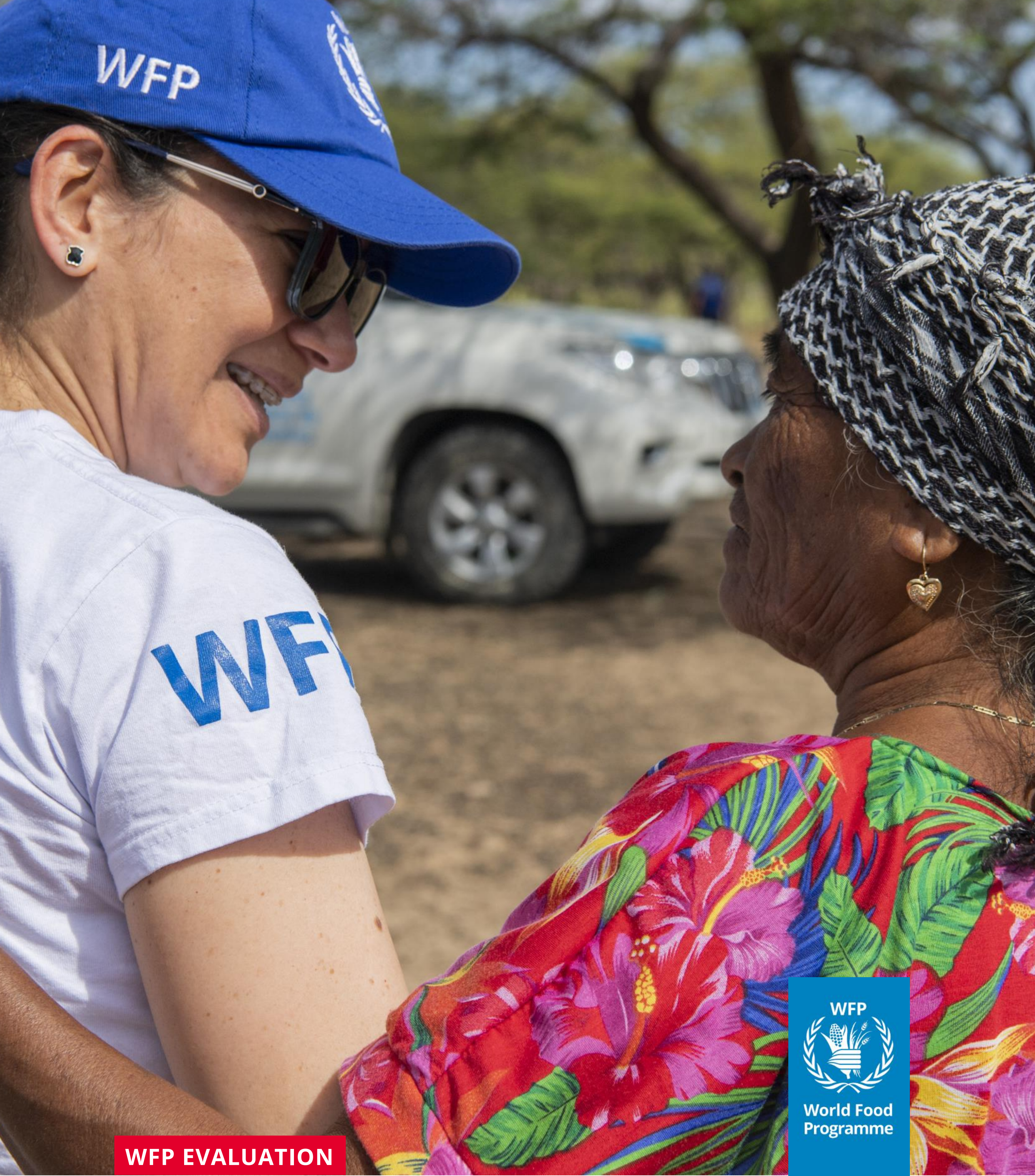

WFP EVALUATION

World Food Programme

SAVING LIVES CHANGING LIVES

Summary of evaluation evidence

Guidance

September 2024

Table of Contents

Figure 1: SEE process quick guide

	1	2	3	4	5	6	7
PHASES	USER GROUP & FRAMING NOTE	SELECT AND BRIEF SEE LEAD *1/2 weeks*	PREPARE ANALYTICAL FRAMEWORK *1 week*	EXTRACT EVIDENCE *Up to 2 weeks*	FORM SEE FINDINGS AND DRAFT REPORT *2 weeks*	QUALITY ASSURE AND FINALIZE SEE REPORT AND BRIEF *1 week*	PUBLISH AND DISSEMINATE FINAL PRODUCT *1 week*
OUTPUT	FRAMING NOTE & EVALUATION UNIVERSE	SEE LEAD SELECTED	ANALYTICAL FRAMEWORK & FIELDS	MID-TERM CONSULTATION PPT	SEE REPORT	SEE BRIEF	INTERACTIVE EVIDENCE SHARING SESSION
KEY ACTIONS	• Form a user group • Brief user group on purpose and features of the SEE • Prepare the Framing Note • Define the universe of evaluations • Share draft Framing Note with users for comments	• Select SEE lead • Brief SEE lead on the SEE subject matter • Hold meeting with users to discuss expectations on the SEE	• Prepare the analytical framework, including the analytical fields • Validate the analytical framework	• Extract evidence from the evaluation reports • Populate the analytical framework • Hold mid-point consultation	• Conduct data analysis • Develop SEE narrative • Review SEE narrative against quality standards	• Circulate SEE report for comments to commissioner and users' group, and address comments • May share SEE report for peer-review and final validation • Prepare SEE brief • Circulate brief for comments • Share brief for approval	• Share final SEE report and brief for publication on WFP sites • Disseminate SEE products
TOOLS	**Template** SEE Framing Note **SEE Guidance – Annex** SEE & Synthesis – Key differences	N.A.	**SEE Guidance Annex** Example of Analytical framework	**Template** Mid-point consultation	**Template** SEE CE Report SEE DE Report **SEE Guidance – Annex** SEE Report – Contents & Quality	**Template** SEE CE Brief SEE DE Brief	N.A.

Introduction

The WFP Strategic Plan 2022-2025 states that *'Evidence will underpin WFP's focus on achieving positive results.*[1] The Evaluation Policy 2022 also emphasizes the need for evaluation evidence to inform WFP policy, strategic and programming decisions.[2]

WFP produces a range of evaluation products to support learning, accountability and decision making. This Guidance focuses specifically on the summarising of independent evaluative evidence.

Summaries of Evaluation Evidence (SEEs) represent distinctive evidence products that bring together evidence from WFPs independent evaluations. This guide clarifies the distinctive features and processes associated with SEEs, for the benefit of WFP staff commissioning or preparing SEEs, or external evaluation experts involved in preparing SEEs.

Elements of a SEE

DEFINITION AND PRINCIPLES

For WFP, a Summary of Evaluation Evidence (SEE) is defined as a document that presents, concisely and clearly, an overview of evidence from a defined set of evaluations on a particular topic.

