



# STRENGTHENING THE MONITORING AND EVALUATION VALUE CHAIN: LESSONS FROM COMMISSIONING

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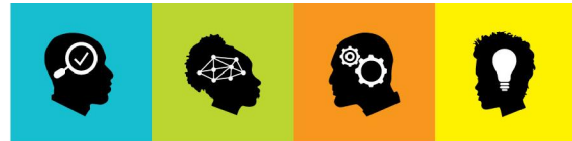


*Advancing mathematics, science and language education*

# Content of presentation



- 1 What have we learnt
- 2 Why education evaluations
- 3 Commissioning as a lever to improve quality of evaluations
- 4 Engaging the service provider
- 5 What do you need to be able to do this effectively as a donor/commissioner
- 6 What can go wrong?
- 7 Conclusions



# What we have learnt

- Involved in Monitoring and Evaluation practices for over 20 years. More than 70 evaluations and reviews. Varying in size.
- Evaluation commissioner.
- Develop scope of work for call for proposals.
- Interested evaluators submit proposals to undertake the evaluation.
- Learnt many lessons about strengthening M&E through commissioning evaluation studies.
- High-quality evaluations are underpinned by high quality commissioning processes.



# Why education evaluations?

There have been huge investments in education improvements with little returns

We need to examine our projects in robust ways so we can develop appropriate solutions

## Why education evaluations

We don't know what works. There is no magic bullet

Education interventions are complex and solutions are equally complex: multiple factors interact in multiple ways

**No longer about whether we should do evaluations,  
but  
about how we do quality evaluations**



# Commissioning as a lever to strengthen the monitoring and evaluation

1

## PURPOSE OF EVALUATION

- Be explicit about the purpose of the evaluation
- Possible purposes
  - Accountability
  - Learning
  - Improving programme performance and effectiveness
  - Make decisions

2

## PROGRAMME DESCRIPTION

- A clear description of project including the rationale, ToC and logic model
- State assumptions that were made during conceptualisation
- State Impact and outcomes
- Available data related the prog

3

## EVALUATION QUESTIONS

- Develop a set of evaluation questions that you want answered.
- Could be about the implementation, outcomes, impact of the programme.
- There must be sufficient alignment between the questions, purpose and ToC
- Feasibility of questions ( can it be done?)



# Engaging the service provider

After completing the concept, engage potential service providers

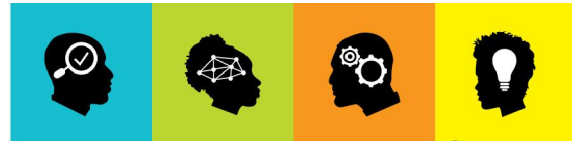
The service provider must then give their interpretation of the task

They must interrogate the questions, propose changes and then propose a design and methodology to answer these questions

Detailed budget with line items and the commissioners must be able to interrogate.

At this stage, the commissioner relies on the expertise of the evaluator to refine questions and design/methodological options.

We must be careful and understand the expert role and our strategic engagement



The process should be one that leverages on the programme managers knowledge of the programme and the evaluation expertise/ sector knowledge of evaluation team



# What do you need to be able to do this effectively as a commissioner

## Important to note

- ❑ Whilst commissioning doesn't require the same expertise as evaluators, commissioners must have a basic knowledge

## Basic Commissioner Competencies

- Evaluation and research processes and design
- Research methods
- Types of evaluations

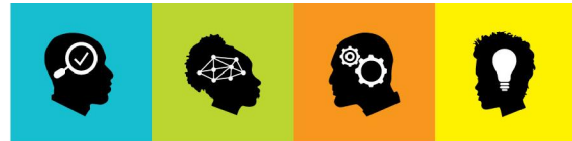




# What happens if you don't?

## What can go wrong?

- ❖ If the commissioner is unclear, then they allow the evaluator to make all the decisions and this may result in the commissioner's interest and questions not being answered. You will not have your needs met.
- ❖ If you do not have basic knowledge, then you are not empowered to engage and evaluators can hide behind stats and terminology like ceiling effect, floor effect, standard deviation



# Conclusions

- Quality is the responsibility of commissioner and evaluator
- Both have very important and specific roles
- It's a fine balance between overstepping ones mark and producing a quality product by strong engagement.
- Both have active roles, respect for ones areas of expertise. Cant replace

