



**USAID**  
FROM THE AMERICAN PEOPLE



PHOTO | FREEPIK

# COURSE: PREPARING ADEQUATE EVALUATION QUESTIONS FOR EVALUATIONS TEXTBOOK

May 2024

This document was produced for review by the United States Agency for International Development (USAID). It was prepared by EnCompass LLC for the Monitoring, Evaluation, and Learning for Sustainability (MELS) Activity (Contract No. 72052719D00001). The views expressed in this publication do not necessarily reflect the views of USAID or the United States Government.

# CONTENT

- 1. WELCOME..... 1
- 2. GUIDELINES..... 3
- 3. AGENDA..... 4
- 4. THEMES ..... 5

## I. WELCOME

Welcome to the “Workshop: Preparing adequate strong evaluation questions for evaluations”, aimed at USAID/Peru Monitoring, Evaluation and Learning Specialists (MEL Team)!

**Context.** The USAID/Peru MEL Team is the key support for Technical Offices (DO Teams) in the planning of evaluations at the Mission. While Technical Offices shape the direction of evaluations and make key decisions regarding evaluation scope and timing – particularly the AOR/CORs of the activity to be evaluated – the Technical Offices are subject matter and activity management experts, not evaluators.

Prospective evaluation teams, in turn, require well-scoped Terms of Reference (TORs) in order to accurately bid on proposed evaluations (assembling a qualified evaluation team and accurate budget). Because the preparation of evaluation TORs is an internal USAID function, a TOR must often be prepared without the participation of the evaluation implementation team. The USAID/Peru MEL Team bridges this gap by supporting Technical Offices to ensure that evaluation Terms of Reference (TORs) are sufficiently detailed and reasonable before they are presented to external evaluation teams.

Common challenges in crafting evaluation questions (EQs) include approaching evaluation stakeholders in the most adequate manner that would lead to good collaboration, to crafting EQs that are too numerous or overly broad to accomplish in a single study. These challenges can lead to costly and time-consuming revisions to an evaluation scope and/or dissatisfaction within Technical Offices when evaluations don’t ultimately meet the office’s information needs. Often this is exacerbated when results reporting are not clear and relevant to the learning needs of stakeholders. The outcome is also frustrating for evaluation teams.

Supporting Technical Offices in aligning EQs to potential methodologies does not require the USAID/Peru MEL Team to be methodological experts, but it does require the team to be able to guide Technical Office staff in understanding general methodological options for different types of questions, e.g., qualitative, experimental vs. non-experimental quantitative, desk review, developmental, and mixed-methods evaluations, including additional methods that are not necessarily evaluations per se. The USAID/Peru MEL Team and Technical Offices may also need to guide and/or collaborate in reporting evaluation results in a way that all stakeholders comprehend and infer implications of the work done, learn, and apply recommendations. Failure to accomplish this last stage of the process greatly undermines the potential benefit of the time and effort invested.

Supporting Technical Offices in aligning evaluation questions to potential methodologies does not require the USAID/Peru MEL Team to be methodological experts, but it does require the team to be able to guide Technical Office staff in understanding general methodological options for different types of questions, e.g., qualitative, experimental vs. non-experimental quantitative, desk review, developmental, and mixed-methods evaluations. On the other hand, key considerations related to internal USAID planning for evaluations includes alignment with the Mission’s Learning Agenda, timing evaluations to answer the right kinds of questions at the right time within the Program Cycle, and planning far enough in advance to obtain baseline data in cases where the Mission wants to track outcomes over time.

**Consequently, the USAID/Peru MEL Team must be conversant in key aspects of planning evaluations, particularly those aspects related to 1) developing evaluation questions, 2)**

aligning evaluation questions with general methodological approaches, 3) facilitating evaluation planning aligned to the USAID Program Cycle and USAID/Peru strategy (including the CDCS, PMP, and learning agendas), 4) ensuring alignment to USAID evaluation policy, and 5) setting reasonable expectations regarding resource needs to implement an evaluation (ability to prepare reasonable IGCEs). Additionally, USAID/Peru is interested in developing a Mission Order for evaluation that will further clarify how USAID/Peru operationalizes global USAID evaluation policy from ADS 201 and other locations. This workshop aims to address these needs through a series of adult-centered sessions involving both theory and practice.

This workshop can be carried out autonomously and enrichingly. You will find a variety of resources, that will allow you to learn at your own pace. We hope you enjoy and make the most of this opportunity to strengthen your skills and knowledge in preparing terms of reference. Welcome and enjoy the experience!

This textbook will be your travel companion, and we invite you to immerse yourself in it with enthusiasm and commitment.

## **Goal**

The participants are able to guide and craft specific, clear and concise EQs that are coherent with the evaluation objective that would enable it to design and implement evaluations that meet the needs and demand of the stakeholders and maximize the application of the evaluation recommendations.

## **Objectives**

By the end of the workshop, the participants will be able to:

- Address effectively stakeholders' skepticism about evaluations.
- Guide stakeholders towards the identification of the objective of an evaluation and the appropriate set of questions.
- Relate objective of evaluation and evaluation methods.
- Understand importance of a careful and collaborative process to generate a good product.
- Feel reassured to address any inquiries about the selected questions and evaluation methodology.

## 2. GUIDELINES

To develop the course, be guided by this textbook and the PowerPoint presentation.

Below is a set of guidelines for performing the workshop autonomously:

<b>Establish a regular schedule</b>	Separate time during the week to work on the textbook. This will help you maintain consistency and progress in learning.
<b>Read reflectively</b>	Take time to read each section of the textbook carefully. Take notes, highlight key ideas, and reflect on how to apply the concepts to your professional practice.
<b>Complete all the proposed activities</b>	Develop all the activities and exercises included in the textbook. These activities are designed to reinforce concepts learned and encourage practical application.
<b>Search for additional material</b>	If you find any topic especially interesting or challenging, look for additional related material. This may include books, articles, or online resources that expand your understanding.
<b>Keep a journal</b>	As you progress through the workshop, keep a journal where you record your thoughts, ideas, and experiences related to the topics covered. This will help you consolidate your learning and apply it more effectively in your work environment.
<b>Look for opportunities for practical application.</b>	Try to identify situations in your work where you can apply the concepts and skills learned. This will allow you to integrate learning more meaningfully and strengthen your ability to face challenges in your professional practice.
<b>Look for feedback within your colleagues</b>	If possible, share your reflections and work with colleagues to get feedback. This will help you consolidate your learning and continually improve your skills.

Remember that self-discipline and dedication are key to success in an autonomous course. Enjoy the learning process and make the most of this opportunity to grow professionally!

### 3. AGENDA

#### Exhibit 1. Part 1: Principles

##### ACTIVITY

Welcome

Refresher of Workshop: *Preparing strong terms of reference/scopes of work of evaluations*

Types of evaluations

Break

Types and characteristics of a good question

Test

Exercise: USAID case studies

Close of session

#### Exhibit 2. Part 2: Process

##### ACTIVITY

Process over product

Mission Order: Evaluation

Close of session

Exercise: Dealing with stakeholders

#### Exhibit 3. Part 3: Presentation of results

##### ACTIVITY

What to present

How to implement recommendations

Additional suggestions

Mission Order: Evaluation

Close of session



Read the Power Point presentation that correspond to the workshop delivered on 2024 and addressed to the USAID/Peru's MEL team.

