[DOCUMENT TITLE]

[Draw your reader in with an engaging abstract. It is typically a short summary of the document. When you’re ready to add your content, just click here and start typing.]

Document Subtitle

Prepared by: [Name of Ministry/Entity]

Date: [Month Year]

Instructions for completing this template:

1. Each section of this template has its own instructions and sample data:
	1. Font in this blue colour represents instructions or sample data and are to be replaced with the correct information.
	2. Font in this blue colour represents topics, subtopics, and column headings. These words should not be replaced; however, the font colour may be changed to black.
2. *Implementing Organization* is used several times throughout this template and this term refers to the entity for which the evaluation is to be done or the entity responsible for implementing the programme to be evaluated.
3. For all the tables in this document, insert as many rows as required.
4. This page should be deleted before printing the plan.

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List of Abbreviations

[Provide a list of all abbreviations used throughout this document in alphabetical order along with their elaborated form.]

1. A
2. B
3. C
4. D
5. E

# INTRODUCTION

## 1.1 Overview

In no more than a paragraph, provide a summary of the major areas of this plan.

## 1.2 Description of the Project/Programme/Policy

|  |
| --- |
| **PROJECT INFORMATION** |
| **Project Title** |  |
| **Sector Outcome(s)** |  |
| **Ministry** |  |
| **Project Dates** | **Start**  | **Planned End** |
|  |  |
| **Total Committed Budget** |  |
| **Project expenditure at time of Evaluation** |  |
| **Funding Source** |  |
| **Implementing Partners** |  |

[Provide a summary of all relevant background information on the project. The purpose, goals, objectives, successes to date, and issues encountered by the project should be included in this sub-section. The information provided should allow a person who is not familiar with the project to understand the nature and purpose of the project.]

## 1.3 Programme Theory

[In no more than two paragraphs, describe the theory upon which this project/programme/policy was designed. Is the issue to be solved by the project simple, complicated, or complex (see <https://www.youtube.com/watch?v=9VeoxZRW5SI>)? How so? The Programme Theory should be the same as the one developed in the Policy/Programme/Project Plan.

Provide a diagrammatic representation of the Theory of Change (TOC) for this project/programme/policy. The Theory of Change should contain the following headings: The Problem, Interventions, Theory (the assumptions that guided the selection of appropriate interventions), Outputs, and Outcomes (Short Term, Medium Term and Long Term).

Provide a diagrammatic representation of the Logic Model for this project/programme/policy. The model should have the following headings: Inputs, Activities, Outputs, Outcomes (Short Term, Medium Term and Long Term), Assumptions and Risks. Recall that the Theory of Change and Logic Model should be aligned.

On the next two pages are samples of a Theory of Change and Logic Model for The Mississippi Lead Poisoning Programme, adapted from the Centre for Disease Control and Prevention (CDC). Notice the strong alignment between both tools- the Inputs, Outputs and Outcomes are largely the same. In the Logic Model, it is clear to see how the Theories and Interventions from the TOC were used to design specific activities to deliver the required outputs and promote the expected outcomes.

**Problem**

**Theory**

**Inputs**

**Long Term Outcomes**

**Intermediate Outcomes**

**Short Term Outcomes**

**Outputs**

**Intervention**

Increased community capacity and sustainability to prevent lead contamination

Prevention and screening messages disseminated

**Educational Mechanisms**

* Train the trainers
* Provide educational materials
* Door to door campaign
* Marketing through TV, radio, print and social media
* Information sessions and workshops

**Sample Theory of Change**: The Mississippi Childhood Lead Poisoning Programme

Workshops and sessions conducted

**Educational Messages**

* Sources of lead
* Health impact of lead exposure
* Primary prevention strategies
* Importance of screening
* Where to get screened

⭡ number of parents:

* Requesting blood lead (bl) test for children
* Following through with referrals to BL testing labs

⭣ number of parents refusing blood lead tests for their children

⭡ number of people:

* Employing safe lead practices
* Checking for lead in the home and places where kids spend time
* Following proper cleaning procedures to reduce dust

**⭡ number of people knowledgeable about lead testing**, including:

* Importance of lead testing
* Overcoming barriers to testing

**⭡ number of people knowledgeable about prevention**, including:

* Dangers of lead
* Primary prevention strategies

Persons reached with educational messages

The more people are aware of the importance of prevention, the better equipped they will be to protect themselves and their families.

The more persons trained in lead poisoning prevention, the better equipped they will be to protect themselves and their families.

