

Project Monitoring PMG333

Prepared by
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Lecture 09: Evaluation Part (2)



Lecture

09

General Introduction

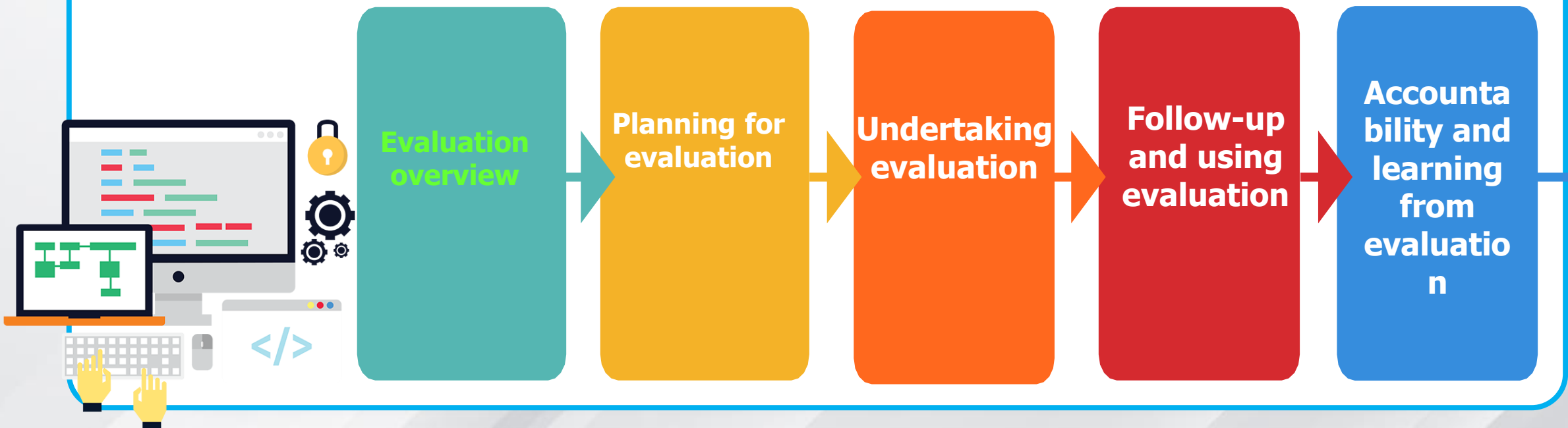
« You can accomplish anything in life if you have the courage to dream it, the intelligence to make it a realistic project, and the will to see this project carried out.» *Sidney A. Friedman*

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Session 5: Evaluation (Part 2)

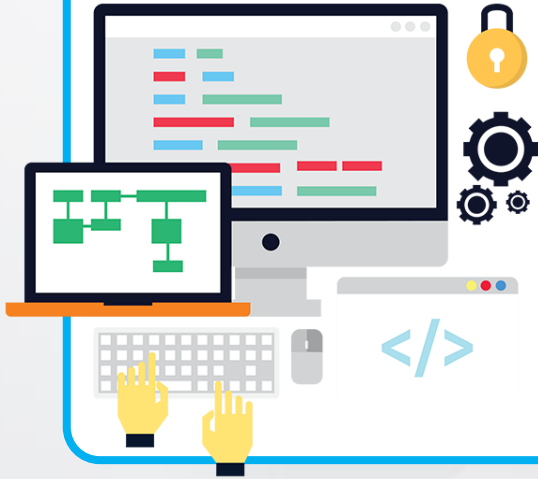
✓ An overview of chapter 5



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Session 5: Evaluation (Part 2)



