Project Management.

The RFA

The evaluation

https://proposals.piestar.com

The answer is often no.

If the answer is yes, we think about the following kinds of issues.

The Road to Results: Designing and Conducting Effective Development Evaluations.

Development evaluation as a kind of public good. What we learn can be non rival, non excludable.

Traditionally have looked at implementation and output focused evaluation models. Moving towards results based evaluation models.

Reflected in the MDG, and SDGs that follow on.

http://mdgs.un.org/unsd/mdg/default.aspx

http://www.un.org/sustainabledevelopment/sustainable-development-goals/

Moving from 'project' evaluation to comprehensive, joint evaluations.

The complexity moves evaluation out of the traditional domain of economics to become more multidisciplinary.

http://ideas-global.org/ IDEAS – International Development Evaluation Association.

http://ieg.worldbankgroup.org/ World Bank's IEG. Independent Evaluation Group

http://www.ipdet.org/ IPDET – International Program for Development Evaluation Training.

Evaluation involves making a judgement of the value or worth of the thing you are evaluating; often a program, policy, or project.

OECD:

Evaluation refers to the process of determining the worth or significance of an activity, policy, or program. [It is] as systematic and objective as possible, of a planned, on-going, or completed intervention.

Prospective evaluation. Assess the likely outcomes of a proposed project, program, or policy. Often can draw on summative evaluations from other settings to predict the likely impact of the item under consideration. Ex ante evaluation.

Formative evaluation. Process evaluation. Looking at the way in which a program, policy, or program is being implemented. A midpoint evaluation is a kind of formative evaluation. A focus on implementation and improvement.

Summative evaluation. Outcome, or impact evaluation. End of an intervention / when an intervention is mature to determine the extent to which the anticipated outcomes were realized. A focus on results.

What are the purposes of evaluation?

- Ethical. Reporting to political leaders and citizens what has been done and what has been achieved. Transparency, accountability, democracy.
- Managerial. Rationalize financial and human resources devoted to different kinds of tasks.
- Decisional. Information needed to decide whether to expand, contract, replicate, terminate…
- Educate and motivate. Explain to people inside and out of the program / policy / project what is being done and to what extent it is reaching its objectives.

What are the benefits of evaluation? We can answer:

- What are the impacts?
- Is that what we planned?
- Is it working differently in different places and if so why?
- Is it working differently for different kinds of people and if so why?

Things to evaluate:

Projects. Single intervention.

Programs. Common goal that connects various activities and projects.

Policies. Rules, standards, guidelines.

Organizations. A group that exists at some level in a coherent and distinct state.

Sector. A coherently defined sub-unit of the larger economy.

Country. How is the country doing with regard to the plan in place?

Uses of Evaluation:

Box 1.1 Uses of Evaluation

Evaluation can be used in a variety of ways:

- to help make resource allocation decisions
- to help rethink the causes of a problem
- to identify emerging problems
- to support decision making on competing or best alternatives
- to support public sector reform and innovation
- to build consensus on the causes of a problem and how to respond.

Source: Kusek and Rist 2004.

(p. 15)

Contrast monitoring with evaluation:

OECD definition of monitoring.

“Monitoring is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indicators of the extent of progress and achievement of objectives and progress in the use of allocated funds.” (p. 16).

Routine, ongoing, internal activity. Might report out based on values gathered, but it is mostly internal and gives information that allows development of trend lines over time.

Evaluations are there to answer the ‘why’ question that goes along with the gathering of data in the monitoring phase. Why did we do all those things?

- Because we had to do them to generate the outcome that led to the impact.

Monitoring is ongoing, evaluation is periodic.

Table 1.2 Comparison of Monitoring and Evaluation

Monitoring	Evaluation
Ongoing, continuous	Period and time bound
Internal activity	Internal, external, or participatory
Responsibility of management	Responsibility of evaluator together with staff and management
Continuous feedback to improve program performance	Periodic feedback

Source: Insideout 2005.

An **internal evaluation** is conducted by a unit or individuals reporting to the management of the donor, partner, or implementing organization.

An ex**ternal evaluation** is conducted by entities outside the donor, partner, or implementing organization.