* Grantees
* CDC Funding
* Staff
* Community Partners
* Audiences
* Health Education Materials
* Location (Physical Space)

High lead poisoning among children

Increased blood lead testing rates

Lower childhood blood lead levels

Increased community capacity and sustainability to prevent lead contamination

Increased blood lead testing rates

**Assumptions**

* Persons educated on prevention practices will employ these strategies to protect themselves and their families • Continued funding
* Policy terms will be agreed on and adapted by partners in a timely manner
* Continued f

**Risks**

* Increased Air Pollution: Lead-based plants near residential and recreational areas exceeding lead output levels.
* Improper use and disposal of lead-based domestic and commercial products

**Sample Logic Model:** The Mississippi Childhood Lead Poisoning Programme

**Intermediate Outcomes**

**Short Term Outcomes**

**Outputs**

Lead Poisoning Prevention Policy

Prevention and screening messages disseminated

Persons reached with educational messages

Workshops and sessions conducted

**Long Term Outcomes**

**⭡ number of people knowledgeable about lead testing**, including:

* Importance of lead testing
* Overcoming barriers to testing

⭡ number of parents:

* Requesting blood lead (BL) test for children
* Following through with referrals to BL testing labs

⭣ number of parents refusing blood lead tests for their children

**⭡ number of people knowledgeable about prevention**, including:

* Dangers of lead
* Primary prevention strategies

⭡ number of people:

* Employing safe lead practices
* Checking for lead in the home and places where kids spend time
* Following proper cleaning procedures to reduce dust

Develop and promulgate Lead Poisoning Prevention Policy

Disseminate info on prevention and testing strategies through print and digital media

Execute Lead Prevention Workshops and door to door campaign

**Activities**

Lower childhood blood lead levels

**Inputs**

* Grantees
* CDC Funding
* Staff
* Community Partners
* Audiences
* Health Education Materials
* Location (Physical Space)

## 1.4 Evaluation Introduction

|  |
| --- |
| **EVALUATION INFORMATION** |
| **Evaluation Type (Mid-Term, Final, other)** |  |
| **Period Under Evaluation** | **Start** | **End** |
|  |  |
| **Evaluators** |  |
| **Evaluators Email Address** |  |
| **Evaluation Dates** | **Start** | **End** |
|  |  |

## 1.5 Evaluation Purpose

[This sub-section should provide clear answers to the following questions in continuous prose (without restating the questions):

1. Define the type of evaluation to be executed: Formative or Summative.
	1. Formative evaluations are conducted during the development or early implementation stages of a programme to determine what works and what doesn’t so that improvements can be made.
	2. Summative evaluations are conducted midway or at the end of a programme to determine the successes and failures and to what extent the goals and objectives were met.
2. Why is it important for this evaluation to be undertaken?
3. Are there any issues that necessitate the execution of this evaluation? Or is this a scheduled evaluation?
4. Who requested that this evaluation be executed? Who commissioned it?
5. Will this evaluation be executed by officers of the implementing organization or have the services of a consultant been procured? If the former will be used, how will impartiality and objectivity be ensured?
6. What are the goals and objectives of the evaluation?

## 1.6 Evaluation Questions

The Evaluation Questions should be outlined here. Evaluation Questions outline specifically what the evaluation hopes to discover. Evaluation Questions should be focused and clearly stated. A worthwhile evaluation should consist of at least four (4) Evaluation Questions. The Evaluation questions will be broken down into more specific questions on the data collection tools (questionnaire, interview, etc.).

The Evaluation Questions should be a mix of Normative, Descriptive and Cause and Effect questions.

1. Normative Questions consider ‘what should be’. Example: Are PATH beneficiaries utilizing their benefits for the intended purpose?
2. Descriptive Questions seek to discover what is going on or what exists. Example: Are PATH benefits adequate to meet the needs of PATH beneficiaries?
3. Cause and Effect Questions analyse the impact of one variable on another. Example: Has the 35% increase in PATH benefits to secondary students improved school attendance among this group?

Evaluation Questions should also be drawn from a mix of the Evaluation Criteria: Efficiency, Effectiveness, Relevance, Impact and Sustainability. Examples of these evaluation questions, as they occur along the results chain, are shown in the diagram below:





# 2.0 METHODOLOGY

## 2.1 Evaluation Design

[Describe the evaluation design- is it a mixed-methods approach, qualitative or quantitative evaluation?]

## 2.2 Data Collection

[Describe the approaches, tools and techniques that will be utilized to extract the data surrounding the policy/programme/project being evaluated.]

There are two main types of data collection – primary and secondary. Primary data collection consists of extracting data directly from individuals related to the programme/project. Secondary data collection involves collecting and reviewing documents containing primary data that was previously collected by someone else. Primary data collection approaches can be qualitative, quantitative or a combination of both. Qualitative data is commonly captured through focus group interviews and semi-structured interviews. These methods are aimed at gathering data with more depth from the respondent’s point of view. The quantitative methods usually include the use of surveys and questionnaires where respondents are asked a set of uniform, typically close-ended questions to generate data that is generalizable. The combination of both data collection methods provides comprehensive information that has both depth and generalizability.

