



# Framework and Toolkit to Strengthen Evaluation Capacity





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This publication was produced with the support of the United States Agency for International Development (USAID) under the terms of MEASURE Evaluation cooperative agreement AID-OAA-L-14-00004. MEASURE Evaluation is implemented by the Carolina Population Center, University of North Carolina at Chapel Hill in partnership with ICF International; John Snow, Inc.; Management Sciences for Health; Palladium; and Tulane University. Views expressed are not necessarily those of USAID or the United States government. TL-18-18  
ISBN: 978-1-64232-047-3





## **ACKNOWLEDGMENTS**

Many thanks to the activity leads who have helped pilot these tools and provided feedback, edits, and adaptations that have made this toolkit what it is: Susan Settergren, MEASURE Evaluation, Palladium and Khou Xiong and Emily Weaver, MEASURE Evaluation. Thank you to Hemali Kulatilaka and Sian Curtis, both of MEASURE Evaluation, for providing feedback and technical input. We also thank the knowledge management team of MEASURE Evaluation, based at the University of North Carolina Chapel Hill, for editorial and production services.

We would like to acknowledge the United States Agency for International Development (USAID) for its support of this activity.

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## ABBREVIATIONS

EC	evaluation capacity
ECS	evaluation capacity strengthening
ECAI	Evaluation Capacity Assessment Instrument
ECI	Evaluation Capacity Index
SOP	standard operating procedure
PEPFAR	United States President's Emergency Plan for AIDS Relief
SOW	scope of work
USAID	United States Agency for International Development

# INTRODUCTION

## Purpose

The demand for accountability and rigorous evaluations of health programs has increased substantially. This has increased the pressure on national and regional institutions to conduct high-quality evaluations. This demand can highlight a capacity gap and creates an opportunity for capacity strengthening.

For example, research partners contracted locally to assist with an outside evaluation of a health program may benefit from capacity strengthening interventions to increase skills in evaluation. This is possible to do through collaborative implementation, which occurs when two institutions partner to conduct an evaluation.

Collaborative implementation is one strategy for meeting the demand for evaluations while increasing regional and national capacity.

## Contents

This document includes an evaluation capacity assessment framework and a guidance document for assessing and planning evaluation capacity strengthening.

The purpose of this toolkit is to help evaluators engage in collaborative implementation. These evaluators may be either within MEASURE Evaluation, which is funded by the United States Agency for International Development (USAID), or outside the project. The toolkit provides guidance on a systematic approach to work with a research partner to strengthen its research capacity while simultaneously working with that partner to strengthen capacity to conduct an evaluation. Through a more systematic approach for assessing capacity and planning for capacity strengthening, any capacity strengthening activity—whether formal training, direct mentoring, or application of new skills—can be more coordinated and focused around areas of need or areas of interest to the partner.



# EVALUATION CAPACITY STRENGTHENING FRAMEWORK

## Objective

The objective of the Evaluation Capacity Strengthening Framework is to contribute to the global understanding of capacity strengthening for rigorous evaluation. This framework follows the MEASURE Evaluation “learning-by-doing” model for work with implementing partners. Following this model, MEASURE Evaluation and its research partner will identify gaps in the research partner’s evaluation capacity (EC) that can be addressed within planned evaluation activities.

A team—a group of people with relevant skills working together to implement an evaluation—is the unit MEASURE Evaluation is most likely to engage with to implement an evaluation. Therefore, the Evaluation Capacity Strengthening (ECS) framework and toolkit focus on a team rather than an individual, an organization, or a system.

The ECS framework outlines the parameters supporting the ECS approach and, therefore, the underpinnings of the ECS toolkit. Outlining the framework helps with identifying the elements that describe EC, laying a foundation for assessing strengths and gaps and determining opportunities for bridging the gaps identified.

## Overview of Process Used

The ECS framework was developed using the following steps:

1. Review of existing literature on ECS
2. Selection of applicable ECS frameworks previously used in other settings
3. Adaptation of the framework(s) to fit the requirements of the evaluation
4. Discussion with the study lead to ensure that the elements in the suggested framework correctly fit the ECS process planned

## Developing a Framework for Capacity Assessment

To better understand the process of assessing and strengthening capacity in the context of the implementation of an evaluation, we followed a systematic approach. The first step in developing the approach was to identify a framework to guide the process and guide the development or use of a tool.

