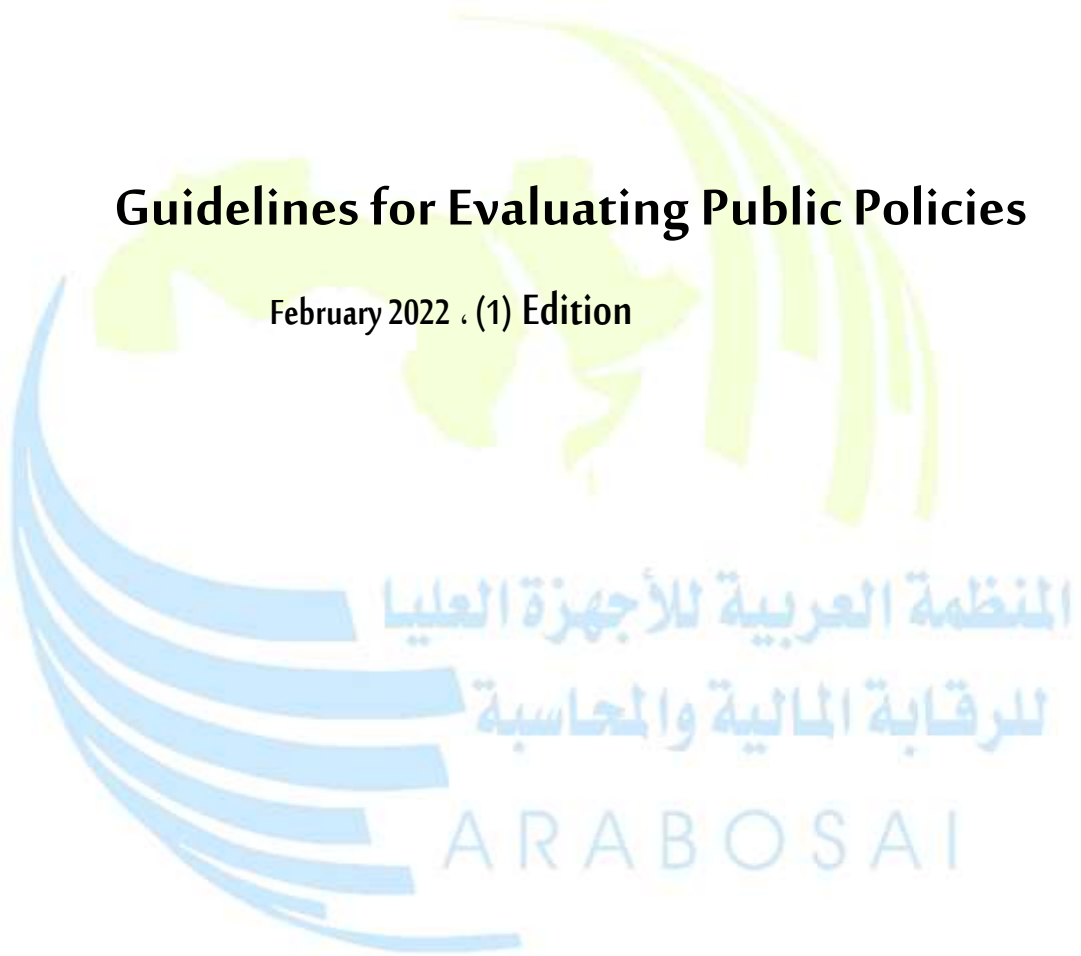




Guidelines for Evaluating Public Policies

February 2022 ، (1) Edition



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Introduction

The importance of evaluating public policies has emerged amid the search for improving public performance, as it can be used to understand the use of public funds, the achievements and results resulting from the implementation of these policies, and to estimate their effects on society, allowing for performance improvement, rationalization of public spending, enhancing its efficiency, and assessing public policies.

The need for policy evaluation has also increased in light of the transition from previous methods of managing budgets and public funds, which relied on resource allocation (line-item budgets), to modern management methods that rely on effectiveness and performance, where financial resources are allocated based on the objectives to be achieved (program and performance budgets). This contributes to modernizing the state to keep pace with the times and improve the effectiveness and productivity of public activity, in addition to enhancing transparency and accountability.

Decision to Prepare the Guiding Manual

The Executive Council of the **Arab Organization of Supreme Audit Institutions (ARABOSAI)** approved, during its 62nd meeting held in Doha on **the 24th and 25th of Dhu al-Qi 'dah 1442 AH** corresponding to **July 5 and 6, 2021 AD**, decision number 2021/314 (62), which includes the report of the Professional and Auditing Standards Committee of the Arab Organization in its 17th remotely held meeting. The decision welcomed the proposal of the Accounting Council of the People's Democratic Republic of Algeria to undertake the task of preparing a guiding manual for the evaluation of public policies, and the decision also approved the concept note related to this project.

Who prepared this guiding manual?

This guiding manual was prepared by a team of experts in the field of Public Policy Evaluation at the Accounting Council and was reviewed by the Professional and Auditing Standards Committee of **ARABOSAI**.

Purpose of the guiding manual

The preparation of this guidance manual comes within the framework of Arab organization, following the approach of the Supreme Arab Financial and Accounting institutions to develop and enhance scientific and managerial knowledge and best practices in the field of Public Policy Evaluation. This guidance manual, which focuses on providing guidance based on international standards of the Supreme Arab Financial and Accounting institution, particularly the GUID 9020: Public Policy Evaluation Guidelines, offers the institution's staff the fundamental concepts, methodologies, and public policy evaluation procedures, along with the accompanying tools and general documents.

Content of the Guideline Manual

This guideline manual consists of two parts:

The first part: relates to the general and specific concepts and principles governing Public Policy Evaluation, as well as the similarities and differences between it and other types of audit.

The second part: includes the main steps for planning and implementing the evaluation process, as well as preparing the report and the accompanying procedures (confrontation, report dissemination, and use of evaluation results).

This manual is accompanied by guideline cards that allow for understanding the tools for evaluating public policies, their purpose, how to prepare and use them, in addition to the most important terms used in English.

Part One: General and Specific Concepts and Principles for the Evaluation of Public Policies

1 - The Concept of Public Policies and the Evolution of Evaluation at the Level of Supreme Audit Institutions

1-1- The Nature of Public Policies

Public policies are defined as solutions provided by the competent public authorities (the state or local communities) to difficult problems or societal needs, expressed through a variety of regulatory measures, programs, projects, or activities, the most important of which are:

- **Policy:** A complex and interconnected set of programs, projects, activities, procedures, rules, and regulations aimed at achieving the strategic general objective of the policy and directed at responding to a social demand and creating change in the state of society.
- **Program:** A set of activities or projects defined in terms of objectives, means, and implementation time, aiming to achieve the general objective of the program.
- **Activity (or action):** A process defined in terms of objectives, means, and executive procedures (consisting of operations, projects, or legal and administrative systems that allow the achievement of expected accomplishments and results).