## 2.3 Data Analysis

[Describe the approaches and techniques that will be used to analyse and interpret the data collected. Will any special software be utilized in data analysis?

Quantitative data is analysed using a variety of quantitative techniques that broadly fall into two categories - univariate and bivariate data analysis. These techniques include descriptive analysis, correlation, and regression etc. Qualitative data is commonly analysed using constant comparative analysis where the researcher interrogates the data for common themes and forms a theory based on the themes identified. This method is often used to analyse secondary data as well.

## 2.4 Data Sampling

[Describe the technique that will be used to select individuals to participate in the evaluation and the sample size that will be used in the evaluation.]

There are two categories of sampling techniques:

* Probability sampling - a sampling technique where a researcher sets a selection of a few criteria and chooses members of a population randomly. All the members have an equal opportunity to be a part of the sample with this selection parameter.
* Non-probability sampling - a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection. It is a less stringent method.]

## 2.5 Data Validity & Reliability

[Describe the techniques used to ensure data validity and reliability such that the data collection methods will collect the data intended for collection, the data collected from the sample can represent the entire population (Validity), the data collection and analysis methods are applied consistently such that the findings can be replicated (Reliability).]

# 3.0 CROSS-CUTTING ISSUES AND CORE VALUES

## 3.1 Cross-cutting Issues

[Cross-cutting issues are important topics that affect most areas of society and include gender mainstreaming, community empowerment, sustainability, equity and inclusion of minority groups, social responsibility, prevalence of crime, health concerns, racial appropriation, stigma, and discrimination.

How susceptible is the evaluation to risks relating to cross-cutting issues?]

## 3.2 Core Values

[List the core values that will be used to guide the execution of this evaluation. What measures will be implemented to ensure that persons providing feedback will not be negatively impacted by the findings? How will confidentiality be maintained?

Does this evaluation require any special approval by law or otherwise? If so, when was such approval requested and when was it granted? What is the name of the approving authority?]

# PROPOSED STATEMENT OF WORK

[The matrix below outlines the roles and expectations of each member of the evaluation team or each organization that will be assisting in the evaluation or contributing information to the evaluation.]

|  |
| --- |
| **Statement of Work** |
| **No.** | **Team Member** | **Duties** | **Requirements** | **Budget** | **Completion Criterion** | **Due Date** |
| 1 | [Name and title of Evaluation Team Member][Example: Howard Finn, Clinical Psychologist and Lead Evaluator]  | [Duty to be completed] | [What non-financial resources are required to complete this duty?] | [Value of financial resources required to complete duty] | [Target: How will we know that the duty was successfully completed?] | [By when must the duty be completed?] |
| [Duty to be completed] | [What non-financial resources are required to complete this duty?] | [Value of financial resources required to complete duty] | [Target: How will we know that the duty was successfully completed?] | [By when must the duty be completed?] |
| 2 | [Name and title of Evaluation Team Member] | [Duty to be completed] | [What non-financial resources are required to complete this duty?] | [Value of financial resources required to complete duty] | [Target: How will we know that the duty was successfully completed?] | [By when must the duty be completed?] |
| [Duty to be completed] | [What non-financial resources are required to complete this duty?] | [Value of financial resources required to complete duty] | [Target: How will we know that the duty was successfully completed?] | [By when must the duty be completed?] |

# 5.0 STAKEHOLDER ASSESSMENT

[The matrix below outlines the needs, interest, and expectations of key stakeholders and what they expect to receive from this evaluation.]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stakeholder Categories** | **Prioritization** | **Interests/Needs** | **Role in the Evaluation** | **How to Engage** |
| Persons involved in policy/programme/project operations |
| 1. [State names or group]
 | [Rank the interests/needs of this stakeholder/group: High, Medium, or Low- see key below table] | [State the interests/needs of this group. Eg; “Fear the evaluation and see it as a judgment of personal performance”] | [What role will this group/person play in the evaluation? Eg: Data source, implementation of findings, etc.] | [How will the evaluation team engage this group? Eg: Monthly meetings, weekly calls, survey, or direct role in conducting evaluation] |
| 1. [Enter data]
 | [Enter data] | [Enter data] | [Enter data] | [Enter data] |
| Persons served or affected by the policy/programme/project |
| 1. [State names or group]
 | [Rank the interests/needs of this stakeholder/group: High, Medium, or Low- see key below table] | [State the interests/needs of this group. Eg; “Want better and accessible services”] | [What role will this group/person play in the evaluation? Eg: Data source, implementation of findings, etc.] | [How will the evaluation team engage this group? Eg: Monthly meetings, weekly calls, survey, or direct role in conducting evaluation] |
| 1. [Enter data]
 | [Enter data] | [Enter data] | [Enter data] | [Enter data] |
| Intended users of the evaluation findings |
| 1. [State names or group]
 | [Rank the interests/needs of this stakeholder/group: High, Medium, or Low- see key below table] | [State the interests/needs of this group. Eg; “Use findings to enhance programme”] | [What role will this group/person play in the evaluation? Eg: Data source, disseminating findings and implementing recommendations] | [How will the evaluation team engage this group? Eg: Monthly meetings, weekly calls, survey, or direct role in conducting evaluation] |
| 1. [Enter data]
 | [Enter data] | [Enter data] | [Enter data] | [Enter data] |

