



Improving the quality of evaluations

23 May 2016

Triologue Workshop

Fatima Adam

Zenex Foundation

Advancing mathematics, science and language education

What is M and E

- It is a systematic and objective engagement with the design, implementation and results of projects/programmes:
 - Relevance: Do the objectives of the project match the needs to be addressed?
 - Efficiency: Is input into the work appropriate in terms of the output?
 - Effectiveness/Outcome: Did you achieve your intended objectives/targets/results?
 - Impact: Did you make a difference to the problem that you were trying to address?

Why M and E

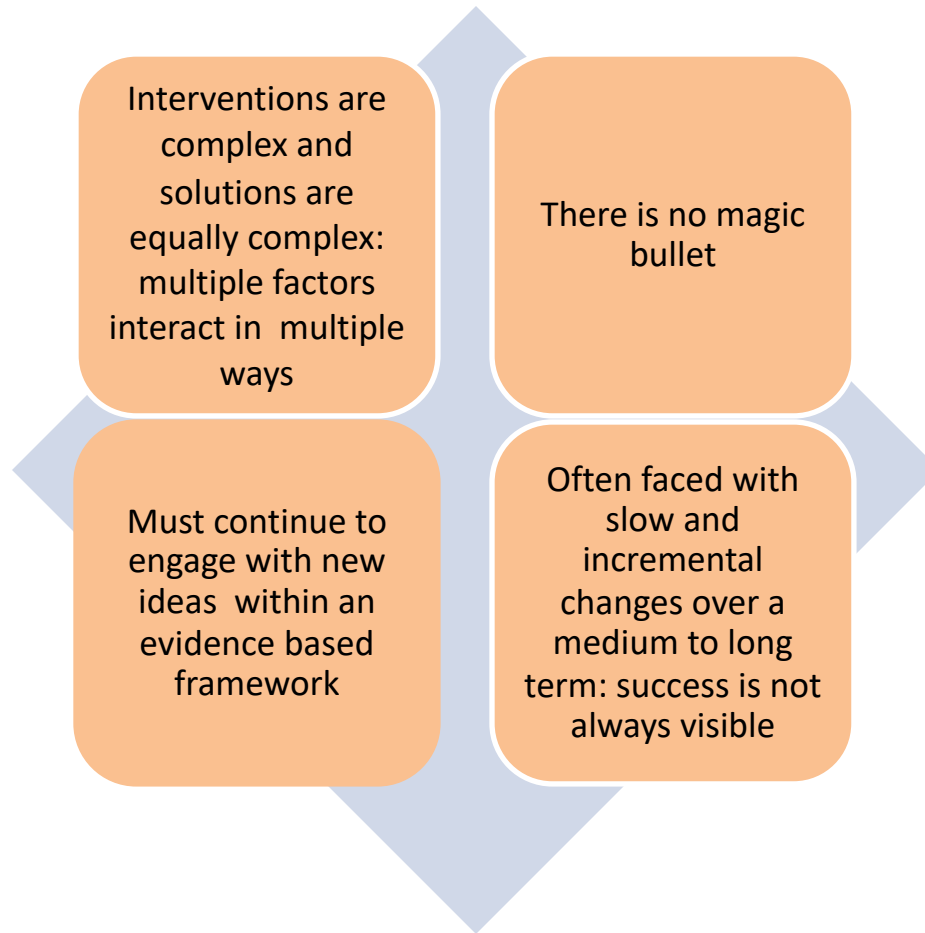
- Knowledge/learning and accountability

Scriven, 1973

- Judgement
- Knowledge
- Improvement

**Increasing commitment and
support for evaluations**

Social development is complex



**No longer about whether we
should do evaluations,
but
about how we do quality
evaluations**

Quality M and E

- Provides clear articulation of the programme purpose and outcomes, the data you collect at various levels and the questions that you are trying to answer.
- Meets rigorous data collection and data analysis standards: qualitative versus quantitative, validity, reliability and triangulation.
 - Informs the design of high quality instruments.
- Differentiates between M and E.

Guidelines for donors/funders

Step 1: Design evaluations side by side programmes

Step 2: Understand the intended purpose for evaluating

Develop clarity about what you want to evaluate and work with experts to establish whether this is feasible: measurable and realistic within resource and time constraints:

- Processes, outcomes or impact.

Step 3: Explain the intervention logic

- A theory of change is an explanation of the intervention.
- It outlines the problem identified, the purpose of the intervention, the assumptions/beliefs underpinning the intervention, the strategies, inputs and outcomes of the intervention.
- Makes explicit what you are doing, why and how.
- Unpacks the causal chain:
 - Ensures alignment between the intent, programme and outcomes.
 - Provides an opportunity to establish whether you are making unreasonable leaps in the logic between intent and outcomes.
- Aligns the purpose of the intervention - purpose of the evaluation.
- Informs the evaluation questions, methodology and data collection.

Step 4:

Develop appropriate evaluation questions

- Aligned to the intention of the intervention.
- Aligned to the purpose of your evaluation.

Step 5: Appropriate methods and required data

- Work with evaluation experts to ensure tight links between question and methodology: will this approach answer the question that we are seeking answers to.
- Do not collect data for its own sake. It is better to collect key strategic data than too much.

Step 6: Defining the scope and scale

**Period, coverage, geography,
budget**

Step 7: Engaging with Reports and Findings

- Understanding the reports
 - Technical jargon: floor effect, counterfactual
 - Implications for project re-design
- Reporting to stakeholders and Board
- Utilisation and uptake

Conclusion

Looking ahead:

- We have to evolve our Monitoring and Evaluation practices: Rudimentary to more sophisticated.
- We have to move from a passive to a highly engaging and active role.
- We have to commit to strengthening the space and power of Monitoring and Evaluation in social development.