Evaluations

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Locating evaluation within the development work

- We are trying to improve the lives (standards of living) of the least fortunate over time using limited resources.
- We try to do this using different tools and techniques.
- Since we have limited resources we do not wish to waste them on tools and techniques which do not help us achieve our goals as quickly and as cheaply as possible.
- Therefore, we need to know which tools work and which ones do not.
- Evaluations help us in determining this.

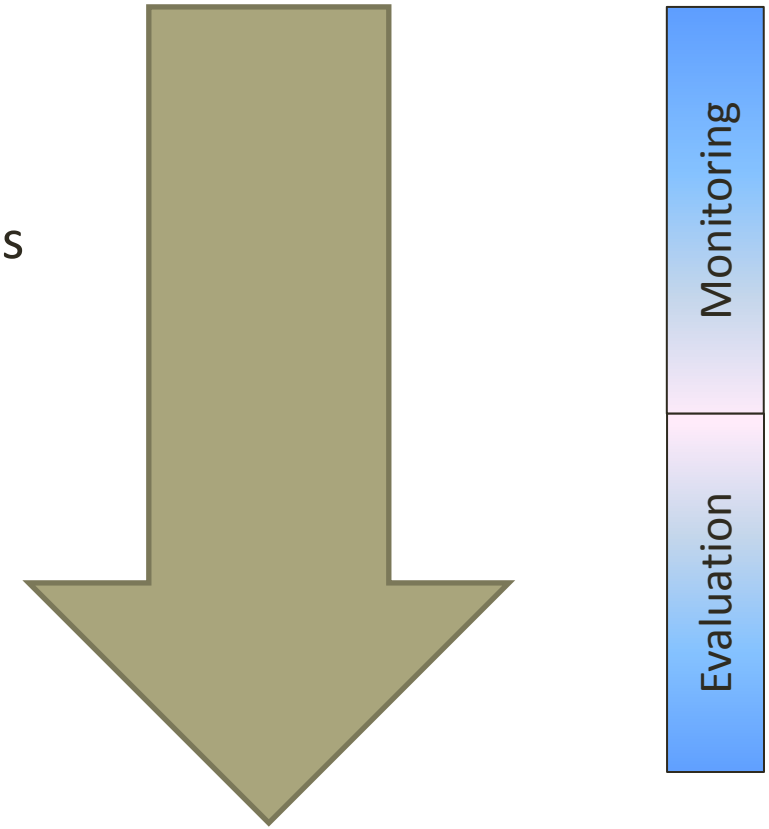
What is Evaluation?

- Evaluation
  - The episodic assessment of the change in targeted results that can be attributed to the program or project. Evaluation attempts to link a particular output or outcome directly to an intervention after a period of time has passed.
  - An evaluation is usually carried out at some significant stage in the project's development, e.g. at the end of a planning period, as the project moves to a new phase, or in response to a particular critical issue.

- A useful analogy
  - How do we know what drugs treat which illnesses?
  - The double blind, randomized control trial

