



# **EVALUATION POLICY FOR DANISH DEVELOPMENT COOPERATION**

**February 2016**

## Foreword

This Policy lays out the purposes, principles and main procedures for the evaluation of Danish development cooperation. At a time where there is increased interest in the effective use of development funding, the Ministry of Foreign Affairs with this policy want to provide transparency around evaluation and evaluation processes as evaluations are an important source for information about development results.

Evaluation of development cooperation will continue to serve two interrelated purposes: Learning with a view to improving the quality and the results from development cooperation; and accountability through reporting and communicating results to stakeholders in Denmark and abroad.

The policy recognises that Danish development cooperation - knowledge as well as financial assistance - is a contribution to change processes in developing countries aiming at reducing poverty, promoting human rights, democracy, sustainable development, peace and stability. Evaluations will assess the Danish contribution to changes in these wider goals and make recommendations as to how this contribution can be strengthened.

Thus, evaluations play an important role in the programme cycle providing evidence for what works and what does not work and under which circumstances – evidence that is useful in the design and programming of future assistance. In the past years, the Ministry of Foreign Affairs/Danida has strengthened its focus on results and evaluability in the planning and implementation of development interventions. Design and preparation of programmes and projects is now based on a theory of change for how the Danish intervention will lead to the planned results and a results framework with indicators at the output, outcome/impact levels. These initiatives are important for better evaluations and hence increased opportunities to learn from past experiences.

The Policy aims at strengthening learning from evaluation results through inter alia the new real-time evaluations, where an independent external evaluation process will provide feed-back to the programme during implementation with a view to adapting the programme to achieve better results. Furthermore, a systematic follow-up to recommendations has been ensured through the establishment of an Evaluation Meeting headed by the State Secretary for Development Policy.

The implementation of this policy, including coverage and quality of the evaluations, will be reviewed in 2017.

The Ministry of Foreign Affairs

December 2015

## **Introduction**

Significant changes are taking place in international development cooperation, and evaluations are being carried out in an increasingly complex and dynamic environment. This is reflected in the widening of objectives that Denmark seeks to achieve and the fast changing contexts that cooperation is working in. The broad range of objectives that Danish development cooperation is expected to deliver on is reflected in the Law on Development from 2012 stating that the objective of Denmark's development cooperation is to combat poverty as well as promote human rights, democracy, sustainable development, and peace and stability. In addition, development cooperation should also serve Danish national interests in a peaceful, stable, and just world. The widening of objectives is also reflected in the Sustainable Development Goals.

It is long recognised that development cooperation works in combination with other development drivers, such as trade, the private sector, the governments' own resources, and that success of development cooperation also depends on the political economy and the political processes in a given country. In addition, Denmark is increasing its development cooperation in fragile situations where contexts are in a flux and a wide variety of instruments are brought to use and where the development cooperation has to work in tandem with other types of cooperation not least security measures. Danish development cooperation is delivered through partnerships with governments - in accordance with national plans and through the budget -, with Danish, local and international organisations, private sector operators, and with multilateral organisations.

Evaluation plays a critical role in assessing and understanding the contribution of Danish development cooperation to these wider objectives in this complex and ever changing environment: By generating learning and evidence for what worked and what did not work and why, in order to inform future cooperation and by assessing the results of the cooperation.

This document sets out the policy for evaluation of Denmark's development cooperation. The purpose is to:

- provide clarity and transparency in the conduct of evaluations of cooperation with developing countries
- further a shared understanding among stakeholders of the priorities, usefulness and value-added for development cooperation from these evaluations
- outline principles and standards to promote quality and utility of evaluations.

The evaluation policy is complemented by the Danida Evaluation Guidelines that in details sets out the procedures, processes, rules, and responsibilities of various parties involved in evaluation of development cooperation.

### **1. Evaluation – definition and purpose**

Evaluation is defined as the systematic and objective assessment of an on-going or completed project, programme, strategy or policy, its design, implementation and results.<sup>1</sup> The term systematic involves that the methods used in an evaluation should be replicable and standard-driven, and the term objective refers to avoiding biases and conflicts of interest in the selection of subjects to evaluate and in the evaluation process.

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<sup>1</sup> OECD/DAC: Quality Standards for Development Evaluation, OECD 2010

Hence an evaluation should provide credible and useful conclusions, findings and recommendations that can be used to 1) provide documentation for the results of the intervention to provide accountability; 2) provide learning to inform new policies, programmes etc., and in the case of real time evaluations inform on-going activities with a view to adapting those to promote better results. An evaluation not only provides a systematic and objective assessment, it also identifies what changes have taken place as a result of the intervention and critically *why* these changes have occurred and how these changes may have impacted on people. It investigates the theory behind the change, including the hypotheses and assumptions, the context and causalities to understand better the results.