2-1- The Origin and Development of the Normative Framework for Evaluation

The INTOSAI working group responsible for evaluation of programs was established during the 14th INTOSAI Congress in Washington in 1992 under the presidency of the French Supreme Audit Institution to assist supreme audit institutions in conducting evaluations by providing them with documents and methodological mechanisms for evaluation. Subsequently, this group was placed under the supervision of the Knowledge Sharing Committee.

This group produced a first document on program evaluation, which was approved during the 20th INTOSAI Congress held in Johannesburg (South Africa) in 2010. It was also agreed within the same group to move from program evaluation to public policy evaluation.

To establish a methodological and standard framework for evaluation, the guidelines for public policy evaluation 9400 INTOSAI GOV entitled "Public Policy Evaluation" were approved during the 67th meeting of the INTOSAI Governing Board in Abu Dhabi, United Arab Emirates, in July 2016. Its title, under the new INTOSAI Framework for Professional Pronouncements (IFPP), became GUID 9020.

2 - General Concepts of Evaluation and Its Objectives

-1-2- Definition of Public Policy Evaluation

Public policy and program evaluation consists of assessing public work and activity based on a set of criteria that allows measuring the direct and indirect results and impacts of public policy in light of its objectives, taking into account its general

context. It provides knowledge elements about five areas: objectives, means, results, impacts, and context. The evaluation also analyzes the role of relevant stakeholders and their interventions to understand the causal relationships between activities and the results obtained.

Evaluation is also defined as an assessment of public intervention in terms of results, impacts, and the needs it aims to meet or the problems it seeks to solve.

INTOSAI defined public policy evaluation through guideline 9020 GUID: "Public Policy Evaluation" as the study conducted to estimate the value of this policy in terms of its objectives, methods of implementation on the ground, results, economic and social impacts, and performance measurement, all aimed at assessing the appropriateness of this policy.

The Organisation for Economic Co-operation and Development (OECD) defined public policy evaluation as a "systematic and objective assessment aimed at providing an opinion on the value of a project, program, or policy under implementation or completed in terms of design, implementation, and results, with the goal, is to determine the validity and extent of achieving the goals, in addition to efficiency, impact, and sustainability (continuity and permanence) of the results in the field of development.

Evaluation is not about describing the means and achievements (which is the role of follow-up), but aims to establish a shared vision for a specific policy or program and assess its effectiveness based on appropriate and clear criteria, including its pursued objectives, the logic of its intervention, the resources used, its results, and the resulting impacts, whether intended or unintended.

Evaluation is not merely about proving whether the objectives have been achieved, but rather about seeking to identify the impacts of public policy, meaning the total results and effects of a policy on society in its broader sense, and distinguishing between the effects resulting from the activity or public intervention subject to the evaluation process and those resulting from the influence of external factors (other public policies or interventions).

Evaluation also diagnoses the main reasons for not achieving the objectives or achieving them partially and identifies the factors that affected implementation, particularly through adopting a Root Cause Analysis methodology.

Evaluation is not intended to judge individuals but to improve public policies. It is not merely audit; it is not conducted according to predetermined rules to justify discrepancies but is based on appropriate evaluation criteria and a consultative approach with relevant parties involved in the evaluated public policy.

The evaluator is neither an inspector nor a judge; they focus on strengths as well as weaknesses, and the value estimation of the policy is done by involving key relevant parties (official bodies, civil society institutions, research centers, etc.). Evaluation is also a comparative work with a perspective on the external environment.

Evaluation should be objective and primarily based on:

- Clear declaration of evaluation criteria.
- Transparent and independent evaluation methodology considering all stakeholders' viewpoints.
- Collection and analysis of data in a neutral and studied manner.

Adoption of Evaluations for General Policies

It is necessary to ensure the benefits and effectiveness of these policies from the perspective of public authorities on one hand, and from the perspective of citizens on the other, and that this should have tangible results.

The concept of objectives and the necessity of distinguishing between outputs, outcomes, and impacts the idea of evaluation is mainly about the achieved results, which lead to targeted objectives. Achievements are represented by outputs, outcomes, and the expected impact resulting from the implementation of the policy.

- Achievements

They describe the products or work funded and implemented through the observed means of public intervention, which allow achieving results. Achievements are expressed quantitatively (number of kilometers of paved road, number of completed educational classrooms or sections, number of wells, number of treatment rooms, number of training or awareness sessions...).

- Results

The direct and immediate benefits (or disadvantages) obtained by the direct beneficiaries in the short term after implementing the policy or program. The result may be positive or negative, expected or unexpected, and can be easily observed in the beneficiaries of the public intervention.

Results express the measurement of the direct effects of the program with regard to the specified specific objectives, and are expected due to their connection to the specific objectives.

- "Economic and Social" Impacts

These are the indirect expected and unexpected manifestations, consequences, or outcomes that occur in the medium and long term after implementing the policy or program. They are especially felt by people who are not direct beneficiaries of the policy and can be positive or negative, desirable or undesirable, voluntary or involuntary.

Table No. 1: Methodological Approach to the Impacts Subject to Evaluation

	Result	Impact
	Perceived	Targeted
	Targeted	Perceived
Expected		
Unexpected		

The Guideline "9020" GUID: Public Policy Evaluation states that evaluation must include "public policy modeling," meaning creating an accurate map of the causal relationships between objectives, resources, activities, products, results, and expected and unexpected impacts.

2-2- Objectives of Evaluation

The evaluation of public policies aims to produce and analyze as much information as possible about government and local actions and their levels of performance, especially concerning their impacts (i.e., a better understanding of objectives, their level of achievement, and observed changes).

- Producing knowledge to understand the process of public interventions, providing a clear reading of achievements, results, impacts, and beneficiaries.
- Judging the value of public intervention: the collected data is analyzed to assess the implementation and effects of the concerned public policy.
- Assisting decision-making: through the conclusions and recommendations made, imbalances can be corrected, causes of policy and program failures avoided, or the program's implementation stopped or redirected.
- Improving public performance: particularly through the proper use of resources and means and enhancing the relevance

and effectiveness of the design and implementation of public policies.

3-2- Limits of Evaluation

The audit team conducts an independent evaluation of the public policy based on accurate and concrete data, allowing citizens to form their own opinions and helping decision-makers to follow up, assess, or abandon a public policy. However, what is undesirable is for the audit team to exceed its assigned task and involve itself in political debate.

