



**MONITORING & EVALUATION**

**EXPERIENTIAL  
TRAINING**

# MODULE 6.

# PROJECT CLOSING



# AGENDA



**I. Learning review Module 5**



**II. Closing the project**



**III. Evaluating your project**



**IV. Learning and capitalization**

# PEDAGOGICAL OBJECTIVES – MODULE 6

**At the end of this module, participants should be able to:**

- Identify processes and products for the closing phase
- Identify the steps involved in carrying out an assessment
- List the criteria needed to define the evaluation questions
- Understand the concepts of learning and capitalization

# I. LEARNING REVIEW

## MODULE 6



# EXPERIENCE FEEDBACK

**How did you :**

- **Set the dashboard parameters, in particular tab 2?**
  - **Filling data in tab 3?**

**Have you encountered any particular difficulties?**

- Some issues with formula within merged rows.

# II. PROJECT CLOSURE

## MODULE 6



# DIFFERENT END-OF-PROJECT SCENARIOS

## WHAT ARE THE DIFFERENT POSSIBLE SCENARIOS AT THE END OF THE PROJECT?

- No-Cost Extension
- Developing a new phase of the project





# DIFFERENT END-OF-PROJECT SCENARIOS



**01**

CLOSURE

The project is officially over and all project closure activities have been completed



**02**

TRANSFER

The continuation of the project product or service is entrusted to a local partner (local NGO, INGO)



**03**

EXTENSION

Negotiation of additional time to complete the project (may be at additional cost or 'no' cost)



**04**

EXPANSION

Identification of elements to be replicated in a new area or target population



**05**

REDESIGN

Continuation through a new phase with modified interventions or activities

# SUSTAINABILITY PRINCIPLE

A project must be sustainable

Main question is: What will remain after our intervention?



By definition, a project has a beginning and an end.

This closure must be anticipated to aim for a form of sustainability

Unfortunately, closure is all too often underfunded (*Sometimes even not included into the cost eligibility period*)

Sustainability plans are prepared when the project is set up.

# SUSTAINABILITY CHECKLIST (PROJECT CLOSURE)



**Resources?** Are the necessary human resources available to pursue the product or service? Do you need specific human resources?

**Capacity?** Does the organization or institution taking over have the technical/financial capacity to do so?

**Risks and responses?** Are there any risks involved in "transferring" your project?

**A stakeholder?** Have the relevant stakeholders been mobilized/informed?

**Processes and networks?** Does sustainability require collaboration or coordination between different players?

**Motivation?** Have the beneficiaries, the community and other stakeholders taken ownership of the project? Are they keen to keep it going?

# PRODUCTS/PRODUCTION PROJECT CLOSING

## LET'S PRACTICE

Try to identify the different products/outcome that may be needed for a project closing.