Participatory evaluation. Working together with the representatives of agencies and stakeholders to design, carry out, and interpret an evaluation.

What do you do to conduct an evaluation?

- Consult with stakeholders.
- Manage the evaluation budget.
- Plan the evaluation.
- Conduct evaluation or manage the team that is directly contacting people to evaluate.
- Identify standards by which effectiveness can be judged.
- Collect, analyze, interpret, and report data and findings.

Table 1.3 The World Bank's Changing Approach to Development, 1950–2000

Decade	Focus	Approach	Discipline
1950s	Rebuilding, reconstruction, technical assistance, and engineering	Technical assistance	Engineering
1960s	Economic growth, financing, and the creation of projects, in the hope that stronger economic growth would lift more people out of poverty	Projects	Finance
1970s	Social sectors or basic needs (education, health, and social welfare); longer-term planning and social sector investments	Sector investment	Planning
1980s	Structural adjustment policies and lending; adjustment lending linked to specific conditionalities used to support major policy reforms and to help countries cope with financial and debt crises	Adjustment lending	Neoclassical economics
1990s	More comprehensive country based as opposed to individual projects; more emphasis given to building capacity and institutions within developing countries	Country assistance	Multidisciplinary
2000s	Poverty reduction, partnerships, participation, sectorwide approaches, and a results orientation	Partnerships	Results-based management

Source: Based on Picciotto 2002.

(p. 27)

Wide variety of methodologies involved in evaluation currently. Psychology, Sociology, Political Science, Education, Statistics, Anthropology, Social Science, Economics all have parts in the methods.

Principles and Standards for Development Evaluation.

- Relevance – the extent to which the objectives of the development intervention are consistent with the beneficiaries' requirements, country needs, global priorities, and the policies of donors and agencies.
- Effectiveness – a measure of the extent to which an activity achieves its objectives.
- Efficiency – Is it achieving maximum output given the use of inputs / using the smallest amount of inputs feasible to achieve a given level of output?
- Impact. Positive and negative changes produced by an activity, directly or indirectly, intended or not intended.
- Sustainability – The ability of the benefits of the program or activity to continue over time; resilience to risk and unforeseen events.

Box 1.3 The 10 Parts of the DAC Evaluation Quality Standards

The OECD has set 10 criteria for assessing evaluation quality:

- rationale, purpose, and objectives of an evaluation
- evaluation scope
- context
- evaluation methodology
- information sources
- independence
- evaluation ethics
- quality assurance
- relevance of the evaluation results
- completeness.

Source: OECD 2006.

(p. 31)

Chapter 3.

Results based M&E. Were promises kept and outcomes achieved? Promote credibility and public confidence in an organization's work.

Box 3.1 The Power of Measuring Results

Measuring results is critical for the following reasons:

- If you do not measure results, you cannot tell success from failure.
- If you cannot see success, you cannot reward it.
- If you cannot reward success, you are probably rewarding failure.
- If you cannot see success, you cannot learn from it.
- If you cannot recognize failure, you cannot correct it.
- If you can demonstrate results, you can win public support.

Source: Osborn and Gaebler 1992.

(p. 107).

Useful as a motivational and management tool.

Useful for refinement of program to make it more effective.

Box 3.2 Difference between Results-Based Monitoring and Results-Based Evaluation

Results-based monitoring is the continuous process of collecting and analyzing information on key indicators and comparing actual results with expected results in order to measure how well a project, program, or policy is being implemented. It is a continuous process of measuring progress toward explicit short-, intermediate-, and long-term results by tracking evidence of movement toward the achievement of specific, predetermined **targets** by the use of **indicators**. Results-based monitoring can provide feedback on progress (or the lack thereof) to staff and decision makers, who can use the information in various ways to improve performance.

Results-based evaluation is an assessment of a planned, ongoing, or completed intervention to determine its relevance, efficiency, effectiveness, **impact**, and sustainability. The intention is to provide information that is credible and useful, enabling lessons learned to be incorporated into the decision-making process of recipients. Evaluation takes a broader view of an intervention, asking if progress toward the target or explicit result is caused by the intervention or if there is some other explanation for the changes picked up by the monitoring system. Evaluation questions can include the following:

- Are the targets and outcomes relevant?
- How effectively and efficiently are they being achieved?
- What unanticipated effects have been caused by the intervention?
- Does the intervention represent the most cost-effective and sustainable strategy for addressing a particular set of needs?