SEEs are an example of a 'utilisation-focused'[3] evaluation product, which aim to make independent evaluative evidence both accessible and useful. SEEs have **six defining principles**:

i. **Demand-driven**: a SEE derives its purpose from the evidence needs as identified by potential? users. As such, a SEE should have a clear intended use from the start.

ii. **Bound by available evidence:** a SEE brings evidence together in summary form. It does not generate new evidence or create recommendations.

iii. **Reliant on credible sources**: a SEE needs a sound evidence base, meaning that it draws from evaluations whose quality was externally rated as at least "satisfactory".

iv. **Transparent:** a SEE records the source of its findings, with clear and systematic referencing to the evidence cited.

v. **Accessible:** a SEE presents existing evidence in a concise and easily readable form.

vi. **Swiftly produced**: a SEE is produced within a short time, following a lean process.

SEEs are sometimes confused with Evaluation Synthesis. However, these are distinct items. Table 1 below presents the key differences between the two exercises (for more details, see Annex 1).

Table 1: Key differences between a Summary of Evaluation Evidence and an Evaluation Synthesis

Features	Summary of Evaluation Evidence	Evaluation Synthesis
Focus/intent	Learning	Learning and accountability
Approach	Desk based Can be undertaken internally or externally	Desk based plus limited number of additional interviews and review of other relevant secondary data. Always undertaken externally
Timeframe	Usually, a maximum of four months	Can take up to one year
Contents and presentation	Do not include recommendations; are not presented to the Executive Board	Include recommendations; are presented to the Executive Board

[1] WFP (2021) Strategic Plan 2022-2025

[2] https://www.wfp.org/publications/wfp-evaluation-policy-2022

[3] Patton, Michael Q (2012) Essentials of Utilization-Focused Evaluation, Sage. Publications

KEY FEATURES OF A SEE

Purpose

SEEs primarily aim to foster internal **learning** on a given topic by leveraging existing relevant evaluation evidence. As such all SEEs are commissioned based on an explicit need or request.

SEEs may be commissioned by a Country Office, Regional Bureau, HQ division, and by the Office of Evaluation, to inform programme or policy decisions, internal reflection on positioning or approaches, or dialogue with partners.

Objectives

Depending on the intended use, SEE objectives may include:

- ***Consolidating evidence*** on a specific theme, programmatic area or Country Strategic Plan (CSP) issue.
- ***Identifying consistent areas*** *of good performance, underperformance and explanations/reasons for this* in a theme, programmatic area, country or region.
- ***Learning what evidence is available*** in specific areas, and what gaps exist – so that more work can be done to address these.

Box 1: Examples of SEE objectives

- The Summary of Evaluation Evidence on School Feeding and Home-Grown School Feeding in Western Africa (2023) aimed to inform ongoing and future School Health and Nutrition programmes and to support knowledge sharing among WFP Country Offices beyond single evaluations.
- The Summary of Evaluation Evidence on WFP Community Engagement in Western Africa (2023) aimed to fill a knowledge gap in how WFP operations in West Africa make progress towards the standards set by WFP and the international humanitarian community regarding community engagement.
- The Regional Bureau Dakar (RBD) 2020 Summary of Evidence from Decentralised Evaluations aimed to enhance the learning and knowledge base arising from WFP interventions in the region, and identify findings useful for to inform the implementation of Country Strategic Plans (CSPs)

Content

A SEE brings together evidence from a defined set of evaluations (the 'evaluation universe'). The universe is brought together before the SEE begins and comprises at minimum 5 evaluations. These should be primarily WFP-commissioned independent evaluations but may also include evidence from non-WFP independent evaluations, so long as rated of satisfactory quality by an independent Quality Assurance system. See Box 4 on *Why only evaluations* for further details.

The content of a SEE is reliant on the evidence from completed evaluation reports and does not intend to generate new evidence. As such, the collection of new data is not foreseen.

Timing

Common timing for SEEs in WFP is:

- Ahead of a moment of reflection on a programmatic activity or thematic area.
- When management seeks evidence to inform decision-making e.g. on policy, strategy or programming.
- When a Country Office or Regional Bureau is developing its Annual Performance Plan.
- When regional or global policies or strategies, or Country Strategic Plans are being formulated, particularly if no other evaluation exercise will be made available in time, or when the scope of an evaluation would not adequately cover the required evidence needs.

Box 2: Country-focused SEEs and Country Strategic Plan Evaluations

A **country-focused SEE** is often requested by COs to feed evidence into the design of a new CSP. This rationale is similar to that of a Country Strategic Plan Evaluation (CSPE). However, a SEE **cannot replace a CSPE**, since it only brings together existing evidence, while full evaluations generate new evidence and analysis. In deciding to conduct a Country-focused SEE, managers should be clear therefore on how it adds value to, or complements, full evaluation exercises.`

Duration

The time for conducting a SEE is approximately four months from the initial preparation of the framing note to the dissemination of the SEE report. The table below illustrates the duration of each phase. To note that the duration and level of effort required will depend on the summary focus (complexity) and number of evaluations in the universe.

Figure 2: SEE phases

Phase	Average time
1. Form user group and prepare framing note	2 weeks
2. Select and brief SEE lead	1-2 weeks
3. Prepare analytical framework	1 week
4. Populate analytical framework	Up to 2 weeks
5. Analysis and SEE report drafting	2 weeks
6. Report commenting and finalization, and Brief drafting	1 week
7. Publish and disseminate final product	1 week
Total	12 weeks (4 months)

ROLES AND RESPONSIBILITIES

This section describes the roles and responsibilities of all possible stakeholders involved in a summary of evaluation evidence. These include: **SEE manager; SEE lead; SEE users;** and **SEE quality assurer**, as well as **members of the WFP Office of Evaluation**. Terms noted below such as *framing note*, *analytical framework*, *SEE report*, *SEE brief* and *interactive session for SEE evidence*-sharing are explained in later sections of this guidance.

SEE manager: **oversees SEE planning, framing and process** and, when the SEE is conducted externally, **provides guidance** to SEE lead throughout. Managers are from the evaluation function and are nominated at the time when the SEE is decided, by the DoE, for SEEs conducted at OEV level (centralized), and by REOs for SEEs conducted at RB level (decentralized). Their role is as follows:

Planning and framing

- Informs Use Unit in the Office of Evaluation of SEE plans
- Prepares SEE framing note and evaluation universe, and shares with users for inputs
- Supports identification of the SEE *lead* - if outsourced to an external provider, leads selection and contracting
- Shares all necessary documentation with SEE lead
- Organise and support initial information exchange meetings

Extracting, analyzing, & validating

- Backstops SEE lead with guidance and feedback on analytical framework
- Participates in mid-point consultation for guidance

Reporting and disseminating

- Comments on draft SEE report and brief in line with quality standards set out in the *SEE Report – contents & quality parameters*, in Annex 3
- Shares draft report with users and organizes meetings as appropriate
- Submits final SEE report for validation, through SEE quality assurance peer-review
- If the SEE is commissioned by OEV or another HQ Division, submits final SEE brief to Director of Evaluation for review and approval
- Disseminates the SEE report and brief widely and requests that OEV publish them on WFP websites.

Generally, **OEV** staff will **manage SEEs of global scope** and **Regional Evaluation Unit** staff will **manage SEEs of regional and country-level scope**.

