



Guidance in Support  
of the Operationalization  
of the Evaluation Policy

# Evaluation Reporting



Technical Evaluation  
Reference Group  
ADAPTATION FUND

This guidance note is part of a series of technical guidance from the Technical Evaluation Reference Group of the Adaptation Fund (AF-TERG) supporting reliable, useful, and ethical evaluations aligned with the [Adaptation Fund's Evaluation Policy](#). The development of the initial series of the evaluation guidance notes was led by Scott Chaplowe (independent consultant) who is also the author of this guidance note. The focal points for this work were AF-TERG members Susan Legro and Carroll Patterson. Special thanks are also extended to all the members of the AF-TERG, Dennis Bours (AF-TERG Secretariat Coordinator in the period July 2019 – April 2023), Adaptation Fund Board Secretariat, and all other stakeholders who provided support in the delivery and finalization of this guidance note.

AF-TERG guidance documents are intended to be succinct, but with sufficient information to practically guide users, pointing to additional resources when appropriate. Additional AF-TERG evaluation resources on various topics can be accessed at the online [AF-TERG Evaluation Resource Webpage](#). Feedback is welcome and can be sent to [AF-TERG-SEC@adaptation-fund.org](mailto:AF-TERG-SEC@adaptation-fund.org).

The Adaptation Fund was established through decisions by the Parties to the United Nations Framework Convention for Climate Change and its Kyoto Protocol to finance concrete adaptation projects and programmes in developing countries that are particularly vulnerable to the adverse effects of climate change. At the Katowice Climate Conference in December 2018, the Parties to the Paris Agreement decided that the Adaptation Fund shall also serve the Paris Agreement. The Fund supports country-driven projects and programmes, innovation, and global learning for effective adaptation. All of the Fund's activities are designed to build national and local adaptive capacities while reaching and engaging the most vulnerable groups, and to integrate gender consideration to provide equal opportunity to access and benefit from the Fund's resources. They are also aimed at enhancing synergies with other sources of climate finance, while creating models that can be replicated or scaled up. [www.adaptation-fund.org](http://www.adaptation-fund.org)

The Technical Evaluation Reference Group of the Adaptation Fund (AF-TERG) is an independent evaluation advisory group accountable to the Fund Board. It was established in 2018 to ensure the independent implementation of the Fund's evaluation framework, which will be succeeded by the new evaluation policy from October 2023 onwards. The AF-TERG, which is headed by a chair, provides an evaluative advisory role through performing evaluative, advisory and oversight functions. The group is comprised of independent experts in evaluation, called the AF-TERG members. A full-time secretariat provides support for the implementation of evaluative and advisory activities as part of the work programme. While independent of the operations of the Adaptation Fund, the aim of the AF-TERG is to add value to the Fund's work through independent monitoring, evaluation, and learning, [www.adaptation-fund.org/about/evaluation/](http://www.adaptation-fund.org/about/evaluation/)

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| <b>AF-TERG</b> | Technical Evaluation Reference Group of the Adaptation Fund |
| <b>FE</b>      | Final Evaluation  |
| <b>Fund</b>    | Adaptation Fund   |
| <b>IEs</b>     | Implementing Entities                                       |
| <b>MTR</b>     | Mid-term review   |
| <b>RBM</b>     | Results-based management                                    |
| <b>RTE</b>     | Real-time evaluation  |

