, etc.). As a result, evaluations with similar scope and complexity may vary in cost across countries.

¹⁴ The same procedure applies to RPEs.

Table 1: Indicative minimum budget for country and regional programme evaluations

Type of programme		Minimum <u>recommended</u> evaluation budget (in US\$) <i>depending on local factors and the size of the portfolio</i>
Country programme	Tier 1 countries	≥ 100,000 - 150,000
	Tier 2 countries	≥ 70,000 - 120,000
	Tier 3 countries	≥ 40,000 - 90,000
Multi-country programme or sub-regional programme		≥ 70,000 - 150,000
Regional programme		≥ 70,000 - 150,000

Note: To ensure accountability and efficiency, **COs conducting a CPE must report on the use of funds allocated to the CPE in Quantum**, using an appropriate activity description (e.g., “country programme evaluation” or “CPE”) and tagging it as “evaluation”.

The [CPE Management Kit](#) offers practical guidance for developing a detailed budget for a CPE. Specifically, the CO M&E personnel should consult the Kit’s [Budget table example](#) to develop the CPE budget when drafting the [CPE terms of reference](#).

4.2 Budgeting for evaluations of projects funded by other resources and for L1 and L2 emergency response evaluations

To inform the process to develop proposals and agreements for projects funded by other resources (see Section 5), particularly for projects that pass the eligibility criteria assessment (see Section 3, Step 3 and Tool 1), Table 2 provides estimates to support the determination of a suitable evaluation budget.

When estimating the budget, it is important to **account for incompressible costs** associated with conducting an evaluation. For example, consultant fees, data collection expenses, and costs

related to copy-editing, communication, and dissemination of evaluations are typically fixed and cannot be easily reduced, regardless of the project's budget (including those under US\$ 1 million). In addition to referring to Table 2, **for L1 and L2 emergency response evaluations, it is strongly recommended to consult with the IEO Humanitarian Evaluation Team** at HET@unfpa.org for guidance.

Table 2: Indicative evaluation budget for other resource-funded projects above US\$ 1 million

Donor agreement budget (in US\$)	Indicative evaluation budget (in US\$) <i>depending on local factors and the size of the project portfolio</i>
1 million - 2 million	16,000 - 28,999
2 million - 3 million	29,000 - 39,499
3 million - 4 million	39,500 - 47,999
4 million - 5 million	48,000 - 54,999
5 million - 10 million	55,000 - 60,999
10 million - 15 million	70,000 - 82,499
15 million - 20 million	82,500 - 92,499
20 million - 25 million	92,500 - 99,999
25 million - 30 million	100,000 - 104,999
30 million and above	≥ 105,000

Using the estimates in Table 2 as a point of reference, it is important to ensure that **the evaluation budget**:

- **Reflects the stakeholders' expectations** regarding the scope, duration, and level of rigour of the evaluation: *"What will the evaluation cover?"*
- **Aligns with the evaluation's key questions and corresponding methodology** (e.g., methods to collect primary data, such as interviews and surveys, cost more than others, such as document review): *"What is the scope and depth of the analysis required by the evaluation questions?; "Will the evaluation questions necessitate extensive data collection?"*

- **Considers the expertise needed** to conduct the evaluation and its availability (e.g., individual consultants are less expensive than firms, local evaluators have lower fees than international evaluators, and humanitarian evaluators might cost more due to limited availability and high demand): *“Who will conduct the evaluation?”; “Is the expertise available locally or must it be sourced internationally?”*

In sum, following the methodological approach presented in the [UNFPA Evaluation Handbook](#), it is not possible to conduct a rigorous evaluation on a shoestring budget. To ensure a credible evaluation report, it is necessary to determine the appropriate level of investment for conducting a robust project evaluation.. An insufficient budget may compromise the quality of the evaluation and, ultimately, the credibility and usefulness of the evaluation report.

To secure an adequate budget, CO and RO M&E personnel should be involved from the earliest stages of a project proposal process and quality assurance review. They can offer guidance on the utility and feasibility of an evaluation and, when applicable, ensure that sufficient budget and timelines for the evaluation are included in the proposal, which will subsequently inform the corresponding donor agreement.

Evaluations of L1 and L2 emergency responses may be funded either through regular or other resources, and should follow the same budgeting guidelines as for project evaluations, considering the total budget utilized for emergency response activities across different fund codes.

Note: To ensure accountability and efficiency, **COs conducting any project-level evaluation or L1 emergency response evaluation must report on the use of funds allocated to the evaluation in Quantum**, using an appropriate activity description (e.g., “project evaluation” or “L1 emergency response evaluation”) and tagging it as “evaluation”.

Section 5 - Engaging monitoring and evaluation personnel in donor agreements

As soon as donor agreements are being broached in the CO or RO, the CO representative or head of office must ensure that the concerned programme officer **notifies the CO M&E personnel and the RPMEA** and provides them with all relevant documentation pertaining to the project under discussion. The Regional Resource Mobilization and Strategic Partnership Adviser must also keep the RPMEA abreast of donor agreements as they enter the pipeline (see Box 3) in the region under his/her purview (for projects above US\$ 5 million, 3 to 5 business days are allocated for review by the RPMEA).¹⁵

Box 3: Tracking other resource funding proposals exceeding USD 5 million

A corporate **PowerBI Other Resource Funding Pipeline Report** developed by the Strategic Resource Planning Branch is available to RPMEAs and CO M&E personnel to track other resource pipeline funding proposals exceeding USD 5 million. The report includes information on the budget holder/business owner, opportunity name, organization/donor name, value of the proposal, UNFPA focal point and the current stage of each proposal.

The Other Resource Funding Pipeline Report can be accessed anytime from the [Resource Planning and Budgeting Community](#). Go to the section For Management, then Reporting portals, then PowerBI reports (also available as a Quick Link on the left side of the community).

Kept well-informed as the donor agreement formalization progresses, the **CO M&E personnel and RPMEA** will be able to **provide valuable guidance** to the relevant programme officer(s) and resource mobilization staff **at three crucial stages**:

¹⁵ See [Policy and Procedures for Earmarked Resources](#), Table 1, p.15.

Stage 1 - Assessing whether a donor agreement should include an evaluation requirement

The CO M&E personnel and RPMEA should refer to the [Eligibility criteria grid](#) (Tool 1) when determining whether an evaluation should be included in a donor agreement for a specific project. Following consideration of these criteria (and related questions), they may advocate for **better-suited approaches**, such as: **(i)** undertaking a **review** (as they rely less heavily on data collection, reviews are less costly and can usefully provide general insights into the performance of a project and the areas for potential improvement); **(ii)** subsuming the project evaluation in a planned **CPE** (if timeline allows); or **(iii)** informing the project through a **meta-synthesis** of already existing evaluation reports.