SEE lead: the person (or team) responsible for **preparing the SEE**. This role can be by an internal WFP staff member or outsourced to an external provider. Their role is as follows:

Planning and framing

- Meets with users and commissioners to understand SEE purpose and objectives
- Leads fine-tuning of SEE questions if necessary
- Ensures familiarity with framing note and evaluation universe
- Undertakes a preliminary review of the universe
- Develops the analytical framework

Extracting, analyzing, & validating

- Conducts data extraction from the universe of evaluations and presents evidence basis to users and commissioners for any adjustment of framing
- Performs analysis to generate the SEE report draft, in line with quality standards established (see *SEE Report – contents & quality parameters,* in Annex 3)
- Submits the SEE report to the SEE commissioner by the agreed deadline

Reporting and disseminating

- Reviews and addresses the comments of SEE quality assurer and users' group
- Submits a revised and final SEE report
- Prepares SEE brief
- Leads interactive session for evaluation evidence-sharing (I-SEE), as required

SEE users (group) are the **main recipient of a SEE**. Their roles are to:

Planning and framing

- Offer insights on envisaged utility of the SEE, specifically advising on what it should cover, and thus commenting on the lines of enquiry identified in the framing note
- Inform the SEE commissioner of relevant evaluation evidence sources
- Share relevant background on the subject matter to the SEE commissioner

Extracting, analyzing, & validating

- Share views at mid-point consultation

Reporting and disseminating

- Comment on draft SEE report
- Take part in meetings and the interactive session for SEE evidence-sharing, as appropriate

SEE quality assurer ensures consistency of SEE deliverables with quality standards.

Reporting and disseminating

- Peer-reviews SEE report ahead of their publication and ahead of the final approval of the SEE Brief's by Director of Evaluation, (Director of Evaluation only approves briefs commissioned by OEV or another HQ Division)
- In case of SEEs managed at the Regional Evaluation Unit level, the Regional Evaluation Officer acting as Quality Assurer will bear the responsibility of clearing the final products.

Until SEE practice is well owned within the evaluation function, the **OEV Use Unit** will be **available to support Quality Assurance** and support SEE managers at each step of the SEE preparation process, shadowing them in providing guidance and advice to SEE leads, as appropriate.

Figure 3: Roles complementarities and possible overlaps

Some of the above mentioned roles may be combined depending on context. For instance:

- **SEE manager and lead** may be undertaken by the same individual, such as when the SEE is conducted internally.
- **SEE manager and quality assurer** may be performed within the same office or person, such as when the SEE is outsourced.

Note: The roles of SEE lead and SEE quality assurer cannot by any circumpstance be performed by the same person, to ensure necessary checks and balances.

Director of Evaluation reviews and approves the final OEV or HQ-Division commissioned SEE brief.

Communications Unit, Office of Evaluation coordinates with commissioners, supporting formatting, graphic layout, and publication of final SEE report on WFP evaluation websites. And provides advice on dissemination modalities, if required

Table 2: Illustration of roles under different scenarios (whether SEE undertaken at HQ or RB level):

SCENARIO 1 SEE outsourced externally		
SEE lead	**SEE manager**	**SEE QA**
Externalized (to firm under LTA)	Staff in evaluation function	Head of Unit in evaluation function
	Can be the same person	
SCENARIO 2 SEE conducted internally		
SEE lead	**SEE manager**	**SEE QA**
Staff in evaluation function	Staff in evaluation function	Head of Unit in evaluation function
Can be the same person		

RESOURCES AND SKILLS REQUIRED

Resources

Based on experience, when outsourced, a SEE can be budgeted at approximately USD 25,000 on average. However, budgets can vary depending on the number of evaluations in the universe, the complexity of the SEE subject matter; and the fees of the SEE lead.

The commissioning unit (HQ Division/ CO/ RB) is responsible for ensuring available funding for planned SEEs. The Evaluation Function, will consider the possibility of funding SEEs (budget permitting), should the HQ Division (beyond OEV)/ CO/ RB not be able to secure funds.

Skills and experience

SEE credibility is strongly linked to the expertise and experience of the SEE lead. The following are important considerations:

The relevant skills and capabilities should be listed in the framing note (discussed in section 3.1 below), so that the requirements and justification for selecting the SEE lead are clear.

Support is available from the Use Unit in OEV to facilitate the outsourcing of expertise dedicated to SEEs, with firms that have established LTAs, or with single experts

Table 3: Key skills required to lead a SEE

Skills/ capability	Essential/ desirable
Qualitative research skills	Essential
Strong analytical skills	Essential
Sound writing skills and ability to express key messages concisely	Essential
Languages as appropriate for the languages of the universe of evaluations	Essential
Thematic expertise	Desirable
Quantitative research skills	Possible (if used)
Evaluation knowledge	Highly Desirable
Knowledge of WFP	Desirable
Data visualization, communication & presentation skills	Desirable

Preparing a SEE: stepped approach

Preparing a SEE may be sequenced in **six main phases**. Their applicability will vary according to the conditions of the exercise, and depending on whether the SEE is conducted by an internal WFP staff member or outsourced to an external provider. The following phases therefore offer a broad guide which can be adapted as appropriate.

PHASE 1: FORM A USER GROUP AND PREPARE FRAMING NOTE

Phase 1 is aimed at understanding the demand and clarifying the evidence need that will determine the SEE purpose and scope, in consultation with key stakeholders. This typically takes approximately two weeks, but can be longer, depending on the time to obtain inputs from the user group on the framing note.

Table 4: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Form and brief user's group	Prepare framing note	Review and comment on draft framing note
SEE manager	L	L	P
SEE users group	P	P	L
SEE lead			(P)
SEE QA			L
DoE			
OEV Comms			

Key: L: Lead – takes overall responsibility to undertake the step; P: Participate actively in step; (...): optional

STEP 1.1: Form and brief user group

> Identifying potential users of the SEE and involving them from the start is critical to ensure relevance, ownership and thus utility, and to clarify and manage expectations from the start. Engagement with users is 'light' and not time intensive.

The users, usually a group of internal stakeholders, are those whose work the SEE may touch upon, or for whom the SEE may have direct implications. They will be the SEE main recipients. Their involvement will ensure the SEE is framed in full consideration of the appropriate evidence needs and eventual upcoming events it may feed into. Users may also advise on relevant evidence sources at this early stage.

The SEE manager identifies and engages the user group, who may include any knowledgeable colleagues from a relevant programmatic or functional area related to the SEE subject, whatever their level of responsibility. The SEE manager should brief users on the general purpose and features of a SEE and inform them of their role in the process.

STEP 1.2: Prepare framing note

> The framing note is a **short document**, which sets out the main purpose, focus and expected process of the SEE. It is developed iteratively, in consultation with users, who may review and comment on it. Core to the framing note are the main **lines of inquiry** against which evidence will be extracted and summarized and a list of **evaluations to be reviewed** (the '*evaluation universe*'). It also indicates the expected **timeline** for its preparation, skills expected from the SEE lead, how the SEE findings will be disseminated, and outlines the user group's role and practical arrangements. See the template for the framing note.

