Monitoring and Evaluation in a nutshell

Final

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This document will be reviewed after 6 months based on lessons learned from experience please send your comments to :celia.kakande@ifrc.org

GLOSSARY OF TERMS

Accountability: explaining decisions, actions or use of money to stakeholders.

Activity: a specific piece of work/task carried out to achieve objectives.

Assumption: a condition that needs to be met if a project is to be successful. These may be external factors which cannot be controlled or which we choose not to control, for example climatic changes, price changes or government policies.

Baseline: data used as reference with which future results can be compared.

Beneficiaries: individuals, groups or organisations, whether targeted or not that benefit directly, or indirectly from the development intervention.

Effectiveness: a measure of the extent to which a project or programme is successful in achieving its objectives.

Efficiency: making the best use of resources so that none is wasted.

Evaluation: the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results.

Goal: the overall challenge/problem that the project/programme will contribute to resolving. It is generally beyond the project scope, the project/programme together with other efforts make a contribution to its achievements.

Impact: the positive and negative primary and secondary changes produced by an intervention, directly or indirectly, intended or un intended. Impact is realized in the long term usually over 5 years.

Indicators: quantitative and qualitative criteria that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention or to help assess the performance of a development actor.

Input: the financial, human and material resources needed to carry out activities.

Monitoring: Monitoring is a continuous process of collecting and analysing information to compare how well a project; programme or policy is being implemented against expected results. Monitoring aims at providing managers and major stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. It generally involves collecting and analysing data on implementation processes, strategies and results, and recommending corrective measures.

Objective: describes the challenge that the project/programme will resolve, stated in terms of results to be achieved.

Outcomes: the likely or achieved short term and medium term effects of an intervention's outputs. The outcomes are the results of objectives.

Outputs: what a project/programme actually produces, coming from completed activities.

Purpose: is the specific change that the project/programme will make to contribute to the goal.

Programme: a group of related projects or services directed towards the attainment of specific (usually similar or related) objectives to which a coordinated approach is adopted.

Project: a planned undertaking designed to achieve certain specific objectives within a budget and within a specific period of time usually part of a programme.

Stakeholders: agencies, organisations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation.

Sustainability: the continuation of benefits from a development intervention after major development assistance has been completed.

Terms of reference: a document outlining what is expected of a person's or an organisation's piece of work.

The definitions in this section have been adapted from Tear Fund(2003), World Bank(2004) and UNDP(2002)

MONITORING AND EVALUATION WITHIN IFRC

Purpose of the guide:
Introduction:
As part of the process to systematise and enhance the quality of monitoring and evaluation processes and deliverables, this simple monitoring and evaluation guide has been developed. This guide includes practical guidance on how to do monitoring and evaluation: including developing simple monitoring and evaluation tools giving practical examples, a set of formats to facilitate the evaluation process and basic monitoring and evaluation terminology to ensure coherence and consistency. This guide is a reference for how to do monitoring and evaluation at strategy, policy, project and programme levels. Therefore, the process and principles it describes can be broadly applied. This guide will be complemented by capacity building sessions and can be used alongside other relevant documents like the sphere standards, the better programming initiative, the vulnerability capacity and assessment guide and the revised project planning process.

Structure of the guide:
This guide is presented in five sections: The first section gives an overview of monitoring and evaluation; the second section presents an overview of monitoring and describes how to develop indicators and monitoring and evaluation plans; the third section includes an overview of evaluation and describes the types of evaluation and the key steps to conducting a good evaluation, the fourth section presents data collection methods, data collection tools and data analysis; the fifth section covers reporting, knowledge sharing and learning.

Users of the guide
The primary users of this guide will be managers at various levels, coordinators, delegates and planning, monitoring and evaluation staff at various levels. This guide assumes that staff has a basic knowledge on how to design work plans, projects and programmes and is not a substitute to the project planning guide.

SECTION 1: OVERVIEW OF MONITORING AND EVALUATION

This section presents an overview of monitoring and evaluation: the definitions, the differences between monitoring and evaluation, the importance of monitoring and evaluation, the basic reminders to good monitoring and evaluation, a review of project hierarchy and links to monitoring and evaluation and a summary of monitoring and evaluation in planning.

1.1 Definitions:

What is monitoring? Monitoring is a continuous process of collecting and analysing information to compare how well a project; programme or policy is being implemented against expected results. Monitoring aims at providing managers and major stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. It generally involves collecting and analysing data on implementation processes, strategies and results, and recommending corrective measures.

What is evaluation? Evaluation is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. Evaluation determines the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling incorporation of lessons learned into the decision making process of both recipients and donors.

1.2 The differences between monitoring and evaluation

Monitoring and evaluation are two different management tools that are closely related, interactive and mutually supportive.

	Monitoring	Evaluation
When is it done?	Continuously-throughout the life of the project/programme	Occasionally-before implementation, mid term, at the end or beyond the project/programme period
What is measured?	Efficiency-use of inputs, activities, outputs, assumptions	Effectiveness, longer term impact and sustainability- achievement of purpose and goal and unplanned change
Who is involved?	Staff within the organisation	In most cases done by people from outside the organisation
What sources of information are used?	Internal documents eg monthly or quarterly reports, work and travel logs, minutes of meetings	Internal and external documents eg consultant's reports, annual reports, national statistics
Who uses the results?	Managers and project/programme staff	Managers, staff, donors, beneficiaries, other organisations
How are the results used?	To make minor changes	To make major changes in policy, strategy and future work

1.3 Why is monitoring and evaluation important?

Below are the key reasons for carrying out monitoring and evaluation:

- Managers and other stakeholders including donors need to know the extent to which their project/programmes/policies are meeting their objectives and leading to their desired effects.
- Monitoring and evaluation builds greater transparency and accountability in terms of use of project/programme resources.
- Information generated through monitoring and evaluation provides management with a clear basis for decision making.
- Future planning and programme development is improved when guided by lessons learned from experience.

1.4 Basic reminders to good Monitoring and Evaluation

1. Always budget for monitoring and evaluation including costs for staff, assessments, baselines, monitoring systems and evaluation.
2. Deliberately look out for monitoring and evaluation skills in all your project/programme and management positions.
3. Include monitoring and evaluation in the work plan and ensure that it is integrated at all levels.
4. Develop a monitoring and evaluation plan and focus on just a few indicators
5. Develop data collection and management processes-these should be made as simple as possible to ensure utilisation and should also capture staff roles and responsibilities.
6. Regularly hold meetings to reflect on monitoring and evaluation data- the emphasis here should be learning and building feedback into the programme.
7. Utilise the log frame to measure progress against targets and refine as the project/programme evolves.
8. Share results with beneficiaries and other stakeholders-avoid reporting only upwards.
9. Conduct a baseline at the beginning of the project/programme and final evaluation at the end so that results can be systematically captured.

