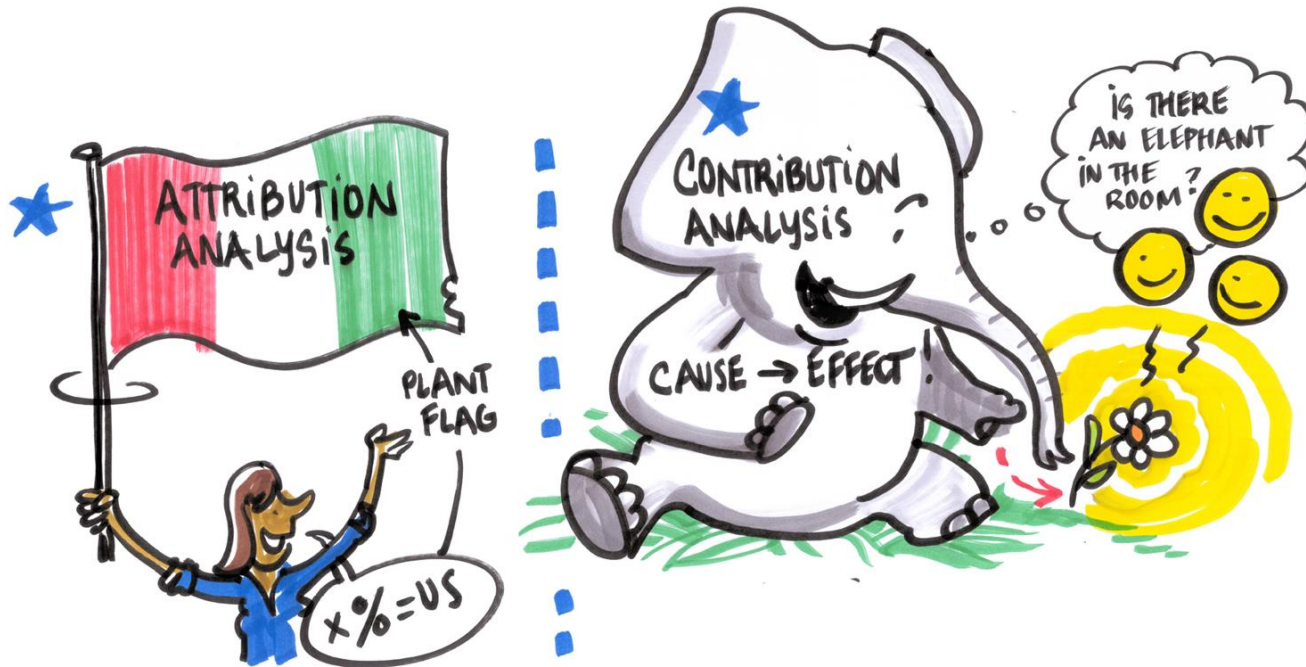




SESSION 5

Evaluation Methods

Case study 1

Evaluation Methods – Session Outline

Attribution vs. Contribution Analysis

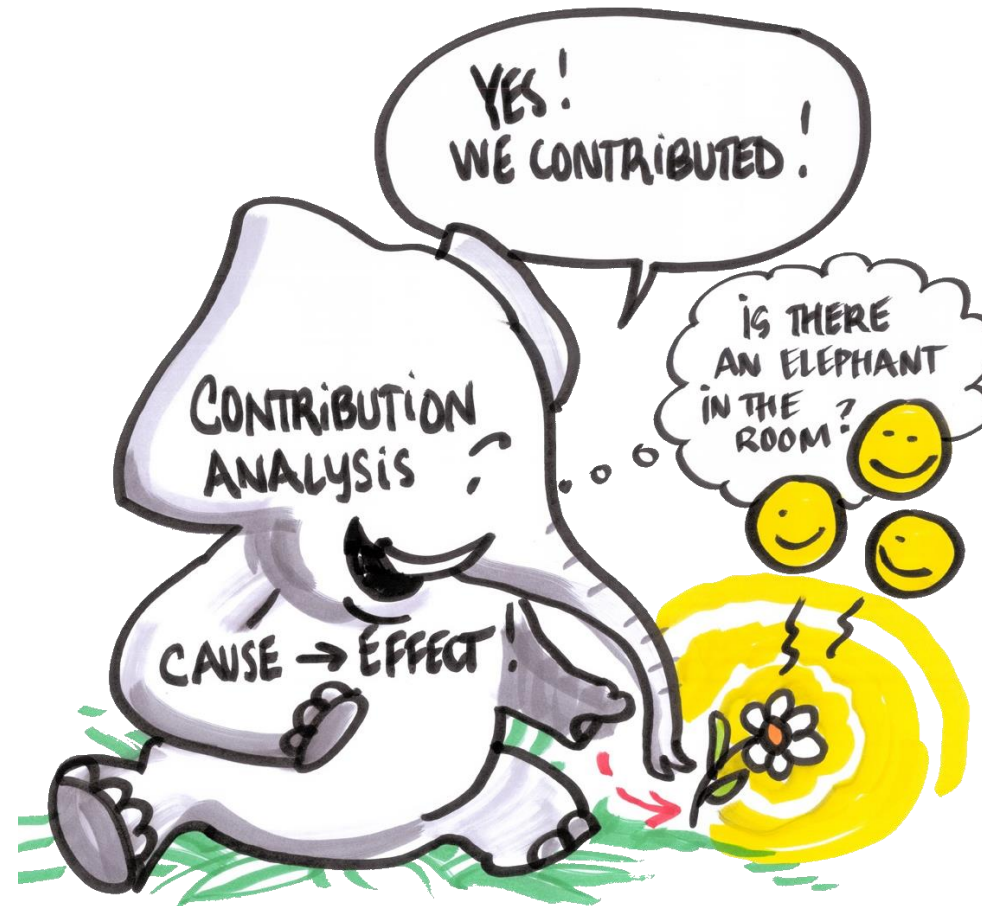
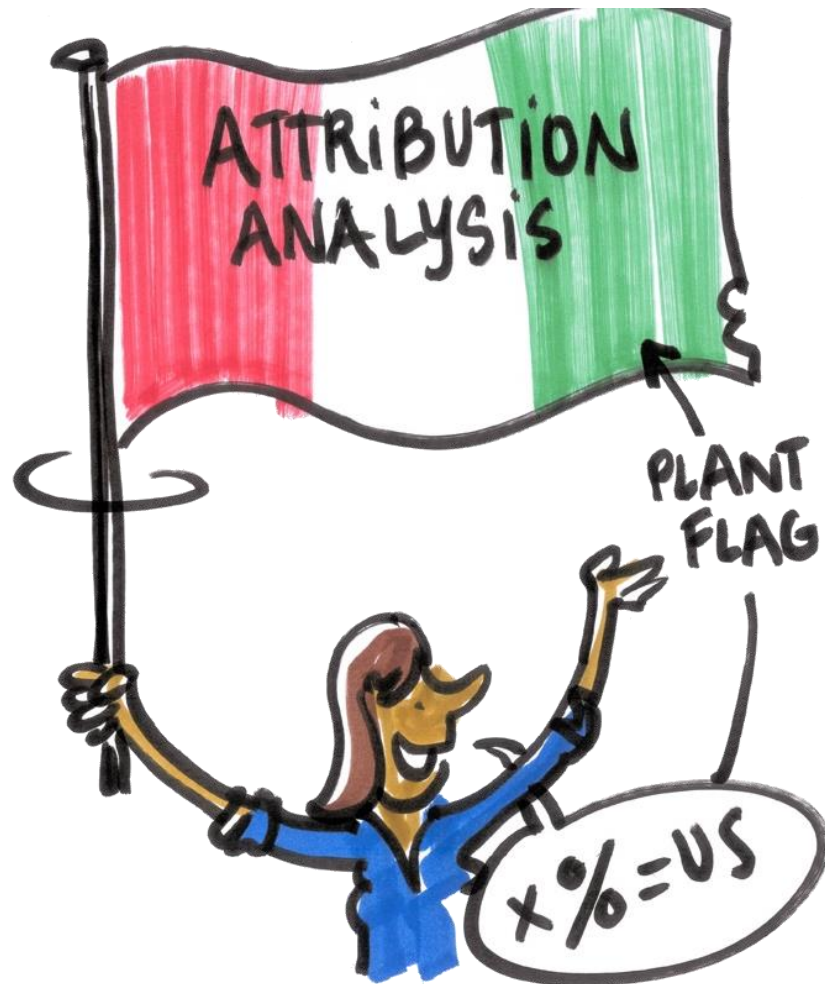
Evaluation criteria, evaluation questions, judgement criteria and indicators

- *Evaluation questions*
- *Judgement criteria and indicators*
- *From evaluation questions to indicators*

Gender responsive evaluation



Two main evaluation strategies - attribution analysis and contribution analysis