3- Types of Evaluation

1-3- Types of Evaluation According to the Timing of Implementation

- Ex-ante Evaluation (ANTE): The public policy can be evaluated during its design phase and before implementation to understand and measure in advance the expected and possible results and impacts based on current knowledge. It also allows for a preliminary assessment and future study of feasibility, impacts, benefits, drawbacks, and possible alternatives. This evaluation is used to assist in decision-making regarding the implementation of policies and programs.
- Ongoing evaluation (IN ITENERE): Evaluation can be conducted throughout all stages of program or public policy implementation to monitor results and assess whether the implementation process is proceeding properly, allowing for necessary corrections to ensure successful execution, as well as to identify preliminary results obtained.
- Post-implementation evaluation: Evaluation can be conducted after the completion of public policy implementation to draw lessons. This can be:
 - Final evaluation (FINAL): Conducted immediately after the completion of the policy or program implementation, allowing measurement of the actual results obtained.
 - Or ex-post evaluation (EXPOST): Conducted several years after the implementation of the policy or program (impact evaluation).

Since supreme audit institutions do not participate in designing public policies, they do not conduct prior evaluations, but they can carry out other forms of evaluation. However, it is preferable to conduct evaluations two years or more after the policy or program has ended.

2-3- Types of evaluation based on the implementing entity:

- Self-evaluation: Conducted by those responsible for implementing the public policy.
- Internal evaluation: Conducted by a department within the public authority that decided on the policy or program, or by another department different from the one that carried out the implementation.
- External evaluation: Conducted by an independent external entity (an office or institution specializing in general evaluation and studies, public or private, or a supervisory authority...).

4- The position of supreme audit institutions among various actors in the field of public policy evaluation:

Supreme audit institutions do not have the sole responsibility for evaluating public policies; rather, they share this task with several other actors, including:

- Parliament (parliamentary committees).
- Public bodies (National Economic, Social and Environmental Council).
- Independent academic institutions.
- Private offices.
- Bodies responsible for implementing public policies either directly or through delegation to a certain entity.
- Other audit institutions.

However, supreme audit institutions possess advantages and characteristics that make them the most important actor in the field of public policy evaluation, as their work is characterized by the following:

- The position and status of the supreme audit institution among the state's institutions and structures.
- Guarantees of independence and objectivity that distinguish the work of supreme audit institutions, along with their knowledge of evaluation methodologies and approaches.
- The knowledge of supreme audit institutions about stakeholders and public interventions through other types of audit exercised, such as performance audits.
- The proximity between their tasks in performance auditing and public policy evaluation.
- The possibility of multidisciplinary audit work by involving several internal structures in the evaluation process.
- The possibility of resorting to external expertise.
- Ease of obtaining information from the bodies subject to evaluation (mandatory) and the right to access documents and data.

Supreme audit institutions must take into account evaluation work that has been conducted on the policy or parts thereof by other bodies and parties.

5- Differences and agreements between public policy evaluation and other types of audit
With performance auditing

5- Differences and Agreements Between Public Policy Evaluation and Other Types of Audit.

The Guideline 9020 GUID: Public Policy Evaluation states that evaluation as an activity appears broader because it includes performance auditing.

Although the two approaches complement each other, they should not be confused or considered as one being an extension of the other. Public policy evaluation should not be seen merely as an extension of performance auditing, as performance auditing and evaluation share similar analytical methodologies and data collection methods. Evaluation shares with performance auditing some examination and measurement criteria, especially efficiency and effectiveness, which remain central concerns of performance auditing. In addition to the activities, here are the financial assessments, approaches, and feasibility of public policies, as well as the overall impact of public policy in the medium and long term.

Unlike performance audit, in public policy evaluation, and in the absence of measurement indicators, evaluators are forced to collect and construct indicators to carry out evaluation work. However, public policy evaluation does not rely solely on the three evaluative criteria related to performance, but uses other key criteria upon which the evaluation objectives are based, namely relevance (appropriateness), feasibility, consistency, and the assessment of desired and undesired effects resulting from public intervention.

**Public Policy Evaluation
Relevance, feasibility, consistency, and
economic and social effects**

**Performance Monitoring
(Effectiveness, efficiency, and
economy)**

Table 2: Comparison between Performance Audit and Public Policy Evaluation

Comparison Aspect	Performance Audit	Public Policy Evaluation
Subject	Narrower (performance)	Broader subject (policy, program)
Actors	Only managers involved (financial and budget stakeholders, internal control)	Many actors involved (decision makers, beneficiaries, operators, those responsible for implementation)
Analytical Criteria	Efficiency, effectiveness, economy	Feasibility, relevance, consistency, efficiency, and effectiveness Social and economic impacts Not typically considered.
In terms of data collection and analysis methods	measurement indicators prepared from quantitative and qualitative techniques;	in the case of one party of the authority, there are quantitative techniques and indicators for performance measurement that the evaluation team must develop, both quantitative and qualitative.
In terms of reporting and follow-up	A practical and concise report directed to the manager.	A report enriched by the stakeholders.

• With auditing and control

Distinguishing between the evaluation of public policies and auditing and control helps avoid confusion between them, which may cause hesitation especially among the agents responsible for implementation. Evaluation differs from auditing as follows:

Table No. 3 Comparison between auditing, control, and evaluation

Auditing and Control	Evaluation
An examination of activities and management processes based on legal, administrative, accounting, and organizational rules and procedures; it does not concern	Evaluation focuses on validity, impact, and achieving objectives.

itself with the validity of objectives and the effects resulting from their implementation.	
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• **With follow-up**

The main differences and similarities between evaluation and follow-up are as follows:

Table No. 4: Comparison between follow-up and evaluation

Comparison Aspect	Follow-up	Evaluation
About subject	Follow-up is a fundamental pillar of management control and is an automatic system whose mission is to describe (through collecting and analyzing information) the means, activities, and achievements obtained in light of the mobilized resources and expectations.	Evaluation is concerned with what has actually been accomplished, the effects, and the causal relationships between objectives and results, as well as determining the validity of those objectives considering the context of the policy or program and the problem and needs that the program was supposed to address.
	and the objectives set within the schedules; in order to understand and determine the development of the implementation of a specific program, project, or activity.	evaluation uses the information provided by Follow-up to determine the differences between them. Evaluation may produce data not provided by Follow-up.
In terms of timing	Follow-up is usually carried out during all stages of program or policy implementation.	Evaluation is usually conducted after the completion of the implementation of the program or policy.
goal	Follow-up allows ensuring the proper progress of the project or program according to what was planned.	Evaluation estimates the public intervention in terms of objectives and issues a value judgment about it

Inputs	Achievements	Results	Impacts
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Monitoring and control

Final evaluation

Ex post evaluation

6 - General principles and common rules for evaluation

Evaluation should adhere to the following principles:

Neutrality, independence, and objectivity: Evaluation procedures must be neutral, independent, and objective, whether in conducting analyses, formulating conclusions, or preparing recommendations to obtain credible results.

- Recommendations resulting from conclusions or findings should be based on objective facts, observations, and analyses.
- Availability of multidisciplinary skills: The evaluation team should encompass the multidisciplinary skills necessary to conduct the evaluation, formulate questions, collect and analyze data, and draft recommendations.