The SEE manager takes the lead in preparing the framing note, based on inputs received from **users**, which entails:

i. **Clarifying the purpose and intended use** of the SEE.

ii. **Defining the lines of inquiry,** which are drawn from the main evidence needs that the SEE is meant to address, and will determine the evidence that will be collected from evaluation reports. Lines of inquiry are few in number (usually 3-5), focused, and analytical in nature, rather than calling for purely factual or descriptive responses. They may be adapted in course, depending on evidence availability.

Box 3: Example of lines of enquiry

> Summary of evaluation evidence from WFP nutrition activities in Eastern and Southern Africa.
>
> According to the set of evaluations, how relevant were WFP's nutrition activities to needs in the Eastern and Southern Africa region?
>
> What results did evaluations find that they delivered for beneficiaries?
>
> What factors (positive or negative) affected the achievement of results?
>
> What lessons did evaluations identify as important for WFP to consider in the design of its nutrition activities in future?

iii. **Defining the universe of evaluations** that will be reviewed to prepare the summary, which will determine the availability of evaluative evidence. The evaluation universe may include all types of evaluations, and can only include evaluations that conform to certain quality standards. The selection of evaluation reports to form the SEE universe will usually be done based on considerations of: i) relevance to the country/regional/thematic/programmatic focus of the SEE; ii) time period: depending on the SEE, there may be need to focus on more recently completed reports, or to include longer time spans.

Box 4: Why only evaluations?

> Understanding that users may have interest in evidence summaries that also consider non-evaluative sources, experience has shown that drawing from sources of various nature does not support SEE quality and clarity.
>
> *Evaluation* evidence is generated as a results of methodical evidence triangulation and integrates the principle of independence. As such, it does not easily integrate with evidence drawn from other types of papers that may, for example, reflect a more advocacy-oriented stance. In addition, and because SEEs are produced within WFPs evaluation function, OEV cannot be held responsible for evidence that has not been vetted by an evaluation function.
>
> Nevertheless, evaluation evidence can be fed into other type of products that integrate non-evaluative sources, beyond SEEs.

Box 5: What defines the quality of evaluative sources?

> The requirement to only include evidence sources that have been vetted for quality is grounded on the need to ensure that the quality of evidence from individual evaluations is high, in turn supporting the credibility of the SEE. Considerations for quality assessment include:
>
> - *WFP commissioned evaluations:* In WFP, centralized and decentralized evaluations undergo an external quality assessment process respectively referred to as Post-Hoc Quality Assessment / Support Systems (PHQA / QSS). Independent assessors rate the quality of final evaluation reports against set evaluation quality standards. Provided the evaluation is rated as either 'satisfactory' or 'highly-satisfactory' (60% - 100%), the evidence is validated for use in a summary of evaluation evidence.
> - *Non-WFP evaluations:* If the summary of evaluation evidence plans to use evaluations commissioned and conducted outside WFP, a minimum condition for their inclusion is that they have undergone a form of quality assessment through which they obtained at least a 'satisfactory' (or equivalent) quality rating.

iv. **Reconfirming SEE objectives and lines of inquiry in view of available evidence.** Once the evaluation universe is identified, and considering the volume of sources and evidence that appears to be available (usually, more than five evaluations), the SEE manager, in consultation of SEE users and SEE lead, may decide to adjust or narrow the SEE objectives and lines of inquiry, to align with the available evidence.

v. **Outlining the approach and process**, which the SEE will follow, which include specifying:

- the skills and experience required for the SEE lead (see Phase 2 below).
- The timeline and level of effort required for the SEE. Adequate time should be factored in for the draft SEE report's quality review, users' feedback and subsequent revisions. And timeline should ensure timely delivery against date by when the SEE is required.
- Anticipated arrangements for disseminating SEE results (see Phase 7).

The SEE manager should share the framing note with the **user group**, who will review and feedback on the specific purpose and objectives, and the set of proposed lines of enquiry the SEE aims to address and on the evaluative evidence sources selected.

PHASE 2: SELECT AND BRIEF SEE LEAD

SEEs may be conducted internally, by WFP staff members, or outsourced to external providers. In either case, it is important to select as SEE lead someone with the required skill sets (see Table 3: Key skills required to lead a SEE).

The SEE manager will identify and if appropriate, hire i**the SEE lead**. When needed, he/she will organise a first meeting to brief the SEE Lead on SEE subject matter, which may also include users, with the aim to clarify demands and expectations and discuss focus, approach and timeline. The framining note is also shared with the SEE lead. Typically, this phase may take 1-3 weeks, depending on whether the SEE lead is hired externally.

Table 5: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Select SEE lead	Brief SEE lead
SEE manager	L	L
SEE users group		L
SEE lead	P	P
SEE QA		
DoE		
OEV Comms		

Key: Lead – takes overall responsibility to undertake the step; P- Participate actively in step

PHASE 3: PREPARE AN ANALYTICAL FRAMEWORK

The SEE Lead's first task is to prepare an analytical framework aligned to the lines of inquiry identified in the framing note. This task usually takes approximately one week. As evidence emerges, the framework may change or be adapted, on an ongoing basis.

Box 6: What is an analytical framework?

The analytical framework for the SEE is the structured tool against which evidence will be extracted and later analysed. It should be shaped around the main lines of enquiry of the SEE and is done after an initial overview of a sample of reports, which helps guide the development of SEE lines of enquiry.

To develop the analytical framework, the SEE lead breaks down each line of enquiry into a short set of 'analytical fields', or key words against which evidence will be collected from evaluations. This makes the evidence collection fully systematic, since it establishes where different 'pieces' of evidence should be located.

Each line of enquiry should have between 2-4 analytical fields, with a maximum of approximately 20 overall. The framework should be validated by the commissioning unit prior to subsequent steps being undertaken.

Examples of analytical frameworks are provided in Annex 2.

The SEE manager (alt. QA) reviews the analytical framework to ensure it is adequate to allow supporting the extraction of evidence and address the SEE lines of inquiry,

Table 6: Summary of roles and responsibilities

STEPS AND RESPONSIBILITIES	Develop analytical framework	Validate analytical framework
SEE manager	P	L (unless Lead and manager are the same person)
SEE users group		
SEE lead	L	
SEE QA		L (alternative, if Lead and manager are the same person)
DoE		
OEV Comms		

Key: L: Lead – takes overall responsibility to undertake the step; P- Participate actively in step

PHASE 4: EXTRACT EVIDENCE (AGAINST ANALYTICAL FRAMEWORK)

> This phase is generally the most time-consuming. Experience to date in OEV has shown that the extraction of evidence may take up to ½ day per report, counting the need for iterative returns to source reports during extraction phase and understanding that any estimate is highly dependent of the complexity of lines of inquiry.

The SEE lead extracts relevant evidence from the component evaluation reports, and map this into the analytical framework, against the analytical fields.

Populating the analytical framework is a *qualitative data extraction* process, whereby data is taken from the selected evaluation reports and plotted into a matrix, where they provide relevant evidence to inform analytical dimensions. Quantitative analysis of WFP monitoring and operational data, such as beneficiaries, funding and outputs/outcomes, may also be extracted, as appropriate. SEEs may also consolidate the recommendations from different evaluations, identifying common themes and patterns, if relevant to the lines of inquiry underpinning the SEE.