Prioritization Key:

High- The needs/interests of this stakeholder group are consequential to the success of the programme/evaluation.

Medium- The needs/interests of this stakeholder group should be considered as they are likely to impact the success of the programme/evaluation.

Low- The needs/interests of this stakeholder group are not the primary focus of the programme/evaluation.

# 6.0 INDICATORS BY EVALUATION QUESTIONS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Indicator Baseline** | **Targets** | **Data Source** | **Data Collection Method** | **Data Collector** |
| **[Evaluation Question #1]** |
| [Indicator #1] |  |  |  |  |  |
| [Indicator #2] |  |  |  |  |  |
| **[Evaluation Question #2]** |
| [Indicator #1] |  |  |  |  |  |
| [Indicator #2] |  |  |  |  |  |
| **[Evaluation Question #3]** |
| [Indicator #1] |  |  |  |  |  |
| [Indicator #2] |  |  |  |  |  |
| **[Evaluation Question #4]** |
| [Indicator #1] |  |  |  |  |  |
| [Indicator #2] |  |  |  |  |  |

 [Notes for completing the table above:

1. All indicators should be selected from the policy/programme/project. Where an indicator outside of the policy/programme/project design has been selected, justification should be provided below the table.
2. All selected indicators should provide information relevant to the evaluation questions.
3. Each evaluation question should have at least one (1) indicator
4. Each indicator must be accompanied by a relevant baseline
5. Indicator baselines may be determined by any of the following:
	1. Legal/statutory requirements
	2. Industry standards
	3. Objectives of the entity/policy/programme/project
	4. Past performance
6. Targets would have been determined in the programme/project plan. Indicator baselines and targets should not be changed to accommodate satisfactory performance
7. Data collection method specifies how the data will be collected: Eg: Questionnaire, interviews, desk research, etc.
8. Data source identifies where the data will be collected from. Eg: financial statements, director of HR, etc.]

# 7.0 EVALUATION TIMELINE

[Provide an illustrative timeline for evaluation activities]

|  |  |
| --- | --- |
| **Evaluation Activities** | **Timing of Evaluation Activities- [Month] – [Month] [Year]** |
| **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** |
| Evaluation Planning |  | + |  |  |  |  |  |  |  |  |  |
| Data Collection |  |  |  |  | + |  |  |  |  |  |  |
| Analysis/Interpretation |  |  |  |  |  |  |  | + |  |  |  |
| Report/Dissemination |  |  |  |  |  |  |  |  |  | + |  |

[The sample evaluation activities included in the table above are incomplete. More evaluation activities should be included as necessary. Identify all major activities that are required for successful execution of the evaluation.]

# 8.0 EVALUATION GOVERNANCE

[The governance arrangements and reporting relations for the evaluation should be set out in this section. A simple evaluation may just require that the evaluator reports to a senior manager who will serve as the evaluation manager and provide oversight for the evaluation. If a Steering Committee is required, outline the members of the committee, their titles, roles, and responsibilities. If the evaluation governance framework is complex, a diagram and/or table can be included to illustrate the roles and reporting relationships.]

# 9.0 DISSEMINATION PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Audience** | **Type of Report** | **Medium** | **Timeline** |
|  | Board of Directors | Findings of the Evaluation | Board Meeting | October 2023 |
|  | [State name of audience] | [State name/type of report] | [State the medium of dissemination] | [When will the information be disseminated?] |
|  | [State name of audience] | [State name/type of report] | [State the medium of dissemination] | [When will the information be disseminated?] |

[This section identifies how the findings of the report will be communicated. Provide a short narrative here on the importance of relating the findings to the audiences listed below.]

# 10.0 DEFINITION OF KEY TERMS

[Provide a list of key terms used throughout this plan in alphabetical order along with their definitions.]

1. A
2. B
3. C
4. D
5. E