Evaluations facilitate evidence-based policy-making and design of new interventions not only for Denmark but also for development partners.

Evaluation of Danish development cooperation serves two interrelated purposes:

- Learning with a view to improving the quality and results of development cooperation through generation of knowledge about what works, and why.
- Accountability through reporting and communicating results from the development cooperation to stakeholders and the wider public in Denmark and abroad, including beneficiaries.

All evaluations serve both purposes. Hence, they will address accountability through an assessment of results and impact of the investment as well as provide learning that can be used to strengthen implementation and for the improved design of new interventions.

**Box 1: Evaluation, monitoring, review and audit.**

Evaluations supplement and work in conjunction with other instruments and management tools to monitor and assess the cooperation. Evaluation, monitoring, reviews and audits are complementary but serve different purposes. **Evaluations** are independent and focus on outcomes and impacts and on answering *why* change occurred. Monitoring and reviews are undertaken on behalf of the programme, and **monitoring** most often focus on activities and outputs, *what* has happened, whereas **reviews** are a periodic assessment and tend to emphasise operational aspects and hence is closely linked to the monitoring function; and **audits** look at the integrity of the processes.

## 2. Key principles

Addressing both accountability and learning, evaluation of Danish development cooperation is guided by the following core principles derived from the OECD/DAC quality standards for evaluation:

- **Independence:** High quality evaluations depend on evidence that is objective and credible. Development evaluation must be independent from programme design, management and implementation. Evaluations should be carried out by knowledgeable experts with high integrity that are independent of those responsible for the design, planning and implementation of the intervention that is being evaluated and they themselves must not have been involved with the subject of evaluation. The methods

applied, the governance arrangement for ensuring the quality of the evaluation, and the management of the evaluation should be designed to provide credible, reliable evidence.

- **Transparency:** Evaluations, including the process, data, conclusions, and recommendations as well as follow-up measures must be made publicly available for sharing lessons more widely and for accountability purposes. Disclosure will also allow review and test of the analysis and the methodologies used by other evaluators and researchers.
- **Quality:** Evaluation designs, approaches and methodologies should reflect the best available given the questions that needs answering. The purpose is to get the most reliable and useful answers to the evaluation questions. Impartial expert reviewers should be widely used to enhance evaluation quality. Denmark adheres to the OECD/DAC international quality standards for evaluation.
- **Utility:** The evaluation, the evaluation process and its products must be designed and implemented with the clear purpose of being useful for development practitioners. The users will be involved in identification of evaluation topics, in the timing of the evaluation to feed into new policies, strategies and interventions, in ensuring that the right questions are asked, in the evaluation process itself and afterwards in the follow-up of the recommendations. The Evaluation Department should safeguard the independence and integrity of the evaluation in this process.
- **Ethics:** The rights and dignity of all involved in an evaluation must be respected. The design of the evaluation must consider any ethical issues that may occur. Confidentiality and anonymity of participants must be respected when sought for. There must be no external pressures on the evaluators or the evaluation stakeholders regarding the outcome of the evaluation. Evaluators must take account of differences in culture, local behaviour, religious beliefs, sexual orientation, gender roles, disability, ethnicity and social differences when designing evaluations and carrying out evaluations.
- **Partnerships and capacity development:** To enhance ownership, utilisation and capacity, partnerships are sought for with stakeholders in developing countries in designing and carrying out evaluations. Coordination and cooperation with other development partners will be considered to reduce transaction costs and ensure wider learning.
- **Participation:** Where possible the evaluation and the evaluation process must be designed to ensure that direct beneficiaries (women and men) of the development intervention under evaluation are consulted and have opportunity to bring forward views and suggestions for improvements.

All principles are important and will be pursued by the Evaluation Department in its work with establishing the evaluation programme, designing evaluations, ensuring their quality, and in the follow-up work. The organisational set-up for the Evaluation Department in the Ministry of Foreign Affairs is designed to ensure independence from operations with the Head of the Evaluation Department reporting directly to the Minister responsible for Development Cooperation through the Secretary of State for Development Cooperation. An important role for the Evaluation Department is to protect the evaluators for undue pressure from stakeholders, including partners implementing Danish assistance and staff at the Ministry of Foreign Affairs.