As the evaluation reports are reviewed and new evidence emerges in the evidence extraction process, the analytical fields can be adapted and/or merged, to better match the evidence available.

The source of each data piece, page or paragraph number, should be recorded so that the later findings of the SEE are fully traceable back to their original source.

The SEE lead shares the output with the SEE manager, in the form of a matrix populated with all the evidence that will be analyzed and used to draft the SEE narrative.

The SEE manager calls a meeting referred to as 'mid-point consultation' (cf. mid-point consultation template) for the SEE lead to go over eventual adjustments needed to the SEE objectives based on evidence available. The **SEE users** may be invited if substantial adjustments (evidence gaps) are foreseen, to discuss the likely consequences on the eventual SEE report.

Table 7: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Populate the analytical framework	Leads mid-point consultation
SEE manager	P	P
SEE users group		P
SEE lead	L	L
SEE QA		
DoE		
OEV Comms		

L: Lead – takes overall responsibility to undertake the step; P: Participate actively in step

PHASE 5: FORM SEE FINDINGS AND DRAFT REPORT

The SEE lead analyzes the evidence extracted into the analytical framework to identify recurrent evidence that will form the key findings of the Summary. Analysis and report drafting may take approximately 2 weeks, depending on the scope of the SEE.

The analysis is the evidence processing stage that generates the eventual narrative summary, and involves the following:

- Reviewing all the evidence identified against the analytical fields, to identify trends emerging, which can be consolidated, considering:
    - Density of evidence against each field (# evaluations reports; # instances with common evidence), bearing in mind that a given evaluation alone may reflect evidence from many cases (e.g., when building on other evaluations, or several case studies).
    - Key patterns and key differences across evidence
    - Key factors that may explain variations or contradictions
    - Any additional themes emerging from individual evaluation reports, which are not fully reflected within the analytical fields
- Qualitative reflection of any evidence found to be particularly substantial and relevant, from a given evaluation, or few evaluations. A finding may be of particular significance for various reasons: they may reflect a specific, or new practice or a particularly virtuous dynamic worth pointing underline; and may emerge from an evaluation that has done focused research on a given point.
- Analysing patterns within each theme to help answer each SEE line of enquiry and highlighting evidence gaps within each theme, considered to be a key finding as well.

The SEE lead has primary responsibility for timely delivery of the SEE report, so that it meets the quality parameters presented in this guidance note. Quality parameters are summarized in Annex 3, to provide SEE QA reviewing draft reports a quick reference guide.

Table 8: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Conduct analysis	Draft SEE report
SEE manager		
SEE users group		
SEE lead	L	L
SEE QA		
DoE		
OEV Comms		

L: Lead – takes overall responsibility to undertake the step; P: Participate actively in step

For the **SEE report** to convey clear messages, a mix of the following can be used:

- **Examples** to illustrate certain finding or practices;
- **Tables or boxes** to highlight individual findings or worthy cases;
- **Footnotes** citing the evidence sources should be used so that readers can track the evidence basis; or providing complementary information.

The SEE report follows a simple structure, which can be adapted based on user group needs. A template is available, to be adapted based on user's needs:

- **For SEEs managed by OEV or another HQ Division**: Summary of Evaluation Evidence Report template - centralized
- **For SEEs managed by the Regional Evaluation Unit level, or Country Office**: Summary of Evaluation Evidence Template - decentralized

Main elements for the report are:

- **A brief overview of the SEE,** including: key descriptive features of the theme/ programmatic area and overview of the context; purpose and intended use; focus / lines of enquiry; how it was conducted (methodology), and scope /evidence base.
- **Clear and well-substantiated findings**, consolidated around the main emerging findings or alongside the initially set lines of inquiry.
- **Key messages that recap the main findings**, particularly in relation to the findings which occurred most frequently and list the key messages. This will form the absis for the Brief, which will be circulated to a wider audience.
- **Evaluation universe**, or evidence source in annex.

SEEs should be concise. Normally, they have a maximum length of 15-18 pp, though they can be shorter or (sometimes) longer, depending on their scope (breadth of their themes) and the number of evaluations included.

SEEs do not include recommendations, which are found in evaluations and Syntheses.

For each finding, the **evidence base should be highly transparent.** This requires that for each finding, the source evaluations reporting the finding should be stated. This may imply when appropriate, making reference to the number of evaluations that reported a similar fining. For example: 'Regarding the relevance of WFP's nutrition activities in the region, [n] evaluations found X, while [n] evaluations found Y.' It also entails that all source evaluations are systematically cited, and referenced in footnotes. This will allow for stakeholders to verify that evidence from evaluation is accurately represented. Box 7 below provides an example of a SEE narrative, reporting the evidence base in a highly-transparent manner.

Box 7: Example of a SEE narrative

At least six evaluations[4] found both unconditional and conditional cash transfer initiatives linked to enhanced control over decision-making, particularly for women. Examples arose in Pakistan (a conditional programme), the Syria regional response, where cash was largely unconditional; Jordan; Somalia; Nepal; and the Dry Corridor covering four countries in Central America. The freedo m of choice over expenditure provided by cash for beneficiaries was cit ed as a key benefit. In Jordan, the introduction of the 'Choice' modality, where beneficiaries could select restricted e-vouchers, unrestricted cash or a 'choice' of both, was appreciated for its flexibility in meeting diverse needs.[5]

Six evaluations[6] found that cash transfer programmes significantly enhanced efficiency both for WFP and for beneficiaries (though see trade-offs under Lessons Learned, below). Costs were reduced and timeliness increased. In Jordan, for example, WFP's use of blockchain within its cash-based response allowed for real time overview of transactions, to permit immediate adaptation and troubleshooting.[7]

See WFP Summary of Evaluation Evidence on Cash-based transfers

[4] Results of WFP's Food Assistance to conflict-affected population in Pakistan from 2015 to 2017; Evaluation of the WFP's Regional Response to Syrian Crisis (2015-2017); Evaluation of WFP's General Food Assistance to Syrian Refugees in Jordan from 2015 to mid-2018; Joint Evaluation of the 2017 Somalia Humanitarian Cash-Based Response; Evaluación final del Proyecto "Respuesta al fenómeno de El Niño en el Corredor Seco", El Salvador, Guatemala, Honduras y Nicaragua, 2016 – 2018; End term evaluation of Protracted Relief and Recovery Operation (PRRO 200875);

[5] Evaluation of the WFP's Regional Response to Syrian Crisis (2015-2017); Evaluation of WFP's General Food Assistance to Syrian Refugees in Jordan from 2015 to mid-2018

[6] Synthesis report of WFP's country portfolio evaluations in Africa (2016–2018); Sierra Leone PRRO 200938: a decentralized evaluation; Evaluation of the WFP's Regional Response to Syrian Crisis (2015-2017); Evaluation of WFP's General Food Assistance to Syrian Refugees in Jordan from 2015 to mid-2018; South Sudan Country Portfolio Evaluation 2011-2016

[7] Evaluation of WFP's General Food Assistance to Syrian Refugees in Jordan from 2015 to mid-2018

PHASE 6: QUALITY ASSURE AND FINALIZE SEE REPORT AND BRIEF

The SEE lead share the draft SEE report when ready, for feedback on its content to help ensure the quality and utility of the SEE.

