Department of Education and Training Evaluation Plan 2015–2017

Contents

1. Introduction

Evaluation underpins the Department of Education and Training's (the department's) evidence-based culture. Evaluation is the systematic and objective assessment necessary to judge the impact of the policies and programmes developed and delivered by the department, the difference we make. It also tells us about efficiency and delivery.

The *Department of Education and Training Evaluation Plan 2015–2017* (the Plan) sets our broad evaluation goals. The Plan sits alongside the *Department of Education Strategic Plan 2014–2017*[1] and other documents including the Portfolio Budget Statement and Annual Report. The Plan aligns with requirements as set out in the Commonwealth Performance Framework[2] which outlines key requirements for the department to meet its non-financial performance reporting obligations.

The Plan affirms that for us evaluation supports policy and programme development. It sets out the aims of the department's evaluation agenda and our priorities.

2. Aim

The *Department of Education Strategic Plan 2014–2017* states the vision of the department is to ensure opportunity through learning for every Australian. The department recognises that evaluation of both policy and programmes plays a major role in achieving this commitment. High quality evaluation and open discussion of findings is also essential to our standing as a policy leader.

3. Scope

This Plan will contribute to a strong line of sight from the department's activities to its outcomes through reporting in the Annual Report and Portfolio Budget Statements[3].

3.1 Public Governance, Performance and Accountability Act 2013

The commitment to high quality evaluation and evidence is also a key component of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act). The PGPA Act provides a whole-of-government framework for performance measurement and reporting.

The Plan will form an important component of a PGPA Act suite of public documents that provide information on the resourcing operations and performance of the department. In this context, the Evaluation Plan will provide a valuable and strategic contribution to the department's performance framework.

3.2 Review of programmes regarding Indigenous Australians

The Plan has also drawn focus from the Government's priorities for assessment of all mainstream programmes' performance for Indigenous Australians. This is to be done against a framework developed by the Department of Prime Minister & Cabinet and includes portfolio agency programmes.

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[1] Not yet updated to reflect the addition of skills and training to the department's responsibilities. See note 4.

[2] See Department of Finance, 2014, *Enhanced Commonwealth Performance Framework Discussion Paper* (*http://www.pmra.finance.gov.au*). The Department of Finance has advised that it expects to publish guidance material for agencies in late April 2015.

[3] The Department of Finance has advised that there will be no changes to the performance information requirements for the 2015–16 Portfolio Budget Statements. Implementation of the new performance approach will commence with the 2015–16 corporate plan.

The purpose of the review is to improve outcomes for Aboriginal and Torres Strait Islander people from all government programmes.

The scope of the review includes Indigenous-specific and mainstream programmes, activities and transfer payments that affect Aboriginal and Torres Strait Islander people including those that:

- contribute directly or indirectly to outcomes for Aboriginal and Torres Strait Islander people (including sub-programmes, activities or elements)
- capture data or measure impacts on Indigenous Australians either through an Indigenous identifier, other data collection means or key performance indicators
- operate in or impact on remote Australia
- are internally facing, aimed at capacity building or workforce development
- may not meet the above criteria or directly focus on Indigenous Australians, but could be better targeted or reformed to deliver better outcomes for them.

4.   Governance

Once endorsed by the department's Executive Board, this plan will be monitored by the Governance and Audit Branch with oversight from the Strategy and Impact Governance Committee.

To keep the Evaluation Plan up to date and in touch with changes foreshadowed by the Department of Finance, the Evaluation Plan is scheduled for review in 2016.

5.   Evaluation priorities

This section outlines the major priorities for the systematic and objective assessment of both policies and programmes during 2015–17. For each key area of responsibility across the department, it sets broad directions for the next two years against the goals of the department in the *Department of Education Strategic Plan 2014–2017*[4] and its Portfolio Budget Statements 2014–15.

All aspects of evaluation of policy and programmes are covered in the evaluation plan including assessment of policy and programme effectiveness, efficiency and appropriateness, implementation reviews and development of best practice approaches[5].

Specifically, priority is given to:

- provide the department with a sound evidence base to develop new policy and programmes
- assist the department to assess whether existing policies and programmes achieve their intended outcomes
- improve the line-of-sight between the department's activities and its PBS-level outcomes
- meet the department's regulatory obligations.

