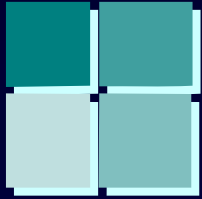


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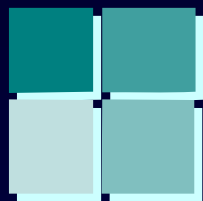
Module 12: Managing for Quality and Use





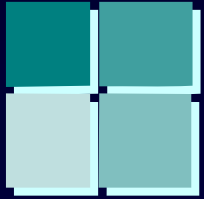
Introduction

- Managing an Evaluation
- Project Management
- Managing People
- Managing Tasks
- Development Evaluation Questions
- Assessing Quality of an Evaluation
- Using Evaluation Results



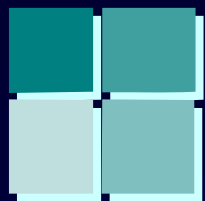
Evaluation Design Matrix

- Key to success in evaluation is in planning
- Evaluation Design Matrix, links descriptive, normative, and impact evaluation questions
- Helps to systematically map out the evaluation
- Focuses the attention on each of the major components



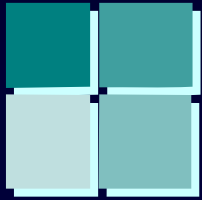
About the Design Matrix

- Takes time to fill in since you do not have all the information available at start
- It is an iterative process
- Can change the format of the design matrix to fit your needs



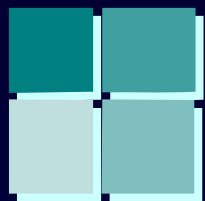
Guide for Using the Evaluation Design Matrix

- For each question, complete all columns
- One row for each question
 - if you have two main questions, the matrix should have two rows
 - each row specifies how you plan to design your evaluation for each question
- Comment column may help keep track of unresolved issues and/or concerns



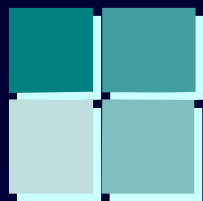
Two Useful Tools

- Evaluation Plans and Operations Checklist (Stufflebeam)
- Checklist for Program Evaluation Planning (McNamara)
- You may want to adapt these to fit your needs



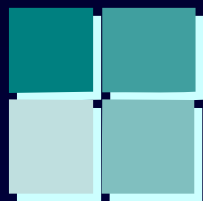
Reviewing Your Design

- Make sure all of the pieces connect and will give you the best chance of obtaining the data necessary to answer the evaluation questions



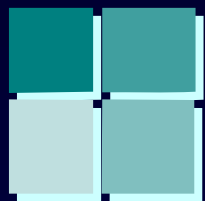
Pre-testing

- Pre-testing is essential
 - if survey, have several people use it in an real setting
 - if focus group, conduct as if real
- De-brief respondents, find out what worked, what did not
 - ask how they would fix the questions
- Have experts review your plans
- Have cold reader review surveys for clarity, grammar, and typing



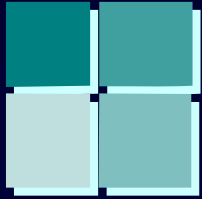
Front-End Planning

- Pay attention to:
 - timing and time management
 - selection of actors and resources involved in the evaluation
 - role of program logic and program theory
 - design of the study
 - question to what extent data that are needed can be made available



Timing of the Evaluation

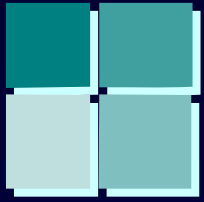
- For an evaluation that emphasizes use, time it so your findings are available when decisions are being made or actions being taken



Questions to Help Timing

- What decision, if any, is the evaluation finding expected to influence?
- When will decisions be made? By whom? When, then, must the evaluations findings be presented to be timely and influential?
- What is the history and context of the decision-making process?
- What other factors will affect the decision-making?
- How much influence do you expect the evaluation to have – realistically?