- Transparency: This is achieved by clearly explaining the evaluation methodology at the beginning of the evaluation through presenting the objectives, timeline, evaluation methodology, and the procedures and stages of its implementation. The evaluation must also be transparent when preparing the report and when selecting the methods used to collect and analyze data on one hand, and drawing observations and conclusions on the other, as transparency in evaluation practice is an essential condition for its credibility and legitimacy.

- The retrospective and prospective dimensions: Giving the evaluation a retrospective dimension by drawing lessons from experience, and a prospective dimension by formulating useful recommendations to improve performance and decisions.

- Valuing the opinions and perspectives of stakeholders: It is preferable to involve all stakeholders in the evaluation and obtain various viewpoints from decision-makers, policy implementers, beneficiaries, and non-beneficiaries, so that the value of the policy and its outcomes is not assessed only from the perspective of managers and policy implementers but also from that of the beneficiaries.

- Ensuring respect for contributors at all stages of the evaluation.

- Respecting the right of reply: The right of reply must be respected to enable the concerned parties (decision-makers, implementers, and managers) to express their opinions and responses regarding the evaluation results before they are finalized.

- Credibility: Evaluations and assessments are considered credible and reliable when the evaluators are competent and capable. The assessments are primarily based on transparent methods, the evaluation process, and the reliability of information sources, as well as clarity in analysis. Whatever the evaluations contain, they should reflect both successes and failures.

- Usefulness: An evaluation is useful if its results are utilized by managers and policy implementers in the targeted institution, and if it has a clear impact on future decision-making, thereby contributing to program improvement.

7 - Prerequisites and Specific Rules for Public Policy Evaluation

1-7- Normative Rule "Legal Mandate and Authority" 1-7-Legal Mandate and Mandate.

Laws should grant the authority to evaluate public policies to the supreme audit institution so that it can perform this task. This authority is stipulated in the law governing the institution or another law that permits it. Some countries, in addition to explicitly stating this in the law governing their supreme audit institutions, have included this authority in their constitutions (such as France).

If the institution does not have this authority, a law must be enacted or the relevant law amended to enable the institution to perform this new task.

2-7- Institutional Environment

The institution conducts evaluations of public policies and programs with full independence and neutrality, within the available resources, either through self-initiated programming or upon request from the parliament or government. In the case of external requests, the institution may refuse to carry out evaluations if its independence is threatened, if it lacks the necessary human resources, or if the requested completion time is insufficient.

It is also essential that the supreme audit institutions remain free from political influences and avoid conducting work that serves certain private political interests. It is preferable to clarify this from the beginning of the evaluation planning process.

3-7- Specific Institutional Capacities

The success of public policy evaluation is only achieved by meeting a set of conditions:

- Evaluation Team: One of the fundamental and prerequisite conditions for the success of public policy evaluation is the availability of sufficient human resources possessing the skills necessary to ensure the success of the evaluation, capable of maintaining appropriate professional behavior, professional judgment, and due diligence throughout the evaluation process.

Given that public policies usually affect multiple sectors, and they are often not implemented at central and local levels. Therefore, it is preferable for the team of evaluators to be multidisciplinary in order to be able to understand and analyze all the implications of public policy.

On the other hand, the technical qualifications of the Supreme Audit Institution may not be sufficient to successfully conduct such an evaluation, necessitating the resort to external expertise in the field of the evaluation subject.

- Building expertise in the field of evaluation: In order for the Supreme Audit Institutions to build expertise in the evaluation of public policies, it is required to encourage teamwork, participatory work, and the exchange of experiences among the evaluation team on one hand, and other support departments on the other, in addition to enhancing relevant training courses. Strong relationships based on the exchange of fundamental concepts about evaluation work and its methodology should also be established between the supervisors of the evaluation and the evaluation team.

- Network of Evaluation Focal Points: Creating a communication network with evaluation correspondents, from evaluators to researchers and trainers in the field of evaluation, to organizations responsible for evaluation in both the public and private sectors, is essential to improve the quality of evaluation work.

4-7- Positioning in programming

As is the case with other types of audit, public policy evaluation processes are included within the annual or multi-year programs of the Supreme Audit Institutions based on the results of a feasibility study conducted before any registration within the institution's audit program.

A time budget is allocated from the total time budget of the audit institution, which is mainly related to the number of audit professionals and the importance of evaluation operations. It is also preferable to specify the share of evaluation activity from the overall volume of the institution's activity.

Conducting an evaluation of a specific policy should be avoided in cases where there are effects that are difficult to measure, or the impossibility of engaging the concerned parties, or ongoing evaluation processes, or a lack of resources in terms of quantity and quality.

5-7- The Necessity of Prior Preparation of the Evaluation Feasibility Study and the Need to Establish the Steering Committee.

Part one: These are considered among the special rules that distinguish evaluation from other financial activities for higher financial authorities in terms of submission and application of evaluation topics in practical program operations, their supervision and implementation, and the establishment of horizontal connections to guide and direct evaluation work.

Part Two: Stages and Process of Evaluation

The evaluation of public policies and programs by the Supreme Audit Institutions goes through the main steps illustrated in the figure:



1- Planning the Evaluation Process

One of the fundamental pillars that distinguishes evaluation is the necessity of prior preparation of a feasibility study for the subject or policy to be evaluated. Therefore, the evaluator should, when selecting the evaluation subject, do the following:

- A good understanding of the logic of public intervention (the context, the pre-intervention situation), defining objectives, resources, achievements, results, and preparing the logical impact plan or logical framework.
- Identifying and understanding the role of relevant parties and the relationships between them (the social map of actors).
- Defining evaluation questions.
- Defining evaluation criteria and selecting measurement indicators.
- Choosing data collection sources.

Organizing the evaluation.

Selecting the methodology and methods for data collection and analysis, with the possibility of consulting external experts.

In general, planning the evaluation process includes:

- Selecting the subject and preparing the feasibility study.
- Selecting the evaluation team and preparing the evaluation plan.
- Establishing the accompanying committee (monitoring group).

1-1- Selecting the Evaluation Subject

Evaluation subjects are selected in advance within the framework of multi-year programming based on criteria determined according to the extent of the public policies' benefit and importance. The choice is confirmed during annual programming, based on the conclusions of the detailed feasibility study memorandum prepared beforehand for each proposed evaluation project.

The first phase of any evaluation is preparing an evaluation proposal aimed at determining whether a subject (policy, program, etc.) should be evaluated.

This selection may be accompanied by programming a feasibility study memorandum, especially in multi-year programming.

The selection of the evaluation subject is based on criteria such as:

- The importance of the policy or program, its stakes, and the size of the allocated financial envelope.
- The impact on beneficiaries, the population, and public performance.
- Analysis of temporal opportunities.
- Risk analysis and factors that could negatively affect the achievement of the set objectives for the policy or programs.
- The importance of the policy to public opinion.
- Enhancing transparency and appreciating the proper use of public funds.

When choosing the subject, it is preferable to avoid the following:

Choosing a broad policy such as education policy, employment policy, energy policy; the broader the policy, the more difficult it becomes to analyze it and determine the causal relationship between it and the recorded effects. Therefore, a part or section of it should be selected, such as school dropout policy from education policy or alternative energies from energy policy.