1.5 Review of project hierarchy and links to monitoring and evaluation

Level in project hierarchy	What to monitor and evaluate
Goal	To what extent has the project/programme contributed towards its longer term goals? Why or why not? What unanticipated positive or negative consequences did the project/programme have? Why did they arise?
Purpose/objectives	What changes have occurred as a result of the outputs and to what extent are these likely to contribute towards the project/programme purpose and desired impact? Has the project/programme achieved the changes for which it can realistically be held accountable?
Outputs	What direct tangible products or services has the project/programme delivered as a result of activities?
Activities	Have planned activities been completed on time and within the budget? What unplanned activities have been completed?
Inputs	Are the resources being used efficiently?

1.6 Incorporating monitoring and evaluation in planning

Below is a summary of monitoring and evaluation activities which are part of project/programme design:

- Initial assessment of the situation including a gender assessment of the different needs and concerns of men and women, boys and girls
- Developing log frames (setting goals, objectives, outputs, activities and inputs)
- Developing monitoring and evaluation plans
- Gathering baseline information

SECTION 2: OVERVIEW OF MONITORING

This section presents an overview of monitoring: process monitoring and results monitoring, the importance of monitoring, indicator development and steps to developing a monitoring and evaluation plan.

Monitoring is a continuous process of collecting and analysing information to compare how well a project; programme or policy is being implemented against expected results. Monitoring aims at providing managers and major stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. IFRC recommends both process monitoring and results monitoring.

Process monitoring provides information on the use of resources, the progress of activities and the way these are carried out. It involves:

- Reviewing and planning on a regular basis
- Assessing whether activities are carried out as planned
- Identifying and dealing with problems as they come
- Building on the strengths and taking advantage of the opportunities as they arise
- Monitoring changes in the target population and in the external environment that are relevant to the work.

Results monitoring provides information on the progress towards achieving objectives and on the impact the programme is having in relation to the expected results. It involves:

- Relating the work being done to the objectives on a continuous basis in order to provide a measure of progress
- Reviewing the approaches and strategies in response to the changing circumstances without losing the overall direction
- Identifying if there is need to change the objectives
- Identifying further information or research for learning purposes
- Verifying whether the activities will help achieve the stated objectives

Key features of process monitoring versus results monitoring

Process monitoring	Results monitoring
Description of the problem or situation before intervention	Baseline data to describe the problem or situation before the intervention
Benchmarks of activities and immediate outputs	Indicators for outcomes
Data collection on inputs, activities and immediate outputs	Data collection on outputs and how and whether they contribute toward achievement of outcomes
Systematic reporting on provision of inputs and production of outputs	Systematic reporting with more qualitative and quantitative information on the progress towards outcomes
Directly linked to a discrete intervention or a series of interventions	Done in conjunction with strategic partners
Designed to provide information on administrative, implementation, and management issues	Captures information on success or failure on broader development effectiveness issues

2.1 Why do we monitor?

Good monitoring is an integral part of project/programme management. Some of the key reasons for monitoring include**:**

- Providing management, staff and other stakeholders with information on whether progress is being made towards achieving project/programme objectives. In this regard, monitoring represents a continuous assessment of project/programme implementation in relation to project/programme plans, resources, infrastructure, and use of services by beneficiaries.
- Providing regular feedback to enhance the ongoing learning experience and to improve the planning process and effectiveness of interventions.
- Increasing project/programme accountability with donors and other stakeholders
- Enabling managers and staff to identify and reinforce initial positive results, strengths and successes. Monitoring also alerts managers to actual and potential project/programme weaknesses, problems and shortcomings before its too late.
- Checking on conditions or situations of a target group, and changes brought about by project/programme activities

Examples of monitoring and evaluation activities: gathering baseline information, developing, testing and adapting monitoring tools, field monitoring visits**,** management meetings, review meetings, learning visits, analysing monitoring data, programme reviews, evaluations, assessments, monitoring and evaluation capacity support meetings and training workshops.

2.2 Indicators and Indicator Development

Indicators are quantitative and qualitative criteria that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention or to help assess the performance of a development actor. Indicators do not have to be many, a few good indicators are better than having many indicators.

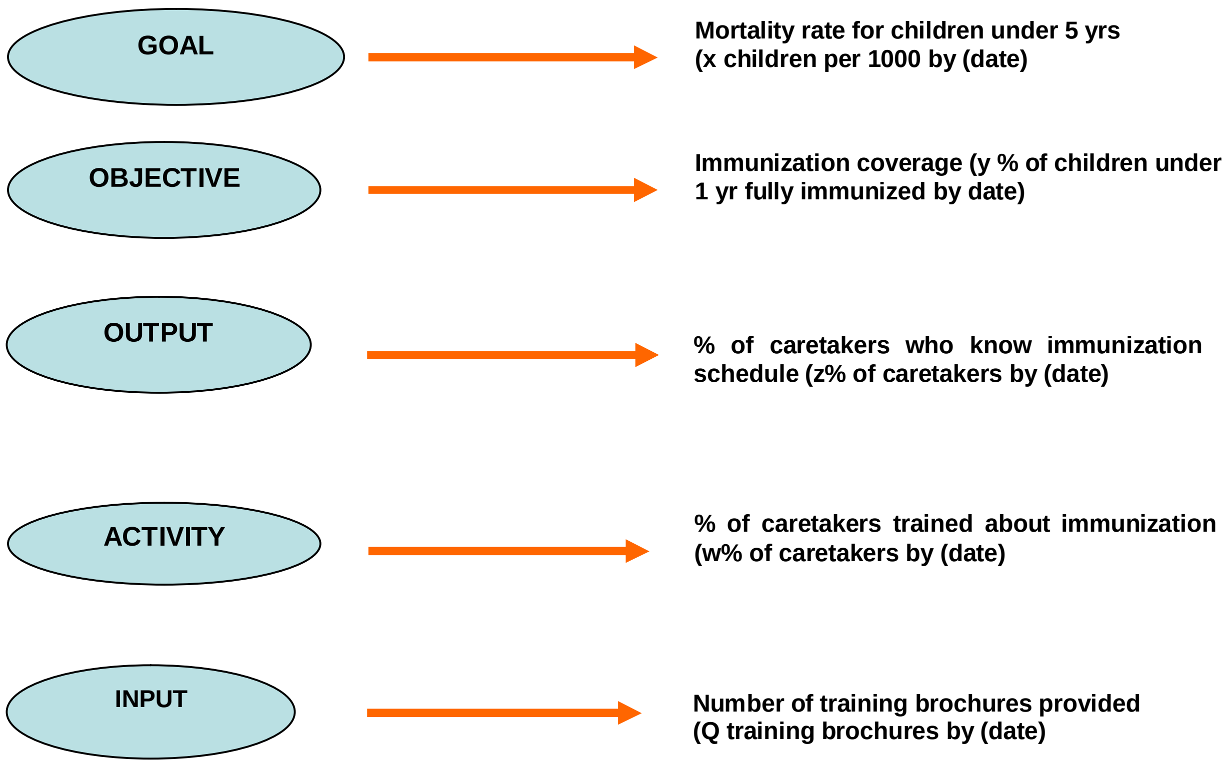
Indicators can be expressed in quantitative terms- where numbers are used to measure changes for example, percentage (part of a total), rate (such as infant mortality rate), ratio (such as the number of teachers in relation to the number of pupils in primary schools in a specific area) and in qualitative terms- where words are used to describe changes for example, perception on well being, quality of life and quality of diet.