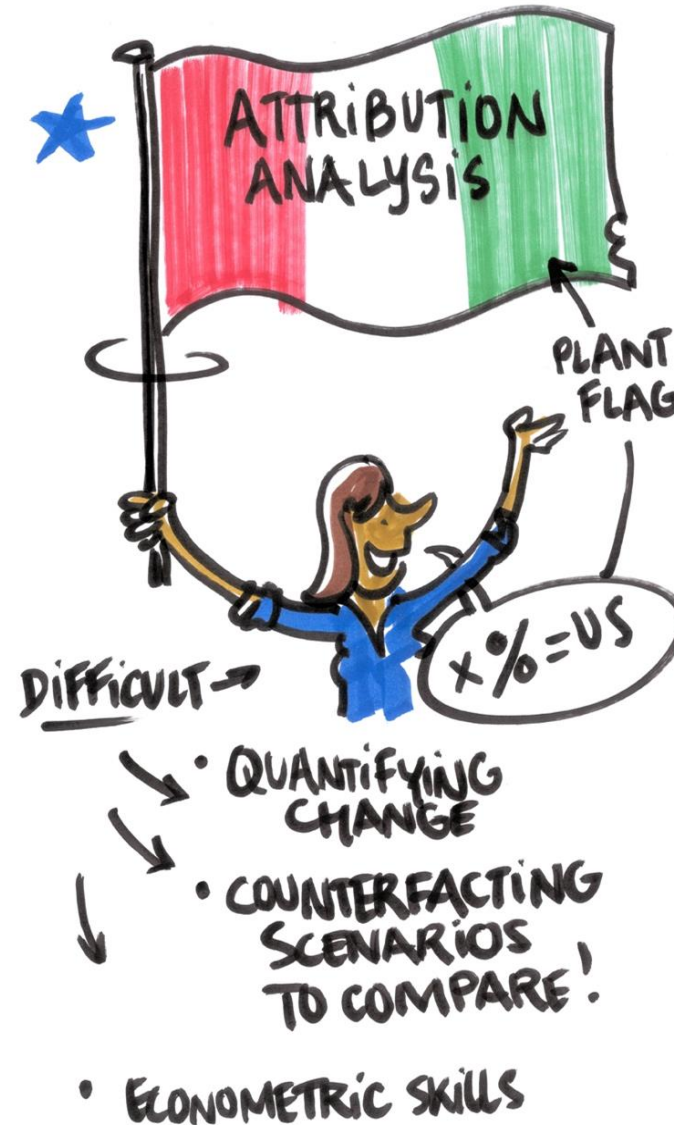


Two main evaluation strategies - attribution analysis and contribution analysis

		Attribution analysis	Contribution analysis
Objective		Assess the proportion of observed change arising from the action	Demonstrate whether or not the evaluated action is one of the causes of observed change (cause –effect)
	Process and methods	Building a counterfactual scenario and comparing	Using chains of logical arguments verified through a sound confirmatory analysis