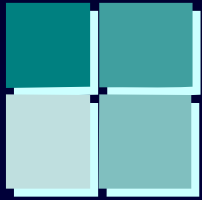
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Questions to Help Timing

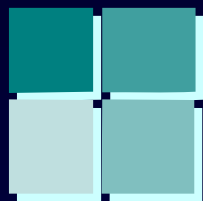
(cont.)

- To what extent has the outcome of the decision already been determined?
- What data and findings are needed to support decision making?
- What needs to be done to achieve that level of influence?
- How will we know afterward if the evaluation was used as intended?



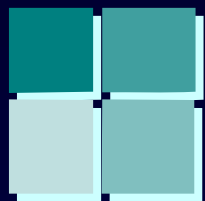
Why Plan?

- Be guided by the evaluation context
 - timing, purposes, characteristics of the intervention
 - resources available
- Prevent implementation problems
- Carefully organize steps and elements of an evaluation
- If not organized properly, the changes are high that it is a waste of money



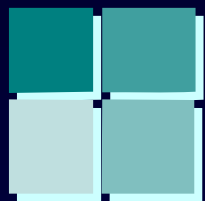
The Evaluation Team

- Who
 - client (commissioner of the evaluation)
 - stakeholders
 - other evaluators
 - participants
- How
 - Terms of Reference



Value of Terms of Reference (TOR)

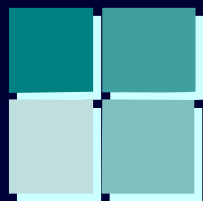
- Terms of Reference (TOR) describe the overall evaluation and establish the initial agreements prior to the work plan
- TOR process:
 - ensures all stakeholders are included in the discussion and decision-making
 - establishes the basic guidelines so everyone understands expectations and context of the evaluation



OECD, DAC Glossary

Definition

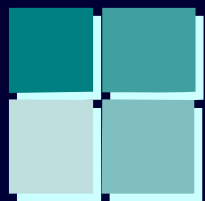
- Terms of Reference (TOR) are a written documentation that present:
 - the purpose and scope of the evaluation
 - the methods to be used
 - the standard against which performance is to be assessed or analyses are to be conducted
 - the resources and time allocated
 - reporting requirements



TOR Typically Include:

- Title: short and descriptive
- Project or program description
- Reasons for the evaluation and expectations
- Scope and focus of the evaluation: the issues to be addressed and questions to be answered
- Stakeholder involvement: who will be involved, defined responsibilities, and accountability process

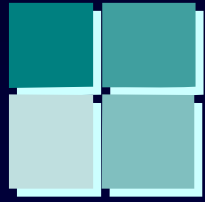
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TOR Typically Include:

(cont.)

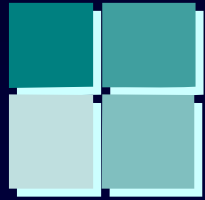
- Evaluation process: what will be done
- Deliverables: typically an evaluation work plan, interim report, final report and presentations
- Evaluator qualifications: education, experience, skills and abilities required
- Cost projection based on activities, time, number of people, professional fees, travel, and any other related costs



Guidelines for Writing TOR

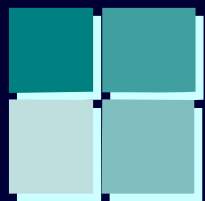
- State clearly the objectives of the evaluation
 - identify the stakeholders of the evaluation
 - the products expected from the evaluation
 - how the products are to be used
 - the specific issues to be addressed
 - the methodology
 - arrangements for the evaluation

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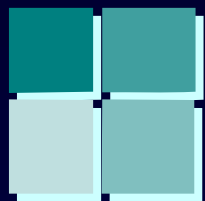
Guidelines for Writing TOR (cont.)

