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For a world without hunger



Manual

EVALUATION MANAGEMENT

IMPRINT

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PREFACE

If you don't measure results, you can't tell success from failure.

If you can't see success, you can't reward it.

If you can't reward success, you're probably rewarding failure.

If you can't see success, you can't learn from it.

If you can't recognize failure, you can't correct it.

If you can demonstrate results, you can win public support.

David Osborne and Ted Gaebler (1993)

Evaluation is for learning and improving. This has a long and strong history within Welthungerhilfe. For decades, we have been using external evaluations to provide an independent outsider's view on our programmes and projects. The findings, conclusions and recommendations that derive from these processes are used for improving the way we steer our work; lessons learnt are taken into account when planning for new projects and programmes. Evaluations help us to account for the changes we bring about for and with the people we aim to assist.

With the Welthungerhilfe decentralisation process, country offices are strengthened and empowered to improve programme quality and intensify relations with national stakeholders and donors. Consequently, responsibilities for evaluation are being shifted from Welthungerhilfe head office to the country offices. This is resulting in an increasing number of project evaluations being commissioned and managed directly by the country offices.

With these tasks for the country offices, many questions arise: How to best phrase those questions we need answers for? Who to involve and to what degree in the evaluation process? How can we make sure that the stakeholders will make use of the evaluation results? What is the best time to conduct an evaluation? Which resources are needed? How and where to find qualified evaluators? And ultimately: What are minimum standards evaluations need to adhere to?

With this manual, the MEAL (monitoring, evaluation, accountability and learning) team in the Sector Strategy, Knowledge and Learning Unit would like to pass on some of its experiences and provide very practical support to those commissioning and managing evaluations.

All this with the aim of being a learning organisation, prepared to adjust and to develop new approaches and ideas together with our partners and the people we aim to assist.

Susanne Luithlen

Head "Sector Strategy, Knowledge and Learning"
Deutsche Welthungerhilfe e. V.

INTRODUCTION

Why yet another manual?

Good and valid question! Here is why we think Welthungerhilfe needs an evaluation management manual:

1. Because we want to document for everybody Welthungerhilfe's understanding of good quality external project evaluations, both content and process-wise.
2. Because we are working in a decentralised organisational structure – hence it is important to agree with our country offices (CO) on a common language around project evaluations and on how to manage evaluations from A to Z!
3. Because stakeholders (Welthungerhilfe staff, partner organisations, evaluator(s), donors) should have a clear understanding of Welthungerhilfe's evaluation standards and of the ideal that we are striving for.
4. Because we want to give a clear orientation, as well as hands-on working aids to those involved in project evaluations.
5. Because evaluation matters, both for learning and accountability to donors, partners and the people we aim to assist. Thus, they provide a precious opportunity from which we want to derive the maximum benefit.

For whom?

Primarily for those Welthungerhilfe staff, being responsible for managing external project evaluations. It is also helpful for those who commission an external project evaluation and who will use its findings and recommendations. But of course, it also aims at giving relevant information and guidance on what Welthungerhilfe expects of those who carry out the evaluation, hence the evaluator(s).

TIP: You are free to share the whole evaluation manual with the evaluator(s); however, please share at least the following documents with them as annexes to the ToR:

TEMPLATE: Standard outline inception report

TEMPLATE: Outline project evaluation report

STANDARD CHECKLIST: Evaluation reporting quality

TEMPLATE: Standard management response matrix

TEMPLATE: Standard project assessment according to OECD/DAC criteria

Furthermore, it is worth considering which other steps and subsequent information are of interest to the evaluator(s) to get a better understanding of the evaluation process at WHH.

How is the manual structured?

An introductory part provides essential background information before getting started on the actual evaluation, i.e. contextualising project evaluations, documenting the WHH evaluation standards at a glance and introducing key roles that come into play when managing an evaluation process. A **“flowchart”** will orient you and guide you through the 11 steps of a project evaluation (see page 7).

A number of icons facilitate orientation within each of the steps:

The “right” point in time for the step is outlined: **WHEN?**

The objective / importance of the step is explained: **WHAT FOR?**

The process with the activities to be accomplished and the aspects to be considered is outlined: **HOW TO DO IT?**

Actors are defined: **WHO IS RESPONSIBLE AND INVOLVED?**

Formats, examples and links are displayed: **WHAT HELPS ME DO IT?**

The results / products of the respective step are specified: **WHAT DO I GET?**

External links are listed: **WHERE TO FIND FURTHER INFORMATION?**

TIP – What practitioners recommend!

REMINDER – Consider an earlier step!

A word of caution!

Even though the manual is comprehensive and leads you through the evaluation process “step by step”, it should be noted that:

- Each evaluation process has its own particularities that need to be taken into account when managing the process.
- The manual covers the management of external project evaluations only. While many standards, tips and working aids can be applied to other evaluation types also, those evaluation types may entail other principles, values and therefore standards.
- While “step by step” implies a linear process, real life is more complex. Evaluation stakeholders might have to move back and forth between the steps and stages described and adapt earlier decisions according to later developments.
- The variety of potential evaluation design and methodology is not depicted in detail.
- The manual as a written document cannot substitute a consultative process amongst those that are concerned by the evaluation.

Links:

Evaluation management in general:

U.S. Department of Health and Human Services (2nd edition), The Program Manager’s Guide to Evaluation:

https://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf

ALNAP (2016), Evaluation of Humanitarian Action Guide:

<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

GET READY

GET IT DONE

MAKE USE OF IT

DURATION

1 DAY

1/2 DAY

1 TO 3 WEEKS

1 TO 6 WEEKS

1/2 TO 1 DAY

1 TO 3 DAYS

2 – 3 WEEKS

1/2 TO 1 DAY

3 – 5 WEEKS

1 TO 2 DAYS

1/2 TO 3 DAYS

WHAT HELPS?

WHAT DO I GET?

- » MEAL calendar for country portfolio
- » Adherence to evaluation criteria for obligatory project evaluations ensured
- » Evaluation budgeted for in project proposal

- » Agreed first framework of the evaluation, that is with regard to purpose / use / scope / time / budget / roles and responsibilities

- » ToR coordinated and agreed with the relevant stakeholders

- » Service contract with evaluator(s) signed

- » The assignment is clear to all parties involved
- » Briefing minutes document the results of the session

- » Inception report approved
- » Evaluation design, methodology and tools agreed

- » Required data and information is available

- » Preliminary results shared and discussed
- » A debriefing note is signed by the major stakeholders

- » Final approved evaluation report including summary of good quality
- » Additional assessment of the project according to OECD/DAC criteria

- » Action is taken to implement recommendations
- » Responsibilities for taking actions are clearly defined

- » Key stakeholders have received a copy of the final report
- » The final report and other supporting documents are available in the intranet 0365 project folder
- » The executive summary is available on the Welthungerhilfe homepage

CONTEXTUALISING PROJECT EVALUATIONS: WHAT YOU NEED TO KNOW BEFORE GETTING STARTED

Before you start planning and preparing a very specific external project evaluation for your intervention, it is essential to understand project evaluations in the wider context of the WHH evaluation system. That means you need to know in which cases an evaluation is required; decide which evaluation type suits the purpose best, the information needs of the planned evaluation exercise and ultimately which minimum standards have to be adhered to:

Is an evaluation required and consequently budgeted for?

A project has to be evaluated if the project meets one of the following criteria:

- project average budget per month is equal or above 150,000 Euros
- total project budget is equal or above 2.5 Million Euros
- project duration is 3 years or more
- there is a specific strategic interest for example as a pilot case testing an innovative approach.

This applies to development cooperation and to humanitarian assistance projects alike. Make sure that the evaluation is budgeted for at the proposal development stage.

Which type of evaluation is the most suitable?

Obligatory project evaluations are not necessarily external. They can also be carried out as internal or self-evaluations. There are many different types of review and evaluation formats with various degrees of formalisation.

The figure below provides an overview on available options and the implications of choices. The final decision on the evaluation type is up to the person responsible for commissioning the evaluation.

Figure 1. EVALUATION TYPES

Allow for less structure and more informality:

Less stringent requirements to adhere to evaluation standards and use evaluation criteria

Call for greater structure:

Expectations to adhere to standards for design and analysis process and deliverables

After Action Reviews	Internal Reviews / Self-evaluations	RTEs (Real-time evaluations)	External evaluations (mid term / formative)	External evaluations (final / summative)	Meta-evaluations / Synthesis studies
<ul style="list-style-type: none">■ Prioritise learning over (upward) accountability■ Greater expectations to include and prioritise the views and inputs from programme staff, programme recipients / affected people■ Can use informal processes and internal facilitation■ Reflection of direct experience■ Capture process■ Generate rapid feedback and actionable learning■ No expectation to use evaluation criteria or meet criteria of independence	<ul style="list-style-type: none">■ Prioritise learning over (upward) accountability, but can meet some accountability requirements■ Can use structured process with mixed teams (internal and external facilitation)■ Lower expectations to meet stringent criteria of evaluation independence■ May only aim for indicative findings regarding attribution / contribution of the initiative towards outcomes	<ul style="list-style-type: none">■ Systematic process of inquiry■ Can answer questions on cause-and-effect■ Depending on the approach chosen, can emphasise learning and accountability (forward and / or upward and horizontal)■ Greater expectations to meet evaluation standards for independence, credibility, process and products (quality assurance)			
Resources required					
Lower costs as no external fees incur; time intensive, because Welthungerhilfe staff has to conduct the entire process	Mixed teams incur external fees and time / resources of staff	More resource intensive, as external evaluator fees incur; evaluation management is also time intensive for staff			

In humanitarian settings it can be a greater advantage to make use of less structured and less formal evaluations, i.e. of real time evaluations (RTE). RTEs can be conducted during an ongoing emergency response and the produced information can be directly used for corrective steering of the current implemented intervention / programming. RTEs can be conducted either as an internal or external evaluation, depending on the evaluation purpose.

This manual covers external project evaluations only, as the vast majority of WHH evaluation exercises are conducted in the form of external project evaluations. If other evaluation types are chosen, other sources of information need to be consulted and / or the MEAL country support should be contacted.

What are the WHH evaluation standards and principles?

The evaluation process of external project evaluations in WHH follows a standardised process. For certain steps, standard templates need to be considered. Most of those standard templates also apply to other types of evaluation, which are not considered in the manual.

Budgeting for evaluations: Sufficient resources for conducting an evaluation **have to** be allocated in the project's budget. Check whether your project fulfils the criteria for obligatory project evaluations and actively plan and budget for the evaluation.

Terms of reference (ToR) for external project evaluations: For the commissioning of any evaluation, ToR, using the **Welthungerhilfe standard template**, **have to** be developed. Primary evaluation user cooperate with the evaluation manager in the development of the ToR. Furthermore, the people we aim to assist have to be at least informed about the content of the ToR in an adequate format.

Kick-off session: There **has to** be a kick-off session at the beginning of the evaluation process with the person commissioning the evaluation as well as the evaluation manager, in order to start clarifying the evaluation purpose, the information needs, scope, first evaluation questions and timing as well as (intended) evaluation users. Besides that, a preliminary "road map" for the evaluation process including roles and responsibilities during the evaluation exercise and the use of the evaluation should result from the session.

Contracting external evaluator(s): Welthungerhilfe Rules for the Awarding of Contracts (RAC) **have to** be applied to the tendering processes and contracting of the evaluator(s).

Briefing and debriefing session: Two key sessions with the evaluator(s) **have to** be part of any evaluation process: the briefing session (with the international evaluator(s) via digital means of communication) to clarify the evaluation assignment with the evaluator(s); and the debriefing session at the end of the field phase to share and discuss the preliminary evaluation results with the primary evaluation users and inform others.

Inception report: Prior to the field phase, the evaluator(s) **has (have) to** prepare an inception report outlining the proposed design and methods to be applied and at times to specify the evaluation questions. The inception report **has to** follow the **"Standard outline inception report"**.

Final report and executive summary: The final evaluation report **has to consider** the template **"Outline project evaluation report"**. Primary evaluation users **must** collaborate with the evaluation manager to comment on the draft report and approve the final report. For the assessment of the (draft) reports quality the **"Standard checklist evaluation reporting quality"** has to be used. The people we aim to assist have to be informed about the content of the final report in an adequate format.

Management response: After the acceptance of the final report, stakeholders **have to** discuss the recommendations and how the recommendations should be acted upon. Make sure that feedback of the people we aim to assist is asked for and that they are adequately involved in the discussion process. The results of this discussion **must** be documented in the template **"Standard management response matrix"**. As another step, the action agreed upon in the management response matrix **has to** be monitored.

Project assessment according to DAC/DAC: Independent from the evaluation purpose and the evaluation questions, evaluators have to "grade" the project according to the OECD/DAC criteria, i.e. with regard to the project's relevance/appropriateness, coherence, effectiveness, efficiency, sustainability or connectedness, impact and coverage. This assessment will not require additional data collection but will be based on existing data and the evaluator's estimation. The grading should be documented in the template **"Standard project assessment according to OECD/DAC criteria"** and attached to the evaluation report. This data will allow us at HO to carefully identify trends with regard to strenght and weaknesses of our project (concepts).