The CO M&E personnel and RPMEA will also ensure that there is **no duplication of efforts** and, in the event that the donor plans to conduct its own evaluation of the project, may offer support from the concerned CO rather than planning a CO-led evaluation.

Finally, the CO M&E personnel and the RPMEA will assess and convey to donors the risks associated with the proliferation of project evaluations, particularly the potential **burden on CP stakeholders** (e.g., during data collection or participation in evaluation reference groups).

Stage 2 - Including a sufficiently resourced evaluation budget line and adequate timeline in a donor agreement

For the other donor agreements that include an evaluation, it is crucial to **ensure that the corresponding budget line is adequately funded**¹⁶ (see Section 4.2). To this end, during discussions with donors, CO M&E personnel, with support from the RPMEA, can help position the agreed evaluation as a valuable exercise that requires appropriate funding and timing by emphasizing that:

- It is a **smart investment** for fostering learning and informing other interventions under the UNFPA CP
- It will help to improve project performance and provide critical feedback for the preparation of a **subsequent phase**

¹⁶ Note that the [UNFPA Evaluation Policy](#) notes that : “In donor funding agreements at and above \$5 million, a budget line for evaluation will be included on a voluntary basis”, p.31.

- It is a strategic investment that supports the **replication or scaling up** of an innovative project.

Stage 3 - Prioritizing project evaluations to be included in the costed evaluation plan

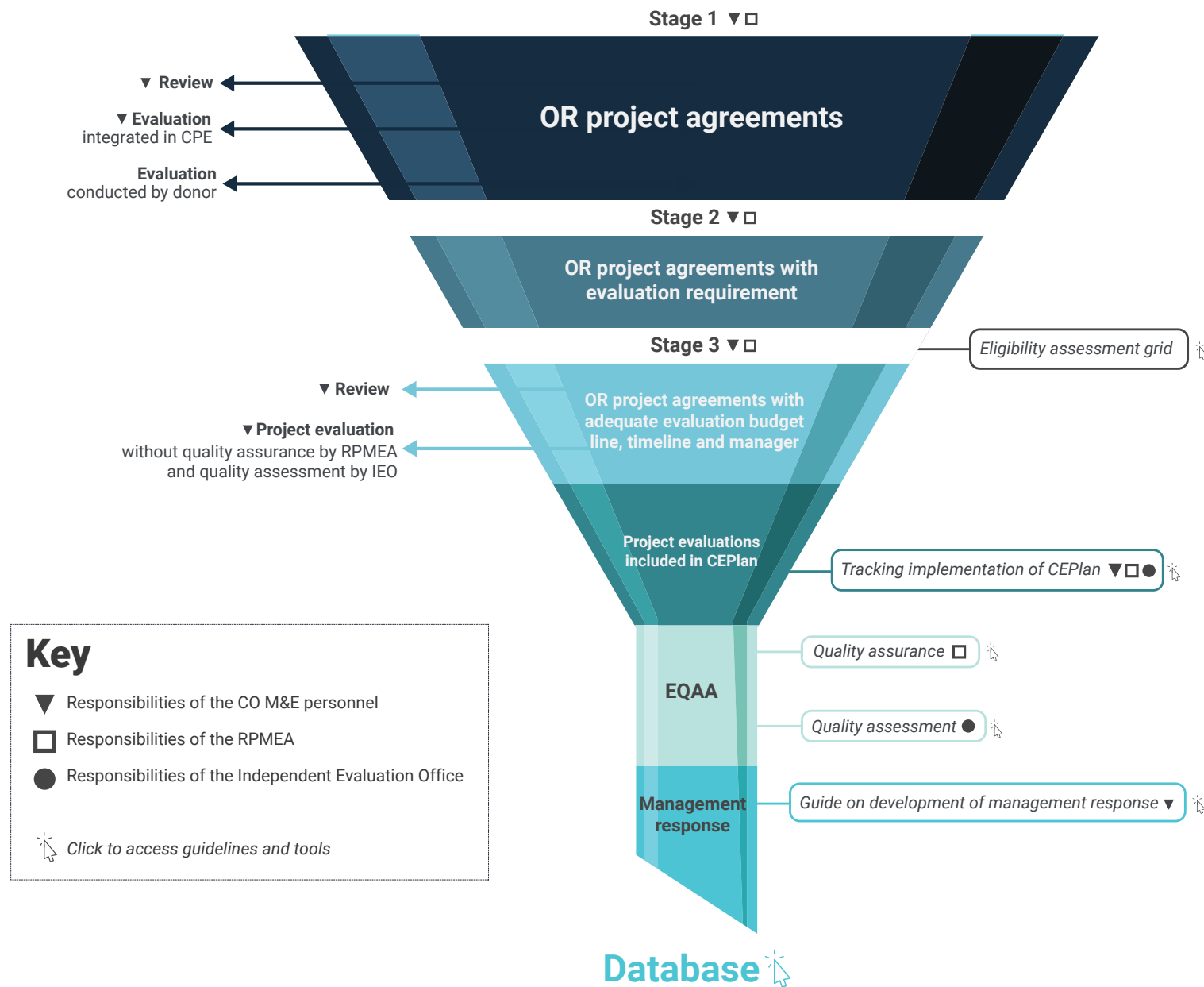
Once the **CO has identified the projects for which an evaluation is feasible and worthwhile** (indicated by a minimum score of 70% in the **Eligibility criteria assessment grid** - Tool 1), the final inclusion of these project evaluations in the CO CEPlan is determined through close consultation with the RPMEA (see Section 3, Step 3).

At this stage, it is crucial for the CO and RPMEA to consider the total number of evaluations in the CEPlan, how they are distributed over the CP cycle, and, ultimately, whether the cumulative workload of all evaluations is manageable. If the CEPlan is deemed unfeasible, the RPMEA may recommend alternative exercises to replace specific project evaluations (see Stage 1), or assist the CO in identifying additional managerial capacities (such as facilitating CO-to-CO peer support or external technical assistance, or recommending the temporary contracting of a young emerging evaluator,¹⁷ among other options).

All project evaluations included in the CEPlan will undergo quality assurance by the RPMEA and [quality assessment](#) by the IEO. They will result in a [management response](#), and the final report will be published in the [UNFPA evaluation database](#) (see Figure 2).

¹⁷ See [UNFPA Evaluation Handbook](#), section 1.2.