Types of indicators and purpose:

Types of indicators	Purpose
Impact indicators	Measure the extent to which the overall programme goals are being achieved
Outcome indicators	Measure the extent to which the project/programme objectives are being met
Output indicators	Measure project/programme deliverables
Input indicators	Measure the extent to which the planned resources e.g money, materials, personnel are being utilised

Indicators and Targets: Indicators are often confused with targets. Indicators tell us what we want to measure. They are units of measure only. Targets have specific values attached- usually a number and or a date and help us to track progress. For example: percentage of children under one year fully immunised by 2010 is an indicator. To make this indicator measurable a target will be added for example 60% of children under one year fully immunised by 2010. A target is specified after establishing the baseline information against the indicators.

Indicators and targets are used at each point along the project hierarchy as illustrated below:



The SMART and QQTTL Dimensions

Indicators should consist of either of the two characteristics SMART or QQTL

SMART	QQTTL
Specific (focused and issue based) **M**easurable (within available timeframe and resources) **A**chievable and Agreed (within available time and resources) **R**elevant and reliable **T**ime bound (have a beginning and end)	**Q**uantity (how much/how many) **Q**uality (how well it describes) **T**ime(when) **T**arget group (who – disaggregated by sex) **L**ocation (where)

2.3 Developing a monitoring and evaluation plan

A monitoring and evaluation plan is a flexible guide to the steps that are used to:

- document project/programme activities
- answer monitoring and evaluation questions
- track progress towards goals and objectives.

The monitoring activities that are described in the monitoring and evaluation plan should be provided for in the overall work plan.

Steps for developing monitoring and evaluation plans

- Identify and agree upon key indicators
- Decide how (tools and methods) information required for each indicator will be collected, analysed and disseminated or utilised.
- Develop a timeline for monitoring and evaluation activities and budget (Note: there is no need to develop a separate budget for monitoring and evaluation but ensure that the monitoring and evaluation activities are catered for in the main budget. IFRC recommends that programme managers dedicate a minimum 5% budget line for monitoring and evaluation activities).
- Assign clear roles and responsibilities for monitoring and evaluation
- Plan to analyse data and use the results, disaggregate them by sex (who is going to analyse data, when, how will it be presented and to who).
- Conduct a baseline survey of these indicators for later comparison

Example: monitoring and evaluation plan of an HIV/AIDS care and support programme
Objective 1: Support the provision of home based care to 80% of the chronically ill persons in Eastern Malawi by 2010.

Indicator	***Sources of data***	***Data collection method***	***Tool***	***Frequency of Data collection***	***Responsible person***
Number or % of chronically ill persons receiving good quality care	- Home based care givers' records - Volunteers team meeting reports and monitoring reports	-qualitative assessments -surveys	-Interview guides -Focus group guides -questionnaires -check-lists	-monthly -annually	- HIV/AIDS staff -Volunteers

SECTION 3: OVERVIEW OF EVALUATION

This section presents an overview of evaluation: the importance of evaluation, reviews, the types of evaluation and purpose, participatory monitoring and evaluation and the evaluation process.

Evaluation: Evaluation is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. Evaluation determines the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. Evaluation in this case does not only include traditional after the fact approach to evaluation but also includes assessments, reviews and impact studies.

3.1 Why do we evaluate?

Below are the key reasons for carrying out evaluations:

1. To determine the relevance -whether the intervention is appropriate to the problem at hand.
2. To assess efficiency -delivering on time and at lowest cost.
3. To assess effectiveness- the extent to which objectives were achieved.
4. To determine impact eg the effects on social vulnerability indicators, the intended and unintended impacts and the project/programme strengths and weaknesses.
4. To assess sustainability-whether achievements are sustainable for the long run
5. To learn for the future

3.2 Reviews:

A review is done occasionally to see whether each level of objectives leads to the next one and whether any changes need to be made in project/programme plans. Regular reviews can also be carried out as part of the monitoring system. A review can be formal, informal, broad or in depth and can be carried out internally or by outsiders.

The difference between reviews and evaluations

A review is more broadly defined than an evaluation as a study which can look into any aspect of a piece of work. An evaluation concentrates on specifically whether the set objectives were achieved and whether the project or programme has made an impact.

Objectives and indicators must be defined before a project/programme can be evaluated. A review can be done when objectives have not been clearly defined. In this case a review can still assess the effectiveness of the work and define objectives and indicators for use in a monitoring system. Reviews are also conducted to track progress in relation to the set objectives if the project/programme has clearly defined objectives.

Reviews and evaluations should be looked at as learning processes, a way of examining a piece of work with a view of establishing how it can be made effective.

Why programme reviews?

- To assess the progress and impact of a piece of work when a more formal evaluation is not possible because the current objectives are not clearly stated and or no indicators to evaluate progress have been identified and there is no baseline data
- To clarify the objectives of a piece of work that has been running for some time
- When a major reason has to be made about the future direction of a project/programme
- To identify key issues and problems which need to be addressed
- To get feedback about a project/programme from partners and beneficiaries and provide them with an opportunity to participate in analysing the work and planning its future
- To analyse lessons from previous experiences to help formulate policy guidelines for future work

3.3 Types of evaluation and purpose:

There are various types of evaluation. This guide will focus on 4 types of evaluation:

Type	Purpose	Evaluation questions
Pre implementation assessment **When?-**done before implementation	To ensure that failure is not programmed in from the beginning of implementation	• Are the objectives well defined so that outcomes can be stated in measurable terms? • Is there a coherent and credible implementation plan that provides clear evidence of how implementation is to proceed? • Is the rationale for deployment of resources clear and matched with the requirements for achieving the stated outcomes?

Type	Purpose	Evaluation questions
Process implementation evaluation[1] **When?** -done during implementation	To find out whether implementation is or is not on track	• What was or was not implemented? • What is the difference between what was supposed to be implemented and what was actually implemented? • How appropriate and close to plan were the costs, time requirements, the staff capacity, availability of financial resources, facilities and political support? • What an anticipated outputs or results emerged from implementation?
Impact evaluation[2] **When?** -done at the end of the project/programme or long after the programme.	To assess the impact caused by the intervention and what might have come from other events or conditions.	• Were inputs used in the best way to achieve outcomes?(efficiency) • Has the purpose, objectives and outputs been achieved? (effectiveness)Why or why not? • To what extent has the project/programme contributed towards its longer term goals? (impact) Why or why not? • What unanticipated positive or negative consequences did the project/programme have? Why did they arise? • Was this project/programme a good idea given the situation needing improvement? Did it deal with target group priorities? (relevance and appropriateness) • Is there continuity after project/programme completion? (sustainability) Why or why not?
Meta evaluation	To aggregate findings from a series of evaluation done on similar initiatives for learning	• What do we know at present on this issue? • What is the level of confidence with which we know it?