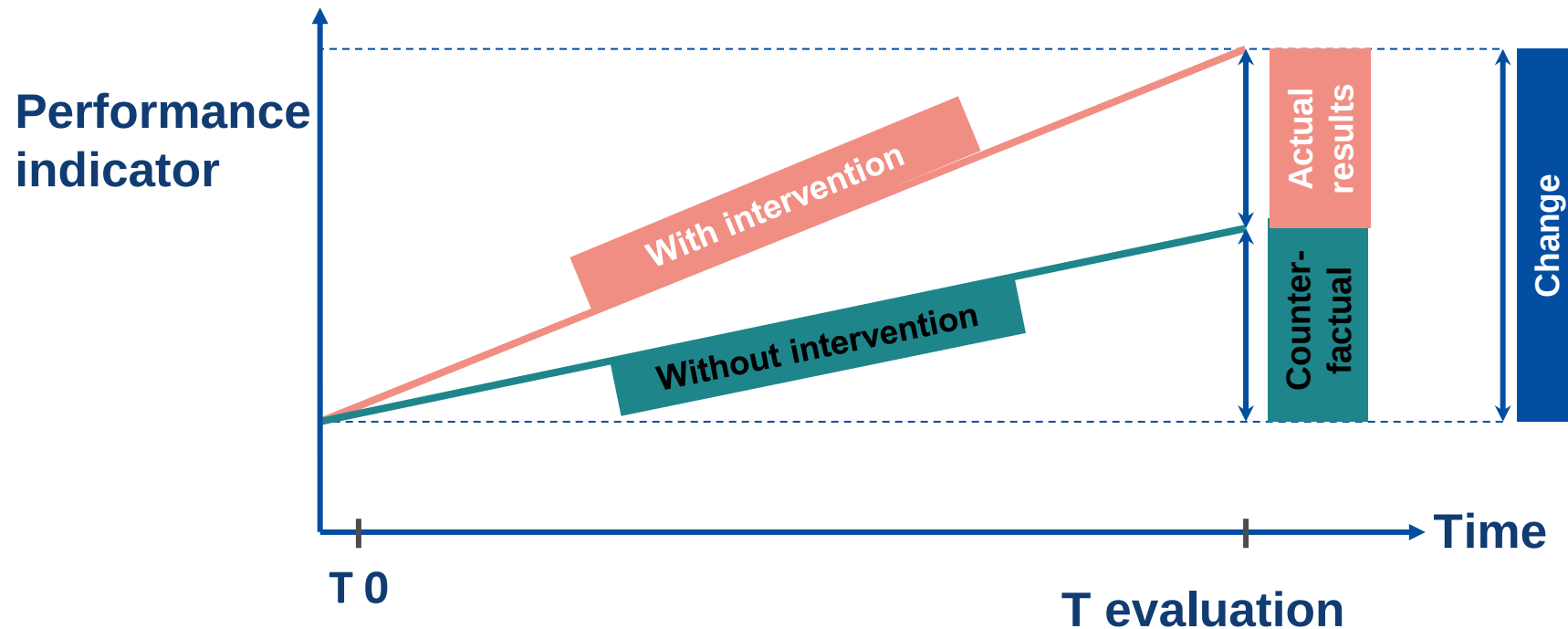
Attribution Analysis

- Often sought by EC evaluation managers
- However difficult to conduct in most INTPA evaluations