Planning
for
evaluation

Prepare evaluation terms of reference

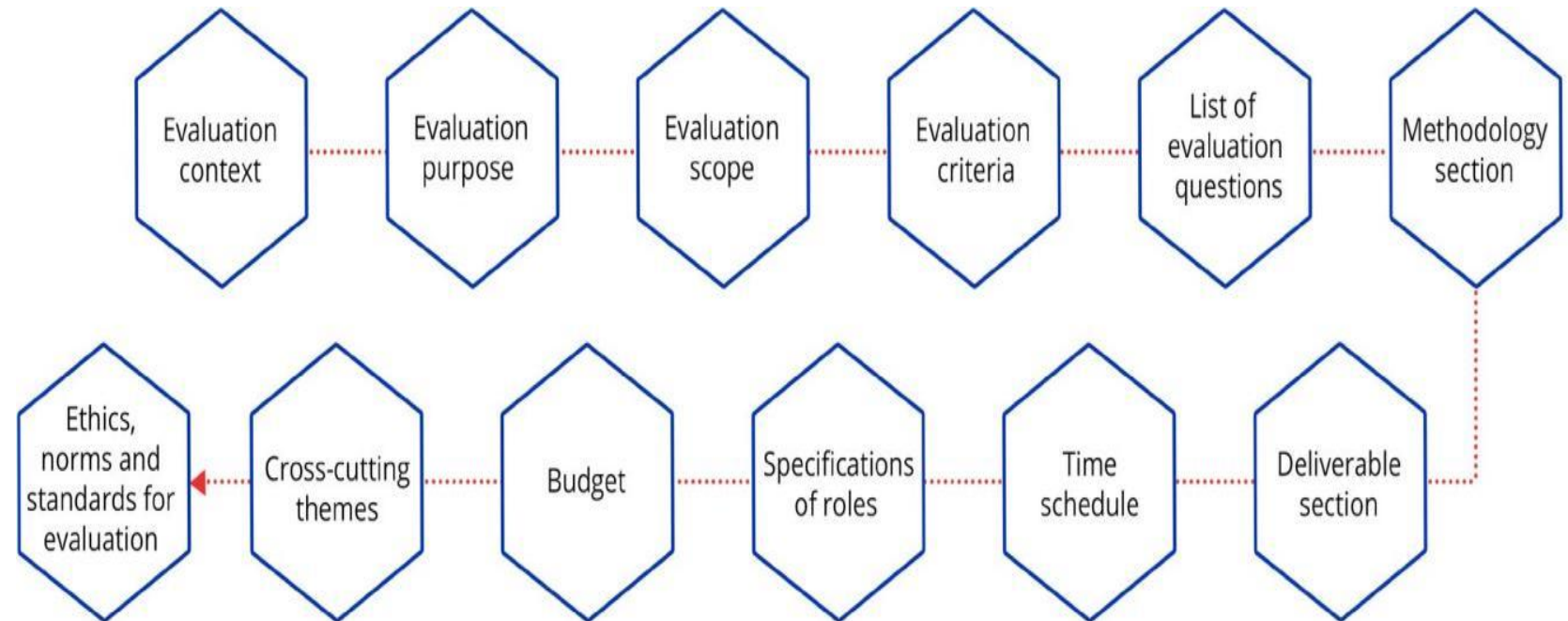
Define the purpose and evaluability of evaluation

Prepare evaluation terms of reference (ToR)

- Select evaluator(s)

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Overview of key components of terms of reference



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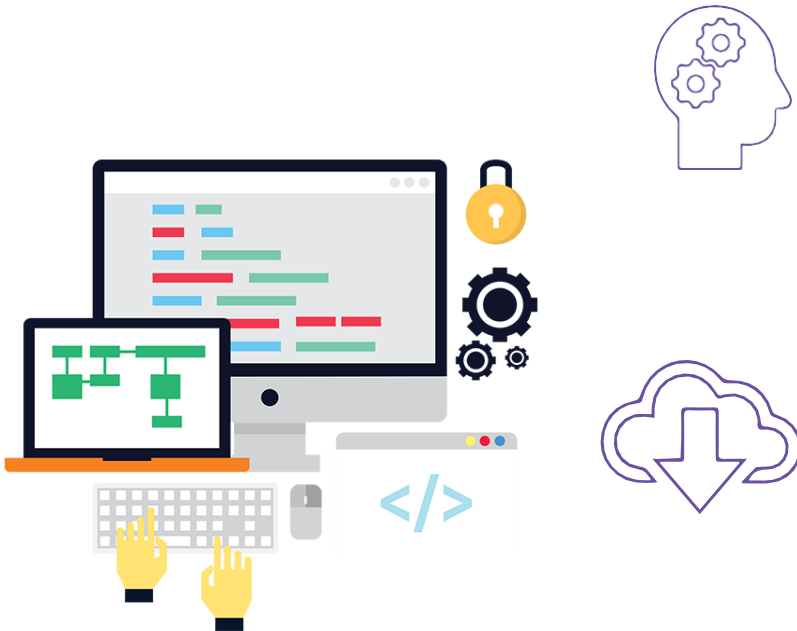


The **evaluation context** section provides a summary description of the political, economic, social, environmental and/or legal contexts in which the intervention is being implemented.

