Evaluation Quality Assurance System (EQAS)

Technical Note

Evaluation Matrix

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1. Introduction

1. The purpose of this Technical Note (TN) is to clarify the purpose and content of an evaluation matrix and provide guidance on when and how to use it. It is intended for the evaluation team that is responsible for developing the evaluation matrix as part of the inception report. The note is also relevant for the Evaluation manager (EM) who will be responsible for quality assuring the inception report. The evaluation matrix is needed for all types of WFP evaluations.

2. What is an Evaluation Matrix?

2. The Evaluation Matrix (sometimes called an Evaluation Framework) forms the main analytical framework for an evaluation. It sets out how each evaluation question and evaluation criteria will be addressed. Similarly, impact evaluations use a pre-analysis plan[1]. It breakdowns the main questions into sub-questions, mapping against them data collection and analysis methods, indicators or/and lines of inquiry, data collection tools and sources of information. This provides a clear line of sight from the evaluation questions as defined at the start of the evaluation to the findings as outlined in the final evaluation report.

3. The Evaluation Matrix serves as an organizing tool to help plan the conduct of the evaluation, indicating where secondary data will be used and where primary data will need to be collected. It guides analysis, ensures that all data collected is analysed and triangulated and supports the identification of evidence gaps. As such, the Evaluation Matrix ensures that the evaluation design is robust, credible (reducing subjectivity in the evaluative judgement) and transparent.

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[1] A pre-analysis plan (PAP) sets out the hypothesis to be tested and specifies the methods of analysis and measurement approaches used. The PAP should be registered in a recognised repository (such as the American Economic Association's registry for randomized controlled trials, or the Registry for International Development Impact Evaluaitons (RIDE)) before the start of an impact evaluation. In WFP, each impact evaluation window has a 'window level' pre-analysis plan that guides the development of individual impact evaluation PAPs.

3. What does an Evaluation Matrix look like and what does it include?

4. The table below presents an example of an Evaluation Matrix. While the template should be followed, the content should be contextualized and adapted to each evaluation. To develop the matrix, the evaluation team will list the evaluation questions, break them down into sub-questions and for each one, identify what data will be collected to answer the questions, which data collection methods will be used, from which sources, how the data will be analysed and assess the strength of the evidence. Additional examples can be found in the annexes to WFP Evaluation Reports, available on: http://www.wfp.org/evaluation

Evaluation Question *1 Example: How appropriate was the intervention?*				Criterion: *Relevance*	
Sub-questions	**Indicators**	**Data Collection Methods**	**Main Sources of data/ Information**	**Data Analysis Methods/ Triangulation**	**Data availability/ reliability**
These are taken from the TOR (explicitly or implicitly) and further refined based on new information and discussions with stakeholders during the Inception Phase. Evaluation questions and sub-questions should apply and be well-specified or relevant to the evaluation objectives or purpose. They should relate to the overarching evaluation question and be developed at a level that is helpful to provide direction to the evaluation, and not to a level for a questionnaire / field instrument. Sub-questions relating to gender equality and women empowerment should be included, or a justification of why these are not included	The indicators and measures determine how performance or progress is judged for each sub-question. Indicators should be realistic in terms of data collection within the scope of the evaluation (see below). Measures/indicators should be clear and measurable (either qualitatively or quantitatively) and correspond to the evaluation question or sub-question.	Covers what detailed data collection methods will be used to collect the required data and information for each question. This can include, quantitative beneficiary surveys; key informant interviews; desk review etc. Although there are usually various methods for each question, data collection should be systematically mapped back to the evaluation questions that were asked (or vice versa).	Sets out where the evaluation team will get information and data to answer each question. This stage is critical to informing the evaluation design. Data sources should be realistic in terms of primary data gathering	Documents how all data that is collected is analysed to ensure they can answer the evaluation questions. It helps to avoid collecting data that is not useful, and clearly shows how data is triangulated. This can include, regression analysis, statistics, qualitative analysis. Analytical methods should be appropriate to use for the given data that is collected. Data analysis should be systematically mapped back to the evaluation questions that were asked (or vice versa).	Strength of evidence for each evaluation question. Can be recorded as colour coding (green/ amber/red); or numerically (3=strong, 2=fair, 1=weak), or with narrative descriptors (strong, fair, weak).
Example: Were the activity's targeting and transfer modalities appropriate to food security and nutrition needs of women, men, boys and girls from different groups?	**Example**: Stakeholder perceptions regarding the degree to which needs of different groups were identified appropriately; and targeting was done based on needs % of beneficiaries who say that service met their needs (by group) The degree to which beneficiaries feel/perceive that the service was tailored to their needs	**Example**: Desk review using a structured framework Key Informant Interviews Focus groups with beneficiaries	**Example**: 2015 WFP VAM analyses Government needs analysis study (2014) UNHCR evaluation 2015 Data from key Informant interviews with: Co-operating partners Ministry representatives partner UN + donor representatives Data from beneficiary focus groups (held separately with women and girls' beneficiaries)	**Example**: Narrative/thematic analysis of secondary data Discourse analysis of primary data (interviews/ focus groups) Data disaggregation (women/vulnerable groups)	**Example**: 3 (strong)

