



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

**Internal Oversight Service  
Evaluation Section**

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## **Guidelines for Selection of Evaluators**

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The selection of evaluators is based on the technical and qualification criteria set out in the Terms of Reference. Three criteria are always used in UNESCO evaluations:

- extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods;
- a strong record in designing and leading evaluations; and
- data analysis skills. Detailed knowledge of the role of the UN and its programming is desirable.

Additional qualification and skill criteria might include technical competence in the sector or issue to be evaluated, language proficiency, or in-country or regional experience.

The Terms of Reference should also specify that large evaluation teams should be multicultural with appropriate gender balance and geographic representation.

In addition to the requirements set out in the Terms of Reference, the selection of evaluators in UNESCO is guided by the following UNEG Norms and Standards.

## **Independence**

Norm 6.3: To avoid conflict of interest and undue pressure, evaluators need to be independent, implying that members of an evaluation team must not have been directly responsible for the policy-setting, design, or overall management of the subject of evaluation, nor expect to be in the near future.

Norm 6.4: Evaluators must have no vested interest and have the full freedom to conduct impartially their evaluative work, without potential negative effects on their career development. They must be able to express their opinion in a free manner.

## **Qualifications**

Standard 3.13: Evaluations should be conducted by well-qualified evaluation teams.

- The number of evaluators in a given team depends on the size of the evaluation. Multi-faceted evaluations need to be undertaken by multi-disciplinary teams.
- Evaluators should be selected on the basis of competence, and by means of a transparent process.
- The members selected must bring different types of expertise and experience to the team. If possible, at least one member of the team should be experienced in the sector or technical areas addressed by the evaluation, or have a sound knowledge of the subject to be evaluated. At least one other should preferably be an evaluation specialist and be experienced in using the specific evaluation methodologies that will be employed for that evaluation. The evaluation team should also possess a broad knowledge and understanding of the major economic and social development issues and problems in the country(ies) where the evaluation is taking place or in similar countries in the region. Background or familiarity with emergency situations may also be required, both for the conduct of the exercise itself, and for understanding the particular context of the evaluation.

## Composition

Standard 3.14: The composition of evaluation teams should be gender balanced, geographically diverse and include professionals from the countries or regions concerned.

- Qualified, competent and experienced professional firms or individuals from concerned countries should be involved, whenever possible, in the conduct of evaluations, in order, *inter alia*, to ensure that national/local knowledge and information is adequately taken into account in evaluations and to support evaluation capacity building in developing countries. The conduct of evaluations may also be out-sourced to national private sector and civil society organisations. Joint evaluations with governments or other stakeholders should equally be encouraged.
- Members of the evaluation team should also familiarise themselves with the cultural and social values and characteristics of the recipients and intended beneficiaries. In this way, they will be better equipped to understand and respect local customs, beliefs and practices throughout the evaluation work.