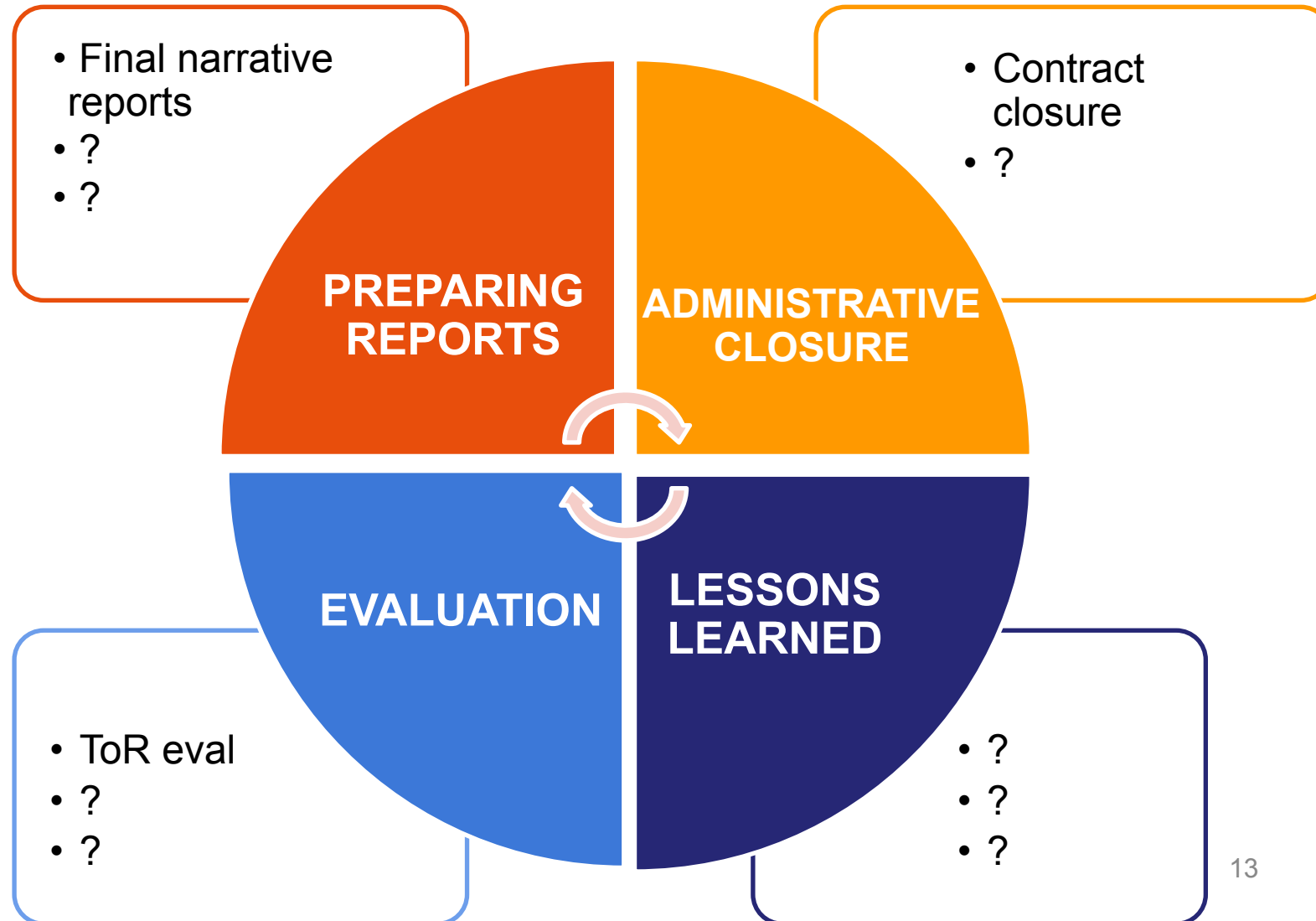


**LET YOURSELF BE GUIDED BY  
THE DIAGRAM NEXT SLIDE**

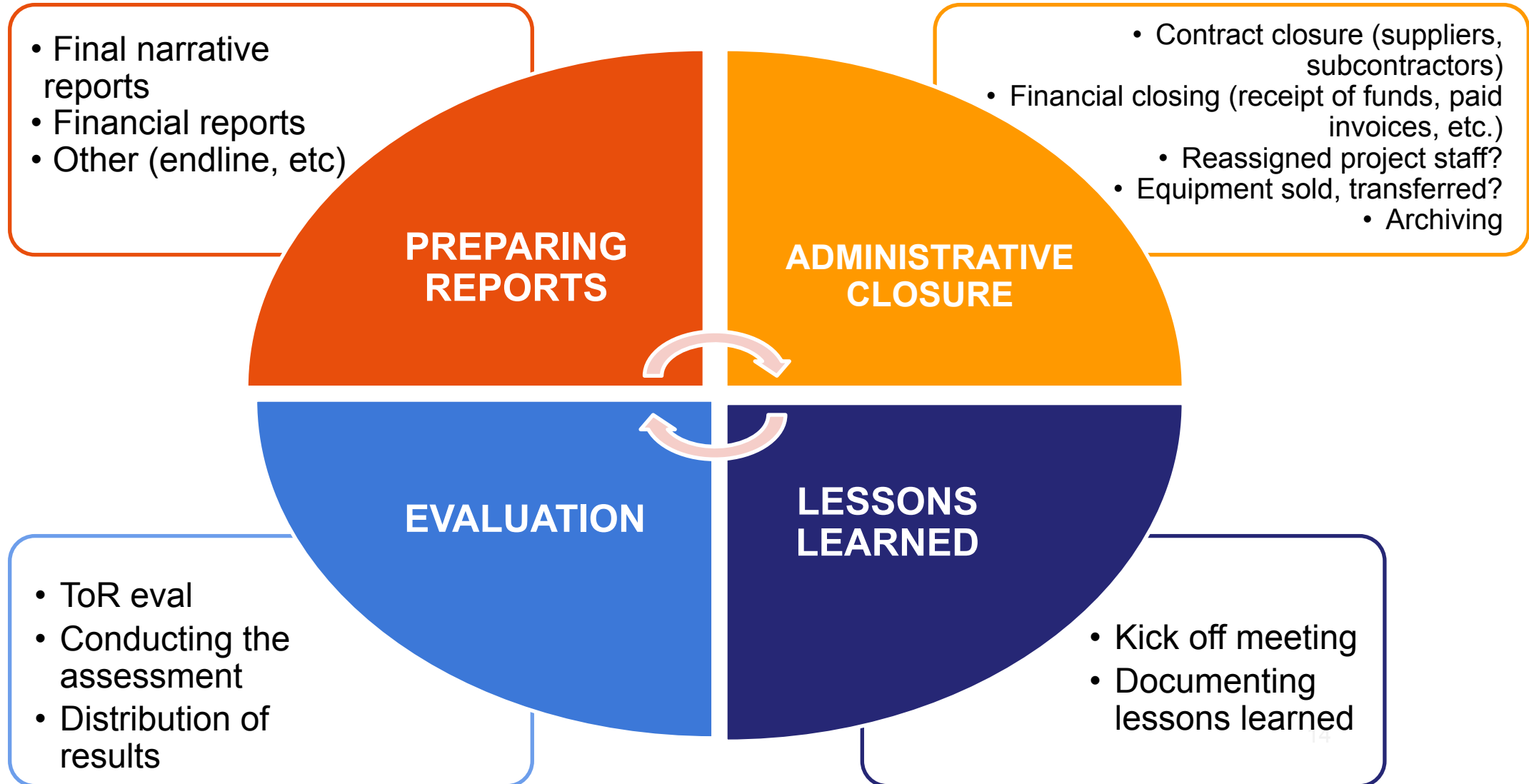
You have 10 mins.



# WHAT ARE THE KEY CLOSING PRODUCTS?



# KEY CLOSING PRODUCTS



# WHY ANTICIPATE THE CLOSING PHASE OF A

The various end-of-project scenarios allow to:

- **Prepare for closing:** organize in advance all the steps needed to finalize the project in the best possible conditions.
- **Ensure a smooth transition:** plan the transfer of responsibilities, knowledge and results to stakeholders or beneficiaries.
- **Mobilize dedicated resources:** plan and allocate the human, financial and material resources needed for the closing on time.
- **Communicate clearly with stakeholders:** informing and involving all partners, beneficiaries and donors about the modalities and consequences of the end of the project.

# III. EVALUATING YOUR PROJECT

## MODULE 6





# QUIZZ - WHAT ARE MY ASSESSMENT

## WHICH ASSESSMENT FOR WHICH NEEDS?

Identify the right answer. Is the information obtained through audit, monitoring and/or evaluation?