(P. 108).

Traditional M&E. Focuses on monitoring and evaluation of inputs, activities, and outputs.

Results based M&E. Conducts this as well, but adds in an assessment of outcomes and impacts, with a focus on results.

Leads us to the idea of a Theory of Change.

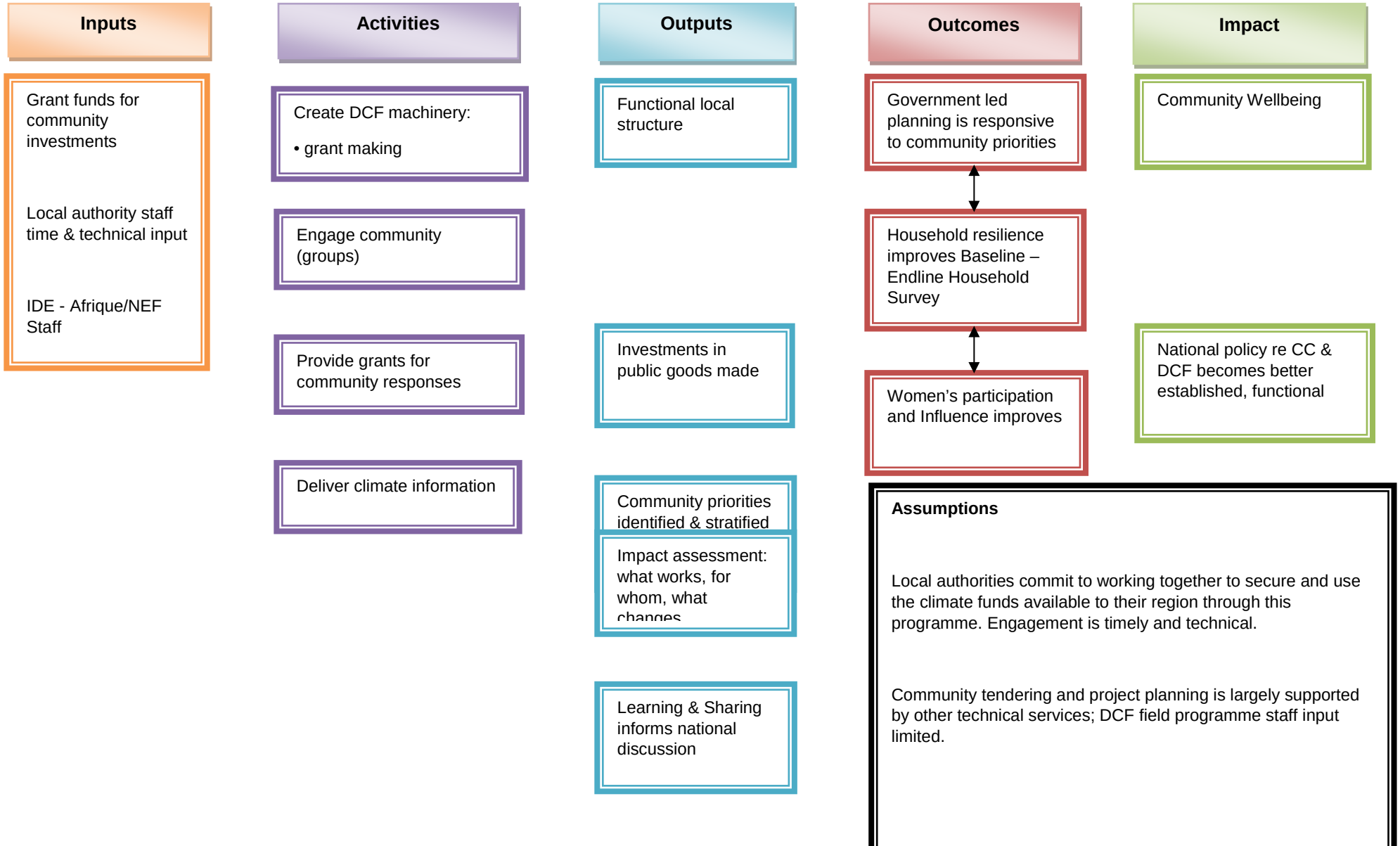
Table 3.1 Main Components of a Theory of Change