Communicating evaluation results: The evaluation report **has to** be shared with the relevant stakeholders (e.g. partners, donors). In addition, it should be ensured that the people we aim to assist receive the evaluation results in an adequate format. The full final report, the management response matrix, the checklist on evaluation reporting quality as well as the OCED/DAC criteria assessment **have to** be uploaded in the respective document file in ProMIS. The MEAL advisors in HO **have to** be informed once documents are uploaded in ProMIS.

More detailed information on the requirements is outlined in the respective chapters of this manual.

Furthermore, the following general **evaluation principles** ensure a professional approach throughout all stages of planning, conducting and following-up on evaluations. Welthungerhilfe is committed to the following standards, which are based on the standards of the Evaluation Society DeGEval (DeGEval – Gesellschaft fuer Evaluation e.V.)¹ and on the **Core Humanitarian Standard (CHS)**.²

Participation: Stakeholders, e.g. partner organisations, people we aim to assist, and donors should participate, whenever possible, in the preparation, implementation and follow-up of evaluations.

Utility: The utility standards are to ensure that evaluations are guided by clear objectives and the information needs of all intended users are met.

Therefore, from the beginning, evaluations shall involve relevant internal and external stakeholders as much as possible. This ensures that the results are accessible and useful for steering and learning purposes.

Feasibility: The feasibility standards are to guarantee that the evaluation is planned in a realistic, thoughtful, diplomatic and cost-effective way.

This includes appropriate procedures, a diplomatic conduct and an adequate relation between the expected costs and benefits.

Fairness: The standards on fairness focus on ensuring that all stakeholders are treated with respect and fairness in the course of the evaluation.

This requires that individual rights are protected and that the investigation is complete and fair. Looking at both strengths and weaknesses of the project, the evaluator(s) take into account the different views of the stakeholders, maintain an impartial position based on the evidence encountered and avoid emotional value judgements.

Accuracy: The accuracy standards are intended to ensure that an evaluation produces and conveys valid and comprehensible information and results on the respective evaluation object and the evaluation questions. It looks at the completeness and quality of the evaluation report. This includes, e.g. a detailed description of the methodology applied, a systematic data analysis and findings and recommendations, which are presented in a transparent, comprehensible and user-friendly way.

In addition, the **CHS** points out that the persons concerned must give their “informed consent” to be assessed or asked questions during surveys or by questionnaires. Information sharing with the people concerned – also in the various stages of an external project evaluation – is a matter of course.

Links:

ALNAP (2016), Evaluation of Humanitarian Action Guide:

<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

Society for Evaluation – DeGEval (2008), Evaluation standards:

http://www.degeval.de/fileadmin/user_upload/Sonstiges/STANDARDS_2008-12_kurz_engl.pdf

OECD/DAC (2010), Quality Standards for Development Evaluation:

<http://www.oecd.org/dac/evaluation/dcdndep/44798177.pdf>

OECD/DAC criteria:

<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

¹ DeGEval – Gesellschaft für Evaluation e.V.(2008) : Standards für Evaluation, 4. Unveränderte Auflage. Mainz: 10–13 und DeGEval – Gesellschaft für Evaluation e.V.: Standards für Evaluation; Erste Revision 2016; Mainz 2017

² CHS Alliance, Group URD and the Sphere Project (2014): Core Humanitarian [https://corehumanitarianstandard.org/files/files/CHS%20in%20English%20-%20book%20for%20printing.pdf]; last visited 13.09.2019

WHO DOES WHAT? – ROLES AND RESPONSIBILITIES

“If you want to go fast, go alone. If you want to go far, go together!” (African proverb)

Evaluations planned and designed by only evaluation managers are unlikely to have a wide reach when it comes to being used and being useful. Because it is always focused on the people we aim to assist, a participatory evaluation process is the best guarantee that learning really happens. Even if that means that more stakeholder groups need to be involved, thus “complicating” or slowing down the process. To generate meaningful participation of multiple stakeholders, a comprehensive process needs to be defined including a clear definition of roles and responsibilities.

In an evaluation process the roles and responsibilities are the following:

Evaluation commissioner initiates and commissions the evaluation in the sense that they charge the evaluation manager with starting and managing the evaluation process. The evaluation commissioner defines the frame and major content (purpose, use etc.) of the evaluation in close partnership with the evaluation manager. The evaluation commissioner is also responsible for a timely follow-up after the evaluation report has been handed in by the evaluator(s). In most cases the evaluation commissioner is also part of the group of primary evaluation users and therefore has to play a vital role when it comes to defining key aspects of the evaluation (see **“Step 2: Facilitate the Kick-Off Session”**). When we talk about positions in the WHH structure, these could be the head of project (HoP), but also the country director. In some cases, it might even be the regional directorate (RD) commissioning an evaluation.

Evaluation manager is responsible for the overall management, quality assurance and facilitation as well as the quality assurance of the evaluation process. In the Welthungerhilfe context this role should be filled by the MEAL expert at the Country Office (CO) level. If that is the case, the MEAL expert fulfils the double role of managing the evaluation and giving “technical” input when it comes to the evaluation design and methodology (see below: Technical advisor). The HoP or the commissioner in general should not manage the evaluation to avoid conflicts of interest and to guarantee a certain degree of independence. In exceptional cases, MEAL advisors at head office (HO) or MEAL experts from another country fulfil the role of the evaluation manager, i.e. if there is no adequate MEAL structure in the country.

A **checklist for the evaluation manager** at the end of the manual provides a comprehensive overview of the basic activities and responsibilities, also with regard to quality assurance.

Evaluator(s) – They are responsible for carrying out the evaluation as agreed upon in the ToR (and the inception report).

Primary (intended) evaluation users – They are the group of stakeholders who have a genuine and direct interest in the evaluation, in the sense that they need the evaluation results for decision making as part of project steering and programming work. They “own” the evaluation and have the key role in defining and deciding on the purpose, scope, key questions and timing of the evaluation, as well as the selection of the evaluator(s). Furthermore, they play a primary role in commenting on the draft evaluation report and are responsible to act upon evaluation recommendations, thus, making use of evaluations. They are the ones to learn, decide and act! In most cases, there might be different stakeholders in the group of primary users, who sometimes have differing interests and expectations. This can only be conducive to the evaluation if made transparent and worked with and is to be assured by the evaluation manager. Usually, the evaluation commissioner is part of the primary evaluation users.

Looking at potential positions in a Welthungerhilfe CO, these roles will most likely be filled by project staff (also of partner organisations); the role of HoP will be the most significant to fill. However, depending on the purpose of the evaluation, technical staff at project or CO level can also be part of the “primary evaluation user” group. The same applies in cases where you work with a partner organisation: staff intended to act directly upon the evaluation results are part of the primary evaluation user group. Not forgetting that (representatives of) the people we aim to assist need to be considered as potential primary users and important actors when it comes to key decisions about the evaluation. Again, depending on the evaluation purpose, staff of HO units (Sector Strategy, Knowledge and Learning Unit, Humanitarian Directorate, Policy and External Relations, RD or even Logistics and Internal Services, as well as Human Resources) may (on rare occasions) be primary evaluation users.

Secondary (intended) evaluation users – They are the group of stakeholders with an indirect interest in the evaluation, meaning that they do not have an active role in the evaluation but are consulted in the process and/or informed at relevant stages of the evaluation process. Typically, this role is fulfilled by staff of donor agencies, local authorities or other organisations / institutions of relevance to the evaluation. In the context of Welthungerhilfe, secondary evaluation users

may also be units in the HO (Sector Strategy, Knowledge and Learning Unit, Humanitarian Directorate, Policy and External Relations, Human Resources, etc.). Do not forget to share information in an adequate format with (representatives of) the people we aim to assist, including key aspects of the evaluation, and to ask for their feedback.

TIP: Check with your donor relations manager or in your project contract if and to what extent institutional donors expect to be consulted and / or informed.

(Technical) Advisors – They have the responsibility to give technical inputs in the evaluation. This can be from a sectoral perspective, i.e. sharpening evaluation questions from a water and sanitation hygiene (WASH) point of view, or from a methodological perspective, i.e. focus group discussions or participatory video as data collection tools. The latter role is usually taken by the Welthungerhilfe MEAL expert at CO level, occasionally by the MEAL advisor at HO level. Sector-related input is usually taken up by technical staff, either at CO level or even project level. These technical advisors also play a role in making use of the evaluation recommendations. In the case of the technical advisor being project staff, they could also simultaneously be a primary user of the evaluation results (see above: Primary evaluation user). In addition, the technical advisor at HO level can give technical input on the evaluation.

TIP: If you want to find out more on how to identify and group evaluation stakeholders as well as how, when and to what extent to involve them in the evaluation process, have a look at the tip-box **“Knowing the evaluation stakeholders, getting the primary evaluation users involved!”**

Finance Manager – The finance manager has to include appropriate financial means for the evaluation in the budget during the stage of proposal development.

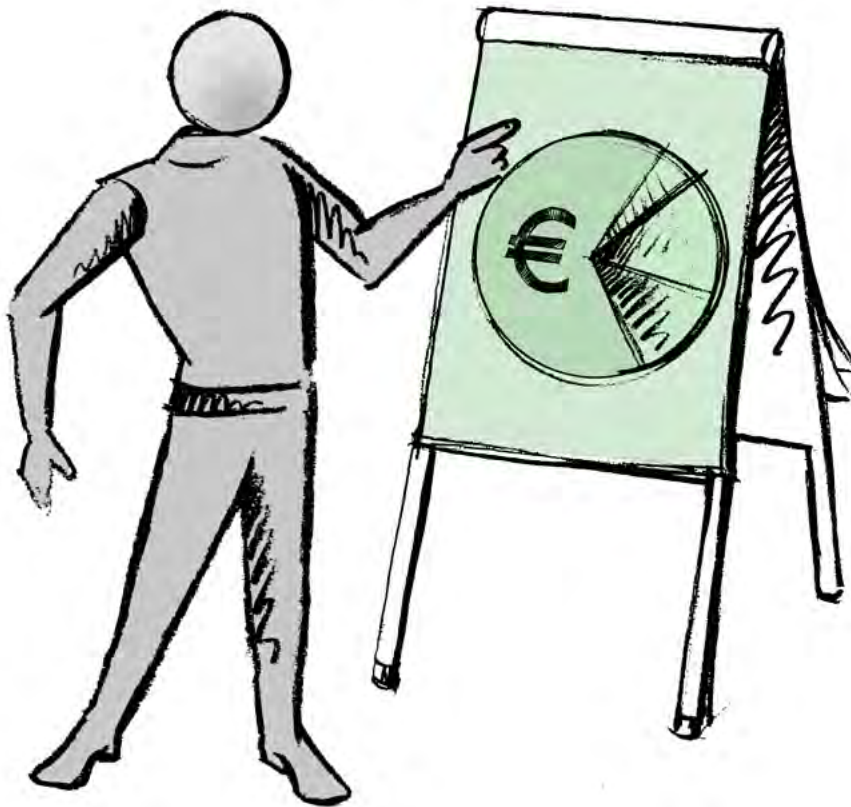
Administrators / logistics – They have to make sure that the evaluation administration with regard to the finances and procurement is compliant with the existing donor / organisation's regulations.

There are several factors influencing the “cast” of the roles in an evaluation process:

- Structural set-up of the respective CO and hence availability of key positions.
- Competencies and qualification at CO level – consider support from / consultation of sector advisors at HO level if needed!
- Time frame/budget: Participatory approaches are communication (and thus time) intense! This has budgetary implications on the lengths of an evaluation process, in particular the field phase.

Roles and responsibilities have to be discussed and defined in the **kick-off session** to the evaluation process.

STEP 1: PLAN AND BUDGET



PLANNING FOR A PROJECT EVALUATION

When?

During budget planning in the proposal development stage of a project.

What for?

The objective of planning for a project evaluation is to ensure a high-quality evaluation and an evaluation process that results in a useful evaluation. Making sure that the evaluation is carried out at the right time and with adequate resources, as well as by following a defined procedure, creates the preconditions for a smooth and systematic evaluation.

How to do it?

Planning for an evaluation starts in the programme planning phase, because project proposal documents usually state whether an evaluation will be part of the project cycle. The following questions will help you to adequately plan for the evaluation, both in terms of time and funds:

- Does the project **have to** be evaluated or not in view of the WHH evaluation criteria for obligatory project evaluations?
Or: Does the donor require an evaluation? Is there a specific interest to evaluate the project, e.g. because it is innovative and Welthungerhilfe wants to know if the strategy is feasible?
- Is the evaluation to be conducted as an external, internal or self-evaluation?
- When does the evaluation take place, e.g. whether it is to be a midterm evaluation or a final evaluation?
- What budget will be required, taking the decision made on the above question into account?

Apart from the type of evaluation, other factors can influence the **timing** of the evaluation:

- Is it likely that the project will have a follow-on phase? If so, a final evaluation should be conducted well before the end of the project to allow for the use of results in planning the next phase. If the results of the evaluation are to be used for steering purposes, it would be best to conduct a midterm evaluation. For both types of evaluation there should be an alignment with data collection taking place as part of monitoring, including #measuring success. That means that the evaluation should be carried out after the mid- or endline surveys so that the evaluation can draw from this data.
- At times, the need for an evaluation arises during implementation, e.g. if substantial key conditions change, serious problems and delays occur, or monitoring data reveals that objectives might not be achieved. That could require adjusting the planned time for the evaluation and conduct it earlier or later than originally planned.
- Could a rainy season, an election, a religious event or another external factor hamper the evaluation? Could the peak of the agricultural season limit the availability of the project participants?