- Do not simply state the objectives in technical or process terms. Be clear on how the evaluation is expected to help the organization
- Focus on key issues to be addressed by the evaluation
- Avoid too many issues. It is better to have an evaluation that examines a few issues in-depth rather than one that looks into a broad range of issues superficially



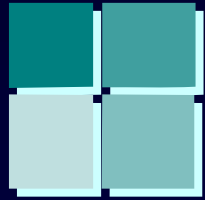
TOR Checklists

- Evaluation Contracts Checklist (Stufflebeam)
- Checklist for Developing and Evaluating Evaluation Budgets (Horn)
- Key Evaluation Checklist (Scriven)



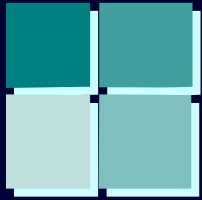
Contracting Evaluations

- If human resources are not available in your organization, you may need to hire one or more other people to assist
- Can be brought in for the entire study or only parts



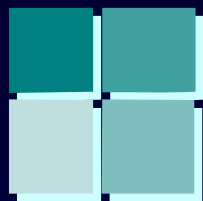
Two Main Steps for Hiring Contractor

- 1 Developing a request for proposal (RFP)
- 2 Use a selection panel to choose a contract evaluator



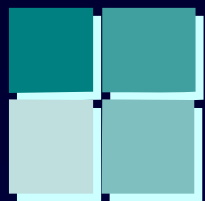
Items for Contracting

- Purposes of the evaluation
- Background and context for the study
- Key information requirements
- Evaluation objectives
- Deliverables required
- Time frame
- Criteria for tender selection
- Contract details for the project manager
- Deadline for the proposal
- Budget and other resources



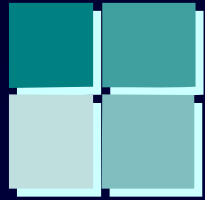
Selection Process for Contracting

- Select a panel comprising people with:
 - evaluation knowledge and experience
 - knowledge of the program area
 - knowledge of the culture
 - ownership of the findings and their uses
- Have the panel select the proposal using the criteria in the RFP
- Keep a record of the selection process



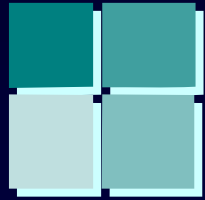
Criteria for Selecting the Contractor

- What is the contractor's record of accomplishment?
- Has the RFP been adequately addressed?
- Is there a detailed explanation of implementation?
- What is the communicating and reporting strategy?
- Is there evidence of competencies?
- What is the cost – is it specified in detail?



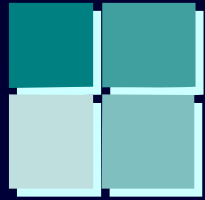
Responsibilities of Purchaser, Once Hired

- Keeping goals and objectives clear
- Maintaining ownership of the study
- Monitoring the work and providing timely feedback
- Decision-making – in good time
- If changes are required to the contract, being open to negotiation with the contractor



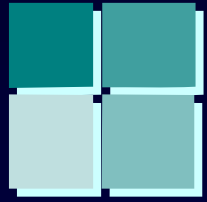
Managing Roles and Responsibilities

- Clearly define and agree to who is responsible for what and when
- Who needs roles and responsibilities defined:
 - evaluation managers
 - evaluators
 - client
 - providers of information (stakeholders)
 - consumers (impacted)



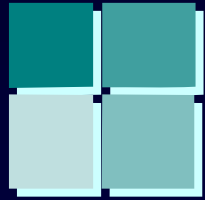
Evaluation Manager Roles

- Helping evaluators do their work
 - clarifying the TOR for the team
 - answering questions
 - checking on status of responsibilities
 - asking if they need additional resources
 - helping team learn
 - facilitating team meetings
- Choosing staff
- Reviewing results and report



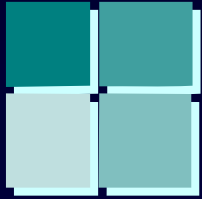
Evaluation Manager Responsibilities

- Detailed responsibilities in three areas:
 - preparation
 - implementation
 - follow-up



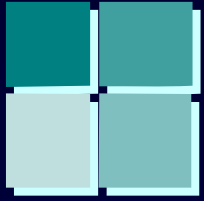
Evaluators Skills and Abilities

- Expertise in the specific subject matter
- Knowledge of key development issues especially those relating to the main goals or the ability to see the “big picture”
- Familiarity with organization’s business and the way such business is conducted
- Evaluation skills in design, data collection, data analysis, and preparing reports
- Skills in the use of information technology