## 4. THEMES

### LEARNING ACTIVITY I:

#### ***Refresher of Workshop: Preparing strong terms of reference/scopes of work of evaluations***

- **Read the questions carefully:** Before you begin answering, take a moment to read all the questions on the questionnaire. Make sure you understand what is being asked of you in each one.
- **Reflect on the answers:** After reading each question, take some time to reflect on the answer that you consider most appropriate. You can make notes or underline important parts in your study notebook.
- **Answer honestly:** It is important that you answer each question honestly, simply share your opinion or knowledge as requested.
- **Review your answers:** Once you have completed the questionnaire, take a moment to review your answers. Make sure you have answered all the questions and that you are happy with your choices.
- **Use additional resources if necessary:** If you find a question difficult or need more information, do not hesitate to use the additional resources available in your study notebook, such as class notes, additional readings or practical examples of the content covered.
- **Enjoy the process:** Remember that this questionnaire is an opportunity to put into practice what you have learned and consolidate your knowledge. Enjoy the autonomous learning process and trust your abilities!

#### **Questions**

##### 1) Evaluation Should (Choose the true statements)

- Address the most important and relevant questions through monitoring data
- Report good performance of projects.
- Serve the informational needs of stakeholders.
- Always generate knowledge and learning

##### 2) Evaluation Should (Choose the true statements)

- Use the most appropriate design and methods to answer key questions.
- Use the most credible data and evidence to the questions being asked.
- Answer everything about a project.
- Interview stakeholders and beneficiaries.

3) Evaluation Should (Choose the true statements)

- Use always statistically rigorous methodology
- Produce well-documented findings that are verifiable, reproducible

4) MELS Toolkit (Choose the true statements)

- USAID has an M&E toolkit but is yet to be develop a CLA toolkit.
- Evaluation Toolkit include management tools such as initiating, planning.
- At least one evaluation per IR is required in Mission with a CDCS

5) MELS Toolkit (Choose the true statements)

- Each Mission must conduct an impact evaluation or new/and untested approach
- OUs, must conduct at least one evaluation per Activity with a TEC/TEA \$20M.

6) Random assignment of an intervention to eliminate selection bias, who receive the intervention(s) and those who do not.

- Impact/Experimental
- Performance/Quasi Experimental
- Impact/Before-and-after

7) Measure changes in development outcomes attributable to a defined intervention, program, policy, or organization

- Performance/Quasi Experimental
- Impact/Experimental
- Process/Mixed methods (qualitative and quantitative).

8) Can help answer the question, "Were the intended outcomes of the program, policy, or organizational approach achieved?"

- Impact/Quasi Experimental
- Performance/Mixed methods (qualitative and quantitative)
- Performance/Before-and-after

9) They often incorporate before-and-after comparisons, but generally lack a rigorously defined counterfactual

- Impact/Quasi Experimental
- Process/Mixed methods (qualitative and quantitative)
- Performance/Before-and-after

I0) A comparison group may be generated through rigorous statistical procedures, such as propensity-score matching

- Impact /Experimental
- Impact/Quasi Experimental
- Process/Mixed methods (qualitative and quantitative).

I1) Use models of cause and effect and to control for factors other than the intervention that may account for changes

- Performance /Before-and-after
- Process/Mixed methods (qualitative and quantitative)
- Impact/Quasi Experimental.

I2) Assesses how the program or service was delivered relative to its intended theory of change

- Impact/Experimental
- Process/Mixed methods (qualitative and quantitative)
- Performance /Before-and-after.

Take notes here:



**Once you have completed answering all questions, check the right answers and identify how much you need to reinforce. Read carefully the [ADS 201](#) and deepen into your answers.**

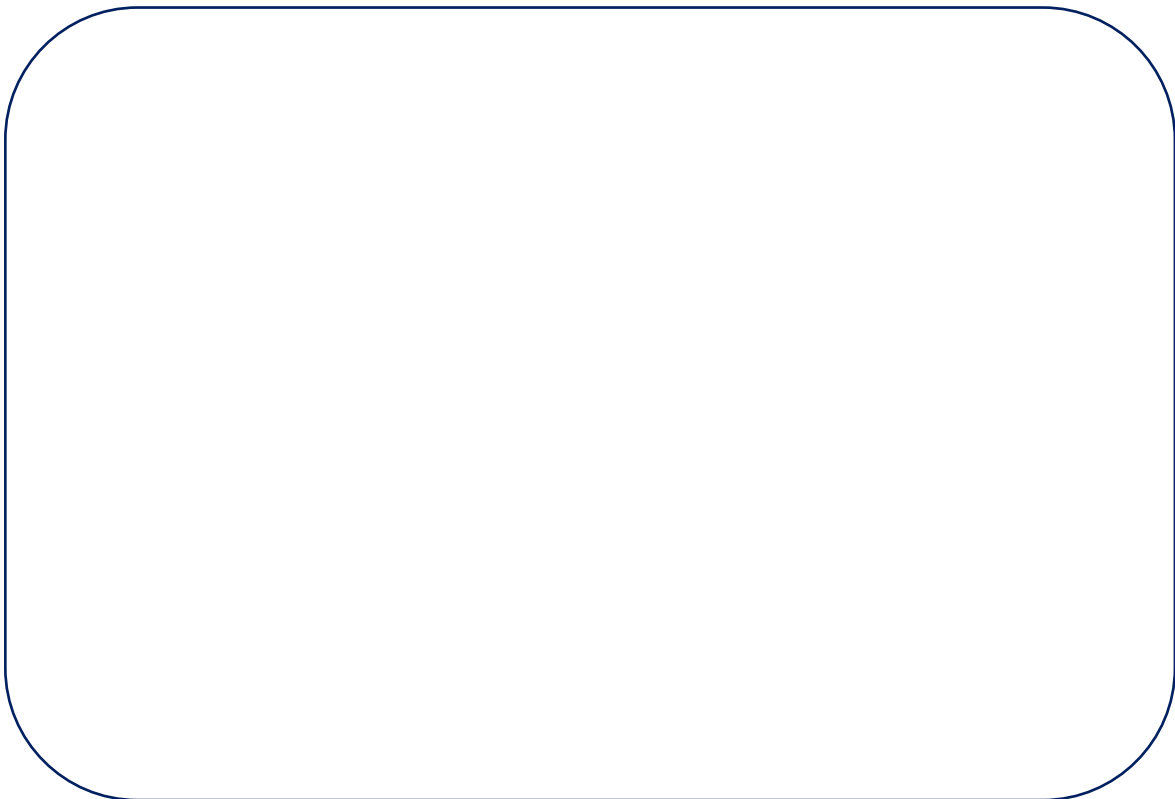
Correct answers:

- 1) Right options: 1, 3 y 4
- 2) Right options: 1, 2 y 4
- 3) Right options: 1 y 2
- 4) Right options: 3
- 5) Right options: 2
- 6) Right options: 1
- 7) Right options: 2
- 8) Right options: 3
- 9) Right options: 3
- 10) Right options: 2
- 11) Right options: 3
- 12) Right options: 3