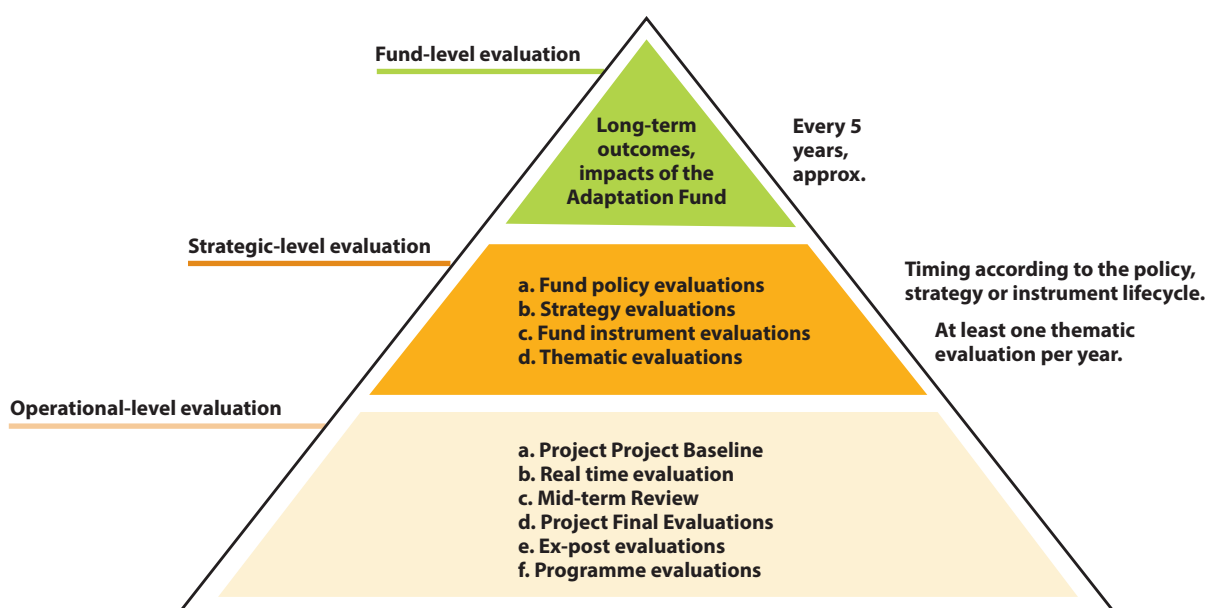


# 1. What is this guidance note?

The purpose of this guidance note is to support the preparation of evaluation reports, which is key in conducting reliable, useful and ethical evaluations, in accordance with the [Adaptation Fund’s Evaluation Policy](#). It provides a foundation for reporting for all levels and types of evaluations outlined in the Fund’s [Evaluation Policy](#), including baseline studies and mid-term reviews – see **Figure 1**.

The intended audience for this guidance note are Implementing Entities (IEs), the Technical Evaluation Reference Group of the Adaptation Fund (AF-TERG), and the Fund secretariat and Board. Specifically, this guidance note is for people who conduct evaluations and produce its reporting outputs, as well as those who manage, support, and provide quality assurance for evaluation reporting.

**Figure 1: Fund-evaluation levels and indicative types**





## 2. What is evaluation reporting?

Evaluation reporting is the process of presenting the analysis, synthesis, and validation of an evaluation’s results. The primary task of an evaluation report is to accurately distil and articulate what difference or change was resulted (i.e. impact), what works and what does not (i.e. performance), what was learned (i.e. findings and lessons), and what should be improved (i.e. recommendations). In turn, effective reporting contributes to evaluation learning and use, key evaluation principles for the Adaptation Fund.

### **BOX 1: Evaluation reporting can take multiple forms**

Evaluation reporting typically takes the form of a written report. However, evaluation results can also be presented in other formats and mediums that can complement a full written report, such as reporting through evaluation workshops and meetings, short synthesis briefs, and webinars/videos. It is useful to select a combination of reporting formats and mediums tailored to best communicate with the intended audience(s).

Evaluation reports differ based on the type of evaluation being conducted. While they share the overall goal mentioned above, specific aims of evaluation reports for Implementing Entity projects are summarized below as referenced in the [Adaptation Fund’s Evaluation Policy](#):

**Table 1: Types of Evaluation Reporting**

| <b>Evaluation Report</b>                | <b>Description</b>   | <b>Relevant AF Guidance Notes</b>                       |
|---|--|---|
| <b>Baseline Reporting</b>               | Initial analysis describing the situation prior to a development intervention, against which progress can be assessed or comparisons made.   | <a href="#">Results Framework and Baseline Guidance</a> |
| <b>Mid-Term Evaluation (MTE) Report</b> | A report by an independent evaluator to provide evaluative evidence covering the initial outputs and results of Fund projects to inform continued implementation.                                      | <a href="#">Mid-Term Review Guidance Note</a>           |
| <b>Real-time Evaluation Reporting</b>   | Reporting that provides rapid assessments and real-time feedback about a project or activity that can be fed back immediately into decision-making and management processes to improve implementation. | <a href="#">Real-time Evaluation Guidance Note</a>      |

(continued)

|                                     |  |  |
|-------------------------------------|--|--|
| <b>Final Evaluation (FE) Report</b> | A report by an independent evaluator to provide an overall evaluative assessment of a Fund project or programme. It is summative in nature, assessing the overall impact and difference made by the intervention, and other Fund evaluation criteria such as effectiveness, efficiency, sustainability, and scalability. | <a href="#">Final Evaluation Guidance Note</a>   |
| <b>Ex-post Evaluation Report</b>    | A report that supports longitudinal learning three to five years after closure of Fund projects, assessing longer-term impact, sustainability, and the Fund's contribution to the wider CCA community.   | <a href="#">Ex-post Evaluation Guidance Note</a> |

### 3. What are the benefits of evaluation reporting?



Key benefits in investing in a good evaluation reporting include:

- ✓ **Accountability:** good reporting assesses if the programme/activity has effectively and efficiently met the goals it sets out to achieve. This is important for justifying (or not) the cost to donors (upward accountability) and being responsible for outcomes in target communities and groups (downward accountability).
- ✓ **Recording progress and results:** good reporting provides valid and credible evidence for project and programme performance, outcomes and impact, as well as policy development.
- ✓ **Knowledge and learning dissemination:** good reporting allows for key lessons to be identified and the cross-fertilisation of good practice and knowledge between relevant stakeholders and beyond.
- ✓ **Stronger programme development and management:** good reporting identifies what components of a programme/activity work and do not work and why.
- ✓ **Usability:** good reporting has strong utility for several types of stakeholders, from programme managers (supporting management response) to donors and policy stakeholders. It should be noted that the Board encourages the use of evaluation-generated evidence in global discussions related to CCA, and to promote the Fund's CCA expertise, lessons, and achievements.
- ✓ **Shared understanding, legitimacy, and ownership of results:** good reporting promotes ownership of programme results and its strengthens and challenges. A good report co-creates and validates lessons and recommendations to support legitimacy and ownership.



## 4. When should reporting take place?



As Box 1 underscores, evaluation reporting can take many forms and is not necessarily limited to the final evaluation report; It can happen during the evaluation itself to support real-time evaluative learning and use for course correction and adaptive management before the final evaluation report is drafted, reviewed, and approved. The timing of evaluation reporting will largely vary based on the evaluation type, purpose, and content. For example, a real-time evaluation will stress immediate reporting to inform ongoing project implementation, whereas a final evaluation occurs after implementation and therefore may place more emphasis on the final evaluation report.

However, whatever evaluation type, the planning for and the evaluation reporting process is iterative throughout the project (intervention) cycle. Compiling and organizing data for the evaluation report content starts with considering the domains of inquiry that inform the evaluation plan and data collections tools during the inception phase. Data for evaluation reporting is then synthesised and prepared for evaluation reporting during the evaluation's data collection phase, whether the reporting is formative during implementation or summative at the end of the evaluation exercise.

## 5. Who is involved in evaluation reporting and how?



The stakeholders involved in **reporting activities** depend on the category/type of evaluation conducted. Per Figure 1 above, the Fund has three categories of evaluations: independent evaluations, self-conducted evaluations, and semi-independent evaluations. Table 2 below summarizes the stakeholders involved in reporting for each of these categories:

**Table 2: Key stakeholders for each evaluation category**

| Fund Evaluation Category            | Key stakeholders involved in conducting reporting   |
|-------------------------------------|---|
| <b>Independent evaluations</b>      | Independent individuals and entities that have no previous links to the design, implementation or operational involvement of the intervention/activity.               |
| <b>Self-conducted evaluations</b>   | Conducted by personnel within the operational structure of the Implementing Entity. This may include other/external stakeholders.                                     |
| <b>Semi-independent evaluations</b> | A team comprised of independent evaluator(s) and personnel within the operational structure of the Implementing Entity. This may include other/external stakeholders. |

**Evaluation managers reporting responsibilities.** Whether managing an evaluation for a IE project or at the Fund-level evaluation for the AF-TERG, it is the responsibility of the evaluation manager to ensure evaluation reporting upholds the Fund’s Evaluation Principles – see **Box 2**. Evaluation managers also ensure evaluators have access to relevant stakeholders for evaluation reporting, and fulfil data and communication requests made by the evaluators for a timely and smooth process. Additionally, they should provide comments (written through structured feedback mechanisms, and verbally through meetings and workshops) on submitted report drafts.

### **BOX 2: Reporting that upholds the Fund’s Evaluation Principles**

Evaluation reporting should be planned and delivered with particular attention to the Fund’s Evaluation Principles:

**1. Relevance and Utility** – evaluation reporting should respond to the needs and intended use of the evaluation per its terms of reference, written in a way to support management response and evaluation follow-up and use.

(continued)

**2. Credibility and Robustness** – evaluation reporting should substantiate conclusions and recommendations with evidence, and should adequately summarize the evaluation approach and methodological limitations.

**3. Transparency** – evaluation reporting should widely and openly disseminated through in appropriate formats and through various outlets targeting different audiences. be transparent for “building and maintaining public dialogue, increasing public awareness, enhancing good governance, accountability and ensuring programmatic effectiveness. However, reporting should also respect people’s confidentiality and anonymity and protect them and their viewpoints from undue recourse.

**4. Impartiality and Objectivity** – evaluation reporting should strive to be unbiased and accurate, free from political, personal, and organizational influence. Impartial reporting contributes to the reliability, credibility, support, and use of evaluations. This also includes reporting that

**5. Equitable and Gender Sensitive Inclusivity** – should be culturally sensitive, balanced and representative of different perspectives and viewpoints, with particular attention to the Fund’s Gender Policy and equity priorities.

**6. Complementarity** – evaluation reporting should strive to contribute to inclusive evaluative learning throughout the Fund and beyond, supporting cross-organizational learning across stakeholder groups such as different program teams and country partners.