**REPLY IN THE CHAT TO EACH SLIDE**

# QUIZZ - AUDIT / EVALUATION /

**IT ENABLES TO ASSESS THE PURPOSES & IMPACT OF THE PROJECT...**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT COLLECTS DATA TO HELP TO FOLLOW UP THE PROJECT...**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT GUARANTEES COMPLIANCE WITH STANDARDS AND PUT AN END  
TO NON-COMPLIANT PRACTICES...**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT CAN BE DONE AT MID-TERM, AT THE END OR AFTER THE PROJECT HAS BEEN COMPLETED.**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT IS REGULARLY AND CONTINUOUSLY REALIZED...**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT IS PRODUCED BY THE PROJECT TEAM...**



EVALUATION

MONITORING

AUDIT

# QUIZZ - AUDIT / EVALUATION /

**IT WOULD BE USEFUL TO THE PROJECT MANAGER....**



EVALUATION

MONITORING

AUDIT



# QUIZZ - AUDIT / EVALUATION /

**IT WOULD BE SHARED WITH ALL STAKEHOLDERS**



EVALUATION

MONITORING

AUDIT

# DIFFERENCE BETWEEN EVALUATION, MONITORING AND AUDIT

	EVALUATION	MONITORING	AUDIT
<b>Description</b>	One picture (stop). Diagnosis. An appreciation. A help to decision-making.	An approach. A fully-equipped System. Continuous measurement. A daily management tool.	A control procedure with internal standards. A mission to control the execution of an action at a given time.
<b>Frequency</b>	Episodic, mid-term, end-of-project or post-project.	Periodic, continuous, regular frequency.	Episodic: Annual / final.
<b>Main action</b>	<b>Assessment, measurement of effects, attribution of causality. Evaluates performance.</b>	<b>Recording, supervision, comparison with schedule. Analyses project progress.</b>	<b>Checking compliance with internal standards.</b>
<b>Objectives</b>	Improve the external effectiveness, effects and impact of future programming (learning). Supporting accountability and transparency.	Improve internal efficiency, modify business plans or resource allocation. Identify fit with project objectives and targets.	Ensure compliance with standards, put an end to non-compliant practices.
<b>Information sources</b>	Monitoring information, studies, surveys, analyses, interviews.	Information provided regularly by the management system.	Management follow-up information.
<b>Produced by</b>	Evaluators from outside the project (internal or external to the organization), with self-evaluation in some cases.	The team responsible for implementing the project.	Specialized, accredited auditors (internal or external).
<b>Contractors / Main recipients</b>	Authority having decided to carry out the project.	Project manager, implementation team.	Organization or supervisory authorities

# EVALUATION - PHASES AND STAGES

## PROJECT CLOSING PHASE

### EVALUATION

FINAL INTERNAL OR EXTERNAL  
EVALUATION

M&E GUIDE  
EVALUATION

DEFINING EVALUATION QUESTIONS  
AND FORMULATING TORS

ToR EVALUATION  
TEMPLATE

CALL FOR TENDERS for CONSULTANTS  
FOR EXTERNAL EVALUATIONS

INTERNAL CALL FOR  
TENDER PROCESSES

CONDUCTING THE EVALUATION  
DATA COLLECTION

FINAL EVALUATION REPORT

EXTERNAL REPORT  
TEMPLATE

FEEDBACK TO ALL STAKEHOLDERS

# EVALUATION – OBJECTIVES

## LEARNING

**What worked?**

**What didn't work so well?**

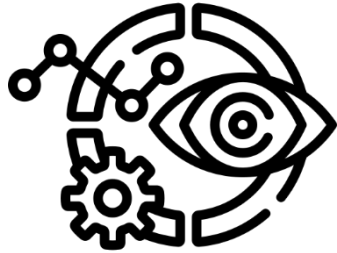
**Project strengths / weaknesses?**

## ACCOUNTABILITY

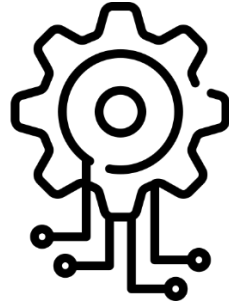
**Does the project meet needs?**

**What are the results?**

# EVALUATION - WHY?



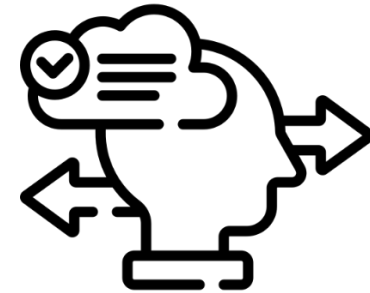
**Examination,**  
research or  
analysis to  
determine the  
value or  
significance of the  
action



**Systematic,**  
planned and  
consistent  
approach  
based on  
credible  
methods



**Objective,**  
step back from the  
immediacy of  
action and reflect  
on it, basing  
results on credible  
evidence



**Learning from  
experience**  
To improve policy and  
practice, but also to  
increase accountability,  
is the very purpose of  
an evaluation.

# TYPES AND METHODS OF EVALUATION

## TYPES

INITIAL ASSESSMENT

MID-TERM EVALUATION

END-OF-PROJECT  
EVALUATION

EX-POST EVALUATION

## METHODS

EXTERNAL EVALUATION

MIXED EVALUATION  
(INTERNAL AND  
EXTERNAL)

SELF-EVALUATION

PARTICIPATORY  
EVALUATION  
OR JOINT

# ASSESSMENT STAGES

Don't forget to plan for evaluation  
right from the diagnosis and  
project design phases!