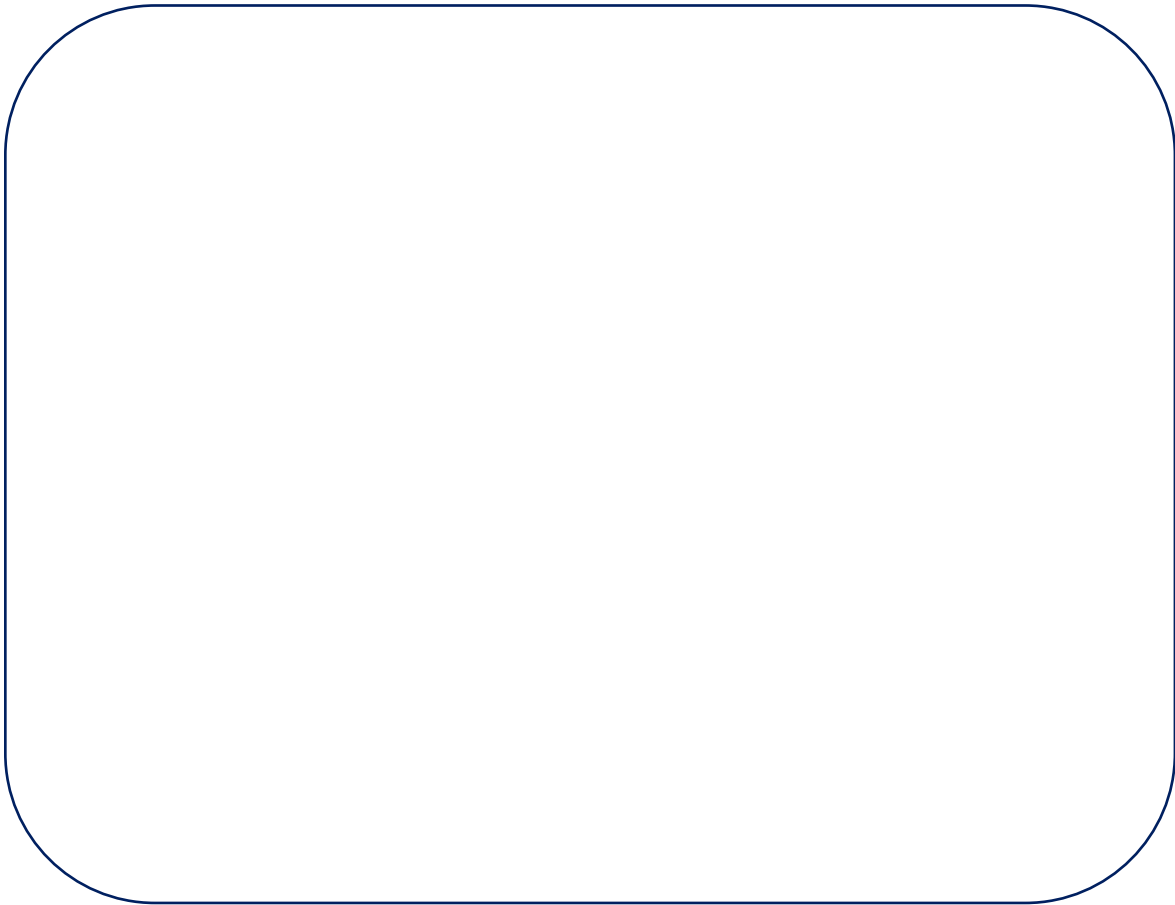
## **PART 1 OF 3: PRINCIPLES**

### **4.1.1. TYPES OF EVALUATION**

Read the PPT and take notes here:



When do you think evaluations or similar work are necessary?



#### 4.1.2. TYPES AND CHARACTERISTICS OF A GOOD QUESTION

##### DEVELOPING EVALUATION QUESTIONS

***Why do you develop questions for your evaluation?***

Evaluation questions help further focus your evaluation and should reflect the purpose of the evaluation as well as the priorities and needs of the stakeholders.

***How do you develop questions for your evaluation?***

1. Involve key stakeholders and review your logic model.

The first step to identifying and developing questions is to review with stakeholders why you need to do the evaluation and how the results will be used and by whom. Verify that the evaluation can be conducted with the available resources (e.g., funds, staff). Then review the logic model you created to identify your key activities and the respective process and outcome components associated with those key activities and generate relevant questions.

## 2. Brainstorm evaluation questions.

Brainstorm a list of questions about the specific component or activity you want to evaluate. Ask yourself.

***“What are the questions we want the evaluation to answer?”***

Use your logic model to help you develop questions. Encourage your staff and other stakeholders to ask their own questions.

## 3. Classify your questions.

After you have your evaluation question(s) set, you may need to group the questions by them (e.g., implementation, behaviors, outcomes, etc.). This will make it easier to identify questions that address similar topics and help you to prioritize evaluation questions.

## 4. Prioritize evaluation questions.

Narrow down the number of proposed evaluation questions depending on the relevance of the question to the purpose of the evaluation and available resources to answer the question:

***“Why this question?”***

***Prioritize the list of proposed questions and assess whether each question meets the following criteria:***



- *Importance to project staff and stakeholders.*
- *Reflects key goals and objectives of the project/ activity.*
- *Reflects key elements of the project logic model.*
- *Will provide information which can be acted upon to make improvements.*
- *Can be answered using available resources (e.g., budget, personnel) and within the appropriate timeframe.*

Questions that do not meet all of the criteria should be considered lower priority. You may have to negotiate with stakeholders if it is not feasible to include some of their evaluation questions.

EVALUATION QUESTIONS SHOULD BE...	EVALUATION QUESTIONS SHOULD NOT BE...
<p>Evaluative</p> <p>Call for an appraisal or aspects of it</p> <p>Based on the factual and descriptive information about it</p>	<p>Non-Evaluative</p> <p>Call only for factual information or factual information or discrete data that do not readily translate into determinations of project/ activity merit, worth, or significance.</p> <p>Answers to these types of questions have limited potential to influence decisions.</p>

EVALUATION QUESTIONS SHOULD BE...	EVALUATION QUESTIONS SHOULD NOT BE...
<p>Pertinent</p> <p>Are clearly related to the project's / activity's substance and evaluation users' information needs.</p>	<p>Peripheral</p> <p>Peripheral questions are about minor, irrelevant, or superficial aspects of the project or stakeholders' interests.</p>

EVALUATION QUESTIONS SHOULD BE...	EVALUATION QUESTIONS SHOULD NOT BE...
<p>Reasonable</p> <p>Are linked to what a project/ activity can practically and realistically achieve or influence (e.g., scope, maturity).</p>	<p>Peripheral</p> <p>Peripheral questions are about minor, irrelevant, or superficial aspects of the project or stakeholders' interests.</p>

EVALUATION QUESTIONS SHOULD BE...	EVALUATION QUESTIONS SHOULD NOT BE...
<p>Specific</p> <p>Clearly identify what will be investigated in the evaluation.</p>	<p>Vague</p> <p>Vague questions are stated in overly broad terms, so it is not clear what aspects of the project/ activity need to be investigated in order to answer the questions.</p>

EVALUATION QUESTIONS SHOULD BE...	EVALUATION QUESTIONS SHOULD NOT BE...
<p>Answerable</p>	<p>Unanswerable</p> <p>Unanswerable questions cannot be resolved in a definitive way because it is not feasible to collect</p>

---

Reflect the real-world constraints on the type and quantity of data that can feasibly be collected, analyzed, and interpreted.

---

enough data to sufficiently quality to answer the question in a defensible way.

---

---

**EVALUATION QUESTIONS SHOULD BE...**

**EVALUATION QUESTIONS SHOULD NOT BE...**

---

**Complete**

When the questions thoroughly address purpose of the evaluation and evaluation information needs. The question set should be purposefully selected from a broad range of possible topics (e.g., project design, context, implementation, products, outputs efficiency, etc.). A set of evaluation questions does not need to address all these topics, but there should be a sound rationale for the inclusion or exclusion of potential topics.