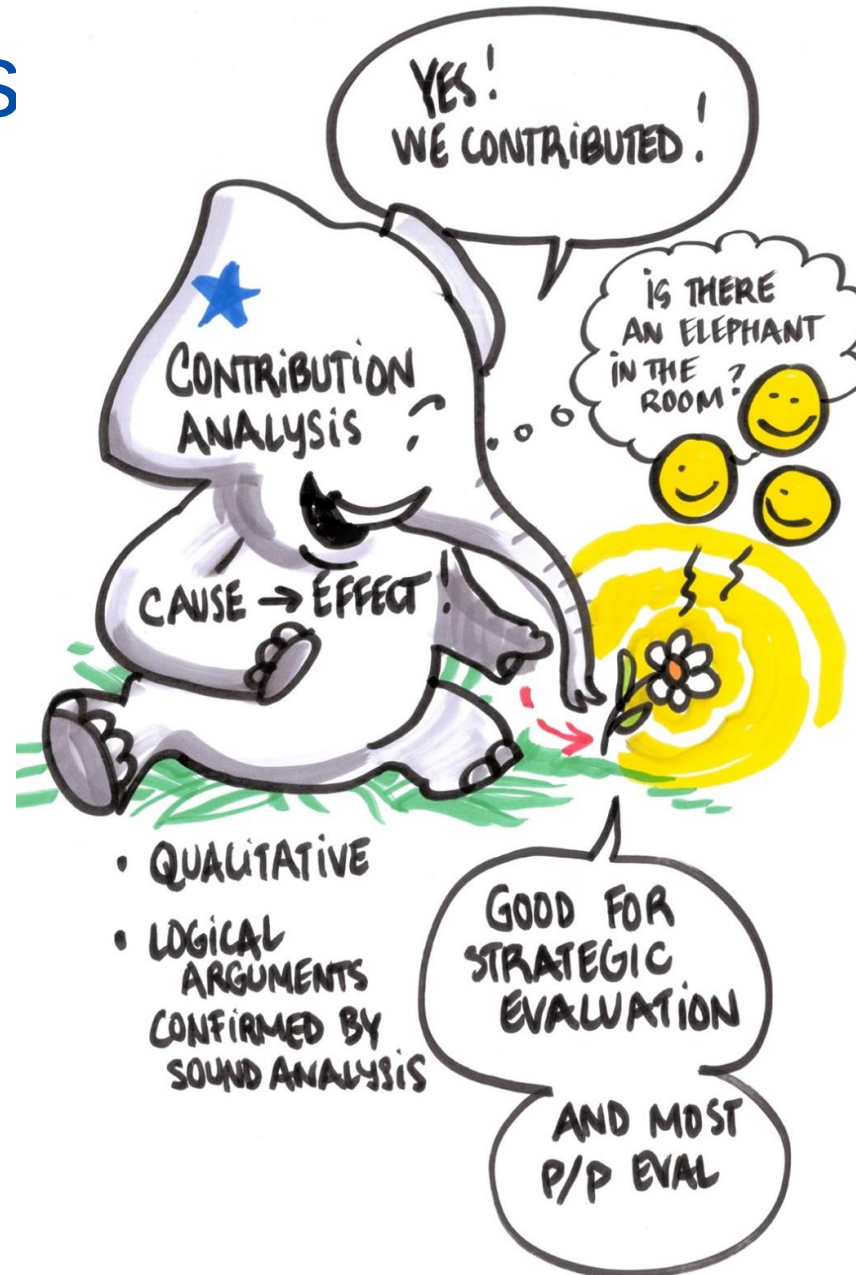
Attribution Analysis – Building a Counterfactual

- Use comparison groups or modeling techniques
- Subtract the “without intervention” estimate from the “with intervention” indicator to assess the impact



Contribution analysis

- Most frequent case
- But require structured approach for robustness and validity of conclusions



Contribution analysis – Developing a chain of reasoning

Refining cause-and-effect chains (intervention logics –expected effects)

Gathering evidence related to the intervention

Gathering evidence related to other explanations

Developing a step-by-step argumentation

Submitting the reasoning to systematic criticism – confirmatory analysis

- Test the soundness & credibility of findings
- Distinguish actual effects from observed change

The 6 DAC Evaluation Criteria



The 6 DAC Evaluation Criteria

Impact

Impact: extent to which the intervention has generated or is expected to generate positive or negative, intended or unintended, higher-level effects?

Outcome

Effectiveness: extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups

Output

Efficiency: extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way

Activities

Means / Inputs

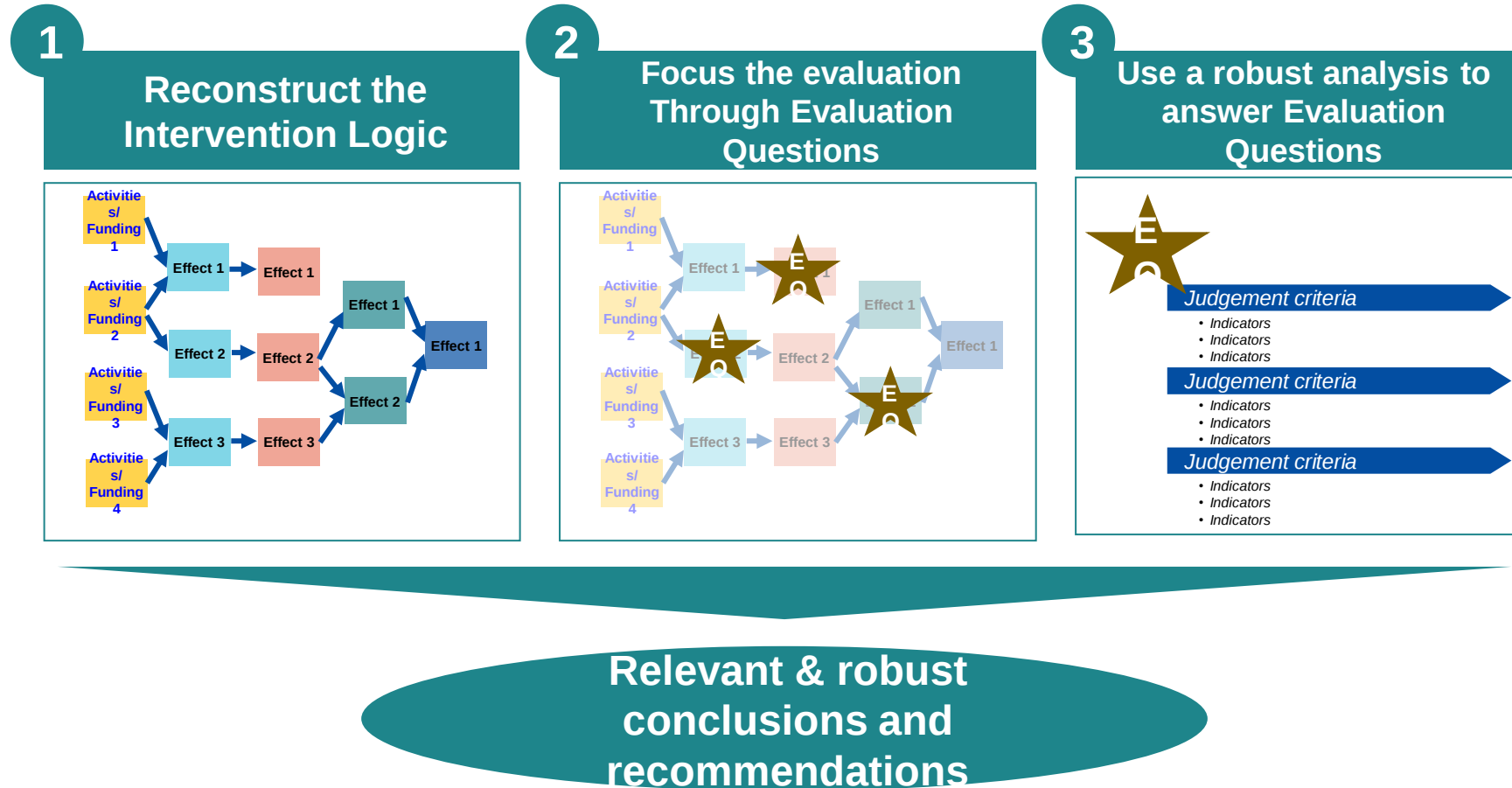
Relevance: *extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change*