Participatory Monitoring and Evaluation: is a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, programme or policy, share control over the content, the process and the results of the monitoring and evaluation activity and engage in taking or identifying corrective actions. Participatory monitoring and evaluation focuses on the active engagement of primary stakeholders (World Bank). The IFRC recommends the use of a balance of traditional monitoring and evaluation and participatory monitoring and evaluation.

The differences between traditional evaluation and participatory evaluation

Traditional Evaluation	Participatory Evaluation
WHY: Accountability – summary judgements about the project/programme to determine if funding continues	**WHY:** To empower local people to initiate, control and take corrective action
WHO: External experts	**WHO:** Community members, project/programme staff, facilitator
WHAT: Predetermined indicators of success, principally cost and production output; assesses project/programme impact	**WHAT:** People define their own indicators of success
HOW: Focus on scientific objectivity distancing of evaluators from other participants; uniform complex procedures; delayed & limited access to results	**HOW:** Self-evaluation; simple methods adapted to local context; open immediate sharing of results through local involvement in evaluation process
WHEN: Midterm and completion; sometimes ex-post (long after the project/programme)	**WHEN:** Frequent small evaluations

[1] Sometimes referred to as mid term or “formative” evaluations because they examine how a project/programme is implemented and make suggestion on the form of future activities.
[2] Sometimes referred to as “summative” evaluation because they ‘sum up’ project/programme experience.

Advantages of Participatory Monitoring and Evaluation

- Builds partnerships and sense of local ownership over project/programmes
- Builds consensus among staff and partners about project/programme goals and objectives
- Enhances local learning, management capacity and skills
- Provides timely, reliable, and valid information for management decision-making
- Increase cost-effectiveness of monitoring and evaluation information
- Empower local people to make their own decisions about the future
- Reversing centralisation, standardisation, and top-down development

Disadvantages of Participatory Monitoring and Evaluation

- Needs skilled facilitator to ensure everyone understands the process and is equally involved
- Can be dominated by strong voices in the community (for example, men dominating women in discussions, political, cultural or religious leaders dominating discussions and decision making)
- Can be time consuming - needs genuine commitment (respect people's time)
- Needs the support of donors as does not always use traditional indicators
- Is most effective as participation starts at the planning stage e.g.
    - Community identifies problems, priorities and solutions
    - Community defines indicators for success and how they will be measured.
    - Community participates in ongoing measurement of progress.

3.4 The Evaluation process- basic guidance

The steps below provide guidance to ensure an effective evaluation process:

Step I: Planning an Evaluation

-Identify the stakeholders of the evaluation – try to achieve a gender balanced representation
-Establish an evaluation team
-Formulate key evaluation questions
-Develop adequate evaluation terms of reference
-Identify the budget for evaluation
-Identify the person or firm which will do the evaluation

Step 2: Conducting the evaluation

-Develop and pre-test data collection tools
-Gather the data
-Prepare for data analysis
-Analyse data
-Formulate the findings
-Disaggregate data by sex and discuss the gender implications

Step 3: Reporting

-Identify major findings:
-what works, what does not
-practical recommendations: proposals for action
-evidence to support recommendations
-logical relationship between recommendation, conclusions and findings

Step 4: Utilising evaluation findings

-Agree with stakeholders the key recommendations for implementation
-Decide on the persons responsible and timeframe for following up implementation of the agreed upon recommendations

Note: Annex 3 provides guidance and formats to be utilised to facilitate coherence in the evaluation process.

SECTION 4: DATA COLLECTION METHODS, TOOLS AND ANALYSIS

This section presents the data collection methods including definitions and their strengths and weaknesses, data collection tools including selected examples, guidance on managing consultants and data analysis.

4.1 Data Collection Methods: There are various data collection tools that can be used to collect data for monitoring and evaluation purposes. A common way to distinguish between methods is to classify them as either qualitative or quantitative. Deciding which tool to use depends upon whether the assessment requires qualitative or quantitative information. Today, both quantitative and qualitative approaches are valued and recognized as legitimate. These methods are by no means incompatible and should be used in combination.

Quantitative methods: are those that generally rely on structured approaches to collect and analyse numerical data. Almost any evaluation or research can be investigated using quantitative methods, because most phenomena can be measured numerically. Some common quantitative methods include: the population census, interviews, and observations.

Qualitative methods: are those that generally rely on a variety of semi structures or open ended methods to produce in-depth, descriptive information. Common qualitative methods include; focus group discussions, case studies, in-depth interviews and Participatory Learning Action (PLA) methodologies. Below are some of the methods used to collect monitoring and evaluation data, further guidance on how to utilize some of these methods can be found in the IFRC working with communities tool box, click the link below to view the document:

https://fednet.ifrc.org/sw95105.asp, click Secretariat-Activities-Organisational Development then click capacity building for programme delivery and click community development.

Selected data collection methods:

Method	Definition and use	Strengths	Weaknesses
Case studies	Collecting information that results in a story that can be descriptive or explanatory and can serve to answer the questions of what and how	Can deal with a variety of evidence from documents, interviews, and observation Can add explanatory power when focus is on institutions, processes, programmes, decisions, and events	Good case studies difficult to do Require specialized research and writing skills to be rigorous Findings not generalisable to population Time consuming and difficult to replicate
Focus groups	Holding focused discussions with members of target population who are familiar with pertinent issues before writing a set of structured questions. The purpose is to compare the beneficiaries' perspectives with generalised concepts in the evaluation's objectives	Similar advantages to interviews (below) Particularly useful where participant interaction is desired A useful way of identifying hierarchical influences	Can be expensive and time consuming Must be sensitive to mixing of hierarchical levels Not generalisable
Interviews	The interviewer asks questions of one or more persons and records the respondents' answers. Interviews may be formal or informal, face-to-face or by telephone, and closed or	People and institutions can explain their experiences in their own words and setting Flexible to allow the	Time consuming Can be expensive If not done properly, the interviewer can influence

Method	Definition and use	Strengths	Weaknesses
	open-ended	interviewer to pursue unanticipated lines of inquiry and to probe into issues in depth Particularly useful where language difficulties are anticipated	interviewee's response
Observation	Observing and recording situation in a log or diary. This includes who is involved; what happens; and when, where, and how events occur. Observation can be direct (observer watches and records) or participatory (the observer becomes part of the setting for a period of time)	Provides descriptive information on context and observed changes	-Quality and usefulness of data highly dependent on the observer's observational and writing skills -Findings can be open to interpretation -Does not easily apply within a short time frame to process change
Written document analysis	Reviewing documents such as records, administrative databases, training materials, and correspondence	Can identify issues to investigate further and provide evidence of action, change, and impact to support respondents' perceptions	Can be time consuming

Triangulation: Triangulation is a process by which the study's findings are not simply the result of a single method, a single source, or a single investigator's bias. Triangulation can be of four different types:

- Data triangulation — using several data sources
- Investigator triangulation — using several different researchers or evaluators
- Theory triangulation — using multiple perspectives to interpret a single set of data
- Methodological triangulation — using multiple methods to collect data

Methodological triangulation is ideal, but it is also expensive and poses problems for evaluators' limited budgets, short time frames, and political realities. Nevertheless, most evaluation experts agree that triangulation greatly reduces systematic bias in data.

