

Project Monitoring Course

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2022-2023

جامعة الجميع الذكية

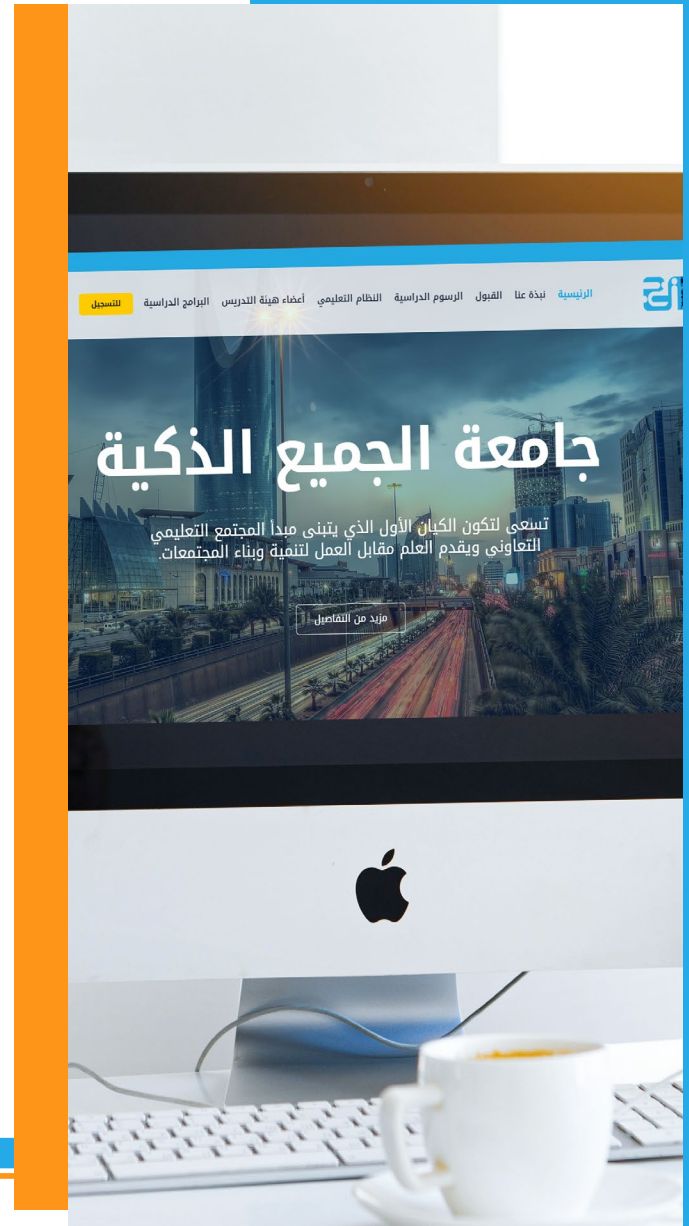
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Lecture 10: Evaluation (Part3)

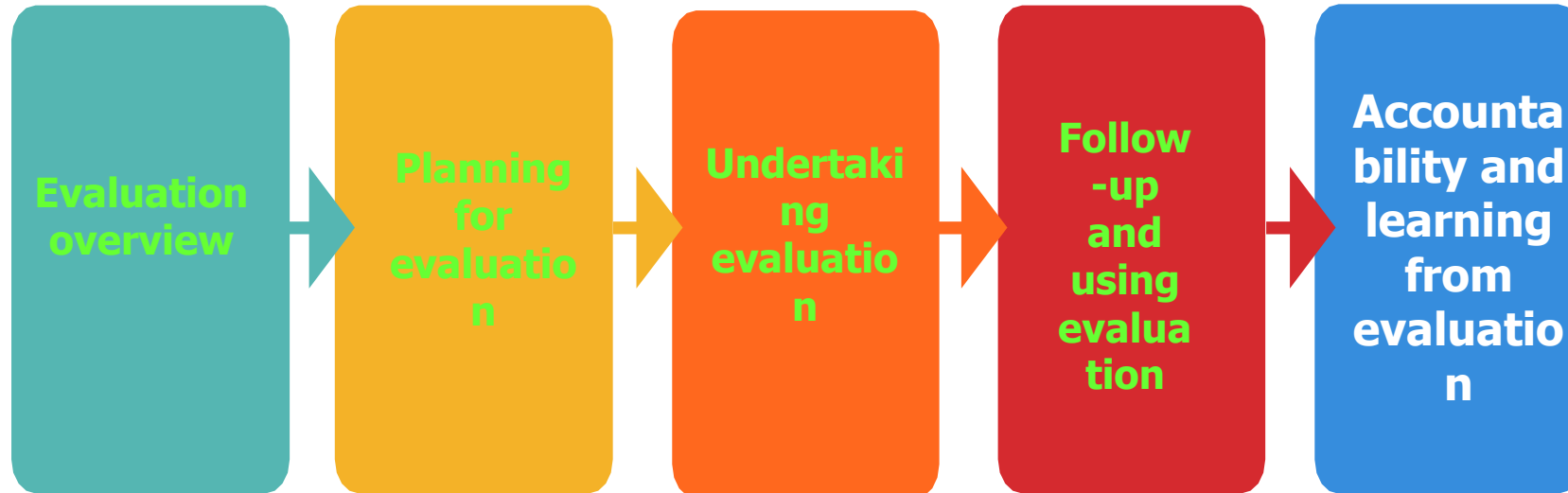


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EVERYONE'S SMART UNIVERSITY

« The passion to create founds the realization project, the passion to love founds the communication project, the passion to play founds the participation project. Separated, these three projects reinforce the repressive unity of power.” *Boris Vian*



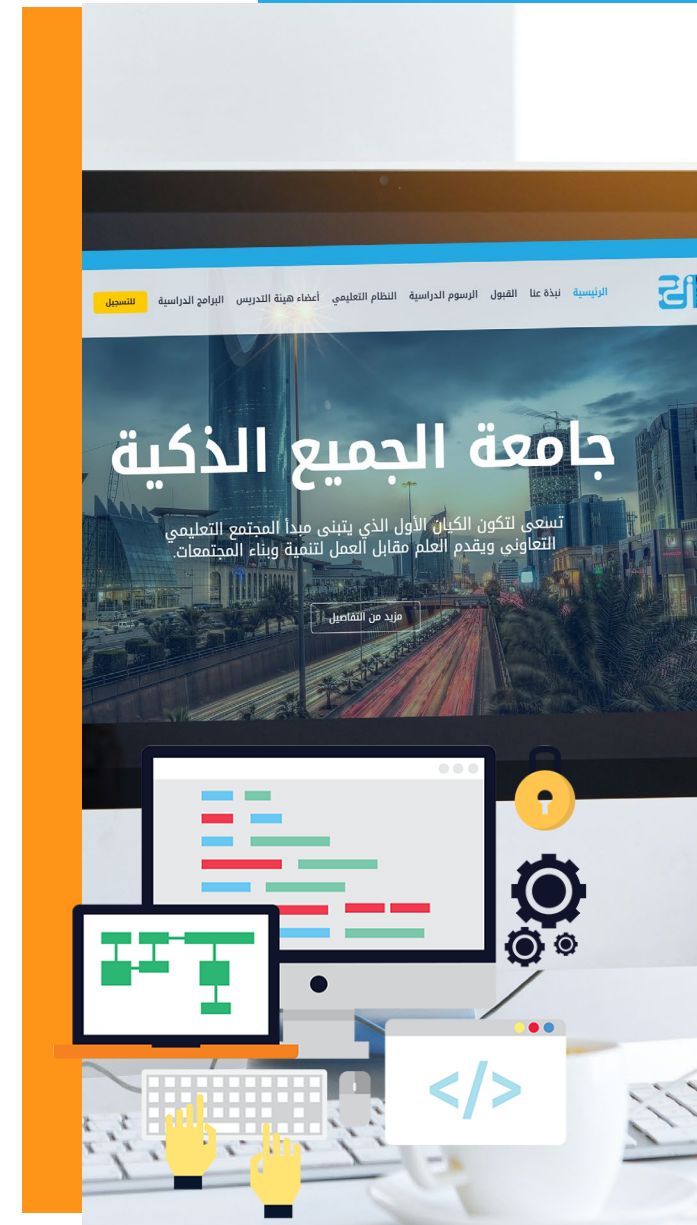
✓ An overview of chapter 5



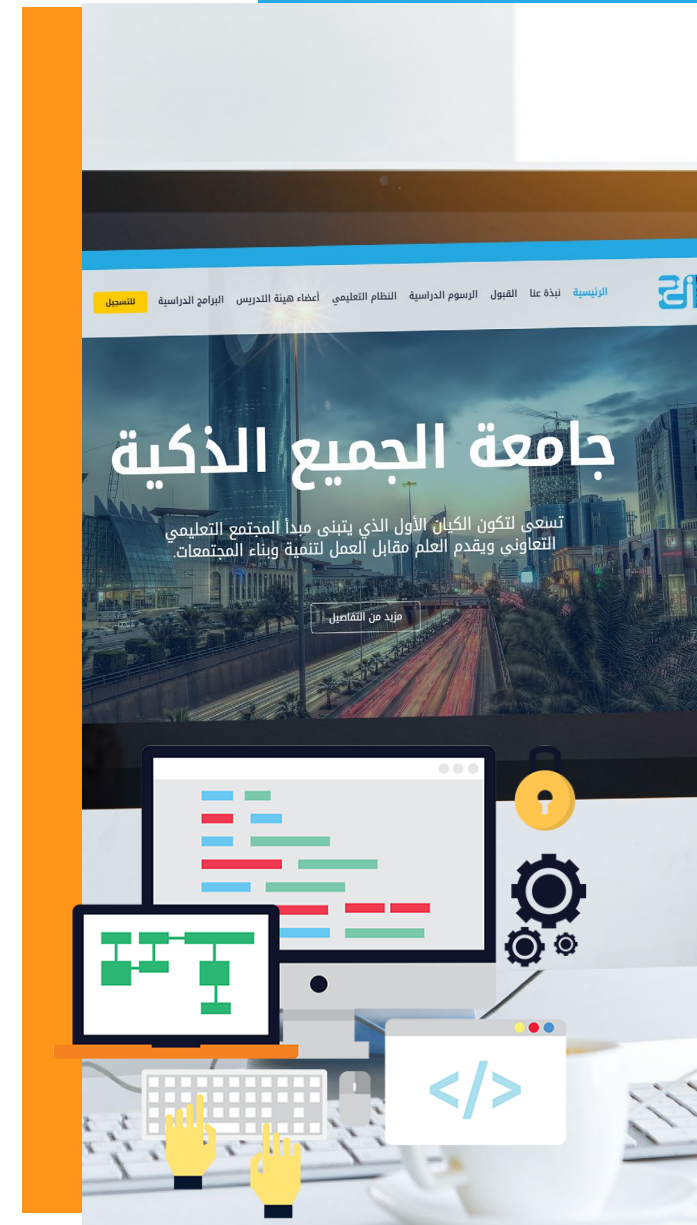


Accountability and learning from evaluation

- The benefits of using information derived from evaluations are numerous. Practitioners must effectively apply this information to enhance accountability, improve performance, as well as strengthen decision- making through learning.
- Accountability can be defined as “the obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even a legally sound, demonstration that the work is consistent with the contract terms”.
- Learning, on the other hand, is the process by which individuals or organizations acquire and use skills and knowledge. This section will address the various ways of learning through evaluation and other evaluative approaches and, while the requirements related to accountability in sharing an evaluation report are covered in the previous section, this section will also include accountability considerations for the other evaluative approaches that are discussed.

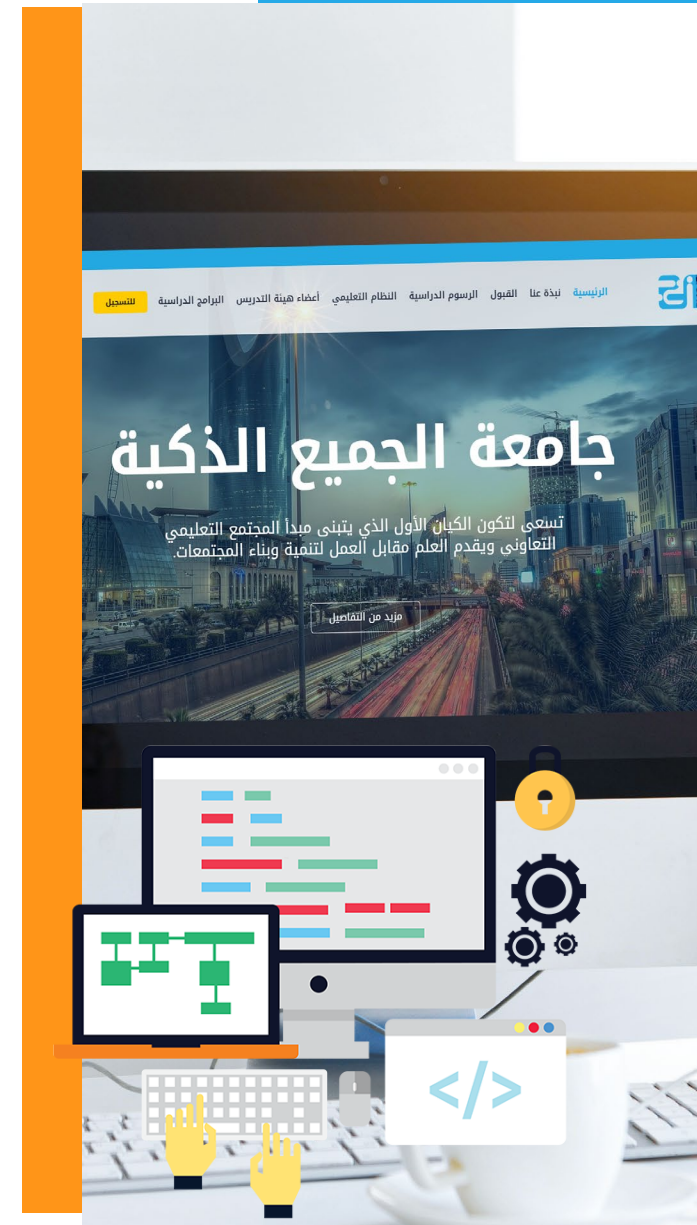


- ✓ **Knowledge and learning** derived from evaluation can feed back into the organizational learning and planning processes through regular reflection, accessibility to the evaluation reports and regular exchange of information through learning sessions.
- ✓ This can be visualized as follows:



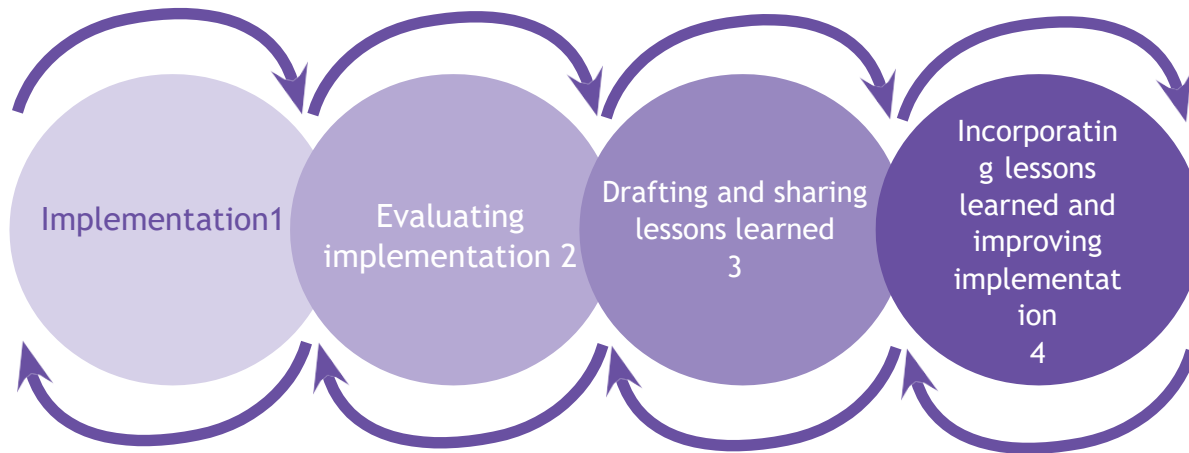
Lessons learned and lessons learning

- Lessons learned can be understood as generalizations based on evaluation experiences with projects, programs, strategies or policies that abstract from the specific circumstances to broader situations.
- Frequently, lessons highlight strengths or weaknesses in preparation, design and implementation that affect performance, outcome and impact. In other words, they are intended to describe the knowledge gained from experiences in well-defined situations.
- Documenting lessons learned and incorporating them into other interventions can lead to improving the quality of service delivery. In particular, they can help to avoid practices that may regularly fail to produce results or other common mistakes.

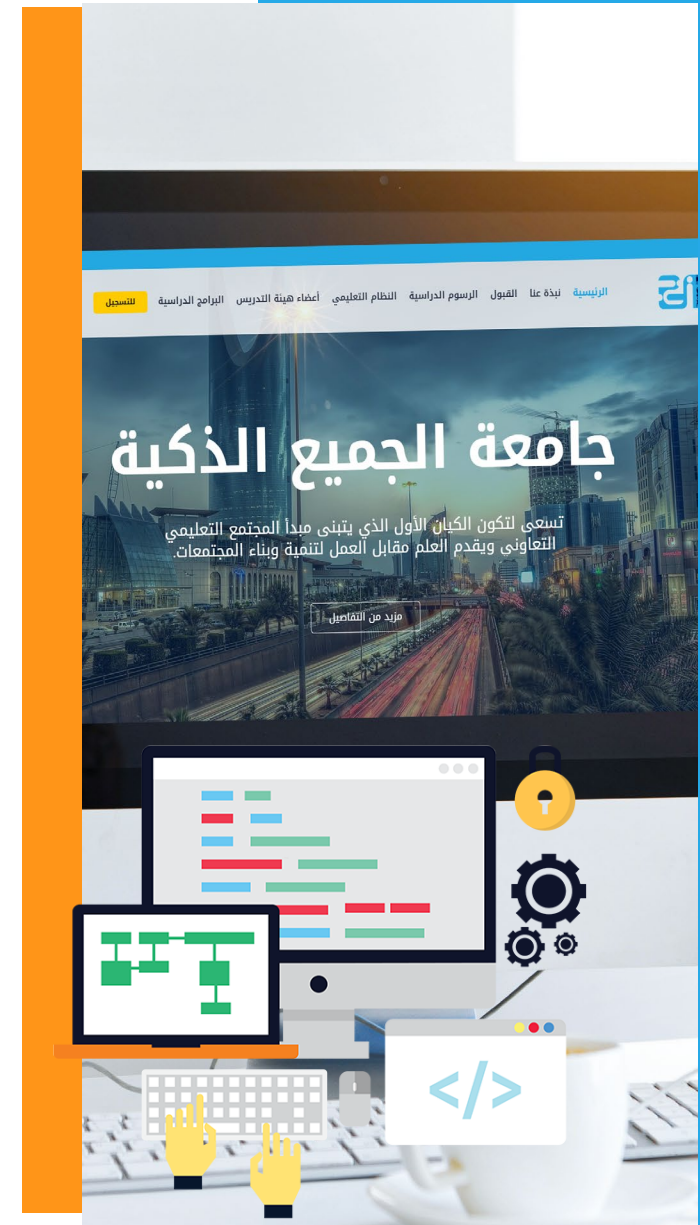


- The following graphic provides an overview of the process of how lessons learned are identified (through implementation and evaluating implementation), how they are developed and, finally, incorporated and used to improve implementation.

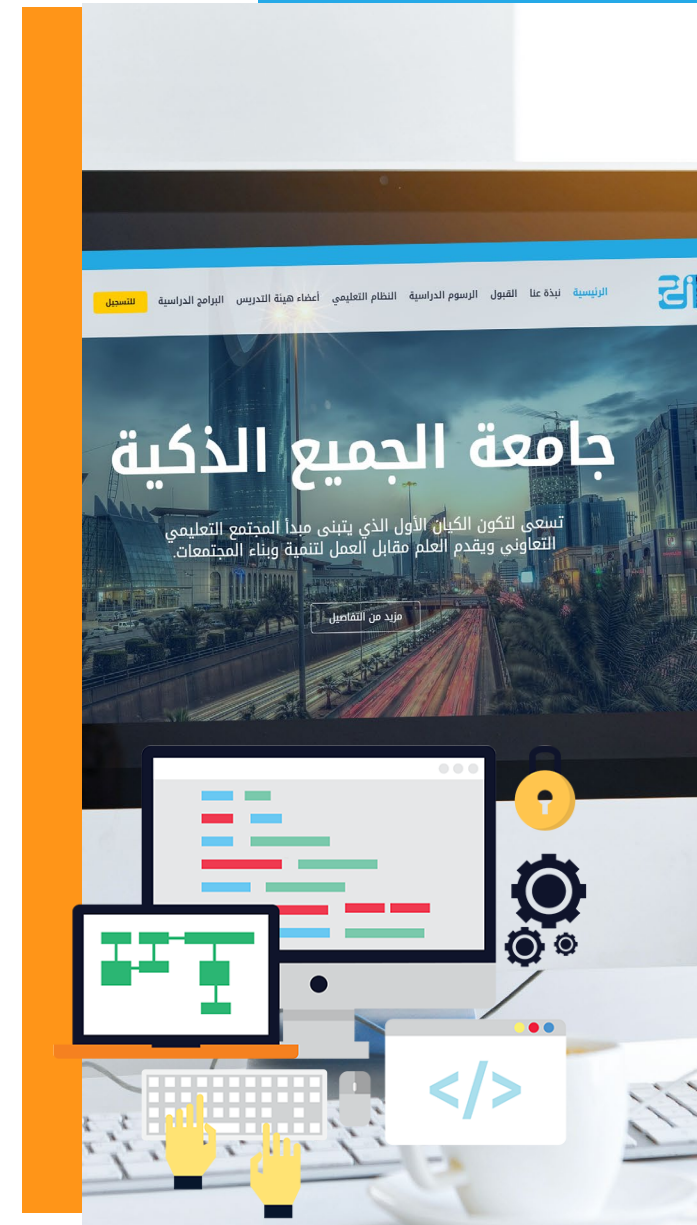
Lessons learned – Improving implementation



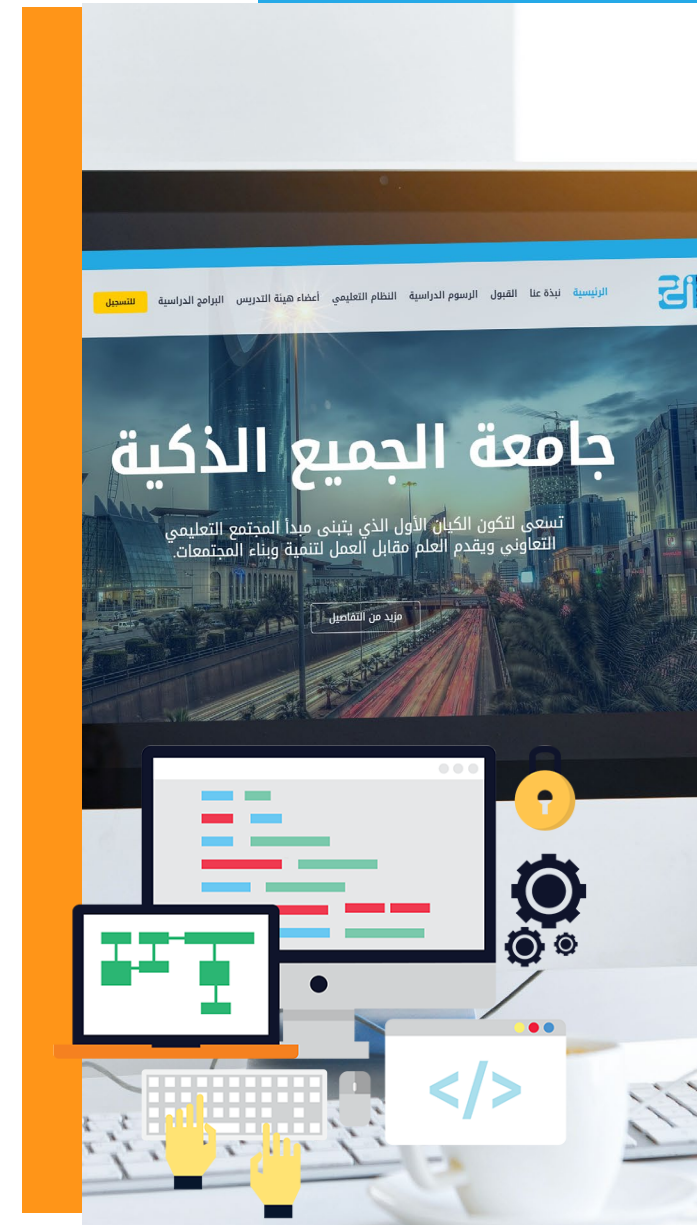
Modify/adjust intervention as needed



- While lessons learned are generally surfaced through conducting evaluation, lessons learned can also be captured through specific lessons-learning workshops, which bring together various stakeholders to brainstorm on performance and identify the lessons learned from an intervention. This approach can be used as well for interventions at the policy or strategic levels, where stakeholders may be asked to reflect on their approaches to a particular topic or thematic area over time.
- Another similar concept, in terms of generating knowledge from an evaluation, is the notion of good practices, which can be seen as the identification of a procedure that has proven to produce results in a satisfactory way and that is proposed as a “standard” practice suitable for widespread adoption. A lesson learned with an identified practice that produces such satisfactory results is identified to be worthy of replicating and possibly upscaling, may, over time, become an “emerging good practice”.

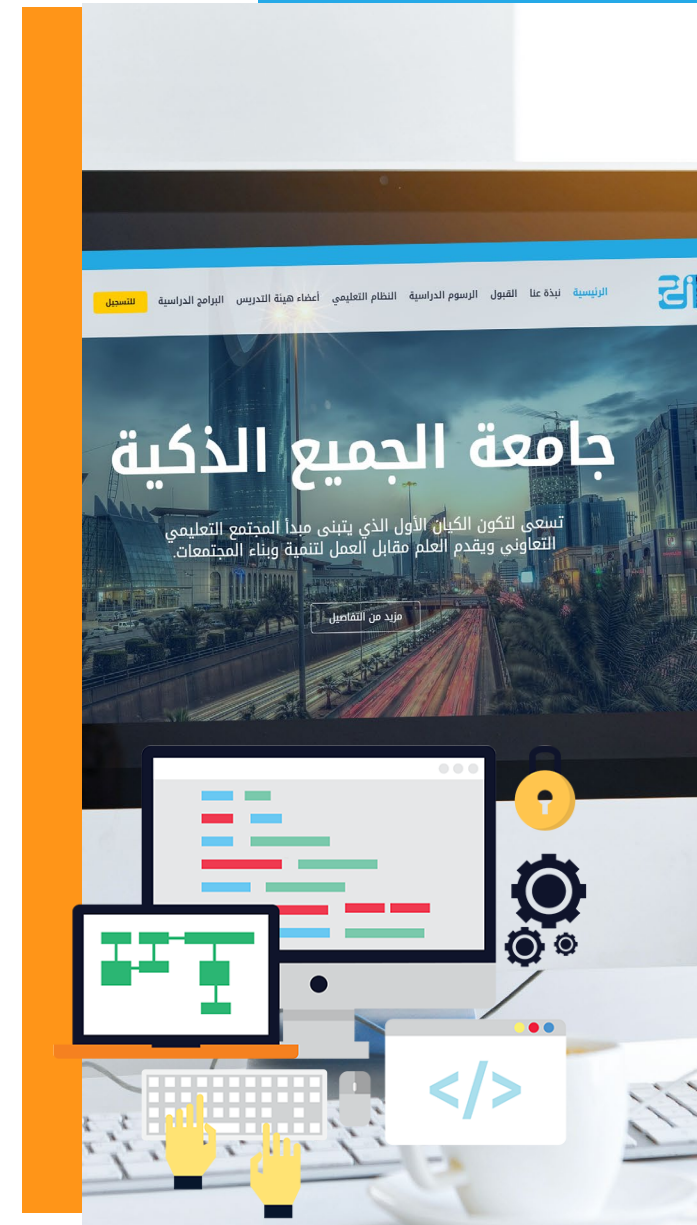


- ❖ A final evaluation report. In particular, they can be incorporated into any evaluation summary documents made available to relevant users.
- ❖ The Evaluation brief template and guidance contains a specific section for the presentation of lessons learned, when required.
- ❖ In some cases, lessons learned may be of particular interest to relevant thematic specialists for their further dissemination and applicability to other similar interventions.
- ❖ The “use” of lessons learned is particularly critical in the development of new interventions, at the project or program level, as well as in the development of strong strategic and policy guidance to a particular area of work.
- ❖ Therefore, evaluation managers should carefully consider with whom to share lessons learned and identified good practices, in order to best incorporate them into future



Project Performance Review

- The objective of a PPR is to support field offices in assessing the performance of their interventions, using a constructive, participatory and coordinated approach. The exercise usually takes place during implementation, so that corrective measures can be taken if necessary.
- The criteria of relevance, impact and sustainability are briefly analysed through the PPR, and it may also look at the extent to which the outcomes of an intervention are being achieved or may be achieved due to the activities, as well as outputs completed.
- A PPR also looks at cross-cutting issues, analyzing the level of accountability to beneficiaries and affected populations, particularly in emergency context, as well as assessing the intervention's link to global, regional or country strategies.