# EVALUATION STAGES

## INDIVIDUALLY

Your program manager asks you to prepare an evaluation of your project.  
How do you go about it?  
Put the 10 evaluation steps in order



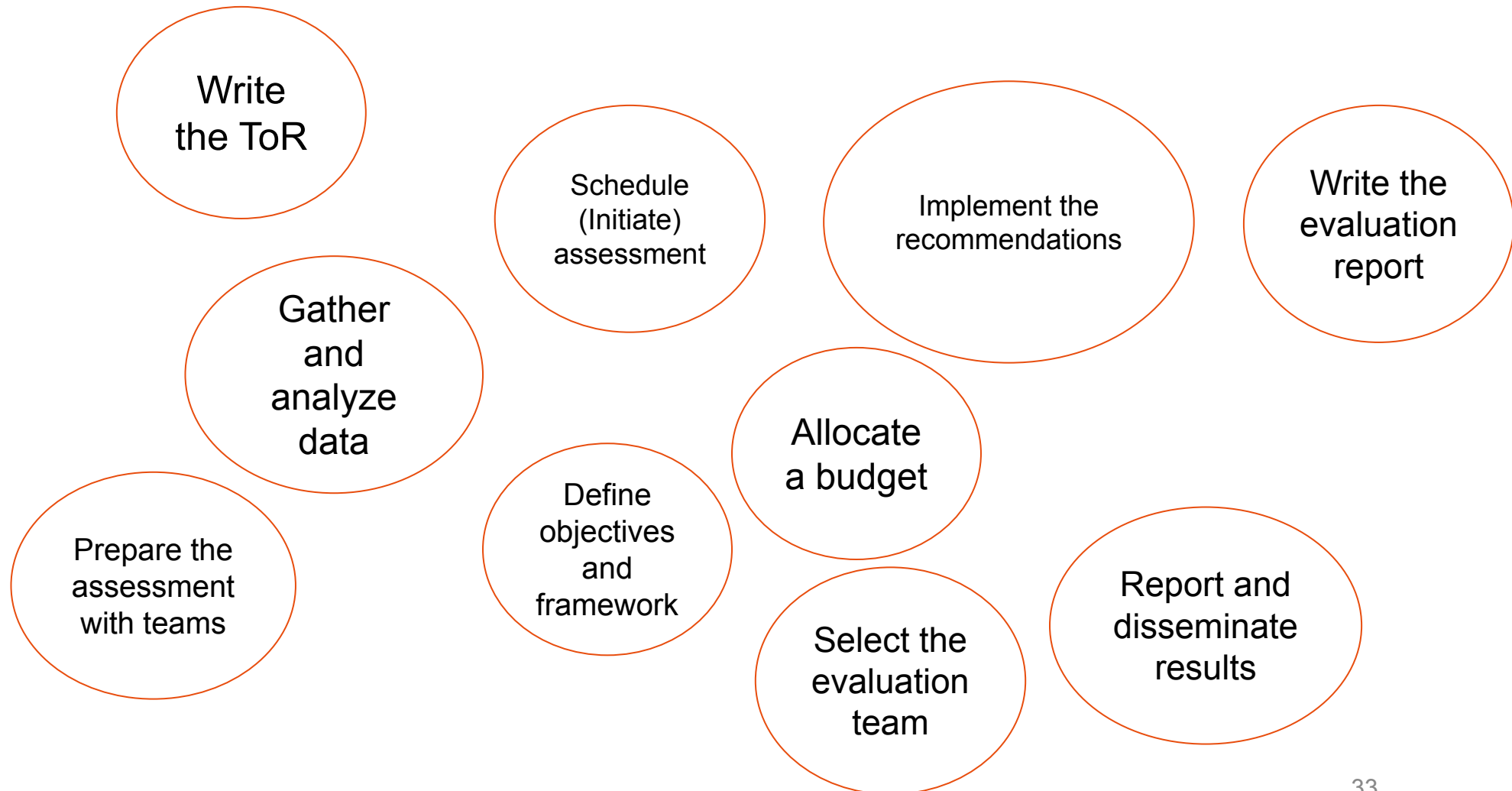
**LET YOURSELF BE GUIDED BY  
THE NEXT SLIDE**

You have 10 mins.





# EVALUATION STAGES



# EVALUATION STAGES – ROLE & RESPONSIBILITIES

STEPS		RESPONSIBILITIES	
		PROJECT TEAM	EVALUATORS
1	Schedule the assessment	x	
2	Define objectives and framework	x	
3	Write the ToR	x	
4	Allocate a budget	x	
5	Select the evaluation team	x	
6	Prepare the assessment with teams	x	
7	Gather and analyze data		x
8	Write the evaluation report		x
9	Report and disseminate results	x	x
10	Implement the recommendations	x	

**The project team is highly mobilized, before, during and after the field phase of the evaluation!**

# 15' BREAK

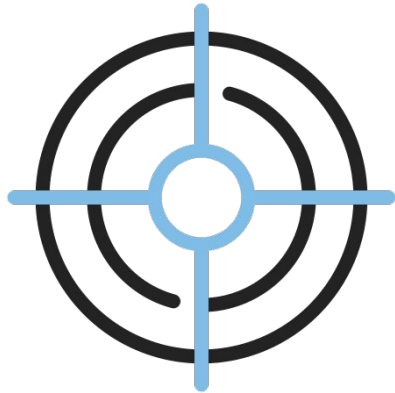


# STEP 1: SCHEDULE THE ASSESSMENT



- Defining the moment of the evaluation in the project
- Mobilization of a steering committee

## STEP 2: DEFINE OBJECTIVES AND



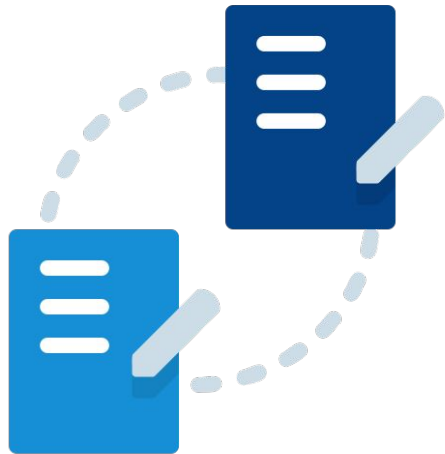
- Why are we doing this assessment?
- What are the expectations for the project? For the organization?
- What will its scope be?