**Incomplete**

When important topics are omitted the without a sound rationale that is consistent with the purpose of the evaluation and evaluations users' needs.

---

## TIPS FOR DEVELOPING GOOD EVALUATION QUESTIONS (PERFORMANCE EVALUATIONS)

Performance evaluations typically focus on descriptive and normative questions.

**DESCRIPTIVE**  
questions:  
“What is.”

- What are the primary activities of the project.
- Who received what services?

**NORMATIVE**  
questions:  
Comparisons of  
“what is” to “what  
should be.”

- To what extent was the budget spent efficiently?
- To what extent was the target of vaccinating 90% met?

**CAUSE AND**  
**EFFECT** questions:  
Identify if results  
have been achieved  
due to the  
intervention.

- Did the increase tax on gasoline improved air quality?
- As a result of the job training program, do participants have higher-paying jobs?

## PRINCIPLES AND TIPS TO CRAFT A GOOD EVALUATION QUESTION

### Principle 1: Should be both a question and evaluative

---

Tip #1: A question for a sector assessment or a needs assessment is *not* an evaluation question.

Tip #2: A request for a recommendation is *not* an evaluation question.

### Principle 2: Should be limited (in scope)

---

Tip #3: No more than 5 question per SOW.

Tip #4: Need not address every aspect of the project/activity; rather address specific issues where you need further information.

### **Principle 3: Should be limited**

---

Tip #5: Each word in the evaluation question should be clearly defined. Be careful about important (but ambiguous) terms, such as “effective”, “sustainable”, “success”, “objective”.

Tip #6: If necessary, include additional narrative along with the evaluation question to provide context and/or define your terms

### **Principle 4: Should be researchable**

---

Tip #7: Must be a way to generate objective evidence to answer the evaluation question with social science methods.

Tip #8: If you ask a normative question, it is only researchable if clear, measurable standards or criteria can be identified.

### **Principle 5: Should be useful**

---

Tip #9: Link your evaluation questions to the evaluation purpose (but don’t make your purpose another evaluation question).

Tip #10: Involve stakeholders in developing questions.

### **LEARNING ACTIVITY 2:**

- **Read the questions carefully:** Before you begin answering, take a moment to read all the questions on the questionnaire. Make sure you understand what is being asked of you in each one.
- **Reflect on the answers:** After reading each question, take some time to reflect on the answer that you consider most appropriate. You can make notes or underline important parts in your study notebook.
- **Answer honestly:** It is important that you answer each question honestly, simply share your opinion or knowledge as requested.
- **Review your answers:** Once you have completed the questionnaire, take a moment to review your answers. Make sure you have answered all the questions and that you are happy with your choices.
- **Use additional resources if necessary:** If you find a question difficult or need more information, do not hesitate to use the additional resources available in your study notebook, such as class notes, additional readings or practical examples of the content covered.
- **Enjoy the process:** Remember that this questionnaire is an opportunity to put into practice what you have learned and consolidate your knowledge. Enjoy the autonomous learning process and trust your abilities!

## Questions

1. An Outcome...
  - ... shows change of results.
  - ... is a result that makes people change.
  - ... reflects behavioral change.
  
2. An Outcome is supported by
  - A change in regulations of manuals.
  - Implementation of recommendations.
  - Adoption of new technique norms.
  
3. When do I use an ethnographic study?
  - When I want to know the context.
  - When designing an Activity.
  - At the beginning of the evaluation
  
4. What is the difference between a Rapid Appraisal & a Needs Assessment?
  - Time & money.
  - One is more comprehensive than the other.
  - Rapid Appraisal is specific, Needs Assessment is not.
  
5. “Did you learn from the training delivered?” is a question...
  - ... for a questionnaire
  - ... for a cause-and-effect evaluation.
  - ... for an evaluation.
  - It depends.
  
6. Why do we usually do a performance evaluation with a before/after method?
  - because it is easier than an experimental evaluation.
  - because results are not solely attributable to the Activity.
  - because an impact evaluation requires more data.
  
7. EQs should be:
  - Clear and comprehensive.
  - Aligned to the objective of evaluation.
  - Objective and clear.

- Of interest of all stakeholders.

8. When is it appropriate to conduct an evaluation?

- Any time, depending on the need.
- When is a good project.
- As per ADS 201.
- When is a bad project.

9. The EQs need to be aligned to:

- The activity components.
- The scope of the project.
- The Objective of the evaluation.

Take notes here:



**Once you have completed answering all questions, check the right answers and identify how much you need to reinforce. Read carefully the [ADS 201](#) and deepen into your answers.**

Correct answers:

- 1) Right option 3
- 2) Right option 2
- 3) Right option 2 y 3
- 4) Right option 1 y 2
- 5) Right option 4
- 6) Right option 3
- 7) Right option 2
- 8) Right option 1
- 9) Right option 3

## **PART 2 OF 3: PROCESS**

### **4.1.3. PROCESS OVER PRODUCT**

#### **FOCUSING THE EVALUATION**

*How do you choose the focus of your evaluation?*

##### **1. Decide on the purpose of the evaluation.**

The purpose of the evaluation is what you intend to learn from the evaluation. This serves as the basis for the evaluation design, questions, and methods. Examples: to improve project implementation, determine the effect of the project/ activity in the target population(s), and gain knowledge about project activities.

##### **2. Identify the users of your evaluation results**

The users of your evaluation are the specific persons who receive and use the evaluation (e.g., stakeholders). Support from the users increases the likelihood that the evaluation results will be used.

##### **3. Identify the uses of your evaluation results.**

The uses of your evaluation are the specific ways that project staff and stakeholders plan to utilize the evaluation findings. To identify the uses of your evaluation, project staff and the various stakeholders should discuss the different expectations and needs they have for the evaluation. Examples: how to allocate resources, whether to expand the locations where the project is being implemented, and areas that need improvement.

##### **4. Identify the stage of development of your project/ activity to determine if focus of your evaluation is realistic.**

For an early project/ activity implementation, a process evaluation may be more suitable to determine if the project is being delivered as planned and if improvements are needed. An evaluation that included outcomes would make little sense at this stage. With a more mature project/ activity, you may want to conduct an outcome evaluation to assess the project's/ activity's effectiveness.

## SUMMARY CHECKLIST: Focusing the evaluation.




	Review your logic model, particularly activities, outputs and outcomes
	Identify the difference between process and outcome evaluation and how they can benefit your project
	Involve stakeholders in determining the purpose, users, and uses of the evaluation
	Identify the purpose of the evaluation based on your program's stage of development
	Determine who will use the evaluation results (i.e., users of the evaluation)
	Determine how evaluation results will be used (i.e., uses of the evaluation)
	Review your activities and outputs to focus your process evaluation activities
	Review your outcomes to focus your outcome evaluation activities

## WHO ARE STAKEHOLDERS?

Stakeholders are individuals and organizations that have an interest in or are affected by your evaluation and/or its results. Stakeholders provide a reality check on the appropriateness and feasibility of your evaluation questions, offer insight on and suggest methods to access the target populations, provide ongoing feedback and recommendations, and help make evaluation results actionable.