4.2 Data Collection Tools: Whereas a method refers to the scientific design or approach to a monitoring, evaluation or research activity, a data collection tool refers to the instrument used to record the information that will be gathered through a particular method. A variety of charts and tables can be developed to monitor and evaluate the programme. They can include information about objectives, activities, indicators, time frames, budgets, responsible people, and/or successes or challenges.

Key issues to consider when preparing for data collection:

- **Address any ethical concerns:** respond to concerns of the community stakeholders, seek permission from the respondents if dealing with children seek permission from parents as well, ensure that people participate voluntarily and ensure confidentiality. A gender balanced representation and integration of gender perspective is needed to correctly address those concerns.
- **Prepare written guidelines for how data collection will be done:** simple guidelines ensure some degree of standardisation in the data collection process, without guidelines each person collecting data will use their own method, procedure and problem solving strategy.
- **Pre test data collection tools:** pilot tests will detect questions that respondents have trouble understanding, verify how long it will take to collect data, build competence in data collectors and uncover problems in field procedures.
- **Train data collectors:** Regardless of what experience the data collectors have training should include, an introduction to the study (situation analysis, baseline survey, evaluations etc), a review of data collection techniques, a thorough review of data collection tools, practice in the use of the tools, skill building exercises on interviewing and interpersonal communication and a discussion on ethical issues.

Below is a summary of some data collection tools and their use. Samples of these tools are detailed in the IFRC working with communities' tool box.

Tool	Use
Two-bar chart or Gannt Chart	• Tracks programme activities over time • Compares actual and planned progress toward each target
Daily monitoring tool	• Keeps track of the day to day project/programme activities
Progress/update/annual reports	• Serve as a basis for assessing performance of projects/programmes in terms of their contribution towards achieving the outputs and outcomes
Fields visit checklist	• Good for validation purposes. Involve an assessment of progress, results and problems.
Focus group discussion guide	• Captures general perceptions of the community or group towards a specific issue or topic
Observation guide	• Detects and quantifies certain behaviours (positive or negative) or practices • Monitors certain community behaviours • Provides direct information
Household interview guide	• Allows participants to explain their experiences in their own words and setting
Strengths, weaknesses, opportunities and Constraints analysis	• Provides a framework for group analysis of a given situation • Encourages participation from all stakeholders
Problem Trees	• Examines the relationship and links between different causes of a key problem and to see how changes in community actors and environmental factors and individuals may interact.
Stories	• Enables articulation of emotional aspects as well as factual content • Increases the potential of sharing knowledge • Grounds facts in a narrative structure where learning is more likely to take place and be passed on.
Outcome mapping	• Focuses on people and assesses changes in behaviours, relationships and activities of the people, groups or organisations with which a development programme works directly. • Is based on the principles of participation and introduces monitoring and evaluation at the planning stages of the programme.

Participatory Learning and Action (PLA):

Participatory learning and action exercises help community members analyse what is going on in their lives and find solutions to challenges they identify. These exercises have been successful in many parts of the world and are now often included in manuals and used to set a direction for new programmes. Some of these exercises and their applicability are briefly explained in the table below, further guidance on how to develop these tools can be found in the IFRC Vulnerability and Capacity Assessment tool box, click this link to view this document: https://fednet.ifrc.org/sw95105.asp Click Secretariat-Activities-Organisational Development then click capacity building for programme delivery and click community development.

PLA exercises and their possible use

Name of exercise	Possible use
FAMILY LINE	To understand how specific problems have affected individual families, what they have done to adapt in times of crisis and afterwards
TREND ANALYSIS	To understand how various aspects of the community like agriculture, health, medical treatment, worship, education, etc. have changed over the years.
PARTICIPATORY RESOURCE MAP	To see an overview of the entire community with its resources
CONFLICT ANALYSIS (Pie diagram)	To understand the local causes of conflicts and local means of conflict resolution that may affect project/programme interventions
LIVELIHOOD ANALYSIS (Pie diagram)	To understand what options the local community has explored to earn a living.
CHAPATTI DIAGRAM (Venn diagram)	To understand which institutions and individuals are important to the community and need to be considered in order to work in the community effectively
CAUSAL DIAGRAM	To understand how things link together and affect each other, for example how traditional sexual practices impact on HIV transmission. This exercise provides an understanding of what changes are required to reverse negative processes
WEALTH RANKING	To locate the poorest of the poor within the community, including widows and vulnerable children
HEALTH RANKING	To locate the weakest and those in need of immediate health interventions
MATRIX RANKING OR SCORING	To understand the rationale behind the various choices of the community.
SEASONAL LAND USE ANALYSIS	To understand how land is used by the community during different seasons. This exercise can identify mobility and income patterns that affect programme interventions
ACTIVITY SCHEDULE	Before and after project/programme activity schedules indicate how the activity has affected the beneficiary's day to day life
IMPACT DIAGRAMS	Participants illustrate the different levels of impact of the project/programme activities
PROBLEM RANKING	To prioritise problems with the help of the community
COMMUNITY/VILLAGE RESOURCE DEVELOPMENT PLAN	To assist the community in framing an overall development plan classified by priorities and sorted into what they can do for themselves and what requires outside help

4.3 Managing external consultants -basic guidance

- Clearly define the terms of reference (refer to annex 2.1 for the TOR format and guidance).
- Identify and select consultants who can provide the most appropriate mix of knowledge and expertise at the most advantageous price (refer to annex 2.4 for a checklist for selecting consultants).
- Maintain final approval of all procedures and data collection tools before they are used.
- Designate a knowledgeable person from your staff to serve as a liaison with the consultants to answer questions and monitor data collection work.
- Manage the consultancy contract and measure performance (refer to annex 2.5 for the consultants performance checklist).
- Review the report to assess the quality and ensure that objectives have been met and lessons learnt are disseminated and incorporated in the management system (refer to annex 2.6 for template for following up recommendations).

4.4 Data Analysis:

Data analysis consists of three main activities: Data reduction; Data display; Conclusion drawing/verification. Conclusion drawing and verification refers to the process of finding meanings by noting themes, regularities, and patterns. Conclusion drawing is done throughout the entire data collection exercise, but eventually this process becomes more explicit and firm at the point when the final report is written.

These three components of analysis need thorough documentation in the final reports so that readers can clearly understand how the conclusions were arrived at. Only by understanding just what is done during data analysis can readers verify or reproduce the evaluation process.