The **evaluation purpose/objective** section explains why the evaluation is being conducted and the main objective of the evaluation itself. In this section, the intended audience for the evaluation and how the evaluation will be used are also included. These are important elements that provide information on its utilization for both accountability and learning purposes, as well as who may be concerned by its recommendations.

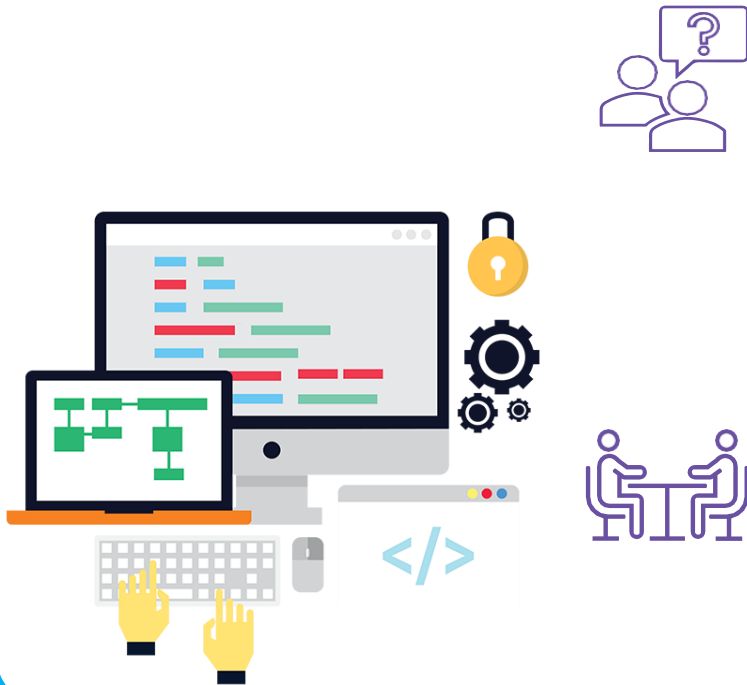
An **evaluation scope** specifies what will be covered by the evaluation, including, for instance, the components or phases of the intervention that will be assessed, the period of the intervention to be covered (relevant phases or given years), any other intervention(s) that should also be considered or the geographical area to be covered.

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- **The evaluation criteria** are those described in the previous section of this chapter. The criteria selected for the evaluation should be listed clearly in this section of the ToR
- **Evaluation questions** should be developed based on the evaluation criteria selected. The questions should be categorized per the criteria.
- **methodology section** can be proposed by evaluators in the proposals submitted during the selection process or during the inception phase. This section describes the type of data collection and analysis methods to be used in the evaluation and inform the evaluator accordingly.
- **Ethics, norms and standards for evaluation** Include the following statement at the end of the ToR.

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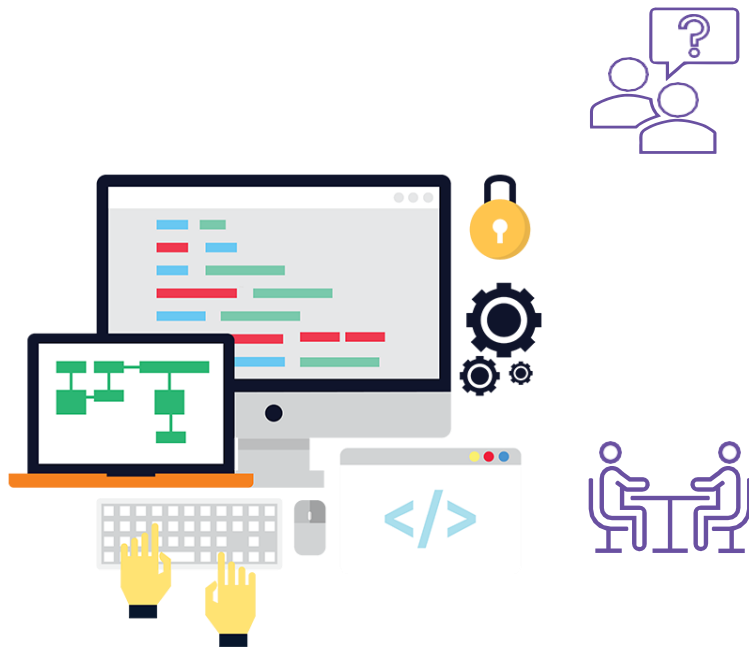


➤ The coverage of **cross-cutting themes** should be explained in the ToR within the evaluation scope section, as well as in a specific subsection to the evaluation questions listed or through specific questions under the relevant criteria. In addition, in the evaluation methodology, evaluators could be asked to consider evaluation approaches and methods that properly address cross-cutting issues (for instance, in the collection of data and presenting data disaggregated by sex, geographic location and income).