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[4] Responsibility for skills and training was transferred from the Department of Industry in December 2014. While the department's Strategic Plan has not yet been updated, these evaluation priorities also reflect the relevant goals in the *Department of Industry Strategic Plan 2014–18 (http://www.industry.gov.au/AboutUs/CorporatePublications/Documents/DepartmentofIndustry-StrategicPlan2014-18.pdf)*.

[5] Definitions of terms commonly used in evaluation are provided in Attachment 1. Links to sources of additional information regarding evaluation are provided in Attachment 2.

6. Capabilities

The Department recognises that the capabilities of our people will be a key driver of the quality of the evaluation activities set out in this document.

The Strategy and Impact Committee is undertaking a Strategy and Policy Capability Review. The key findings from this review will inform a framework for ongoing capacity building that will ensure the department remains responsive to government needs and able to meet future strategic challenges.

In particular, the framework will highlight the need to build evaluation skills and competencies to ensure that the Department can achieve the evaluation aims and priorities outlined in this plan.

7. Evaluations

Department-wide Evaluation Priorities

Priority (Green=high; Orange=medium)	Evaluation task (subject)	Authority	Timeframe (commencement and completion deadline) Month and Year eg. Feb 2015	Type of evaluation	Description of evaluation (a short description of aims and work that will be undertaken, including any relevant governance arrangements and/or reporting requirements)
High	Indigenous Whole of Government Programme Framework	Government decision	October 2014-June 2015	Summative Evaluation	All programmes affecting Indigenous Australians are required to be reviewed against the Indigenous Whole of Government Programme Framework. This is a Whole of Government review that is being coordinated by the Department of Prime Minister and Cabinet. First report due for completion by 31 December 2014.

Schools and Youth Cluster Evaluation Priorities

Strategic plan goal 2: Support quality schooling: *Support a world class school education system through high quality teaching; parents' engagement in their children's learning; school autonomy; and a strong national curriculum.*

PBS Outcome 1: Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality support, parent engagement, quality teaching and learning environments.

Priority (Green=high; Orange=medium)	*Evaluation task (subject)*	*Authority*	*Timeframe (commencement and completion deadline) Month and Year eg. Feb 2015*	*Type of evaluation*	*Description of evaluation (a short description of aims and work that will be undertaken, including any relevant governance arrangements and/or reporting requirements)*
High	Schools Recurrent Funding	Government decision	Commencing in 2015	Process Evaluation	As outlined in the RIS, the Review will assess the implementation of the new funding arrangements from 2014, and the first 15 months of operation of the new arrangements.
High	Internal audit – Flexible literacy for remote primary schools programme	ANAO	2014 - 2015	Programme Evaluation	Review will determine appropriate procedures and processes have been adhered from the inception of the programme.
High	Reviews of Disability Standards for Education 2005	Government decision	Commencing in 2015	Policy Evaluation	The Disability Standards for Education 2005 clarify the obligations of education and training providers under the Disability Discrimination Act 1992 (DDA) and seek to ensure that students with disability can access and participate in education on the same basis as other students. The 2015 Review is to determine whether the Standards remain an efficient mechanism for Government.

High	Education Council's Aboriginal and Torres Strait Islander Education Action Plan 2010-2014	Government decision	2011-2014	Programme Evaluation	Aims to assess Effectiveness and the achievements resulting from the Action Plan. AEEYSOC requirement.
Medium	Parliament and Civics Education Rebate (PACER) programme	Departmental decision	January 2016 - December 2016	Programme Evaluation	To assess PACER's appropriateness, effectiveness, efficiency and governance.
Medium	Flexible literacy for remote primary schools programme	Government decision	2015-2017	Programme Evaluation	Grant Agreement requirement.
Medium	The More Support for Students with Disabilities (MSSD) initiative (2012-2014)	Departmental decision	2012 - June 2015	Programme Evaluation	The evaluation will deliver an overall assessment of the effectiveness, efficiency and appropriateness of the initiative. MSSD National Partnership Agreement.
Medium	Positive Partnerships: supporting school-aged students on the autism spectrum 2012-2015, the education component of the Helping Children with Autism package	Ministerial direction	October 2014 - February 2015	Programme Evaluation	Findings will be used to develop options for enhancing programme design and delivery and will inform the tender process for the next phase of the project. Evaluation will provide an overall assessment of the programme's appropriateness, effectiveness and efficiency.
Medium	National School Chaplaincy Programme (NSCP)	Government decision	2015/2016 - 2016/2017	Programme Evaluation	The evaluation will describe the conduct, benefits and outcomes of the NSCP as a whole and evaluate the NSCP from the states' perspective. National Partnership – National School Chaplaincy Programme.
Medium	Independent Public Schools initiative (IPS) 2013/14 – 2016/17	Government decision	2016 - 17	Programme and policy	The evaluation will focus on activity undertaken and progress made (evidence of impact) over life of the initiative.