Component	Description
Inputs	Resources that go into a project, program, or policy (funding, staffing, equipment, curriculum materials, and so forth).
Activities	What we do. Activities can be stated with a verb ("market," "provide, " "facilitate," "deliver").
Outputs	What we produce. Outputs are the tangible products or services produced as a result of the activities. They are usually expressed as nouns. They typically do not have modifiers. They are tangible and can be counted.
Outcomes	Why we do it. Outcomes are the behavioral changes that result from the project outputs (quit smoking, boiling water, using bed nets). Outcomes can be increased, decreased, enhanced, improved, or maintained.
Impacts	Long-term changes that result from an accumulation of outcomes. Can be similar to strategic objectives.

Source: Kusek and Rist 2004.

(p. 109).

Theory of Change – DCF Programme



4.1 Theory of Change – Improving Household Food Security and Nutrition

Syracuse University

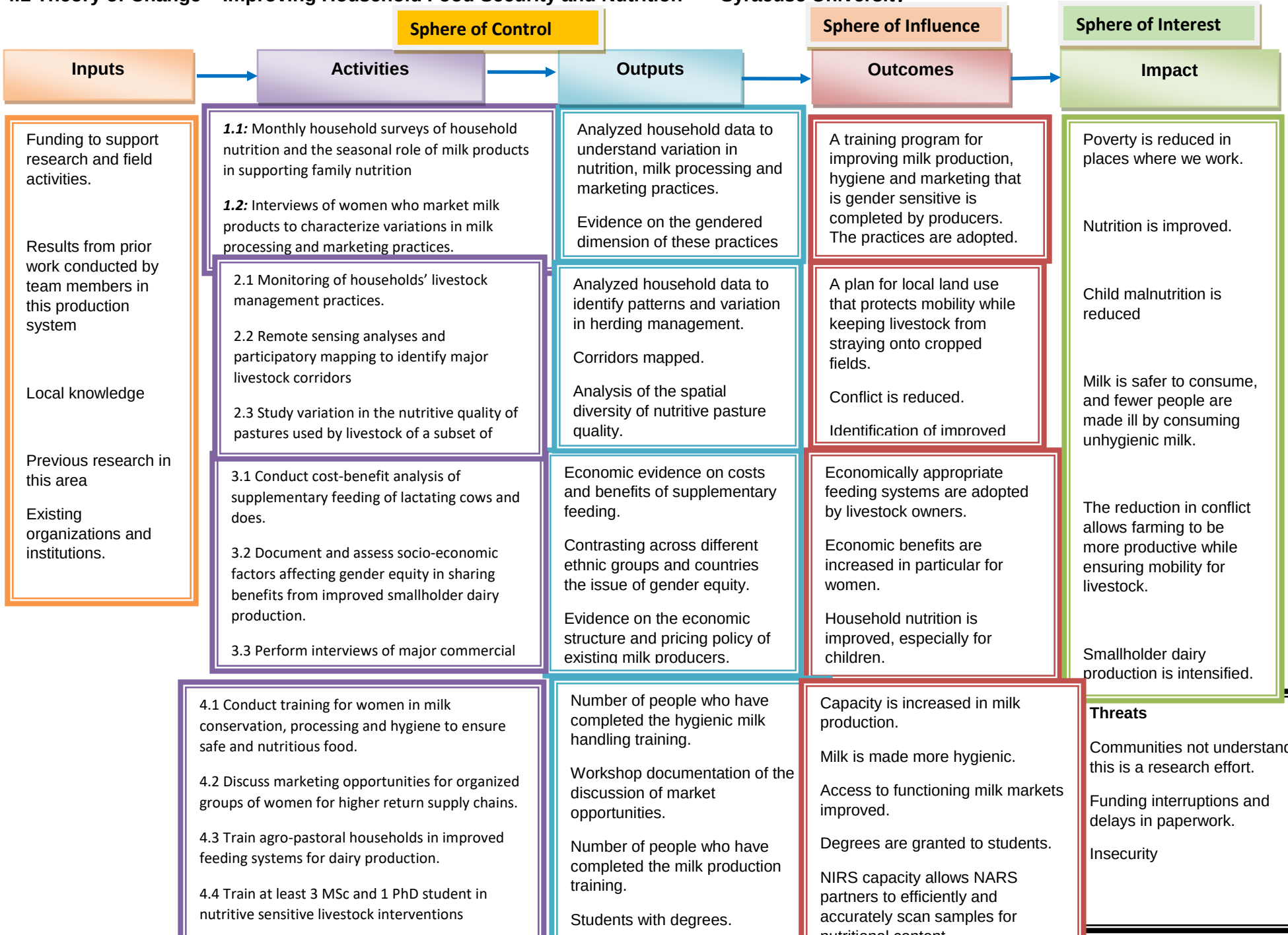
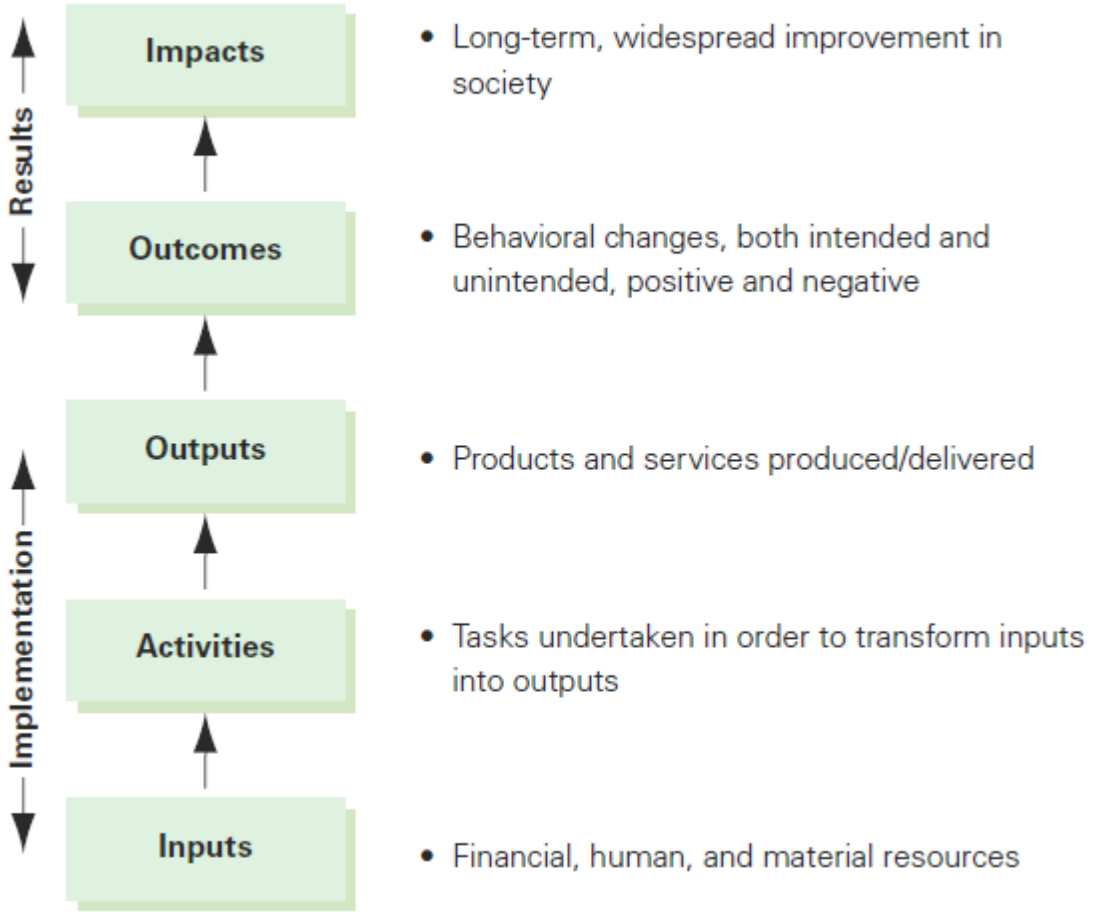


Figure 3.1 Program Theory of Change (Logic Model) to Achieve Outcomes and Impacts



Source: Binnendijk 2000.