➤ **Budget:** This section specifies the resources that are available to conduct an evaluation, including in-kind support provided, such as transportation and translation.

The section also outlines which costs related to the evaluation will be covered and which are to be covered by the consultant or service provider. These include the consultancy fee, travel, daily subsistence allowance, as well as any data collection or technical costs to be considered.

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- **Specification of roles** This section specifies the roles of those involved in the evaluation to inform all parties of the tasks they need to accomplish and what is expected of them. Examples of this include providing general information about project management and relevant focal points, such as those tasked with facilitating access to project-related documentation or setting up meetings and collecting data from project partners.
- An indicative **time schedule** sets out, in chronological order, the dates by when tasks need to be accomplished or products handed over, the amount of time allocated for the completion of tasks and products and who is responsible for the completion of each task or product. It can also include the dates of field visits or surveys to be conducted.
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Select evaluator(s)



Planning
for
evaluation

Define the purpose and evaluability of evaluation
Prepare evaluation terms of reference (ToR)

As part of the planning phase, once the purpose and evaluability of a planned evaluation have been defined and the ToR for the evaluation has been elaborated, a selection process for evaluator(s) must take place, in line with what has already been agreed in the project proposal and/or ToR.

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Internal versus external evaluators

✓ The following table provides some tips on the benefits of using internal or external evaluator(s):

Internal evaluator(s)	External evaluator(s)
✓ Familiar with the context and object of the study. ✓ May lead to greater acceptability of the findings. ✓ Well placed to understand , its mandate and operations. ✓ Less expensive. ✓ Can learn from the evaluation experience and apply for it to one's own work. ✓ Can continue building on the evaluation over time with the utilization of evaluation results.	✓ Could ensure the inclusion of independent study and external views in the analysis. ✓ Can bring new perspectives and lessons findings by colleagues learned from similar projects that has been evaluated. ✓ Could be more familiar with ethical and independence principles to be applied for the conduct of an evaluation. ✓ Generally perceived to be unbiased, as not influenced by internal factors, and with relevant evaluation expertise.



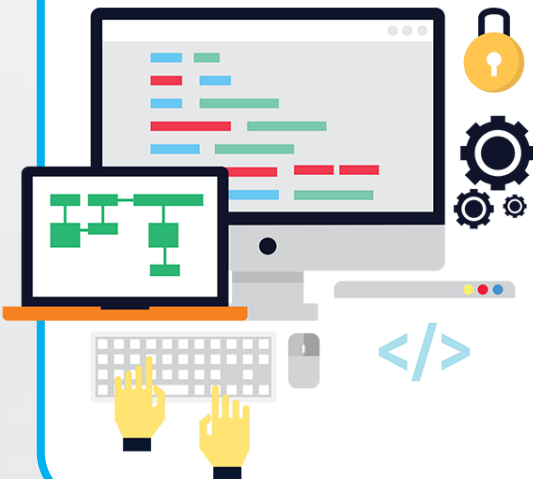
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- ✓ A mixed team of internal and external evaluators can be used, with the roles and responsibilities defined by their strengths highlighted above. An external evaluator could, for instance, benefit from the knowledge of the organization of the internal evaluator to prepare the inception report and focus on methodology given her/his evaluation expertise.

Considerations for selecting an internal versus external evaluator

Based on the benefits listed above, the following considerations are useful for selecting an internal evaluator versus an external evaluator:

- Budget availability;
- Understanding of the thematic area and context;
 - Technical competencies required;
- Existing workload staff to be approached as internal evaluator;
 - Expertise in data collection and analysis methodology.



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Selecting evaluator(s)

In parallel to the decision to select an internal or external evaluator, the use of multiple evaluators instead of a single evaluator can also be considered. For instance, a team may be required if specific expertise is required to analyse the performance of an intervention (such as an engineer to review a construction-related program component or a health expert to review the response to a specific disease within a programme) or if additional national evaluators can bring an added value to the exercise (such as in case of complex interventions that require good knowledge of national context, stakeholders or politics). The evaluation commissioner, the evaluation manager or management committee can determine which option is best suited to the task, include it in the ToR and adjust the selection process accordingly.