Through consulting a review of recent EC literature (Escudero, 2015), we looked to existing literature around assessing EC to determine if a best practice existed. The purpose of Escudero’s review was to identify what tools, if any, exist that measure the elements of EC necessary for designing a rigorous evaluation.

As part of Escudero’s literature review, the author compiled information on relevant ECS frameworks and accompanying EC assessment tools. Escudero identified three frameworks that included evaluation domains that line up with the MEASURE Evaluation objectives and result areas. These were the Evaluation Capacity Assessment Instrument (ECAI) (Taylor-Ritzler, Suarez-Balcazar, Garcia-Iriarte, Henry, & Balcazar, 2013), the Evaluation Capacity Index (ECI) (Nielsen, Lemire, & Skov, 2011), and the Six Dimensions of Evaluation Capacity Framework (Bourgeois & Cousins, 2013).

## Assessing Frameworks

The ECI was developed to test a model of capacity strengthening through its application in Danish public sector organizations. The model divides EC up into evaluation supply and evaluation demand. Supply and demand are then each divided up into subdimensions. Evaluation demand is divided up into objectives and subjects and processes, and evaluation supply into technology and human capital. Each of these is then divided further into subcomponents (Nielsen, Lemire, & Skov, 2011).

The ECAI was designed to assess EC among staff of nonprofit organizations. The questionnaire used is based on an evaluation synthesis model proposed by Suarez-Balcazar and colleagues (2010). This model includes both individual and organizational factors that contribute to EC. Individual factors from the model included awareness of the benefits of evaluation, motivation to conduct evaluation, and competence to engage in evaluation practices. Organizational factors included leadership, learning climate, and resources. Evaluation capacity outcomes were also included in the model and questionnaire, and these include mainstreaming evaluation practices and the use of evaluation findings (Taylor-Ritzler, Suarez-Balcazar, Garcia-Iriarte, Henry, & Balcazar, 2013).

The authors of the six dimensions sought to identify the key dimensions of EC by examining Canadian federal government organizations. Through this process, they identified six main dimensions of EC. These dimensions were divided into the capacity to *do* evaluation and the capacity to *use* evaluation. Human resources, organizational resources, and evaluation planning and activities fall under the capacity to do evaluation, whereas, evaluation literacy, integration with organizational decision making, and learning benefits fall under the capacity to use evaluation. Each of these was further divided into subdimensions and characteristics of four levels of capacity articulated for each (Bourgeois & Cousins, 2013).

## A Hybrid Framework

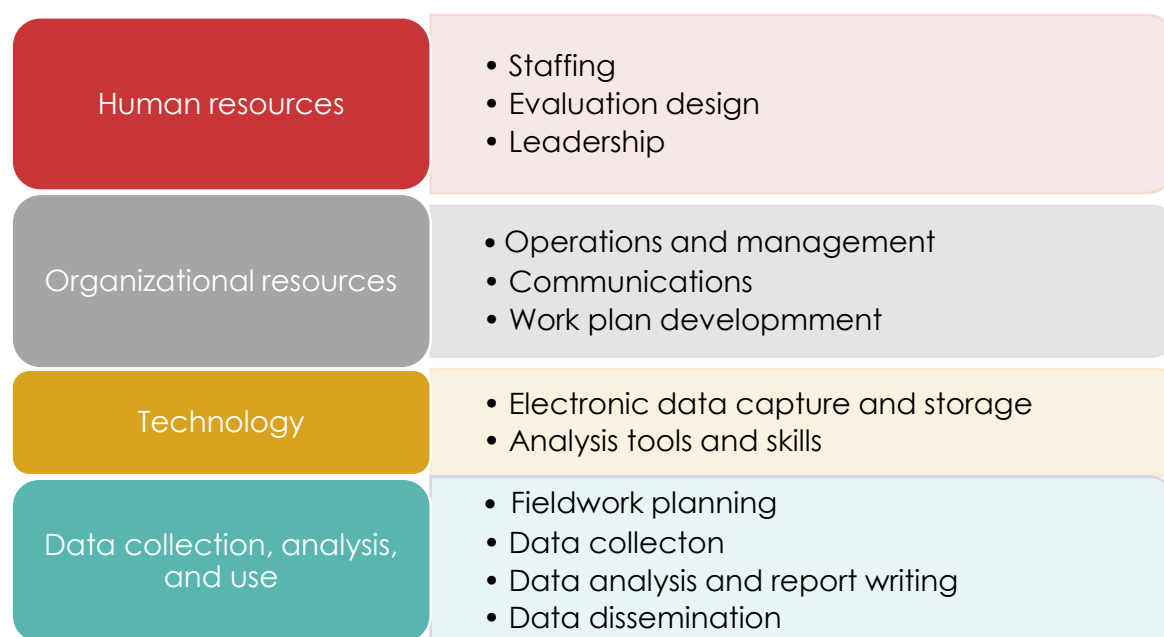
After examining each of the three frameworks and the training needs assessment, a hybrid framework was developed, drawing from the ECI and the six dimensions. Components from the ECAI were not included, as the organizational factors from the ECAI did not easily adapt to the team approach.