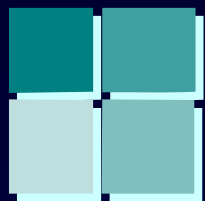
Team Leader

- If multiple evaluators are working on an evaluation, may have a team leader
- Responsibilities
 - supervise team members and manage day-to-day process
 - act as mediator if there are dissenting voices within the evaluation team
 - may write the report
 - make sure the team satisfies the TOR



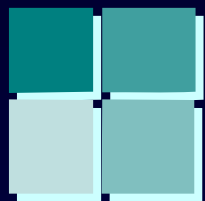
Client

- The person who officially requests the evaluation
- Best if this is the same person to whom the person reports

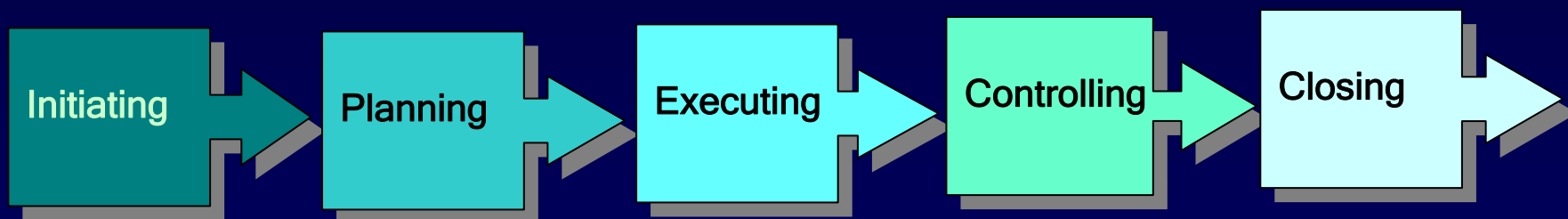


Managing Projects

- Managing time
- Managing scope
- Managing people
- Managing money
- Managing resources

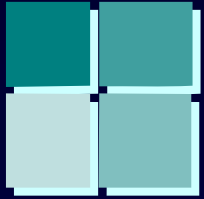


Project Management Process



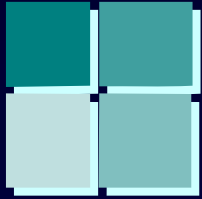
Skip to Managing People

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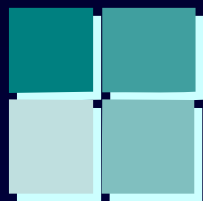
Phase I: Initiating

- Projects begin by confirming there is a need for the project
- Three Actions to be undertaken in this phase
 - Demonstrate project need and feasibility
 - Obtain project authorization
 - Obtain authorization for the project



Phase II: Planning

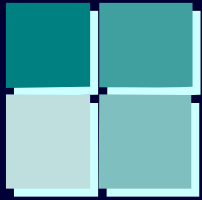
- Managers spend much of their time planning
- 13 actions in this phase
- Some steps are optional, depends on the size and scope of the project



Actions for Planning

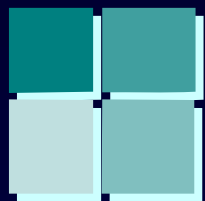
- Describe the project scope
- Define and sequence project activities
- Estimate durations for activities and resources required
- Develop a project schedule
- Estimate costs
- Build a budget and spending plan

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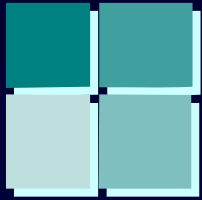
Actions for Planning (cont.)