Often based on a multi-stakeholder consultation phase

# STAGE 3: WRITING TERMS OF REFERENCE

## The ToR includes:

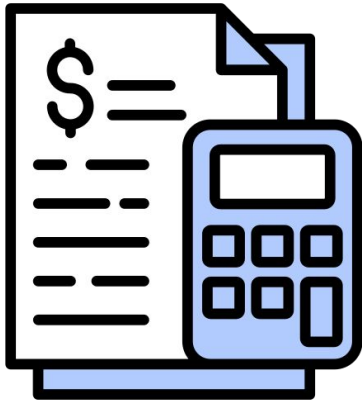
- Project/program context and description (objectives, expected results, activities, timetable)
  - Assessment objectives
    - Evaluation criteria
    - Evaluation budget
  - The proposed timetable
    - Evaluator profile



The ToR must be shared with the project team  
= Ownership issues

## STEP 4: ALLOCATE A BUDGET

A global budget is provided for when the project is set up.



The budget will essentially concern the field phase, but it is important not to forget the costs associated with mobilizing/participating stakeholders upstream and disseminating the evaluation downstream.

# COST FACTORS TO CONSIDER



## STAFF

Staff salaries and allowances, partner staff allowances and other staff.



## CONSULTANTS

Team leaders, international consultants, national consultants, other consultants



## SUPPORT STAFF

Remuneration and allowances for administrative staff, researchers, interpreters, drivers, security personnel, etc.



## TRAVEL

Visas, flights for assessment team and accompanying staff, flights for meetings, internal travel for team and accompanying staff



# COST FACTORS TO CONSIDER



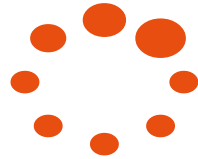
## DAILY BENEFITS

Accommodation and per diem for consultants



## DATA ENTRY

Data entry and cleaning to remove answers that don't make sense, such as someone recorded as both male and pregnant.



## MEETINGS & WORKSHOPS

Venue rental, meals and allowances.



## REPORT PRODUCTION

Reviews & Consultations (venue rental, meals and allowances), printing...



## OTHERS

Communication, e-mails and post, teleconferences, licenses and legal fees, security.

# STEP 5: SELECT THE EVALUATION TEAM

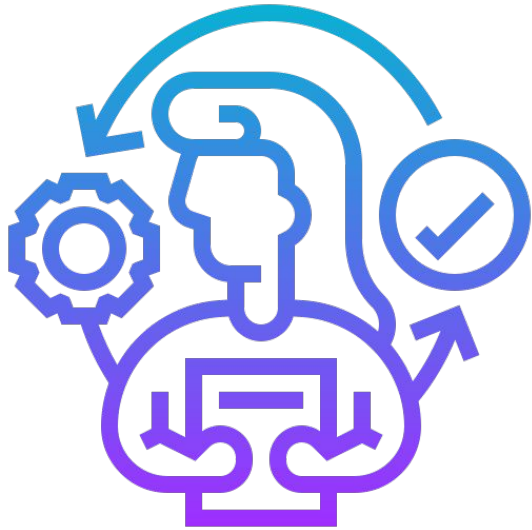
## Process of call for tenders

- Launching call for tenders
- Receiving of applications
- Sorting and going back and forth with candidates
- Final selection



Don't underestimate the time needed for this step

# STEP 6: PREPARE THE EVALUATION WITH THE PROJECT TEAM (FIELD)



- Informing the field team and stakeholders
- Organize the documents to be submitted to the evaluation team
- Plan important appointments (contacts and/or introductions to certain stakeholders)

# STEP 7: GATHER & ANALYZE DATA

Ensure that the necessary documents are available (organization of resources)

## **Role of the evaluation team**

- Document review: analysis of reports, project documents, strategic documents (and external document review)
- Quantitative methods: questionnaires/surveys
- Qualitative methods: interviews/focus groups/observation

# STEP 7: WRITE THE EVALUATION REPORT

## Role of the evaluation team

The report must follow the guidelines of the ToR:

- Maximum number of pages
- Executive summary
- A reminder of the ToR
- A presentation of the methodology - Limits of the evaluation
- Background information
- The main results
- Analysis of the most significant results
- Recommendations
- Annexes (contacts, reference documents, agenda, etc.).

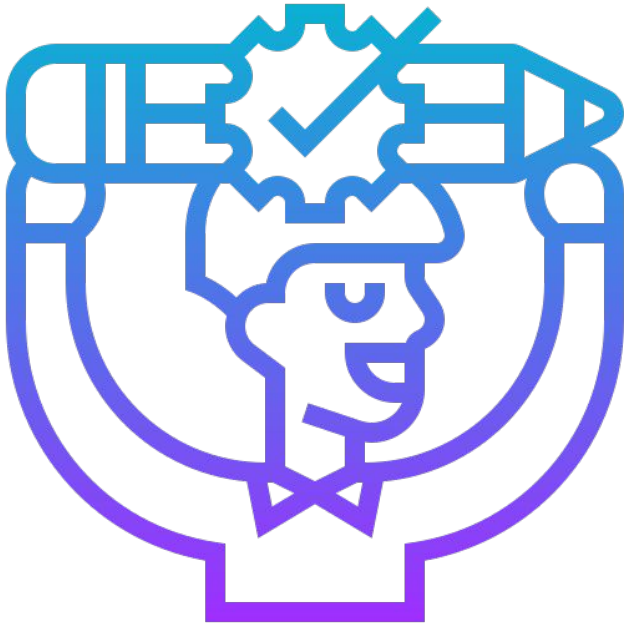
# STEP 9: REPORTING & DISSEMINATING

The evaluation team presents the results:

- Discussion between evaluation team and project team on a draft report
- Additions and clarifications of certain elements
- Finalizing the report

The project team must ensure that the results are disseminated to those concerned (learning and accountability).