Context Analysis: Problem/Need

Coherence: *the compatibility of the intervention with other interventions in a country, sector or institution*

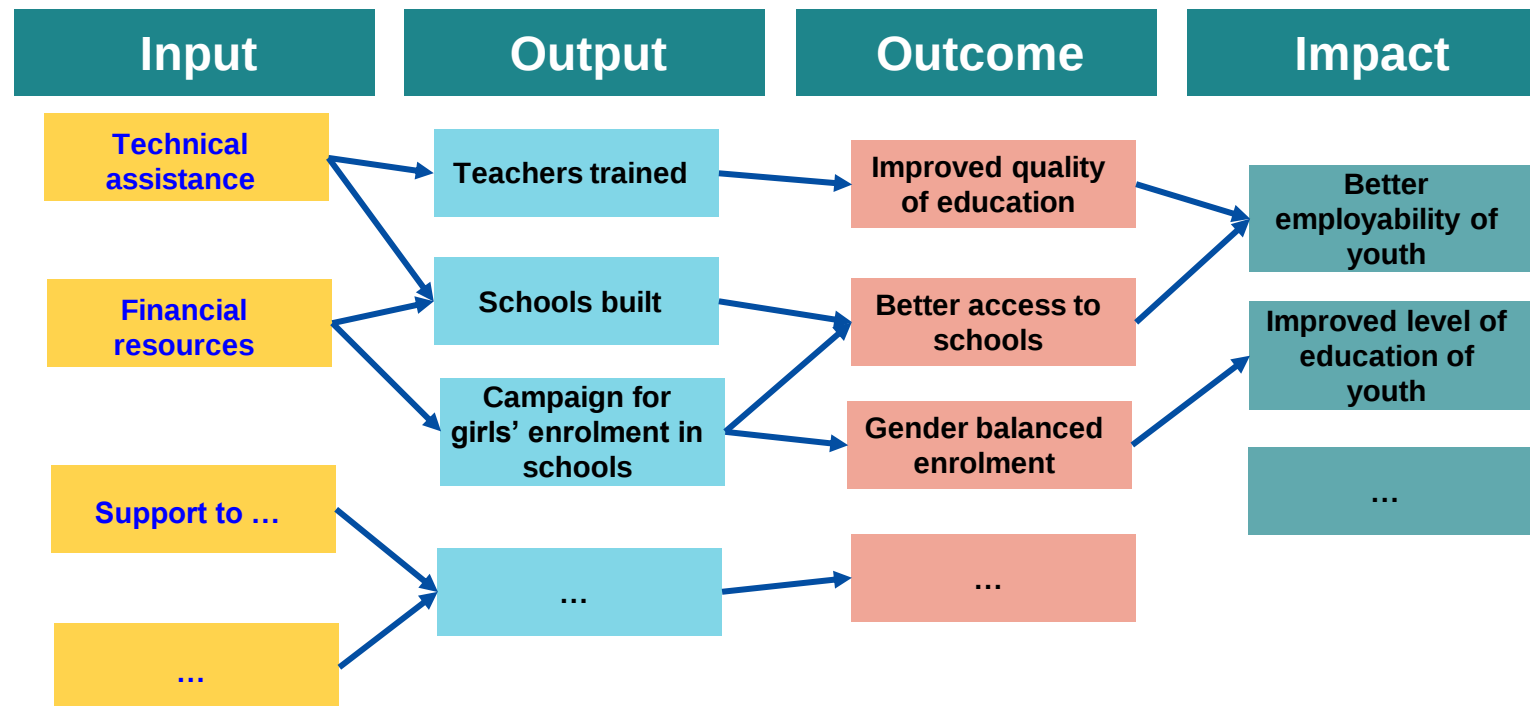
Sustainability: extent to which the net benefits of the intervention continue or are likely to continue

