



Workshop on Evaluation

One Health Programme

Novi Sad

LAUCO Evaluation & Training

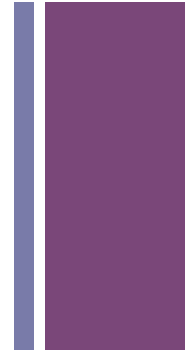
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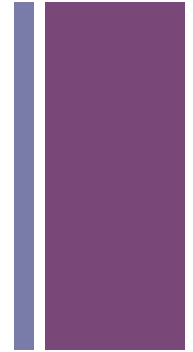
Structure of Marlène Läubli's interventions....



- **Quick Round of Introductions and proposed objectives for both sessions**
- **1st Session: Policy evaluation and self evaluation**
 - **What makes evaluation different from research?**
 - **Plenary exercise**
 - **What are the evaluation roles within a policy cycle?**
 - **How does self evaluation « fit-in »?**
 - **Group exercise**



....Structure of Marlène Läubli's interventions



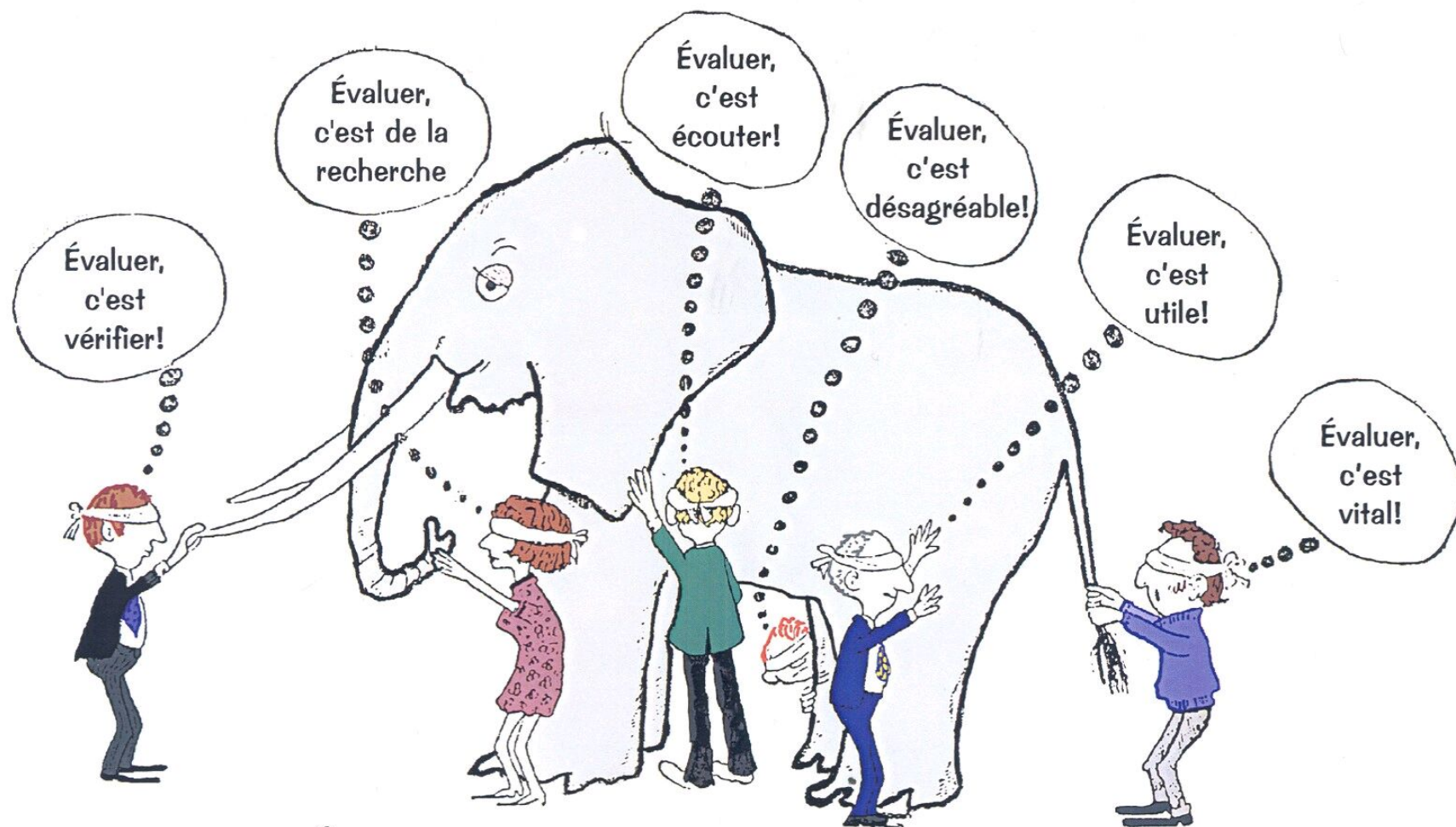
- **2nd Session: Policy evaluation, asking the right questions, conflict of interests**