Medium	Internal review - National Literacy and Numeracy Week	Departmental decision	2015	Policy Evaluation	The review aims to establish the value stakeholders place on the week and provided guidance on ways to improve the event. The review will include a survey, stakeholder interviews, desktop review and website feedback.
Medium	Broadband Enabled Education and Skills Services Programme (BEESS)	Government decision	March 2015 - June 2015	Programme Evaluation	BEESS is a series of 13 projects ($24.6 million) which develop and trial services that use broadband communications technology to provide more interactive and effective learning opportunities. Three of the 13 projects are now at the end of project evaluation stage and all but one of the remainder will be finalising in the first half of 2015.
Medium	Review of Disability Standards for Education	Ministerial direction	2015	Programme Evaluation	The Review will assess whether the standards are being implemented effectively and are meeting the needs of students with disability.
Medium	Cohorts 6 to 8 of the Teach for Australia programme (2014-18)	Ministerial direction	2015/2016 - 2017/2018	Programme Evaluation	Ministerial approval for funding included a requirement for evaluation.
Medium	Project funding of Safe Schools Coalition Australia	Departmental decision	2014-2017	Impact Evaluation	To evaluate the policy and practice impacts.

Higher Education Reform and Support Cluster Evaluation Priorities

Strategic plan goal 3: Excel through knowledge: *Enable the delivery of quality higher education, international education and research that contributes to Australia's society and the global economy.*

PBS Outcome 2: Promote growth in economic productivity and social wellbeing through access to quality higher education, international education, and international quality research, skills and training.

Priority (Green=high; Orange=medium)	Evaluation task (subject)	Authority	Timeframe (commencement and completion deadline) Month and Year eg. Feb 2015	Type of evaluation	Description of evaluation (a short description of aims and work that will be undertaken, including any relevant governance arrangements and/or reporting requirements)
High	Evaluation of the International Student Strategy for Australia 2010-2014 (ISSA)	Departmental decision	Commencing in 2015	Policy Evaluation	The International Students Strategy for Australia 2010-2014 was developed collaboratively by Commonwealth, State and Territory governments through COAG. The strategy supports high-quality experiences for international students, to ensure a sustainable future for quality international education in Australia. The outcome of a formal evaluation will inform the finalisation and implementation of the National Strategy for International Education, which will soon be released for consultation with the sector.
High	National Collaborative Research Infrastructure Strategy (NCRIS) Efficiency Review	Government decision	Finishing in 2015	Programme Evaluation	Following call for proposals, KPMG have been engaged to undertake the review. The review will look at how efficiently existing NCRIS projects are being administered in respect of financial, governance and service delivery arrangements. The review will inform the Review of Research Infrastructure.

Medium	Higher Education infrastructure working group	Budget measure	August 2015	Formative Evaluation	The Minister established the Higher Education Infrastructure Working Group on 13 May 2014 to provide an overview of existing arrangements and identify the capacity for universities to continue to support infrastructure investments and innovative arrangements.
Medium	Review of research infrastructure	Budget measure	May 2015	Programme Evaluation	As a result of the second extension of NCRIS funding in the 2014 Budget, the department has been tasked with reviewing Commonwealth funded research infrastructure.
Medium	Review of Endeavour Programme	Ministerial direction	December 2014 – April 2015	Programme Evaluation	The evaluation will assess the relevance, effectiveness, efficiency, quality, viability and appropriateness of the programme and review the policy underpinnings to refresh, refocus and deliver on government priorities.
Medium	Tuition Protection Service (TPS) Review	Ministerial direction	TBC	Programme Evaluation	The evaluation will assess the governance arrangements, efficiency and effectiveness of the TPS, including the role of the TPS Director and the current TPS Advisory Board structure.
Medium	Education Services for Overseas Students (ESOS) Act Review	Ministerial direction	2014 – 2015	Policy Evaluation	Review of the ESOS legislative framework to respond to concerns about excessive regulation, administrative burden, duplicative processes, and aspects of the standards that are not appropriate in the current international environment; noting the National Code was last updated in 2007.