Figure 2: Prioritizing project evaluations



Box 4: Checklist for drafting a high-quality costed evaluation plan

- ☐ Clear articulation of the **information needs** and **evaluative evidence gaps**
- ☐ Inclusion of **mandatory CPE** according to the [UNFPA Evaluation Policy](#) (see CPE coverage norm)
- ☐ Inclusion of **project evaluations** based on the **eligibility criteria assessment** (score of 70% + approval by RPMEA)
- ☐ Careful selection of **strategic subjects** for evaluation (key programme priorities, emerging themes, potential for scaling-up, and cross-cutting issues)
- ☐ Indication of the specific **type of evaluation** (e.g., humanitarian, joint)
- ☐ Indication of **timing** of evaluations (overall evaluation start and end date; for CPE: start and end dates of preparation phase and of the implementation phase)
- ☐ Definition of estimated cost and **indication of the required budget** for each evaluation
- ☐ Indication of planned **year of CPE manager training** (i.e., participation in the IEO-led cross-regional evaluation capacity building workshop)
- ☐ Appropriate **sequencing** and adequacy of expected **duration** for each evaluation
- ☐ Nomination of an **evaluation manager** for each planned evaluation
- ☐ Inclusion of **CPE manager training** and related **budget**
- ☐ Identification of **internal and/or national evaluation capacity development** activities and related **budgets**

Template 1 - Costed evaluation plan: Template overview, instructions and example



Important: Before filling out your CEPlan, please **carefully read the guidance provided above as well as the following instructions** to ensure accuracy and compliance. If you have any questions, please contact your RPMEA.

[Access to the template is provided after the instructions section.](#)

A. Template overview

Costed Evaluation Plan [Indicate name of country office]	
Programme cycle	United Nations Population Fund (UNFPA) [name of country] [cycle of assistance: number]th Country Programme ([programme period: year-year])
Indicative budget	[Insert the indicative total budget of the country programme, broken down by funding sources (regular resources and resources), as outlined in the country programme document]
Country programme priority areas (outputs)	[Include all the outputs of the country programme] <ul style="list-style-type: none">• Output 1: Statement.

	<ul style="list-style-type: none"> • Output 2: Statement. • Output 3: Statement. • Etc.
Previous country programme evaluation	<p>Period covered: [Insert the number of the last programme cycle evaluated and its period in brackets]</p> <p>Year of completion: [Insert year of completion of last CPE]</p> <p>Evaluation quality assessment rating: [Insert EQA rating of last CPE]</p>
Gap mapping/analysis of relevant evaluative evidence and knowledge gaps that are strategically important to inform the design and implementation of the upcoming country programme	<p><u>Instruction:</u> Draft a short narrative that explains why the list of evaluations included in the CEPlan is necessary to support evidence-based decision-making, learning and adaptation. The narrative should clearly: (i) identify the gaps in existing evaluative evidence; and (ii) justify the inclusion of the planned evaluations in the CEPlan to close these gaps. The narrative should be informed by the following process (<u>which does not need to be explained in the narrative</u>):</p> <ol style="list-style-type: none"> 1. Begin with a structured review of existing evaluative evidence. Systematically examine completed evaluations and reviews at country, regional, and global levels included in the UNFPA Evaluation Database (e.g., most recent CPE, project evaluations, evaluation of relevant regional programme, humanitarian/emergency response evaluations, centralized thematic evaluations led by the IEO, relevant evaluation meta-syntheses, etc.). Reviewing the results of completed evaluations provides the basis for identifying where evaluative knowledge already exists. 2. Develop a simple evidence map aligned to the new country programme outputs. Using the evaluative evidence mapping template, map the existing evaluations against the outputs of the new country programme. This helps visualize where there is a strong evidence coverage and where evaluative evidence is limited or outdated. <u>The evaluations in the CEPlan should not propose to revisit topics that have already been evaluated, unless those evaluations were completed many years ago and their results are no longer relevant and/or their quality (EQA) is rated: fair/poor or unsatisfactory.</u> 3. Identify strategic knowledge gaps. Use the evidence map to pinpoint areas that are under-evaluated, for which there are pressing information needs, or where there is limited understanding of what works, what does not, why and for whom. This may include L1 or L2 emergency responses that are likely to be de-activated over the course of the country programme. <u>These gaps should be prioritized in the CEPlan to ensure evaluations generate value-added learning.</u>


<p>4. Prioritize evaluations that fill gaps and support evidence-based programming and adaptation. The proposed evaluations should clearly respond to the identified gaps and contribute to adaptive management, learning, and accountability, including for emergency responses and humanitarian programming. <u>Justify their inclusion in the CEPlan by completing the column “Intended use of evaluation findings”.</u></p> <p>5. The following example illustrates how the evaluative evidence gap narrative should be drafted.</p>								
Evaluations								
Evaluation title	Intended use of evaluation findings	Type of evaluation - <i>See note 1</i>	Humanitarian evaluation (yes; partially; no) - <i>See note 2</i>	Joint evaluation (yes; no), including partners where applicable - <i>See note 3</i>	Programme/ project budget in US\$ - <i>See note 4</i>	Estimated budget and source of funding (regular resources (RR); other resources (OR)) in US\$ - <i>See note 5</i>	Timeframe (month and year) - <i>See note 6</i>	Evaluation manager - <i>See note 7</i>

Evaluation Capacity Development						
Evaluation capacity development activity - See note 8	Objectives of evaluation capacity development activity	Category of evaluation capacity development (internal; national) - See note 9	Type of evaluation capacity development (individual; institutional; enabling environment) - See note 10	Targeted stakeholders - See note 11	Estimated budget and source of funding (regular resources (RR); other resources (OR)) in US\$ - See note 12	Timeframe (month and year) - See note 13

B. Instructions

Note 1: Type of evaluation

Select one of the following options:

- Country programme evaluation (CPE) (*)
- Project/programme evaluation (**) 
- Thematic evaluation
- L1 emergency response evaluation
- National policy evaluation
- United Nations Sustainable Development Cooperation (UNSDCF) evaluation
- For ROs: Regional programme evaluation (RPE)
- For ROs: L2 emergency response evaluation
- For sub-regional offices: Multi-country programme evaluations/sub-regional programme evaluation
- Evaluability assessment
- Meta-synthesis/Meta-analysis of evaluations

 **After eligibility assessment - See Section 5 and use Tool 1.**

(*) COs should not conduct mid-term evaluations of CPs as they occur too early in a programme's lifecycle for meaningful results to have fully materialized and be assessed. CPs require a longer timeframe for critical results to fully mature, making final evaluations more effective for assessing overall performance and generating useful learning.

(**) Project/programme evaluations include all types of evaluations of other resource-funded projects/programmes implemented by COs, ROs and HQ business units, even if they cover multiple countries (i.e., they should not be classified as "multi-country programme evaluations").

Note 2: Humanitarian evaluation

★ For CPEs

Indicate 'yes' if all the following conditions are met:

- a. The CO implemented humanitarian preparedness and/or response activities.
- b. The CO was active in the humanitarian inter-agency sub-cluster gender-based violence working group and/or sexual and reproductive health technical working group.
- c. The CO received dedicated funding for humanitarian preparedness and/or response activities (must be consistent with financial information reported to headquarters and/or recorded in Quantum).

Indicate 'partially' if only one or two of the three conditions above are met.

Indicate 'no' if none of the three conditions above are met.