- **Policy cycle, Theory of Change, and typical questions**
- **Framing the right questions**
 - **Exercise and Feedback**
- **“Politics” of Evaluation and Managing conflict of interests**
 - **Exercise and Feedback (15 mins)**



Workshop Learning Objectives

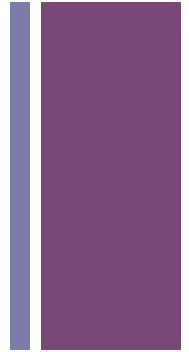
- Understand what makes evaluation “different” - also that there are various definitions of what evaluation is (and therefore many different evaluation approaches and theories)
- Understand Optimal Role of Evaluation in Policy / Project cycle
- Understand how Policy / Project Design and Evaluation are Linked
- Evaluation as “political activity”
- Appreciate the advantages and disadvantage of evaluating one’s own project (self-evaluation)
- The Importance and Art of Asking Useful Evaluation Questions
- ***Not Covered Today!***
 - Advantages / disadvantages / relevance of different evaluation approaches
 - Links between policy, strategic, programme and project evaluations



Évaluer c'est . . .

+ What is Evaluation? What distinguishes it from Research?

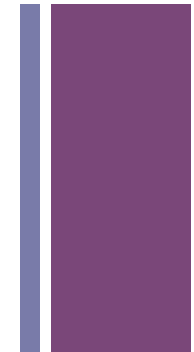
- Differences between Evaluation and Research?