**7. Complexity Sensitive and Adaptive** – evaluation reporting should be adaptive and responsive to emergent needs, with attention to the systems orientation inherent in transformational change work.

➤ **For more information**, refer to its Evaluation Principles Guidance Note.

**Evaluator(s) Reporting responsibilities.** Evaluators should likewise uphold the Fund’s Evaluation Principles in their reporting. They should ensure all information is accurately assessed against the evaluation criteria and methods agreed to during in the inception report.<sup>1</sup> Their reporting should consider and reflect the views of all engaged stakeholders and triangulate information across multiple data sources. Evaluators should ensure reports include the necessary contextual information to assess the significance and relevance of results.

**Implementing Entities’ management response reporting responsibilities.** Per the Fund’s Evaluation Policy, IEs are required to submit a management response to the secretariat and the Designated Authority within six months of receiving the MTR and final evaluation reports, describing what, why, and how final evaluation learning will be incorporated into current or future AF Fund interventions.<sup>2</sup> **Annex 2** provides an example template for a Management Response.

1. See the Fund’s guidance notes for its Evaluation Criteria, Evaluation Principles, and Inception Reports for more information.

2. Similarly, for Fund-level evaluations commissioned by the AF-TERG, the Board Secretariat is responsible for management response.

**Involvement of the intended audience.** It is important to incorporate structured and iterative feedback mechanisms with the evaluation's intended audience when reviewing draft evaluation reports. Stakeholder feedback is essential to keep the report relevant and tailor it to the evaluation goals. It is a keyway to validate/confirm results before final submission. Key reviewers for Fund evaluations in the draft stage are Reference or Advisory Groups, evaluation managers, the Implementing Entity, and any other relevant partner

**Involvement of the affected population.** To ensure the voices and perspectives of the affected population of the evaluation are accurately portrayed, they should be involved in the validation and feedback process. Allowing key representatives of the population group (e.g., key local stakeholders, local leaders) to provide feedback on evaluation results is a good opportunity to sense-check and validate findings and contextualise it further.

## 6. How to plan for evaluation reporting?



Planning for evaluation reporting should be started during the evaluation inception phase and included in the evaluation inception report. Overall, **it is essential to dedicate ample time for report writing, stakeholder review and the incorporation of feedback.** A typical reporting writing phase can last 4-6 weeks (not accounting for the QA and feedback rounds). The following are key considerations for report planning:

### **BOX 3: Evaluation Report Examples**

The Fund has assembled a [Library of Example Evaluation Reports](#) accessed online at the [AF-TERG Evaluation Resource Webpage](#), which also has a Word version of an [illustrative evaluation inception report template](#) using the sections discussed below.

- ✓ **Start analysis early.** Analysis and reporting can begin when there is critical mass of data. Certain questions, for instance, can be answered through the initial review of secondary/background data sources.
- ✓ **Plan for high stakeholder engagement.** Reporting should involve many stakeholders to provide insight, context and validation (see Section 5 above). Plan for multiple meetings/discussions with different stakeholders to enable high engagement.
- ✓ **Anticipate different opportunities and formats for evaluation reporting.** Tailor evaluation reporting formats and outlets to different stakeholder audiences, and remember that evaluation need not be restricted to the formal written evaluation report, but can be provided through in-person and online workshops and webinars, short 2-page evaluation briefs or blogs, newsletters, emails, etc.
- ✓ **Ensure sufficient time for review and revision of evaluation reports.** Feedback on draft evaluation reporting is critical for accuracy, credibility, ownership, and utility of the evaluation, and enough time should be accounted for this process. Feedback rounds are often where most bottlenecks exist. **Plan for at least two review and revision rounds.** The first round should be substantive, and reviewers should be expected to provide detailed feedback. The second round of feedback is to conduct a final revision review and inputs

before submission. Work within the availability of reviewers, and provide adequate forewarning prior to the review so that they can schedule time accordingly.

✓ **Utilize multiple, robust mechanisms for gathering and consolidating feedback on evaluation findings and draft reports** from the intended audience and affected population. Three particularly useful approaches are:

**1) Validation meetings and workshops** are important opportunities to check the accuracy of evaluation findings, as well as different opinions on evaluation conclusions and recommendations. The evaluation team can host workshops and stakeholder meetings to present and sense-check preliminary and emergent findings and conclusions. This is also a good opportunity to sensitise the evaluation report content, identify key lessons and co-create recommendations.

**2) Online shared versions of evaluation reports** can help consolidate and streamline reviewer feedback and input in an open and transparent manner, allowing reviewers to avoid duplication and to build upon and respond to each other's comments.

**3) A feedback comments matrix** compiles written comments and responses for selected text in a draft report in one document. This can streamline the review process, allowing to share and compare different reviewer perspectives. Table 3 below provides an example matrix to consolidate feedback and responses.