The six dimensions was especially relevant with elements related to both the *capacity to do* evaluation and the *capacity to use* evaluation. Many of the organizational factors from the six dimensions adapt well to the team approach to ECS. Because of the nature of this exercise, it is important to separate these elements, because the focus of MEASURE Evaluation's ECS efforts will be primarily focused to the capacity to do evaluation. The technology component within the ECI inspired a technical dimension focused on data collection and analysis. This may be an important area of capacity strengthening for the local organization.

In addition to the components taken from both the ECI and the six dimensions, several other elements were added based on the needs of the activity and the objectives of an Orphans and Vulnerable Children Monitoring, Evaluation, and Reporting (OVC MER) indicator survey in Kenya, where the framework and tool were first applied.

## Framework Components

The ECS framework components are outlined as follows:



## Framework Dimensions

### *Dimension 1—Human Resources*

Human resources relate to *staffing, evaluation design, and leadership*. Staffing focuses on the optimal staff contingent relating to both numbers and skills and their designated roles. Evaluation design pertains to substantive contribution of the team during the design stage of the evaluation and the standard operating procedures (SOPs) for the evaluation. Leadership pertains to the individual (or individuals) with a strong evaluation and management background, who reconciles the expectations of the client with operational requirements and the resources of the team, and guides, mentors, and coaches team members as part of his or her regular duties.

### *Dimension 2—Organizational Resources*

Organizational resources relate to *operations and management, communications, and work plan development*. Operations and management include proper survey budgeting, documentation, and sharing of procurement processes. Communication pertains to the products and mechanisms that deliver clear and transparent messages and the trust the team enjoys with the entity with which it is affiliated. Work plan development describes and provides an implementation timeline for all activities, as outlined in the terms of reference, and includes annotation of staff responsibilities. The work planning process also includes management of the work plan throughout implementation, including dealing with revisions, as needed.

### *Dimension 3—Technology*

Technology relates to *electronic data capture and storage and analysis tools and skills*. This dimension has the following foci: the development of electronic questionnaires; the procurement of adequate mobile units for data capture,

with an accompanying asset management plan; and secure data storage, as required by ethics approvals. The category of analysis tools and skills includes both qualitative and quantitative data analysis software, as appropriate. The software should be available and there should be skilled and experienced users included on the team.

#### *Dimension 4—Data Collection, Analysis, and Use*

Survey planning and activities include *fieldwork planning, data collection, data analysis and report writing, and data dissemination*. Fieldwork planning includes SOP manuals, sensitization of local communities, coordination with partners, logistics, and data collector training. Data collection pertains to daily schedules, courtesy protocols, data collector recruitment and training, instrument field testing, quality assurance during data collection, and management of electronic data capture process. Data analysis and report writing focuses on data file management, analysis plan development, data analysis, and writing reports that are well-structured and use precise language that communicates effectively. Data dissemination relates to the development of products, such as briefs and multimedia products with messages clearly crafted for different audiences and the presentation of these products to appropriate audiences.

# EVALUATION CAPACITY STRENGTHENING TOOLKIT

The ECS toolkit is based on the framework described above. It has five key parts:

1. Facilitation Guide
2. Discussion Guide
3. ECS Assessment Tool Matrix
4. ECS Plan Template
5. Slide Deck for ECS Workshop

## Facilitation Guide

The outline below presents guidance on implementing the capacity assessment. Users should adapt this guidance to their setting, team, and time.