Analysing qualitative data: When working with qualitative data, such as field notes or transcriptions, data reduction means summarising or coding large amounts of text into smaller amounts of text, and it occurs continuously throughout the process. It involves selecting, focusing, simplifying, abstracting, and transforming the raw data of field notes or transcriptions into typed summaries organised around themes or patterns based on the original objectives of the evaluation. Data reduction continues until a final report is written.

Qualitative data is usually displayed as narrative text, but this format sometimes overloads people's information–processing capabilities. Matrices, graphs, networks, and charts can present information in compact forms that make the data accessible to programme managers.

Analysing quantitative data: Reducing and drawing conclusions from quantitative data is simpler than processing qualitative data: it involves tabulating and performing statistical tests upon responses. Use may be made of univariate analysis to analyse one variable at a time and frequency distribution to show the numbers and percentages of people or items that fall in different categories. Various computer packages can be used to analyse quantitative data including EPI-INFO, SPSS, ACCESS and MS-Excel among others. Data can be displayed numerically and in graphs.

Important issues to consider during analysis and reporting:

- **THINK** as you go through the analysis process
- Be **CONCISE**- State your point, but support it with facts and necessary details.
- Be **OBJECTIVE**- Present facts and be able to support your claims.
- Be **ANALYTICAL** - Summarise, mention trends and patterns. Describe the implications of facts (if data supports it).
- Know the **PURPOSE** of your report as data analysis feeds into report writing.

SECTION 5: REPORTING, KNOWLEDGE SHARING AND LEARNING

This section presents the importance of reporting, how to write good reports and a brief of knowledge sharing and learning.

5.1 Reporting: Reporting is an integral part of monitoring and evaluation. Reporting is the systematic and timely provision of essential information at periodic intervals. Monitoring and evaluation reports vary from formal progress reports, to special studies, to informal briefs. IFRC reporting includes programme update reports, annual appeal reports, emergency appeal reports and donor specific reports. Other types of reports include: assessments, baselines, reviews and evaluations. Annex 2.2 presents the IFRC format for evaluation/review reports and Annex 2.3 presents the evaluation report checklist

Why do we report?

Reporting helps us to:

- Demonstrate what the Red Cross/Red Crescent is doing
- Monitor and track progress
- Provide feedback to donors and partners on funds received;
- Demonstrate impact and lessons learnt
- Be accountable and transparent to donors and beneficiaries
- Document and make references
- Market IFRC and fundraise for programmes

Internal and External reporting
Internal reports can be informal and are helpful to manage projects/programmes better, make better decisions, monitor progress and early warning of problems, improve team communication and prepare external reports. External reports should be formal and help to be accountable, strengthening credibility by showing achievements, demonstrate the contribution to improving lives and soliciting future funding.

How to write good reports-(basic advice)

Process: Cross-check consistency (eg work plan with budget)**;** refer to objectives and expected results in programme updates explain progress, failings; leave summary section to the last.
Style: Think about your reader**;** be clear (summarize the facts, organize information, structure your response)**;** construct short sentences, use clear simple English**;** be concise and to the point and do not use**,** jargon, no assumptions or prejudices.
Content: Correct, up-to-date and relevant information, consolidate facts and findings; highlight numbers to date; add photos, maps and tables where relevant; use reliable sources and acknowledge them and state source of statistics.
Sensitivities: be careful about sensitive information- reports are not necessarily internal documents. Be neutral and non political; keep in mind that we are not alone on the ground; profile the Red Cross/Crescent comparative advantages and recognise contributions.
Analysis: Do not simply provide a list of activities. Look at each activity critically-Why it was done? What are the results? What difference is it making in the lives of the beneficiaries? What could be improved upon next time?

5.2 Knowledge sharing and learning

Monitoring and evaluation provides information on facts that, when accepted and internalised, become knowledge that promotes learning. Learning must therefore be integrated into the overall programming cycle through an effective feedback system. Information must be disseminated and available to potential users. Effective dissemination is an ongoing process that begins when project/programme is formulated. To reach potential target audiences with the appropriate messages, a number of forms of dissemination will usually be required, including:

- A detailed report with complete statistical and case study analysis: This report serves as a technical foundation for preparing other dissemination materials
- Briefing materials for the press or other mass media: should avoid all technical language. Each press release or briefing should focus on only one or two key findings and their implications so as not to confuse the reader.
- One and two-page policy briefs: should discuss not more than two aspects of the findings, assess the implications, and provide recommendations regarding actions they might take to influence interventions positively. Separate briefs will often be necessary for different groups of policy makers or community leaders so that the material can be made directly relevant to them.
- Group dissemination meetings or presentations can offer an opportunity to present the findings to members of the surveyed communities, large groups of policymakers or programme managers, or the general public.

Checklist for learning:
- Record and share lessons learned
- Keep an open mind
- Plan evaluations strategically
- Involve stakeholders and beneficiaries on a gender balanced basis
- Provide up to date information disaggregated by gender
- Link knowledge to the users
- Apply what has been learned
- Monitor how knowledge is applied

ANNEX 1: SAMPLES OF MONITORING CHECKLISTS USED BY THE IFRC WATER AND SANITATION PROJECT

PHAST Monitoring Checklists:
The checklists were informed by the five hygiene domain areas reflected as key issues in the project baseline survey conducted .The indicators formulated had to be smart[3] and QQT[4] and doable within the context of SRCS volunteers who will undertake the weekly monitoring at the household level.

Five hygiene domains
Personal hygiene
- Hand washing at critical time
- After handling baby's faeces
- After latrine use –presence of hand washing facility
- Before eating
- When handling food
- Washing of faces

Food hygiene
- Food covering
- Food storage
- Use of disk rack

Water and communal sanitation facilities
- This will also be addressed at community level through the WatSan committees

Domestic and environmental hygiene
- Sweeping of the house and compound
- Presence and use of garbage pit
- Latrine presence, use, cleanliness and proper upper structure

Water uses
- Sign of Water treatment (boiling, filtration)
- Use of separate water container with a lid for drinking water

The identified indicators/ behaviours can be monitored through observation during the biweekly household visits to be conducted by the volunteers to the PHAST group members and the weekly training sessions.

For all the sheets the volunteer will either put an *X* to indicate a no or a tick to indicate yes

Checklist 1 - Sample PHAST group attendance sheet (the volunteers can refer to the PHAST Step by Step manual)

Volunteer Name: ____
Location: ____
Week: ____

Household/s[5]	**PHAST STEP**	**Activity**	**Tool**	**Participants[6]**	**Volunteer remarks**
3 Household	(2) Problem analysis	(1) Mapping	(1) Community mapping	☺ happy and motivated	Housewives were absent

General comments and lessons learnt regarding:
- Attendance
- Difficulties / Constraints / Problems
- Solutions

[3]Smart specific ,measurable ,achievable ,realistic and time bound
[4] QQT, Quantitative and qualitative
[5] Introduce number of households that were involved in the session and names.
[6] Introduce some remarks about participant's interest (happy, bored, angry, etc). Use for that some pictures.