- It is important to note that **a PPR is not an evaluation**, as it is less comprehensive than an evaluation. An evaluation takes more time and preparation, covers issues in greater detail and is able to produce more evidence-based analysis and findings. Further differences between a review and an evaluation can be summarized as follows:

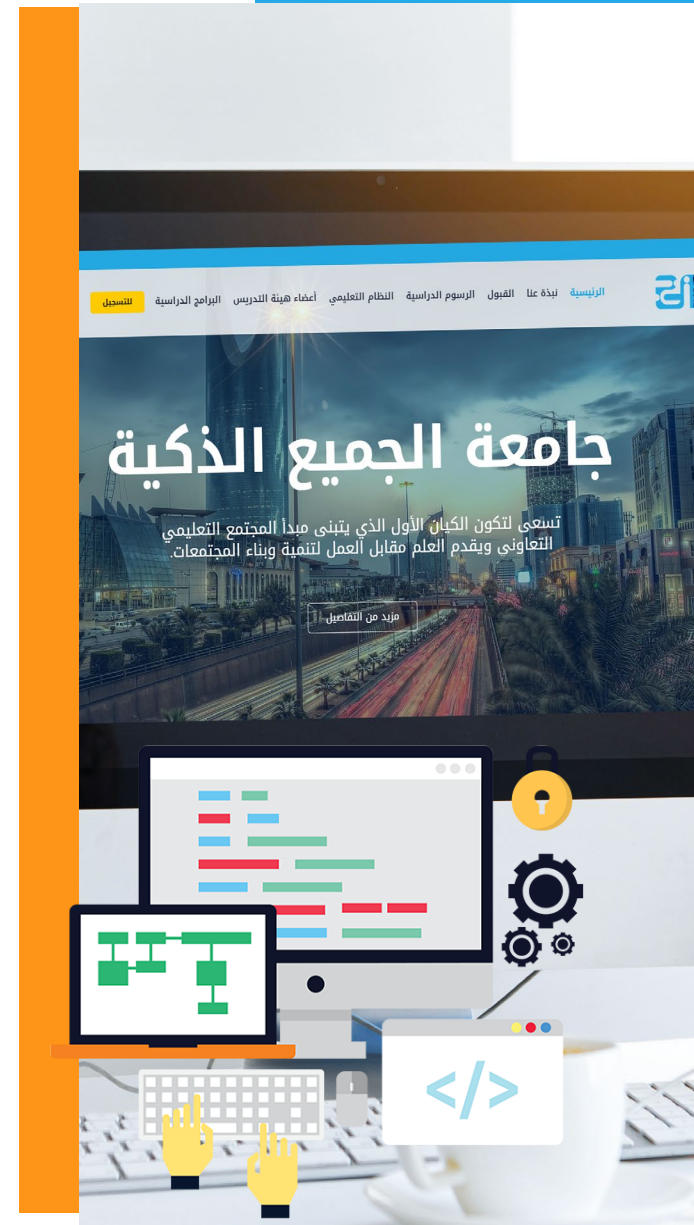


Evaluation

- Is a systematic and objective assessment of an ongoing or completed intervention, and its design, implementation and results;
- Aims to determine the relevance and fulfilment of objectives, and development of efficiency, effectiveness, impact and sustainability;
- More solid evidence base for accountability and learning.

Review

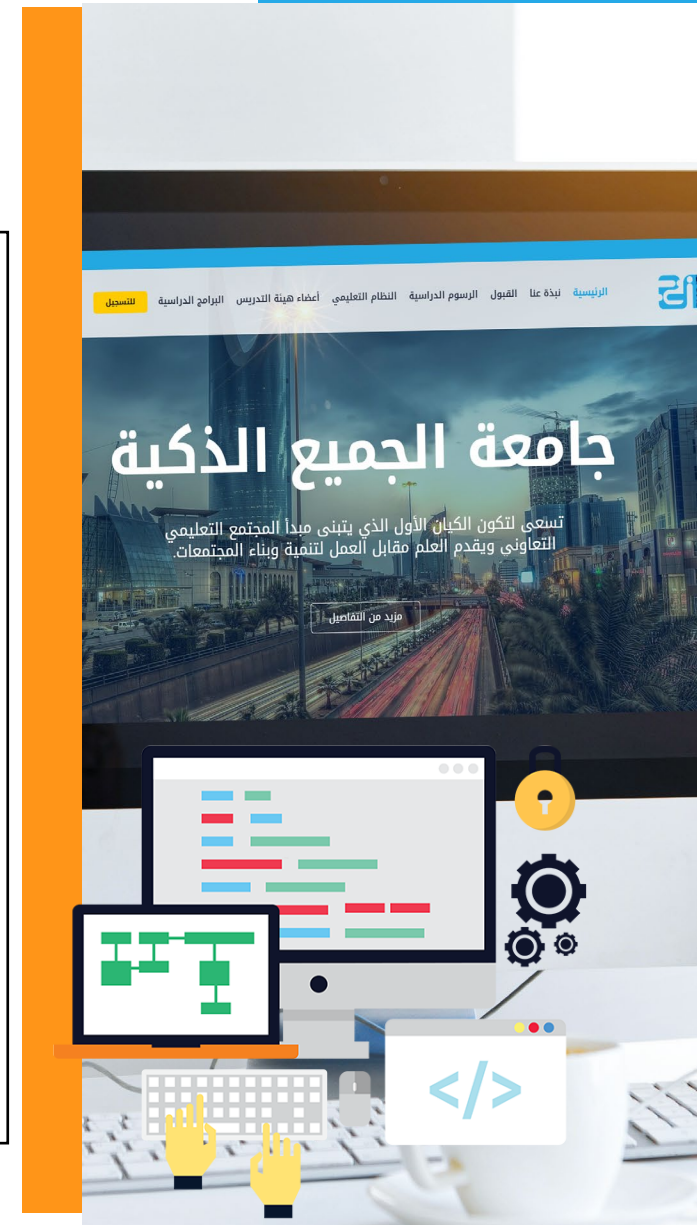
- Is an assessment of the performance of an intervention on a periodic or ad hoc basis;
- Reviews are usually less comprehensive and/or in- depth than evaluations;
- Tends to emphasize operational aspects.



After-action review

- An AAR is a structural discussion about an intervention that enables a team to consider and reflect on what happened, why it has happened and how to sustain strengths and improve weaknesses.
- It is a facilitated process involving key actors, in which the general principle is to be neutral and objective to ensure that the discussions stay focused on challenges, remain positive and do not evolve into self-justification.
- Essentially, the review should focus on questions, such as the following:

“What was expected versus what actually happen(ed)?”
 , “What went well and why?”
 and What could have gone better and why?”.



After-action review steps

Reconstruct timeline
Timelines of key events,

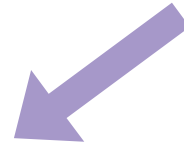
Identify What could have gone better and why?

Brainstorm understanding

- ✓ Objective
- ✓ Intent

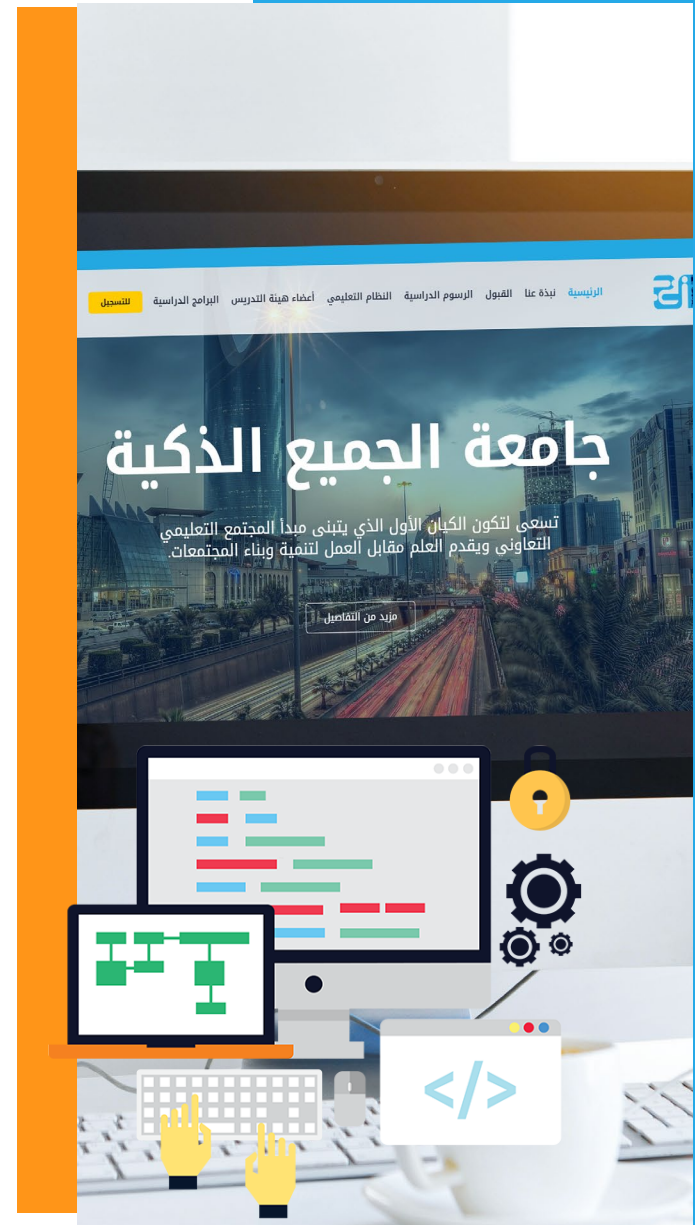


Asked to vote

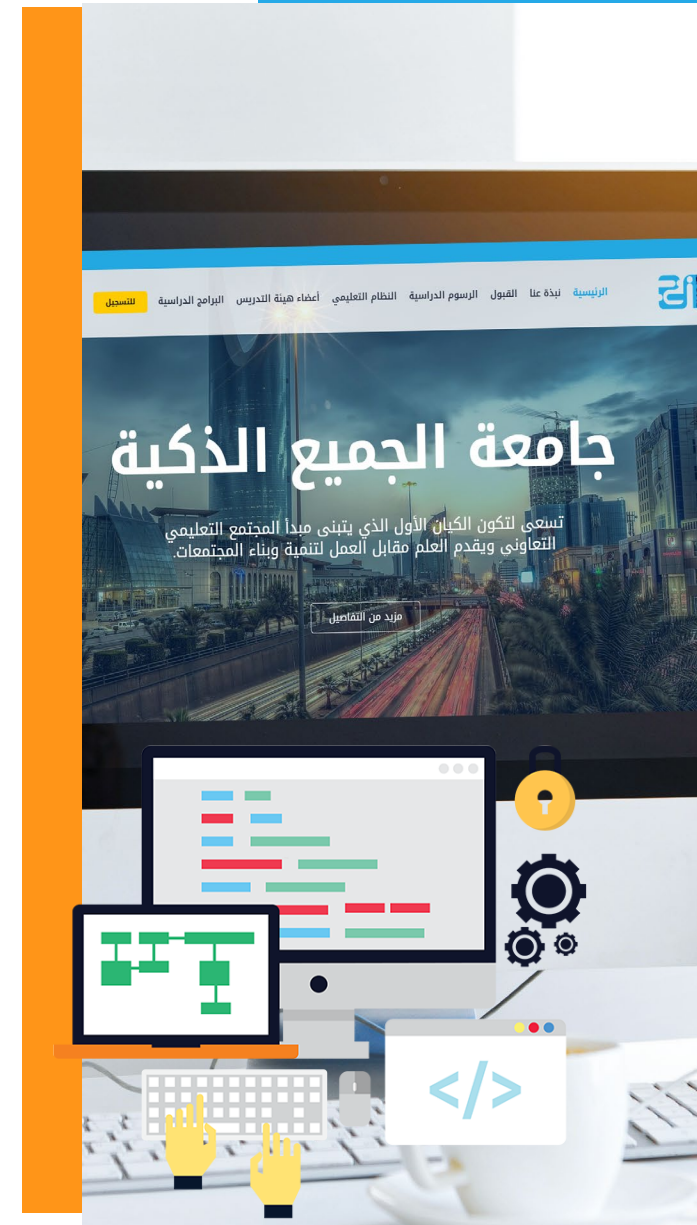


Summarize conclusions into lessons learned
What could be done better next time?

The three most important lessons



- As a first step, participants brainstorm on their understanding of the objective(s) or intent of the action and then develop a timeline of what actually happened and has changed over time. The next step is more focused on an analytical approach, as they identify what went well and why, and what could have gone better and why.
- At the end of the process, conclusions of what could be done better next time are summarized into lessons learned. Participants may be asked to vote for what they regard as the three most important lessons in case of multiple considerations. An AAR discussion is a facilitated process and may not last more than half a day or a day. **Depending on the resources and time available, it can either be formal, with additional preparatory work, or informal** as detailed in the box below.