For a detailed step by step planning of the evaluation process, the **"Checklist for evaluation managers"** can provide a useful planning framework.

Of course, as the evaluation process goes on, the budget and the cost calculation will become more and more specific. But here are some questions that will help you already at this stage to set the **financial frame** of the evaluation:

- Is the evaluation to be conducted by a team or by an individual evaluator? On the one hand, it can be an advantage to have a team, e.g. an international consultant providing the methodological expertise and a national consultant providing the understanding of the local context. A team with various technical expertise can be better able to cover different sectors of the project. On the other hand, the availability of experienced national consultants or limited resources for the evaluation often leads to choosing an individual consultant.
- Is an international evaluator required or are qualified national consultants available? In some countries, qualified national consultants are easily available, while in others, this is a challenge.
- How many working days will the evaluator(s) require for the assignment? Remember that the evaluator(s) need time for preparation, the field phase including travel days, and the writing of the final report. It is estimated that an average project evaluation takes about 25–30 working days.
- What is the average daily fee for qualified international / national evaluators in the sector?
- How long should the approximately field phase take? Which parts of the country have to be visited?
- Which costs will have to be covered, e.g. for transport, visa, accommodation, per diems?
- Which additional costs must be covered, e.g. for field translators, data collectors / enumerators, room rent and refreshments during meetings, travel costs for other stakeholders, translation and/or proofreading / editing of the report?

TIP: Previous in-country experiences with evaluation costs should be considered. Looking at recently carried out project evaluations, approximately EUR 18,000 per project evaluation seems adequate.

The **"Evaluation cost calculation"** template can be used to start with cost calculation at this step and to continuously fine tune (i.e. during the step **"Facilitating the kick-off session"** or step **"Selecting evaluator(s)"**) for the evaluation planned. Experience has taught us that a common budgeting of an evaluation-experienced MEAL expert and an experienced finance manager helps to fulfil the MEAL compliance budget-wise and plan for adequate resources for an evaluation.

Who is responsible and involved?

The staff involved in project planning (e.g. the head of programmes or the head of project from an ongoing project that will be extended into another phase and the finance manager) is responsible for ensuring that mandatory project evaluations are considered, for setting aside adequate funds for the evaluation and for setting a rough time frame for the evaluation. The evaluation manager (i.e. MEAL expert) provides guidance on the budgeting of a project evaluation and time-wise planning.

What helps me do it?

CHECKLIST for evaluation managers

TEMPLATE: Evaluation cost calculator

CHECKLIST: MEAL compliance

What do I get?

Adherence assured with regard to evaluation criteria for obligatory project evaluations. Evaluation planned and adequately budgeted for.

Links:

Interact, How to establish a good budget for an evaluation:

<http://wiki.interact-eu.net/pages/viewpage.action?pageId=23756932>

PLANNING AT COUNTRY LEVEL

When?

Annually, as part of the annual report and annual plan, plus regular updates as new projects are approved.

What for?

For country offices, it is helpful to keep an eye on the evaluation requirements of all projects implemented in the country. This is to make sure evaluations are not forgotten or delayed. For the responsible evaluation manager (most likely the MEAL expert on CO level), the MEAL calendar for the various projects under the country portfolio provides important information for planning their tasks with regard to MEAL, hence also with regard to upcoming evaluation management tasks.

TIP: It is good practice for the MEAL expert to regularly update the MEAL calendar together with the potential evaluation commissioner to ensure a timely initiation of the evaluation process by the evaluation commissioner.

How to do it?

With regard to project evaluations, a MEAL calendar for the country portfolio defines:

- Which projects need to be evaluated in the upcoming years
- When the evaluation is to take place
- And possibly: For what purpose / when will the evaluation results be used

With the help of the MEAL calendar, not only evaluations can be planned but other MEAL activities can be harmonised with upcoming evaluations and vice versa, i.e. the timing of the evaluation phases can be linked to proceeding monitoring activities (e.g. the endline survey).

Who is responsible and involved?

The evaluation manager prepares or provides input for the MEAL calendar based on the inputs from the evaluation commissioners. Depending on the COs MEAL structure, it is necessary for all staff involved in MEAL activities to contribute to the MEAL calendar. Furthermore, one person should be responsible for the oversight of this calendar.

What helps me do it?

TEMPLATE: MEAL calendar

What do I get?

A multi-annual MEAL calendar provides systematic information on planned MEAL activities, including the project evaluations to be carried out in the country over a period of several years.

STEP 2: FACILITATE THE KICK-OFF SESSION



When?

At the latest, 3 months prior to the envisioned evaluations field phase!

What for?

There has to be a distinct point in the evaluation process to clarify or to reaffirm key questions with regard to the evaluation exercise amongst relevant internal actors (see below **“Who is responsible and involved”**). These are:

- What is the purpose of the evaluation exercise? Is the purpose rather learning oriented or accountability driven? What do those who have planned for an evaluation need to know and how can that translate into key evaluation questions?
- Is an (external) evaluation the best option to answer the questions? Or would it be more beneficial to conduct an after-action review or self-evaluation?
- Who are the intended users of the evaluation exercise and how, when and to what extent do they need to be involved in the evaluation? Which opportunities exist for involving the people we aim to assist, e.g. via feedback mechanisms, during key decisions on the evaluation process?
- What are the expectations towards the evaluator(s) expertise and qualification?
- What budget do we have at our disposal? Do we estimate it to be sufficient for the purpose of the evaluation?
- Is the timing we sought still adequate for the evaluation, taking the purpose of the evaluation and the project context into account? What are major deadlines we should stick to, hence, the rough road map for the evaluation?

How to do it?

The evaluation manager invites the actors involved (see below, “3. Who is involved?”) to the meeting and takes care of the preparations. The evaluation manager sends the guiding questions (see previous paragraph) to the kick-off session’s participants. Depending on the anticipated need for discussions, you should plan 1.5–3 hours for the kick-off session. At the end of the session or at latest shortly after the session, results as well as needs for further clarification and who is in charge to clarify should be briefly documented (see template **“Kick-off session”**). This serves (a) as a good reference document for the evaluation manager as well as all others involved in the evaluation; and (b) (in parts) as a useful input for the ToR development. And it goes without saying, the more you clarify in the session with key persons present, the better!

TIP: In order to make an informed decision on the degree and ways of participation of various evaluation stakeholders, we recommended you carry out an evaluation stakeholder analysis. For further information and working aids [click here](#).

Who is responsible and involved?

The evaluation commissioner and the evaluation manager **have to be** involved, as well as those primary evaluation users that have been identified at this stage of the evaluation. The evaluation manager facilitates the session and documents and shares the results.

What helps me do it?

CHECKLIST: Kick-off session

TEMPLATE: Stakeholder engagement plan

What do I get?

First agreement on relevant questions / aspects of the evaluation (process) as well as clarity on roles and responsibilities within the evaluation process, including a rough road map. This road map is used as a basis for continuous fine tuning the evaluation process planning and especially for the ToR development.

TIP: “Knowing the evaluation stakeholders, getting the primary evaluation users involved”

“Stakeholder involvement refers to the participation of stakeholders in one or more components of the evaluation process. Involvement implies a role beyond providing information or responding to data-gathering instruments. Stakeholders who are involved in an evaluation process contribute to important decisions regarding evaluation planning, implementation and use.”³

Why is it so important?

Generally, all stakeholders are more likely to support the evaluation and act upon the results and recommendations if they kept in the loop. Thus, stakeholder involvement is at the heart of utilisation-focused evaluations. Furthermore, Welthungerhilfe is committed to the Core Humanitarian Standards putting the people we aim to assist at the centre in each step of the project management cycle, as well as in the evaluation process. Moreover, information sharing with the people concerned and their local structures, asking for their feedback and involving them in decision-making processes are important pre-conditions to generating ownership with the process and the results – and to strengthening local structures at the same time. In a nutshell, people affected by an evaluation have a right to be involved.

And how to do it?

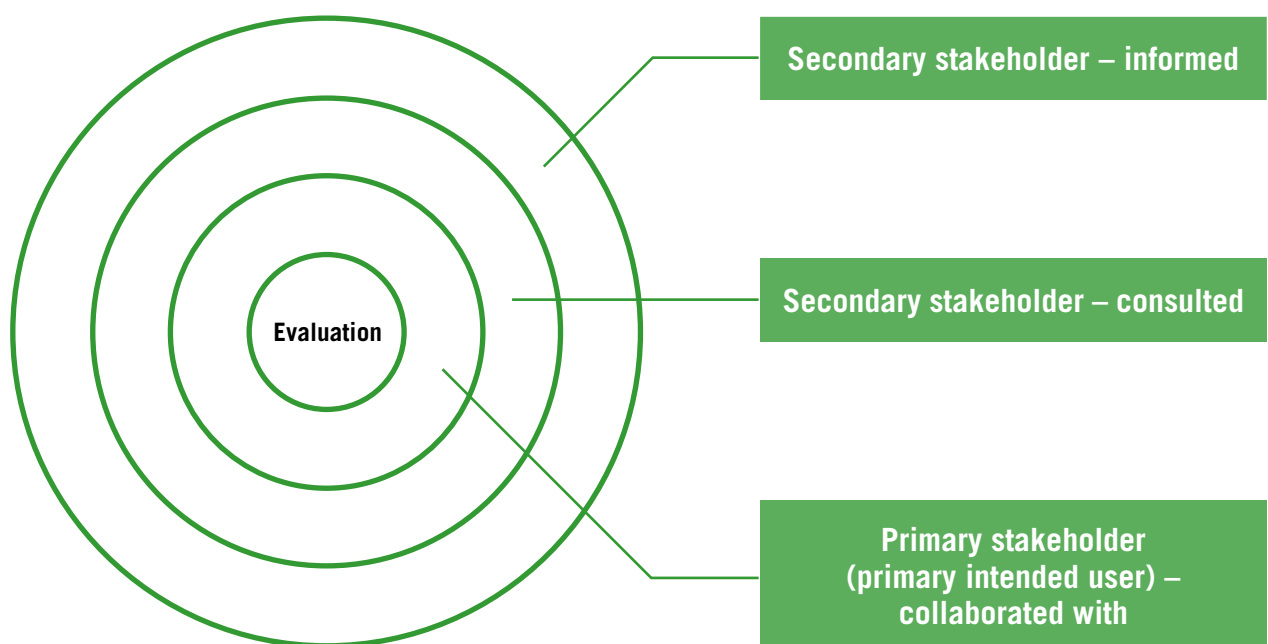
The kick-off session is a good opportunity to identify evaluation stakeholders (groups). Which stakes exist? Who might have an interest in the evaluation? How, when and to what extent should the different stakeholders, and especially the people we aim to assist, be engaged in the evaluation process? The nature and degree of engagement may differ from evaluation to evaluation and from stakeholder to stakeholder, depending on the evaluation purpose and context.

In the kick-off meeting the evaluation commissioner, the evaluation manager and the participating primary users, should:

1. Reflect on the stakeholders of the evaluation, including the further primary intended users. Have they all been identified and invited to participate in the process?
2. Discuss and agree on the degree (how much?) and timing (When?) of stakeholder engagement and ways of engaging them.

Step 1: Identify – evaluation stakeholder mapping⁴

A quick and participatory identification exercise is to brainstorm with the present primary evaluation users on further stakeholders. Write down other possible stakeholders on post-its and put them into the visualisation below, distinguishing two types of stakeholders/users (see also: Roles and responsibilities) and their different degrees of engagement.



³ United Nations Evaluation Group (2017): Principles for Stakeholder Engagement.

⁴ Adapted from: ALNAP (2016) Evaluation of Humanitarian Action Guide. ALNAP Guide. London: ALNAP/ODI.

It might be that some stakeholders are on the verge of being in one circle or another.

As a minimum, the information needs of the primary users **have to** be assessed and documented. If you happen to identify further primary users during this exercise, make sure to engage them after the kick-off to identify their information needs as well, while keeping the scope of the evaluation realistic and manageable.

Step 2: Engage – evaluation stakeholder engagement plan

Now what does engagement look like, meaning to what degree, at which stage at the evaluation process and how do you make it happen? Three major levels of engagement can be distinguished:

1. **Informed:** At this level, you provide the evaluation stakeholders with information about the evaluation purpose and results, the latter usually by sharing the final evaluation report. Additionally, you could consider the following stages for providing information to secondary evaluation users: ToR and final evaluation report. Furthermore, some secondary stakeholders might be informed of the evaluation's preliminary results during the debriefing session.
2. **Consulted:** At this level, you consult the secondary evaluation stakeholders to seek their inputs. Beware that you might also have to manage expectations of the consulted stakeholder as to their actual influence on the evaluation / role in decision making, as this might be limited. Consulted stakeholders have the right to be informed on how their input was received / incorporated and must be informed at key stages of the evaluation (see above). Consultation might happen at the following stages:
 - Feedback on ToR: consider their view on evaluation purpose and evaluation questions without losing focus
 - Feedback on selection of evaluator(s)
 - Feedback on draft report
 - Feedback on management response

Consider involving them in the briefing session as a way of integrating their views and feedback!

3. **Collaborated with:** meaning you partner with the primary stakeholders / primary intended users throughout the evaluation process by joint decision making.