(p. 110)

Performance indicators. Things that can be measured that allow you to assess whether an outcome or impact is being produced. A variable that allows the verification of changes in the development intervention or shows results relative to what was planned.

10 Steps to Design, Build, and Sustain a Results Based M&E system.

Figure 3.3 Ten Steps to Designing, Building, and Sustaining a Results-Based Monitoring and Evaluation System

Source: Kusek and Rist 2004.

(p. 113)

1) Readiness assessment. What is the capacity and willingness of government and development partners to construct a results based M&E system?

- Fundamentally, what are the incentive structures facing different people in this situation?
- What are the roles and responsibilities that exist within organizations that will be impacted by this system?
- What is the organization capacity to design, build, and sustain this system?
- What barriers might there be to developing this system and can anything be done about them?

2) Agreeing on outcomes to monitor and evaluate.

- What are we trying to achieve and how can we measure and track change in this domain?
- What is the stated policy objective?
- What do citizens want as an outcome?
- What have donors defined as the outcomes that are important?
- Are there internationally agreed upon objectives like the MDG?

3) Select key indicators to monitor outcomes.

- Start with the quantitative, can move to more qualitative as the system becomes more sustained.
    - Indicators should be CREAM: Clear, Relevant, Economic, Adequate, Monitorable.
- The number of indicators needed is related to the question, how will we know the outcome has been achieved?
    - Guideline; 2-7 is often chosen per outcome.
    - At some level, you also want to consider what is already available for data / what is relatively easy to produce, and also what capacity exists for data gathering.

Table 3.2 Matrix for Selecting Indicators

Indicator	Data source	Data collection method	Who will collect data?	Frequency of data collection	Cost to collect data	Difficulty to collect	Who will analyze and report data?	Who will use the data?
1.								
2.								
3.								

Source: Kusek and Rist 2004.

Economic Growth

Program Element: Additional IEHA Indicators Being Used by USAID/MALI/AEG (not in FACTS)

Indicator: Number of farmers (or herders) who have adopted the new technologies / management practices

DESCRIPTION

Precise Definition(s): Total number of individual pastoralists who have adopted the Livestock Market Information System (LMIS) technology for use in decision making for selling or buying livestock or livestock products

Unit of Measure: Number (cumulative)

Disaggregated by: *Gender, organization, region*

Justification/Management Utility: Currently, livestock market information is not readily available to pastoralists when selling animals and products in the market place. When available, it is generally not timely and relevant to a particular market. Lack of knowledge about price differentials between markets, both local and terminal, reduces opportunities for pastoralists to negotiate fair prices or to take advantage of better prices. Transfer of information will be facilitated by establishing kiosks at the livestock markets where MLPI personnel will demonstrate using the SMS to retrieve data. Billboards will be placed at the markets that provide a picture demonstration on how to use SMS to get market information. Radio, newspaper and television advertisements will also be developed and published to convey information about the LMIS system. The indicator here will be the number of people who have learned about and/or adopted the technology for acquiring information to assist in decision making for buying livestock or livestock products.

PLAN FOR DATA ACQUISITION

Data Collection Method: Attendance records, site interviews and number of advertisements. Project personnel will conduct periodic follow-up interviews with persons trained in the use of the LMIS. Persons accessing the system through cell phones, internet, and email will be logged on the server.

Method of Acquisition: Annual Reports

Data Source(s): Follow-up interview records from Observatoire du Marche Agricole and information derived from analytics on the LMIS database.

Frequency/Timing of Data Acquisition: Yearly for follow-up interviews. Daily for cell phone, internet, and email access of the LMIS.

Estimated Cost of Data Acquisition: Data collected as part of program funding

Responsible Individual(s) at USAID: Yacouba Santara

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: No data collected at this point

Known Data Limitations and Significance (if any): None at this time

Actions Taken or Planned to Address Data Limitations:

Date of Future Data Quality Assessments: Yearly (October)

Procedures for Future Data Quality Assessments: Quality of data will be reviewed by the Principal Investigator and the program manager at Observatoire du Marche Agricole.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Interview data will be stored in a database and analyzed according to the disaggregation scheme above. Cell phone, internet, and email access data will be cross referenced with registered users to assess average daily usage by disaggregation scheme above.