At the same time, it is also clear that there is an inherent dilemma between on the one hand independence and on the other utility and usefulness that needs to be observed carefully with a view to ensuring as much utility as possible without compromising independence. When assessing independence, focus is on strong evidence and sound methodologies that can be replicated as well as careful observation of the independence and the integrity of all involved in the evaluations.

### 3. Getting to better evaluations

High quality evaluations that lead to learning and accountability depend on a number of things related both to the evaluability of the intervention as well as relevant monitoring during implementation, and the preparation of the evaluation itself.

The Evaluation Department will continue to be an active partner in developing the necessary tools to promote evaluability of development interventions. The recent decision to strengthen emphasis on results in the Ministry of Foreign Affairs, including the decision to base programming of new interventions on theories of change and related results frameworks, and increased focus on monitoring through the implementation phase offer opportunities for better evaluations.

Well prepared terms of reference for the evaluation, with clear evaluation questions developed in close consultation with stakeholders, design of evaluation processes that involve key stakeholders, and rigorous quality assurance are essential for production of evaluations of high quality for accountability and usability.

The OECD/DAC evaluation criteria will continue to inform the conduct of evaluations in the data collection and the analysis:

- Relevance is the extent to which the objectives of the intervention are consistent with the needs of those it intends to benefit and whether it is relevant to the strategic goals that Denmark and the partner country/organisation are pursuing.
- Effectiveness is the extent to which the planned results are being achieved.
- Efficiency is the extent to which the resources used are appropriate in relation to the results.
- Sustainability is the actual or probable continuation of benefits from an initiative after major development assistance has been completed. Evaluations should also assess whether the changes brought about are transformational.
- Impact is positive, and negative, direct or indirect effects produced by an initiative intended or unintended.

Other criteria such as coherence and coordination will be added when found of specific interest to the subject of evaluation e.g. evaluation of interventions in fragile contexts and humanitarian assistance.

**Box 2: Transformational change** is the process whereby positive development results are achieved and sustained *over time* by institutionalizing policies, programmes and projects within national strategies.

Results that contribute to changing systems, norms and values, power structures, and root causes can also be transformational.

Not all criteria may be equally relevant in all evaluations. When preparing evaluations, it will be decided which criteria should be used, as well as the evaluation approach and methods used to gather and analyse data.

The OECD/DAC evaluation criteria should not become a straitjacket within which evaluations are designed, implemented and communicated. Rather, they should be understood as a tool in the evaluation process to ensure that the evaluation cover issues of importance to answer the essential questions of any evaluation: What worked, what did not work, and why, and then what now?

#### 4. Types and approaches of evaluations

The Ministry of Foreign Affairs basically operates with three types of evaluation products:

- **Evaluations** of policies, strategies, themes, and programmes. These ex-post evaluations are often strategic in nature as they seek to address issues of broader interest to policy makers and the public as to the results of development cooperation as well as provide learning to inform new policies, strategies, and programmes. Only the Evaluation Department can initiate evaluations.
- **Real-time evaluation (RTE):** A real-time evaluation is an independent, external evaluation process that runs in parallel to a programme, while this is being implemented, and regularly makes evaluation findings available for the on-going implementation and course correction of the programme to promote that goals are reached. RTEs have the potential to provide learning and adaptation as the programme is being implemented. They differ from country programme monitoring by being independent and by focusing on selected key outcomes and programme assumptions. A RTE may also feed into a summative evaluation carried out of parts of the country programme or the full country programme after the end of the programme cycle following the normal procedures for evaluations. Real-time evaluations are being piloted in connection with country programmes initially in 3 countries.
- **Evaluation studies** are studies of a particular issue where evidence is sought for. Evaluation studies can be used for documenting results. They may also take the form of meta evaluations/synthesis evaluations based on evaluation results produced by the Ministry of Foreign Affairs as well as other development partners and/or research. Evaluation studies may be studies in their own right or form part of the preparation for a larger evaluation.
- **Follow-up evaluations:** These evaluations are designed as immediate follow-up to just finalised evaluations with the purpose of supporting efforts to enhance evaluability of the next phase of the strategy or programme.

The Evaluation Department seeks to employ the best methodological approach to evaluation that can answer most questions in the best-evidenced way given the context, the complexity and the data available. The most commonly used approach is the theory-based approach. In most cases, the theory based approach offers the best possible opportunity to deliver answers to complex questions as the theory based approach recognises that the Danish engagement only provides a contribution to the overall goals.