- Targeting a limited project or public action, such as a facility or a tax procedure, because it is preferable that the evaluation subject is not too narrow, as the effects may be very few or unmeasurable.

It is preferable not to evaluate a very old policy or one whose implementation ended recently, which does not allow sufficient measurement of its results and effects.

It is preferable to avoid evaluating a policy whose economic and social effects on society are limited.

2-1- Preparing the Evaluation Feasibility Study.

Not every public policy requires an evaluation; therefore, it is necessary to systematically and carefully investigate in the feasibility study memorandum the benefit of resorting to evaluation, formulating evaluation questions, as well as the possibility of collecting the necessary data to provide answers, and ensuring the feasibility of conducting the evaluation independently and objectively.

The evaluation memorandum is the most important pillar and specificity of the evaluation process compared to other audit tasks; the evaluation process for a subject cannot begin without conducting the feasibility analysis phase, based on which it can be recorded in the annual audit program after approval by the supervisory authority (a chamber or a section of the body). Also, the results of the evaluation feasibility study memorandum may lead to abandoning the evaluation.

Preparing the first draft for all evaluation activities is the initial step. This competes with actual achievement. Feasibility is the necessary stage at the beginning to see whether there is a challenge for evaluation, and generally, understanding the effects of public policies is important.

Measuring and classifying it is possible, or at least accessible, because these elements require the possibility of evaluating the alignment of this policy.

Accordingly, the feasibility study memorandum for evaluation should allow for:

- Defining the subject of the evaluation.
- Defining the objectives, stakes, and scope of the evaluation.
- Defining the set of questions that the evaluation must answer (based on the logic of public intervention and evaluation criteria).
- Estimating difficulties and proposing solutions to overcome them (required skills of decision-makers, expert intervention...).
- Preparing the evaluation methodology and data collection tools.
- Identifying available and missing document and data sources necessary for the evaluation and how to access them.
- Tracking the chain of objectives, the objective tree, and the logical framework of the public intervention impact to be evaluated.
- Identifying sources of risks, their magnitude, and levels.
- Identifying relevant parties in the evaluated public policy and determining the degree of consultation/participation in the assessment.
- Planning the different stages of the evaluation and deadlines for report submission.

- Estimating the means necessary for successful implementation (financial, human, and material resources, number of working days, and scheduling...).

Therefore, the feasibility study memorandum should enable judgment on the evaluability of the public policy. When appropriate, the memorandum should not hesitate to indicate that the policy cannot be evaluated for the following reasons:

- A clear lack of capacity to measure and estimate impacts.
- Absence of willingness or ability to involve relevant parties.
- The existence of a recently conducted or ongoing evaluation of this policy.
- Appropriateness of resorting to classical control or audit methods.
- The inability of the apparatus to conduct the evaluation within reasonable deadlines.



number 2 in this document.

These difficulties may lead to abandoning the completion of the evaluation or changing its scope to make the evaluation of this policy feasible, or to favor another method.

If the evaluation results from an external request, the feasibility study should ensure proper Follow-up of the requesting party's intentions, preferably based on a written notification to the supreme audit institution.

In the case of an external request to evaluate a policy or program, the institution alone has the right to respond to the request according to the available conditions.

The feasibility study memorandum is not notified if its content does not call for confrontation (right of reply). Notification may be made if it facilitates the collection of necessary elements to create a brief summary of the concerned public policy or if it is necessary to conduct preliminary interviews with some relevant parties.

To carry out this study, all necessary elements should be examined: policy documents, implementation and Follow-up reports and summaries, especially the context (the pre-policy situation) on the basis of which the policy or program was decided, initial incentives, the role of relevant parties and their relationships, the desired objectives expressed in terms of achievements and results, and the financial, human, legal, administrative, and organizational resources mobilized and used.

The evaluation feasibility study memorandum is presented to the supervisory authority for approval (members of the chamber or the relevant department of the institution) and then to the Programs and Reports Committee for registration in the audit program, which, if it agrees to proceed to the implementation phase, stipulates the inclusion of the evaluation in the institution's annual program.

The natural conclusion of the circulated evaluation feasibility study memorandum is the preparation of an evaluation plan that will guide the evaluation team during the implementation phase.

For preparing the feasibility study memorandum, the guideline plan is recommended (**Card No. 01 attached to this guide**). The evaluation team should work on uncovering, identifying, and rearranging the set of policy or program objectives to facilitate analysis and measurement of the expected outcomes and the causal relationships linking them through the preparation of an objectives tree and the logical impact framework.

This work during the data analysis phase allows for estimating the relevance of the objectives and measuring the extent to which they have been achieved (effectiveness). It also helps in:

- Reshaping the "objectives" tree based on the different levels of public policy objectives (general, specific, and operational):
 - Strategic or general objectives: which result in the overall impact, i.e., the desired change.
 - Specific objectives: which express the expected outcomes.
 - Operational or practical objectives: which represent the activities, achievements, and products that lead to obtaining the expected outcomes.
- Organizing and prioritizing the different objectives relative to each other.
- Determining whether the evaluation can realistically focus on analyzing the extent to which the entire set of public policy objectives is achieved, their relevance, and appropriateness, or whether the scope of the evaluation should focus on a limited number of these objectives.

The objectives tree allows for visualizing the strategy of public actors and exchanging understanding with stakeholders involved in the public policy.

2-3-1- Preparing the Logical Impact Framework: (Card No. 03 attached to this guide)

The starting point for any public intervention is the socio-economic and environmental analysis that allows identifying certain problems, needs, or challenges. These needs can be measured in material and financial terms.

This analysis should be conducted as soon as the feasibility study memorandum is prepared and included therein.

Two main types of tools can be filled out. The first type is represented by the logical impact diagram or logical framework, which allows for the verification of the coherence of the evaluated public policy. The second type, which is the logical framework, adds to the analysis of internal coherence an examination of the external coherence of the public policy.

The preparation of the logical impact diagram or logical framework aims to help understand the logic of the work carried out by the parties involved in the public policy to respond to the various defined objectives.

This logical framework is a graphical representation that details the theory of action of a program or policy and reveals the assumptions, which are often implicit, made by funders and managers in order to plan the public intervention and achieve the expected effects, from outputs to overall impacts.

A logical diagram can be constructed from the main official documents of the program or policy (the faithful logical framework of the text or from elements collected from policymakers, stakeholders, and experts).

The logical framework allows:

- Understanding the causal chain (cause and effect logic) that the policy should follow and that the evaluation should test.
- Judging the internal coherence of the policy by indicating whether all outputs contribute well to the final impact or if there are objectives insufficiently addressed in the logical intervention chain.
- Assisting in preparing evaluation questions.

3-3-1- Building the social diagram (sociogram): (Card No. 04 attached to this guide).