Presentation of Data: Data will be presented as text, tables and graphs in the Livestock-Climate Change CRSP annual report

Review of Data: Data will be reviewed by Principal Investigator, Livestock-Climate Change CRSP and USAID Mali Program Manager

Reporting of Data: Data will be reported annually in Livestock-Climate Change CRSP annual report

OTHER NOTES

Notes on Baselines/Targets:

Period	Target	Achieved	Reported
2007	0		3/10/2008
2008	0	0	10/21/2008
2009	25	0	11/9/2009
2010	200	0	16/09/12
2011	200	68	21/10/2011
2012	400		
2013	600		

Numbers estimated based on adoption of this technology by pastoralists in East Africa for the LMIS system implemented there.

Location of Data Storage: Texas A&M University, Observatoire du Marche Agricole, and Direction Nationale des Productions et des Industries Animales

Other Notes: **Due to funding delays in FY2010, we have not had adequate time to conduct the evaluations to determine level of adoption of the LMIS technology by pastoralists. For 2011, in setting this target for adoption, LCC CRSP did not realize the full impact that the hiatus in project activities associated with the rebid of the Livestock CRSP during the October 2009 to August 2010 period had on its ability to increase the number of users of the system. Due to the hiatus, it had to retrain market monitors in many of the markets and re-initiate training of pastoralists to refresh their knowledge of the system. Funding issues in FY 2011 also reduced its ability to conduct all of the training we had planned.**