**Table 3: Example of a Feedback Matrix**

| Selected Draft Text | Reviewer Comment / Feedback | Evaluator Response |
|---------------------|-----------------------------|--------------------|
|                     |                             |                    |

✓ **Plan for any conflict of interests and differing opinions.** It is not uncommon to have differing opinions on reported findings, conclusions, and recommendations. When this occurs in an evaluation team, such differences can be noted in the evaluation report using a footnote. When differences of opinion are expressed by an evaluation informant or other stakeholder, it is left to the discretion of the evaluator(s) as to whether and how to address this during the review and revision of the draft evaluation report. If an evaluator/s

decides not to address a difference of opinion expressed by stakeholder/ participant, the Management Response to the evaluation can do so.

✓ **Plan adequate time quality assurance processes:** Editorial and formatting issues often appear towards the end developing long written reports. This can be a major time constraint and stressful, particularly before deadlines. Allow time for proofing and multiple clean-reads ahead of final submission.

✓ **Plan for the strategic dissemination of evaluation reporting.** Whether it is iterative reporting during the evaluation or a formal written evaluation report at the completion of the evaluation, identify appropriate platforms to disseminate evaluation reporting, contributing to evaluation use and follow-up.



## 7. How to write an evaluation report?

There is no standard formula or template for writing an evaluation report, and ultimately, they should be tailored according to the evaluation purpose, need, and type (e.g., baseline, mid-term review, and final evaluation). However, recommended sections to structure a generic evaluation report at the Fund are summarized in **Box 4**, and presented in more detail in the illustrative report template in **Annex 1**, which is accompanied by further guidance points to support drafting each section of the report.

Below are additional considerations to support overall report writing process:

- ✓ **Build a good working and communicative relationship between the evaluation team and the commissioning/implementing entity.** Evaluators drafting the report should check as to whether there is any preferred report structure, length, style guidelines, or other expectation beforehand with the evaluation manager. For instance, there may be a preference to locate the Executive Summary immediately after the Title Page rather than after the Table of Contents, or for the Evaluation Approach and Methodology section to be annexed to shorten the main body of the report. Taking the time to confer in this way can be more efficient and save time in the long run, avoiding a drawn a drawn-out review process distracted by things that could be addressed by clarify early in the report writing process.
- ✓ **Keep reports concise, user-friendly, and readable to enhance accessibility and understanding of content across a wide audience.** Avoid technical jargon or overly complicated wording, keeping in mind that for many readers English may not be their native language.

### **Box 4: Illustrative evaluation report contents**

(Full template in Annex 1)

1. Title page
2. Optional front material
3. Table of contents
4. Acronyms
5. Executive summary
6. Introduction and background
7. Evaluation scope and objectives
8. Evaluation approach and methods
9. Evaluation findings and conclusions
10. Optional lessons learned
11. Evaluation recommendations
12. Report Annexes



- ✓ **Write in a logical and coherent manner**, which will allow readers to more easily navigate the report and understand each section in relation to each other and the overall purpose and intended use of the evaluation report. The recommended structure in the reporting template is presented to support this.
- ✓ **Utilize data visualization to enhance the readability of the report**, including figures, illustrations, text boxes, tables, charts, etc.
- ✓ **Invest the time and resources in having a professional editor proof and edit the report.**
- ✓ **Much of the “front-end” of the report, including the Introduction and Background sections, can be written early**, before data collection and analysis is completed. Wording and content for these sections can build upon what has already been prepared for the ToR and Inception Report.
- ✓ **Regularly cross-reference content when drafting the report**, with conclusions drawing upon findings, and both lessons learned and recommendations drawing upon findings and conclusions. This helps present the evidence base to substantiate inferences, reinforcing legitimacy in and credibility for the evaluation.
- ✓ **After preliminary analysis, utilize a findings-conclusions-recommendations tree or matrix.** This helps to maintain coherence between findings, conclusions, recommendations, and lessons learned. **Table 4** presents an example of such a matrix.

**Table 4: Example of a findings-conclusions-recommendation-lessons learned matrix**

| <b>Evaluation Criteria</b> | <b>Evaluation Questions</b> | <b>Findings</b> | <b>Conclusions</b> | <b>Recommendations</b> | <b>Lesson Learned</b> |
|----------------------------|-----------------------------|-----------------|--------------------|------------------------|-----------------------|
| <b>EC 1</b>                | EQ 1,1                      | Finding 1       | Conclusion 1       | Rec. 1                 | LL 1                  |
|                            | EQ 1.2<br>Etc.              | Finding 2       |                    | Rec. 2                 | Etc.                  |
| <b>EC 2</b>                | EQ 2.1                      | Finding 3       | Conclusion 2       | Rec. 3                 | LL 1                  |
|                            | EQ 2.2<br>Etc.              | Finding 4       |                    | Rec. 4                 | Etc.                  |

### **Box 5: Mandatory ratings reporting final evaluations**

At the Fund, a mandatory rubrics rating scale is required for final evaluations to support data analysis and communication of project performance. The rubrics rating scale assesses the extent to which the project satisfies the Evaluation Policy's nine evaluation criteria. Refer to the Fund's [Final Evaluation Guidance Note](#) for more detailed guidance on the preparation of this rating scale.