★ For project/programme evaluations

Indicate 'yes' if the project/programme primarily focuses on humanitarian response AND is defined as a 'humanitarian project' in Donor Agreement and Report Tracking System (DARTS).

Indicate 'partially' if the project/programme funds humanitarian preparedness and response activities AND is defined as a 'development project' in the Donor Agreement and Report Tracking System (DARTS).

Indicate 'no' if the project/programme funds does not fund any humanitarian preparedness and response activities.

★ For L1 and L2 emergency response evaluations

L1 and L2 emergency response evaluations are by definition always humanitarian evaluations. The [UNFPA Emergency Policy and Procedures \(EPPs\)](#) note that “**L1 and L2 emergency response evaluations may be conducted following the de-activation of an emergency response**” to support accountability and learning (p. 22).

Given their scope and complexity, L2 emergency response evaluations should be reflected in the regional CEPlan, while L1 evaluations should be included in the country-level CEPlan. An L1 or L2 emergency response evaluation should be considered when: (i) no CPE or RPE is planned within the current programme cycle, or (ii) specific evaluative evidence is needed to inform future preparedness or humanitarian response efforts, and this evidence cannot be generated through other exercises, such as after action reviews. The CO or RO may choose to provisionally include an L1 or L2 emergency response evaluation in the CEPlan if there is a reasonable expectation that a crisis may arise in the future (for example, recurring floods and landslides in countries experiencing monsoon). In such cases, the CEPlan can indicate that the specific location (e.g., the country within a region or the region within a country) is yet to be determined.

★ For UNSDCF evaluations

As the UNSDCF is the central instrument for the planning and implementation of United Nations-led development activities, UNSDCF evaluations cannot be considered humanitarian evaluations. While the UNSDCF may include activities that aim to strengthen the humanitarian-development-peace nexus, enhance humanitarian preparedness and build resilience, UNSDCF evaluations should not be classified as “partially humanitarian.”

Note 3: Joint evaluation

Indicate 'yes' if:

- a. The evaluation is planned, managed, conducted and used collaboratively by two or more UN agencies, or one or more UN agencies and other partners, such as multilateral development banks and/or national partners (e.g. decisions concerning the planning, management, conduct and use of the evaluation are made jointly) OR
- b. If it is a UNSDCF evaluation.

In the case of a joint evaluation, include the names of the partners with whom the evaluation will be conducted (e.g., UN agencies, multilateral development banks, national partners, etc.).

If the joint evaluation is managed by another UN agency, clearly note what the lead agency is (for example, if UN Women is the lead agency managing the evaluation, note “UN Women is lead agency”).

Indicate 'no' if the evaluation exercise is conducted without the contribution of any other UN agency and/or multilateral development bank (CO is solely responsible).

Note 4: Programme/project budget

★ For CPEs

Provide the overall budget for the country programme (total regular and other resources).

★ For project/programme evaluations

Provide the overall project/programme budget as per the agreement with the donor(s).

★ **For L1 and L2 emergency response evaluations**

Provide the total budget allocated to emergency response activities across different fund codes.

★ **For UNSDCF evaluations**

Provide an estimate using the overall budget of the current UNSDCF drawn from [UNinfo](#) as a reference, or note “Tbd by Resident Coordinator Office.” The exact amount can be included during the revisions of the CEPlan.

Note 5: Estimated budget and source of funding (regular resources (RR); other resources (OR)) for evaluations

Important: Determining the budget of an evaluation requires careful consideration of several factors (evaluation team costs, travel costs and DSA, logistics for data collection, costs for meetings and dissemination, etc.). Please refer to the [Budget table](#) example in the [CPE Management Kit](#) for further guidance on how to develop a detailed budget for a CPE. Although the table is specifically tailored for a CPE, it also serves as a useful resource for budgeting other types of decentralized evaluations, such as RPEs and project/programme evaluations.

★ **For CPEs**

Given the strategic importance of CPEs for organizational learning, they are exclusively funded by regular resources. Any other type of evaluations may be funded solely with other resources or a combination of regular resources and other resources. See Section 4, Table 1.

★ **For project/programme evaluations**

See Section 4, Table 2.

★ **For L1 and L2 emergency response evaluations**

See Section 4, Table 2.

★ For UNSDCF evaluations

Indicate the amount the country office plans to allocate, explicitly noting that this it is the UNFPA contribution and considering this can be revised as the UNSDCF year approaches. Also indicate the total estimated budget for the UNSDCF evaluation in brackets below the financial contribution of UNFPA as follows: “(UNFPA’s contribution to the total estimated evaluation budget of XXX).” Should UNFPA’s contribution or the total estimated evaluation budget not be clear when developing the CEPLan, note “Tbd.” Clearly note if this applies to only the contribution or the total estimated budget or both.

Adopt the same approach for **joint evaluations**. Indicate the amount that the country office plans to allocate, as well as the total estimated evaluation budget. Indicate if “Tbd” if there is a lack of clarity on the contribution or the total estimated budget for a joint evaluation or both.

Note 6: Timeframe (month and year) of evaluations

When defining the start and end date (month and year) **consider the following**:

★ For CPEs

The final CPE report must be **available in time to inform the strategic dialogue, the white paper and the formulation of the draft CPD**. Ensuring that CPE results are available in time to inform the new CPD design is therefore a priority and should be the main consideration when planning the CPE’s start and end dates.

- **The average duration of a CPE is about 11 months** - see [UNFPA Evaluation Handbook](#), section 1.1 (Phase 1: Preparation).
- **In the CEPLan, the timing of the CPE must clearly distinguish between: (i) the CPE preparation phase** to take place during the last quarter of the antepenultimate year of the CP (no corresponding resources allocated), and **(ii) the CPE implementation phases** (design, field work, reporting as well as dissemination and facilitation of use phases) to take place during the penultimate year of the CP (when

the ring-fenced resources are allocated). For example, for a CPE that should be completed in 2028, the CEPlan should note: Preparation phase: October - December 2027; Implementation phase: January - August 2028.

- **Where possible, align the timing of the CPE with the timing of the UNSDCF evaluation** to avoid overlap, especially during data collection.

★ For project/programme evaluations

The final evaluation report must be **available before critical decision-making points in the project life cycle**, such as: **(i)** end-of-project reporting to donors; **(ii)** annual or semi-annual reporting to donors (for mid-term project evaluations); **(iii)** design of follow-on phases or scale-up efforts (e.g., expanding interventions to other geographic areas or population groups); **(iv)** strategic reviews at CO level (e.g., annual planning meetings or quarterly review meetings) or with project donors (e.g., steering committee meetings with donors); and **(v)** resource mobilization meetings and events.

- **The typical duration for a project evaluation is 6 to 9 months**, depending on the scope of the project, its complexity and the availability of data.
- **Where applicable, align the timing of a project evaluation with the timing of other evaluations**, such as other project evaluations or the CPE, to avoid duplication of data collection, create opportunities for synergies, and minimize burden on stakeholders.