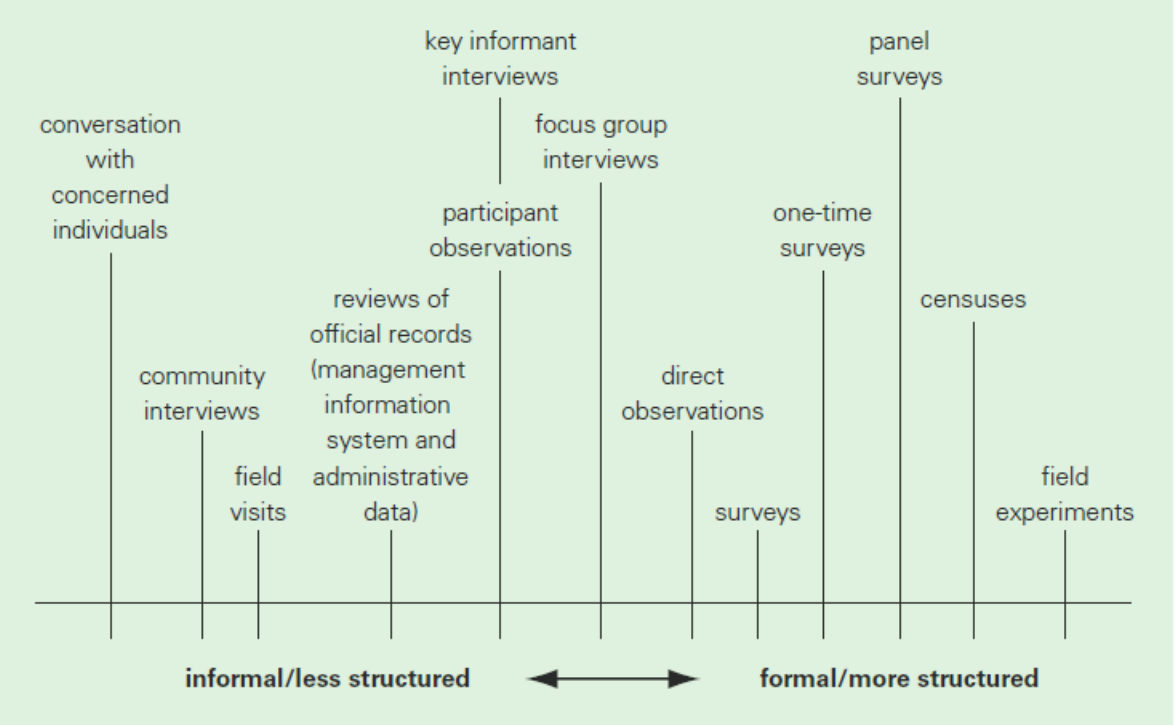
THIS SHEET LAST UPDATED ON: 16/09/12

	IEHA Indicator Crosswalk	Target for FY2011		Actual for FY2011		Target for FY2012		Actual for FY2012		Target for FY2013	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Program Element: 5.2 Agricultural Sector Productivity											
Indicators											
14. Number of new technologies or management practices under research as a result of USG assistance/*IEHA same as FACTS Indicator* (p. 93)	Output Indicator	0	1			0	2			0	2
15. Number of new technologies or management practices under field testing as a result of USG assistance/*IEHA same as FACTS Indicator* (p. 94)	Output Indicator	0	7			0	8			0	9
16. Number of new technologies or management practices made available for transfer as a result of USG assistance/*IEHA same as FACTS Indicator* (p. 95)	Output Indicator	0	5			0	5			0	7
17. Number of additional hectares under improved technologies or management practices as a result of USG assistance/*Adoption: Area (hectares) under new technology* (p. 96)	IR 1.1	0	30			0	20			0	20
20. Number of producers organizations, water users associations, trade and business associations, and community-based organizations (CBOs) receiving USG assistance/*IEHA same as FACTS Indicator* (p. 100)	Output Indicator	0	1			0	1			0	1
26. Number of individuals who have received USG-supported short-term agricultural sector productivity training/*Male attendance at ST training; Female attendance at ST training on agricultural sector productivity* (p. 102)	Output Indicator	443	381			670	270			1750	440

4) Gather baseline data on the indicators.

- To evaluate progress towards an objective, we need initial conditions.
- What indicators are out there to use or can be collected?
- Is this something that I am going to be able to regularly and reliably check on over time to monitor progress?
- Is it feasible and cost effective in comparison to other possible indicators I could use?
- What methods do I have available to collect this information over time?

Figure 3.4 Spectrum of Data Collection Methods



Source: Kusek and Rist 2004.

(p 120).

With indicators can set up a table like this:

Outcome	Indicator	Baseline value	Target value

5) The last column takes us to the next topic; planning for improvement by selecting realistic targets.

- What value am in aiming to reach and in what time span?
- What resources do I have to get there?
- What capacity do I have in place or will have to build to improve the score of this indicator?
- What needs to be done before I can realize improvements in this indicator?

6) Now we get to the actual monitoring for results.

- I am going to track implementation in terms of use of inputs, activities, outputs, spending and results in terms of outcomes and impacts.
- This can be particularly challenging when we have multiple partner institutions working on a given activity (as is almost always the case).

7) Using the information you are getting for evaluation.

- We are doing the right things (we have the right strategy).

- We are doing things right (our way of operation is correct).
- We could do things even better (learning).

8) Reporting findings.

- Communicating out what you are finding.
- Analysis of the indicator information coming in and putting it in some kind of easy to understand reporting framework.

9) Using the findings.

- Disseminate findings to the media.
- Present your findings.
- Generate Briefs.
- Post online.
- Share with partners.
- Go to annual meetings and present.
- Report back to USAID.
    - Visit the mission and describe what you have been doing.

Box 3.3 Ten Uses of Results Findings

Results findings can be used to

1. respond to demands for accountability by elected officials and the public
2. help formulate and justify budget requests
3. help make operational resource allocation decisions
4. trigger in-depth examinations of what performance problems (with the theory of change or implementation) exist and what corrections are needed
5. help motivate personnel to continue making program improvements
6. monitor the performance of contractors and grantees (it is no longer enough for them to document how busy they are)
7. provide data for special, in-depth program evaluations
8. help track service delivery against precise outcome targets (are we doing things right?)
9. support strategic and other long-term planning efforts (are we doing the right things?)
10. communicate with the public to build public trust.

Source: Hatry 1999.

(p 131)

10) Sustaining the M&E system within the organization.

- Create demand for the products.
- Have clear roles and responsibilities for who is supposed to keep it going.
- Provide credible and trustworthy information.
- Be accountable for any errors or flaws and be open to sharing findings with interested shareholders.
- Have the capacity to continue to deliver.
- Have the incentives right for it to continue.