# ANNEX 1. Illustrative Evaluation Report Template and Checklist

This template provides an illustrative structure for a Fund evaluation report that can be tailored according to evaluation needs and audience. Each section is complemented with further guidance points to consider when drafting the report.

## Adaptation Fund Illustrative Evaluation Reporting Template and Checklist

### 1. Title page

- Name and type of evaluation – typically based on the ToR title; refer to Figure 1 for the names of Fund evaluation types
- Evaluation timeframe and date of the report
- Countries of the evaluation intervention
- Names of commissioning and any partner organizations
- Name(s) of the evaluator(s) or evaluating firm

### 2. Optional front material

**Explanation** – Content will vary according to evaluation context, but can include:

- Preface** – optional concise paragraph (or two) introducing the importance and relevance of the evaluation, often authored by a prominent sponsor or leader in the funding or commissioning entity.
- Acknowledgements** – recognize and thank individuals and entities that sponsored, contributed to, supported, and/or participated in the evaluation

### 3. Table of contents

- Accurate and coherent overview of report sections and lists of tables, boxes, figures, charts, and annexes, each aligned with respective page numbers

### 4. Acronyms

- List acronyms or abbreviations only for names and phrases that occur more than once in the report

### 5. Executive summary

**Explanation** – Provides a standalone, concise overview of the essential parts of a report in two to five pages. Critically important for senior decision makers and others who do not have time to read the full report and should be written to highlight key take-away messages. Key elements to include:

- Explanation of evaluation's background purpose, scope (time period, geographic coverage, population groups), audience and intended uses
- Brief overview of the intervention being evaluated – i.e., project(s), programme(s), strategy, etc.
- Brief description of any key aspect of the evaluation approach, methods, and limitations if appropriate (as this will fully be presented separately)
- Concise summary of key evaluation findings and conclusions
- Concise summary of lessons learned and recommendations (aligned with conclusions)

(continued)

## 6. Introduction and background

**Explanation** – Provides a more complete introduction of the evaluation and its context (evaluand). This section is largely informed by the structured literature review conducted during the evaluation's inception phase. Key elements include:

**1) Evaluation features** – provides an introductory overview of the evaluation, including:

- Evaluation's rationale and purpose – why the evaluation activity is to be conducted and why it is important.
- Evaluation's stakeholders, the primary and secondary audiences for the report, and how the report is intended to be used.
- Evaluation's scope, including its time period, geographic coverage, and target population groups.
- Any special focus areas such as gender, collaboration, innovation, replication and scalability, etc.

**2) Report introduction** – introduces the report structure and contents so the reader understands how the report will meet the purpose of the evaluation and how to best navigate the contents of the report.

**3) Object of evaluation** – describes the intervention being evaluated (e.g., project, programme, or strategy):

- Intervention's purpose, target population and geography, scale (number of components/workstreams), and timeframe.
- Intervention's funding arrangements and resources, including human resources and budget.
- Intervention's institutional setting and management structure.
- Intervention's stakeholder analysis, key implementing partners and other relevant actors.
- Intervention's design and activities, including the specific objectives and the expected contribution to the Fund's Strategic Results Framework, any implementing entity's strategic goals, climate change adaptation goals, etc. This may include or signpost in an annex a results framework (e.g., results chain, logic model, theory of change), as well as any key assumptions underlying the strategy.
- Intervention's implementation status, including its phase implementation (e.g., ongoing, finishing, or completed), and any significant milestones, events, constraints, and changes over time and their implications.

**4) Implementation context** – describe relevant aspects of the larger human and natural landscape in which the intervention is being implemented that may affect the intervention and its evaluation, including:

- Social, cultural, political, and economic factors, i.e., such as civil unrest, economic recession, political change, etc., that can affect the implementation of both the intervention and its evaluation.
- Geographical or natural factors, i.e., remoteness of location, natural disaster, drought or large-scale weather events that may affect access to target populations and the implementation of both the intervention and its evaluation.

## 7. Evaluation scope and objectives

**Explanation** – Provides a clear explanation of the evaluation's scope, criteria, and questions in relation to the evaluation's purpose and key issues to explore to inform decision making and meet the needs and intended use of the evaluation.

