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 changed; 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 was done or the entity responsible for implementing the programme that was evaluated.
3. For all the tables in this document, insert as many rows as required.
4. This page should be deleted before printing the report.

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0.0 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

# 1.0 EXECUTIVE SUMMARY

[Summarize all the main points discussed in the report, including the evaluation purpose and objectives, methods, key results of the evaluation (organized by objectives/themes/evaluation criteria), conclusion and a list of all recommendations. The executive summary should highlight the key messages that managers can use for decision-making (not necessarily a summary of every statistically significant finding).]

# 2.0 INTRODUCTION

## 2.1 Description of the Policy/Programme/Project

|  |
| --- |
| **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.]

## 2.2 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 I 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)

## 2.3 Evaluation Introduction

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

## 2.4 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?

## 2.5 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:





# 3.0 METHODOLOGY

## 3.1 Evaluation Design

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

## 3.2 Data Collection

[Describe the approaches, tools and techniques that were utilized to extract the data surrounding the 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.

## 3.3 Data Analysis

[Describe the approaches and techniques 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.

## 3.4 Data Sampling

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

## 3.5 Data Validity & Reliability

[Describe the techniques used to ensure data validity and reliability such that the data collection methods collected 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).]

## 3.6 Limitations

[Outline the challenges and drawbacks faced during the study. Describe the nature of these issues and how they affected the evaluation. Each issue should be accompanied by at least two sentences specifying how these issues could negatively impact the integrity, validity or relevance of the information provided in this report?]

# 4.0 FINDINGS

[This section should be divided according to the Evaluation Questions.]

[Restate Evaluation Question #1?]

[Use tables, charts, and graphs to summarize the findings of the evaluation relevant to Evaluation Question #1. It is common to summarize the findings from an interview in continuous prose. Each diagram should be appropriately labelled and given a title. Reference must be made to the specific question number on the questionnaire/interview. The actual questionnaire and interview questions must be placed in the Appendices. The Findings Section is used solely to present what was found (facts) and as such no discussion, analysis, extrapolation, conclusions, or recommendations are required at this point.]

[Restate Evaluation Question #2?]

[Use tables, charts, and graphs to summarize the findings of the evaluation relevant to Evaluation Question #2. It is common to summarize the findings from an interview in continuous prose. Each diagram should be appropriately labelled and given a title. Reference must be made to the specific question number on the questionnaire/interview. The actual questionnaire and interview questions must be placed in the Appendices. The Findings Section is used solely to present what was found (facts) and as such no discussion, analysis, extrapolation, conclusions, or recommendations are required at this point.]

[Restate Evaluation Question #3?]

[Use tables, charts, and graphs to summarize the findings of the evaluation relevant to Evaluation Question #3. It is common to summarize the findings from an interview in continuous prose. Each diagram should be appropriately labelled and given a title. Reference must be made to the specific question number on the questionnaire/interview. The actual questionnaire and interview questions must be placed in the Appendices. The Findings Section is used solely to present what was found (facts) and as such no discussion, analysis, extrapolation, conclusions, or recommendations are required at this point.]

[Restate Evaluation Question #4?]

[Use tables, charts, and graphs to summarize the findings of the evaluation relevant to Evaluation Question #4. It is common to summarize the findings from an interview in continuous prose. Each diagram should be appropriately labelled and given a title. Reference must be made to the specific question number on the questionnaire/interview. The actual questionnaire and interview questions must be placed in the Appendices. The Findings Section is used solely to present what was found (facts) and as such no discussion, analysis, extrapolation, conclusions, or recommendations are required at this point.]

# 5.0 DISCUSSION

[This section analyses the findings, makes extrapolations, and brings things into perspective. This evaluation was commissioned for specific reason(s). What do the findings of the evaluation mean with respect to those issues highlighted in the Introduction? Is the project/programme/policy/entity at risk of failure? What important issues need to be realised and addressed by programme managers and senior executives? Here, defensible claims can be made as there is data to support them from the Findings. However, all claims must be justifiable and prudent. This section should be written in clear, simple, continuous prose and broken down into relevant sub-topics. Important at this stage is that all the implications of the Findings are highlighted so that the necessary considerations can be made by those with the power to make improvements.]

# 6.0 CONCLUSIONS

[This section should not be a repetition of the analysis provided in the Discussion section. This section goes one step further by highlighting the key overall insights and implications of the successes and shortcomings of the policy/programme/project at the strategic level.]