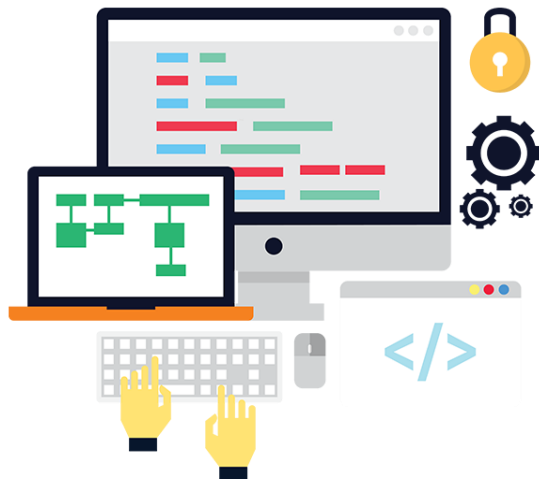
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The main points for consideration in the choice between a single evaluator or a team can be summarized as follows:

- **Complexity of the evaluation:** Should the evaluation require significant data collection, in- depth and multiple field visits, have a multi-country scope, a combination of specific evaluation methods, involve multiple languages or require a national evaluator perspective, an evaluation team may be best suited to conduct the evaluation.
- **Duration of the evaluation:** If the evaluation time frame is short, it may be better to consider a team, where the members can work together and complete the evaluation within a shorter time frame.
- **Multiple areas of expertise:** If an evaluation requires different areas of very specific expertise that may not be found within one evaluator, it may be necessary to consider selecting an evaluation team that can meet the requirements through its various members.



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Selection process

The following section discusses the selection process for hiring an external evaluator or evaluators; this can be done mainly by applying the following:

- ✓ Recruitment of an individual consultant;
- ✓ Engagement of a consulting firm or service provider. This process applies to external evaluator(s) only, as internal evaluators have been pre-identified at the global and regional levels and may be engaged through direct negotiation with the identified evaluator(s) supervisor

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Selecting individual consultants

- For the recruitment of a single evaluator, a call for evaluator(s) is issued, including the evaluation
- Instructions for the submission of the application: This should include what additional documents are expected to be submitted as part of the application, such as previous evaluation reports. It should also include the deadline for the submission of the application and the contact details for the person to whom the application should be sent.
- Once the applications are received, the evaluation manager/committee assesses them and shortlists applicants.
- a scorecard for the assessment of applications for evaluations must be developed, which is a helpful tool in the selection process.
- Once the selection is completed, the evaluation manager and/or program manager prepare a contract, in accordance with instructions on hiring consultant(s)



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Undertaking evaluation

Undertaking
evaluation

- ✓ Supervise evaluation implementation and workplan
 - ✓ Evaluation deliverables
- ✓ Provide feedback on all phases of the evaluation
 - ✓ Ensure evaluation quality



Once the evaluator(s) is/are commissioned, the evaluation work itself can start and the evaluation manager has three main tasks to perform:

- (a) Supervising the evaluation implementation and workplan.
 - (b) Providing feedback on the activities conducted for the development of the report and on the draft report itself.
 - (c) Ensuring quality requirements are understood and quality review is monitored.
- The evaluator(s) will complete the evaluation during this phase.

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Supervise evaluation implementation and workplan

- The process of overseeing the implementation of the evaluation implies not only supervising the evaluator(s), but also managing and organizing the collection of documents and other materials for the evaluation, organizing the field visits, interviews and written surveys, as well as maintaining communication with key stakeholders.
- At the outset of this phase, the evaluation manager, evaluation commissioner, evaluation management committee (if present) and selected evaluator(s) should jointly review the ToR to ensure that there are no comments, questions or key points that need to be renegotiated.
- It is also standard practice to have a management meeting at the beginning of the evaluation process to ensure that the evaluation manager, evaluator(s) and stakeholders (if relevant) all share a common understanding of the evaluation process and various roles and responsibilities.



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Evaluation deliverables



- Evaluators are expected to provide several key deliverables, which should be clearly stated in the ToR.
- Each of these deliverables are outlined below, with key information concerning their content and potential structure.