- **Participants:** All members of the evaluation team
- **Facilitator:** Strongly suggest someone who has a significant role in the evaluation
- **Recorder:** Someone to write down key outcomes of the discussion (flip chart or notes)
- **Room setup:** This depends on the setting available in the country. However, everyone should be able to see the board or screen at the front of the room where the chart is completed. Also, the setup should allow for conversation and interaction among all team members and the facilitator.

## Early Preparation

1. Gather any relevant documents as inputs for the process. For example, you might find an existing strategic plan or other similar document on the institution's website or request that the institution share any relevant materials in advance of the workshop. It is also a good idea to review the scope of work (SOW) for the implementing partner and their application.
2. Pull any relevant information from the documents you obtain to help frame questions in the discussion guide.

## Preparation

1. Prepare a table (either on a whiteboard, on large paper, or electronically projected) based on the Assessment Matrix (below).
2. Provide printed copies of the assessment interview guide, assessment tool, rating chart, and capacity-strengthening plan for all participants.

## Sequence of Workshop

1. Begin with introductions. Have each member of the team introduce themselves and describe their role on the team.  
*Optional:* Icebreaker activity
2. Describe the goal and agenda for the day. You may choose to use a PowerPoint presentation, handout, or to write the goal and agenda on the whiteboard or flipchart. The workshop lead will determine whether a read-through of the assessment interview guide is necessary.

- a. Workshop goal: To better understand the evaluation team’s strengths and any opportunities for improvement. The purposes of this are:
    - i. Engage in self-reflection, identifying areas for continued work as a team
    - ii. Identify opportunities for strengthening capacity
  - b. Explain original motivation for this assessment/planning exercise (e.g., a mandate for capacity strengthening as a part of evaluation implementation)
  - c. Review agenda:
    - i. Briefly review the SOW for the evaluation.
    - ii. Discuss evaluation capacity by area (human resources; organizational resources; technology; and data collection, analysis and use), and then the group will come to consensus on a rating for the subareas to include in the grid in the Assessment Matrix (beginning on Page 23).
    - iii. After we have discussed all areas, we will go back and identify any specific areas that could benefit from attention and lay out specific objectives in those areas.
3. Go through the discussion guide (see next section, Discussion Guide). Introduce each area (e.g., staffing, management, and leadership). Then go through the questions, allowing time for discussion. Probe and moderate as needed.
- As you go through the areas, note that some of the areas cover tasks that the group has already completed, but others are only planned. For those that have not yet been completed, you can probe about past experiences.
4. Depending on the size of the team, breaking into smaller groups to focus on sections of the tool may be the better approach. Nonetheless, the evaluation team will use the assessment guide to complete the assessment tool.
  5. Once the discussion around an area (e.g., staffing) seems to have wrapped up, ask for the group’s rating for that area, and fill it in on the matrix. Do this both for the project and for the organization. When discussing the first area, introduce the rating matrix (see below and in the Assessment Matrix). As necessary, revisit the four categories: Excellent, Good, Fair, and Insufficient. Challenge the group to agree on one rating.

### Rating Scale

	Exists/ Has experience	Does not exist/ No experience
Positive impression	Excellent	Good
Negative impression	Fair	Insufficient

6. After the group has agreed on a rating for an area, describe the challenges that came up during the discussion. You can also fill these out as you go along.
7. Next, identify potential solutions and strategies to address the challenges.
8. Once the assessment table is complete, or the assigned sections of the table are complete, the next task is to prioritize areas to include in the ECS plan. The facilitator can use simple voting, silent ballots, or any other means for determining the priorities of the ECS plan.
9. For each priority area or need identified, you will identify one or more strategic responses or interventions. These can be something within the scope of your work with the implementing partner, but they do not have to be. For each strategy or intervention, include a timeline, benchmark(s), costs, and resources required.
10. Once the plan is completed, spend a few minutes reflecting on the plan and the process.
11. Thank everyone for their participation and lay out a plan for next steps (e.g., we will finalize this and draft a plan based on your responses; this plan will be circulated by XX date for your feedback).

## Discussion Guide

The questions and probes below are meant to be edited, adapted, and supplemented as appropriate, based on context.