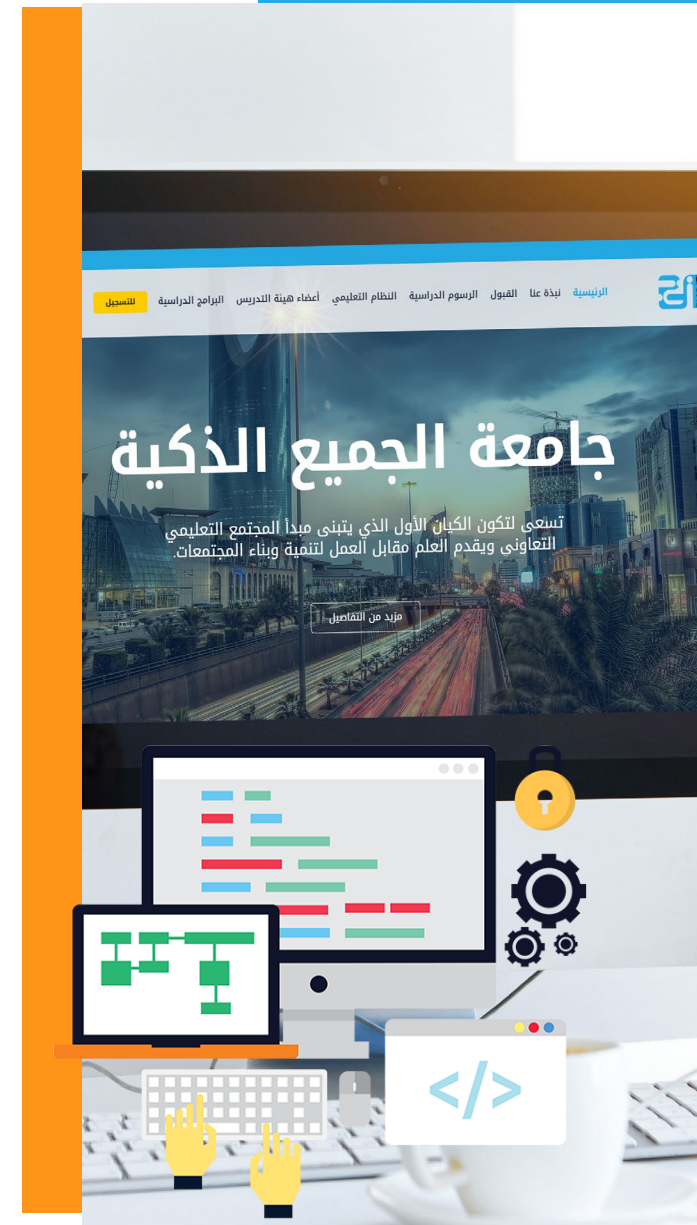
Key features of after-action review

Formal reviews

- Are facilitated by an objective outsider
- Take more time
- Use more complex review techniques and tools
- Are scheduled beforehand
- Are conducted in meetings or other “formal” settings
- Require a more standard and thorough report

Informal reviews

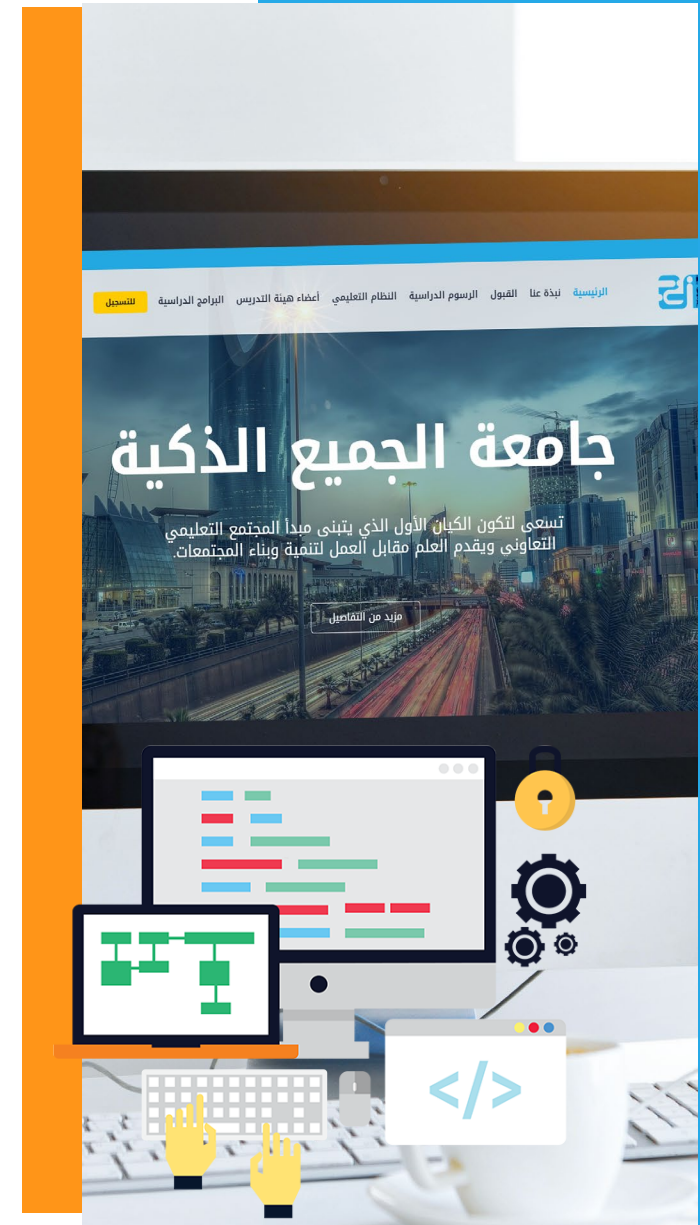
- Are conducted by those closest to the activity
- Take less time
- Use simple review techniques and tools
- Are conducted when needed
- Are held at the event’s site
- Can be covered by a less-comprehensive report



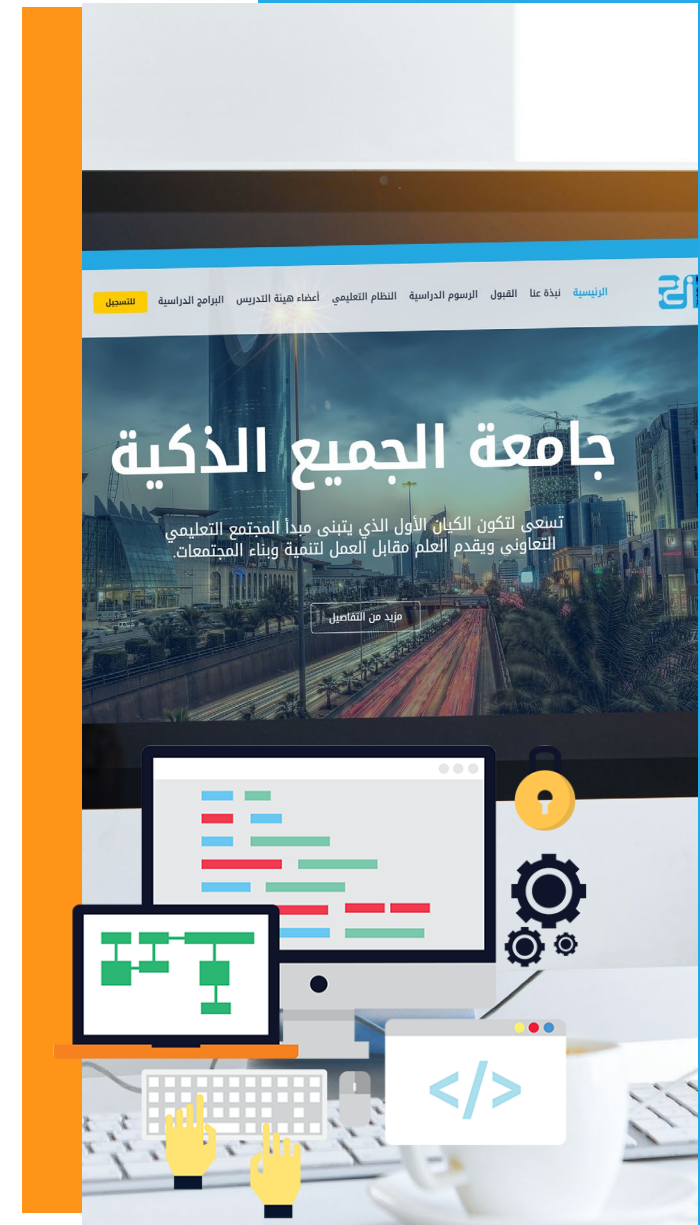
ther examples of evaluative approaches and tools are summarized as follows:

- ❑ **The most significant change (MSC)** is a type of participatory tool that requires gathering personal accounts of perceived change(s) and determining which of these accounts is the most significant and why.
- ❑ **The Kirkpatrick model** is a four-level training evaluation model developed to evaluate trainings. The four levels are as follows: (a) reaction; (b) learning; (c) behaviour; and (d) results.

This is a commonly used method for assessing the results acquired from a training. A generic post- training completion evaluation form has been developed that can be easily modified as required by interested parties.



- ❑ **Peer review** is a process that can help advise on quality issues and compliance to standards, usually conducted by other specialists from the same field, who are chosen for their knowledge of the subject matter. This process has been used, for instance, for the review of implementation of the United Nations System-wide Action Plan (UN-SWAP) for gender equality and the empowerment of women, with the participation of two to three other agencies being mutually reviewed. A peer review mechanism has also been developed by UNEG in partnership with OECD/DAC to review the evaluation policy of UNEG members.
- ❑ **Outcome harvesting** is an evaluative approach that can be used to collect data on interventions. As its name suggests, outcome harvesting collects (“harvests”) evidence of occurred changes (outcomes). Once changes are identified, it works backwards to determine whether and how these changes are linked to your intervention.





Incorporating cross-cutting themes in evaluation

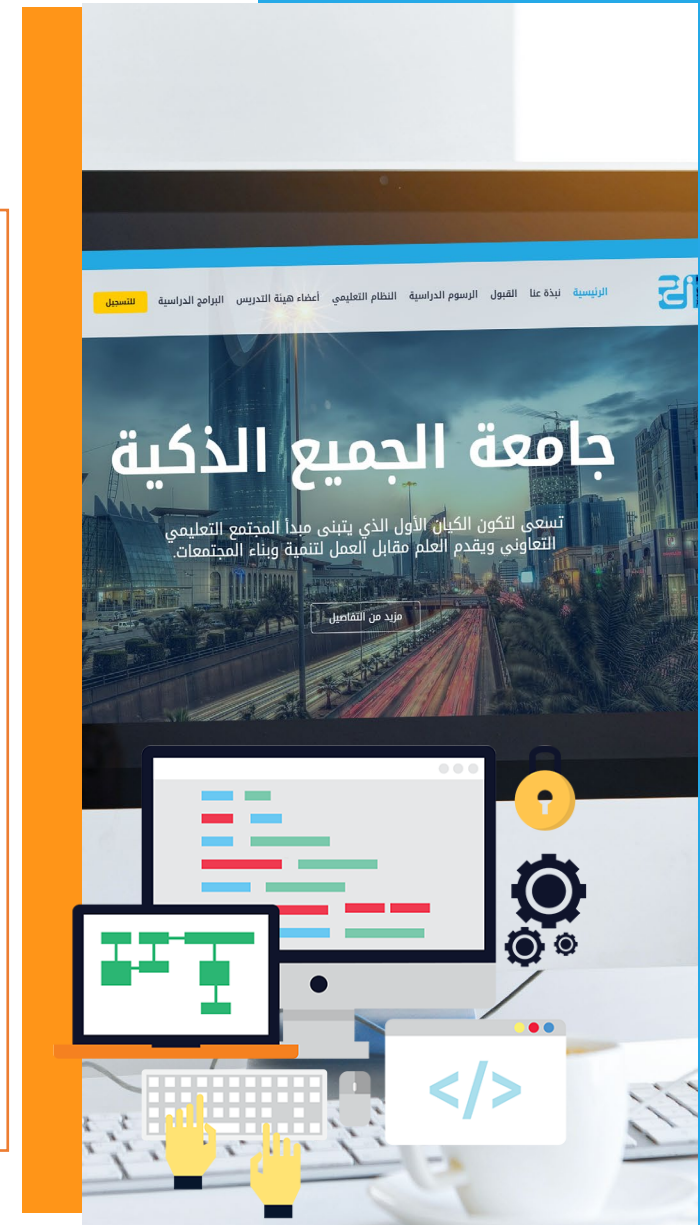
- **Cross-cutting themes** can be defined as additional considerations or areas that intersect with an intervention, or that can be easily integrated into it, without losing focus on the main goals of the intervention. Mainstreaming a cross-cutting theme is generally understood as a strategy to make the specific theme, given its importance, an integral dimension of the organization's design, implementation and M&E of policies and interventions. The inclusion of themes can evolve over time and new themes can be added; they are not necessarily the same for all organizations and not all may be relevant to be considered in an intervention.





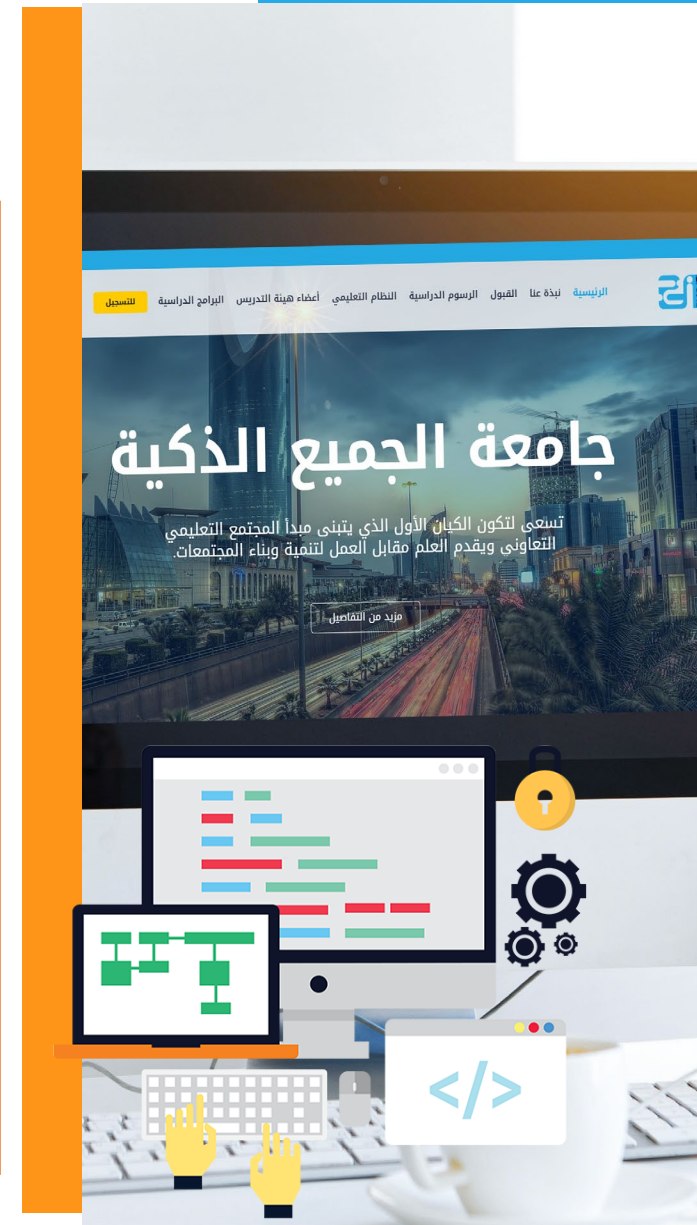
Incorporating cross-cutting themes in evaluation (1/ Rights-based approach

- ✓ RBA is a conceptual framework and methodological tool for developing policies and practices. RBA is the conscious and systematic integration of rights, norms and standards derived from international law into programming,
- ✓ An RBA to migration programming aims to empower rights holders and strengthen the capacity of duty bearers to fulfil their obligations to protect rights holders.