Through a theory-based approach contribution pathways between the activities funded and the overall goals are assessed. It is an approach that is suitable for complex settings including

fragile environments where there are multiple related interventions and multiple assumptions and lines of enquiry made and where it is difficult to collect large amounts of data. Theory-based approaches use a variety of methods and both qualitative and quantitative data. To the extent possible, and where data availability enables it, qualitative methods should be supplemented by quantitative methods.

### **Box 3: The evaluation process, roles and responsibilities – general description**

**Selection of the subject of evaluation:** Through the process for the establishment of the evaluation programme a subject is selected. Responsible: Evaluation Department (EVAL)

**Terms of reference:** EVAL is responsible for the terms of reference which should be developed in full consultation with the departments/embassies involved in the evaluation as well as Technical Advisory Services. The terms of reference sets out the purpose, scope, methodology for the evaluation as well as demands for the expertise sought from the evaluation team.

**Selection of evaluation team:** The evaluation team is selected through international competitive bidding where due attention is paid to ensure the right competencies, integrity and independence of the team selected. The Department for Contracts are responsible for the bidding contracting with input from EVAL on the substance. The members of the team must have the relevant expertise related to the subject of evaluation as well as evaluation expertise. The evaluation team prepares and carries out the evaluation according to the Terms of reference and is accountable to EVAL.

**Governance of the Evaluation:** EVAL manages the evaluation process and ensures quality control throughout the process. EVAL also protects the independence of the Evaluation. An Evaluation reference group (ERG) is set up to advise the Evaluation Department on factual, contextual and methodological issues related to the evaluation in question. The ERG will include technical expertise and peer reviewers most often drawn from universities or think tanks as well as representatives from relevant departments, embassies, partner organisations and countries.

**Management response and follow-up:** The Department/embassy responsible for the evaluation subject is responsible for drafting a management response to the recommendations of the evaluation. The management response is presented to the programme committee for discussion among peers and to promote learning across the organisation. The evaluation and management response is then brought to the attention of senior management and the Minister responsible for Development Cooperation. After 1-2 years the responsible department is required to report to the Evaluation Meeting of senior management on the follow-up measures and the usefulness of the evaluation.

**Communication of the evaluation:** Evaluations and management responses are publicized by EVAL. Communication will be targeted towards different audiences – users, stakeholders, the public in Denmark and in the developing countries - using different forms of communication (e.g. seminars) and modes of communication, including social media.

See Danida Evaluation Guidelines for more details.



Similarly, the Evaluation Department will seek to apply the most suitable evaluation process that can best lead to a high quality output of the evaluation. This is particularly important when it comes to complex evaluations of policy issues where traditional evaluation approaches and methodologies may not apply. Issues to consider are among other aspects: The scope of the terms of reference, the requirements of the evaluators, the structuring of the reference group and the involvement of partners and other stakeholders. For very complex non-standard evaluations, it may be expected that a much closer involvement of stakeholders will be warranted to get to a usable result.

**Box 4: EVAL works in collaboration with a range of partners to carry out evaluations.**

**Ministries, departments, and embassies** demand evaluations and are the primary users of the outcomes.

**Consultancy companies** most often provide the teams carrying out evaluations selected among consultants and experts on the subject matter from universities or think tanks.

**Think tanks and Universities** are involved in evaluations either as contract holders or through participation in evaluation teams or as members of reference groups.

**Partner countries** are part of the process and at a minimum involved in the reference group where relevant

**Civil society and private sector** are often involved in implementing development cooperation, and will where relevant be involved in evaluations as informants, stakeholders, and members of reference groups.

Joint evaluations with other donors will be sought when deemed appropriate e.g. in connection with evaluations of joint modalities such as budget support. Benefits in the form of low transaction costs for the evaluator and the evaluated will have to be observed.

## **5. What should be evaluated?**

Within a reasonable timeframe of 5-7 years all types of **bilateral development cooperation** should be evaluated – that is all modalities, and thematic areas. All countries will also be covered either through a real-time evaluation or through evaluation of elements of a programme or a full country cooperation evaluation. Development cooperation is here understood in broad terms as all aspects of cooperation with developing countries and the neighbourhood countries that involves development funding even if this is just a small part of the intervention.

With regard to **multilateral cooperation**, Denmark works through governing boards of multilateral organisations to enhance the organisations' own evaluation functions. It is widely recognized that the capacity to evaluate varies between organisations ranging from the Banks, which are often lead organisations when it comes to developing and testing on a broader scale new evaluation methodologies, to UN-organisations where reviews of evaluation functions continue to call for improvements. Denmark is ready to support peer reviews of multilateral evaluation functions with a view to supporting efforts to improve evaluations.