- Create a formal quality plan
- Create a formal project communication plan
- Organize and acquire staff
- Identify risks and plan to respond
- Plan for and acquire outside resources
- Organize the project plan
- Close out the project planning phase



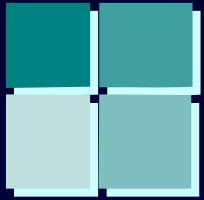
Phase III: Executing

- Manager makes sure the tasks are being completed
- One action to be undertaken:
 - Execute project activities



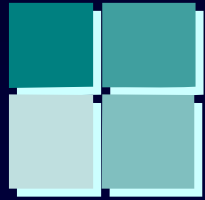
Phase IV: Controlling

- Manager keeps track of people, activities, money, and scope
- One action to be undertaken
 - Control project activities



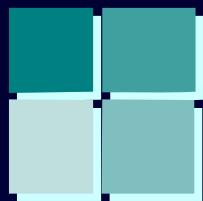
Phase V: Closing

- Manager finalizes activities, archives information
- One action to be undertaken
 - Close out project activities



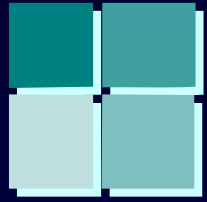
Role of Evaluation Manager

- Clearly describe the desired end project
- Describe what it was that you liked about the relevant previous efforts
- Involve the evaluator(s) in the planning
- Monitor the progress of the evaluation
- Establish a timeline
- Motivate the evaluator's to produce their best
- Avoid micro-managing the evaluator(s)
- Thank the evaluator(s) for their work



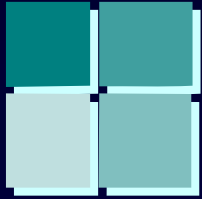
Managing People

- As a manager, you are managing people, NOT evaluations!
- People are complicated. They are not machines. Their behavior will change from day to day.
- The manager is responsible for everything that happens within the manager's scope of authority.



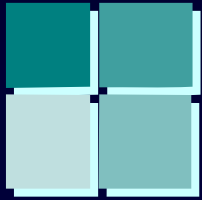
UNDP Tips for Evaluation Managers

- Clarify the TOR
- Provide basic documentation that the team should analyze well ahead of time
- Agree on the program for the evaluation mission
- Get the evaluation team to know each other



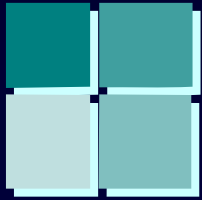
Managing Tasks

- May be easier than managing people
- Task map
 - everyone's assignments
 - start and completion dates
- Gantt chart
 - chart showing interrelationships of projects and schedules



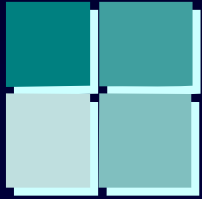
Example of Task Map

Task	Name	Start Date	Date due
Review prior meetings	Linda	7/01	7/31
Schedule meeting with stakeholders	Ed	7/15	7/31
Conduct stakeholder meetings	Linda and Ed	8/1	8/15
Design the evaluation	Ray	7/1	8/31
Develop data collection instruments	Ray	8/1	8/31



Example of Gantt Chart

Task	Month						
	1	2	3	4	5	6	7
Review	▲						
Meetings		▲					
Design		▲					
Implement			-----	-----	-----	▲	

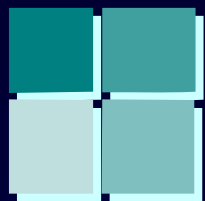


Scope of Work

- Similar to TOR, they covers these tasks:
 - identify what is to be evaluated
 - provide a brief background on the intervention
 - identify existing data
 - state the purpose of the evaluation along with audience and use
 - identify questions
 - specify the methods
 - discuss the composition of the team
 - sets out the schedule and budget

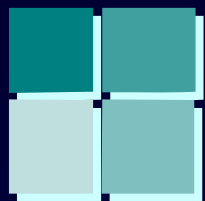


Go ahead to
Assessing Quality



UNDP's Eight Questions for Managing and Planning

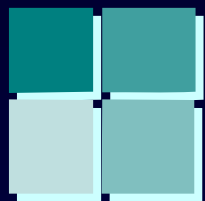
1. How do you handle an evaluation expected to address some sensitive issues?
 - get the stakeholders involved
 - listen to their views
 - clarify the issues
 - concentrate on maintaining integrity



UNDP's Eight Questions for Managing and Planning

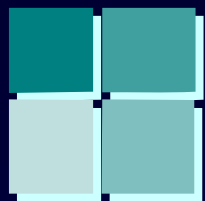
2. How do you organize your evaluation team?