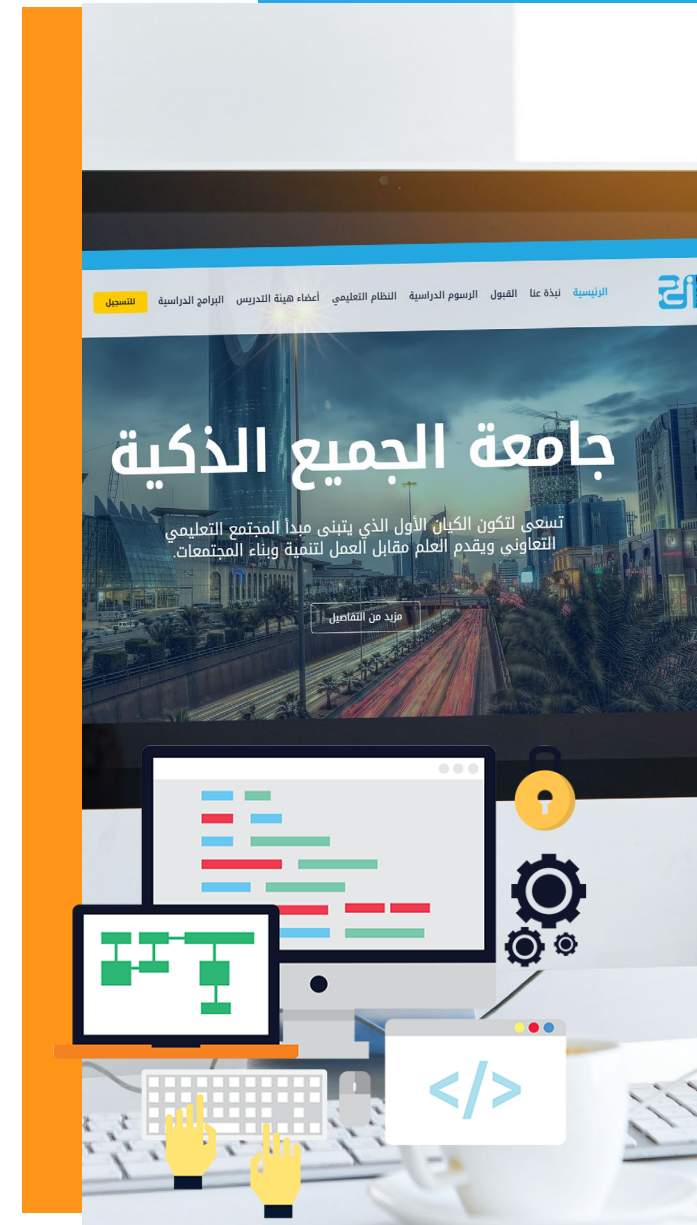
✓ Although there is no universal understanding of how to apply an RBA to interventions in practice, it generally includes the following attributes that can be applied :

- ❖ Identification of the rights holders, their entitlements, and duty bearers' obligations to respect, protect and fulfil those entitlements;
- ❖ Assessment of whether rights are being respected, protected and fulfilled and, if they are not, an analysis of the underlying causes and a strategy for correcting;
- ❖ Capacity-building for rights holders to be aware of and enjoy their rights and of duty bearers to meet their obligations;
- ❖ Ensuring that rights principles (such as non-discrimination, participation and accountability) are integrated into the project, strategy and policy developed and during the implementation process.



How to monitor and evaluate rights-based approach?

- When considered as a cross-cutting theme, an RBA would require measuring the process of programming and its adherence to rights principles.
- These principles can be incorporated into a results matrix and monitored accordingly, or they can be measured without being set out in the matrix by using a monitoring tool.
- Lastly, RBA can and should be included in an evaluation; an evaluation should assess rights issues even if the projects themselves do not have a specific rights-based objective or outcome.



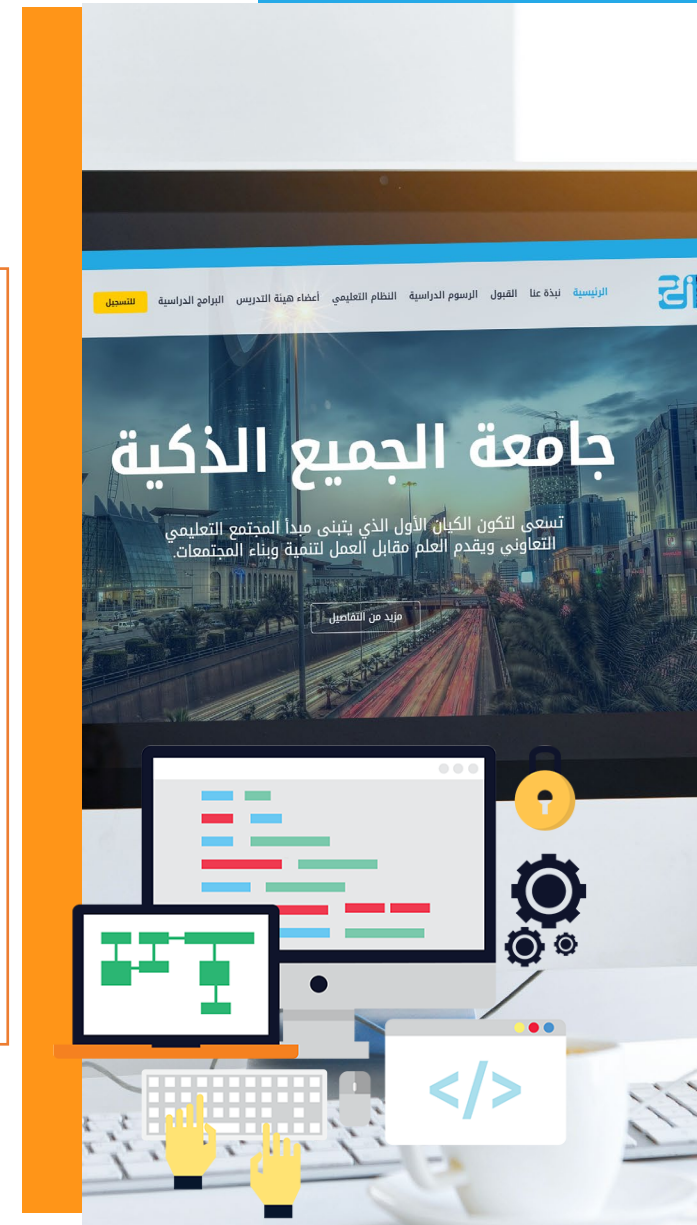
- The following are some questions that can be asked during both monitoring and evaluation processes to ensure that an RBA perspective is covered:

Participation

Have the various stakeholders (including both rights holders and duty bearers) been involved in planning and designing the M&E of the project and determining the type of data to collect?

Are other individuals or groups, such as local civil society groups or NGOs, involved?

Are key groups, particularly the most marginalized groups of rights holders, included and/or involved in the M&E process?



Equality and non-discrimination

Is the M&E process explicitly designed to detect or measure discrimination against particular groups throughout its objectives and outcomes?

Is the data collected appropriately disaggregated, such as by age, disability, ethnicity, sex, nationality and migration status, to track any gaps in considering equality and discrimination throughout intervention outputs and outcomes?

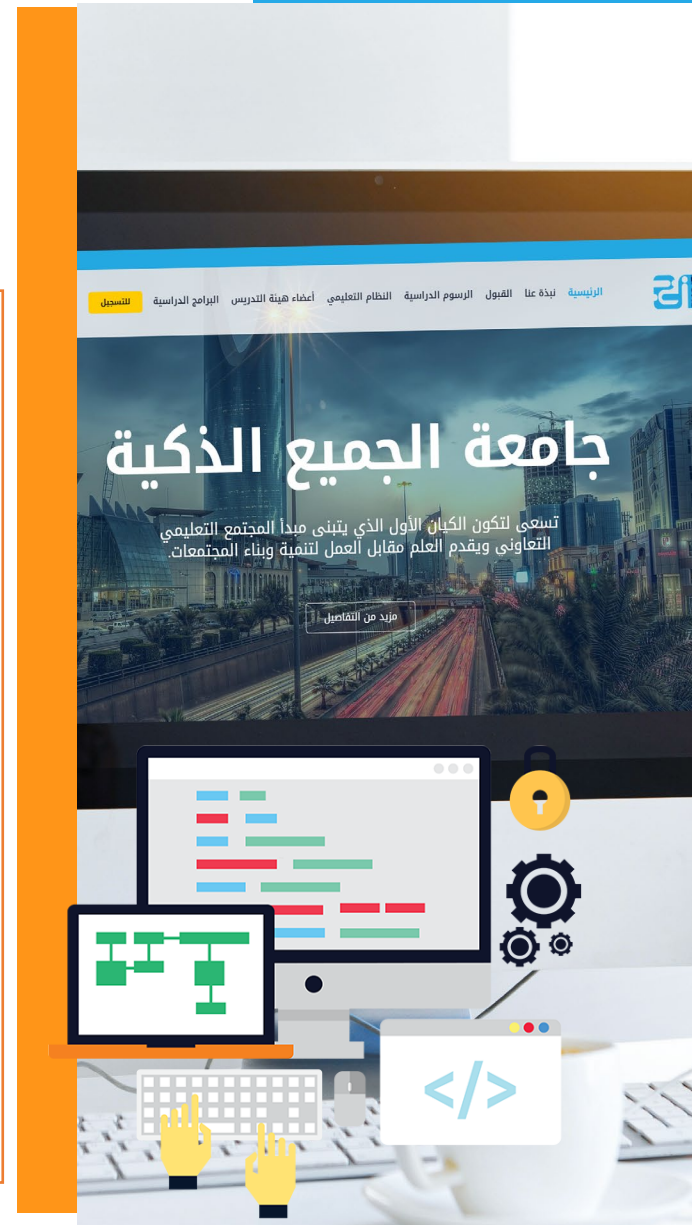
Accountability, transparency and rule of law

Are the M&E processes directly linked to any rights such as measuring the realization of specific rights?

Do the M&E processes account for any form of complaint mechanisms and how are received complaints dealt with?

Are the findings from the M&E shared publicly in a transparent manner?

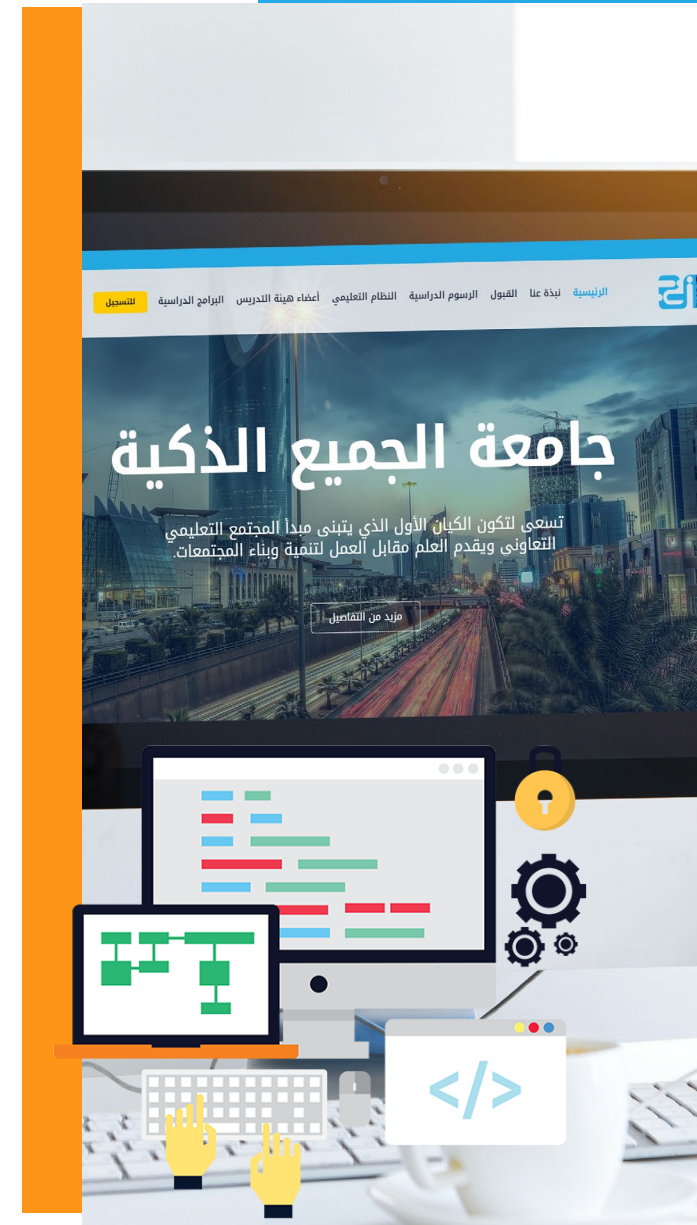
Are the findings from the M&E used to promote changes in law or policy of the State?