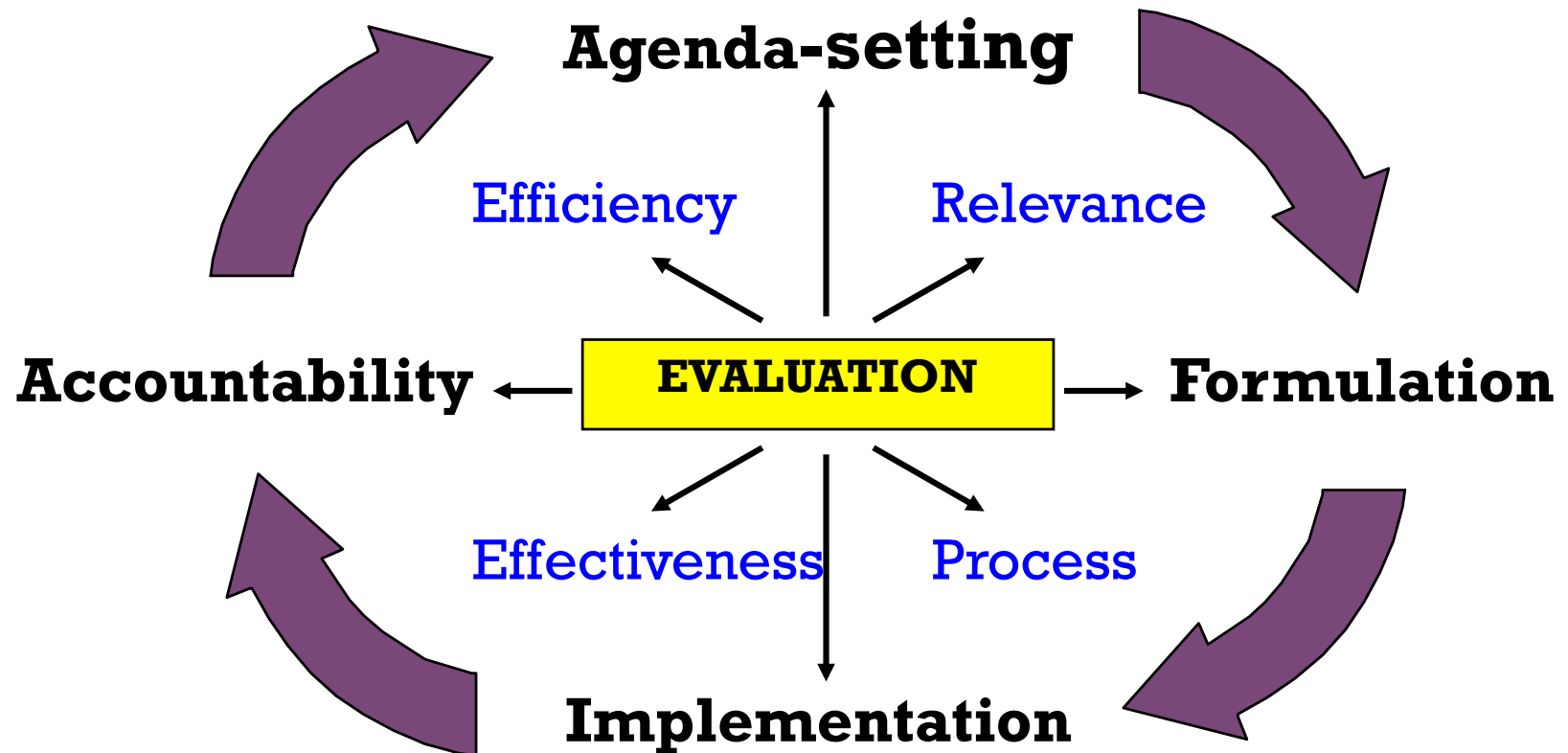
Stakeholders involved

- politicians
- public/taxpayers
- media
- target populations / Beneficiaries
- Fieldworkers
- special interest groups (e.g. NGOs)
- researchers
- others



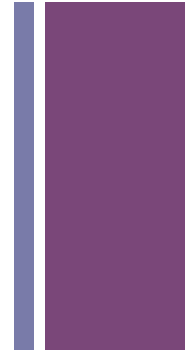


Evaluation Roles within the Policy Cycle





Selecting the right evaluation approach that is fit for purpose



The starting point is to clarify:

- **What is the purpose of the evaluation?**
- **Who is it for?**
- **Who needs to be involved (stakeholder involvement)**
- **What will be done with the findings?**
- **How important is neutrality or independence in evaluation?**
- **What role do values play in evaluation?**
- **Is it important to have expert knowledge in the domain area to do evaluation?**

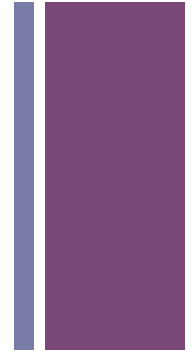


Who is the evaluation for?

The **primary** intended users of any evaluation should be the organisation delivering the project or the interventions.

When staff in an organisation see that evaluation is a process / tool to help them to **learn** how to make what they do more effective, they put more interest and energy into doing meaningful evaluation.