The SEE manager / SEE QA reviews the draft SEE Report with a focus on ensuring credibility and validity of the findings, and clarity of the overall content. Further guidance on QA is available in the *SEE Report - contents & quality parameters* (see Annex 3). The commented draft report is shared back with the SE lead for review.

The SEE lead revises the draft, and ensures to keep a version where all changes are visible in Track changes, to ensure due visibility on how comments offered were addressed. The TC version is shared back to the SEE QA for transparency, and SEE manager for sharing with the SEE users.

The SEE users receive the new iteration of the SEE report for their review and comments, to ensure the accuracy of the evidence presented and incorporating inputs from a subject matter perspective.

The SEE lead addresses the comments of the user group, also using track changes for track records as described above. He shares a final version of the SEE report with the SEE manager, which includes a section on key messages, that will constitute the core contents of the SEE Brief. The SEE report may be sent for peer-review by the OEV use unit, as a way of promoting consistency across SEEs and validating it against quality parameters promoted.

Table 9: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Review and comment on draft SEE report	Validate the final SEE report	Prepare SEE brief	Review and comment on SEE brief	Review and approve SEE brief, commissioned by OEV or other HQ Division
SEE manager	L			L	
SEE users group	L			L	
SEE lead		P	L		
SEE QA	L	L		L	
DoE					L
OEV Comms					

L: Lead – takes overall responsibility to undertake the step; P: Participate actively in step

The SEE Brief consists in 2-3 pages, which take-up the most significant findings of the SEE report. It follows a simple structure described in the SEE Brief template and can be adapted based on specific user needs. Its contents is therefore also reviewed by the SEE QA and users:

- **For SEEs managed by OEV or another HQ Division**: SEE Brief template - centralized
- **For SEEs managed by the Regional Evaluation Unit level, or Country Office**: SEE Brief template - decentralized

For SEEs commissioned by OEV or another HQ Division, the brief is sent to the Director of Evaluation for **review and approval**. For SEEs commissioned at decentralized level, the brief is **reviewed and approved** by the Regional Evaluation Officer, unless the REO is SEE lead or manager, in which case QA is with OEV Head of use unit. Examples of completed SEE Briefs are provided here below:

- Summary of Evaluation Evidence Brief: Lessons on School Feeding in West and Central Africa
- Summary of Evaluation Evidence Brief on Social Protection

PHASE 7: PUBLISH AND DISSEMINATE THE FINAL PRODUCT

This section provides an overview of the final phase in the process, including publishing and disseminating the SEE report and brief, aiming to maximize utility of SEE. The main outputs of this phase are the final edited and formatted SEE report and brief.

The SEE manager shares the final SEE report and Brief with relevant communications unit for publication.

The SEE manager is also responsible for ensuring that SEE-related information is duly recorded in the Management Information System (MIS), including key milestones in the process, and posting of final reports.

Table 10: Summary of responsibilities

STEPS AND RESPONSIBILITIES	Publish the final products	Records in MIS	Disseminate the final products
SEE manager	P	L	L
SEE users group			P
SEE lead			
SEE QA			P
DoE			P
OEV Comms	L		

L: Lead – takes overall responsibility to undertake the step; P: Participate actively in step

The SEE report will be **published** on WFP's internal website, whilst the brief will be published on both internal and external WFP websites.

Box 8: protocol for HQ-led SEE finalization

For SEEs commissioned at HQ level, the OEV Communications Unit supports the production of a graphically enhanced version of the SEE Brief, and publication of both SEE report and Brief.

These should be sent at the following e-mail address: oev.comms@wfp.org.

The following information should be provided:

- Commissioning unit
- List of countries covered by the SEE
- List of source evaluations (universe) used, for insertion at the end of the Brief
- A "blurb" to introduce the SEE focus and coverage, to describe the summary product on the website

The SEE should be **disseminated** in a timely manner, and as planned at Framing Note stage. The dissemination is key to making sure that the summary findings and lessons are made available to the intended audience so that they can be used to help improve WFP interventions, strategies, and policies.

Effective **ways to disseminate** may includ

- Circulate the SEE reports and brief to the user group and other stakeholders, as relevant
- Post the SEE reports and brief on the WFP Evaluation Community or other thematic WFP communities
- Share the findings and key messages through newsletters, as relevant
- Hold interactive session for evaluation evidence-sharing ("I-SEE!"), either in-person or remotely engaging the user group, the OEV function and other relevant stakeholders. The session can take various forms, such as: webinar, workshop, brown-bag lunch
- Identify and use other emerging opportunities for sharing or using the findings and key messages, e.g. workshops, consultation meetings at Country Office, Regional Bureau or Headquarters levels

Annexes

ANNEX 1: SUMMARY OF EVALUATION EVIDENCE AND EVALUATION SYNTHESIS: KEY DIFFERENCES

Features	Summary of Evidence	Evaluation Synthesis
Aim	Aims to foster internal learning on a given topic through use of evaluative evidence.	Aims to inform corporate/policy/strategic decisions by providing access to concise evaluative evidence that meets defined quality standards; and to elevate recurring issues emanating from evaluations which require corporate attention
Demand	Essentially demand-driven i.e. in response to specific user requests	May be driven by corporate needs
Focus	Is usually pitched at the country/regional/thematic level	Is pitched at the corporate/strategic level
Lead	Can be conducted by an internal WFP staff member or outsourced to an external provider	Is outsourced to an external provider
Funding	Funded by the commissioner (unless agreed otherwise with OEV)	Syntheses are funded by the respective commissioner (OEV, HQ/ RB)
Timeframe	Takes 4 months maximum	Can take up to 10-12 months
Quality requirements	Adhere to a limited set of quality parameters provided in the *SEE Report - contents & quality parameters* (Annex 3 of this guidance)	Adhere to the Centralized Evaluation Quality Assurance System (CEQAS) for Synthesis
Format	Does not contain recommendations, but includes 'key messages' to inform readers	Contains recommendations which require a management response
Methodology	Fully desk based. Does not include interviews or other types of data collection activities	Desk based plus limited number of additional interviews additional methods such as KII interviews at different phases of the synthesis, and review of secondary data.
Publication	SEE report and brief are released internally; SEE brief is published externally[8]	Is published and disseminated externally
Executive Board	Is not presented to the Executive Board	*If commissioned by OEV,* Is presented to the Executive Board and requires a response of Management to the recommendations. HQ Divisions and Regional Bureau-commissioned syntheses are submitted to the relevant approval entity, but not presented to the EB.

[8] Should the SEE commissioner have a specific need for SEE brief to remain internal, this should be communicated to OEV so that it will not be externally published.