TYPES OF STAKEHOLDERS	DEFINITION	EXAMPLES
Decision makers	Those in a position to do or decide something about the project/ activity	Mission Director Office Chief Minister/ vice minister/ director
Implementers	Those directly involved in the operations on the project/ activity	Government counterpart Cognizant Officer Chief of Party
Partners	Those who actively support and/ or have invested in the project/ activity or in the population the project/ activity serves	Government counterpart Funders Academic organizations Coalition partners NGO
Participants	Those being served or affected by the project/ activity	Clients Health service providers Teachers, students Community members

### LEARNING ACTIVITY 3:

 <b>Objective</b>	<ul style="list-style-type: none"> <li>- Writing strong evaluation questions</li> </ul>
 <b>Time</b>	<ul style="list-style-type: none"> <li>- Group work: 30 minutes</li> </ul>
 <b>Instructions</b>	<ul style="list-style-type: none"> <li>- Work with at least two more colleagues (if possible).</li> <li>- Assign roles: MEL specialist, supporting MEL role, COR.</li> <li>- MEL Specialist: leads the discussion for establishing the evaluation questions.</li> <li>- Draft the strongest evaluation questions possible and the proposed evaluation method.</li> </ul> <p><b>Don't forget to:</b></p> <ul style="list-style-type: none"> <li>- Clarify the evaluation purpose, audience, and timing.</li> <li>- Review and understanding the development hypothesis or theory of change.</li> <li>- Review past evaluations and research that could inform the planning of an evaluation.</li> <li>- Identify a small number of evaluation questions (between one and five questions are recommended) that are answerable with empirical evidence.</li> <li>- Identify the type of desired evaluation (performance or impact).</li> <li>- Consider the availability and quality of primary and/or secondary data sources.</li> <li>- Consider data management needs related to the collection, use, and delivery of evaluation data, information, and other findings to support reporting, dissemination, and continued learning.</li> <li>- Consider evaluation methods that are rigorous and appropriate to the evaluation purpose, and that are best suited to answering the evaluation questions.</li> <li>- Consider the appropriate expertise needed; and</li> <li>- Consider evaluation products and channels for dissemination.</li> </ul>

**Write here the questions and the evaluation method.**

A large, empty rounded rectangular box with a thin blue border, intended for writing questions and evaluation methods. The box is vertically oriented and occupies most of the page's central area.

## ***How do you involve stakeholders in the evaluation process?***

### **1. Invite stakeholders to the meeting, or series of meetings, depending on how much time they have available to spend with you.**

At this meeting you want to brief stakeholders on your project/ activity as well as what you intend to evaluate.

Major meeting objectives should be to assess stakeholder interests and concerns, identify roles and responsibilities, and share communication plans.

Some questions to ask:

- What do stakeholders perceive as the purpose of the evaluation?
- What concerns, if any, do they have about the project/ activity and/ or the evaluation?
- What areas do stakeholders think are important to address first in the evaluation?
- What do they hope to learn from the evaluation?
- How available are they to participate in the evaluation process?
- What are the political/ institutional implications of specific stakeholders' involvement.
- What are their expectations of the evaluation?
- How can you meet stakeholders' evaluation and communication needs?

### **2. Involve stakeholders in key activities throughout the planning and implementation of the evaluation. Some of these activities can include:**





- Identifying and prioritizing components/ activities to be evaluated.
- Overcoming resistance to evaluation and identifying the benefits.
- Developing evaluation questions that are grounded in the perceptions, experiences, and interests of stakeholders.
- Selecting appropriate and acceptable evaluation methods.
- Reviewing evaluation findings and making program recommendations.
- Disseminating and using evaluation findings for project/ activity improvement and/ or new activity design.

**Criteria to use when prioritizing questions.**

	Criteria: 1 = Important to stakeholders 2 = Reflects key goals and objectives of project/ activity 3 = Reflects key elements of project logic model 4 = Provides information which can be acted upon to make project improvements 5 = Can be answered with available resources					
Question	1	2	3	4	5	6
1						
2						
3						
4						
5						

**LEARNING ACTIVITY 4: DEALING WITH STAKEHOLDERS**

Approaching stakeholders and achieving consensus in crafting strong and appropriate evaluation questions

	<b>Objective</b>	<ul style="list-style-type: none"> <li>Approaching stakeholders and achieving consensus in crafting strong and appropriate evaluation questions</li> </ul>
	<b>Time</b>	<ul style="list-style-type: none"> <li>Group work: 25 minutes</li> </ul>
	<b>Instructions</b>	<ul style="list-style-type: none"> <li>Use the questions drafted in the previous exercise.</li> <li>Objective: Get an agreement signed the Office Chief and the other key stakeholder.</li> <li>First, the POC Officer and the COR approach the Office Chief and agree on the EQs, possible methodology, timeframe and estimated budget and source.</li> <li>Then, the POC Officer approaches another key stakeholder to obtain consensus of the EQs. He/she will explain why was selected the potential evaluation method and will request access and or provision of geographic, agricultural, demographic and other socio-cultural data as appropriate.</li> </ul>
	<b>Ideas for the participants</b>	<p><b>Instructions to MEL Specialist:</b></p> <ul style="list-style-type: none"> <li>Using the principles and process techniques and building on the previous exercise, reach a</li> </ul>

---

consensus on the questions to be answered by the evaluation, method, timeframe and budget. Obtain a signed agreement with the main stakeholders.

**Ideas for the Office Chief:**

- Think if the Activity should be replicated or scaled up, why and how.
- Do we need to understand how the Activity worked?
- By when do we need the evaluation? Four months? Six months? and it should be funded by the Activity.
- Review any preliminary findings from previous relevant work – e.g., mid-term and gender equality and social inclusion assessments – and final results.

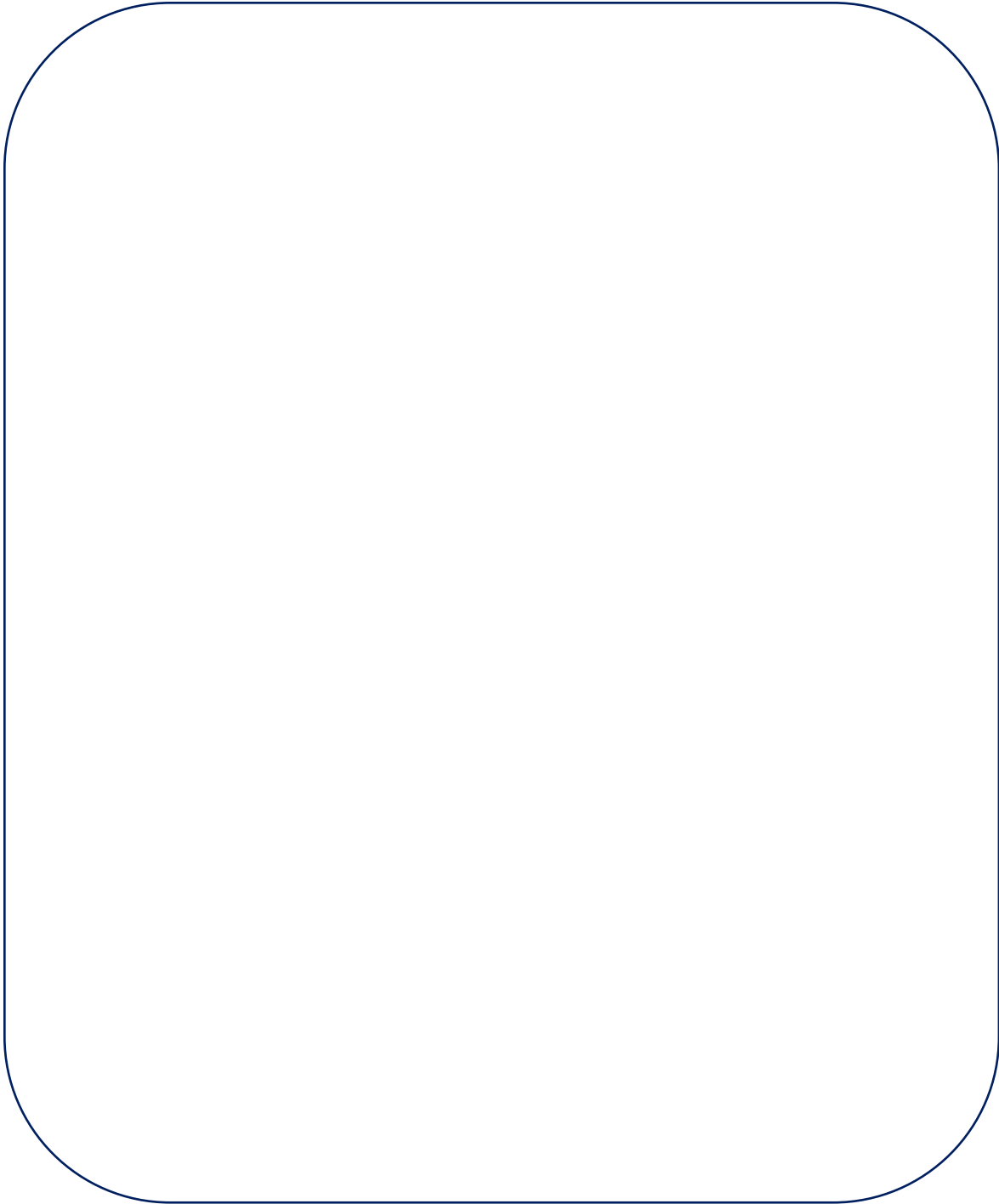
**Ideas to key stakeholder (identify one):**