### Human Resources

#### *Staffing*

##### **1. Team staffing plan with roles and responsibilities**

- a. What staff are needed and at what level of effort?
- b. Are all of the positions filled? If not, where are the gaps and how will they be filled?
- c. Are there gaps in required skills or expertise within the team?
- d. Are there roles and responsibilities/SOWs/terms of reference for each position?
- e. Are these formally documented and, if so, where? Does everyone know where to find these documents?
- f. Does everyone understand each other's roles?
- g. If roles change during implementation of the evaluation activity, is there a process in place to manage and communicate changes?

##### **2. Staff qualifications**

- a. Are there gaps in required skills or expertise within the team?

##### **3. Staff recruitment and retention**

- a. What strategies and mechanisms are in place for hiring additional or replacement staff, if needed? Can this be done quickly?
- b. What are the policies and procedures for recruiting and hiring data collectors or research assistants?
- c. What strategies, policies, and practices are in place to retain staff?

#### *Evaluation Design*

##### **1. Development of study, evaluation questions, and objectives**

- a. Have you developed evaluation questions and objectives?
- b. Describe the study and the process to be followed to develop key parameters of the evaluation, including the evaluation purpose, evaluation questions, and intended use and users of the results.

##### **2. Study or evaluation type and method**

- a. Describe the experience of the team and the process to be followed to determine what type of evaluation will be undertaken to address the evaluation purpose and objectives and the methods that will be employed.

##### **3. Sampling**

- a. Have you developed a sample design for an evaluation?



- b. Describe the study and specific sampling procedures and power calculations for the type of study and methods selected.
    - i. Discuss qualitative and quantitative components.
- 4. Tools and questionnaire development**
  - a. Have you developed data collection tools? Describe the process you used to develop (or adapt or supplement) the data collection tools.
    - i. Discuss tools for qualitative and quantitative components.
  - b. Have you translated tools into local languages? Describe the process you followed to translate the tools into local languages.
- 5. Human subjects and research ethics**
  - a. Have all team members received training and certification in research ethics? Which training or certification? Are the certifications up-to-date?
  - b. How have you previously assessed benefit and risk to participants, ensured privacy and confidentiality, and developed informed consent procedures and tools (as needed)?
  - c. How did you previously address special requirements for the study population?
- 6. Protocol writing**
  - a. Describe past experiences with writing a study or evaluation protocol.
  - b. Do you follow an accepted or standardized template? If so, what template and where was it obtained?
- 7. Ethics review boards and IRB process**
  - a. Describe the ethics review requirements and appropriate review boards. What is the timeline? What are your steps for tracking (and, if possible, expediting) review? What are the reporting requirements after approval?

## Leadership

- 1. Management principles, processes, authorities**
  - a. What is your team structure? What are the lines of authority? Who reports to whom? Does anyone report to someone outside of the team? If so, how does that work?
  - b. Have you worked together as a team in the past? If so, what worked well? What were some of the challenges?
  - c. Do you have a team code of conduct, guiding principles, or guidelines for how this team will operate? If so, are these written? How will you use them?

## Organizational Resources

### Operations and Management

- 2. Organizational structure and accountability**
  - a. How does the evaluation project team fit within your larger organizational structure?
  - b. What other organizational policies and practices govern how the evaluation team performs and operates?
- 3. Procurement processes**

- a. Do you have written policies regarding how you procure goods and services?
  - b. Are payments to vendors made in a systematic and timely manner?
- 4. Financial management**
- a. Do you have a formal system for tracking staff time spent on the project? How do the staff bill their labor?
  - b. Do you have a formal, well-functioning payroll system?
  - c. Describe the system for advancing and reimbursing staff for project travel.
  - d. Describe your system for projecting and tracking expenses against the project budget. Who is responsible for this? What actions can and will you take to ensure that expenses are within budget? What is the process for dealing with differences in projected and actual expenses in a budget reconciliation? How do you feel about the system? Do you think the system is adequate for what you need it to do? Are there any gaps?
  - e. What is the process for invoicing clients? Is this process formally documented?
- 5. Study monitoring**
- a. Describe the experience of the team and the tools and processes you use to monitor and document compliance with the SOPs and ensure quality.
  - b. Describe the corrective actions you will take when processes are found to be out of compliance.