4. How is the Evaluation Matrix used?

5.The Evaluation Matrix is one of the key products of the inception phase. It is developed by the Evaluation Team once evaluation questions are reviewed and confirmed and available secondary sources are taken into consideration/compiled and quality checked, in line with the focus of the evaluation questions and the evaluability limitations. It also allows to clarify expectations between the EM and the evaluation team, improving the transparency of the evaluation process. The Evaluation Manager (EM) should ensure that the evaluation team is using and following the agreed evaluation matrix throughout the data collection and reporting phases to guide data collection, analysis and report writing.

6. When developing the evaluation matrix it is important to understand how different methods and types of data will be combined to answer different questions, how different data sources will be used to answer the same evaluation question, and how any triangulation will be undertaken. The Evaluation Matrix is also useful to review the design in light of gender and wider equity dimensions to ensure that the perspectives or concerns of different population groups including marginazed groups will be considered. **Table 1** describes how the Evaluation Matrix should be used during each evaluation phase.

Table 1: Use of an Evaluation Matrix during each evaluation phase

Phase 1: Planning	N/A
Phase 2: Preparation	➢ The EM is responsible for formulating clear and relevant evaluation questions, linked to the appropriate evaluation criteria, in line with the purpose, objectives and intended use of the evaluation, as well as with the intervention Theory of Change (ToC) if it exists.

Phase 3: Inception	➢ The evaluation team is responsible for developing the Evaluation Matrix at inception phase based on the evaluation questions, the proposed methodological approach in the TOR and the ToC. If no ToC was elaborated during the design of the intervention, the evaluation team is expected to reconstruct the ToC and validate it through stakeholders' consultations during the inception phase.
	➢ The evaluation team refines and finalises the evaluation questions and expands them with sub-questions as needed. It then develops an appropriate evaluation and analytical approach for the evaluation. This implies selecting appropriate quantitative indicators or/and qualitative analysis dimensions, data collection tools and analytical methods for each evaluation question. This should be documented systematically in the **Evaluation Matrix**.
	➢ The Evaluation Matrix should be included in an annex of the inception report. It is complemented by other tools such as data collection questionnaires and protocols, field mission plans, etc.
	➢ The EM checks the quality of the Evaluation Matrix when reviewing the draft Inception Report and ensures that it provides:
	   o A breakdown of the main questions into an adequate number of sub-questions in such a way that it enables a systematic assessment against the evaluation questions, keeping the evaluation focused to attain depth of analysis in line with the evaluation purpose/objectives;
	   o An overview of how each of the evaluation questions and evaluation criteria will be addressed, including GEWE dimensions;
	   o A set of indicators explicitly referring to the ToC used;
	   o Specific data collection methods;
	   o All relevant sources of information, specifying whether secondary data will be used and where primary data is needed;
	   o An overview of how triangulation will take place;
	   o Reference to the availability and reliability of the data.

Phase 4: Data Collection	➢ The evaluation team collects primary and secondary data to measure the quantitative indicators and/or assesses the qualitative analysis dimensions that have been identified, using the methods and tools agreed in the evaluation matrix. The evaluation team subsequently analyses the collected data and information to address the evaluation questions, using the analytical methods documented in the evaluation matrix. ➢ As the team collects and analyses data, it assesses the quality and availability from different sources and updates the information on availability and reliability of the evidence collected in the evaluation matrix. Any changes from the Evaluation Matrix when collecting data should be agreed with the Evaluation Manager and documented explicitly.
Phase 5: Data Analysis and Reporting	➢ The Evaluation Matrix is used by the evaluation team to inform analysis, including any triangulation. Any changes from the evaluation matrix when analysing the data should be documented. Findings and conclusions should be set out against the evaluation questions and follow systematically from the data collected and analysis. The evaluation matrix should be included as an Annex to the final evaluation report. ➢ The Evaluation Manager reviews and comments on the draft report using the evaluation matrix as a reference point. More specifically, s/he checks that all the evaluation questions have been addressed, evidence has been collected, analysed and triangulated as proposed in the Evaluation Matrix.

5. Further reading

- Linda G. Morra Imas, Ray C. Rist (2009) "The Road to Results: designing and conducting effective development evaluations." The World Bank, Washington.

- Ray Rist and Linda Morra Imas IPDET Training 2010. Module 6: Developing Evaluation Questions & Starting the Design Matrix and Module 7: Selecting Designs for Cause-and-Effect, Normative, and Descriptive

  EPDETModule 6.pptx   EPDETModule 7.pptx

  Evaluation Questions.

- ALNAP "Evaluating Humanitarian Action Guide" 2016. Section 8.3.

- USAID Learning Lab: Evaluation matrix