Contributions through multilateral organisations may be evaluated as part of a broader evaluation of a development theme or modality. Denmark will also seek to work in collaboration with multilateral organisations and other donors on joint evaluation of issues of common interest, which will as a by-product also enhance Danish insight into the evaluation function of a given organisation.

Annually, the Ministry of Foreign Affairs establishes a two-year rolling evaluation programme based on the following criteria:

- Timing: To ensure usability, evaluations are timed to feed into up-coming strategy or programming processes
- Coverage: Over a 5-7 year period the aim is to cover most bilateral assistance – including modalities, large aid programmes and countries.
- Innovative approaches and new themes: To ensure fast learning from innovative approaches, such programme items may be selected for evaluation or where evidence gaps are identified. Studies may also be commissioned in areas where the role of development cooperation is under clarification and definition.

The establishment of the two-year rolling evaluation programme is the responsibility of the Evaluation Department in close consultation with the operational departments and embassies – the primary users, to ensure their ownership for the outcomes of the evaluations produced. The Evaluation Department is free to include any topic that it may deem relevant for evaluation and to bring forward topics for evaluation that are suggested from any source.

The draft programme is consulted and if necessary prioritized in discussions with the senior management and the Council for Development Policy as well as publicized on the Ministry of Foreign Affairs home page for public hearing. Finally, the programme is approved by the Minister responsible for development cooperation and forwarded for comments to the Foreign Policy Committee of the Parliament. The programme may change during the year due to new demands for evaluations or due to changes in priorities.

The main focus of the evaluation programme continues to be on ex-post evaluations of broader

#### **Box 5: The human rights based approach and priority issues**

Danish development cooperation has a human rights based approach implying that the principles of non-discrimination, participation, transparency, and inclusion also apply to evaluations. These principles are well in line with established principles and ethics for evaluations. Evaluations should always take into account the views of target groups (women and men) and seek to engage those directly in the evaluation where relevant and possible.

Evaluations should address issues related to the priority issues of gender equality and sustainable green development. As the Sustainable Development Goals are translated into policy objectives of Danish development cooperation, these will also be addressed in evaluations.

strategic issues relevant for answering broader policy questions and generate more learning about what works and what does not work in development cooperation. Evaluations will also continue to cover more specific areas typically as a response to a request where an evidence gap has been identified. Real-time evaluation will initially be piloted in 3 countries. Their

usefulness and value-added will be assessed regularly also with a view to further developing this evaluation instrument.

## **6. Strengthening utility and learning**

Learning from past experiences and sharing of knowledge are important corporate values in the Ministry of Foreign Affairs. Evaluations are an important part of the wider knowledge management and learning in the organisation, and the Evaluation Department cooperates with other parts of the Ministry to promote evidence based policy and planning. This is done through participation in the Programme Committee and through participation in knowledge management and sharing including networking across a range of topics. The Evaluation Department will work closely with the Technical Advisory Services to promote learning and sharing of knowledge and evidence across the organisation, including evidence produced by other donors and in research.

A number of new initiatives have been taken to strengthen learning, including the introduction of real-time evaluations. Learning in the context of a real-time evaluation will take place continuously with a view to making changes to the programme during implementation to better reach the planned results. Results from the real-time evaluation will through the Evaluation Department be fed into the reviews of the Technical Advisory Services and into the relevant Embassy which can then suggest changes to the programme based on the agreed procedures for programme changes.

The responsible unit for the evaluation subject is responsible for the management response and hence for the follow-up to the evaluation. Management responses are discussed in the programme committee to promote institution wide learning from the evaluation. The follow-up actions by the direct beneficiaries of the evaluation will be discussed after 1-2 years at the Evaluation Meeting.

The decision to establish an Evaluation Meeting under the direction of the senior management is expected to bring more attention to evaluation results and hence contribute to promoting learning. Senior management will twice a year convene to discuss issues related to evaluation, including the evaluation programme, general learnings from evaluations, and follow-up to evaluations

The Evaluation Department will once a year produce a brief summary report on learning from the past year's evaluations for discussion in the External Grant Committee and the Council for Development Policy. This summary will be made available to all staff dealing with preparation and implementation of development cooperation.

Evaluations will be timed to align with policy/strategy processes and programming cycles. Evaluations will be designed and timed to ensure that evaluation results are fed directly into the strategy and programming processes to ensure fast up-take and reaction to the findings, conclusions and recommendations.