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a. The inception report :

- Is the first main deliverable that is provided by the evaluator. This report should be written following an initial document review and meetings with the evaluation manager or management committee. This document reveals the evaluator(s)' understanding of the evaluation exercise, how each evaluation question will be answered and the intended data collection methods
- In the case of an internal evaluation, an evaluation matrix will be sufficient as it will help to frame the understanding of the exercise by the internal evaluator.
- One key element of the inception report is the evaluation matrix.
- An evaluation matrix is a tool for guiding the evaluation by specifying the following:
(a) criteria being assessed by the evaluation; (b) questions and subquestions that will be answered to assess each criterion; (c) indicators to be used to guide the assessment; (d) sources of data; and I data collection tools. It can clearly represent how the evaluation will be conducted, although it does not replace the need for a full inception report.



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- Furthermore, the need for progress reports may vary depending on the duration and complexity of the evaluation.
- The evaluation management should ensure that suitable logistical arrangements are made for data collection.
- If circumstances outside or the evaluator's control occur (such as weather, social or political events that prevent some site visits), the evaluator(s) and the evaluation management should examine whether these circumstances will affect the quality and credibility of the exercise and in case, discuss relevant methodological and practical alternatives.



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b. Progress reports:

- It is encouraged that evaluator(s) regularly report on the progress made while conducting the evaluation, so the evaluation manager or committee can periodically monitor how well data collection is going and if the methodologies selected for the evaluation are being properly used.
- The purpose of this is to ensure that when problems are encountered in the data collection process that could adversely affect the quality of the evaluation (such as the cancellation of scheduled meetings, unmet target numbers of interview or survey respondents or basic documents not properly reviewed), corrective measures can be introduced in a timely manner. Progress reports do not need to be lengthy and can be provided in an email or during regular meetings.



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c. Debrief of initial findings

Initial findings should be presented at the end of the field visit or the data collection phase, providing an opportunity for relevant parties – such as government stakeholders, donors, beneficiaries or implementing partners – to identify any misinterpretation or factual mistake at an early stage before report writing. This can be done in the form of a PowerPoint or short report; it should be added as a deliverable if expected.

d. Evaluation report The evaluation report should first be provided in draft format to allow stakeholders to provide comments.

- After the evaluator receives the consolidated feedback, he/she should revise the report as necessary and submit the final version.
- Final evaluation reports are to be written. If not possible, a summary of the findings and recommendations should be prepared.
- Although all evaluators are not obliged to use the same reporting format, but they are expected to address all the following components:



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- ✓ **Title page**, including the title of the evaluation, date of completion (such as the date that the draft report is submitted) and the name of the evaluator(s) or evaluation firm(s);
- ✓ **Executive summary**, including an explanation of the project background, overview of evaluation background, concise description of the evaluation methodology, summary of all evaluation findings, summary of all conclusions, summary of all lessons learned and good practices and a summary of all recommendations;
- ✓ **Project background**, including a brief overview of contextual factors, clear and relevant description of key stakeholders, description of intervention logic and funding arrangements;
- ✓ **Evaluation background**, including an explanation of the purpose of the evaluation, description of evaluation scope and list of evaluation clients and main audience for the report;

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- ✓ **Evaluation approach and methodology**, including a statement of the evaluation approach, evaluation questions and criteria (providing a justification for their use or lack thereof), methodology used, inclusion of cross-cutting themes, stakeholder participation, limitations of the evaluation and description of evaluation norms and standards;
- ✓ **Evaluation findings per criteria** that are complete (all questions are addressed and findings aligned with purpose, questions and approach), robust (findings are justified by evidence and data disaggregated by key variables), identify causal factors that led to accomplishments.
- ✓ **Conclusions** that are based on and clearly linked to the evidence presented in the Evaluation findings section and that are, to the extent possible, objective and clearly justified;
- ✓ **Recommendations** that are clear and concise, based on findings and/or conclusions of the report are relevant, identify the person responsible for their implementation and that are actionable;
 - **Lessons learned** that are relevant, specific to the context, targeting specific users and applicable; Good practices that concisely capture the context from which they are derived and specify target users, are applicable and replicable and demonstrate a link to specific impacts that are realistic.