In order to respond to the principle of inclusiveness in public policy evaluations, it is necessary to identify all actors involved in the evaluated public policy. Moreover, the implementation of a public policy mobilizes many actors whose roles vary and may overlap.

The social plan in public policy is a schematic representation that allows for a comprehensive view of the frameworks and their roles, and the degree of their participation in achieving the objectives of public policy. Preparing the social plan allows for:

- Gaining an overall view of the frameworks in policy and their functions.
- Determining how they will be involved in the evaluation process (interviews, focus groups, etc.).
- Understanding the links between the various relevant parties mentioned and the integration (or) competition in their work in implementing public policy.
- Better understanding, based on these elements, to identify the positions, strategies, and objectives pursued by each actor.

4-3-1- Defining evaluation questions: Card No. 05 attached to this guide).

Evaluation questions are adopted based on the stakes of the public policy previously identified through the analysis of objectives, intervention logic, and the stakes and intentions of the relevant parties in public policy. It is particularly important to link the evaluation questions with judgment criteria and quantitative and/or qualitative indicators that allow answering them.

The questions allow focusing the evaluation work around a set of axes that help in gathering data and information in a

focused manner and more in-depth analysis.

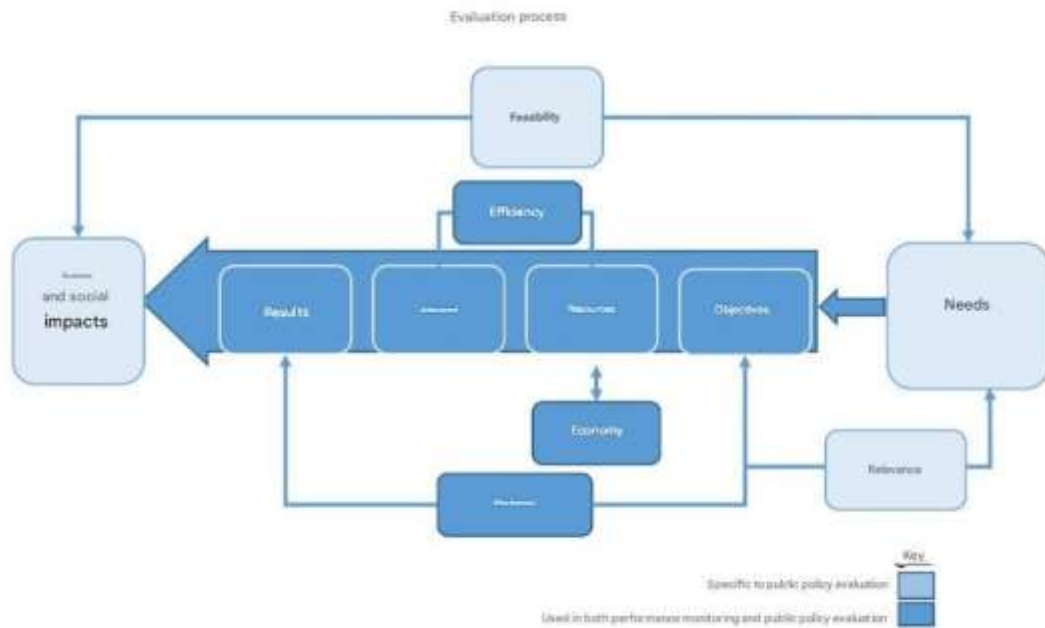
The evaluation questions should be built on a set of criteria that allow the evaluation of public policy, especially criteria: relevance, effectiveness, efficiency, feasibility, and the economic and social impacts adopted by INTOSAI in the guidance manual "9020": GUID: Evaluation of Public Policies".

Example of evaluation questions for the national cancer control policy, according to the criteria of relevance, effectiveness, and efficiency:

- To what extent has the cancer control plan reduced the incidence and mortality rates? (Effectiveness)
- To what extent does the cancer control plan meet the needs of the population affected by cancer? (Relevance)
- What is the cost of implementing the cancer control plan, and how appropriate is it in relation to the results obtained? (Efficiency)
- How consistent are the plan's objectives with each other on one hand and with the objectives set within other simultaneous programs on the other? (Consistency).



Evaluation Criteria According to the Guideline 9020 GUID "Public Policy Evaluation"



Source: Guideline 9020 GUID

The effectiveness of a public action is primarily evaluated by comparing the results achieved with the objectives set before its implementation phase.

Efficiency analysis compares the cost and effectiveness of a particular policy. Could the same level of objectives have been achieved at a lower cost? Could the same public expenses have achieved a higher level of objectives?

In addition to effectiveness and efficiency, a policy is evaluated according to the criteria of relevance, impact, feasibility, and sustainability.

Evaluation questions and analytical work must cover many of these criteria according to the stakes identified during the feasibility study. Relevance and effectiveness and efficiency are considered the main criteria for most evaluation work.

Therefore, the evaluation does not necessarily have to address all criteria.

Evaluation questions guide the evaluation approach by focusing on aspects that are highly useful to beneficiaries as well as decision-makers, and which have significant added value.

The selection and preparation of questions based on evaluation criteria follow several steps:

- Creating a provisional list of questions based on the logic of policy intervention and evaluation criteria.
- Ensuring the possibility of providing answers to various questions based on available quantitative data and qualitative information, as well as the time allocated for evaluation and the allocated budget.
- Involving relevant stakeholders in public policy in selecting or browsing the questions.
- After these analyses and to avoid repetition, the provisional list of questions is reviewed by merging or deleting some to reach a limited number of questions (4) or (5), focusing on the most prominent criteria and stakes.
- Counting the quantitative and qualitative indicators that allow answering them, as well as the sources to access them (databases, reports, interviews).

5-3-1- Identifying and selecting measurement indicators

Indicators to measure the achievement of objectives and estimate other elements of public action should be identified and selected, but during the evaluation process, the evaluation team faces problems due to the absence of indicators approved by managers. Therefore, managers adopt indicators that are closest to highlighting the objectives of public policy used to assess the extent to which evaluation questions are answered. By formulating the evaluation questions, the evaluation team has determined the changes it must measure to issue a judgment.

Evaluation is mainly based on reference indicators (indicator matrix, and an indicator is an arrangement of magnitude that allows measuring a specific goal, a mobilized resource, or a produced impact).

The indicator produces quantitative information that allows estimating different aspects of public policy.

The indicator is defined by a unit of measurement (km, mm, number, cubic meter...).

A good indicator should have the qualities included in the English acronym SMART, meaning it should be Specific, Measurable, Achievable, Realistic, and Time-bound.

Indicators may be derived or reshaped based on documents

The following are documentations of the intervention:

- Intervention indicators, dashboard and reports,
- Intervention-related documents,
- Implementation reports, meeting minutes, and a study on the implementation of a single project
- Memorandum of Understanding

Determine the feasibility of implementing some of the project initiatives, if necessary.

The implementation of the project's indicators is also required.