# 7.0 RECOMMENDATIONS

[This section is based on the Findings and Conclusions. What foreseeable actions are needed to improve the current position of the project/programme/policy/entity? Recommendations should be clear and precise. Recommendations should be summarized using the matrix below:

|  |
| --- |
| **Recommendations Matrix** |
| **No.** | **Recommendation** | **Ranking/Prioritization of Action & Justification** | **Target Audience/Stakeholders** | **Expected Output/Outcome** | **Timeframe** |
|  | [Outline action to be taken] | Select an appropriate ranking scale: High, Medium, or Low; or First, Second, Third, etc. Each ranking must be justified. | [Which group will benefit?] | [Which issue will this action address or What change/improvement will this recommendation promote?] | [How soon is this action required (in years)? ] |
|  | Public awareness campaign on the legislation treating with single use plastics | First- Public awareness campaign must be executed before implementation of the legislation to advise importers and consumers of the change and help them adjust to the new requirements. | Importers and consumers of single use plastics | Reduction in plastic waste and clogging of drains. Better climate change management | 2024 |
|  | Legislation to reduce the import of single use plastics | Second- Public awareness campaign must be executed before implementation of the legislation to advise importers and consumers of the change and help them adjust to the new requirements. | Importers and consumers of single use plastics | Reduction in plastic waste and clogging of drains. Better climate change management | 2025 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 8.0 LESSONS LEARNT

[What are the lessons learnt by the evaluation team in executing this evaluation and how can this help evaluators in the future to implement similar studies? What recommendations can be given to overcome challenges that are likely to be met in similar evaluations? Looking back, what would you do differently to improve the quality of this report or make the evaluation process smoother?]

# 9.0 REFERENCE

[Provide a list of **all** documents cited throughout this study using an appropriate referencing style.]

# 10.0 APPENDIX A: ACTUAL STATEMENT OF WORK

[The matrix below outlines the expectations of each member of the evaluation team. All members of the evaluation team must be listed here, regardless of how small their role was.]

|  |
| --- |
| **Statement of Work** |
| **No.** | **Team Member** | **Duties** | **Requirements** | **Budget** | **Completion Criterion** | **Due Date** |
|  | [Name 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?] |
|  | [Name 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?] |

# 11.0 APPENDIX B: DATA COLLECTION INSTRUMENTS

[Provide a sample of all data collection tools (questionnaires, interview questions, etc.) utilized.]

# 12.0 APPENDIX C: LIST OF PERSONS INTERVIEWED

The list of persons provided in the table below represents all sources of information. Where there were concerns for privacy or confidentiality, appropriate pseudonyms have been used to identify sources.

[Examples of appropriate pseudonyms are Child 1, Teacher 2, and Gang Member 3, etc.]

|  |
| --- |
| **List of Persons Interviewed** |
| **No.** | **Interviewee** | **Entity/Department** | **Date of Interview** | **Start Time of Interview** | **End Time of Interview** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 13.0 APPENDIX D: LIST OF DOCUMENTS REVIEWED

[This section contains a list of documents from which data was collected during desk research only. As such, a summary of the data taken from these documents are found in the Findings. All other documents that do not directly impact the Findings are placed in the Reference.]

|  |
| --- |
| **Documents Reviewed** |
| **No.** | **Title of Document** | **Authors** | **Publication Date** | **Format (Hard Copy/Online)** | **Date Reviewed** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 14.0 APPENDIX E: IMPLEMENTATION PLAN

[This matrix restates the recommendations made and allows the implementing organization to keep track of how implementation of accepted recommendations is progressing. Therefore, the evaluator is only required to complete the first two columns upon printing the report while the implementing organization is required to complete the last three columns.]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Recommendations** | **When Required** | **Accepted/Rejected** | **Responsible Officer** | **Action(s) to be Taken** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 15.0 APPENDIX F: DISSENTING VIEWS (OPTIONAL)

[This section should provide a summary of those who disagreed with an action or decision made during the evaluation. This information will provide future evaluators of the same or similar projects with alternative actions that may strengthen the quality of their evaluation.

The ‘*stakeholder*’ (person who disagreed) may be a member of the evaluation team or a member implementing organization.]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Name of Stakeholder** | **Group** | **Decision/Action Opposed** | **Reason for Opposition** | **Date Recorded** | **Comments** |
|  |  | [Post title, name of department or beneficiary group] |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# 16.0 APPENDIX G: DEFINITION OF KEY TERMS

[Provide a list of key terms used throughout this report in alphabetical order and their definition.]

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