## *Communications*

- 1. Communications policies and processes**
- a. How do you communicate within your team? How do you feel about it? Is it working well? What would you change?
  - b. Do you have communications guidelines—for example, rules governing who communicates with whom within and outside the team, on what issues, and in what format?
  - c. Do you have a formalized team meeting structure? Do you follow guidelines for conducting these meetings?
  - d. Do you have policies or guidelines for how you interact with or manage clients?
  - e. What have been some of the challenges you have faced in the past? How have you resolved any issues?
- 2. Performance assessment, quality assurance, and corrective action**
- a. Do you have a system in place for routinely assessing team performance? If so, what does that look like?
  - b. What does your team do when someone has done a particularly good job?
  - c. What happens if problems arise within the team? What if someone is not doing her or his job properly? What are some corrective actions that you have used or have available to use?
  - d. What processes do you follow to ensure the quality of your work—in how it is performed and for deliverables?

## *Work Plan Development*

### **1. Work plan**

- a. Do you have guidelines or templates for developing work plans?
- b. What tools do you use to monitor work plan progress?
- c. What management tools or processes do you use to ensure that the work plan is implemented according to schedule?

## Technology

### *Electronic Data Capture and Storage*

#### **1. Programming of electronic tablets**

- a. Who programs data collection tools into tablets?
- b. What software do they use?
- c. Describe your experience with the named software.
  - i. Discuss qualitative and quantitative components.

#### **2. Transfer of data from tablets**

- a. Who transfers data from tablets, to servers, and to analysts? What backups are made?
- b. How are the data kept secure and confidential?

#### **3. Determination of file structure and format**

- a. Describe the experience of the team and the decision making process for determining file formats.

#### **4. Data checks, editing, and cleaning**

- a. What type of checks are done? What are the decision rules for changing data?
- b. How are changes to the data documented?

#### **5. Ensuring data security**

- a. What are the protocols and practices for data storage?

#### **6. Preparation of analysis files including codebooks and other data documentation**

- a. What are the tools, processes, or practices used to prepare data files for analysis?
- b. Do you have protocols for variable naming, value labels, missing value coding, and creation of secondary variables?
- c. Do you create data dictionaries or codebooks for future data users?

### *Analysis Tools and Skills*

#### **1. Software acquisition and application**

- a. Do you have access to the necessary software for electronic data capture? Name the software.
  - i. Discuss qualitative and quantitative components.
- b. Describe the experience of the team and process you use to select analysis software.
- c. Who runs the analyses and programs the software, if necessary?
  - i. Discuss qualitative and quantitative components.

## Data Collection, Analysis, and Use

### *Fieldwork Planning*

#### **1. SOP manuals**

- a. Have you ever written an SOP for an evaluation? Describe the experience of the team and the process to be followed to develop and write an SOP manual.
- b. Do you follow an accepted or standardized template? If so, what template and where was it obtained?

#### **2. Sensitization and preparation of local communities**

- a. Describe the experience of the team and how you informed the community members and authorities about the data collection you will undertake in their communities.

#### **3. Coordination with implementing project partners**

- a. Describe the experience of the team and how you will work with the project implementing partner in planning and throughout the project.

#### **4. Field schedule and logistics planning**

- a. Describe the experience of the team and how you develop the field schedule, arrange transport and lodging, and order and procure necessary equipment, etc.

#### **5. Data collection team training and team building**

- a. Describe the experience of the team and the strategies, tools, and processes you use to train and equip data collectors.
  - i. Discuss qualitative and quantitative components.

#### **6. Pilot testing**

- a. Describe the experience of the team and how you pilot test the data collection tools.
  - i. Discuss qualitative and quantitative components.

### *Data Collection*

#### **1. Deployment of data collection teams**

- a. Describe the experience of the team and the process followed to ensure that data collectors arrive in the field according to schedule.
- b. What measures do you take to ensure they are prepared and have the resources they need?

#### **2. Management and documentation of the survey interview process**

- a. Describe the experience of the team and the process to be followed to manage the teams during data collection.
- b. What types of documentation do you keep about the daily operations and outcomes of the interview process?

#### **3. Communication within teams and to headquarters**

- a. Describe the experience of the team regarding communications in the field.
- b. Do you have written protocols or guidelines? Are they well understood by all team members?
- c. What types of information is communicated to whom and when?

#### **4. Quality assurance**

- a. Describe the experience of the team and the process followed to monitor and maintain quality of the interviews and data capture.