Note: In principle, each specific public intervention objective is linked to achievement and outcome indicators that allow its measurement.

It is worth noting that relying solely on quantitative indicators is not sufficient to obtain a good analysis; therefore, it is advisable to add qualitative indicators and methods through surveys, interviews, and discussions.

If the body preparing or implementing the policy or program does not prepare measurement indicators, it is necessary for the evaluation team to develop them (unlike performance audit, which does not require the development of indicators).

Note: Evaluation indicators can be selected at all stages (when studying the evaluation subject, preparing the feasibility study memorandum, and completing it when collecting and analyzing data).

Classification of indicators:

Context indicators (situation): Describe the social, economic, or environmental situation before the policy intervention.

Examples in the educational field: number of classes, number of students, number of libraries and readers, enrollment rate, transition rate to higher grades, capacity for early childhood reception, etc.

Resource indicators (inputs): Measure the allocated budget, consumption, human, administrative, legal, and regulatory resources mobilized to implement the policy.

Achievement indicators (outputs): Measure the obtained accomplishments and executed activities, stemming from operational (process) objectives: number of kilometers of roads completed, number of wells or drilling stations completed, number of health awareness campaigns conducted, number of trained individuals, number of classes completed, number of housing units built, number of training courses, and number of awareness campaigns...

Outcome indicators: Measure the benefits and direct effects resulting from the policy or program in the short term, which

directly affect the beneficiary groups: positive or negative results, expected or unexpected The material impact on the recipients and direct beneficiaries: the number of road users, the number of road deaths, the number of households rehabilitated, the number of households covered by the operation, the amount of water flow in cubic meters per cubic meter, and the rate of supply to the completed...

Impact Indicator (Impact): Used to measure the medium- and long-term effects of the policy on the direct and indirect beneficiary population, whether the direct or indirect positive or negative impact.

Like other indicators, impact indicators can be quantitative and qualitative: the volume of water consumed, the decrease in the rate of certain diseases, the increase in agricultural production, the increase in income, the decrease in the unemployment rate, the decrease in rural displacement, and the level of population retention in their areas.

6-3-1- Selecting methods for data collection and analysis and determining their sources

To collect the necessary data for conducting evaluation work, evaluators use qualitative methods (Card No. 06 attached to this guide) and quantitative methods (Card No. 07) according to the nature of the subject to be evaluated, the evaluation objectives, and the questions to be answered.

The data collected are analyzed and interpreted in light of the previously defined evaluation criteria to answer the evaluation questions.

This phase is fundamental in the evaluation process, as quantitative and qualitative evaluation indicators are filled out to measure and estimate public intervention.

4-1- Approval of the Evaluation Feasibility Study.

The feasibility study memorandum must be examined and approved by a supervisory body whose members are appointed from the relevant department of the organization (or a special formation comprising several departments or chambers for joint evaluations between chambers or departments).

The supervisory body approves the feasibility study and decides whether or not to register the evaluation process in the annual or multi-year supervisory programming. In the affirmative case, it:

- Frames the scope to be covered and determines the questions the evaluation must answer.
- Determines the human and material resources necessary to carry out the evaluation.

The duties of the supervisory body also include:

- Studying external evaluation requests and approving or rejecting them.
- Defining the questions the evaluation must answer.
- Discussing interim results and the final report, approving it, and working on disseminating the results.

5-1- Formation of the Evaluation Team

The team assigned to the evaluation is selected and appointed from among the members and users of the highest supervisory body, and one of them is appointed as the secretary responsible for implementing the evaluation. It is preferable that the team assigned to conduct the evaluation has knowledge in the field related to the topics to be evaluated and is trained in the specific methods of evaluation. If necessary, the team can also benefit from special training related to this subject, in addition to preparing a specific guide to direct and frame the evaluation work.

The evaluation team may, if appropriate, seek assistance from external experts, and the team's work is subject to supervision, follow-up, and responsibility by the supervisory authority.

The proper selection of the coordinating secretary responsible for guiding and framing the work of the evaluation team and presenting the report is a condition for the success of the task.

6-1- Preparation of the Evaluation Plan

After preparing the feasibility study memo for the evaluation, the evaluation team prepares a draft evaluation plan, which can be modified and adapted according to the development and progress of the evaluation process, provided that this modification is justified.

The evaluation plan aims to define the scope and estimated extent of the evaluation work, but the evaluation plan must respect certain conditions, including highlighting the evaluation methodology, which necessarily leads to answering the evaluation questions that were previously raised at the beginning of the evaluation.

The evaluation plan is approved by the supervisors of the evaluation, and it also serves as a means to follow up on the evaluation team, unify its work, and facilitate and synthesize the results.

This document includes question cards corresponding to the number of evaluation questions. Each card contains one of the sub-evaluation questions, the related criteria and indicators, and the tools used to answer it.

The evaluation plan includes the following elements:

- Evaluation objectives.
- The main evaluation questions.

(Evaluation questions are the main questions that require an assessment to answer. They should consist of no more than five questions). The main evaluation questions can be divided into sub-questions.

- Scope (the domain and extent of the evaluation process that should be covered, the context, nature of the evaluation (summative or formative evaluation, mid-term or final evaluation, locations, periods).
- Identification of actors and the methodology for data collection and analysis and their sources.
- Risks involved in public policy evaluation and external factors that may limit or restrict the evaluation process.
- Estimated duration and timeline for completing the evaluation and deadline for submitting the report (schedule for implementing the evaluation process).
- Composition of the evaluation team and defining their tasks and responsibilities within the timeline distribution.

7-1- Establishing the Steering Committee.

The steering committee is an advisory body (non-decision-making) that acts as a framework for providing advice on the subject of the evaluation and exchanging views on audit implementation and evaluation results to ensure proper execution. The main role of the steering committee is to facilitate the evaluation process, especially by enabling good communication with various stakeholders, and its work covers all stages of the evaluation.

It gives its opinion on the feasibility study memorandum, the evaluation plan, and the evaluation guide regarding the selected subject. It also participates in formulating evaluation questions and provides advisory opinions on the intended data collection methods.

It accompanies the evaluation work, formulation of conclusions and recommendations, and also participates in assessing the quality of the evaluation.

The committee, chaired by the head of the relevant department or sector of the organization, may enlist experts in the field of

the evaluated policy.

The steering committee should have acceptable representation of stakeholders and be limited to a reasonable number of members (approximately 15 members at most), allowing everyone to have a productive dialogue during the meeting.

The committee is chaired by an official or manager in the supreme supervisory body and usually meets three times during the evaluation process.