# STEP 10: IMPLEMENTING THE



The project team must monitor implementation of the recommendations.

An evaluation with no follow-up recommendations or action plan is a waste of time and money.

# EVALUATION CRITERIA





# RELEVANCE

The aim is to assess whether the action and its objectives are in line with the problems identified and the real needs.

Examples :

- Does the tutoring offered to primary school pupils address the major causes of school failure identified locally?
- Is the construction of school infrastructures the best response to the difficulties of access to education in this area?

# EFFECTIVENESS

This involves comparing the results obtained with the initial objectives, hence the need to have clearly identified objectives right from the project design stage.

Examples:

- Has the project led to an increase in the school enrolment rate for children in the target areas, as planned?
- Have teacher training sessions improved the quality of classroom teaching practices?

# EFFICIENCY

This involves comparing the results obtained with the activities and resources implemented. It is an assessment of the results obtained in relation to the resources mobilized. (Financial and human resources)

## Examples:

- Have the human resources mobilized (facilitators, teacher trainers, etc.) been sufficient and well used in relation to the results achieved?
- Could some of the project's activities have been implemented at lower cost or with greater pooling of local resources?

# CONSISTENCY

The aim is to assess the intervention logic and the well founded of the relationship between resources and activities, on the one hand, and expected results and the specific objective, on the other.

Examples:

- Is the project in line with national and local education policy priorities?
- Does the project complement or duplicate other educational initiatives in the intervention area?

# VISIBILITY / SUSTAINABILITY

This involves analyzing the chances of the action continuing once external aid has ceased. This is an important criteria to take into account when identifying the activities to be implemented. It is of particular interest to donors.

## Examples:

- Are local structures (schools, management committees, education authorities) able to continue the activities initiated by the project?
- Does the project include a transition or relay strategy towards public or community partners?

# IMPACT

This involves assessing the effects and changes of the project on its environment (technical, economic, social, political, etc.). It involves analyzing all the positive and negative effects, both foreseen and unforeseen, resulting from the project.

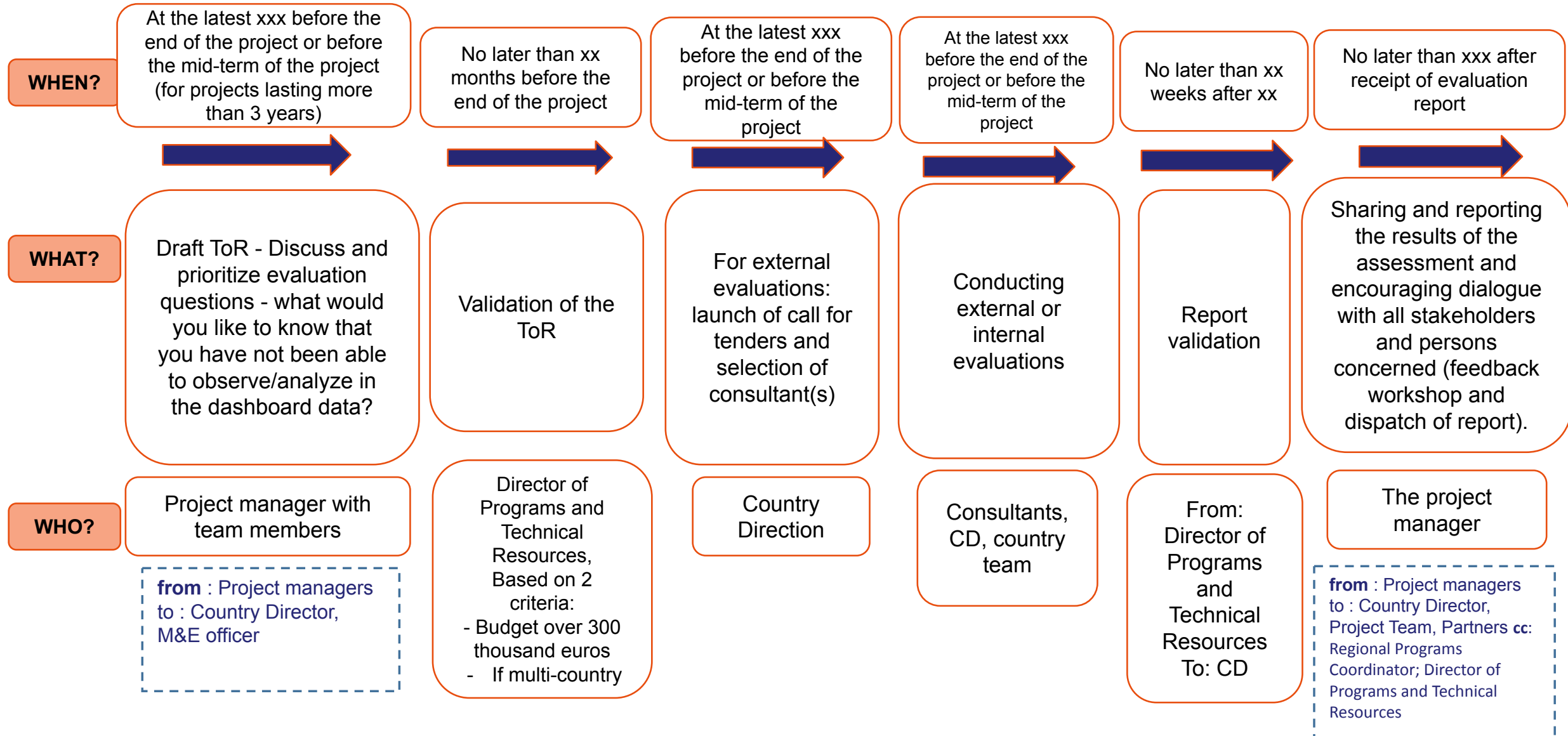
## Examples:

- Has the project contributed to a sustainable improvement in access to education for the most marginalized children (girls, disabled children, children from rural areas, etc.)?
- Can we observe a positive long-term effect on the academic success or educational level of the children we support?