ANNEX 2: ANALYTICAL FRAMEWORK EXAMPLE (EXTRACT)

Summary of Evaluation Evidence (SEE) on Community Engagement

Evidence availability score:
0=None; 1=Very low;
Target sources: DE, CSPE, CEE, SE and Policy Evaluations reports

SEE Question	SEE Sub-question	# Reports with Evidence (N=27)	# para. with Evidence	Strength of Evidence	Chad CSPE	Nigeria CSPE	Cameroon CSPE
					Text	Text	Text
Q2: How well does WFP succeed in engaging communities in those different functional and programmatic areas of work? How gender balanced and inclusive is this engagement?	Q2.1: What are the key community engagement mechanisms that are in place and how well are they implemented in the operation?	25	64	very strong	152. Les mécanismes de retour d'Information sont utilisés de manière limitée (voir la section 2.3.2 pour des informations sur l'exercice de profilage socioéconomique). Les entretiens groupés tenus avec les bénéficiaires ont révélé une absence de communication claire et détaillée avec les communautés et bénéficiaires de l'assistance concernant le programme et les activités auxquels ils ont droit. Les FGD organisés avec les communautés bénéficiaires ont confirmé une mauvaise compréhension et un mauvais usage des mécanismes de réclamation. Ceci est reflété par l'étude du PAM et du HCR de juin 2019 intitulée "Identification et atténuation des risques d'abus de pouvoir liés à l'assistance monétaire", qui a constaté une compréhension limitée en termes de paquets d'intervention, volume/montant des transferts, durée des activités, critères de sélection des bénéficiaires, etc. En mars 2021, le PAM a élaboré une "Stratégie de communication auprès de la population touchée: protection et redevabilité envers la population affectée", qui met l'accent sur le partage d'informations, la consultation de la population affectée et les mécanismes de gestion des réclamations. 153. Le BP gère une ligne téléphonique nationale spécifique pour la PEAS. Cependant, cette ligne verte ainsi que les boîtes à suggestions ont été très peu utilisées: 828 appels ont été reçus sur la ligne directe en 2020, soit 34 pour cent de plus qu'en 2019 (65 pour cent des appels reçus étaient des demandes d'informations, et 28 pour cent des demandes d'assistance)116. Bien que cette ligne soit très appréciée par les parties prenantes externes – principalement par les agences du SNU, qui estiment qu'elle facilite le partage d'informations entre le PAM et d'autres agences – elle n'est pas gratuite pour les bénéficiaires, et son fonctionnement ne permet pas d'intégrer les langues locales principales. Le sentiment que le suivi des réclamations n'est pas assuré représente un autre facteur limitant l'utilisation de cet outil. Les comités de réclamations communautaires ont pourtant été sensibilisés, et soumettent des rapports de réclamations aux points focaux du PAM à la suite de chaque cycle de distribution. Il est d'ailleurs important de souligner que les femmes confient le plus souvent aux hommes le soin de déposer les réclamations.	70. The CSP specifically addressed the risks that the most vulnerable beneficiaries face while accessing food assistance. It provided special attention to people with disabilities, and also adopted a gender-sensitive approach, although with insufficient attention to issues such as gender-based violence and domestic violence in the camps. Active engagement with the Cadre Harmonisé framework provided WFP with evidence on vulnerabilities and needs in the northeast and northwest of Nigeria. The CSP also provided for community-based targeting, which helped to identify the most vulnerable people, including those in camps. Other data also feed into operational decisions on targeting. However, further use could be made of additional sources of information deriving from consultations with affected people, and from 151. Protection.120 The CSP follows the corporate policy that combines protection with the concept of accountability to affected populations (AAP). The evaluation found that WFP has made important investments to strengthen the integration of protection considerations and accountability to affected populations in its operations, yet it was insufficient. 157. Accountability to affected populations. WFP has put complaints and feedback mechanisms in place that translate its commitment of accountability to beneficiaries into practice. Several of the cooperating partners manage the hotlines and processes have been put in place to channel complaints to WFP so that views and messages from beneficiaries reach the country office. In turn, this information is shared within the country office by the Research Assessment and Monitoring (RAM) Unit with programmes and operational staff. The 2019 annual country report indicates that the monitoring revealed that beneficiaries were mostly aware of their entitlements. The 2020 annual country report points to a 10 percent decrease in awareness among beneficiaries of their entitlements, and notes that this may be due to COVID-19 restrictions. Other evidence suggests that beneficiary awareness may be lower than what is reflected in the annual reports.124 Key informants from cooperating partners, as well as beneficiaries, stated their perception that WFP is slow in responding to the feedback.125	61. The food assistance for assets approach helped to create a common vision. The implementation strategy combining Activity 4 and Activity 5105 reemphasized the need to: (1) conduct community-based participatory planning, which became mandatory for all implementing partners; and (2) adopt a multi-year approach106 (asset building, structural support and transformation/appropriation), among other principles. But the level of readiness to absorb such practices among different food assistance for assets stakeholders was still weak. 91. WFP Cameroon has recently made important progress in the set-up of complaints and feedback mechanisms (CFMs). A toll-free number monitored by a call centre in Yaoundé (called "the green line") aims to provide feedback on complaints, within 24 hours for complaints of high severity. It is operated equally by men and women speaking local languages and trained in handling reports of sexual exploitation or abuse. Other mechanisms include complaint desks at distribution sites and complaints committees made up of community leaders and beneficiaries. The functionality of such groups is variable, linked to: 1) the capacities of cooperating partners to support them; 2) their accessibility/distance from beneficiaries; and 3) in some cases, the fact that mechanisms to report malfunctioning of the committees themselves were not put in place. The country office monitoring and evaluation department consolidates feedback (mainly calls to the hotline) and sends a quarterly report to the gender and protection unit and programme managers. Most complaints are related to registration or sim card issues for the cash-based transfer programmes. The green line is not used to report sexual exploitation and abuse. Alternatives are being explored to identify ways of collecting this type of complaint. The level of information shared with beneficiaries on complaints and feedback mechanisms depends on cooperating partners' capacities.150 93. Communication with beneficiaries and their inclusion into programme design is key to operational success and staff security. Trainings are provided to WFP staff and cooperating partners on this topic, but communication gaps, including on targeting and ration cuts151 are reported between WFP and cooperating partners and between cooperating partners management and their staff.152 The benefits of radio and TV messages have not yet been seriously investigated. Data protection has received some attention in 2019, with a focus on the confidentiality of beneficiary lists in the Northwest and Southwest regions, which have not been shared with the Government despite requests.153 WFP participates in protection clusters in Yaoundé, the Far North and the East, which have not led to joint activities beyond information sharing. An inter-agency hotline could be set-up for sensitive issues.
	Q2.2: How inclusive has the engagement been (awareness about the engagement mechanisms, access to engagement mechanisms, gender-sensitivity of the mechanisms)? Who exactly are we engaging with in the community?	19	32	strong	176. Les ONG partenaires n'ont pas toujours été investies dans la planification communautaire participative, qui doit garantir que les activités sélectionnées répondent bien aux vulnérabilités spécifiques des groupes ciblés pour les activités du programme FFA (activité 7). Elle n'a donc pas été systématique: selon le rapport annuel de 2019, 41 processus communautaires de planification participative (Community-Based Participatory Planning en anglais) ont été réalisés en 2018, et trois plans saisonniers et de subsistance	144. The CSP includes major commitments towards topics that have dominated the global policy agenda of aid agencies as set forth by the Inter-Agency Standing Committee (IASC) in the last two decades, including humanitarian principles; protection; accountability to affected populations; and gender. The intention of WFP to translate the commitments into reality was acknowledged and welcomed by key informants.110 WFP has made steps to uphold these commitments on the cross-cutting aims. As have other humanitarian actors in Nigeria, WFP has struggled to open space for principled humanitarian action. WFP has addressed protection in the context of food assistance, in particular at distribution sites. However, there is a need for WFP and other United Nations partners to address protection concerns related to the high prevalence of gender-based violence, especially in the camps. WFP attention to feedback mechanisms has resulted in improved engagement with affected people, which contributes to implementing the commitmenttowards accountability to affected populations. However, limited in-person presence, especially since the COVID-19 restrictions were put in place, has prevented direct contact with beneficiaries. Following some delays, 168. The community-based project planning (CBPP), which has been adopted in the livelihoods activities, is an important element in the toolset of WFP to tackle and contribute to reduced gender inequalities, as recognized by the guidelines on CBPP and mentioned in some interviews. The fact that women are mainly represented in small agricultural and food enterprises, and largely in the informal sector, has been a barrier for WFP, instead of a stimulus to develop specific livelihoods programmes to enhance gender and nutrition-sensitive local procurement. The local procurement programmes of WFP have not been adapted to include women entrepreneurs in sharing the benefit that derives from the local purchase. A further step for the WFP country office in the implementation of gender-sensitive activities could be to make a proactive effort in addressing the challenges women may face in formally accessing and managing productive resources. Understanding existing limitations in women's access to land tenure and to production or commercialization of food products, can bring to bear the issues that need to be addressed as part of offering a development perspective, including support to income generation and women's entrepreneurship	33. Analytical work prior to country strategic plan programming, including the ZHSR and vulnerability analysis and mapping-led studies, was done in consultation with women and paid attention to the particular circumstances and needs of the men, women, boys and girls of the country. Country strategic plan programming could have benefitted from more specific and contextualized analysis of gender dynamics and underlying causes in the different contexts.52,53 Community-based participatory planning exercises (CBPP)54 have contributed to the analysis of vulnerabilities and resilience-building needs of communities, linking country strategic plan programming with PNDP priorities and Community development Planning Process. By mid-2019, it had taken place in four village clusters but with rather limited influence on programming, except for the selection of assets.55 93. Communication with beneficiaries and their inclusion into programme design is key to operational success and staff security. Trainings are provided to WFP staff and cooperating partners on this topic, but communication gaps, including on targeting and ration cuts151 are reported between WFP and cooperating partners and between cooperating partners management and their staff.152 The benefits of radio and TV messages have not yet been seriously investigated. Data protection has received some attention in 2019, with a focus on the confidentiality of beneficiary lists in the Northwest and Southwest regions, which have not been shared with the Government despite requests.153 WFP participates in protection clusters in Yaoundé, the Far North and the East, which have not led to joint activities beyond information sharing. An inter-agency hotline could be set-up for sensitive issues.