Skills and Training Cluster Evaluation Priorities

Strategic plan goal: Building skills and capability[6]: *Ensure skills and training are tailored to the needs of current and emerging industries, and enable training pathways that are responsive to the needs of workers wishing to enhance their skills.*

PBS Outcome 2: Promote growth in economic productivity and social wellbeing through access to quality higher education, international education, and international quality research, skills and training.

Priority (Green=high; Orange=medium)	Evaluation task (subject)	Authority	Timeframe (commencement and completion deadline) Month and Year eg. Feb 2015	Type of evaluation	Description of evaluation (a short description of aims and work that will be undertaken, including any relevant governance arrangements and/or reporting requirements)
High	International Training and Assessment Courses (ITAC) India Pilot	Evaluation of pilot programme planned Currently has BM level approval	Expected completion late 2015	Formative	Engaging an external evaluator to survey RTOs, industry, and students to determine whether a small-group pilot of the ITAC has been effective, and recommend improvements to inform a future rollout. Detailed report to be provided two months after the completion of delivery of the first ITAC courses and prior to the Ministerial launch of ITAC in India. This will be followed up with a six-month-value tracking survey of students and employers. The procurement and contract management of the evaluation will be handled by Innovation and Business Skills Australia, with oversight and assistance from the Department.

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[6] *Department of Industry Strategic Plan 2014–18 (http://www.industry.gov.au/AboutUs/CorporatePublications/Documents/DepartmentofIndustry-StrategicPlan2014-18.pdf)*. The department's strategic plan has not yet been updated to incorporate the Skills and Training Cluster.

High	Youth Employment Pathways and Training for Employment Scholarships pilot programmes	Government decision	May 2015 – February 2016	Evaluation of pilot programmes to inform government on the future of the programmes	A contractor will be engaged to provide two separate Evaluation Reports, one for each of the pilot programmes, which determines to what extent they have met their policy objectives. The evaluation will also: • provide information on programme performance • highlight inconsistencies and challenges that may be embedded in the design of the programmes • provide evidence of the impact of the pilots to skills funding policy • identify unintended consequences (both good and bad) of the programmes' operation • make recommendations on national implementation.
High	New Arrangements for Training Product Development for Australian Industry	In line with the Cwth Grants Rules and Guidelines (CGRGs) mandatory requirements for review and evaluation strategies	Commence late 2017	Review	To evaluate the outcomes of the new arrangements against agreed Key Performance Indicators for the programme. Evaluation may include the effectiveness of the new arrangements within the national training system, taking into account the number of endorsed training packages and sectoral coverage.

High	Trade Support Loans – Short-term evaluation	Government decision	**Commencement** – Now **Completion** – June 2015	Formative	An internal evaluation will be undertaken within existing departmental resources within the first year of the implementation of the initiative to ensure policy objectives have been met and to inform national implementation considerations. The evaluation will identify: • progress and performance information • any evidence of the impact of the programme including unintended consequences (both good and bad) of the programme's operation, noting the programme is less than 12 months old • suggestions for improvement to implementation of measures.
High	VET consumer information needs	TBC	Commence in early May 2015 with completion in late June 2015 (TBC)	Ex-ante Evaluation	This evaluation will focus on what information VET users use currently, need and want to make informed choices about what and where they study. It is anticipated that outcomes from this work will result in improvements to the quality of consumer information available to and used by VET consumers and that this will help drive greater competition and innovation among RTOs in the sector.
High	National Partnership Agreement on Skills Reform	National Partnership clause 54	Commence May/June 2015 with completion around the end of 2015	Review	The review will consider whether the reform measures implemented under the National Parternship Agreement have contributed to achieving the outcomes specified in the agreement, including increasing accessability, equity, transparency, quality and efficiency of the VET system.