During the evaluation, the evaluator should also consider the following tips for ensuring that RBA is integrated in the evaluation process:

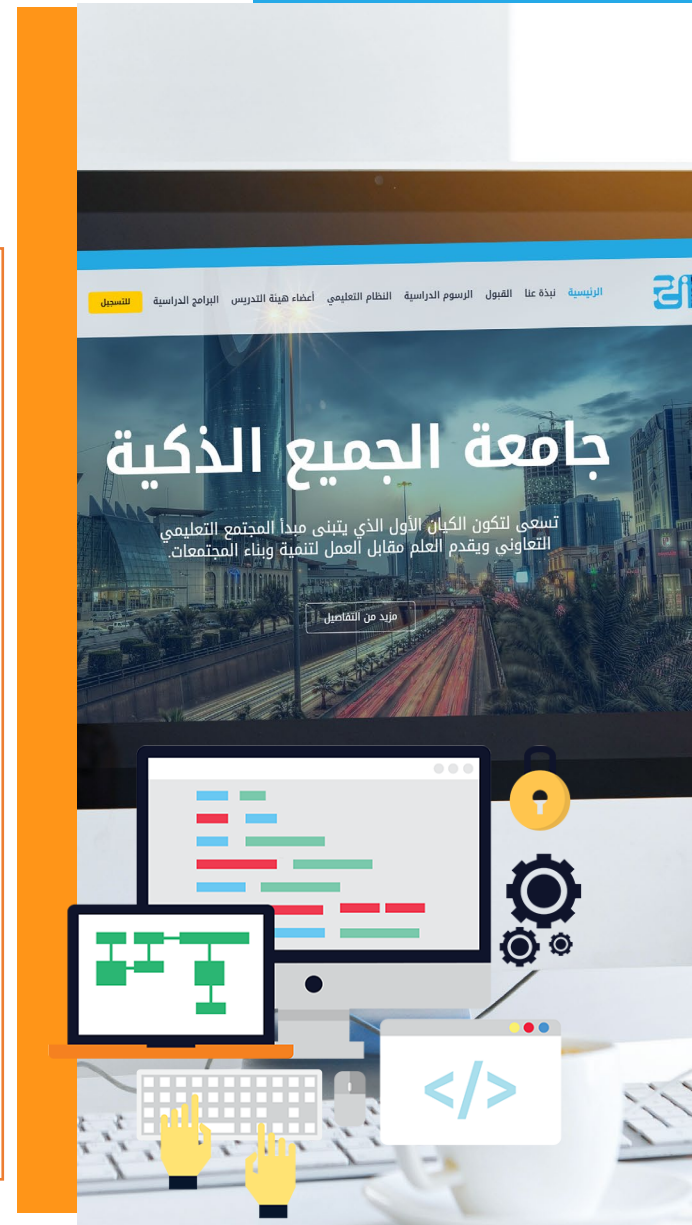
- (a) **Include mechanisms** to ensure that the most marginalized groups of rights holders are/were involved in the evaluation.
- (b) **As an evaluator, ask yourself:** Were all stakeholders included and how will the evaluation explicitly detect or measure discrimination against particular groups? For example, the evaluation may be designed to detect any form of discriminatory practices that may have occurred during the implementation of the project or as a result of the project.

Identify channels to field any form of complaints that may be received during the evaluation.



Protection mainstreaming

- Is defined as “the inclusion of humanitarian protection principles into the crisis response by ensuring that any response is provided in a way that avoids any unintended negative effects (do no harm),
- Is delivered according to needs, prioritizes safety and dignity, is grounded on participation and empowerment of local capacities and ultimately holds humanitarian actors accountable vis-à-vis affected individuals and communities”.

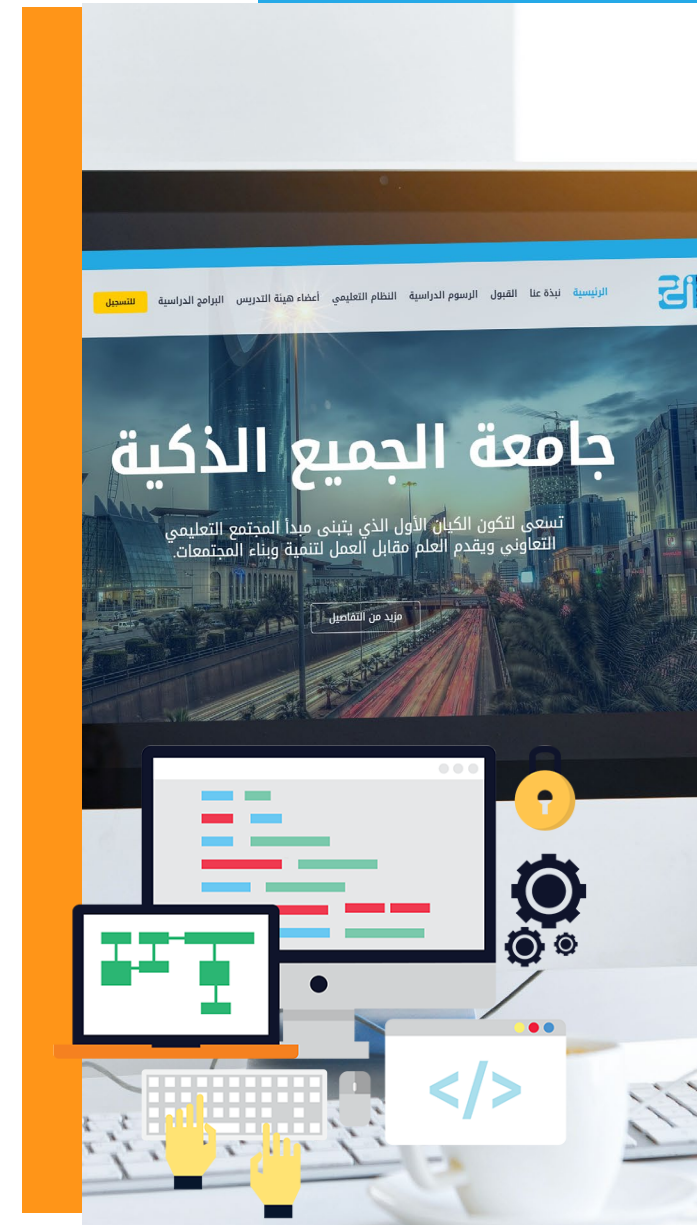


➤ The following are some questions that can be considered for both the monitoring and evaluation of protection as a cross-cutting theme and to ensure adherence to the protection principles:

- ✓ Are monitoring processes designed to ensure that access to humanitarian assistance by all groups is being regularly monitored?
- ✓ Are procedures in place to mitigate risks resulting from unintended consequences of activities on protection issues?
- ✓ While providing assistance, is the safety and security of beneficiaries taken into consideration? If barriers to services and assistance are identified, are measures being taken to mitigate these barriers?
- ✓ Have procedures for informed consent been established and are they being used appropriately?

Are all affected population and beneficiary groups and subgroups (such as boys, girls, men and women, abled and disabled, marginalized) being involved in

monitoring and/or the evaluation processes?



✓ Is specific attention being given to access services by different beneficiary groups and subgroups and in different project locations?

✓ Are referral pathways for protection incidents established and in use?

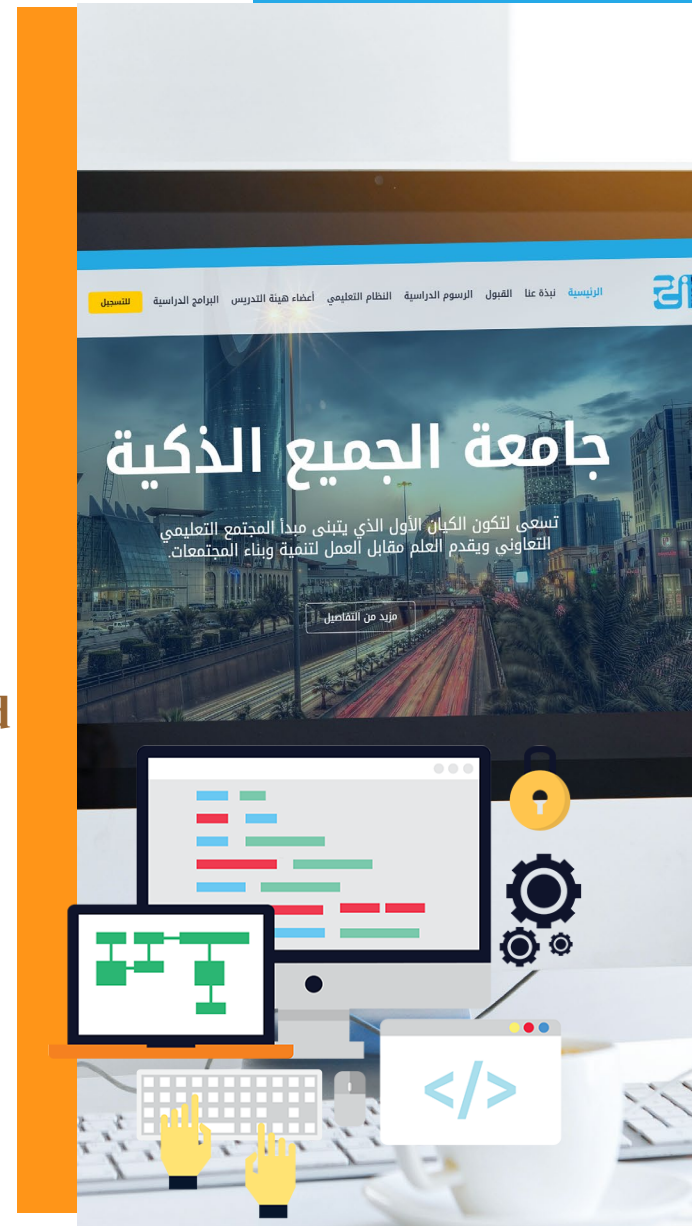
✓ Is sensitive data being managed appropriately and in line with the Data Protection Principles?

✓ Is feedback from affected populations and beneficiaries regularly collected and used to improve programming to better suit their needs?

✓ Are self-protection capacities being utilized within the framework of the project?

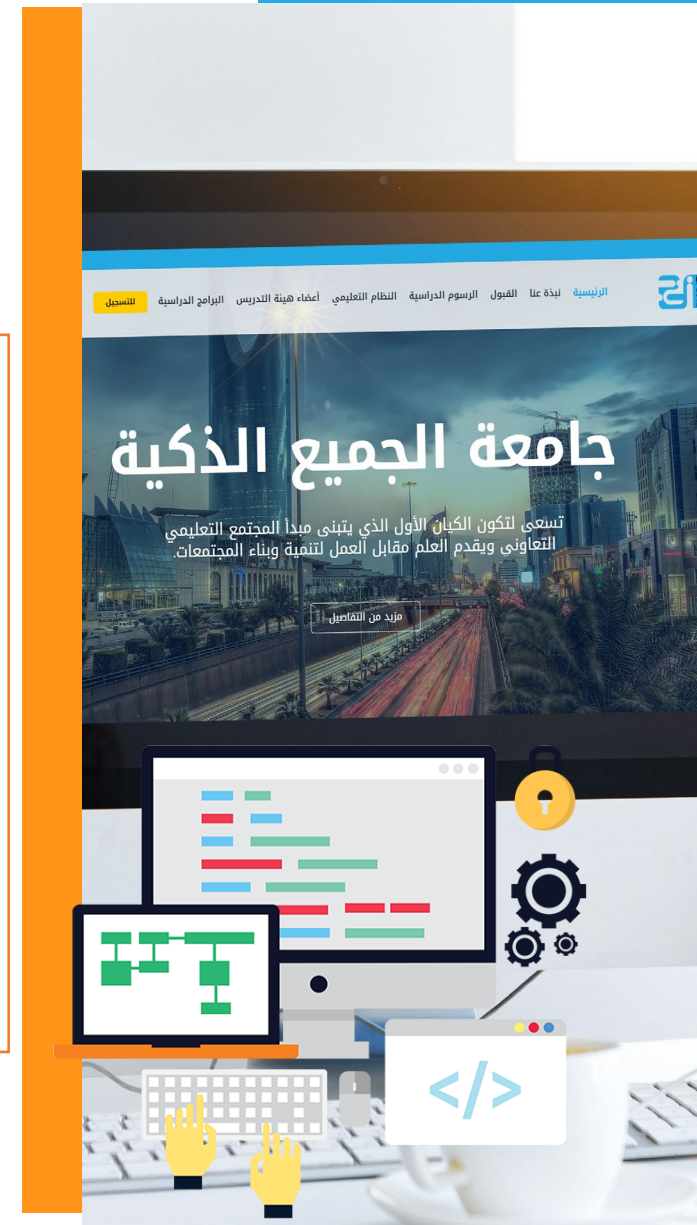
✓ Are State and local actors regularly consulted and involved in the implementation of protection measures?

✓ What impact has been achieved after the introduction of protection mainstreaming considerations during the project design, implementation and monitoring?



Below are some key tips for including protection mainstreaming into evaluation:

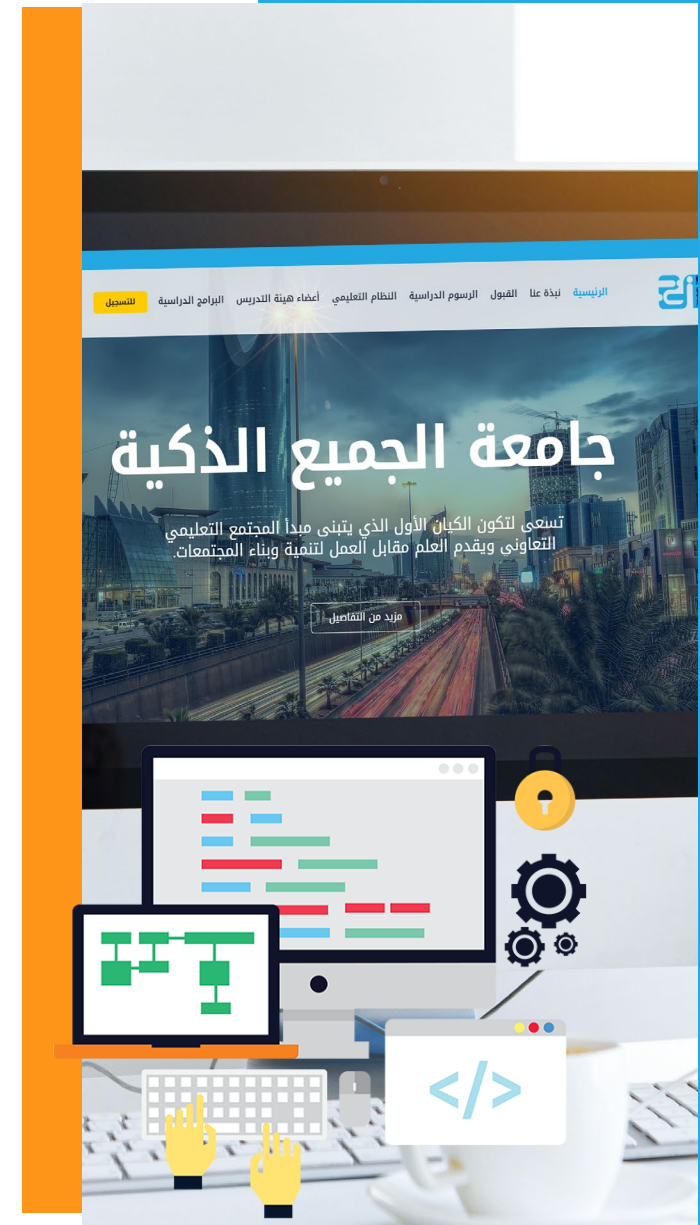
- ❖ Consider a participatory evaluation approach to ensure inclusion of all beneficiary groups.
- ❖ Consider how evaluation findings could be used to improve future actions, propose course correctors and ensure that findings that are deemed to be of interest to the larger community are shared.
- ❖ Consider to which extent and how protection should be further integrated into intervention activities as a cross-cutting issue