To support follow-up and learning, the Evaluation Department has the option to commission follow-ups to evaluations. This is an instrument that is specifically designed to support follow-up in areas where evaluability of the continued development engagement is a concern, and the focus for the follow-up evaluation will be on ensuring evaluability of the next phase by helping to define results and success.

The Evaluation Department sees itself as a part of a wider development community in Denmark consisting of a diverse group of individuals and organisations, including ministries, NGOs, universities, institutions, and companies engaged in or interested in development cooperation. The Evaluation Department engages with this community to promote evaluation evidence with a view to strengthen general knowledge of development cooperation and ensure evidence based policies and activities. To this end open public meetings regarding evaluation results and learning are conducted.

The Evaluation Department also works with the wider international development and evaluation community to strengthen use of evidence in development cooperation. Denmark is part of the OECD/DAC Evaluation Network and has strong cooperation with a string of evaluation departments, and international evaluations networks and organisations across countries. This cooperation plays an important role in a number of fields including making sure that the Danish Evaluation Department is on top of new developments in the field including use of new methodologies, organisational development, and sharing of experiences on learning, usability and up-take. Cooperation with other evaluation departments and organisations are also important to ensure that evidence produced has broader use and is shared widely.

## **7. Communication**

Strong efforts will be made to communicate evaluation evidence and recommendations in a way that it is easily accessible even to non-specialists. Communication aspects will be considered as part of the preparation of the evaluation and during the implementation with a view to ensuring that findings and conclusions can be communicated and that concrete "stories" about the successes and failures of development cooperation are brought forward.

All final evaluation reports will be made available on [www.evaluering.dk](http://www.evaluering.dk) and as part of the Ministry of Foreign Affairs' Open Aid [www.openaid.dk](http://www.openaid.dk) to ensure transparency and that evidence and methodologies can be checked and possibly tested. In addition, targeted products will be produced to ensure wider sharing of findings, conclusions and recommendations with the development community in the relevant countries and interested

### **Box 6: Focus on learning in the evaluation process.**

The evaluation department has over the past year had good experiences with ensuring early up-take of evaluations findings and recommendation through good timing and design of the evaluation process. As soon as the evaluation team is ready, a workshop is organized where the initial findings and recommendations are discussed not only looking backwards, but also discussion implications for the next programme using the theory of change approach. This has been helpful in the design of new phases not least with regards to stronger and more well developed theories of change and related results frameworks – and hence strengthened evaluability.

people inside and outside the Ministry of Foreign Affairs, in the Parliament, and the wider public. More targeted products will be publicised on Danida's Facebook page, and information about evaluations available tweeted on relevant hash tags.

## **8. Support for strengthening of evaluation capacity in partner countries**

Evaluation is also about learning and accountability in partner countries. The new development agenda "Transforming our world: the 2030 Agenda for Sustainable Development" stresses the importance of country led review and evaluation processes, and Denmark will support capacity development to this end in a number of ways:

- Involve development partners in planning, implementation and use of concrete evaluations.
- Conduct joint evaluations with partners with partners in the lead.
- Support dedicated training of partners from developing countries though support for international training programmes.
- Support development of evaluation methodologies and their use and ensure that knowledge and evidence produced are made freely available in an easily accessible manner.