They **gain** from the process of self-evaluation and make time to do it. Evaluation is not seen as a drain on their time.



+ When staff in an organisation think that the evaluation is just for funders they:

- rarely prioritise doing it
- see it as a process of justifying their funding
- often lacks honesty or transparency about things not going so well (out of fear that being honest could cost them their funding)
- doesn't have much energy or effort put into it (other than the last minute dash)
- see it as a waste of their time (when they could be doing something more interesting)



Why it can be useful to encourage self evaluation

- process encourages organisations to develop the use of evaluation reasoning and skills to develop and enhance practice
- builds reflection into practice in order to create a learning organisation
- increases motivation among delivery organisations to generate and use data to help develop interventions
- evaluation is *done by* organisations themselves rather than being *done to* organisations
- increases the use of evaluation by delivery organisations, so that it becomes a tool or an intervention itself
- increases ownership of findings and responsibility to act on findings back into the hands of delivery organisations
- think of its as *contracting in the thinking and learning*



+ Steps involved in self-evaluation

- **ensure that the intervention has a clear theory of change**
- **set target for your activities so that you can measure your progress**
- **put systems in place to record and monitor activity levels**
- **review monitoring data regularly (to check that progress is on track)**

Focus on the Outcomes

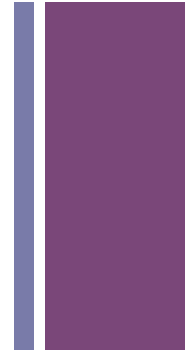
- **develop indicators of success to help you identify what success is expected to look like, so that you can recognise it if it occurs**
- **put systems in place to measure progress towards the outcomes (including collection of baseline data)**
- **analyse and interpret outcome data**
- **Short report identifying what worked well and what did not work so well, with ideas about what could be done differently next time**

+ Barriers to self-evaluation

- lack of belief that practitioners can have in their ability to do evaluation
- lack of technical skills to do evaluation
- lack of time
- lack of commitment
- lack of follow-through by funders and programme leads



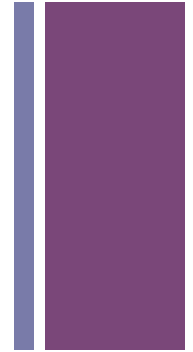
Exercise on Self Evaluation



- Think About Your Case Study and the Evaluation Plan:
 - What are the advantages of conducting your own evaluation?
 - What do you see to be the challenges?
 - What are you planning to do to resolve these challenges?
 - Which Stakeholders will you involve?



If the purpose is to use the evaluation as evidence to roll out an intervention on a much larger scale



- need higher degree of accountability and evidence than standard self-evaluation will necessarily offer
- vested interests may distort findings of self-evaluation
- Introducing **“The Hybrid” Evaluation model**



Hybrid model – two levels

1. Strategic management
2. Operational programme





...Introducing the hybrid model

Professional Evaluator Tasks and Role Change :

- becomes embedded or attached as a key resource to the strategy/ programme
- acts as a facilitator to support self evaluation
- assists programme staff to collect good data (design and methods)
- works together with programme staff in analysis and interpretation of data BUT can contribute with own interpretation too
- verifies others' data (or hires external support)
- pulls the whole evaluation together
- assures evaluation is evidence informed
- collects additional independent data for questions that are more likely to be contestable or require greater critical distance
- validates internal evaluation analysis, interpretation and synthesis



Challenges

- **Shared vision and objectives for the evaluation by all partners and at all levels**
- **Commitment to work collaboratively by all stakeholders**
- **Conditions established to support organisational learning e.g. mutual trust, commitment to learning, seeing risk taking as positive, motivation to participate and learn**
- **Total immersion of project manager and team plus active participation of outside partners in evaluation process**
- **Ability of professional evaluator to change role**
- **Develop meaningful but simple data collection instruments**
- **Allocate adequate resources (time and staff)**