- Evaluation scope** clearly delineating what is and is not to be included in the evaluation, i.e., thematic focus, a single or cluster of workstreams or objectives, the time period, geographic locations, and population groups.
- Evaluation criteria** that specify the standards that provide the basis for evaluative judgment. The Fund's nine evaluation criteria are identified in its [Evaluation Policy](#) and elaborated in its [Evaluation Criteria Guidance Note](#), and this discussion should directly draw from the ToR and any revision to the criteria in the Inception Report, explaining their relevance and rationale for to the given evaluation and object of evaluation.
- Evaluation questions** that elaborate the evaluation criteria, specifying what is to be assessed and information generated from the evaluation, and explaining how the answers to the questions address the information needs of users.

(continued)

## 8. Evaluation approach and methods

**Explanation** – Outlines the evaluation’s guiding principles, and the data sources and data collection and analysis methods used to answer the evaluation questions and assess the intervention based on the evaluation criteria. Note that the discussion in this section may not strictly follow the order as summarized below, but may be integrated; for instance, the analytical framework guiding an evaluation may be discussed in relation to data collection sources, methods, and stakeholder engagement.

- Evaluation principles** - the Fund’s seven evaluation principles are identified in its [Evaluation Policy](#) and elaborated in its [Evaluation Principles Guidance Note](#), and this discussion should explain their relevance and rationale for to the given evaluation and object of evaluation.
- Evaluation data sources** – primary and secondary information sources for the evaluation, including documents, stakeholder groups, and field locations, and the rationale for their selection to address the evaluation questions/criteria.
- Evaluation data collection methods** – quantitative and qualitative collection methods and their procedures, including a discussion of the rationale for their selection in relation to reliability and validity. For example, it may include a description of any: remote versus in-person data collection; individual interview protocol and group workshop facilitation; survey design and enumeration; sample size, process, and representation of the entire population or specific population groups (e.g., single women, under 45); etc. This section may include any description of data collection technologies, and may signpost annexed examples of data collection instruments.
- Evaluation data analysis** – the analytical framework or approach that will be used to synthesize and interpret evaluation findings, (i.e., contribution analysis, developmental evaluation, Realist Evaluation, appreciative inquiry, etc.), and the rationale for this analytical approach in relation to the evaluation questions/criteria. This section may include any description of data analysis technologies, such as statistical, GPS, or social network analysis software.
- Evaluation stakeholder engagement** – the level and type of stakeholder engagement in the evaluation. This goes beyond the description of the data collection sources to include an explanation of any stakeholder participation in data collecting and analysis relative to the evaluation’s objectives.
- Ethical considerations** – attention to any ethical considerations related to data collection and use, such as the rights and confidentiality of informants, (i.e., the General Data Protection Regulation is a Regulation in EU law on data protection and privacy in the EU and the European Economic Area).
- Methodological limitations** – all evaluation methodologies have inherent limitations, and this section should succinctly summarize the major ones, their implications for the evaluation, and any mitigation measures taken in response.

## 9. Evaluation findings and conclusions

**Explanation** – *findings* are factual statements based on analysis of collected data, whereas conclusions are inferences or interpretations based on findings. It is useful to report on findings with conclusions for coherence, reinforcing the logical relationship between the two.

- Findings and conclusions should respond to the evaluation criteria and questions.** Their analysis should provide the evidence to assess the evaluation criteria and answer the evaluation questions.
- Findings and conclusions should provide insights to inform solution analysis and recommendations** relevant to the evaluation’s purpose and intended use.
- Findings should include unanticipated outcomes and impacts**, informing conclusions accordingly.
- Findings and conclusions should be presented in a logical, coherent format**, aligned with the evaluation questions and the Fund’s evaluation criteria.
- The logical relationship between findings and conclusions should be reinforced.** It is effective to report in a manner that aligns findings with conclusions, allowing readers to readily make the connection between the findings that inform and substantiate the conclusions.
- Findings and conclusions should be individually numbered**, so they can be readily cross-referenced elsewhere (such as the discussion of lessons learned and recommendations).

(continued)

## 10. Optional lessons learned

**Explanation** – learning is an important function of evaluation, and a section devoted to lessons learned can be a useful way to highlight learning that is not specific to the evaluated intervention and context (evaluand), but applicable to the wider Fund and climate change adaptation community. Lessons learned can also include unanticipated learning gained, i.e. lessons about evaluation methods and process, organizational culture and dynamics, the local context (e.g. power dynamics), etc.

- Lessons should be concise and presented in a logical, coherent manner, individually numbered for cross-referencing.**
- Clearly identify the relevance of the lesson and intended audience/use.** For instance, a lesson learned may be applied to an activity, a decision, an organizational process, or a policy.
- If appropriate, explain **how and why the lesson was learned.**

## 11. Evaluation recommendations

**Explanation** – recommendations are suggestions or proposals to improve ongoing intervention implementation or future programming, strategy, and policy.