★ For L1 and L2 emergency response evaluations

Since evaluations of L1 or L2 emergencies depend on the de-activation of the emergency response, their timing typically cannot be confirmed during the drafting of the initial CEPlan, unless de-activation has already occurred or is expected imminently. If the timing remains uncertain, the CEPlan should indicate: “Tbd (upon emergency de-activation).” If a response has taken place and a decision is made to evaluate it, the exact timeframe can be specified during a revision of the CEPlan. Once an evaluation of an L1 or L2 emergency response is confirmed, the guidelines

for the timing of project evaluations noted above should be followed (e.g., including an estimated duration of 6 to 9 months, and ensuring alignment with critical decision-making points to ensure timeliness and utility).

★ For UNSDCF evaluations

Since the exact timeframe of a UNSDCF evaluation is typically not determined when the CEPlan is drafted, indicate a full 12-month cycle that aligns with a calendar year (e.g., January–December 2029) or spans two calendar years in equal parts (e.g., June 2029–May 2030) if the timing remains uncertain. The exact timeframe can be indicated during a revision of the CEPlan.

Note 7: Evaluation managers

As there may be staff turnover over the course of a country programme or project/programme cycle, indicate the function/role of the staff member who will manage the evaluation rather than the staff member's name.

★ For CPEs

A CPE must be managed by the CO M&E personnel. If the post does not exist, then the CO representative, in consultation with the RPMEA, should select an evaluation manager from the CO staff. See [UNFPA Evaluation Handbook](#), section 1.1 (Phase 1: Preparation).

★ For project/programme evaluations

(i) for a project or programme with a dedicated M&E post, the planned evaluation should be managed by the M&E personnel funded by other resources; (ii) for other projects, the evaluation should be managed by the CO M&E personnel (with support from the concerned project manager); (iii) where there is no dedicated M&E personnel (only an M&E focal point), the evaluation should be managed by the project manager.

★ For L1 and L2 emergency response evaluations

L1 emergency response evaluations should be managed by the CO M&E personnel. In COs where a dedicated M&E post exists, this personnel should manage the L1 emergency evaluation (with support from the humanitarian coordinator or focal point). If there is no dedicated M&E personnel (only an M&E focal point), the evaluation should be managed by the humanitarian coordinator or focal point. L2 emergency response evaluations should be managed by the RPMEA, with the support of the Regional Humanitarian Advisor.

★ For UNSDCF evaluations

Since it is typically not determined what entity and/or staff member will manage the UNSDCF evaluation, note the “Resident Coordinator Office” as the evaluation manager. The specific entity and/or staff member who manages the evaluation can be included during the revisions of the CEPlan.

For joint evaluations (including project/programme evaluations and thematic evaluations)

Establish a joint evaluation management group at the outset of the evaluation, consisting of representatives from all participating UN agencies. The size of the group should be manageable to ensure effective decision-making (e.g., 1-3 representatives per agency, depending on the number of agencies involved). The evaluation management group should have a chair or two co-chairs. The co-chairs should be selected based on their evaluation expertise, availability and seniority.

- Note the following for a joint evaluation: “Joint evaluation management group representing all participating UN agencies”; and indicate in brackets who serves as the chair or co-chair (e.g., “chaired by representative from ...” or co-chaired by representatives from ...”).
- If a UNFPA staff member serves as the chair or co-chair of the joint evaluation management group, include the function/role of the staff member (e.g., “UNFPA M&E Specialist” or “UNFPA Programme Specialist, Gender-Based Violence”).
- Note: A joint project does not necessarily require a joint evaluation. If an evaluation is managed by another UN agency, the UNFPA CO should, at a minimum, actively participate as a member of the reference group (contributing to the ToR, reviewing and validating evaluation deliverables, and engaging in the dissemination and facilitation of use of the evaluation results).

Note 8: Evaluation capacity development activity

Note that only dedicated evaluation capacity development activities that have cost implications should be included in the CEPlan. Activities that focus on both monitoring and evaluation, or consider more holistic aspects of results-based management are excluded.

When planning a CPE: the CO must plan for the CPE manager's participation in the IEO-led cross-regional evaluation capacity building workshop, held in the antepenultimate year of the CP cycle (e.g., 2026 if the CPE is conducted in 2027). This must be entered in the CEPlan as: internal evaluation capacity development at the individual level.

Note 9: Category of evaluation capacity development activities

There are **two broad categories** of evaluation capacity development activities:

- **Internal evaluation capacity development:** Activities that strengthen the skills, knowledge, policies, procedures and systems for evaluation within UNFPA.
- **National evaluation capacity development:** Activities to strengthen the skills, knowledge, laws, policies and processes for evaluation among national governments, institutions and other stakeholders within a country.

Select the appropriate category of evaluation capacity development **based on its focus: internal or national**.

Note 10: Type of evaluation capacity development activities

Evaluation capacity development activities can take different forms, based on their target audience. The CEPlan distinguishes between **three different types**: (1) **individual** evaluation capacity development; (2) **institutional** evaluation capacity development; and (3) **enabling** environment for evaluation. These three types of capacity development are interrelated and mutually reinforcing.

1. Individual evaluation capacity development is designed to improve the skills, knowledge, and competencies of individuals to enable them to effectively plan, manage, conduct, disseminate and use evaluations to drive progress towards sustainable development.

- **Involves:** training, mentorship, study visits, participation in evaluation conferences, and other learning opportunities.
- **Typically aimed at:** enhancing the supply and use of evaluation. Individual capacity development may target M&E personnel at UNFPA, implementing partner staff, YEEs, or national parliamentarians.

2. Institutional evaluation capacity development aims to strengthen the overall capacity of organizations, institutions, and systems to effectively perform evaluation functions.

- **Includes:** improving organizational structures, strategies, plans, rules and regulations, leadership and partnerships.
- **Commonly aimed at:** increasing the supply, demand and use of evaluations. For example, institutional capacity development may target the CO (as a UNFPA business unit, fostering internal evaluation capacity), the Ministry of Health (as a government institution and key partner, strengthening national evaluation capacity), or the national evaluation association (as a non-government/professional network, strengthening national evaluation capacity).

3. Creating an enabling environment for evaluation is focused on strengthening the overall ecosystem for evaluation by addressing legal frameworks, power structures and social norms that can facilitate or hinder evaluation capacity development.

- **Aims to:** create a supportive framework for individuals and institutions to produce and use evaluations.
- **Emphasis is:** often placed on enhancing the demand and use of evaluations. For example, the development of the UNFPA Evaluation Policy or national evaluation policies may be considered to foster an enabling environment for evaluation.