Think also about **how** to engage the various evaluation stakeholders! For primary (intended) users face-to-face meetings will be adequate to facilitate discussions, negotiations and agreement. Kick-off, briefing and debriefing might be good occasions for face-to-face stakeholder interaction. Whereas secondary evaluation users could well be engaged via email, as a means of information sharing.

The template **"Evaluation stakeholder engagement plan"** will be useful to document your discussion.

How to engage project participants? Thinking about collaboration!

Irrespective of whether the people concerned will be primary or secondary users of the evaluation, as "people we aim to assist" they are at the centre of all WHH work. Anyhow, in most evaluations, the engagement of the project participants still features only during the implementation of the evaluation, that is, the involvement of project participants as informants, as "consulted data sources". By means of information sharing and feedback mechanisms, but also by involving (representatives of) concerned people in decision-making processes, opportunities for more active participation of the project participants should be offered.

If project participants, however, have been identified as primary evaluation users, you have to consider a more bottom-up approach to evaluation and start involving (representatives of) project participants already in the planning phase of the evaluation. This means that you also need to allocate time for a more participatory approach to planning and designing the evaluation.

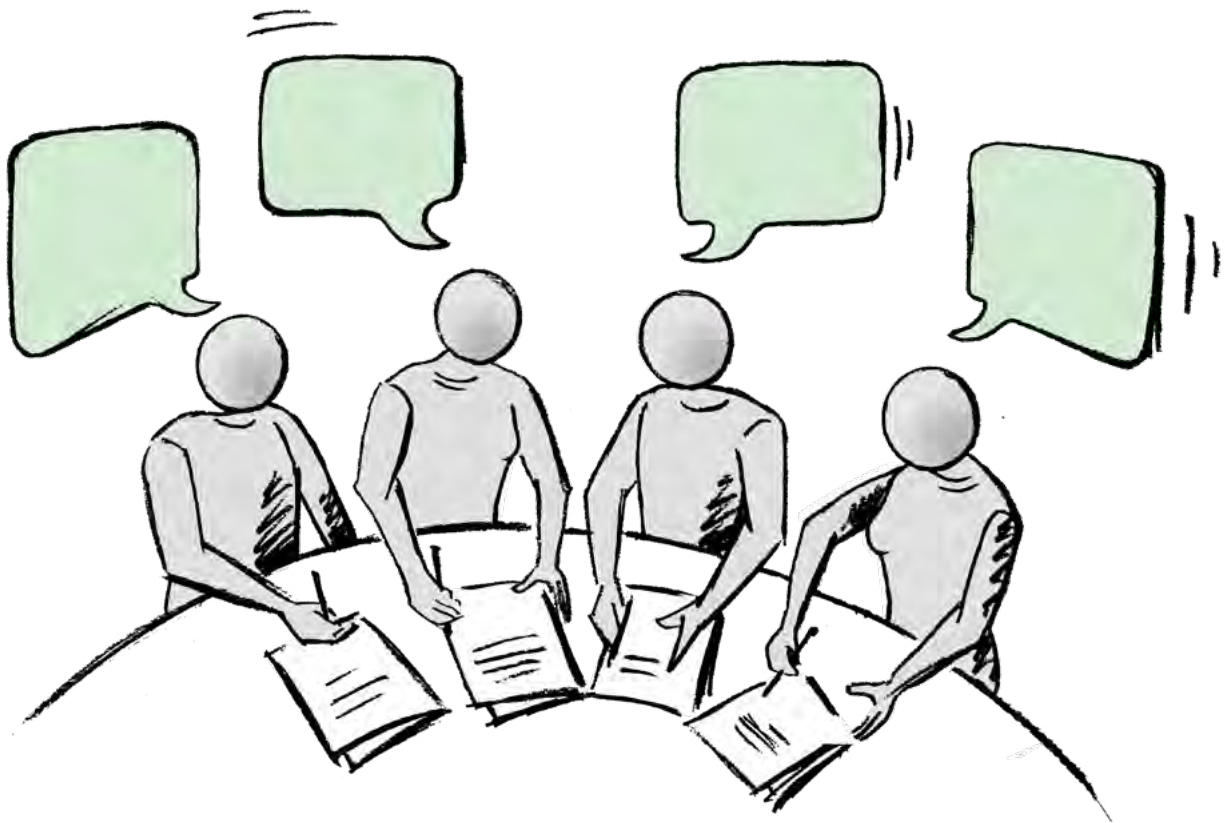
Links:

FSG Reimagining Social Change (2009), Practical Guide for engaging stakeholders in developing evaluation questions:
<https://www.fsg.org/tools-and-resources/practical-guide-engaging-stakeholders-developing-evaluation-questions-0>

United Nations Evaluation Group (2017), Principles for Stakeholder Engagement:
<http://www.uneval.org/document/detail/2046>

ALNAP (2018), The State of the Humanitarian System report (Chapter 3):
<https://www.alnap.org/help-library/chapter-3-components-method-and-approach-%E2%80%93-sohs-2018>

STEP 3: DEVELOP TERMS OF REFERENCE



"If you don't know where you are going, you might wind up someplace else." (Yogi Berra)

When?

At latest, 2 months before the field phase!

What for?

The terms of reference (ToR) is a key document, as it defines the reference framework for the evaluation and serves as a basis for the contractual arrangements with the evaluator(s). Clear ToR provides the evaluator(s) with the necessary guidance on Welthungerhilfe's requirements and expectations related to the evaluation.

Apart from having the ToR itself, the process of jointly developing the ToR is a key. Welthungerhilfe and its partners negotiate interests, discuss expectations and seek clarity on what the primary evaluation users want to get out of the evaluation and how best to get there. Hence, the ToR is a product of this process, documenting the focus of the evaluation. It prevents the stakeholders from "winding up someplace else".

How to do it?

THE PROCESS

A couple of questions relevant for elaborating the ToR should have been touched upon in the kick-off session to the evaluation process, i.e. broad objective of the evaluation and intended use; identification of primary users; financial resources and timing. With this very first information at hand, the process of drafting the ToR can get started.

The process encompasses mainly the evaluation manager facilitating and ensuring an agreement on the relevant parts of the ToR among the primary evaluation users. These are:

- evaluation purpose
- evaluation scope
- users of the evaluation
- evaluation questions (and criteria)
- evaluation design and methodology
- managerial arrangements / roles and responsibilities

- deliverables and reporting deadlines
- resources and available data
- timeframe / schedule
- expertise of the evaluator(s).

While the primary evaluation users are responsible for quality input and decisions on the above-mentioned aspects of the ToR, the evaluation manager's (e.g. MEAL expert's) expertise will come in on the part of the evaluation design and methodology.

At the end of the process, it is the evaluation manager's key responsibility to finalise the ToR.

How to organise the process?

In your analysis of evaluation users during the kick-off, you might have thought about **at which stages of the evaluation process the various user types should be engaged, to what extent and how**. This helps you in facilitating the ToR development process and drafting the ToR. If you haven't done so yet, now would be a good point in time to agree, at least with the primary users, on how and when their inputs to the ToR will come in.

TIP: The evaluation manager comes up with an editable draft ToR, circulates it with the primary users and asks for alterations and inputs in track-changes. If dissent becomes evident in this feedback round you need to sit together and reach an agreement. The final ToR will be sent to and shared with secondary users and – in an adequate format – with the project participants, if they have not been involved up to this point.

What about partner organisations' and project participants' involvement? ... and the Head Office?

It all depends on your analysis of evaluation users ... the **degree of their participation** may vary, depending on the evaluation purpose and scope as well as the project's context:

- Partner organisations who are involved as implementors must have the opportunity to discuss and decide at least upon the evaluation questions; the whole ToR draft should be shared in all forms of communication with them for making comments before the ToR are shared with the potential evaluator(s).
- In any case, project participants **have to be** informed about the ToR content and how the evaluation results will be presented, discussed and disseminated. It is **desirable** to involve representatives of the project participants in the discussion about the ToR; this particularly means receiving their comments on the evaluation questions to enable them to take part in decisions that will concern them.
- HO's involvement depends (a) on donor regulations, i.e. ToR need to be sent to the German Federal Foreign Office (GFFO; AA) and BMZ for approval via the Donor Relations Unit; and (b) on your support needs when it comes to ToR development. In the latter case, you are more than welcome to involve the MEAL HO.

... the evaluator(s)?

- While the evaluators have no stake in developing the ToR, they should have a chance to reflect and comment on its feasibility. Their respective comments and suggestions should be reflected in the technical offer, at latest in the documentation of the briefing session and/or inception report (IR).

THE CONTENTS

While each ToR needs to be specific and well adapted to the information needs of the primary evaluation users, there are some key elements all Welthungerhilfe ToR have to include:

- **Introduction and context:** Provides a brief background of Welthungerhilfe (and possibly the partner organisation(s)), the project and the context
- **Evaluation purpose:** States the overall purpose of Welthungerhilfe evaluations
- **Scope of the evaluation:** Sets the boundaries for the evaluation by stating what will be covered. It also states the envisioned type of evaluation
- **Evaluation users:** Defines who will be using the evaluation results and for which purpose; defines who will be informed about the evaluation results
- **Evaluation questions (and criteria):** Documents the key evaluation questions.

TIP: This section is the cornerstone of the ToR and the entire evaluation exercise. If you want to get more ideas on how to get them right, plus specific examples, have a look at the section: **“Getting evaluation questions right”**.

- **Evaluation design and methodology:** States Welthungerhilfe's general minimum requirements on design and methodology and in some cases specific design / methodology requests by the project
- **Managerial arrangements/roles and responsibilities:** Describes the division of responsibilities between WHH and the evaluator(s)
- **Deliverables and reporting deadlines:** Indicate the products the evaluator has to submit and the dates for submission
- **Resources and available data:** Outlines the resources, financial and human resources; states the available (MEAL) data
- **Time frame:** Delineates a (preliminary) schedule and possibly an estimate of working days
- **Confidentiality agreement:** Points out that materials and deliverables are confidential and the property of Welthungerhilfe
- **Expertise of the evaluator(s):** Documents whether a team or an individual evaluator is looked for; states which qualifications, experience and skills are expected.

TIP: In case you opt for an evaluation team, it makes sense to ask the team to identify one lead-evaluator, as your focal point, and a co-evaluator. Usually, the lead-evaluator is responsible for the overall conduct of the evaluation, whereas the co-evaluator supports him/her. Make sure you discuss division of tasks and responsibilities within the evaluation team in the **briefing session**.

- **Requirements for the technical and financial offer:** Lists the contents of the offer and what applicants have to submit
- **A deadline for submission** and a name and email address for submission complete the ToR.

TIP: The ToR and the IR are closely linked documents, outlining the agreements with regard to evaluation content, purpose, design / methodology and timing between the evaluation manager, primary users and the evaluator(s). It is important at this stage to gain an overview what both documents have to contain and where there is flexibility to consider aspects in either one or the other:

Items to be included in the ToR	Evaluation purpose Scope of the evaluation Evaluation users Evaluation questions and criteria Deliverables and reporting deadlines Managerial arrangements / roles and responsibilities Resources and available data (Rough) time frame Expertise of the evaluator(s) Requirements of the offer
Items to be included either in the ToR or the IR	Evaluation questions and criteria Reporting deadlines Time frame Contents of the evaluation report
Items to be included in the IR	Evaluation design and methodology (incl. evaluation matrix) Data collection tools Allocation of work within the evaluation team (Detailed) time frame

It is advisable to obtain as much clarity and agreement as possible on the ToR among the evaluation manager and primary users before using the ToR as part of the tender process.

Who is responsible and involved?

The evaluation manager is responsible for drafting and finalising the ToR. They involve the evaluation users in the drafting or commenting on the ToR and facilitate the process. They have to make sure that relevant evaluation users are informed about the final ToR.

What helps me do it?

TEMPLATE: Standard terms of reference for project evaluations

TIP: “Getting your evaluation questions right”.

What do I get?

Clear and “owned” ToR provides a clear reference framework for all evaluation stakeholders.

Links:

ALNAP (2016), Evaluation of Humanitarian Action Guide (Chapter 7):

<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

BetterEvaluation, Develop the Terms of Reference:

http://www.betterevaluation.org/en/commissioners_guide/step3

Independent Evaluation Group (2011), Writing Terms of Reference for an Evaluation – A How-to-Guide:

http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/ecd_writing_TORs.pdf

ALNAP (2016), Evaluation of Humanitarian Action Guide (Chapter 6):

<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

CDC (2013), Good Evaluation Questions: A checklist to help focus your evaluation:

https://www.cdc.gov/asthma/program_eval/assessingevaluationquestionchecklist.pdf

FSG (2009), A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions:

<https://www.fsg.org/tools-and-resources/practical-guide-engaging-stakeholders-developing-evaluation-questions-0>

TIP: Getting evaluation questions right

When everything is a priority ... nothing is!

Generally, the evaluation questions (EQ) will influence the design of the evaluation, hence the budget, but most important they will have an effect on the usefulness of recommendations you get from the evaluation exercise. So, the quantity and quality of EQ has a critical effect on overall evaluation quality.

However, there is no blueprint for getting them right. First, there are some general tips to consider; and second, there are some sample EQ to inspire you to come up with the “right” amount of questions and the “right” level of detail.