Medium	Trade Support Loans Long-term evaluation	Government decision	**Commencement** – June 2016 **Completion** – June 2017	Impact/ Outcome evaluation External provider to be engaged	In the 2016–17 financial year an evaluation will be undertaken to determine the performance of the Trade Support Loans programme including: • an assessment of impact and outcomes of the initiative • baseline data (quantitative and qualitative) • update on completion rates across groups • positive and negative unintended consequences • key issues that arose during the programme period • key lessons and suggested actions to improve the overall performance of future work. The department will engage an external provider to undertake this review.
Medium	Industry Skills Fund evaluation	Programme Governance Committee approved evaluation strategy (when in Department of Industry)	2015: Commence data gathering 2016–17: In-depth studies	Impact	It is envisioned that a multi-dimensional approach will be adopted for the evaluation of the Industry Skills Fund, focusing on skills advice evaluation reporting, outcomes reporting, an Australian Bureau of Statistics (ABS) programme impact study, and a post project evaluation study. In order to provide information of value to VET/skills policy, the evaluation intends to also include post programme analysis of learner data and outcomes.
Medium	Unique Student Identifier scheme (a COAG initiative)	Department on behalf of COAG	Latter half of 2016	Process evaluation	A post-implementation review of the operation of governance arrangements administering the USI scheme and training record transcript service.
Medium	National Training Complaints Hotline	Skills Senior Officials	Exact timeframes to be confirmed. Likely to commence in mid 2015, and continue for approx. 4-6 weeks	Programme Evaluation	Planned review to ensure the Hotline is operating as efficiently and effectively as possible. The review is also expected to consider whether there are any gaps in the management of training complaints by the Commonwealth and how these gaps can be addressed.

Attachment 1: Terms and Definitions

Appropriateness	An appropriate programme is one: • for which there is an identified need in the community • where addressing that need is consistent with current government objectives, and • for which there is a strong causal link between the programme strategy and the desired outcomes.
Design	See *Evaluation Design* and *Implementation Design*
Effectiveness	The extent to which the programme has achieved its objectives. The effectiveness of a programme should be distinguished from the adequacy of the administration of the programme, which concerns efficiency.
Efficiency	Efficiency relates to minimising programme inputs for a given level of programme outputs, or to the extent to which programme outputs are maximised for a given level of inputs. Efficiency is concerned with the processes (activities/strategies/operations) by which a programme is delivered and which produce the outputs of the programme.
Evaluation Design	The research method(s) used to collect and analyse data with the purpose of achieving the objectives of the evaluation. Evaluation designs include longitudinal studies, cohort-sequential designs, regression-discontinuity designs and matched samples designs.
Ex-ante Evaluation	Ex-ante means "before the event". The aim of an ex-ante evaluation is to examine a programme before roll-out and to identify any aspects of the programme's future performance that can be seen as likely to be problematic. Ex-ante evaluation can be used to support policy and programme development by assessing whether: • need has been correctly identified • the strategy and objectives for the proposed programme are relevant to the need (appropriateness) • the programme logic linking the activities of the programme to its ultimate expected outcomes is realistic and supported by evidence (likely effectiveness) • the programme design and planned activities are in line with the resources available (likely efficiency).
Ex-post Evaluation	Ex-post (or ex post facto) means "after the fact". An ex-post evaluation is one that examines a programme's past performance.
Formative Evaluation	Formative evaluation takes place before or shortly after the implementation of a programme. Formative evaluation aims to improve the design and performance of programmes.
Impact	See *Outcome*.
Impact Evaluation	Also, Outcome Evaluation. An evaluation which has a focus on the extent to which a programme has caused the effects, or brought about the results, that were intended.
Implementation Design	A structured approach to rolling-out a programme in a manner that facilitates the assessment of programme impact. The ability to obtain good evaluation evidence is as much constrained by the implementation design of the programme as it is by the design of the evaluation. Examples of issues which should be addressed in the implementation design include: • Establishing baseline data • Developing the programme logic, including identifying the short-, medium- and long-term indices on which change can be expected to be detected • Designing, running and analysing a pilot of the programme intervention • Developing a roll-out design with a corresponding data collection process to allow change to be tracked and an argument for the causal impact of the programme to be established, for example, staged roll-outs.
Input	All the resources needed to deliver a programme. Inputs include funding, in-kind contributions, staff and volunteer time, venue, and equipment.
Outcome	All the impacts or consequences of the programme beyond its direct outputs. Outcomes are often delayed or long-term and they may be intended or unintended. Long-term policy-relevant outcomes are frequently called impacts. Unintended positive or negative outcomes of programmes are routinely examined in evaluations. Outcomes should be distinguished from outputs; for example, the output of a training programme may be a skills training course, while the (desired) outcome is employment. As specific outcomes can result from multiple factors, the causal relationships between a programme and observed outcomes must be demonstrated before they can be claimed as *programme outcomes*.
Output	The products or services which are produced and delivered by a programme.