# EVALUATION TIPS

- Plan evaluation well in advance
- Give the exercise a participatory dimension
- Equip the project with a good monitoring system
- Give yourself time for feedback
- Debate conclusions internally and appropriate recommendations

# INFORMATION PATH





# **IV. LEARNING & CAPITALISATION**

## **MODULE 6**



# DEFINITIONS

## INDIVIDUALLY

In the chat room, each person will give a definition of **what learning is** and **what capitalization is**.



You have 5 mins.



# LEARNING

Learning is a systematic process aimed at identifying, formalizing, disseminating and effectively using the knowledge gained from a particular project or program experience.

# LEARNING

Learning-oriented assessments are designed to facilitate individual, group and/or organizational learning:

- They are excellent opportunities for case-based learning, and can be very effective in analyzing what worked and what didn't, and how performance can be improved (both individually and collectively). They can take place at any point in the program cycle.
- Evaluations can be very useful for creating knowledge and launching organizational learning processes.

# CAPITALIZATION

Capitalization means giving oneself the means to **transform**  
**knowledge into shareable knowledge.**

*Unlike evaluation, there is no judgment in capitalization.*

# CAPITALIZATION

Capitalization is the ability to:

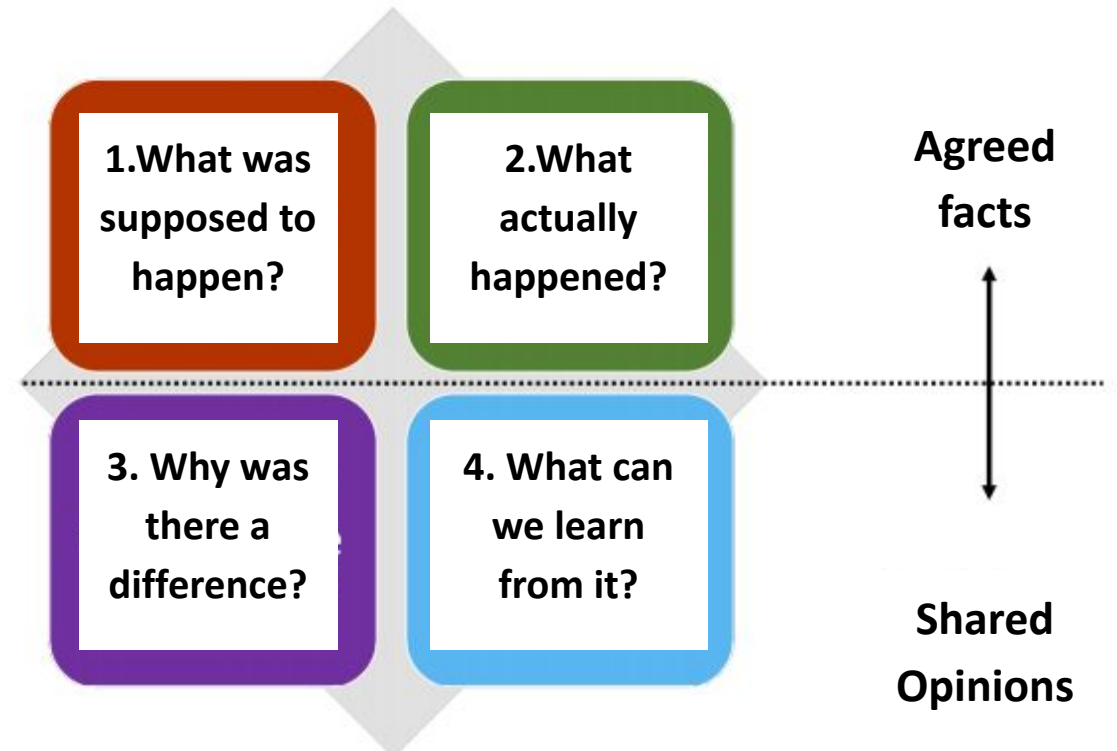
- Identify
- Formalize
- Organizing knowledge and know-how
- Formulate in a way that others can use

A learning tool by definition

# LEARNING & CAPITALIZATION TOOLS

- Activity form
- Closing meeting
- Intermediate or final assessment
- Learning meetings
- After-action review

After action review .....



# M&E LEARNING: PROCESS NOT SET IN

The M&E system experiments, tests and improves itself, and teaches us as much as we teach it.

The M&E system is a continuous learning tool:

- It helps to identify what is useful and what is not
- It highlights missing or poorly tracked data
- It helps identify what works... and what needs to be adjusted

**Improving your device is already learning**  
Every use of M&E is an opportunity for evolution



# TO REMEMBER

## KEY MESSAGES M6



**The closing of a project must be prepared from the conception.**

It must be planned and budgeted for, and include a focus on sustainability.

**There are several end-of-project scenarios.**

Closure, transfer, extension, expansion, reorganization:

anticipate these depending on the context.

**Sustainability is built with local actors.**

Mobilization, capacity building, ownership and coordination are essential.

**Evaluation is a tool for learning and accountability.**

It helps us understand what worked and what didn't, and why.

**10 steps to a successful evaluation.**

From planning to implementing recommendations.