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e. Evaluation brief: An evaluation brief should be developed by the evaluators after the final report has been completed. A template for this will be provided for developed on Microsoft Publisher. The brief provides a short overview of the evaluation, ensuring that conclusions, recommendations, lessons learned and good practices are provided.

f. Final presentation of the evaluation: may be expected for some evaluations that would once again provide an overview of the key elements of the evaluation with a strong focus on the findings, conclusions and recommendations. Other deliverables presenting the evaluation, such as a PowerPoint presentation or infographic, may also be requested from the evaluator. In the event this kind of deliverable is anticipated, it should be clearly stated within the deliverable section of the evaluation ToR.

g. Preliminary management response matrix: Evaluator(s) should prepare a draft management response matrix by inserting the recommendations, as well as indicative time frame or deadline for implementation. This draft matrix will then be shared with the evaluation manager, who will then liaise with relevant IOM management and staff to complete the matrix. If a draft management response matrix is expected from the evaluator(s), its preparation should be agreed upon at the start of the evaluation as a part of the evaluator's deliverables



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Provide feedback on all phases of the evaluation

- Reviewing and providing feedback to the draft evaluation report is a critical step in the evaluation process. Involving the evaluation commissioner, manager (or management committee), as well as other key stakeholders in the process also ensures that all the intended evaluation users will receive the information that they need. If this is not undertaken properly, there is a risk that the evaluation may be discredited by its users once it is published. This step allows for a transparent and open process to review the evaluation prior to finalization.
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- Involving key stakeholders in providing feedback

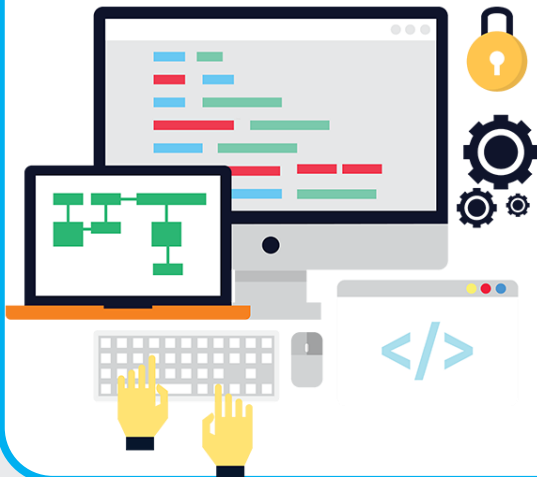


- **Key stakeholders** should have an opportunity to comment on the report, which is common with participatory approaches. If a reference group or other stakeholder engagement mechanism has been established for the purpose of the evaluation, their involvement in this process can guarantee broader participation in the feedback loop.
- **External stakeholders** can include partners, donors and beneficiaries. Internal stakeholders can include CoMs, regional thematic specialists and other staff who have contributed to implementation (for instance, from other programs that have influenced the implementation of the program evaluated).

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Ensure evaluation quality

- Communication on the progress of the evaluation is key for guaranteeing quality and relevant reporting, and each party has a role to play, in particular at the level of the evaluation management and the evaluator(s).
- Maintaining quality standards for an evaluation is particularly important, as it also enhances the credibility and objectivity of the exercise.
- **Quality standards** ensure that evaluations are conducted in line with the procedural and technical requirements, as well as with the evaluation norms and standards, applied in the organization. They also contribute to the provision of accurate and useful information and to regularly monitor the quality of the evaluations.

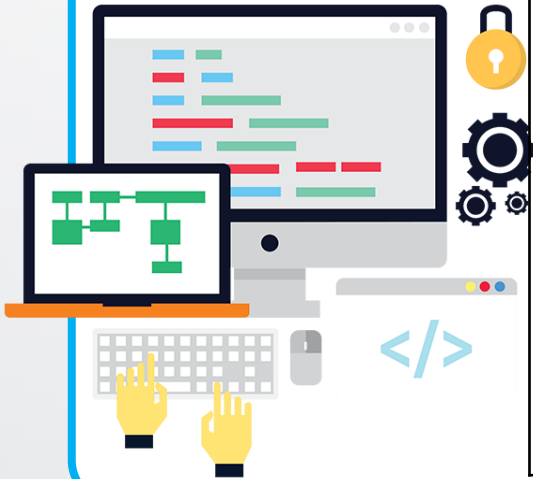


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Key roles and activities to ensure a high-quality evaluation

The evaluation manager should:

- Ensure that the evaluation objectives are clear and that the methodologies and activities implemented by the evaluator(s) will contribute to reaching them;
- Maintain ownership of the evaluation by ensuring that the decision-making responsibility is retained and that decisions are made in a timely manner;
- Monitor the progress of the evaluation and provide relevant and timely feedback and guidance to the evaluator(s);
- Consider and discuss suggestions from evaluators of possible solutions, if problems arise;
- Discuss and ensure agreement on communication protocols, from the beginning, with all evaluation actors;
- Ensure evaluators, the evaluation commissioner and evaluation committees have full access to information from the beginning;
- Meet with evaluators, the evaluation steering committee and stakeholders to discuss draft reports and revisions;
- Approve the final report and organize a presentation of the evaluation findings for stakeholders;
- Provide a management response that responds to all recommendations for follow-up.