The three key steps in the methodology



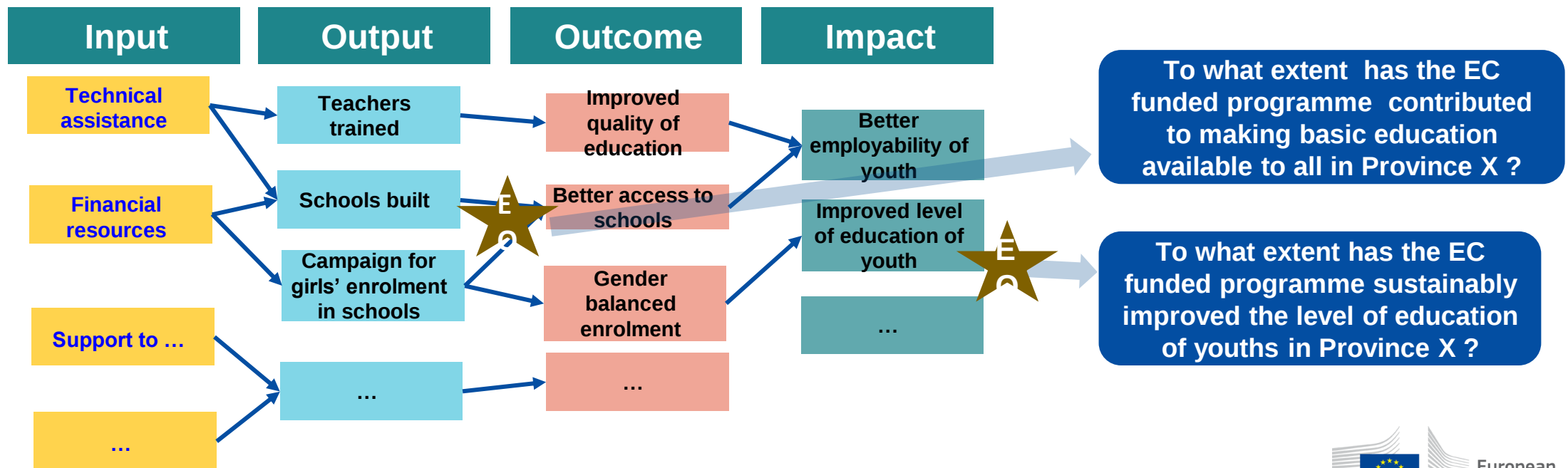
Reconstruction of the Intervention logic

- **Definition:** presentation of all **activities** and **expected results** and cause-and-effect targeted relations in the context of the action
- **Aim:** **clarify objectives** translated into expected effects in a structured/hierarchic way, **suggest evaluation questions** on effects and analyse/assess the **coherence of the intervention**



Focus analysis through evaluation questions

- **Definition** : evaluation questions guide the evaluation process by underlining priority issues (FOCUS)
- **Origin**: questions derive from (i) intervention logic; (ii) the specific needs of the evaluation; (iii) concerns (policy makers, other stakeholders)



How to choose the evaluation questions?

1

- Establish a **preliminary list** of questions based on: intervention logic, DAC criteria, initial needs and key issues

2

- Assess how and by whom the **answer** will be **used**
- Check that the **answer** will be **delivered on time** to be useful
- Check that the **answer is not known** already (previous evaluations...)

3

- Check that the **answer** is likely to be **robust enough** (feasibility - « evaluability » - key to obtaining a sound and accurate answer)

4

- **Discuss the choice of questions** during inception phase or early desk phase (whenever relevant and possible, with the participation of key stakeholders/reference group)

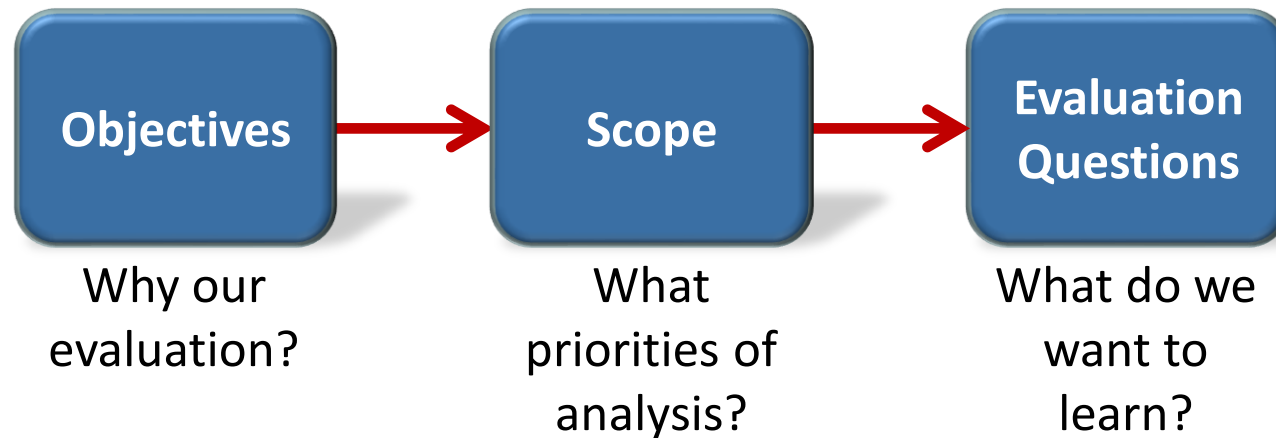
5

- Choose and consolidate questions as **impartially** as possible

Formulation of the Evaluation Questions¹

Start from your needs: why do you need this evaluation, what you want to learn?

Be curious, be specific (*every evaluation is unique, copy/pasting between evaluations does not work*)!



Involve the Reference Group members in the definition of the Evaluation Questions.

Formulation of the Evaluation Questions⁷

The EQs (or Issues) shall be limited to a maximum of 10.
You can use sub-questions, if you wish so.

Prioritise open-ended questions over closed-ended questions.