	Output (e.g., the number of courses run) and throughput (e.g., the number of attendees) measures are often more readily identifiable than outcomes but are not, by themselves, measures of the achievement of objectives. But, without outputs the programme cannot achieve its desired outcomes, so showing that the programme has achieved a sufficient level of outputs is a first step towards showing that it has the capacity to deliver the desired outcomes. This can be an important step early in the life of a programme if the desired change on the outcome variable is anticipated to take several years to manifest.
Performance Information	Evidence about performance that is collected and used systematically. Effective performance information should enable judgments to be made on the extent to which programme activities are achieving the desired results.
Pilot	Also known as a *trial* in the scientific sense of a formal *test*. To pilot a programme involves running a trial of the planned intervention using a scientific design and contrasting the outcomes of a group who receive the intervention with an appropriate control group or counterfactual. The aim in designing a pilot programme is to eliminate other explanations for observed change so that the only credible conclusion is that the intervention was causally responsible for the change.
Process Evaluation	Process evaluation looks at the development and implementation of a particular programme. This type of evaluation aims to establish if quantifiable targets have been achieved and strategies implemented as planned, for example, post implementation reviews and ANAO audits.
Programme Logic	An explanation or description of the chain of effects connecting activities undertaken by a programme to the final long-term outcomes desired by government. The Programme Logic describes a programme's expected performance and establishes a logical sequence through which the causal action of the programme in reaching its objectives can be mapped. The Programme Logic is not intended to demonstrate how a programme will be implemented. Instead, it is a conceptual map of how the activities of a programme will bring about the changes it is aimed at achieving.
Programme Evaluation	The systematic and objective assessment of a government programme, or parts of a programme, to assist the Government and other decision makers to: - assess the continued relevance and priority of programme objectives in the light of current circumstances, including government policy changes (that is, the appropriateness of the programme); - test whether the programme outcomes achieve stated objectives (that is, its effectiveness); and - ascertain whether there are better ways of achieving these objectives (that is, its efficiency).
RCT	Randomised Control Trial. The use of a scientific design in which participants are randomly allocated to receive the programme intervention, or to a control condition (in which they do not receive the programme intervention), or to some other comparison condition that excludes the specific ingredients of the intervention that are presumed to be responsible for change.
Summative Evaluation	Summative evaluation looks at the impact of a programme on the target group. This type of evaluation aims to discover what outcomes have been achieved and what causal contribution the programme has made to achieving those outcomes.

Attachment 2: Other resources

Publications from other Australian jurisdictions:
- ACT Government Evaluation Policy and Guidelines (http://www.cmd.act.gov.au/)
- Evaluation in the NSW Government, Premier and Cabinet (http://www.dpc.nsw.gov.au/)
- Evaluation Guide, Western Australia (http://www.treasury.wa.gov.au/)

Publications from the Productivity Commission (http://www.pc.gov.au/):
- Identifying and Evaluating Regulation Reforms, Appendix I
- Designing evaluation strategies

Publications from the ANAO (http://www.anao.gov.au):
- Successful Implementation of Policy Initiatives. Better Practice Guide, October 2014
- Public Sector Governance: Strengthening performance through good governance. Better Practice Guide, June 2014
- Implementation of Programmeme and Policy Initiatives: Making implementation matter

Publications from the United Kingdom (https://www.gov.uk):
- The Magenta Book: Guidance for evaluation
- The Magenta Book: Guidance notes for policy evaluation and analysis. Background paper 1: what is policy evaluation?
- Quality in policy impact evaluation: Understanding the effects of policy from other influences (supplementary Magenta Book guidance)
- Quality in Qualitative Evaluation: A framework for assessing research evidence

Publication from the United States Government Accountability Office (https://www.ignet.gov/):
- Designing Evaluations

Publications from the United Nations (http://www.uneval.org):
- Norms for Evaluation in the UN System
- Standards for Evaluation in the UN System

Publications from the European Union (http://ec.europa.eu/index_en.htm):
- Guidelines for the ex-ante evaluation of 2014-2020 EMFF OPS
- European Commission evaluation standards