- get the best, most qualified
- tap your networking abilities, ask around
- make sure team has necessary knowledge and skills required



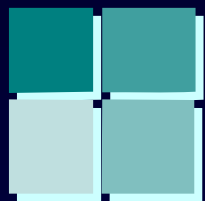
UNDP's Eight Questions for Managing and Planning

3. What do you consider as the good mix of qualification for a team evaluating initiative?
 - expertise in the specific subject matter
 - knowledge of key development issues
 - familiarity with UNDP business
 - evaluation skills
 - skills in the use of information technology



UNDP's Eight Questions for Managing and Planning

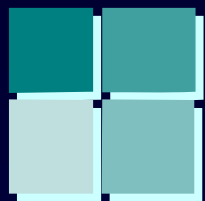
4. Sometimes, evaluators have the tendency to deviate from the TOR. How to avoid this?
- clarify the TOR for the team including the context
 - may not be able to deviate or, occasionally, may need to deviate
 - open line of communication between evaluation manager and the team helps re-focus or re-direct the evaluation



UNDP's Eight Questions for Managing and Planning

5. How do you help the evaluators in their task of finalizing their findings and recommendations?

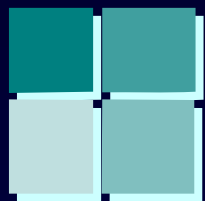
- get a “debriefing” from the evaluation team and arrange a presentation of the main results to other key people
- organize a stakeholder meeting to present emerging findings
 - verifies information and clarifies issues
 - “tests” the viability of the recommendations



UNDP's Eight Questions for Managing and Planning

6. How do you know that you have a good evaluation report?

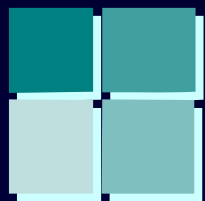
- satisfies the spirit of the TOR fully
- clarity, so that the key messages of the report are easy to understand
- evaluation should be: objective, accurate, offer something concrete
- provide very specific points for action, presenting different opinions for addressing issues



UNDP's Eight Questions for Managing and Planning

7. What do you do after an evaluation is completed?

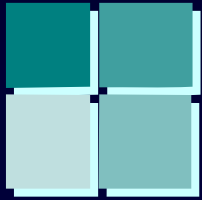
- follow-up
- take stock of the main evaluation findings and recommendations
- some recommendations may be implemented immediately by the country office, or by project management, or by the executing agency
- sometimes a recommendation is needed from a high-level body



UNDP's Eight Questions for Managing and Planning

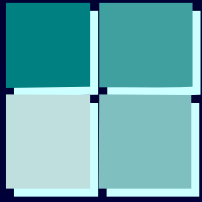
8. What should an evaluation manager do in so far as lessons from evaluation are concerned?

- disseminate lessons drawn from the evaluation
- share lessons with colleagues in the office using one or more of the following:
 - simple note circulated
 - workshop
- ultimate objective is to get an understanding or agreement on how to apply or use the lessons



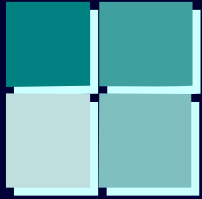
A Good Evaluation:

- Meets stakeholder needs and requirements
- Is relevant and realistic in scope
- Uses appropriate methods
- Produces reliable, accurate, and valid data
- Includes appropriate and accurate analysis of data
- Presents impartial conclusions
- Conveys results clearly – in oral or written form
- Meets professional standards



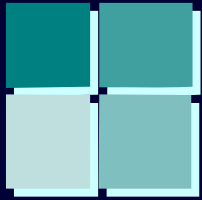
Kusek and Rist's Six Characteristics of Quality Evaluations

- Impartiality
- Usefulness
- Technical adequacy
- Stakeholder involvement
- Feedback and dissemination
- Value for money