Generally, make sure that,

- there are not too many broad questions. As a rule of thumb: max. four (yes!) overarching evaluation questions may be sufficient. Those four questions might be broken down / specified in a second step;
- the questions are the right questions to be answered by an evaluation and not by a study or an audit;
- the questions trigger action-oriented recommendations and are questions that cannot be answered by yes or no.

In this section you will find some sample overarching questions (based on the OECD/DAC criteria “frame”) and subsequent sample specific EQ. These are meant to provide some inspiration for drafting your own selected EQ. However, they have to be adapted and relate to your specific context. You **do not have to** develop EQ for all OECD/DAC criteria!¹ Don't use or consider them as a “straight jacket” but as source of guidance! In some cases, it might even be helpful not to use the DAC criteria as a reference point at all. Please note that for development projects (DEV) and for humanitarian assistance projects (HA) some evaluation criteria differ.

SAMPLE EVALUATION QUESTIONS ON RELEVANCE² (DEV AND HA)

Overarching question: To which extent are the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change?

- How far is the project design appropriate with regard to the intended outcomes? To what extent is the overall planning of good quality, including the quality of the logframe / project planning matrix? To what extent have the defined results and the respective indicators been adequate and realistic? How far has planning sufficiently considered gender aspects?
- To what extent were partners and project participants adequately engaged during the project development process?
- Were all groups within the affected communities aware of how to give feedback on the activities and did they feel safe using these channels?
- To what extent the project builds local capacities and works towards improving the resilience of communities and people affected by crisis?
- To what extent and how does the project respond to the needs and priorities of the main stakeholders and the project participants?
- To what extent are all relevant stakeholders appropriately informed and updated on the activities / approach / strategy of the project?
- To what extent are (both formal and informal) local leaders and / or authorities consulted to ensure response strategies are in line with local / or national priorities?
- How can we ensure that our kitchen sets are a better match with local needs?

SAMPLE EVALUATION QUESTIONS ON EFFECTIVENESS (DEV AND HA)

Overarching question: To what extent is the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

- To what extent have the intended outcomes (and use of output) been achieved or are likely to be achieved by the end of the project?
- Are there any unintended outcomes (positive and negative)?
- Have women / men / girls / boys benefited differently from project interventions?
- What indications are there that the achieved outcomes can be attributed to the interventions of the project?
- How did internal factors positively or negatively influence the achievement of outcomes?
- How did external factors positively or negatively influence the achievement of the outcomes?
- To what extent has the project's MEAL system been used to adjust interventions and improve the achievement of outcomes and mitigate risks / negative results?

¹ <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

² You may come across the term “appropriateness” in the humanitarian settings as well.

SAMPLE EVALUATION QUESTIONS ON EFFICIENCY (DEV AND HA)

Overarching question: To what extent is the intervention delivering or is likely to deliver, results in an economic and timely way?

- To what extent has the use of project resources been appropriate with regard to the achieved outputs / outcomes?
- If possible, assess the relationship of outputs and costs for specific outputs / the overall project?
- Could outputs have been achieved with fewer resources? Could better outputs (and outcomes) have been achieved with the same resources?
- Provide arguments for the rating of project efficiency as high, medium or low.
- How efficient is the overall management set-up of the project; in other words, how suitable are the management arrangements in place?
- Have coordination structures and competencies of other organisations been made use of during project evaluation?

SAMPLE EVALUATION QUESTIONS ON SUSTAINABILITY (DEV)/CONNECTEDNESS (HA)

Overarching question (sustainability): To which extent do the net benefits of the intervention continue, or are likely to continue?

- What is the probability of the continuation of positive project outcomes beyond the end of the project (both by project participants and possibly others)?
- How does the project seek to safeguard sustainability?
- Are there any factors threatening the sustainability of project outcomes? How does the project seek to mitigate these risks?
- To what extent are the people affected were not negatively affected and more prepared, resilient and less at risk as a result of the project?
- Are there any factors that might strengthen sustainability? Is there any action the project should take to promote these factors?
- Is there a well-defined and realistic project exit strategy, taking into account the challenges for sustainability?
- Has a clear transition and / or exit strategy been developed in consultation with concerned people and other relevant stakeholders?
- To what extent have local capacities (e.g. community-based organisations, service providers) been strengthened so that outcomes are likely to be sustained?

Overarching question (connectedness): To what extent have short-term emergency measures been consistent with longer-term development interventions and goals?

- To what extent have linkages between the intervention and other interventions in recovery and development contributed to development goals?
- How has the provision of food items influenced agricultural activities and local markets?
- To what extent were local capacities developed or strengthened through the humanitarian interventions?
- To what extent did the intervention link to any longer-term transition strategies?

SAMPLE EVALUATION QUESTIONS ON IMPACT (DEV AND HA):

Overarching question: To which extent has the intervention generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects?

- Is the project contributing to improved nutrition outcomes?
- Is the project contributing to systemic changes, e.g. to improved rights, improved infrastructure, better service provision?
- Is the project contributing to changing public policy in the interests of the people WHH aims to assist?
- Is there any indication for an emerging impact on the communities in terms of food security, income and livelihood enhancement?
- Is there any indication that the improved agricultural practices might spill-over to other geographical areas?
- Is there any indication that the consultation processes between local health authorities and communities will be replicated by other local authorities in other sectors?

SAMPLE EVALUATION QUESTIONS ON COVERAGE (HA)

Overarching question: To what extent have major population groups facing life-threatening suffering been reached by the interventions?

- To what extent have the humanitarian needs of key target groups (men and women, boys and girls) been met by the intervention?
- To what extent have measures benefited the most vulnerable households?
- How could targeting be improved to ensure that measures benefit the most vulnerable households?
- To what extent have sub-groups (gender, ethnicity, location, family circumstance) been excluded and what was the effect of the exclusion?
- Was the support aligned to regionally different needs?

SAMPLE EVALUATION QUESTIONS ON COHERENCE (DEV AND HA)

Overarching question: To what extent is the intervention compatibility with other interventions in a country, sector or institution?

- To what extent was the intervention coherent with WHH key policies and programmes or projects – operating in the same context?
- To what extent was the intervention coherent with other actors' key policies and programmes – including local and / or national – operating within the same context?
- To what extent has the project engaged in stakeholder coordination, including local and national authorities?
- How has coordination – also with national / local coordination mechanisms – affected the planning and implementation of the project?
- Which factors have restricted coordination, and which factors have supported it? Are there any coordination success factors that can be transferred to other situations?

STEP 4: OBTAIN OFFERS, SELECT AND CONTRACT EVALUATORS



When?

The process of obtaining offers should be started once the ToR have been finalised, 4–6 weeks prior to the field phase. However, should you be looking for a certain thematic/ methodological expertise you should start the process at least 3–4 months in advance.

What for?

The objective of the tendering, selection and contracting process is to identify the evaluator(s) best qualified for the assignment and to award them a contract. The choice of the right evaluator(s) is an important step, if not the most decisive, as the evaluator(s) capacities have a huge influence on the quality of the evaluation process and results. The objective of the selection process is to identify the evaluator(s) who best meet(s) the defined criteria and provides the optimal combination of expertise and price. As the process involves the procurement of services, it is important to apply Welthungerhilfe procurement rules to ensure transparent and economic results.

How to do it?

Generally, the Welthungerhilfe Rules for the Awarding of Contracts (RAC) apply to the tendering and contracting processes of evaluators (note Annex 2 to the RAC). However, the Logistics and Internal Services Unit – also being responsible for supporting the “purchase” of services, i.e. consultants/ companies for evaluations – has developed some information regarding “Consultancy Services/ Evaluator(s)”.

Please consider the following documents on the [WHH WIKI Logistics and Internal Services](#):

Note: Our standard evaluation ToR already cover the following “key data”, requested by the Logistics and Internal Services Unit:

- Consultancy duration
- Payment of daily allowances
- Reimbursement agreements for accommodation according to the “German duty trip expenditure regulations” (Bundesreisekostengesetz)
- Coverage of travel costs

TIP: If you do not have (a) qualified evaluator(s) at hand, have a look at the **“Consultancy Database”** (Sheet “Evaluators”). Here you can find evaluators recommended by the head office MEAL team and MEAL experts, who you can contact for their CVs. And you can enter any evaluators you consider qualified into the database and thereby contribute to a growing pool of evaluators.

Experience shows it is often common practice that the contracting only takes place after the briefing session, since in that meeting crucial agreements, i.e. on the scope of the evaluation, elaborateness of the evaluation design etc., are made that might have financial and hence contractual implications. Check whether the selected evaluator(s) is (are) ready to first have a briefing session before receiving the final contract.

TIP: When it comes to the selection of evaluators, the evaluation manager can shortlist max. 3 offers for the selection process to save time. If time and circumstances allow, the final selection should take place in the form of a short meeting (face-to-face or virtually), since this allows you to share the reasoning behind selections made by the participants and might facilitate the final selection if the individual assessments deviate strongly from each other. After the selection of the evaluator(s), all bidders are informed about the results of the selection process.

TIP: It can also make sense to interview evaluators, if several offers are interesting or it is difficult to take a decision based on the written offers.

REMINDER: Because you now know the evaluator(s)' daily fees as well as having more clarity of the evaluation's scope and workplan, you can update and possibly finalise the template “Evaluation cost calculator”. Parts of the information entered here are relevant for the supply purchase request.

Who is responsible and involved?

It is the evaluation managers' responsibility to adhere to the RAC when it comes to obtaining offers. The evaluation manager is responsible for facilitating and coordinating the selection process. Besides the evaluation manager, the primary evaluation users should also participate in the selection of the evaluator(s). When it comes to contracting the evaluator(s), the evaluation manager has to delegate this task to either the person or unit in charge for contracting consultants/purchasing services.

What helps me do it?

WHH WIKI Logistics and Internal Services

Contact our colleague in the procurement and internal service unit for further support:
helpdesk.procurement@welthungerhilfe.de

What do I get?

Qualified evaluator contracted.

Links:

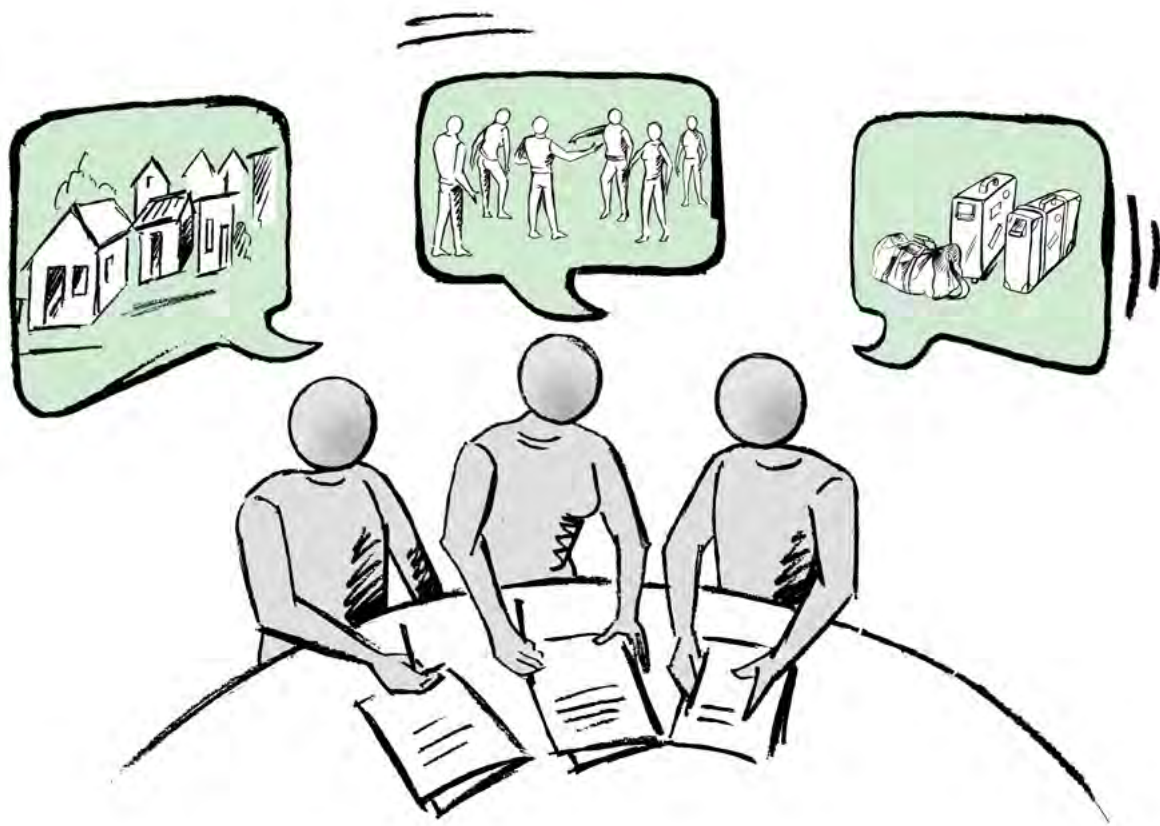
Mindtools, Decision Matrix Analysis with weighting:

https://www.mindtools.com/pages/article/newTED_03.htm

Brot für die Welt (2018), Form for selecting evaluators (including weighting):

https://www.brot-fuer-die-welt.de/fileadmin/mediapool/2_Downloads/Projekte/Evaluierung/04_Sample_form_Selecting_Evaluators.docx

STEP 5: CONDUCT THE BRIEFING SESSION



When?