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Key roles and activities to ensure a high-quality evaluation

The evaluator should:

- Conduct the evaluation within the allotted time frame and budget;
Ensure implementation of proper methodologies for conducting surveys and analysis of data/results;
Provide regular progress reports to the evaluation manager/committee and communicate problems that require their attention in a timely manner;
Ensure that the process of commenting on the draft report is well organized and includes feedback on the corrections and clarifications on misinterpretations;
When requested, make a presentation of the initial findings during the conduct of the evaluation (if possible, for beneficiaries as well).



Session 5: Evaluation (Part 2)

Follow-up and using evaluation

Follow-up
and using
evaluation

✓ Follow-up on the implementation of recommendations and use of the report

✓ Using and disseminating the evaluation

➤ A common misconception about managing an evaluation is that the evaluation process is considered finished once the final report is submitted and approved. In fact, the conduct and then approval of the report represent the first two thirds of the process, but the main *raison d'être* and benefit of an evaluation lies within the final third of the process, namely the use of the report, its findings and recommendations

The final third:

- ✓ Use and follow-up of evaluation findings and recommendations.
- ✓ Internal and external promotion for replication and learning.
- ✓ Use for other purposes, such as synthesis evaluations or meta evaluations.



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Follow-up on implementation of recommendations and use of the report

- After the final report is approved, the evaluation commissioner or manager should work on the follow-up to the evaluation recommendations, in coordination with senior management and the project stakeholders, as appropriate.
- The evaluation commissioner and manager should consider and discuss with relevant entities how the findings of the report will be communicated to a broader audience as well. The evaluation manager will then finalize the management response matrix drafted by the evaluator, in line with the instructions provided.



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The management response matrix is a tool to:

- ❖ Indicate if the evaluation recommendations are accepted, partially accepted or rejected.
- ❖ Describe the follow-up actions to be taken to address the recommendations.
- ❖ Indicate the deadline for follow-up actions taken and who is responsible for each action.
- ❖ Monitor the implementation of the follow-up action.
- ❖ Facilitate integration of accepted evaluation recommendations into future actions.



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➤ Using and disseminating the evaluation

Sharing and publicizing evaluation reports are important steps for guaranteeing the relevant use of evaluation. Evaluation managers and/or commissioners may want to discuss and prepare a communication and dissemination strategy, which will require deliberate action and analysis to reach the right audience. The following points may be considered:

- How will the evaluation be used and disseminated?
- How will the findings in the evaluation report be shared with various groups of stakeholders who may have diverging points of view?
- When is the best time to disseminate the evaluation to ensure its optimal use?



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➤ Utilisation-focused evaluation and disseminating evaluation

- For reports shared internally, a similar distinction applies, as with external reports. While the evaluation of a policy may be shared more often at the departmental level, evaluations of projects, programs, as well as local or regional strategies, are more valuable for the field offices concerned and relevant thematic specialists at the regional and departmental levels.
- If the policy evaluation's dissemination is mainly at the department level for the purpose of organizing the follow-up or lessons learning, it can also be shared more broadly, including worldwide, given their possible interest on a corporate policy.

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- Generally, it is recommended to have just one version of a report that can be shared both externally and internally and that serves all stakeholders with varied points of view.
- It has happened, in a limited number of cases, that two versions of an evaluation report – one for limited distribution and internal use and the other for external consumption – were produced; for instance, when the report contains some sections covering confidential or sensitive issues related to demobilization activities.
- If uncertain about the dissemination of an evaluation report, the evaluation manager should consult with the CoM for country-level interventions, regional directors for regional or cross-regional interventions Evaluation.

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Ways of sharing evaluations



It is also important to consider different ways of sharing evaluations in a strategic and systematic manner to ensure that lessons can be extracted by key users and that others can benefit from the evaluation based on their needs and interest. Some examples of different ways are as follows:

- Communication strategy using various communication platforms, such as Yammer (internal), Facebook, Twitter and websites;
 - Webinar conducted for relevant stakeholders;
 - Video presentation of the evaluation and the response ;
 - Workshop to discuss findings and agree on the way forward.

Lecture

09

Time for Questions





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Thank You