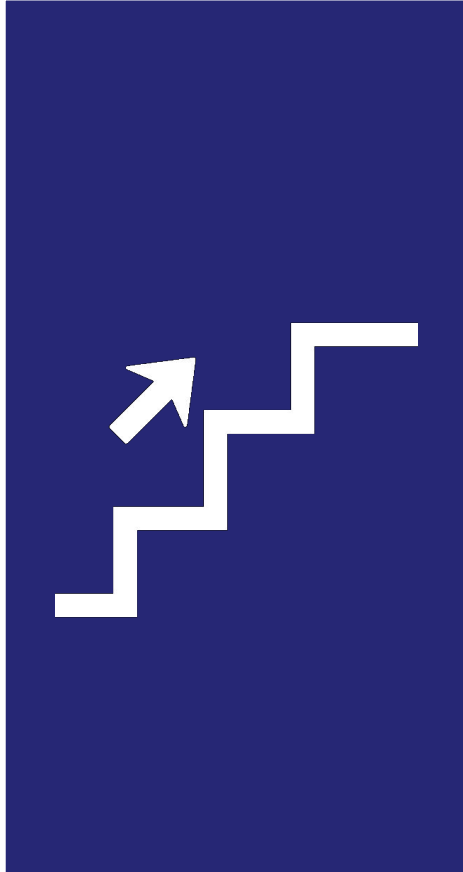
**Evaluation criteria guide the formulation of the right questions.**

Relevance, effectiveness, efficiency, coherence, sustainability, impact.

**The aim of an evaluation is to learn and capitalize on**

They help improve practices and share knowledge.

# FURTHER EXPERIMENTATION



## Use M&E tools to identify

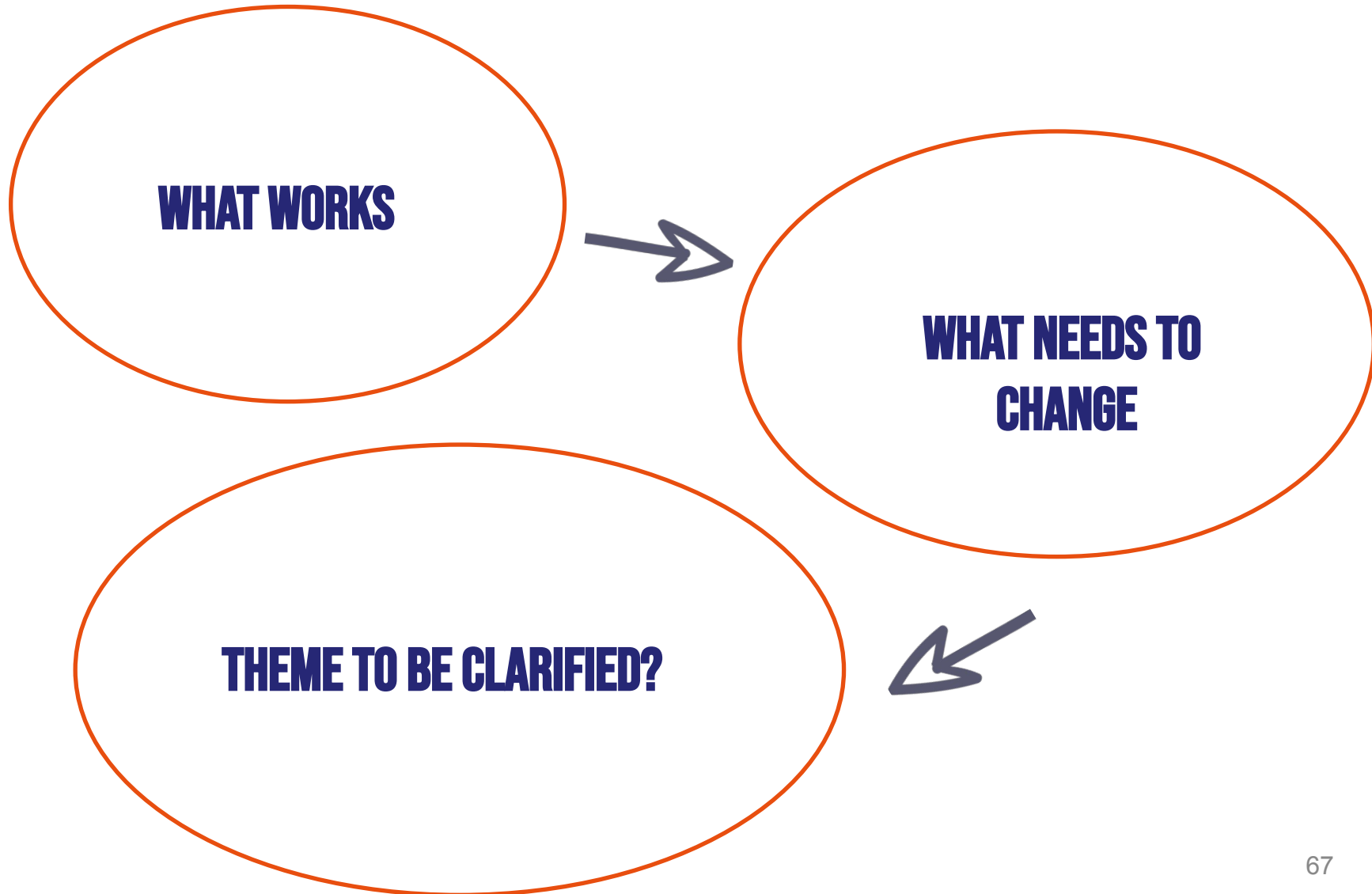
- What is useful and what is not
- What's missing
- What works and what doesn't

## Reminder

These aren't the final versions, so there's no need to perfect them, just to learn and improve the tools so that they can be applied to all projects.

We have the right to make mistakes, and collective learning comes out of them.

# CLOSING MODULE 6



**END OF MODULE 6**  
**THANK YOU!**

**MODULE 6**