Example of sub-questions:

Question

To what extent did the project achieve its expected result to contribute to increase by 20% the access to primary health care of women and girls in the province of Xxxx, and in particular:

Sub-question

- To what extent did the result respectively benefit urban and rural populations?*
- In particular, what were the effects in terms of reduced mortality during delivery?*
- What factors facilitated the achievement of results, and what elements played against?*

How to choose the evaluation questions?



Most frequent limitations to « evaluability »

Obstacles to data access

- Monitoring data and reports are inadequate or unreliable
- Limited access to informants/non-biased information (e.g. wars, natural disasters, internal conflicts etc.)

Scope too complex

- Large volume/dispersion of data to collect, informants to meet and analyses to perform

A very recent start

- The project has not yet produced observable effects and/or informants have not yet stabilised their opinions

Far-reaching impact

- Many external influential factors strongly limit the contribution analysis of the project

Evaluation questions – balanced coverage of intervention logic and criteria

- Enable the formulation of **an overall assessment**
- Cover the **various levels of the intervention logic** and the **criteria** in a **balanced way**

OECD/DAC and EU criteria	Examples of Evaluation Questions
Relevance	How does the action presently respond to the needs of the Ministry for Transport?
Efficiency	To what extent have the outputs been produced/delivered in a cost-efficient manner?
Impact	To what extent has the programme contributed towards reinforcing regional integration?
Added Value	To what extent does EU intervention in the tourism sector add value to what MS are doing?
Coherence	How coherent is the project with other EU actions in Country X

From the evaluation question to the indicator

Evaluation question

- stems from the intervention logic
- relates to a family of evaluation criteria

Judgement criterion

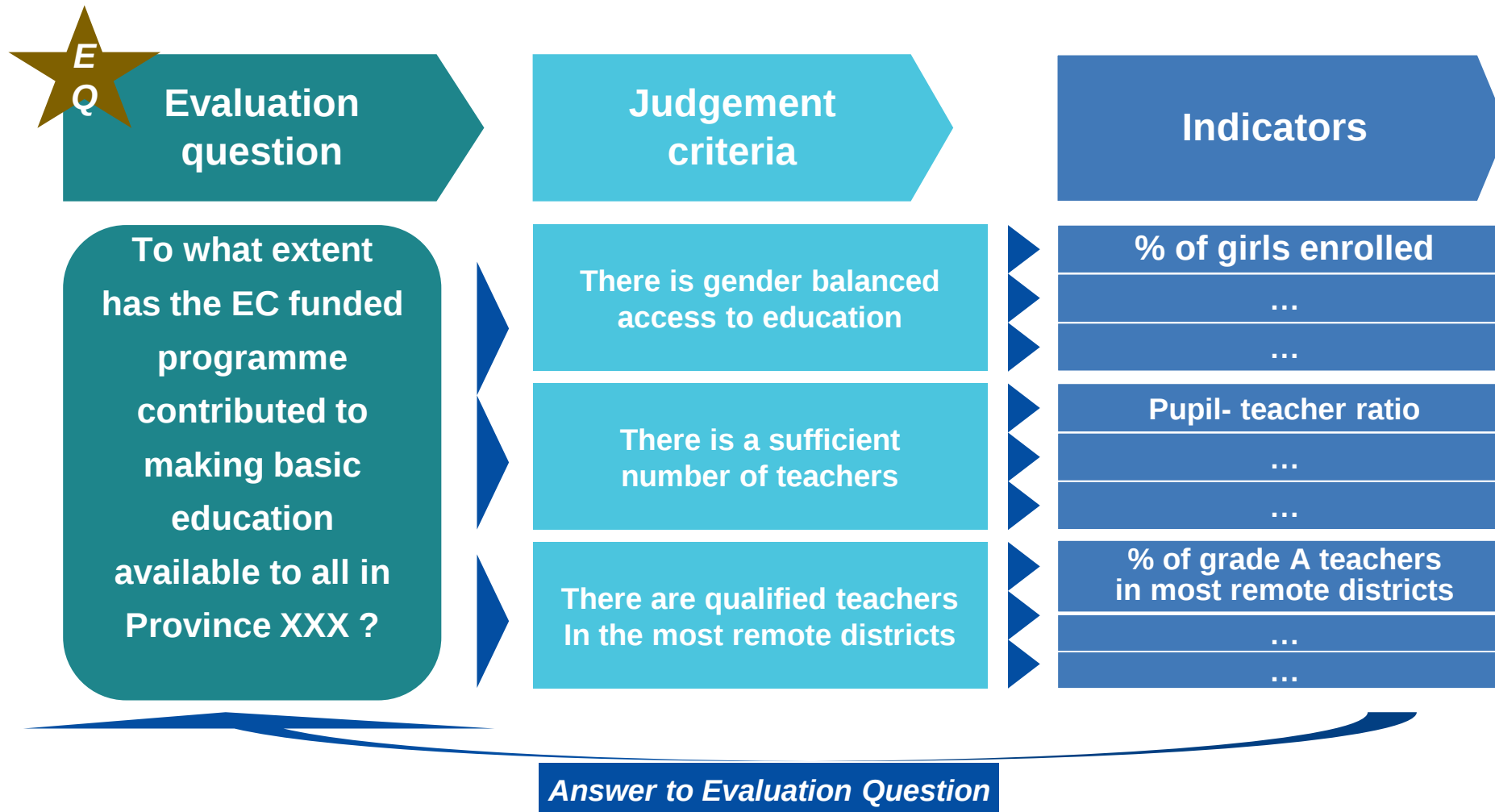
- derives from the evaluation question
- focuses on key points and shows the type of performance to be evaluated

Indicator

- derives from the judgement criterion
- describes in detail the information required to answer the question