Type of evaluation capacity development based on the targeted level

Internal evaluation capacity development			National evaluation capacity development		
Individual level	Institutional level	Enabling environment	Individual level	Institutional level	Enabling environment
Support participation of CO M&E specialist or focal point in IEO-led cross-regional evaluation capacity building workshop	Conduct training on evaluation for CO programme and M&E staff	Create awareness on the UNFPA Evaluation Policy and the importance of using evaluative evidence in informing programmes among senior management	Support participation of government officials in national evaluation capacity development initiatives implemented by regional organizations, the UN or academia	Support the national evaluation association or a university-based evaluation network	Advocate for the national institution responsible for M&E to strengthen evaluation functions within government institutions
Orient individual parliamentarians on basic evaluation concepts and how to interpret evaluation findings and reports	Develop guidance on integrating LNOB in evaluations	Promote a culture of learning within the UNFPA regional office	Provide stipends to YEEs to attend regional or global evaluation events	Provide funding support to the establishment of a national EvalYouth chapter	Ensure participation of key stakeholders such as parliamentarians, government officials, academia, YEEs or the media in the presentation of UNFPA CPEs
Support the “Evaluation for the Sustainable Development Goals” school for YEEs	Orient members of the parliamentary committee on population and development on the use of evaluation to inform national planning and policy-making	Promote the adoption and implementation of the standards for enhancing the meaningful engagement of youth in evaluation in decentralized evaluations at UNFPA	Provide opportunities for parliamentarians to speak at evaluation events to demonstrate their commitment to the global discourse on evaluation and the SDG agenda	Promote the adoption and implementation of the standards for enhancing the meaningful engagement of youth in evaluation in nationally-led evaluations in programme countries	Develop knowledge products (e.g., briefs, dashboards, synthesis) tailored for national policy-makers to demonstrate the utility of evaluation results

Note 11: Targeted stakeholders

Indicate the targeted stakeholders of the evaluation capacity development activity.

- **For individual capacity development:** People and their functions – for example: M&E Specialist, YEE, local government planning official, national parliamentarian.
- **For institutional capacity development:** Institutions or organizations and their names – for example: UNFPA CO, local women's cooperative, national human rights institution, EvalYouth chapter.
- **For creating an enabling environment:** Institutions or organizations and their names or activities to improve supply, demand and use of evaluation.

Note 12: Estimated budget and source of funding (regular resources (RR); other resources (OR)) for evaluation capacity development activities

For the CPE manager's participation in the IEO-led cross-regional evaluation capacity building workshop: the CO must allocate the following budget (corresponding to economy-class airfare, terminals and daily subsistence allowance). When filling in the CEPlan, indicate the following median cost based upon your region:

- Asia and the Pacific COs: USD 3,200 (RR)
- Arab States COs: USD 3,400 (RR)
- Eastern Europe and Central Asia COs: USD 3,400 (RR)
- East and Southern Africa COs: USD 2,500 (RR)
- Latin America and the Caribbean COs: USD 3,700 (RR)
- West and Central Africa COs: USD 2,900 (RR)

For other evaluation capacity development activities: please note that they are highly context-specific and dependent on needs; therefore budgets may vary significantly. When estimating the costs for evaluation capacity development, it is essential to consider potential costs for the following:

- Resource person fees (individual consultant fees)
- Costs for event venues (may be applicable even if located within UN premises)
- Costs for refreshments during event sessions (only if not included in training venue costs)
- Costs for interpretation services (especially if external experts who do not speak local languages are required)
- Daily subsistence allowance
- Travel costs (airfare and/or ground transportation for participants and/or resource persons)
- Resource materials (development, graphic design, copy editing and printing, as needed)
- Costs for assessments or studies (procurement of vendors or contracting of individual consultants)

ROs and COs are strongly encouraged to collaborate with other UN agencies, regional evaluation networks, universities, or government training institutions to **co-deliver and co-fund** evaluation capacity development initiatives.

Note 13: Timeframe (month and year) of evaluation capacity development activities

Indicate the date (month and year) during which the implementation of the evaluation capacity development activity is planned.

C. Example

Evaluations								
Evaluation title	Intended use of evaluation findings	Type of evaluation	Humanitarian evaluation (yes; partially; no)	Joint evaluation (yes; no), including partners where applicable	Programme/ project budget in US\$	Evaluation estimated budget and source of funding (regular resources (RR); other resources (OR)) in US\$	Timeframe (month and year)	Evaluation manager
Country Programme Evaluation (6th cycle, 2024-2028)	Inform the design of the new country programme; refine the targeting of strategies and interventions under the new country programme, ensuring they reach and benefit the furthest left-behind groups; determine the scale up or discontinuation of strategies and interventions under the new country programme; inform decision-making and the strategic positioning of UNFPA in the	Country programme evaluation (CPE)	Partially	No	148 million	70,000 (RR)	Preparation phase: October - December 2026 Implementation phase: January - August 2027	CO M&E Specialist

	country; enhance accountability towards the national government, donors, and rights holders							
Mid-term evaluation of joint programme “EmpowerHer: Advancing rights and choices of women (2025-2028)”	Inform mid-course corrections to improve programme effectiveness and efficiency; streamline strategies, partnerships and implementation modalities; enhance inter-agency coordination and synergies among participating United Nations agencies; enhance accountability towards national government, donors, and rights holders	Project/ programme evaluation	No	Yes ILO and UN Women; UN Women is lead agency	11.7 million	40,000 (OR) (UNFPA’s contribution to the total estimated evaluation budget of 120,000)	March - October 2028	Joint evaluation management group representing all participating UN agencies (chaired by representative from UN Women)
United Nations Sustainable Development Cooperation Framework (UNSDCF) evaluation (2024-2028)	Inform the development of the next UNSDCF and its alignment with national needs and priorities; strengthen UNFPA’s strategic positioning and added value within the UN Country Team; refine UNFPA’s contributions within joint UN initiatives to maximize impact; enhance accountability to the national government, donors, and rights holders	United Nations Sustainable Development Cooperation (UNSDCF) evaluation	No	Yes Resident Coordinator Office (RCO), all UN Country Team members	Tbd by RCO	6,500 (RR) (UNFPA’s contribution to the total estimated evaluation budget of 100,000)	January - December 2027	RCO with support of United Nations entities
Meta-synthesis of evaluations on support to end the	Inform the formulation of the sexual and reproductive health and adolescents and youth strategies for the new country programme; support learning by	Meta-synthesis/ Meta-analysis of evaluations	No	No	Not applicable	25,000 (15,000 RR and 10,000 OR)	January - August 2026	CO M&E Specialist

unmet need for family planning in country X	identifying patterns, recurring challenges, and successful approaches across different evaluations; serve as a data source for the country programme evaluation							
Evaluation of UNFPA response to floods and landslides in region X of country Y	Inform ongoing and future humanitarian preparedness and response programming; refine humanitarian-development-peace nexus approaches, promote recovery and build resilience; improve contingency planning under the country programme; enhance accountability towards affected populations, the national government, and donors	L1 emergency response evaluation	Yes	No	4.2 million	50,000 (RR)	Tbd (upon emergency de-activation)	CO M&E Specialist