Checklist 2: Sample diseases monitoring sheet

The volunteer can fill the cells with number of cases by talking to people and confirming and tick with √ if people went to the hospital (*H)*, stay at home (*HH)* for house or others (*O*).

Volunteer Name: ____
Location: ____
Week: ____

Household/s	Malaria			Eye Infection			Diarrhoea			Skin infection		
Household 1 Total no of cases												
Health seeking behavior	O	H	HH	O	H	HH	O	H	HH	O	H	HH
Household 2 Total no of cases												
Health seeking behavior	O	H	HH	O	H	HH	O	H	HH	O	H	HH
House hold 3 Total no of cases												
Health seeking behavior	O	H	HH	O	H	HH	O	H	HH	O	H	HH

Remarks by Volunteers

Total number of malaria cases: Total number of Diarrhoea:

Total number of Eye infections: Total number of Skin infection:

Checklist 3: Sample hygiene behavior monitoring sheet

Pictorial drawings can be used for this sheet which will be used for biweekly or weekly monitoring conducted by the volunteer

Volunteer Name: ____
Location: ____
Week: ____

INDICATOR HYGIENE BEHAVIOR	**HH1**	**HH2**	**HH3**	**HH4**	**HH5**	**Methods to collect the information**
1.Personal Hygiene (Weekly)						
Hand washing (after latrine use)						Exploratory walk Pocket chart Direct observation 3 pile sorting Focus discussion group
Hand washing (before eating)						
Hand washing (before food handling)						
Hand washing (after handling baby's faeces)						
Washing of baby's face						
2.Food Hygiene (Weekly)						
Cooked food cover						Same as cluster 1
Use of dish rack						
3.Domestic and Environmental Hygiene						
Presence of latrine						Direct observation and counting Exploratory walk 3 pile sorting HH interviews
Presence and use of garbage pit (weekly)						
Clean household and compound (weekly)						
Latrine presence, use cleanliness and proper upper structure (monthly)						
Proper animal management (3 month)						
4. Water uses						
Sign of water treatment (boiling, filtration)						Same as cluster 1
Use of separate water container with lid for drinking water						
5. Water and Communal sanitation facilities						
Communal Water and Communal water facility Clean						Direct observation and
Communal water facility Dirty						

Sanitation facilities	No Communal water facility						counting Exploratory walk 3 pile sorting HH interviews
	Communal latrine facility Clean						
	Communal latrine facility Dirty						
	No latrine facility						
	Communal water facility fenced						
	Communal Water facility Not fenced						
	No communal water facility						
	WatSan committee by laws existence						
	No by laws for WatSan committee						
Presence of WatSan committee	Monthly meetings						Key informant interview Focus discussion group
	Good record Keeping						
	Irregular Meetings and Records						
	No meetings held						
	No WatSan committee						
	The WatSan committee will be formed soon						

Checklist 4: Summary

Volunteer's activity

Volunteer Name: ____
Location: ____
Week: ____

HYGIENE BEHAVIOUR	**Volunteer 1 Total Number of HH**	**Volunteer 2 Total Number of HH**
Personal Hygiene		
Hand washing (after latrine use)		
Hand washing (before eating)		
Hand washing (before food handling)		
Hand washing (after handling baby's faeces)		
Washing of baby's face		
Food and Water Hygiene		
Cooked food cover		
Use of dish rack		
Water container with a lid		
Domestic and Environmental Hygiene		
Latrine presence		
Presence and use of garbage pit		
Clean household and compound		
Latrine presence, use cleanliness and proper upper structure		
Communal Water facility clean		
Communal water facility dirty		
Communal water facility fenced		
Communal water facility not fenced		
Communal latrine clean		
Communal latrine dirty		
How many WatSan Committee are present		
How many have bylaws		
How many have good records		

Total Beneficiaries PHAST/PHAST

Region					
Village					
Population size					
HH size					
Women					
Men					
Children					
Number of people trained					
Percentage of direct beneficiaries					

ANNEX 2: FORMATS AND CHECKLISTS TO FACILITATE COHERENCE IN THE EVALUATION PROCESS

2.1 Terms of Reference (TOR) format

This is meant to ensure consistency in designing the TOR across the federation, TORs for evaluations and studies are expected to be presented using the guidance below. It is important that the TOR are clearly understood right from the beginning to avoid differences in perception of tasks and ensure the quality of the evaluation product. As much as possible stakeholders should be involved in designing and reviewing the TORs. The TOR will form an integral part of the consultancy contract.

Sub section	Guidance notes
Title of the consultancy	• What is the consultancy about?
Background of the project and overall purpose	• What was the project about? • When did it start and what were the intended outcomes? • What is the purpose of conducting the evaluation? (Is it for learning, accountability, donor requirement, programme improvement etc.)
Objectives of the evaluation	• Why are you doing the evaluation? (Objectives should be clear and achievable in the stipulated evaluation timeframe)
Scope of work	• Were inputs used in the best way to achieve outcomes?(efficiency) • Has the purpose, objectives and outputs been achieved? (effectiveness)Why or why not? • To what extent has the project contributed towards its longer term goals? (impact) Why or why not? • What unanticipated positive or negative consequences did the project have? Why did they arise? • Was this project a good idea given the situation needing improvement? Did it deal with target group priorities? (relevance and appropriateness) • Will there be continuity once the project has been completed? (sustainability) Why or why not?
Roles/ responsibilities	• Who is responsible for what? ie what are the roles of the consultant and IFRC secretariat, regional delegation or NS?
Evaluation methodology	• What methods are going to be used? Qualitative or quantitative or both? (as much as possible include participatory methods) • Is the methodology appropriate in relation to the primary purpose of the evaluation? • What is the scope of consultation? How are the beneficiaries and other stakeholders going to be involved? • Who do you talk to? How many people are going to participate in the evaluation or what is the study sample? Have all the categories of respondents been represented in the sample?
Deliverables/outputs	• What are the outputs of the evaluation? This could include the evaluation report, summary report, inception note (the inception note is a detailed work plan of how the consultant intends to undertake the task).
Report framework	• An outline of the standard evaluation report format which will be provided with the TOR will inform the structure of the report.
Timeframe, geographical location and logistics	• What is the rationale for the timing of the evaluation? • Where is the evaluation going to be conducted? • What kinds of arrangements are required eg preparations for travel, appointments scheduling
Evaluation team	• What are the qualifications of the evaluation team and experience required for the assignment? • What is the evaluation team selection process?
Dissemination & Follow up plan	• What is the dissemination plan? • What is the intended use of the evaluation output? Who are the users of the evaluation? • Who or which department is responsible for following up?

2.2 Evaluation report format:

This format has been developed to ensure consistency in the structure of evaluation/review reports. It gives an outline of the review or evaluation report while giving guidance notes for each section. This format should be provided to the consultants together with the TOR.