ANNEX 3: SEE REPORT CONTENTS & QUALITY PARAMETERS

The following offers guidance on typical SEE report contents and quality parameters that may be used when reviewing the quality of a Summary of Evaluation Evidence.

General

- Evaluation sources are systematically referenced using footnotes
- The language is precise, unambiguous and clear
- The report is free of grammar, spelling, or punctuation errors
- The report template and applicable editing standards has been followed
- The report does not exceed the number of pages established at framing stage

Introduction

Rationale and purpose

Content	Assessment criteria
Brief overview of the summary of evaluation features to explain what a summary is, and why and the summary was carried out, including: • Definition of a summary of evaluation evidence • Rationale, purpose and expected users of the SEE	✓ Expected content is included and is sufficient to explain to readers: what is a summary of evaluation evidence; ✓ Clearly stated demand and reason for the SEE, its timing and audience, and how it is intended to be used

Subject of the summary

Content	Assessment criteria
Brief overview of the SEE subject (theme, programmatic area), including: • Definitions as appropriate • Key descriptive features that serve to understand the subject of the SEE • Overview of the context, including any relevant strategy, or decision-making process relevant to the SEE	✓ Information is relevant and sufficient to provide an understanding of the subject being summarized. ✓ Information provided sufficiently contextualizes the SEE

Approach, methods and limitations

Content	Assessment criteria
Brief overview of what the SEE aimed to cover and how it was undertaken, including: • Key lines of inquiry and analytical framework, against which the evidence was extracted • The approach and methods applied to undertake the summary, including a description of the approach to analysis, including how rigor was ensured • A concise account of process phases, including consultations • Clear description of the evidence base ('universe') including number and types of evaluations; time-frame and geographic coverage), and listed in full in an Annex • Limitations encountered and their effect on the evidence base and findings	✓ Expected content is included and information allows reader to understand how the summary was conducted and supports the credibility of the SEE ✓ Information is aligned with the framing note and any difference is explained and justified

Findings

Content	Assessment criteria
Concise presentation of the results of the analysis undertaken across extracted evidence, against each line of inquiry, including: Content criteria: • An analysis of evaluations consolidated around the key themes, presenting patterns and differences (i.e. not listed separately or in sequence) • Transparent reference to the evidence base including with clear indication of evidence strength and including any outliers, with use of footnotes to refer evaluation sources • Findings exclusively rely on evaluation sources and reporting evidence gaps • Presentation criteria: • A structure that allows key messages to emerge against all initially defines lines of inquiry • Findings are illustrated with examples showing good practices, and the use of tables and visuals as appropriate	✓ Expected content is included , and notably: ✓ Findings are well-substantiated and present a clear and concise analysis against the SEE lines of inquiry ✓ Findings make explicit reference to evaluations sources cited in footnotes and references to evaluations that have reported on the specific finding are always indicated ✓ Finding reflect a use of the entire universe of evaluations, rather than only a few. ✓ Findings are true to the source evaluations and do not introduce new evidence or author's new judgement over it

Key messages

Content	Assessment criteria
• Key messages recap on main findings, particularly in terms of the evidence that most frequently appears in the evaluations, or that has particular significant resonance. These entail • A logical flow from the findings presented before, and connections made across these findings against the main SEE themes • Key messages can be structured around main emerging themes, by programmatic area, or along the lines of inquiry • They reflect areas of strength and areas for improvement and are written with to draw key learning elements for WFP • Key messages are between 700-900 words	✓ Key messages are clear, coherent and follow logically from the findings ✓ Key messages are succinct and present a recap of the main findings ✓ Key messages are free of personal considerations ✓ No new evidence is introduced ✓ Key messages are listed by theme/ programmatic area/ SEE question ✓ Key messages reflect both strengths and areas for improvement ✓ Key messages contribute to organizational learning in WFP and guide future action ✓ Are between 700-900 words

Annexes

Content	Assessment criteria
Annexes should be listed in the order in which they are cited in the main text. Ensure that the following annexes are included as a minimum: • SEE Framing Note • List of evaluations consulted	✓ Additional technical annexes are relevant and necessary to supplement the main text. ✓ References are made in the main part of the report to relevant annexes. ✓ Numbered in the order in which they appear in text. ✓ Minimum required annexes are included