Evaluation Capacity Development						
Evaluation capacity development activity	Objectives of evaluation capacity development activity	Category of evaluation capacity development (internal; national)	Type of evaluation capacity development (individual; institutional; enabling environment)	Targeted stakeholders	Estimated budget and source of funding (regular resources (RR); other resources (OR)) in US\$	Timeframe (month and year)
Participation in IEO-led cross-regional evaluation capacity building workshop	Develop the knowledge and skills of CO staff to plan, manage, conduct, disseminate and use a country programme evaluation	Internal	Individual level	CO M&E Specialist	3,200 (RR)	June 2026
Technical support for the national Ministry of Women's Affairs in integrating evaluation requirements into planning and budgeting processes related to SDG 5	Strengthen institutional mechanisms within the Ministry of Women's Affairs to integrate evaluation as a key component of planning, budgeting, and policy implementation related to SDG 5 targets; institutionalize the use of evaluative evidence to inform budgetary decisions, mid-term reviews, and annual performance reporting for government-led gender equality and women's	National	Institutional level	Ministry of Women's Affairs	5,000 (OR)	October 2026

	empowerment initiatives.					
The Arab States Region evaluation school for young evaluators	Empower young people working in the field of evaluation in the region by enhancing their technical skills, strengthening their engagement in monitoring and evaluation processes, and deepening their understanding of the value of evaluation, thereby equipping them to contribute to high-quality evaluations.	National	Individual level	Young and emerging evaluators	50,000 (OR)	August 2026

Access the [CEPlan template](#) 

Template 2 - Mapping evaluative evidence

Access the [template for mapping evaluative evidence](#) 

Mapping evaluative evidence is **an ongoing process** that takes place throughout the implementation of the country programme. It is important for the CO M&E Officer to ensure that CO management as well as programme and technical **staff stay abreast of new evaluations and their findings** in their respective fields of responsibility.

A. To this end, you must:

1. **Complete the Mapping table below** (1 table per CP output)
2. **Populate** the columns “sources of evaluative evidence” as evaluation reports are released (active links whenever possible)

Note: for centralized evaluation, the M&E officer must attentive to the IEO “all staff” email announcing the publication of new evaluation reports

3. **Alert and share** evaluation reports with the relevant CO staff members and indicate, in the mapping table, the suitable person(s) for reading/using the evaluation report and disseminating its results as needed.

Note: for centralized evaluations (and other evaluations as needed), following the process described here, the M&E Officer kickstarts, with the concerned programme/technical staff, the dissemination process in the country office with concerned IPs and other relevant partners

4. **Store** all evaluation reports in a CO “evaluation database” in a manner that makes them easily retrievable by CO staff
5. **Present** the completed Mapping table in CO meetings (each quarter)

See [example of Egypt CO evaluative evidence map](#)



B. Use of the Mapping Table:

1. **During CP implementation:** Ensure all CO staff stay abreast of the newly released evaluation reports to inform the implementation of the CP interventions under their purview
2. **For the preparation of the country programme evaluation:** mapping all evaluation evidence will help the CO delineate the thematic scope of the CPE. In particular, it will allow for the identification of those areas for which a significant body of evaluative evidence is already available (stemming from good quality evaluation(s)) and which, as a result, do not necessitate further probing with the CPE. This, in turn, will facilitate the selection and formulation of the evaluation questions (refer to the [UNFPA Evaluation Handbook, Section 1.3](#))
3. **To demonstrably inform the next CPD:** once mapped against the ending CPD outputs, all available evaluation reports will build a body of evaluative evidence the CO staff can tap into to inform the CPD ([use template](#)). Should the new CPD include entirely new outputs, the M&E officer must expand the identification of additional evaluation reports accordingly.

C. Sources of evaluative evidence:

1. **UNFPA centralized evaluations:** is the primary source of evaluative evidence for all decentralized units. You must check [all the IEO evaluations \(as well as knowledge management products\)](#) and identify those that are directly relevant for your country programme going forward
2. **Country programme evaluation** whose EQA rating is (at least) “satisfactory”. [Note](#) that CPEs undertaken by other COs in the region whose country programme shares similarities with yours can also be useful sources of evaluative evidence

3. **Joint and UNSDCF/UNDAF evaluations** : Lessons from UNSDCF and joint evaluations can help shape the strategic direction/positioning and the collaborative/comparative advantage and added value of UNFPA in the formulation of the new country programme
4. **Project and programme evaluations undertaken by the CO and/or partners and/or other entities (UN agencies, NGOs etc. whose mandate coincides with UNFPA's)** : Identify all relevant evaluations undertaken during the course of the ending cycle and see how these can usefully inform the development of the upcoming country programme. Note: Ensure that those constitute credible and reliable sources of information. In particular, pay attention to (a) the depth of the assessment in order to use the report in confidence; (b) the objectivity with which the exercise was conducted and see if the resulting analysis is biased in any way.

Note:

- Remove all the instructions (in blue colour) in the template
- Insert all newly drafted text in the template in grey highlight.

[Insert name of country] Country Office: Evaluative Evidence Map

NATIONAL PRIORITY: [Insert the National Priority as outlined in the results framework in the country programme document]				
UNSDCF OUTCOME(S): [Insert the United Nations Sustainable Development Cooperation Framework Outcomes that are linked to the output indicated in this table]				
RELATED UNFPA STRATEGIC PLAN OUTCOMES: [Insert the UNFPA Outcomes linked to the output indicated in this table]				
CP Output #1	Sources of evaluative evidence			
	Related <u>Centralized evaluations by IEO</u> or other evaluation offices	Related Regional evaluations <u>by RO or other entities</u>	Related Country-level evaluations <u>by CO or other entities</u>	CO responsible staff
Output 1: [Insert output statement from country programme document (CPD) here]				• [List all responsible CO staff under this output]
				•
			i	•
				•

NATIONAL PRIORITY: [Insert the National Priority as outlined in the results framework in the country programme document]				
UNSDCF OUTCOME(S): [Insert the United Nations Sustainable Development Cooperation Framework Outcomes linked to the output indicated in this table]				
RELATED UNFPA STRATEGIC PLAN OUTCOMES: [Insert the UNFPA Outcomes linked to the output indicated in this table]				
CP Output #2	Sources of evaluative evidence			
	Related Centralized evaluations by IEO or other evaluation offices	Related Regional evaluations by RO or other entities	Related Country-level evaluations by CO or other entities	CO responsible staff / technical expert
Output 2: [Insert output statement from country programme document (CPD) here]				<ul style="list-style-type: none"> [List all responsible CO staff under this output]
				<ul style="list-style-type: none">
				<ul style="list-style-type: none">
				<ul style="list-style-type: none">