Locating evaluation within the project and M&E

- Inputs
- Processes/Activities
- Outputs
- Outcomes
- Impacts



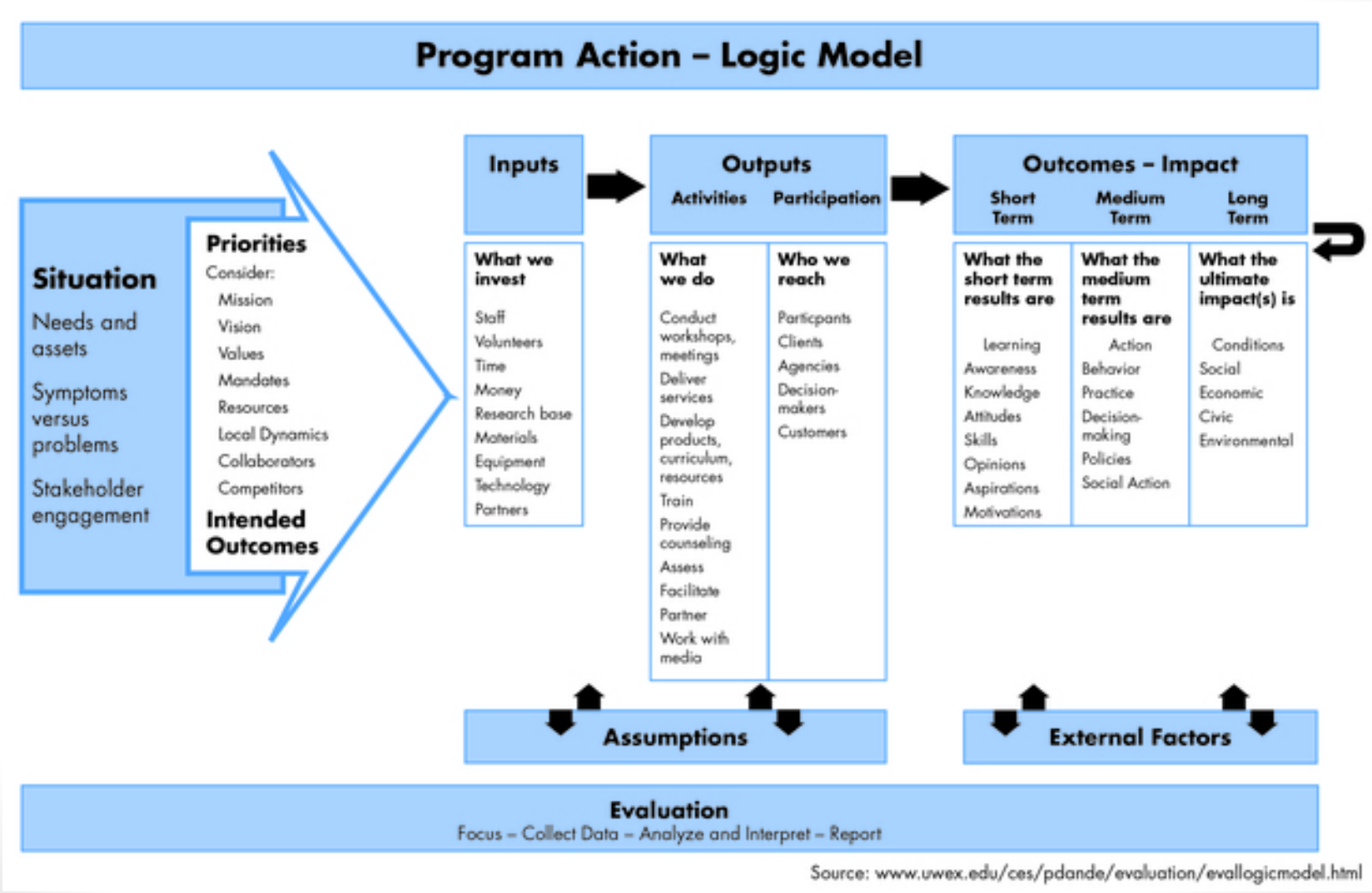
The tools we need for evaluation

1. Theories of change
2. Logical frameworks
3. Evaluation design
4. SMART Indicators
5. Data collection tools
6. Ethical considerations

Program Theory of Change (TOC)

- There are a set of hypotheses upon which programs are built. A program's theory of action (or theory of change) "is an explanation of the causal links that tie program inputs to expected program outputs" - Weiss (1998, p.55)
- A theory of change (TOC) is the product of a series of critical-thinking exercises that provides a comprehensive picture of the early- and intermediate-term changes in a given context that are needed to reach a long-term goal articulated by the program.
- Usually a visual tool accompanied with description of the assumed chain of causality highlighted either by the program or the evaluator.
- The Program theory of change can sometimes implicitly incorporate the assumptions made by the program about the nature of the program's impact. It is the M&E specialists job to discover these assumptions about causality and chain of effects.

Basic structure of ToC



Source: www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

The Logical Framework (LFA)

- The logical framework is a tool for setting out the theory of change underlying a project, the indicators that will be used to monitor progress, and the means by which information about those indicators will be verified. It is the most commonly used results and indicator based monitoring and evaluation framework.
- The log frame is usually divided into four columns highlighting the following:
  - The logical hierarchy of the project
  - The indicators chosen
  - Sources of verification
  - Assumptions

Example of a log frame

Figure 24 – Information contained in the Logframe Matrix

Project Description	Indicators	Source of Verification	Assumptions
Overall objective: The broad development impact to which the project contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context)	Measures the extent to which a contribution to the overall objective has been made. Used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Sources of information and methods used to collect and report it (including who and when/how frequently).	
Purpose: The development outcome at the end of the project – more specifically the expected benefits to the target group(s)	Helps answer the question 'How will we know if the purpose has been achieved'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the purpose-objective linkage
Results: The direct/tangible results (good and services) that the project delivers, and which are largely under project management's control	Helps answer the question 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the result-purpose linkage
Activities: The tasks (work programme) that need to be carried out to deliver the planned results *(optional within the matrix itself)*	*(sometimes a summary of resources/means is provided in this box)*	*(sometimes a summary of costs/budget is provided in this box)*	Assumptions (factors outside project management's control) that may impact on the activity-result linkage