Environmental sensitivity and sustainability

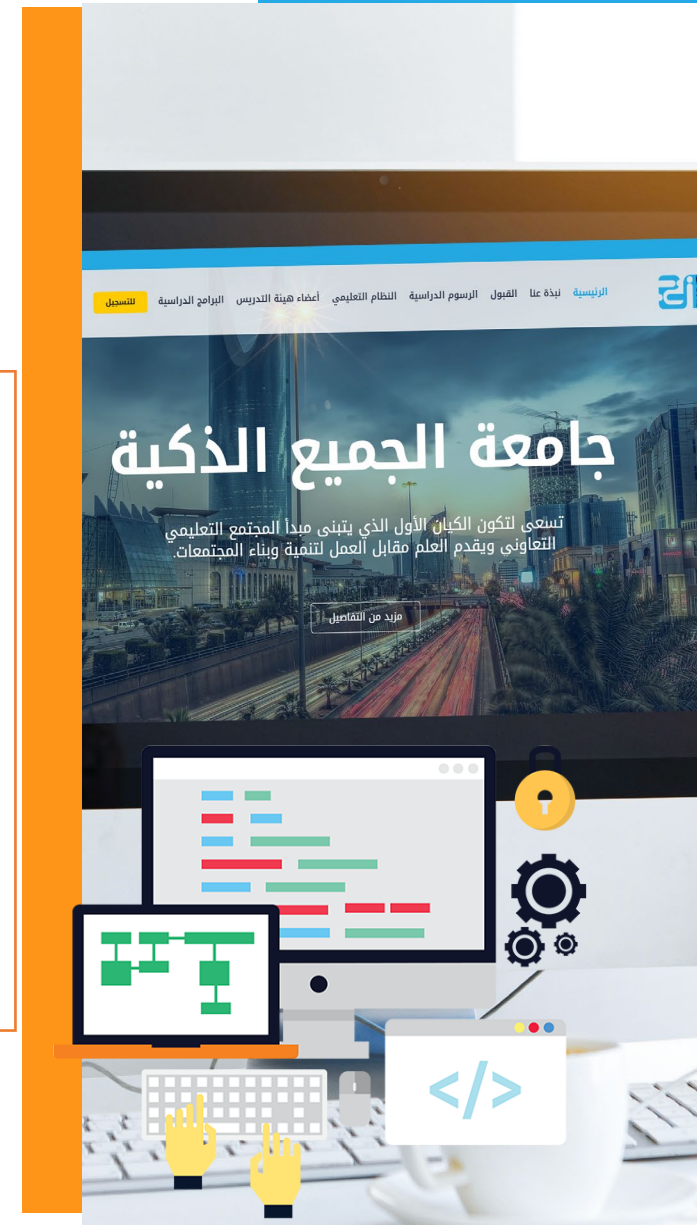
- **Environmental sensitivity** must be addressed by all interventions that should safeguard the environment. Intervention should not have a direct negative impact on the environment, and all possible measures should be taken to prevent harm to biodiversity and ecosystems, such as the destruction or contamination of natural resources.
- **Environmental sustainability** is about addressing human needs without jeopardizing the ability of future generations to meet their needs and preventing irreversible damage to the world. Where sufficient resources and expertise are available, projects should strive towards environmental sustainability.
- **Environmental issues** should be identified and analyzed throughout the intervention as part of the initial risk analysis, as well as addressed as a part of the risk management plan where environmental risks are inevitable.

Mainstreaming environmental sustainability “requires integrating the principles of sustainable management, protection, conservation, maintenance and rehabilitation of natural habitats and their associated biodiversity and ecosystem functions.”

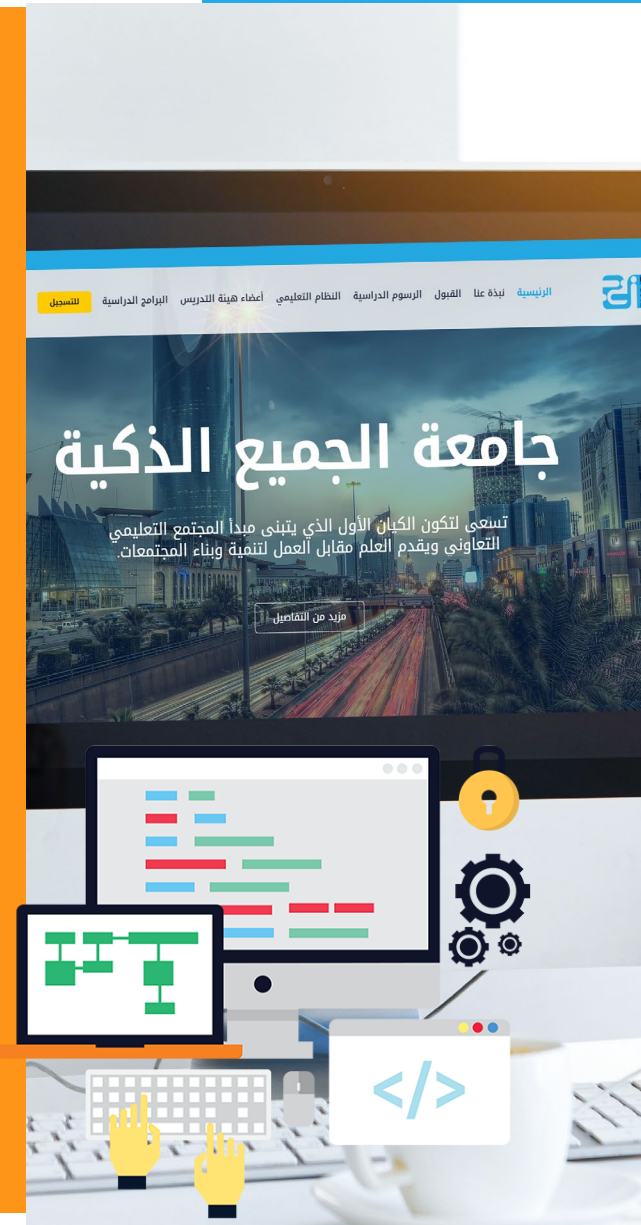


How to monitor and evaluate environmental considerations

When interventions are not specifically designed to address environmental issues – such as programs addressing disaster preparedness and disaster risk reduction to prevent forced migration that results from environmental factors, or those for relocation of populations from zones affected by environmental degradations – there are various elements that can be taken into account for monitoring and evaluating the inclusion of environmental sensibility and sustainability as a cross-cutting issue.

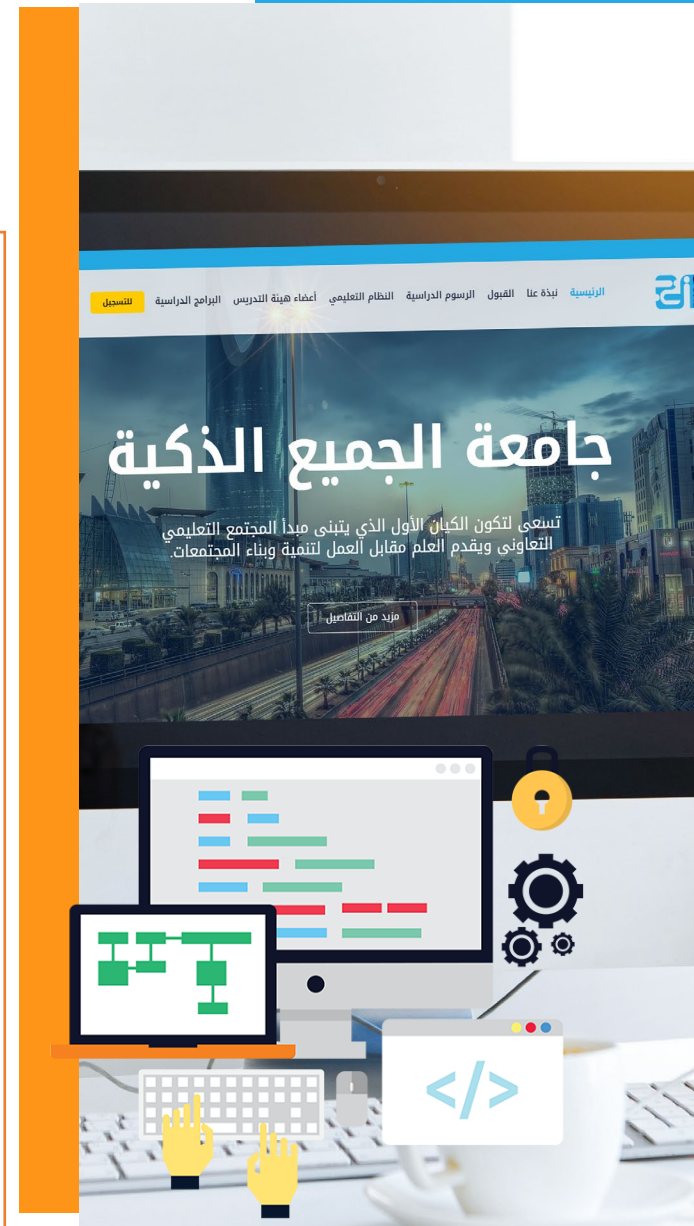


Considerations	Monitoring or evaluating in the context of an intervention
Environmental factors have always been a cause of migration.	Ensure that environmental factors are included in the rationales of interventions whenever relevant and how the intervention mitigates this.
It is often difficult to isolate the environmental and climatic factors from socioeconomic factors, but an increasing number of studies show that environmental challenges are clearly a factor that impact the decision to move or to stay.	When relevant and feasible, these factors should be identified and how the intervention indirectly address them as a cross-cutting theme. The linkage of these factors may often be explained in a ToC.
Climate change is expected to have major impacts on human mobility as the movement of people is and will continue to be affected by natural disasters and environmental degradation.	As a cross-cutting theme in interventions dealing with mobility, the role and impact of the environment should be identified, if not specifically addressed by an objective and outcome.
Environmental migration may take many complex forms: forced and voluntary, temporary and permanent, internal and international.	When examining the role and impact of the environment on IOM interventions dealing with migration, it could be relevant to identify if it can be categorized as “environmental migration” and if the intervention addresses it properly.



The following are a series of questions that could be included in the evaluation ToR to ensure that environmental sensitivity and sustainability were properly integrated.

- Would it have been relevant to conduct an environmental impact assessment for this intervention?
- Was the project successfully implemented without any negative impact on the environment that could have affected human well-being?
- Has environmental damage been caused or likely to be caused by the project? What kind of environmental impact mitigation measures have been taken?
 - Were appropriate environmental practices followed in project implementation?
Does the project respect successful environmental practices identified ?
- What are the existing capacities (within project, project partners and project context) dealing with critical risks that could affect project effectiveness such as climate risks or risks of natural disasters?
- Will the achievement of project results and objectives likely to generate increased pressure on fragile ecosystems (such as natural forests, wetlands, coral reefs and mangroves) and scarce natural resources (such as surface and groundwater, timber and soil)?
- Did the intervention bring relevant benefits and innovation for environmental sensitivity and sustainability?

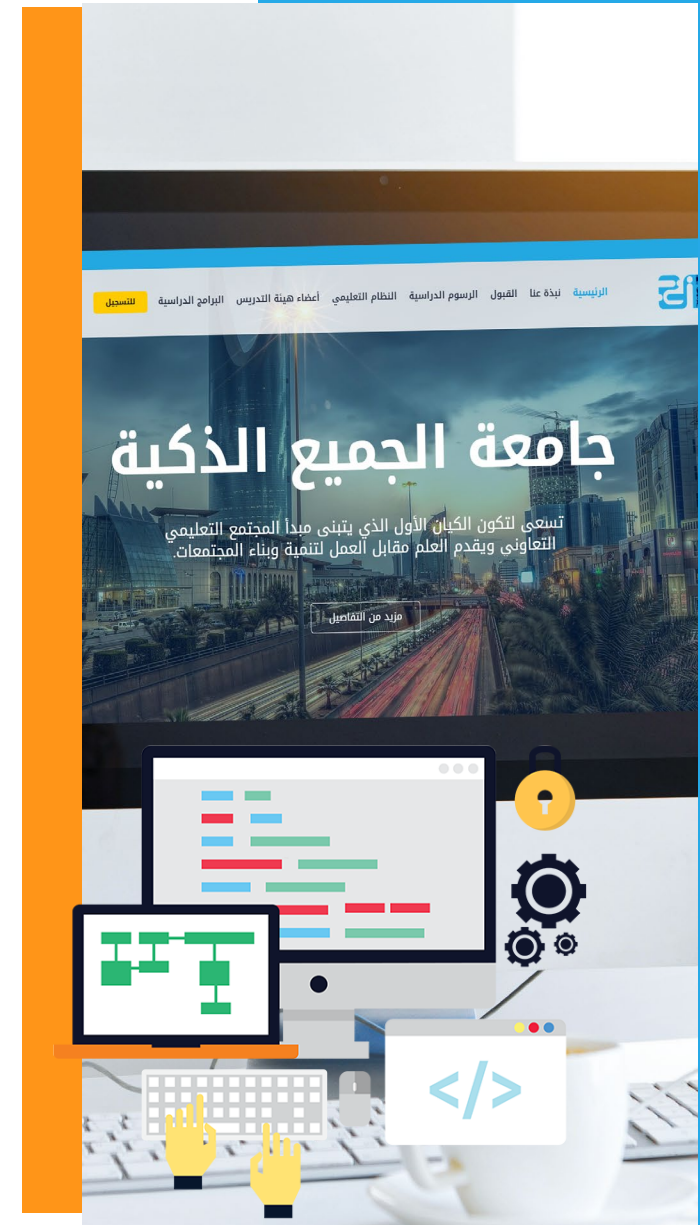




Evaluative approaches: Most significant change

- A most significant change (MSC) is a type of participatory monitoring and evaluation. It involves gathering personal account of change and determining which of these accounts is the most significant and why. It is participatory because it involves multiple stakeholders in deciding what type of change to record and analyze.
- It is also a form of monitoring, because gathering of data occurs throughout the implementation cycle and provides information for decision makers.