NATIONAL PRIORITY: [Insert the National Priority as outlined in the results framework in the country programme document]				
UNSDCF OUTCOME(S): [Insert the United Nations Sustainable Development Cooperation Framework Outcomes linked to the output indicated in this table]				
RELATED UNFPA STRATEGIC PLAN OUTCOMES: [Insert the UNFPA Outcomes linked to the output indicated in this table]				
CP Output #3	Sources of evaluative evidence			
	Related Centralized evaluations by IEO or other evaluation offices	Related Regional evaluations by RO or other entities	Related Country-level evaluations <i>by CO or other entities</i>	Regional CO responsible staff / technical expert
Output 3: [Insert output statement from country programme document (CPD) here]				<ul style="list-style-type: none"> [List all responsible CO staff under this output]
				<ul style="list-style-type: none">
				<ul style="list-style-type: none">
				<ul style="list-style-type: none">

NATIONAL PRIORITY: [Insert the National Priority as outlined in the results framework in the country programme document]				
UNSDCF OUTCOME(S): [Insert the United Nations Sustainable Development Cooperation Framework Outcomes linked to the output indicated in this table]				
RELATED UNFPA STRATEGIC PLAN OUTCOMES: [Insert the UNFPA Outcomes linked to the output indicated in this table]				
CP Output 4	Sources of evaluative evidence			
	Related Centralized evaluations by IEO or other evaluation offices	Related Regional evaluations by RO or other entities	Related Country-level evaluations by CO or other entities	Regional CO responsible staff / technical expert
				<ul style="list-style-type: none"> [List all responsible CO staff under this output]
				<ul style="list-style-type: none">
				<ul style="list-style-type: none">

Template 3 - Note to file for cancelling country programme evaluation

Access the [Note to file for cancelling CPE](#) 

To: [NAME OF IEO DIRECTOR]
Director, Independent Evaluation Office

Through: [NAME OF REGIONAL PLANNING, MONITORING AND EVALUATION ADVISOR]
[OFFICIAL TITLE OF REGIONAL PLANNING, MONITORING AND EVALUATION
ADVISOR]

From: [NAME OF COUNTRY REPRESENTATIVE]
[OFFICIAL TITLE OF COUNTRY REPRESENTATIVE]

Programme Period: [NUMBER OF YEARS (START YEAR-END YEAR)]

Cycle of Assistance: [NUMBER]

Date: [DAY / MONTH / YEAR]

Subject: Request for cancellation of Country Programme Evaluation: [NAME OF COUNTRY
OFFICE]

Objective

In compliance with the Costed Evaluation Plan Guidance, this note serves to formally request the cancellation of the planned Country Programme Evaluation (CPE). The evaluation was originally scheduled to start in [START DATE (MONTH AND YEAR) FROM THE COSTED EVALUATION PLAN], with an estimated budget of [AMOUNT FROM COSTED EVALUATION PLAN IN USD].

The [NAME OF COUNTRY OFFICE] conducted the last CPE during the [NUMBER] programme cycle [START AND END YEAR, INCLUDING EXTENSIONS] in [YEAR OF COMPLETED CPE]. The CPE received an overall evaluation quality assessment rating of [EQA RATING].

Justification for cancellation

After careful consideration and consultation with the Regional Planning, Monitoring and Evaluation Advisor, it has been determined that the planned CPE is not longer feasible due to the following reasons:

- [REASON 1: PROVIDE INFORMATION RELATED TO THE CHANGE IN CONTEXT WHICH MAKES THE EVALUATION NOT FEASIBLE]
- [REASON 2: PROVIDE ADDITIONAL RATIONALE, IF APPLICABLE]
- [REASON 3: PROVIDE ADDITIONAL RATIONALE, IF APPLICABLE]
- Etc.

These circumstances make it unlikely that the CPE would provide credible, useful and timely insights to inform the design of the [NUMBER OF NEXT CYCLE] country programme ([PLANNED START YEAR-PLANNED END YEAR]).

Budgetary implications

[IF CPE BUDGET HAS ALREADY BEEN RING-FENCED AND BEEN DISBURSED TO THE COUNTY OFFICE AS PART OF THE ANNUAL REGULAR RESOURCE ALLOCATION, INCLUDE THE FOLLOWING PARAGRAPH FOR BUDGETARY IMPLICATIONS]

The funds allocated for the CPE ([AMOUNT IN USD AS PER COSTED EVALUATION PLAN]) will be returned to the Regional Office in accordance with the Guidance Note on the Resources Allocation System (RAS) and Resource Distribution System (RDS). The Regional Office will coordinate with the Division for Management Services, the Programme Division and the Independent Evaluation Office to reallocate the funds.

[IF CPE BUDGET HAS NOT BEEN RING-FENCED AND THE COUNTRY OFFICE HAS NOT RECEIVED THE BUDGET YET, INCLUDE THE FOLLOWING PARAGRAPH FOR BUDGETARY IMPLICATIONS]

The cancellation of the CPE does not have any budgetary implications. The Independent Evaluation Office is requested to inform the Division for Management Services that there is no need to ring-fence regular resources for a CPE in [YEAR].

Evaluative evidence to inform country programme

In the absence of a CPE, the [NAME OF COUNTRY OFFICE] will take the following actions to ensure that the new country programme will be based on data and evidence:

1. [ACTION 1: PROVIDE ALTERNATIVE SOURCE OF EVALUATIVE EVIDENCE, e.g., [mapping of existing evaluative evidence](#) from UNFPA [centralized evaluations](#), regional programme evaluations, country-level project evaluations, UNSDCF evaluations and evaluations of other UN entities and/or partners].
2. [ACTION 2: PROVIDE OTHER POTENTIAL DATA SOURCE, IF APPLICABLE, e.g., further analysis of census data and other national survey data such DHS and MICS to identify needs and groups furthest left behind].
3. [ACTION 3: PROVIDE OTHER POTENTIAL DATA SOURCE, IF APPLICABLE, e.g., review of country programme to assess performance, focusing on programme management and operational issues].
4. ETC.

The [NAME OF COUNTRY OFFICE] is committed to use evaluation to support evidence-based decision-making, foster learning and establish accountability. To ensure minimum evaluation coverage in accordance with the UNFPA Evaluation Policy, a CPE will be included in the costed evaluation plan for the [NUMBER OF NEXT CYCLE] country programme ([PLANNED START YEAR-PLANNED END YEAR]).

Attachment: Revised costed evaluation plan

Cleared by:

Approved by:

[NAME OF DET LEAD]

Lead, Decentralized Evaluation Team

[NAME OF IEO DIRECTOR]

Director,
Independent Evaluation Office

Tool 1: Eligibility criteria assessment grid for project evaluations

Access the [Eligibility criteria assessment grid](#)

[illegible]

Tool 2: Costed evaluation plan tracking tool

Access the [Tracking tool](#) ✱

[illegible]



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