As soon as possible after contracting the evaluator(s) and a minimum of 3 weeks before the field phase of the evaluation.

What for?

The main purpose of the briefing session is the clarification of the assignment. The evaluator(s) develop(s) a clearer understanding of the information requirements and the expectations of Welthungerhilfe and the other stakeholders involved, beyond the ToR. That enables the evaluators to better design the evaluation according to the real needs of the organisation. The evaluation manager and the primary evaluation user(s) can express their expectations towards the evaluation in more detail, based on the ToR.

How to do it?

The briefing session can take place as a physical meeting, but also as a Skype meeting or telephone conference, if the evaluator(s) live(s) too far away and if head office staff should be involved. For a physical meeting, about 3 hours should be scheduled. Skype / telephone conferences should not exceed 1.5 hours.

TIP: It might make sense to have the first part of the meeting with all stakeholders mentioned above and have a second part for discussions, agreements between the evaluation manager and evaluator(s) only, i.e. on purely methodological questions, logistics and such like.

The evaluator(s) get(s) a chance to provide a feedback on the ToR and clarify their open questions, while the evaluation manager and primary evaluation users provide feedback on the offer. Changes in the ToR need to be documented in the briefing session minutes and attached to the contract documentation prepared by the evaluation manager or, alternatively, it has to be included in the inception report (IR), prepared by the evaluator(s). Furthermore, logistical issues are clarified, and (further) initial information is provided.

(Additional) project and other relevant background documents (logframe, quantitative beneficiary data, monitoring reports, previous evaluations, WHH sector concepts etc.) can be sent to the evaluator(s) prior to the session to facilitate their preparation, either by the evaluation manager or ideally project staff themselves. The evaluation manager should consider sharing relevant sections of the evaluation manual with the evaluator(s) for orientation's sake.

To keep the meeting short and concise, it is advisable to structure the meeting and to prepare for the topics to be discussed. For structuring, the checklist **"Briefing session"** (see below) might be helpful. Furthermore, an agenda, including briefing session objectives should be shared with the evaluator(s) and other participants beforehand.

Who is responsible and involved?

The evaluation manager is responsible for preparing and facilitating the meeting. They prepare and disseminate the agenda as well as brief minutes with the results of the meeting, unless the evaluator(s) document(s) the results of the meeting in the IR. Further participants should comprise the evaluation commissioner and primary evaluation users.

TIP: If you opted to go for a participatory approach to the evaluation you could invite (a) representative(s) of the people we aim to assist in the briefing session, and adjust your agenda / facilitation to this group of participants, or think about dedicating a specific time slot during the briefing session for them.

What helps me do it?

CHECKLIST: Briefing session

What do I get?

The assignment is clear to all parties involved. Briefing minutes documenting the results of the meeting.

Links:

InLoox Blog (2012), Checklist: Kick-Off Meeting (in general, not only for evaluation kick-off sessions):

<https://www.inloox.com/company/blog/articles/check-list-kick-off-meeting/>

STEP 6: APPROVE THE INCEPTION REPORT



When?

Approximately 1 week after the briefing meeting.

What for?

The inception report (IR) sets out the planned evaluation design and methodology to meet the evaluation purpose and to answer the evaluation questions, as well as a reflection of the limits of the suggested design and methodology. The IR assesses and discusses the feasibility of the ToR, especially the evaluation questions, as well as a possible need for amendments and / or specifications of the same. Furthermore, the (methodological) implications of the evaluation purpose and questions will be discussed. The IR forms the basis for an agreement between Welthungerhilfe and the evaluator(s) on the design, methodology and workplan for the evaluation.

How to do it?

The IR is a working document, which reflects discussion results from the briefing meeting on the one hand, and documents the evaluator(s) considerations on the other, with regard:

- to whether / how evaluation scope and questions should be amended;
- to how data will be collected by providing an evaluation matrix, and drafts of suggested data collection tools such as questionnaires and interview guidelines;
- to a tentative evaluation workplan.

The evaluation matrix is a key annex to the IR, as it details how the evaluator(s) intend to answer each evaluation question. It is an essential tool for planning and organising an evaluation and therefore is a mandatory annex of the IR.

The IR should be kept short and concise with only up to 4–6 pages for the main text without front page, table of contents, abbreviations and annexes.

The draft report is commented upon and approved by the evaluation manager. The feedback loop is an opportunity for the evaluation manager (depending on the role allocation: with input from MEAL expert) to provide suggestions on the proposed evaluation methods and tools, and to ensure that the evaluation corresponds with **WHH evaluation standards**.

TIP: If you have not done so by now, provide the evaluator(s) with the relevant (project documents) so that they can base the IR on information stemming from a sound review of key documents.

TIP: Feel free to add aspects to the IR outline if deemed helpful, i.e. first ideas on how to disseminate evaluation results or how to adapt the reporting outline to the evaluation purpose and questions.

Who is responsible and involved?

The IR should be prepared by the evaluator after the briefing meeting, before the field phase. The evaluation manager has to discuss and agree with the head of project on details of the evaluation schedule and other relevant aspects (e.g. proposed methodology) documented in the IR. The evaluation manager is responsible for approving the draft IR; if this role is not fulfilled by the MEAL expert, the evaluation manager has to seek feedback from a MEAL expert on the IR.

What helps me do it?

TEMPLATE: Standard outline inception report

TEMPLATE: Evaluation matrix

What do I get?

Evaluation purpose and questions are further specified and tested against feasibility. The evaluation methodology is agreed on and the IR outlines the design and methodology for the evaluation, including an evaluation matrix.

Links:

UNESCO (2008), Guidelines for Inception Reports:

<http://unesdoc.unesco.org/images/0015/001583/158397e.pdf>

WFP (2018), Evaluation Inception Report:

<https://docs.wfp.org/api/documents/9f13fcec2d6f45f6915beade8e542024/download/#page=52>

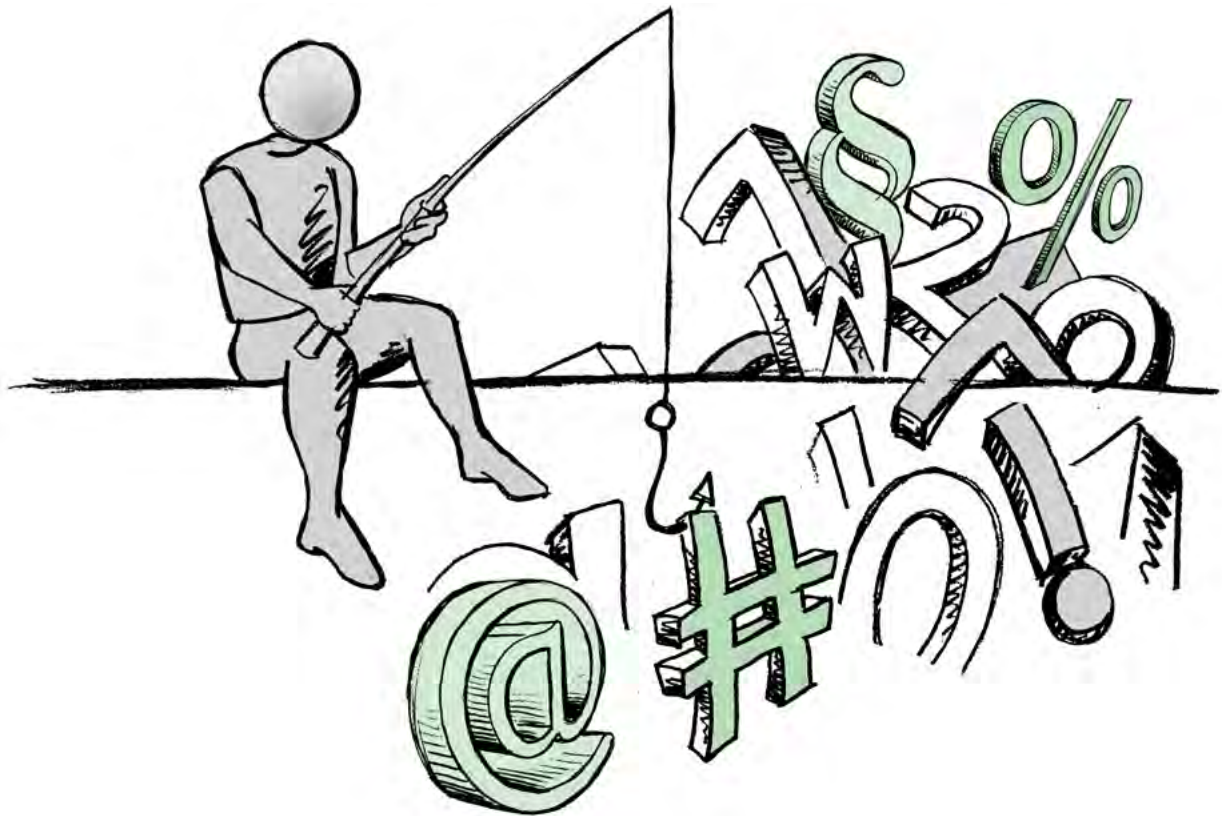
UNODC (2017), Guidelines for Inception Reports:

https://www.unodc.org/documents/evaluation/Guidelines/UNODC-IES_Inception_Report_Guidelines.pdf

USAID (2015), Evaluation Matrix :

<https://usaideallearninglab.org/library/evaluation-design-matrix-templates>

STEP 7: FIELD PHASE – DATA COLLECTION AND ANALYSIS



When?

Depending on the (logistical) preparation work before the field phase, it can be scheduled earliest 1 week after the inception report but usually starts about 3 weeks after the inception report has been approved. The field phase lasts for approximately 2 weeks after the IR has been approved and lasts for approximately 2 weeks depending on the context, scope and purpose of the evaluation.

What for?

The objective of the field mission is to collect the data and information required for elaborating findings, conclusions and recommendations.

How to do it?

The evaluator(s) (and their team) collect the data and information based on the predefined methodology. In line with the ToR, the service contract and the IR, country office and/or project staff supports the evaluator(s) during the field mission as agreed.

This might include to:

- provide local transport (from the airport, in the field)
- provide contact details, arrange meetings, make appointments
- be available for interviews, group discussions and workshops
- supply additional information / documents
- accompany the evaluator and introduce them to the stakeholders
- support the evaluator / the enumerators to obtain the “informed consent” from the people interviewed / surveyed
- translate during field visits
- arrange meeting venues, refreshments, transport and / or per diems for participants
- be available for discussions on adjustments to the workplan, methodology and information needs in case of unforeseen changes and upcoming opportunities
- be available for any safety and security-related issues.

TIP TO THE EVALUATOR(S): During data collection, have your evaluation matrix at hand – this will help you to monitor whether you are able to answer the evaluation questions based on the data collected. Furthermore, it might also help to refer back to the **reporting outline** to check whether you have the required information at hand.

Who is responsible and involved?

Data collection documentation and analysis is the responsibility of the evaluator(s).

However, the accompaniment of the evaluation mission requires time and other resources and it should be carefully considered who should accompany the evaluator(s) and the implications of the accompaniment for learning and/or accountability. The evaluation manager is by all-means on “stand-by” for any decisions necessary on the evaluation schedule and methodology.

What do I get?

Data and information required is available for generating findings, conclusions and recommendations.

Links:

My-Peer toolkit (2010), Data collection methods:

<http://mypeer.org.au/monitoring-evaluation/data-collection-methods/>

ALNAP (2016), Evaluation of Humanitarian Action Guide (Chapters 11–16):

<https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

STEP 8: CONDUCT THE DEBRIEFING SESSION



When?

Immediately or up to one week after the field phase.

TIP: Make sure that you arrange for it beforehand, if possible already prior to the field phase!

What for?

The debriefing session serves the purpose of presenting the preliminary results, conclusions and specifically also the recommendations of the evaluation. Thereby:

- Ownership for the evaluation results is more likely. It is more likely that primary evaluation users will find the evaluation conclusions and recommendations useful and they will be more prepared to implement them, if results are discussed face-to-face (compared to just receiving a written report).
- Primary evaluation users get an opportunity to react to the conclusions. Their observations and feedback can be relevant for the final report and have to be documented in the debriefing notes.
- Incorrect information and misconceptions can be clarified.

TIP: Make sure it is clearly communicated at the beginning of the session what the function of the debriefing is: see above. And, it is not about finger pointing! You could either open the session yourself on this note or ask the evaluator(s) or evaluation commissioner to do so.

How to do it?

PREPARATION: FORMAT, PARTICIPANTS, FACILITATION

The participant / stakeholder composition of the debriefing meeting may differ depending on the approach of the evaluation and the topics to be discussed in the debriefing session. There are several options for the format of the debriefing. It can be organised as (a combination of):

- An internal meeting with the project staff
- An internal meeting with CO management staff
- A meeting with the project staff and the partner organisation(s)

- A session with the participation of representatives of the project participants
- A session with the participation of the donor / national government representatives
- A joint session with all stakeholders.

REMINDER: In the **kick-off session** and during the **briefing session** you might have touched upon the question who to engage throughout the evaluation process, to what extent and how Development of stakeholder engagement plan. Should you not have discussed the format / scope of the debriefing session by this stage, now would be a good point (and last opportunity) to agree with the primary evaluation users and evaluator(s) who to involve, and how, in the debriefing. Or, reconfirm agreements made during the kick-off session.