- We would like the evaluation to generate lessons learned, particularly from processes; results are not that important since this was a Pilot Activity.
  - We would like to emphasize the evaluation on lessons learned and to find out whether or not the Ministry(ies) (or other entity the Activity works with) has the capacity to expand the systems to other areas or what is needed to do so.
  - We would like to emphasize the work on lessons learned from a constructive perspective and recommendations for the follow-on Activity. There is no need to evaluate results since we have them up to date.
-

## **PART 3 OF 3: PRESENTATION OF RESULTS**

### **4.1.4. WHAT TO PRESENT**

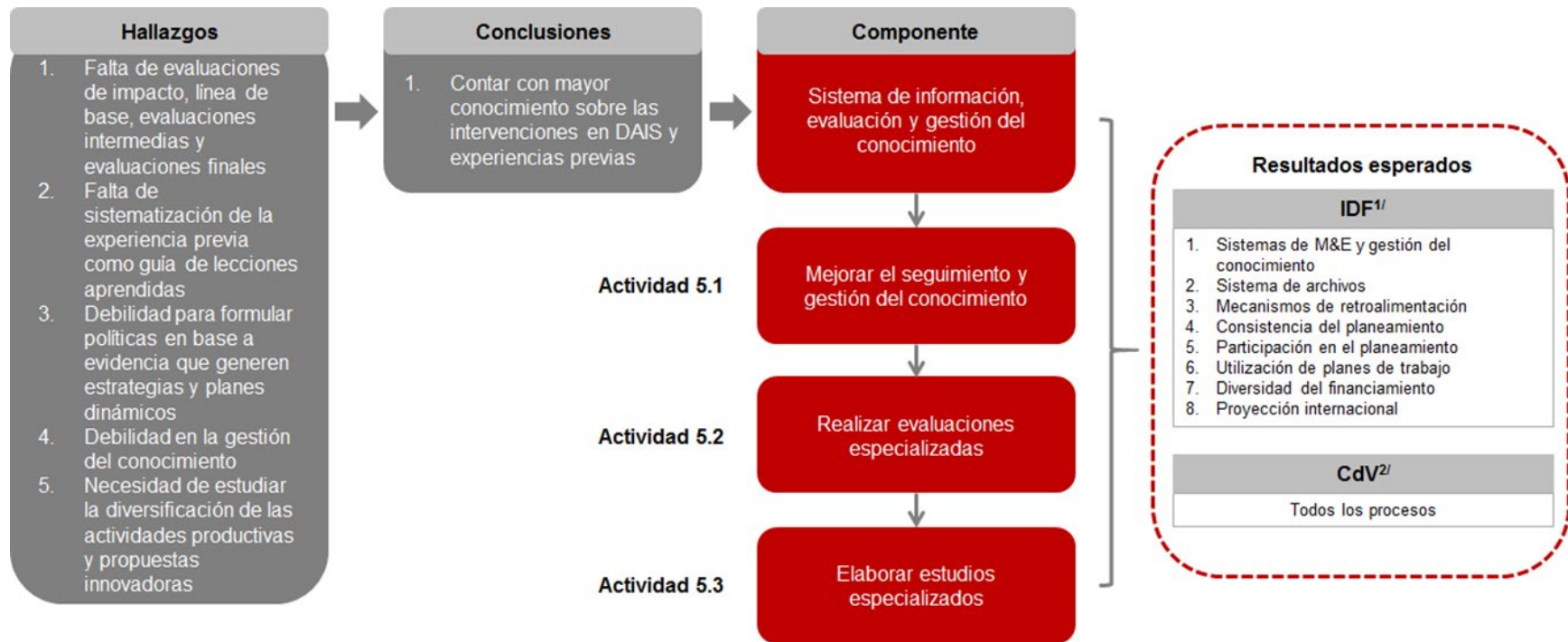
Read the PPT and take notes here:

A large, empty rounded rectangular box with a thin blue border, intended for taking notes. The box is centered on the page and occupies most of the vertical space below the text.

## 4.1.5. HOW TO IMPLEMENT RECOMMENDATIONS

### RECOMMENDATION MATRIX

Component of information system, evaluation and knowledge management and related activities.



1/ Aspectos del IDF en los que se espera tener avances y mejoras en los próximos años

2/ Procesos de la CdV en los que se espera tener avances y mejoras en los próximos años

**Actividad 5.1**

<b>Componente</b>	<b>Sistema de información, seguimiento, evaluación y gestión del conocimiento</b>	
<b>Actividad</b>	<b>Mejorar el seguimiento y gestión del conocimiento</b>	
<b>Justificación</b>	Los sistemas de información, evaluación y gestión del conocimiento son necesarios pues hay demandas de información, como las evaluaciones, documentos de análisis, sistematizaciones y líneas de base, que no se atienden, lo cual dificulta la toma de decisiones amparada en evidencia.	
<b>Efectos</b>	Las operaciones y las decisiones en DEVIDA en relación al DAIS se toman sobre la base de evidencia, respaldada en sus propios mecanismos de recolección y procesamiento de información y conocimiento.	
	Aspecto del IDF sobre el cual impacta	Sistemas de M&E y gestión del conocimiento, Sistema de archivos, Mecanismos de retroalimentación
	Proceso de la cadena sobre el cual impacta	Todos

	Acción	Responsable	Año 1				Año 2				Año 3				Año 4	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II
1	Consultoría para la mejorar la toma de información del actual sistema de información y seguimiento, así como para facilitar la explotación de su información (a nivel interno y externo)	DEVIDA-DAT DEVIDA-DPM														
2	Diseño e implementar un sistema de gestión del conocimiento enfocado en el DAIS y extensible para la institución (consultoría especializada)	DEVIDA-DAT DEVIDA-DPM														