1. Title Page:
   - IFRC Logo
   - Title of the evaluation
   - Dates of the Evaluation-month and year
   - Author
2. Acknowledgements: Communities, team members, etc.
3. Table of contents: Indicate a list of key elements in the report and their respective pages.
4. Executive Summary:

A brief one or two page overview of the report including the purpose and objectives of the evaluation, who it was for, how it was carried out where and when, major results, conclusions and recommendations. Emphasis should be placed on the most important points.

5. Background information:
   - What is the project about?
   - How and when did it begin?
   - What are the main objectives and key activities?
6. Purpose of the evaluation:
   - What was the purpose of the evaluation and what were the intended audiences?
   - What are the objectives and key questions the evaluation hopes to answer?
   - What were the constraints/challenges?
7. Methodology:
   - What was the category and number of participants?
   - What were the evaluation methods used? Were the tools tested before use?
   - How valid and reliable did the method prove to be?
   - What methods were used to analyze quantitative and qualitative information
   - What were the evaluator's biases that might have affected the evaluation and how were these counteracted?
8. Results and Discussion:
   - What were the findings? (findings should be summarized findings under themes and critically analyzed)
   - Have tables, diagrams, charts and other visual presentation been utilized?
   - Have the qualitative findings clearly been interpreted (giving examples of what people said is quiet revealing)
   - Have case stories been included wherever possible?
   - Has confidentiality been ensured?
9. Conclusions:

What is the summary of the answers to the original questions? (This should be presented without repeating facts in the results and discussion). Conclusions should flow logically and reflect the central findings.

10. Recommendations:

What are the areas of improvement? How can they be improved? Are the suggestions clear and given in order of priority? Are the areas of improvement relevant, realistic and appropriate? Has the timeframe for implementation been reflected?

11. Appendices: This should include detailed information referred to in other sections examples include: details of methods used, work plans etc.

2.3 Evaluation report checklist

This is meant to ensure that the reports meet the desired quality standards. The checklist will be utilized in assessing the quality of evaluation reports and improving future evaluations. The tool will be administered after the final evaluation report has been submitted. Each area of assessment is given a rating which is then used to ascertain the strengths and weaknesses of the set as a whole. One staff from the commissioning department and the other from the PMER department will form the assessment team.

Title of Evaluation/Review…………………………………………………………………

Name of Consultant…………………………………………………………………………

Area of Assessment	Rating poor, average, good, excellent	Remarks
1. The Terms of reference: • Did the TOR provide the expected guidance in the evaluation process? • Were the TOR adhered to?		
2. Evaluation methods • Is the methodology clearly described in the report including the appropriateness, strengths and weaknesses of the methods used? (Participatory & multi method should be rated high)		
3.Participation by beneficiaries and other stakeholders: • Does the report explain how beneficiaries and other stakeholders participated in the evaluation process? (The more evidence about the participation and consultation with primary stakeholders the higher the rating).		
4.Applicability of the appropriate international standards • Does the evaluation report assess the extent to which the international standards eg the sphere standards, NGO code of conduct etc were used in planning, implementation and monitoring of the intervention?		
6. The analysis should capture efficiency, effectiveness, impact, relevance, connectedness, sustainability and coverage of the programme intervention. (If not part of TOR-not applicable)		
7. Report framework: Has the report been presented in the IFRC standard evaluation report format?		

Assessors:

1. PMER Dept. Staff………………………………..2. Sponsoring Dept. staff………………………

Can this evaluation be shared publicly? Yes ☐ No ☐

Management response before circulation:………………………………………………………

2.4 Checklist for selecting consultants for assessments, baselines, reviews & evaluations

This checklist will provide a consistent analysis when selecting consultants to conduct assessments, baselines, reviews & evaluations. It is a tool which gives a rating of the various parameters to be put under consideration when selecting the consultants.

Project Name: --- Study dates: --------------------------------

Consultant 1:---------------------Consultant 2: --------------------Consultant 3: -----------------------

Area of assessment	Full weight	Consultant 1	Consultant 2	Consultant 3
Solid technical experience in conducting evaluations, baselines and related studies: • *Number and scope of individual consultancies both national and international* • *Familiarity with appropriate qualitative and quantitative evaluation methods* • *Competence and technical knowledge of the area being evaluated*	35			
IFRC Experience • *Does the consultant have previous consultancy engagement with IFRC or National societies?*	10			
Academic qualifications • *A PhD, Masters or first degree education level in relevant field is preferred.* • *A diploma with extensive experience is also acceptable.*	15			
Quality of previous work • *The consultant should submit a sample of related previous work for quality assurance purposes eg check the writing, presentation and analytical skills.*	20			
Costs (*Least cost is preferred without undermining quality)*	05			
References: *The consultant should provide atleast 3 references. Reference check questions could include the following::* 1. What was your professional relationship with the consultant? Overall were you satisfied with the consultant? 2. How would you rate the consultant's technical expertise? 3. How would you describe the consultant's interpersonal skills, leadership skills, communication and decision-making skills? Was the consultant able to adhere to the cultural context? 4. Can you comment on the quality of the final product? (presentation, writing skills, analysis etc) 5. Did the consultant adhere to the terms of the contract agreement eg ability to meet deadlines etc 6. What could have been improved? How would you manage this consultant differently next time?	15			
Total	100			

Consultant awarded:________________________ Date___________________________

Selection Team:

1. Name: ____________________ Signature _________________________
2. Name: ____________________ Signature _________________________
3. Name: ____________________ Signature ________________________

2.5 Consultants performance checklist
This checklist will be used to assess and rate the performance of the consultant on completion of the assignment. It will determine whether the consultant can be hired again by IFRC or not depending on the assessment. Consultants whose performance is rated high will then be entered in the consultancy data base and can be hired again.

Title of the consultancy: ……………………………………………………………………………………………				
Please tick the appropriate box for rating	Poor	Average	Good	Excellent
1. Thorough understanding of the assignment				
2. Technical expertise				
3. Professionalism ie good leader, communicator, decision-maker, ability to adjust and adhere to the cultural context etc)				
4. Communication skills				
5. Writing skills				
6. Quality of final product				
7. Ability to meet deadlines				
8. Adherence to the terms of the contract agreement				
9. Other comments:				
10. Would you recommend this consultant be hired again by IFRC? Yes/No __________ (If yes the consultant CV should be entered into the data base) Assessors: 1. Name:__________________________ Signature:__________________________ 2. Name:__________________________ Signature:__________________________ 3. Name:__________________________ Signature:__________________________ Date:………………………………				

2.6 Template for following up recommendations from reviews & evaluations

This tool will help to systematically follow up and track implementation of recommendations and lessons learnt from evaluations for purposes of learning, programme improvement and accountability. The tool will help in defining the actions that should be undertaken after agreeing upon implementation of key recommendations, the timeframe and where responsibility for implementation and follow up lies.

Evaluation/Review title………………………………………………………………………
Location & Date: ………………………………………………………………………………

Key recommendations /lessons	Management Decision and actions	Dept./person responsible for follow up	Due date	Dates completed	If not, explanation

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