TIP: For the internal debriefing meeting it is worth considering to ask the evaluator(s) to limit the presentation to results and conclusions and have the participants develop their own recommendations! This encourages ownership but can be time intensive!

Depending on the approach to the debriefing meeting it should be scheduled for 2 hours or up to a whole working day if you wish to also use it for joint recommendation development. The number of participants should be limited to max. 10. The external debriefing should not exceed 1.5 hours and can be for a larger audience.

Furthermore, there should be a short internal debriefing between evaluation manager and evaluator(s), to give mutual feedback and to identify lessons learnt with regard to evaluation management.

CONDUCTING

The evaluator(s) present(s) an oral report, often supported by a brief PowerPoint or flipchart presentation. The presentation summarises the answers to the evaluation questions and the major conclusions and recommendations. If the presentation is for a wider audience, it should also include brief information on the project, the context, evaluation purpose, questions and the methodology. The debriefing meeting includes the evaluator(s)' presentation and a discussion session, where all stakeholders have the chance to ask questions and provide their observations and comments.

Therefore, the evaluator(s)' presentation should not exceed 30 minutes.

TIP: If project participants form part of your primary user group, think about adequate forms of presentation, i.e. with regard to language.

DOCUMENTATION

After the debriefing, a debriefing note of approximately 2–4 pages, outlining the most important preliminary findings and recommendations, as well as the feedback given by the participants of the debriefing session is signed by the evaluator(s) and the evaluation manager and commissioner (and the partner organisation – if applicable). The signatures state that all signing parties are aware of the preliminary findings and recommendations. Signatures do not necessarily imply that all signatories agree with the findings. If there is any dissent regarding the evaluation results or if the evaluated stakeholders have additional comments, this is also documented in the debriefing notes.

Alternatively, the evaluator(s) can document the debriefing with a PowerPoint presentation and add stakeholders' comments in a separate slide.

Usually, the debriefing notes are attached to the final report.

Who is responsible and involved?

The responsibility for preparing the contents, presenting them and facilitating the discussion as well as preparing and adapting the debriefing notes is with the evaluator(s). The evaluation manager, the evaluator(s) and the evaluation commissioner should discuss adequate formats and participants for the debriefing(s). For the internal debriefing the evaluation commissioner, primary evaluation users and the evaluation manager are mandatory participants. Depending on the strategic relevance of the evaluation, the evaluation purpose and questions it might be helpful to involve the country director and/or head of programmes (if those are not automatically included as evaluation commissioner). Think about (technical) staff both from CO and HO level when setting up the participants list for the internal debriefing. Participants of external debriefings are most likely to stem from the group of the secondary users, i.e. local authorities, local donor representatives etc.

What do I get?

The product of the debriefing is the debriefing note, stating that Welthungerhilfe has taken note of the results and documenting consent / disagreement on the results and recommendations.

Links:

SkillsYouNeed (2019), How to do good presentations:

<https://www.skillsyouneed.com/present/presentation-tips.html>

Wienot Films (2011), How to Give an Awesome (PowerPoint) Presentation (Whiteboard Animation Explainer Video):

<https://www.youtube.com/watch?v=i68a6M5FFBc>

Practical Psychology (2017), HOW TO Give a Great Presentation – 7 Presentation Skills and Tips to Leave an Impression:

<https://www.youtube.com/watch?v=MnIPpUiTcRc>

STEP 9: APPROVE THE FINAL REPORT AND OTHER EVALUATION PRODUCTS



When?

As soon as the final report is available. Taking the feedback phase into account it might last up to 3 weeks between submission of the draft and approval of the final report.

What for?

A well-structured, clear and concise final evaluation report is the key product that allows for both internal and external accountability and transparency. Furthermore, it is often the basis for other evaluation products (i.e. good practice leaflets, technical one-pager, audio-recording of success stories etc.).

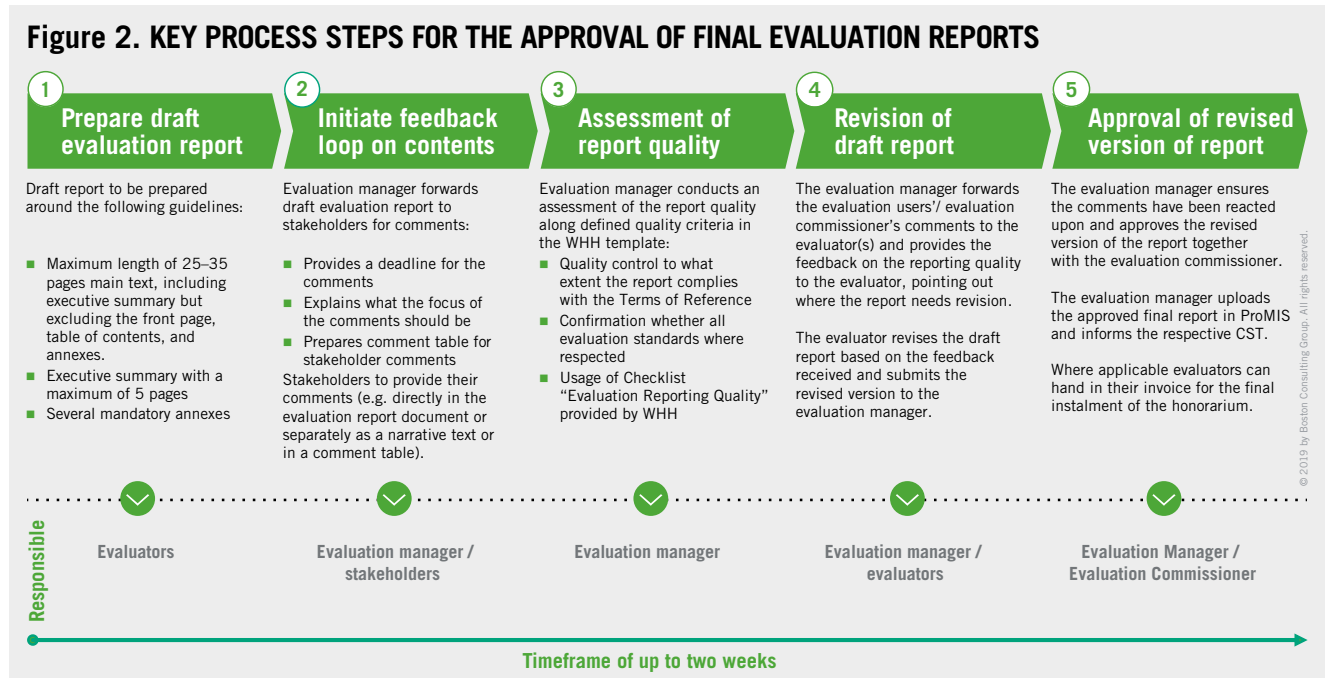
TIP: Personal interactions in the field, in briefings and in workshops are more likely to lead to learning than written reports. Be sure to plan for these interactions, especially in evaluations with a learning focus.¹

REMINDER and TIP: Depending on the evaluation user and audience there might be other, more useful formats to present evaluation findings, i.e. one-pager, videos, cartoons etc. You may have already asked the evaluator(s) to develop other evaluation products in their ToR but you could now also produce other formats to present the findings and recommendations based on the final report. (For more detail on who and to whom communicate evaluation results go to see **“Step 11: Disseminate and communicate evaluation findings”**.) What is key: Other evaluation products are not an end in itself; they need to fit a purpose and an audience!

¹ ALNAP page 340

The evaluation report presents the purpose, scope and intended users of an evaluation as well as a brief overview of the intervention being evaluated. After a section on the discussion of the chosen evaluation design and methodology, the report presents plausible findings, conclusions and recommendations. However, a comprehensive feedback process (see figure below) is necessary before approving the final report.

How to do it?



The **draft evaluation report** has to be prepared by the evaluator(s) after the field phase and the debriefing meeting. It is submitted to the evaluation manager within the agreed deadline.

TIP: You can agree with the evaluator(s) to omit the executive summary in the draft version of the report, as adaptations might follow the feedback process on the core body of the report.

The **final report** should be kept clear and concise with a length of 25–35 pages main text, including executive summary but excluding the front page, table of contents and annexes. The evaluation report must contain an executive summary (max. 5 pages) and several mandatory annexes. The evaluator(s) should use the Welthungerhilfe template **"Outline for project evaluation reports"**.

The evaluation manager is responsible for coordinating the quality assurance process for the final report.

Quality assurance involves two different elements:

- A feedback loop on the contents (incl. the description of the methodology) of the draft report
- An assessment of the report quality along defined quality criteria.

For the feedback loop on the contents, the evaluation commissioner and the intended users of the evaluation should at least provide specific comments on the report. These comments focus on what they perceive as missing, incorrect or misunderstood. As the aim is to provide an evaluation report that is eventually accepted by as many stakeholders as possible, their opinions have to be valued and considered.

Conversely, the independence of the evaluation should not be compromised and the well-reasoned, justified opinion of the evaluator(s) as external expert(s) should be respected. Therefore, the conclusions (and recommendations) are based on the expert judgement of the evaluator(s) and reflect their perception of the project. The evaluator(s) are not expected to alter the report against their expert judgement and evidence.

To coordinate the feedback loop, the evaluation manager ...

- forwards the draft to those stakeholders who will comment on it
- provides a deadline for the comments to be returned to them. They also explain what the focus of the comments should be (e.g. content related), and in which format the stakeholders should provide their comments (e.g. directly in the evaluation report document or separately as a narrative text or in a comment table)
- reminds stakeholders to avoid general comments but provide their observations and specific suggestions for alterations with reference to specific chapters, pages and paragraphs.

TIP: Since it is almost impossible to give all interviewees, including the project participants, the opportunity to read and comment on the report, it is still worth considering how to provide them with feedback on how their input was incorporated and with which results (See also: **Step 11 “Disseminate and communicate evaluation results”**).

Parallel to the feedback loop on the report contents, the evaluation manager assesses the quality of the draft report (including the description of the methodology):

- They check to what extent the report complies with the ToR. Were all the evaluation standards respected? Are all evaluation questions addressed? Are all mandatory annexes attached? Have all deliverables alongside the report been submitted?
- They can use the standard checklist **“Evaluation reporting quality”** provided by Welthungerhilfe for their assessment

Subsequently, both processes are joined:

- The evaluation manager forwards the evaluation users'/evaluation commissioner's comments to the evaluator(s) (if possible, consolidated in a single document) and provides the feedback on the reporting quality to the evaluator(s), pointing out where the report needs revision
- Finally, the evaluator(s) revise the draft report based on the feedback received and submit(s) the revised version to the evaluation manager.

TIP: Ask the evaluator(s) to indicate how they have reacted to the comments by adding their own comments, such as:

- Corrected
- Nuanced
- Detail added
- Deleted
- Not accepted – with a detailed reason.

- The evaluation manager checks the submitted version to assess the extent to which the comments have been considered
- The evaluation manager (and evaluation commissioner) approves the revised version of the report
- The evaluation manager uploads the approved final report including annexes (i.e. the standard project assessment according to OECD/DAC criteria) and the standard checklist “Evaluation reporting quality” in ProMIS and ticks the “ProMIS task and milestone” for evaluation on “completed”:

☐ 05 M&E or Studies

☐ 01 Monitoring

☐ 02 Evaluation

Notes on the standard checklist “Evaluation reporting quality”:

- It is recommended that you use the checklist when assessing reporting quality of the draft report. This ensures a systematic assessment which can also be shared with the evaluator(s) when providing feedback. This version **may be** uploaded in ProMIS.
- The checklist **has to** be used, assessing the final evaluation report and must be uploaded in ProMIS together with the report.

The checklist has been developed as a Welthungerhilfe tool to check on the quality of evaluation reports. The standardised format allows Welthungerhilfe to monitor the overall quality of evaluation reports throughout the organisation. Furthermore, it may give us the opportunity to enter into a dialogue with the MEAL experts as to whether / where evaluation capacity development may be required.

As not all quality aspects are covered by the sheet, feedback on any additional criteria that the MEAL expert considers relevant (e.g. poor orthography) should be provided as well.

Don't forget to inform the evaluator(s) (and the “Logistics and Internal Services unit” in case they have been contracted by HO) once the report has been approved. Now, they can hand in their invoice for the final instalment of the honorarium.

Besides uploading your evaluation report etc. in ProMIS make sure you notify your MEAL country support at head office. They will insert your report (and later the management response matrix) into the WHH-evaluation data base – where all staff can access evaluation reports.

Who is responsible and involved?

The evaluator(s) are responsible for writing a good-quality report respecting the quality standards of Welthungerhilfe. They submit(s) the report in line with the agreed deadline and revise(s) the draft based on the comments.

The evaluation manager has the overall responsible for the quality assurance of the evaluation report. They coordinate the feedback loops, provide feedback on the report quality and approve the final report.

As a minimum the evaluation commissioner and the primary evaluation user provide comments on the draft report. The evaluation commissioner (and the head of programmes or country director – if they are not the evaluation commissioner) take note of the reporting quality by signing the standard checklist “Evaluation reporting quality” (see below).

What helps me do it?

TEMPLATE: Outline project evaluation report

STANDARD CHECKLIST: Evaluation reporting quality

TEMPLATE: Standard project assessment according to OECD/DAC criteria

What do I get?