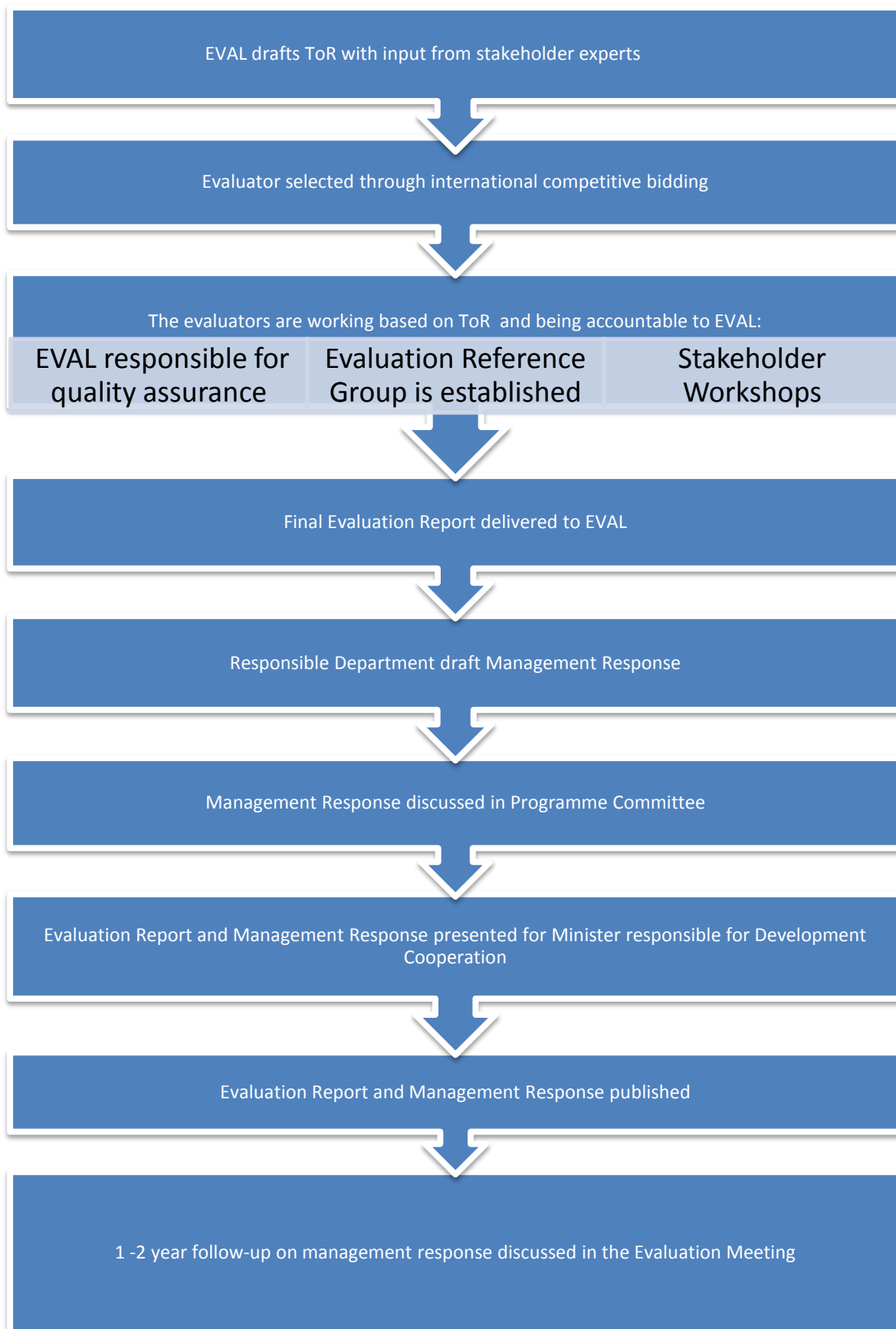
## **9. What does success look like**

This evaluation policy will be reviewed in the Evaluation Meeting in the autumn 2017 with a view to ensuring that the policy is on its right course with regards to implementation. The outcome of this review will be included in the annual report on learning from evaluation and hence also presented to the Council for Development Policy.

In particular, the review will cover the following:

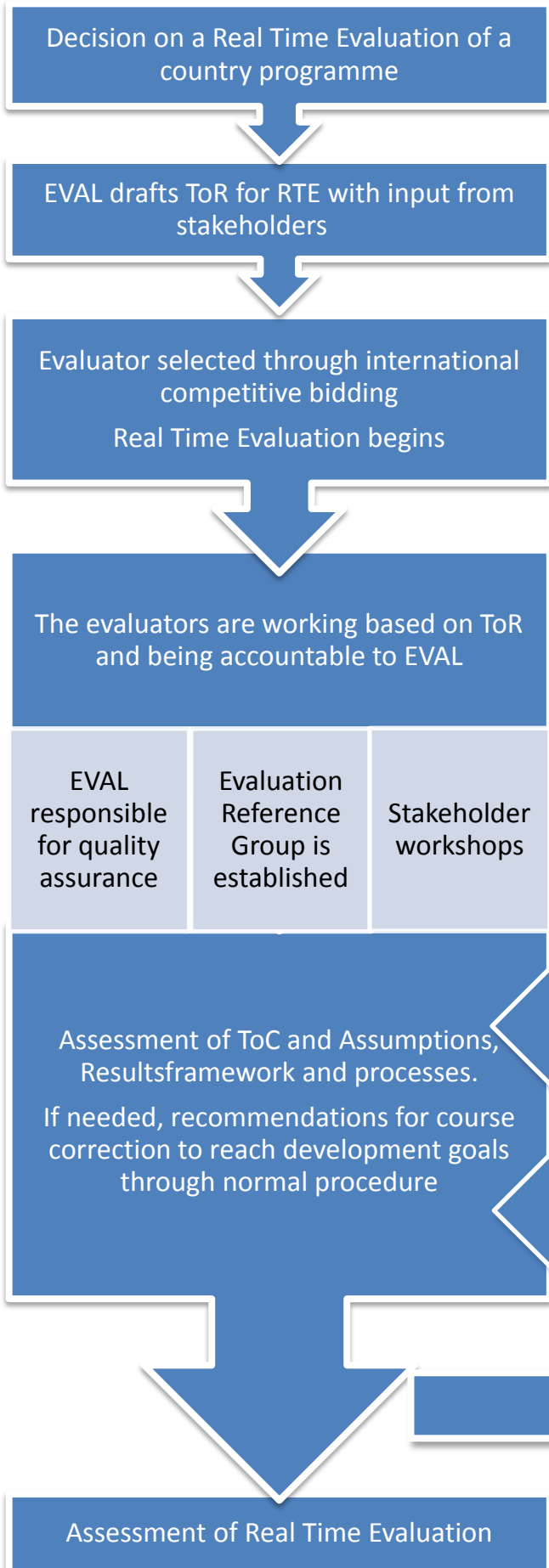
- Clarity and transparency in the conduct of evaluations through an assessment of the evaluation processes.
- Shared understanding of the priorities, usefulness and value-added of evaluations.
- Quality and utility of evaluations based on assessments of follow-up of recommendations.