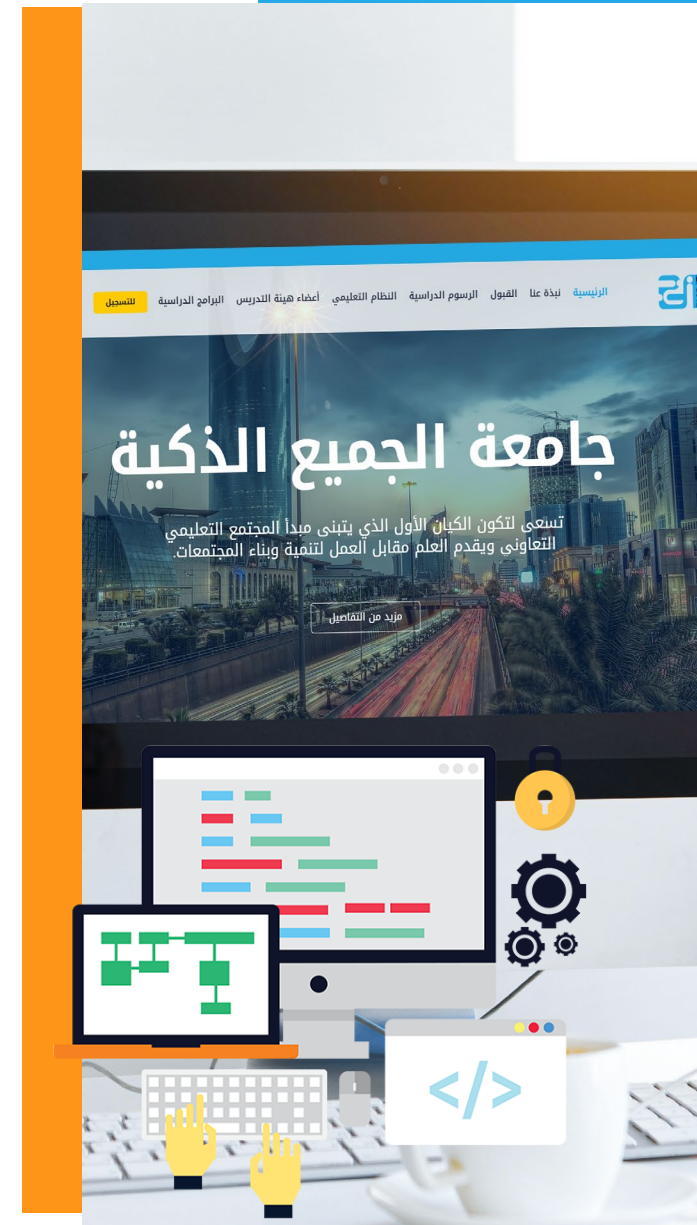
Finally, MSC is a form of evaluation, because it provides information on higher-level results, such as outcomes and impact, which can be useful to assess implementation performance as a whole.





Incorporating cross-cutting themes in evaluation

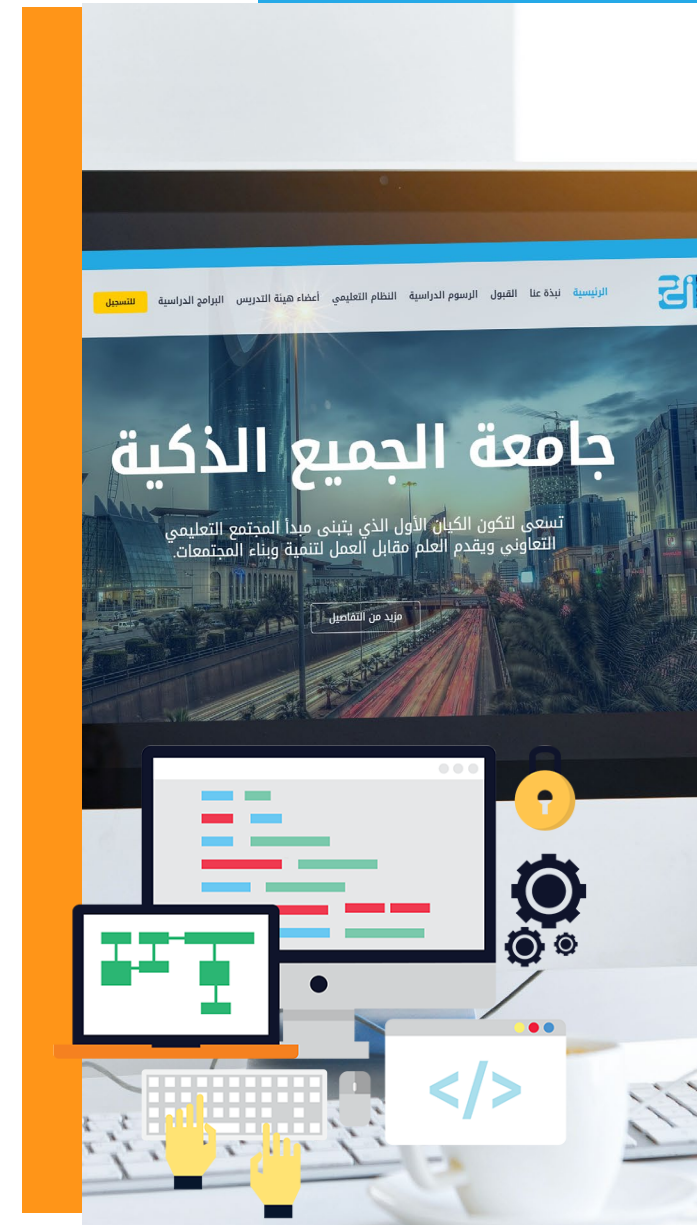
- **Cross-cutting themes** can be defined as additional considerations or areas that intersect with an intervention, or that can be easily integrated into it, without losing focus on the main goals of the intervention. Mainstreaming a cross-cutting theme is generally understood as a strategy to make the specific theme, given its importance, an integral dimension of the organization's design, implementation and M&E of policies and interventions. The inclusion of themes can evolve over time and new themes can be added; they are not necessarily the same for all organizations and not all may be relevant to be considered in an intervention.





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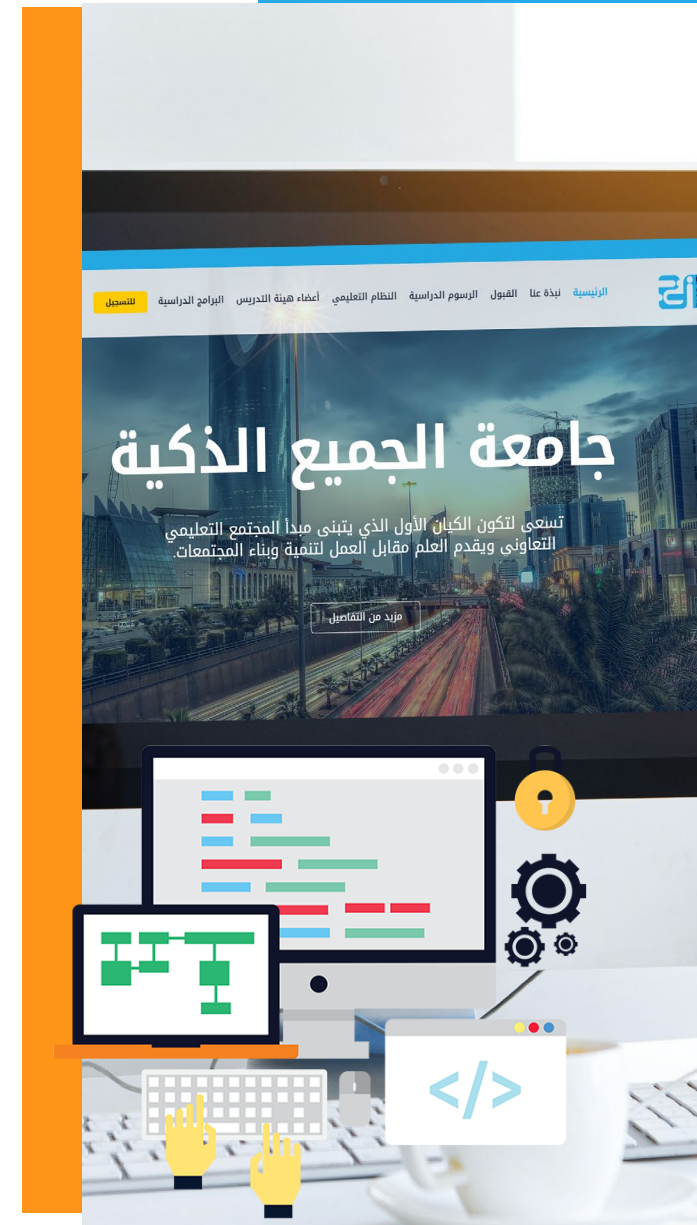
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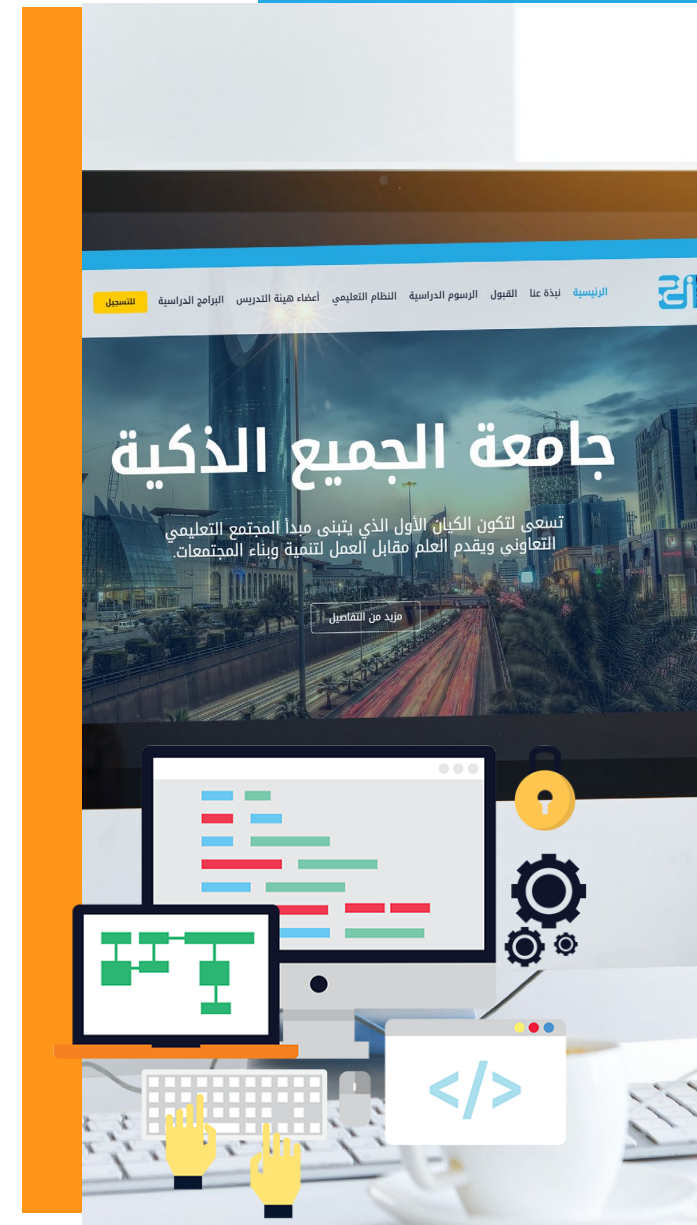
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Incorporating cross-cutting themes in evaluation

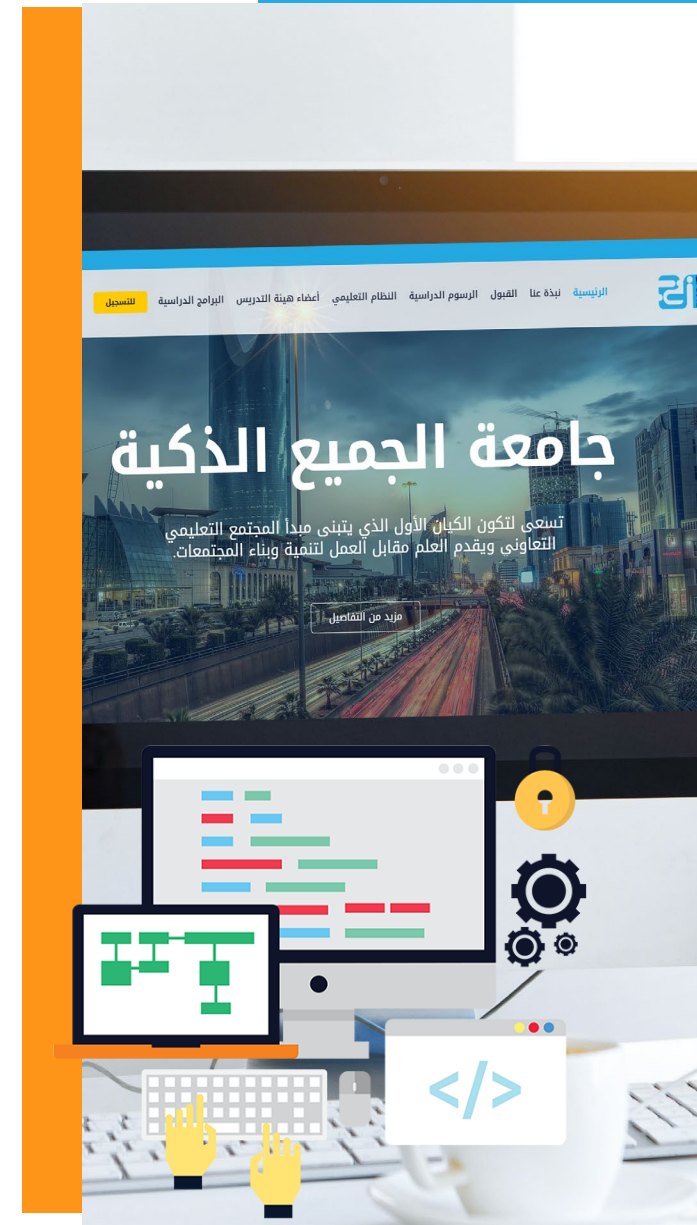
- **Cross-cutting themes** can be defined as additional considerations or areas that intersect with an intervention, or that can be easily integrated into it, without losing focus on the main goals of the intervention. Mainstreaming a cross-cutting theme is generally understood as a strategy to make the specific theme, given its importance, an integral dimension of the organization's design, implementation and M&E of policies and interventions. The inclusion of themes can evolve over time and new themes can be added; they are not necessarily the same for all organizations and not all may be relevant to be considered in an intervention.





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Lecture9



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