Analysis through Evaluation Questions, Judgement criteria and Indicator cascade



Judgement criteria

- **Inform on how to judge**, not on what is judged
- **Specify** an aspect of the **merits or successes** of the evaluated P/P
- **Help avoid subjectivity**
- **Structure the answer** to a question (targets, indicators, nature of data, type of analysis)
- Guide the evaluation team on how to **answer the evaluation question**, after having collected and analysed all relevant data

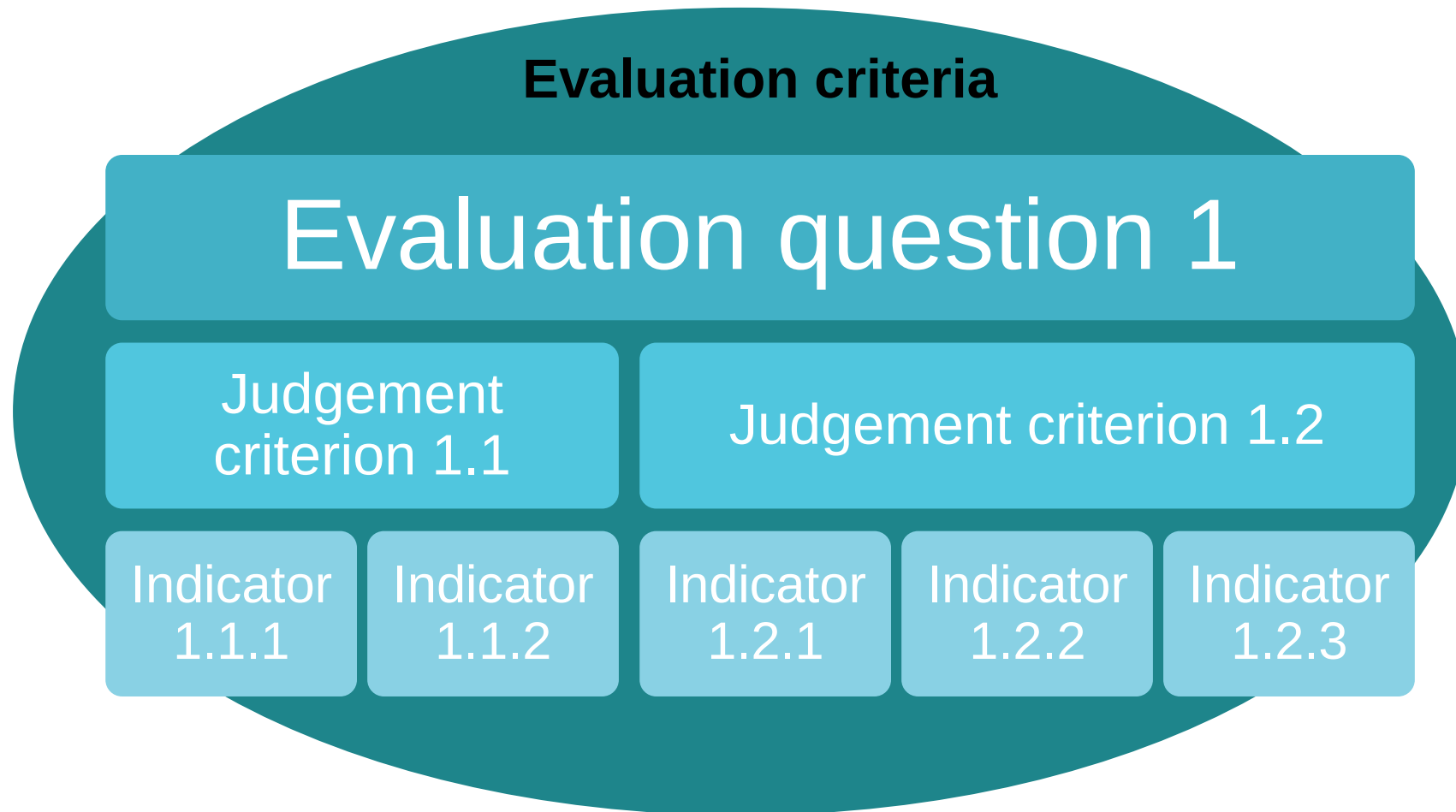
An evaluation indicator

- **Accurately measures or qualifies the judgement criterion** or the type of information to be collected/analysed
- **Provides accurate and non-ambiguous information** understood in the same way by all evaluators and users
- Is **sensitive to changes** in observed reality
- **Results from the RACER approach** for data collection (Relevant – Accepted – Credible – Easy – Robust)
- May be **quantitative or qualitative**
- May be based on the LFM indicators, but not only

Support tool for designing evaluation questions

Question	Text of the question (1 design table/question)
Comment	Why the question was asked?
Scope	What does the question cover?
Judgement criteria	How will the merits or successes be assessed?
Indicator(s)	What data will help assess the merits or successes?
Target(s)	Which level or threshold is to be qualified as a success?
Planned chain of reasoning	Planned chain of reasoning for answering the question: Informing on indicators, analysing information, formulating judgements
Analysis strategy	Type(s) of analysis to be undertaken?
Investigation areas	Level at which data will be collected and analysed
Tools and sources of information	Where will the data come from?

Overview in a key tool: the evaluation matrix



Activity | Case study

Individually, get familiar with the context of the evaluation: pages 1, 66-69 and the LFM.

With your group discuss the following:

- *What type of evaluation is it?*
- *What kind of purpose(s) is it supposed to serve?*
- *Who are the key stakeholders?*
- *Who will be the main users of this evaluation?*
- *What is the scope of this evaluation?*

See instructions in handout





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