## Actividad 5.2

<b>Componente</b>	<b>Sistema de información, seguimiento, evaluación y gestión del conocimiento</b>	
<b>Actividad</b>	<b>Realizar evaluaciones especializadas</b>	
<b>Justificación</b>	Faltan evaluaciones de impacto, línea de base, evaluaciones intermedias y evaluaciones finales, que permitan identificar y definir mejoras en las intervenciones y el modelo. Las evaluaciones resultan necesarias para el proceso de mejora y corrección constante de la cadena de valor ideal del DAIS.	
<b>Efectos</b>	Las decisiones, el diseño de políticas, y el proceso de mejora continua para la cadena de valor se basan en datos objetivos de la evaluación de la intervención en DAIS.	
	Aspecto del IDF sobre el cual impacta	Sistemas de M&E y gestión del conocimiento, Mecanismos de retroalimentación
	Proceso de la cadena sobre el cual impacta	Elaboración de estudios y planes con enfoque territorial Elaboración del programa de inversiones Implementación del programa de inversiones

	Acción	Responsable	Año 1				Año 2				Año 3				Año 4	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II
1	Evaluación de línea de base del DAIS	DEVIDA-DAT DEVIDA-DPM														
2	Evaluación de impacto al PIRDAIS	DEVIDA-DAT DEVIDA-DPM														
3	Evaluación final a los proyectos de la cooperación, conforme cada uno se vaya concluyendo	DEVIDA-DAT DEVIDA-DPM														
4	Evaluación de impacto a los proyectos de la cooperación, conforme cada uno se vaya concluyendo	DEVIDA-DAT DEVIDA-DPM														

### Recomendación 5.3

<b>Componente</b>	<b>Sistema de información, seguimiento, evaluación y gestión del conocimiento</b>	
<b>Recomendación 5.4</b>	<b>Elaborar estudios especializados</b>	
<b>Justificación</b>	Para lograr innovar y el desarrollo de un modelo de intervención sostenible en DAIS se requiere de estudios especializados que brinden nueva información sobre la problemática, alternativas, experiencias, tendencias, entre otros. Estas actividades pueden verse potenciadas en coordinación con el Observatorio Peruano de Drogas.	
<b>Efectos</b>	Se formulan mejoras al diseño del modelo de intervención del DAIS, la cadena de valor ideal, y en general, se produce innovación en los procesos y procedimientos en base a la información y conocimiento obtenido de los estudios.	
	Aspecto del IDF sobre el cual impacta	Consistencia del planeamiento, Participación en el planeamiento, Utilización de planes de trabajo, Sistemas de M&E y gestión del conocimiento Diversidad del financiamiento Proyección internacional
	Proceso de la cadena sobre el cual impacta	Todos

	Acción	Responsable	Año 1				Año 2				Año 3				Año 4	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II
1	Estudio para definir guías de trabajo de un modelo óptimo de gestión de convenios y seguimiento a la transferencia condicionada de recursos a regiones y municipios	DEVIDA-DAT DEVIDA-DPM														
2	Estudio para fortalecer el Observatorio Peruano de Drogas para la generación y difusión de información relevante sobre el modelo y la estrategia del DAIS	DEVIDA-DAT DEVIDA-DPM														

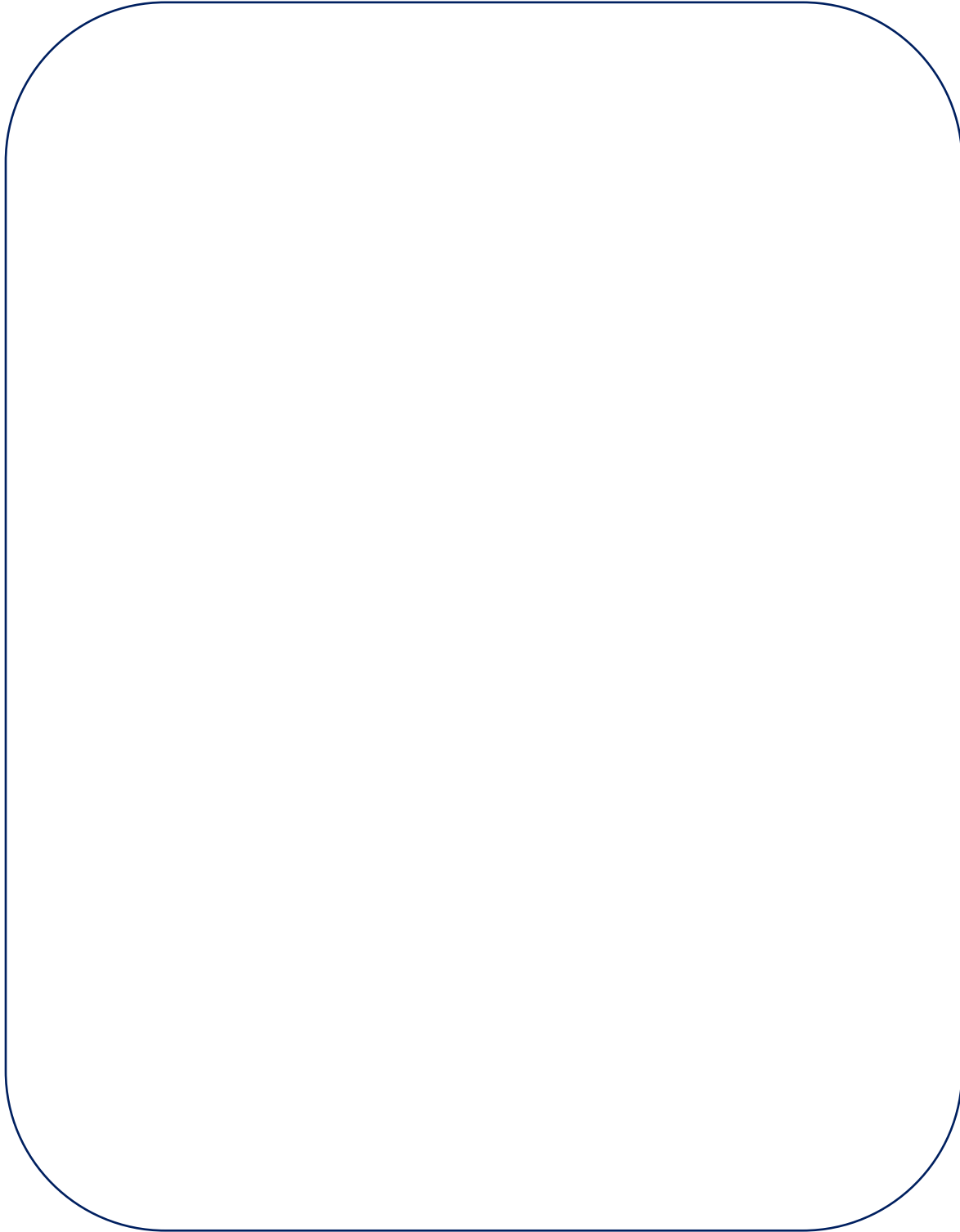
	Acción	Responsable	Año 1				Año 2				Año 3				Año 4	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II
3	Elaborar estudios que sustentan la necesidad de financiamiento complementario al tesoro público para la implementación de la ENLCD (en base a evidencias, resultados de los proyectos y del PIRDAIS)	DEVIDA-DAT DEVIDA-DPM														
4	Elaboración de estudios de mercado para identificar actividades productivas adicionales a las agrícolas como turismo, artesanías	DEVIDA-DAT														
5	Estudios de mejoras a la cadena de transformación primaria y secundaria (consultoría especializada)	DEVIDA-DAT														
6	Estudios de mejoras a la comercialización (consultoría especializada)	DEVIDA-DAT														
7	Estudio sobre modelo de asociatividad (consultoría especializada)	DEVIDA-DAT														