The final product of step 9 is an approved final evaluation report containing a good-quality executive summary.

Links:

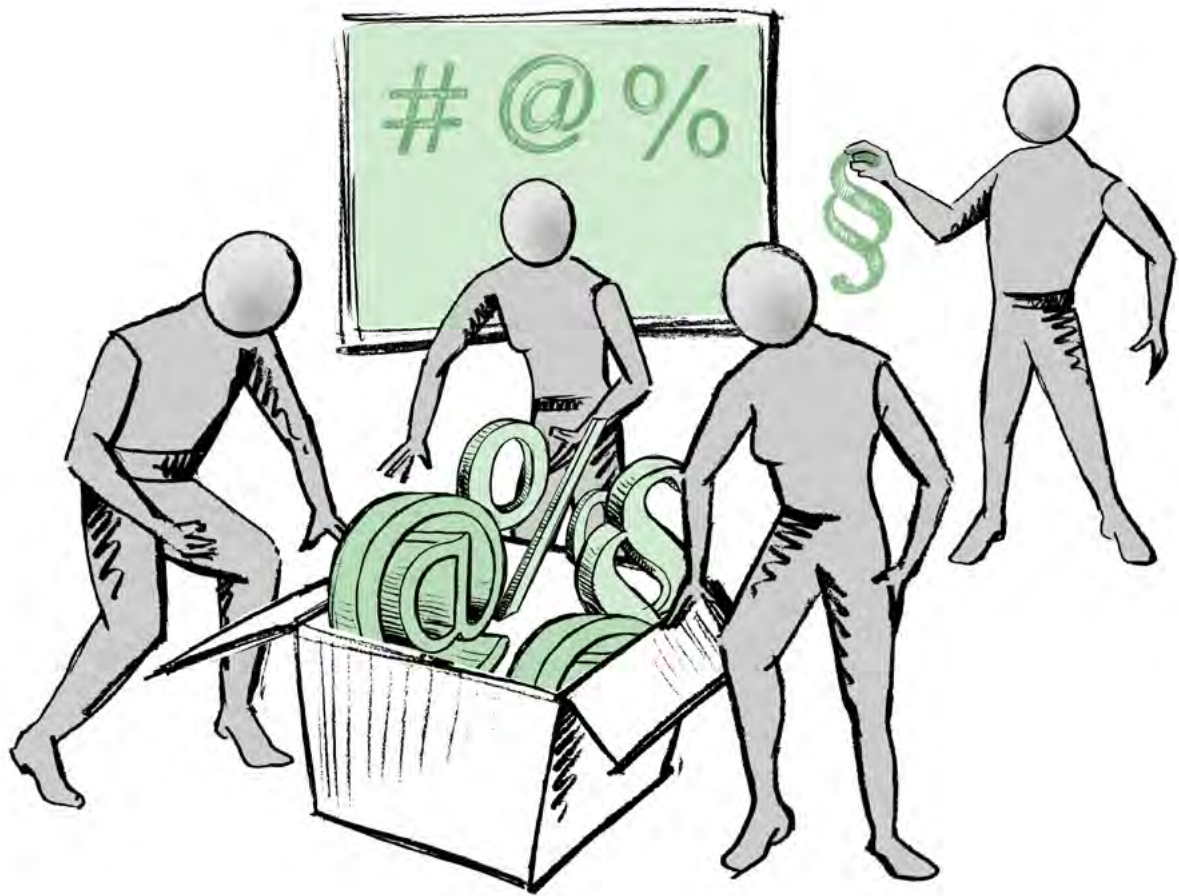
NCVO Knowhow (2019), How to write an evaluation report:

<https://knowhow.ncvo.org.uk/how-to/how-to-write-an-evaluation-report>

WCASA (accessed 16/09/2019), Stage 3: Writing an Evaluation Report:

https://www.wcasa.org/file_open.php?id=978

STEP 10: FACILITATING THE TAKE-UP



When?

Coming up with the management response, i.e. planning the actions that are necessary in the aftermath of the evaluation, should be finalised at latest approximately 6 weeks after receiving the final evaluation report. Implementing actions documented in the management response will most likely be a process that needs clearly defined responsibilities and continuous progress monitoring.

What for?

One of the main objectives of any evaluation is learning and consequently changing what needs to be changed. Recommendations provide advice on action to be taken, e.g. to improve project steering, to adjust implementation strategies or to improve project design in a successor project. This phase of the evaluation is to make sure that the evaluation does not end with the final report and to guarantee that recommendations are acted upon.

How to do it?

The evaluator(s), as part of their assignment, have elaborated a management response matrix, listing the recommendations and the addressee for each recommendation. They have further determined a priority level, stating how important and urgent they consider the recommendation. Sometimes the evaluator(s) already provide proposals for key actions and time frames for implementation and indicates staff responsible for the implementation. The reflection of the recommendations takes place as soon as possible after the approval of the final report and ideally involves those to whom the recommendations are addressed. The management response matrix provides the basis for this discussion on action to be taken.

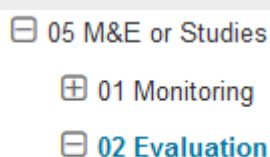
The evaluation manager has to come up with adequate formats to discuss the recommendations and how to react upon those with the addressees (including also the evaluation commissioner if not a part of the group) of the recommendations. The formats can vary according to the availability of addressees, the existence of a CO/project meeting structure, the strategic relevance of recommendations, e.g. it can thus range from identifying follow-up actions in team meetings, over having a workshop with technical staff to a bilateral meeting with the evaluation commissioner to get their feedback. It is paramount to get those stakeholders involved in designing follow-up actions who will have to manage and implement them.

TIP: If time/availability allows a workshop or workshops, as well as other exchange formats should be considered, since the exchange and discussion on follow-up actions in a larger group facilitates consolidation of, as well as agreement on, the actions.

For each recommendation, the stakeholders discuss:

- To what extent they agree or disagree with the recommendation
- If they disagree, they provide an explanation for rejecting the recommendation
- If they agree or partly agree, they define the response action to be taken, agree on a timeframe or deadline and assign a responsible person or unit for implementation. If the evaluator(s) have already proposed these, their proposals should be revised, adapted and complemented

The evaluation manager uses the discussion results to elaborate/revise the respective columns in the management response matrix and shares it with those involved in the discussion. The evaluation commissioner (and the head of programmes or the country director) signs the management response matrix. The evaluation manager uploads the filled in management response matrix to the respective document folder in ProMIS.



05 M&E or Studies
01 Monitoring
02 Evaluation

Approximately 6 months after the documentation of follow-up actions in the management response matrix, the evaluation manager follows up on the implementation status / progress of the agreed action, either by scheduling another meeting or by collecting the required information by telephone or Skype. They complete the tracking columns in the management response matrix and replace the document in the project folders with the updated version. For high priority recommendations that need urgent action, a closer and earlier follow-up might be required. The progress monitoring results are to be shared with the evaluation commissioner.

TIP: It is strongly recommended to give an overview of the conducted project evaluations in the Annual Report and Plan and attach the corresponding management response matrices to the same.

It goes without saying that the uptake of evaluation results depends on numerous factors, internal demand being one of the most important. However, the management response matrix may foster the use of evaluation recommendation if it is considered as a basis for meetings and discussions.

Who is responsible and involved?

The evaluation manager is responsible for **facilitating** the internal use of the evaluation recommendations, that is (a) the planning of actions; and (b) a progress monitoring after approximately 6 months or at latest the end of the year. Primary users of the evaluation plus those who were additionally addressed in the recommendations, should participate in the development of actions for the implementation of evaluation recommendations. It is also their **responsibility to implement** the actions planned, yet, the evaluation commissioner (if the HoP) has to manage and oversee the implementation and possibly delegate responsibility for certain actions to the HoP or HoPr, depending on who fulfills the role of the evaluation commissioner.

TIP: The management response matrix should clearly state the addressees of recommendations, since it is decisive for an effective follow-up to clearly see which recommendations can be dealt with project-internally and which once need to be taken up, i.e. on a senior management level (HoP, Human Resources, HoF etc.).

What helps me do it?

TEMPLATE: Standard management response matrix

What do I get?

A management response matrix documents the primary user's / addressee's perception of the recommendation, defines the action to be taken und tracks action taken.

Links:

UNICEF (2012), Guidelines for Management response to evaluations:

https://www.unicef.org/evaluation/files/Management_Response_Guidelines.pdf

STEP 11: DISSEMINATE AND COMMUNICATE EVALUATION RESULTS



When?

This depends on when it's the right timing for a given information for a given audience ... but start working on your dissemination and communication strategy as soon as the evaluation report is out.

TIP: It is less work (but of course more costly) for you and the project team, if you make the development of a dissemination and communication plan part of the ToR, hence, a deliverable of the evaluator(s). They would then need to hand in such a plan together with the final report.

What for?

This final phase of the evaluation is to make sure that evaluation results are adequately (timing, language, format, ways of communication) communicated within Welthungerhilfe, people we aim to assist, to other stakeholders and to the interested public. How stakeholders respond and react to evaluations can be influenced by the way and time the findings and recommendations are communicated.

How to do it?

Generally, and at this late stage of the evaluation, it should have been identified which evaluation products and communication channels suit the needs of the evaluation's users and target audiences best. While the evaluation report with its wealth of information will mainly be of interest to the evaluation commissioner and (sometimes in a summarised version for) some primary evaluation users, it might be that each conclusion and consequent evaluation is directed towards a different audience and needs specific dissemination and communication, i.e. technical recommendations on WASH will be directed to technical staff at an operational level whereas the positioning and promotion of a "system approach for improved WASH services" will affect a more strategic level.

Here are three key questions to help you think through dissemination:

- To which key groups do the evaluation findings and recommendations need to be communicated? What for?
- What do these different audiences need to know? What would they like to know?
- What is the best means to communicate with each of these groups (personal meetings, debriefing notes, podcast, video, different length summaries of the report, technical note)? Which existing formats/meetings could you make use of?

Furthermore, think about:

- Are there any special considerations or limitations particular to the users of the evaluation to be kept in mind (e.g. patchy internet connection, language, high staff turnover)?
- What is the best timing for dissemination (e.g. upcoming strategy revision, new planning cycle)?
- Who is responsible for the communication?

After approving the evaluation report, the evaluation manager has to ensure that the evaluation results are communicated to at least the following three audiences / key recipients:

1. Project participants

No matter to what extent project participants have been involved in the evaluation process, it is rarely the case that everyone is involved. That is why all project participants should at least be informed about the evaluation results in a format suited to this audience, and how their input (e.g. as interviewee) has been considered.

TIP: Consider translating the executive summary into a local language and think about more accessible ways (e.g. videos clips, etc.) of presenting it – if necessary.

2. Project staff/CO senior management

The evaluation report is of course the key reference document for project staff. However, it might be worth considering whether certain information of the report is especially relevant for certain project staff/CO senior management and how and when these could be made more accessible.

3. WHH staff in general

By uploading the full report (incl. annexes), the final management response matrix and the OCED/DAC project assessment in ProMIS and by informing relevant staff, including your MEAL country support, we can integrate these documents in our evaluation data base, making all evaluation reports accessible throughout the organisation.

4. The public

It is key the you mark your “evaluation task/milestone” in ProMIS as “complete” once the evaluation report has been approved and uploaded. This enables us to regularly update our list of “conducted evaluations” on our WHH website. Thereby we ensure transparency about our evaluation practice and give the public the opportunity to inquire upon specific evaluation (reports) on demand.

Who is responsible and who is involved?

If not already drafted by the evaluator(s), the evaluation manager agrees on a dissemination and communication strategy with the evaluation commissioner. The evaluation manager ensures (jointly with project staff or the evaluator(s)) that respective, additional evaluation products are developed. Who is best suitable to communicate the evaluation results in form of various evaluation products should be agreed upon between the evaluation manager and commissioner. MEAL advisors HO make the evaluation reports including executive summary and management response matrix available for WHH-internal use.

What helps me do it?

TEMPLATE: Dissemination and communication plan

What do I get?

The final report and possibly other evaluation products are disseminated and communicated to the target audience in adequate formats and at the “right” time.

Links:

CIPP (2017), Effectively Communicating Evaluation Findings:

https://osepideasthatwork.org/sites/default/files/CIPP2_Effectively_Communicating_Evaluation_Findings_2017_Section_508_Com.....pdf (see especially page 31 for communication formats and tools)

Charity Channel (2016), Six Steps to Effective Program Evaluation: Communicate Your Results (Part 6):

<https://charitychannel.com/six-steps-to-effective-program-evaluation-step-6-communicate-your-results/>

BetterEvaluation (2012), Communicating evaluation finding:

<https://www.betterevaluation.org/en/blog/communicating-findings>

A LAST GLANCE AT THE WHOLE PICTURE

11 Steps have been presented as key stages in the evaluation process. Of course, there are many more particular activities carried out throughout the process. We hope that the checklist for evaluation managers provides a practical working aid for planning and implementing an evaluation and for staying on top of things. As each process is specific, the checklist can be adapted and extended, according to needs.

CHECKLIST for evaluation managers



The seal of approval of the German Institute for Social Issues (DZI) certifies the efficient and responsible handling of the funds that have been entrusted to the organisation. As a sign of this trust, Welthungerhilfe has held the seal of approval since 1992.

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