**The evaluation process: The most important steps**

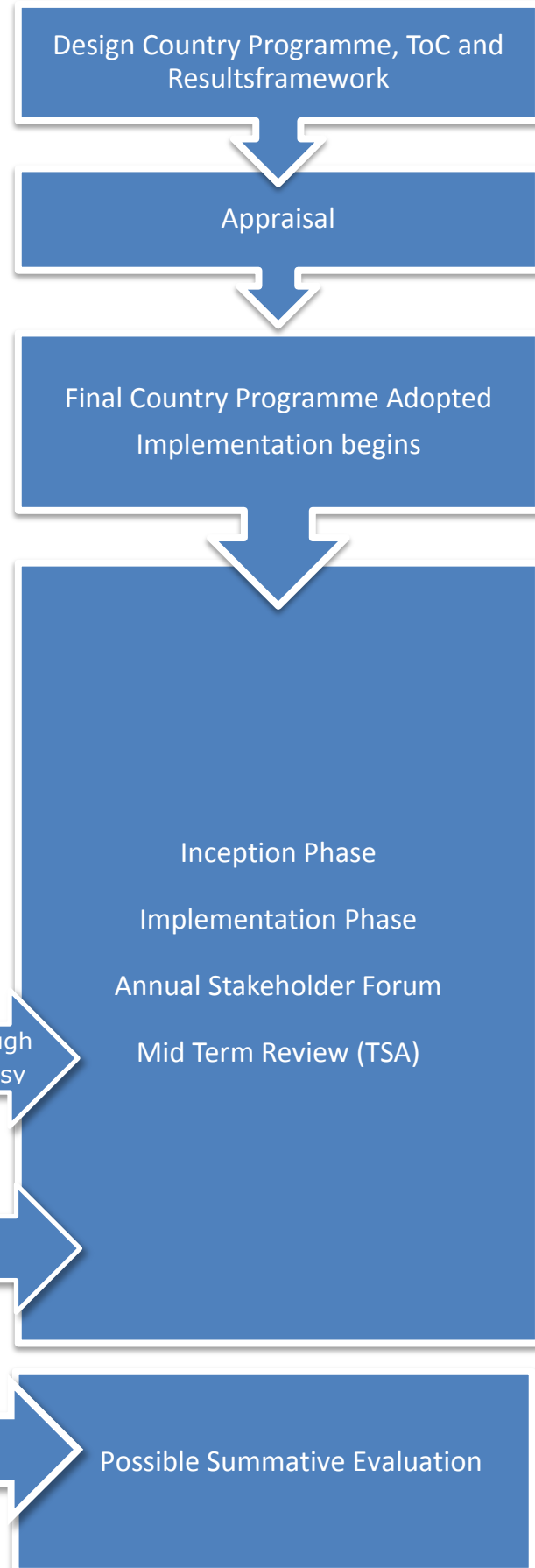


# Real Time Evaluation of Country Programmes

## Real Time Evaluation Process



## Country programme proces



Feedback through EVAL to Embassy

Reporting