The results framework

Table 6. The results framework

Results	Indicators	Baseline	Target	Means of Verification	Risks & Assumptions
Impact statement *(Ultimate benefits for target population)*	Measure of progress against impact				Assumptions made from outcome to impact. Risks that impact will not be achieved.
Outcome statement *(Short- to medium-term change in development situation)*	Measure of progress against outcome				Assumptions made from outputs to outcome. Risks that outcome will not be achieved.
Outputs *(Products and services—tangible and intangible—delivered or provided)*	Measure of progress against output				Assumptions made from activities to outputs. Risks that outputs may not be produced.
Activities *(Tasks undertaken in order to produce research outputs)*	Milestones or key targets for production of outputs				Preconditions for implementation of activities.

Evaluation designs

Analytical approaches

a) Pre-post tests (Before intervention and after intervention analyses)
b) Differences
c) Difference of difference (DoD): Combining Differences and Pre-Post leads to a difference of difference analysis
d) Cost-benefit analyses (Value for money): E.g. Don't only look at number of children vaccinated; but cost per child vaccinated

Evaluation designs

Establishing attribution

a) Randomized control trials (RCTs) or Experimental Design studies
b) Quasi-experimental design studies

SMART Indicators

Figure 10. **SMART outcomes and impacts**	
S	**Specific:** Impacts and outcomes and outputs must use change language—they must describe a specific future condition
M	**Measurable:** Results, whether quantitative or qualitative, must have measurable indicators, making it possible to assess whether they were achieved or not
A	**Achievable:** Results must be within the capacity of the partners to achieve
R	**Relevant:** Results must make a contribution to selected priorities of the national development framework
T	**Time-bound:** Results are never open-ended—there is an expected date of accomplishment

Key Performance Indicators (KPIs)

- While conducting Monitoring and Evaluation, often times focus can become limited to counting inputs, activities, outputs and outcomes
- It is, however, more important to also measure beyond just the headline numbers of inputs and outputs.
- Recently, many organizations have developed Key Performance Indicators (KPIs) to measure the effectiveness and efficiency of various activities.

Methods of data collection

- Documents
- Reporting
- Direct observation (Field Visits)
- Participatory observation
- Surveys (Household surveys, e.g.)
- Report cards
- Secondary sources
- Focus Group Discussions (FGD)
- Key Informant Interviews (KII)
- Case studies

Types of evaluations

- Two main types of evaluations
  - Outcome evaluations measure programme results or outcomes.
  - Impact evaluation measures the difference between what happened with the programme and what would have happened without it. It answers the question, “How much (if any) of the change observed in the target population occurred because of the programme or intervention?”

Outputs, Outcomes & Impact

Point of Measurement	What is Measured	Indicators
Outputs	Effort	Implementation of activities
Outcomes	Effectiveness	Use of outputs and sustained production of benefits
Impact	Change	Difference from the original problem situation

Evaluation challenges in Pakistan: A case study

1. Baseline survey for a Women's empowerment programme in Pakistan
2. Implementation in Khyber Pakhtunkhwa and Punjab

“The LFA is a living document”

1. Programmme fluidity (changing ToCs and LFAs; indicators being revised and programme targets changing) and how that effects evaluation.
2. Flexibility or poor planning?
3. The pre-post test becomes impossible if we change the playing field or move the goal posts.

District selection and sampling

1. Intervention versus control
2. Random sampling
3. Stratified random sampling
4. Tracking respondents
5. Decisions taken during baseline surveys effect what you can say about the programme later.

Designing instruments

1. Quantitative vs. qualitative data collection
2. The usefulness and limitations of perception indicators
3. Less is more: cramming a survey instrument with many questions does not lead to good results
4. Testing survey instruments and refining question order

Data collection

1. Accurate responses without leading or harassing the respondent
2. Sampling households on the ground
3. The ethics of data collection
   a. Informed consent
   b. Anonymity
   c. Protecting the respondent
4. Cultural challenges

Validity

1. Instrument design
2. Sampling
3. KIIs and FGDs