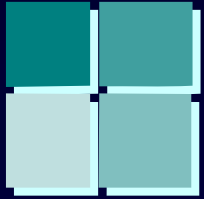
Checklists for Quality

- The Key Evaluation Checklist (Scriven)
- Program Evaluations Meta-evaluation Checklist (Stufflebeam)
- Utilization Focused Evaluation Checklist (Patton)
- Deliberative Democratic Evaluation Checklist (House & Lowe)
- Guiding Principles Checklist (Stufflebeam)



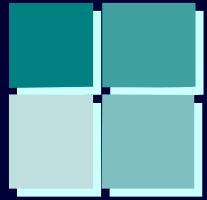
Meta-evaluator

- A person with evaluation expertise who is not involved in conducting the evaluation, but who you can use as a sounding board, advisor, and helpful critic



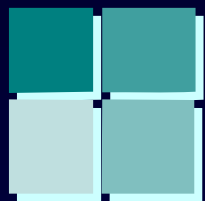
Quick Meta-evaluation

- Consider getting a “rapid assessment” meta-evaluator to quickly look over your evaluation plan (or report)
- Offer to act as a meta-evaluator/review for someone else



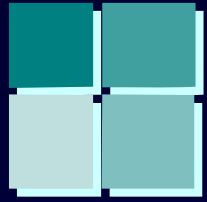
Kusek and Rist: Kinds of Information from Evaluations

- Strategy: are the right things being done?
- Operations: are things being done right?
- Learning: are there better ways?



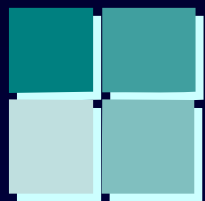
Kusek and Rist: Pragmatic Uses for Evaluations

- Help make resource allocation decisions
- Help rethink the causes of a problem
- Identify emerging issues
- Support decision making on competing or best alternatives
- Support public sector reform and innovations
- Build consensus on the causes of a problem and how to respond



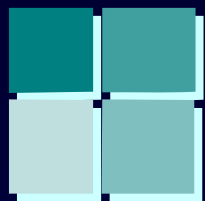
Patton: Uses for Findings from Evaluations

- Judge merit or worth
- Improve programs
- Generate knowledge



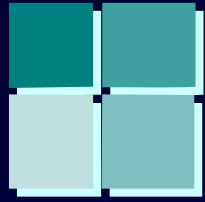
Patton: Primary Uses of Evaluation Logic and Processes

- Enhanced sharing understandings
- Supporting and reinforcing the program intervention
- Increasing engagement, self-determination, and ownership



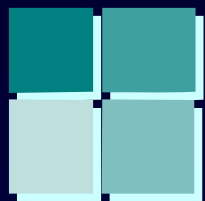
Suggestions for Ways to Improve Use of Evaluations

- Gain support from the top
- Involve the stakeholders at the top, bottom, and sides
- Make the evaluation a part of the institution
- Plan your evaluations
- Consider your timing: timing is everything
- Communication is important



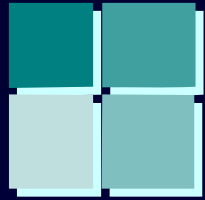
Influence and Effects of Evaluation

- How do you bring the information you learned to the attention of the decision-makers?
- How can you be in the right place at the right time?
- Brief the decision makers on the evaluation results at the meeting where decisions will be made
- Ensure that decision makers have an package that summarizes the results, their implications, and recommendations if any



Carol Weiss: To Get Use - Identify the Evaluation Users

- Who are the primary intended users of the evaluation?
- Who are the target audiences of the evaluation?
- Which groups or individuals are most likely to be affected by the evaluation?
- Whose actions and/or decisions will be influenced by their engagement with the evaluation process or evaluation findings?
- How can the intended users of the evaluation be involved?
- What challenges/barriers might you face in identifying and involving users? How to overcome them?



Foster Evaluation Thinking

- Increased clarity, specificity, and focus
- Being systematic and making assumptions explicit
- Translating program concepts, ideas, and goals into operational plans
- Distinguishing inputs and processes from outputs
- Valuing empirical evidence
- Separating statements of fact from interpretations and judgments

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