#### **5. Troubleshooting and information technology support for electronic data capture**

- a. Describe the experience of the team and the process followed to provide technical support to data collectors to ensure accurate data capture.
- b. What steps are taken should a problem arise?
- c. What are some challenges and what solutions have you developed to respond quickly to them—regarding software, hardware?

#### **6. Safety and security measures**

- a. Describe the experience of the team and the process followed to ensure the safety of the teams in the field.
- b. How do you ensure the safety of team members when they are not on the job?
- c. Have members of the team been trained in hostile environment awareness? First aid?
- d. Are vehicles in good working condition? Are drivers trained and licensed? Are they equipped for emergency repairs?

### *Data Analysis and Report Writing*

#### **1. Developing the analysis plan**

- a. Describe the experience of the team and process you use to develop the analysis plan.
  - i. Discuss qualitative and quantitative components
- b. How do you determine analysis methods?
- c. Are there certain types of analysis in which you have more expertise than others?

#### **2. Analysis quality assurance**

- a. What processes do you use to ensure the accuracy of the analyses and reporting of the findings.

#### **3. Report writing (including editing)**

- a. What processes do you use to write the evaluation report?
- b. Who is involved in the interpretation of the findings?
- c. Do you have standard formats for presentation of results?

### *Data Dissemination*

#### **1. Dissemination strategy or plan**

- a. Describe the experience of the team with developing a dissemination strategy or plan.
- b. How do you determine key messages and audiences for the messages?
- c. How do you determine dissemination channels or methods?

#### **2. Materials development**

- a. What materials do you usually produce to disseminate findings?

**3. Dissemination event planning and facilitation**

- a. Describe the experience of the team and the process you use to plan, host, or facilitate dissemination events.

**4. Presentation and delivery**

- a. How do you develop a presentation and ensure it was of high quality?
- b. Describe your experience with presenting data at an event.

## Assessment Matrix

### Human Resources

1. Staffing	Capacity rating
For this project	Excellent    Good    Fair    Insufficient
For the organization/other projects	Excellent    Good    Fair    Insufficient
<b>Challenges/gaps</b>	<b>What can be done to address them?</b>

2. Evaluation design	Capacity rating
For this project	Excellent    Good    Fair    Insufficient
For the organization/other projects	Excellent    Good    Fair    Insufficient
<b>Challenges/gaps</b>	<b>What can be done to address them?</b>

3. Leadership	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

Organizational Resources

4. Operations and management	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			



5. Communications	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

6. Work plan development	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

## Technology

7. Electronic data capture and storage	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

8. Analysis tools and skills	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

## Data Collection, Analysis, and Use

9. Fieldwork planning	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

10. Data collection	Capacity rating			
For this project	Excellent	Good	Fair	Insufficient
For the organization/other projects	Excellent	Good	Fair	Insufficient
Challenges/gaps	What can be done to address them?			

11. Data analysis and report writing	Capacity rating
For this project	Excellent    Good    Fair    Insufficient
For the organization/other projects	Excellent    Good    Fair    Insufficient
Challenges/gaps	What can be done to address them?

12. Data dissemination	Capacity rating
For this project	Excellent    Good    Fair    Insufficient
For the organization/other projects	Excellent    Good    Fair    Insufficient
Challenges/gaps	What can be done to address them?

*Rating Scale*

	Exists/ Has experience	Does not exist/ No experience
Positive impression	Excellent	Good
Negative impression	Fair	Insufficient

## Evaluation Capacity Strengthening Plan Template

Organization:

Date:

### Capacity-Strengthening Plan

Below is a sample table that can be used for a practical CB plan.

Priority area/identified need	Strategic response/intervention	Timeline	Benchmark(s)/other notes about monitoring	Cost/resources required
			•	•
			•	•
			•	•
			•	•
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This publication was produced with the support of the United States Agency for International Development (USAID) under the terms of MEASURE Evaluation cooperative agreement AID-OAA-L-14-00004. MEASURE Evaluation is implemented by the Carolina Population Center, University of North Carolina at Chapel Hill in partnership with ICF International; John Snow, Inc.; Management Sciences for Health; Palladium; and Tulane University. Views expressed are not necessarily those of USAID or the United States government. TL-18-18  
ISBN: 978-1-64232-047-3