- Recommendations should respond to the evaluations intended purpose and use,** written to support management response and other evaluation follow-up and learning.
- Recommendations should be supported by evidence** linked to the evaluation’s findings and conclusions that substantiates the proposed actions. Specific number findings and conclusions can be cross referenced the justification accompanying recommendations.
- Recommendations should be specific, practical, and feasible for implementation.**
- Recommendations should identify who is responsible for follow-up and by when.**
- Additional information can be used to elaborate recommendations,** such as prioritizing recommendations or the resources and budget required to achieve a recommendation.
- Recommendations should be presented in a logical, coherent manner,** individually numbered for cross-referencing. Consider using a table to format and present recommendations – **Figure 3** below provides a generic example of column headers.

**Table 4: Example recommendation matrix**

| Recommendation | Justification | Responsibilities | Priority | Timeframe | Budget Implications |
|----------------|---------------|------------------|----------|-----------|---------------------|
|                |               |                  |          |           |                     |

## 12. Report Annexes

**Explanation** – Used to provide supplemental information that is not critical to understanding the evaluation (its findings, conclusions, and recommendations), but elaborates background, evidence, methodology, and lessons learned that enhance the credibility and usefulness of the report. Annexes are a critical way to keep the main body of the report concise and readable, enhancing usability. Examples of annexes include:

- ✓ Evaluation Terms of Reference (or Evaluation Inception Report)
- ✓ Additional methodological information
- ✓ Theory of change, logframe, or results framework
- ✓ Stakeholder or landscape analysis / mapping
- ✓ Summary of performance data
- ✓ Summary of budget data
- ✓ List of secondary data sources consulted (e.g., background documents)
- ✓ List of primary data sources, (e.g., participant/ stakeholder list or interview schedules)
- ✓ Data collection tools
- ✓ Evaluation timeline
- ✓ Bibliography / reference list (consistently use a suitable style or format, e.g., APA)

## ANNEX 2. Illustrative Evaluation Matrix

| <b>Evaluation title:</b>  |   |  |   |
|---|---|--|---|
| <b>Commissioning entity:</b>  |   |  |   |
| <b>Evaluation report submission date:</b>   |   |  |   |
| <b>Recommendation #:</b> < insert recommendation >  |   |  |   |
| <b>Management Response</b>  | <b>Actions Planned</b>  | <b>Responsibility</b>  | <b>Timeframe</b>  |
| Indicate if: <ul style="list-style-type: none"> <li>• <i>Accepted</i></li> <li>• <i>Partially accepted</i></li> <li>• <i>Rejected</i></li> </ul> (If recommendation is partially accepted or rejected, an explanation must be provided in the 'Comments' section below).                  | <i>Indicate the concrete actions/deliverables planned to implement the recommendation</i> | <i>Specify the entity responsible for implementing the planned actions</i> | <i>Specify the completion date for the planned actions.</i> |
| <b>Comments:</b> provide any additional information or clarification regarding the recommendation and how it has been interpreted, any progress already made, or actions taken to address the recommendation, or the reasons for not accepting or partially accepting the recommendation. |   |  |   |

## ANNEX 3. Additional Resources

While not exhaustive, the additional resources below provide further guidance and insights to support the evaluation reporting:

- Adaptation Fund. AF-TERG. 2022. Evaluation Policy of the Adaptation Fund. <https://www.adaptation-fund.org/wp-content/uploads/2022/07/Evaluation-Policy-of-the-Adaptation-Fund.pdf>
- AF-TERG. 2023. Evaluation Criteria Guidance Note. <https://www.TBD>
- AF-TERG. 2023. Evaluation Principles Guidance Note. <https://www.TBD>
- Better Evaluation. Accessed 2022. *Final Reports*. <https://www.betterevaluation.org/methods-approaches/methods/final-reports>
- Better Evaluation. 2004. Evaluation Report Checklist. <https://www.betterevaluation.org/tools-resources/evaluation-report-checklist>
- Better Evaluation. Accessed 2022. *Reporting*. <https://www.betterevaluation.org/frameworks-guides/managers-guide-evaluation/report>
- Better Evaluation. Accessed 2022. *Recommendations in Evaluation*. <https://www.betterevaluation.org/tools-resources/recommendations-evaluation>.
- UNEG. 2010. UNEG Quality Checklist for Evaluation Reports. <http://www.unevaluation.org/document/detail/607>
- Feinstein, Osvaldo. 2019. **Checklist for Evaluation Recommendations**. Evaluation Checklist Project. The Evaluation Center. Western Michigan University.
- <https://wmich.edu/sites/default/files/attachments/u350/2018/eval-report-miron.pdf>
- Miron, Gary. 2004. **Evaluation Report Checklist**. Evaluation Checklist Project. The Evaluation Center. Western Michigan University. <https://wmich.edu/sites/default/files/attachments/u350/2018/eval-report-miron.pdf>