## HOJA DE RECOMENDACIONES

<b>Nivel</b>	<b>I – CADENA FORESTAL MADERABLE</b>
<b>Tema de evaluación</b>	<b>Aprovechamiento Sostenible del Bosque</b>
<b>Recomendación 4</b>	Promover incentivos, con un enfoque de cadena de valor, para la legalidad y formalidad de la actividad forestal maderable y no maderable.
<b>Justificación</b>	Se ha identificado que el sector privado es un aliado clave para el aprovechamiento sostenible del bosque. Por tanto, el Estado con el apoyo de otras instituciones, debe generar las condiciones e incentivos para que la inversión privada en el sector forestal se realice de manera legal y formal que coadyuven a una mayor productividad y competitividad.
<b>Efectos</b>	<ol style="list-style-type: none"> <li>El Estado peruano promueve el desarrollo del mercado nacional de madera de origen legal verificada.</li> <li>Se consolida el Pacto Nacional por la Madera Legal como plataforma de articulación de actores públicos y privados para el desarrollo del mercado nacional de madera de origen legal verificado.</li> <li>Aumenta la competitividad del sector forestal.</li> <li>Aumenta la contribución del sector forestal en la economía regional y nacional.</li> <li>Se utiliza eficazmente el módulo de control a lo largo de toda la cadena de valor de la madera que motiva la reducción de los niveles de tala ilegal.</li> </ol>
<b>Viabilidad</b>	La viabilidad está sujeta a la voluntad política del Estado y a que el sector privado visibilice los beneficios concretos.
<b>Acción</b>	<ol style="list-style-type: none"> <li>Fomentar la articulación de ministerios e instituciones fuera del sector forestal en el Pacto Nacional por la Madera Legal como compradores. Sobre todo, de instituciones como FONCODES, MIDIS, MINEDU, MVCS, Comercio Exterior, ADEX, entre otros.</li> <li>Ampliar procesos de desarrollo de capacidades en aprovechamiento sostenible del bosque con el sector privado promovidos por USAID y articularlos como productores de madera legal en el Pacto Nacional por la Madera Legal.</li> <li>Articular programas, proyectos e incentivos sectoriales, ejecutados por MINAGRI, PRODUCE, Ministerio de Comercio Exterior, y sus organismos especializados para promover la inversión privada en el sector forestal y de fauna silvestre.</li> <li>Fomentar alianzas público-privadas para mejorar los factores para una mayor competitividad en el sector forestal (infraestructura, acceso a crédito, acceso a mercados, certificación). Aliado estratégico para ello es el COFIDE.</li> <li>Realizar un análisis a profundidad de las percepciones de los compradores e importadores sobre las posibilidades de asegurar la compra de madera de origen legal verificada.</li> </ol>

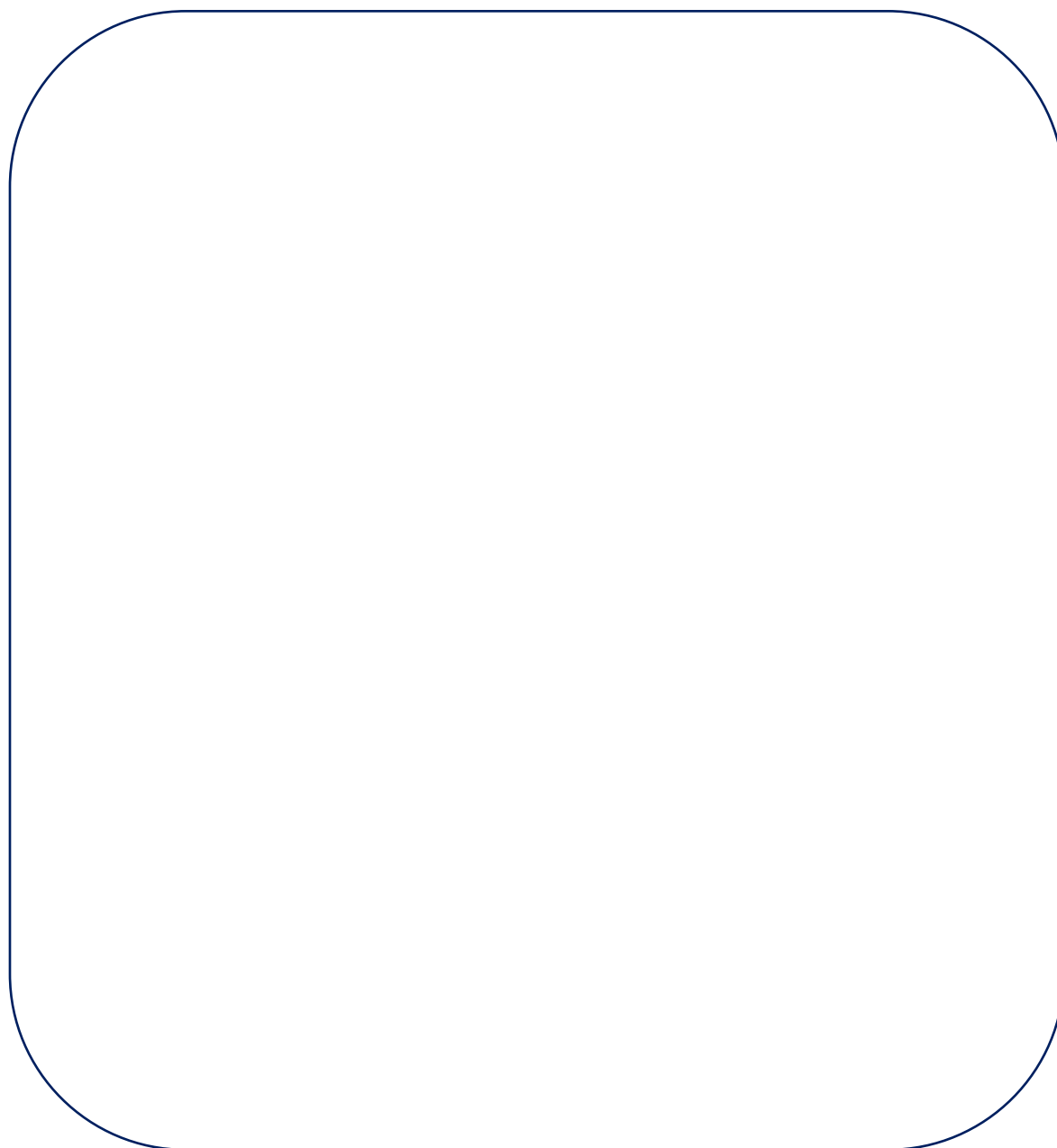
#### 4.1.6. MISSION ORDER: EVALUATION

Read the PPT and take notes here.

A large, empty rounded rectangular box with a thin blue border, intended for taking notes. The box is vertically oriented and occupies most of the page's width and height.

### LEARNING ACTIVITY 5:

- If you are a USAID member, and now that you are familiar with the evaluation process, think about what is missing in the Mission Order: evaluation (if any) or what should be included in one.
- If you are not a USAID member, think about what evaluation processes should be stated or clarified.
- Write here your ideas.

A large, empty rounded rectangular box with a thin blue border, intended for students to write their ideas in response to the learning activity questions.