

Guideline for evaluation of projects within the CKU-pooled fund

1. Introduction

INTRAC defines an evaluation as: The periodic assessment of the relevance, performance, efficiency and impact of a piece of work with respect to its stated outcomes.

The purpose of an evaluation is to assess progress towards a project's overall outcome and impact. The evaluation focuses on long-term impact and learning rather than activities and outputs. The purpose is to provide documentation of results and achievements for downwards and upwards accountability. Moreover, evaluations are evidence of what works and what does not work and therefore provide important learning for future projects through generation of knowledge of what works well and why.

A project normally carries out an evaluation during or at the end of a project period. An evaluation must be carried out, when a project is about to move into a new phase or if a new methodology is developed.

The purpose of the evaluation is to provide evidence-based information on 4 key questions:

1. Has the project done what it said it would do?
2. Has it done it well?
3. What difference has it made?
4. Has it done the right things?

It is important that an evaluation report is a source of learning both at project level for the implementing organization, but also that the report generates learning and information that is of relevance and can be applied more generically for other projects and organizations. You can read more on evaluations in CKU's M&E guideline here: [ME-guide-CKU.pdf](#)

2. Evaluation criteria and standards

Evaluations of CKU funded project must comply with Danida's minimum standards: "Evaluation policy for Danish Development Cooperation".

- They must be conducted by an independent and external evaluator. CKU thus does not support evaluations carried out by internal personnel.
- Be publicly accessible at the member organization's website.
- Consider DAC's evaluation criteria:

Relevance: The extent to which the intervention suited to the needs and priorities of the target group.

Effectiveness: The extend to which a development intervention has attained its objectives.

Efficiency: That the development intervention used the least costly resources possible to achieve its desired results.

Impact: The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.

Sustainability: Assessing whether benefits of the intervention are likely to continue after donor funding has been withdrawn.

The evaluation should also take into account the guidelines and policies of CKU, and recommendations should be relevant for this framework.

3. Terms of reference

The first step of the preparation of a project is to outline terms of reference for the evaluation.

A ToR is a brief document, that outlines the purpose, scope and objectives of the evaluation. It can also include information on budget, workplans and methodology. A ToR is helpful in shaping the design and purpose. It makes clear what is expected.

When preparing an evaluation report, a ToR must be filled out in collaboration with the CKU-consultant. The final terms are shared with the CKU-consultant.

4. Structure of a ToR

A ToR consists of the following elements listed below. See a ToR example here:

Basic project information

This section provides information on the project title, project period, main project outcomes and key working approaches.

Evaluation partner

A list and description of the key stakeholders within the evaluation; organization, target group and stakeholders.

The purpose of the evaluation

This section should describe *the thematic focus* of the evaluation and *list key questions central* for the assessment of the evaluation and information needed through the evaluation.

Besides the overall delineation the general questions below should be answered in accordance with DAC's evaluation criteria:

Relevance:

- To what extent are the outcomes still valid within the context and needs of the target group? How valuable were the outcomes to the target group, stakeholders and/or organizations involved?
- Are activities and outputs of the project consistent with the overall goal of the project and intended impacts

Effectiveness:

- To what extent were the set outcomes and indicators achieved?
- Were outcomes achieved on time?

- How does the change and achievements compare to the original situation or baseline?

Efficiency:

- To what extent has the project management efficiently managed the project?
- Was the project implemented in the most efficient way compared to alternatives?
- To what extent has the project been implemented in a cost-effective way?

Impact:

- What has changed and who was primarily affected by the change?
- How many organisations, groups or people were affected by the change?
- How might the change result in further changes in policies, organisations and people's lives?

Sustainability:

- Is the change likely to be sustained?
- To what extent has project activities, groups and mechanisms reached sustainability?

Independent Learning section

It is mandatory for larger projects above 500.000 DKK to generate a learning section that function as an independent document that can be shared with relevant organizations in the Danish civil society and global south. The learning section must not exceed 10 pages. The learning section can be an annex to the evaluation report.

It is important that CSO's learn from their work and that evaluation reports contribute to learning with the purpose of improving performance.

Learning can be defined as: "The social process by which we develop knowledge, skills, insight, beliefs, values, attitudes, habits, feelings, wisdom, shared understanding and self-awareness".

A lesson can be defined as: “Useful knowledge distilled from experience that establishes principles for guiding action”.

The purpose of an evaluation is to generate learning, recommendations and understanding of linkage between cause and effect for future projects. It is important that learning generated from evaluation reports are not limited to relevance for the project, but that they can benefit project, programmes and organizations that work with likeminded thematic areas.

The learning section must include the following information and structure:

The questions must be answered with a starting point in the overall questions listed in the section on the purpose and thematic focus of the evaluation:

- Summary of basic information of the project.
- Summary of key results and change achieved for the target group compared to the baseline.
- • Summary of key recommendations *(if possible it is preferable to link recommendations with learning sections, so that the connection between learning and recommendations become clear)*
- Analysis on learning and contribution of the project, guided by the listed questions below:
 - What made the change happen?
 - What was the contribution of the project to the Change?
 - What other factors contributed to change?
 - What strategies and activities worked well and why?
 - What strategies and activities did not work well and why?
 - Are there expected changes that did not happen? If so, why have they not happened?

- What lessons have been learned from implementing the work? How can these lessons be applied to future work?
- What needs to be done differently in the future based on the learning from the evaluation?
- What lessons are there for other projects?

Methodology

This section entails information on data collection and analysis. You can read more in CKU's M&E guide, here: [ME-guide-CKU.pdf](#). This section can be attached as an annex to the evaluation report.

Schedule and timeline

Program and timeline for the evaluation process.

Expected outputs

The products of the evaluation process including an evaluation report and learning debriefing document as well as how findings will be communicated with the partners and stakeholders in form of a workshop or other forms.

Budget and list of documents

Annexes:

- Project application.
- Project logframe.
- Project budget.
- Project reports.
- Timeline and programme of the evaluation.



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