- In the mid-term evaluation phase: to respond to the initial analyses of the evaluation team and feedback from field tasks and interviews.
- In the final phase: to express opinions regarding the conclusions and recommendations of the evaluation before presenting them to the deliberative body (Supervisory Authority), which may justify holding two separate sessions. These sessions can last half a day (i.e., at least two to three hours), and the regular attendance of invited members is one of the conditions for the success of the evaluation.
- Example: Steering Committee for the Evaluation of the National Perinatal Policy (Algeria)
 - Head of the Neonatology Department.
 - Obstetrician and Gynecologist.
 - Pediatrician associated with maternal services.
 - Coordinator of the Expert Committee in Perinatal Medicine and Neonatology.
 - Coordinator of the Expert Committee for Reviewing Maternal Deaths (National Institute of Public Health).
 - Provincial Director of Health and Population.
 - Official representative from the General Directorate of Health Structures (Ministry of Health).
 - Official representative from the General Directorate of Prevention and Health Promotion (Ministry of Health).
 - Representative from the National Office of Statistics.
 - Representative from the Federation of Algerian Associations for Disabled Persons.
 - Specialist doctor in Neonatal Resuscitation.
- 2- Example: Steering Committee for the Evaluation of the National Perinatal Policy (Algeria)
 - Professor specialized in oncology.
 - Member of the Cancer Control Committee.
 - General Director of the Cancer Control Center (Ouargla).
 - General Director of the Central Pharmacy for Hospitals.
 - Official representative from the National Social Insurance Fund.
 - Provincial Director (National Solidarity).
 - President of the Cancer Control Association.
 - Representative of the Pharmacists' Syndicate.
 - Director of Prevention at the Ministry of Health.
 - Professor of Nuclear Physics.
 - Researcher in Medical Sciences.
- Example-Steering Committee for the Evaluation of the Policy for Managing End-Stage Chronic Kidney Failure
 - Representatives of the Ministry of Health, especially the Directorate of Prevention.
 - Representatives of the Ministry of Labor, which funds 60% of dialysis.
 - Representatives of hospital institutions that manage this disease in the states.
 - Professors and researchers who have worked in this field.

- Representatives of patient associations.
- Social support.
- National public health experts with a critical perspective on the evaluation.
- Obtaining the opinion of a foreign expert familiar with the country's medical reality.

8-1- Notification of the Start of the Evaluation

After preparing the evaluation plan, a notification letter signed by the head of the relevant department within the body is sent to the managers responsible for implementing the policy and the structures concerned with the evaluation. It contains necessary information clarifying the purpose of the evaluation mission.

This letter plays an important role at the beginning of building the relationship between the evaluation team and the bodies subject to evaluation, and it also facilitates the audit process by informing the body under review of the evaluation objectives to raise their awareness of the importance of the role of all actors in the success of the evaluation.

This letter includes essential information, most importantly the legal basis for the jurisdiction of the supreme audit institution, the purpose and scope of the evaluation, the period covered by the evaluation, and the identity of the evaluation team members.

As the message also indicates, where appropriate, the supervisory team's right to access information and documents useful for the work.

9-1- Opening Interview

The opening interview refers to the meeting scheduled immediately before the start of the evaluation work, involving the work team and the various stakeholders concerned with the public policy targeted in the evaluation process.

This interview plays a communicative role aimed at raising awareness among the bodies involved in the evaluation about the importance of the process and then involving them to facilitate and ensure the success of the evaluation. During this interview, the evaluation problem, methodology, deadlines such as the submission of the evaluation report, and the requirements from all relevant parties are explained.

2- Conducting the Evaluation

-1-2- Data Collection and Analysis

After approval of the feasibility study memorandum, appointment of the evaluation team, and establishment of the support group (accompanying committee), the evaluation team begins the evaluation task by collecting and analyzing the necessary data and information according to the feasibility study memorandum and the evaluation plan while respecting the timeline set for the process.

In general, the evaluation is conducted through data collection and analysis based on various types of indicators to obtain information and evidence that allow answering the evaluation questions and establishing observations, conclusions, and recommendations to be included in the report.

The evaluation matrix for data collection interviews can be adapted to the evaluation questions as follows:

Evaluation Questions

Example: To what extent have the program objectives been achieved?

Table No. 5: Adaptation of the Evaluation Matrix

Evaluation Questions	Questionnaire	Interview	Program Files	Field Observation
Example: To what extent were the program objectives achieved?				

Data collection and analysis are what will allow answering the evaluation questions, which usually come from different sources and have different natures, requiring the use of various techniques and the combination of several qualitative and/or quantitative tools. This is because using a single technique is generally insufficient to answer a specific evaluation question; rather, the use of multiple techniques is required. **Therefore:**

Each data collection tool should be adapted.

Several techniques are used to obtain the necessary data for evaluation and to enable comparison between this information. The choice of data collection techniques is linked to the nature of the evaluation objectives, the evaluation questions, the context, and the level of complexity of the public policy, while fully respecting the feasibility study memorandum and the evaluation plan.

There are several qualitative (Card No. 07) and quantitative (Card No. 08) methods for data collection that should be combined and selected according to the nature of the topic.

Qualitative methods are often used in evaluation work:

The main qualitative methods include:

Document review and analysis: legal texts, executive follow-up reports, audit reports, minutes, press clippings, studies...

Database inquiry (computerized information).

Directed individual interviews.

Questionnaire surveys.

Group interviews (focus groups).

Direct observations (field visits, photos).

Case studies.

Expert panels.

Benchmarking comparisons.

Before starting data collection, the evaluation team must review national and international scientific literature to gain a comprehensive and scientific understanding of the evaluation process topic. The second step the evaluator takes is to identify all the data that must be collected, specifying its nature and source, i.e., the party issuing it and the means.

Friday and a member of the evaluation team responsible for collecting this information met, and finally the schedule for implementing this process (data collection process). (It is preferable in this context, if available, to resort to Big Data).

To facilitate and organize the data collection process, the following methodology should be respected: data to be collected – its source – means of collection – evaluation team member responsible – implementation schedule.

After collecting the data, it should be analyzed to obtain useful information that allows answering the evaluation questions.

The analysis of the collected data is based on the content of the answers and understanding the diversity of viewpoints of the people to whom the questions were directed; it is recommended to use charts and graphs for this purpose.

This analysis allows presenting, for each question or each criterion, the obtained results. These results allow showing either:

- A large variation in the answers.

or

- Homogeneity in the answers.

To process the collected data, the team responsible for the evaluation process can rely on data processing tools and applications such as Microsoft Excel. However, if the volume of this data exceeds its capacity, it is necessary to resort to other programs specifically designed for such cases.

2-2- The final interview

At the end of the investigation and evaluation, an interview must be conducted with the relevant stakeholders to reinforce the observations, conclusions, and recommendations that should be formulated and to learn their viewpoints or initial reactions regarding those observations and conclusions.

3-2- Preparing the evaluation report

1-3-2- Formulating conclusions and recommendations

The evaluation team prepares the preliminary report of the evaluation process, highlighting the conclusions (summaries) derived from the observations, which in turn lead to formulating recommendations. Besides listing the objectives of the evaluation and its methodology, the evaluation report contains a summary of all data.

The report allows for easy understanding and clearly shows:

- Observations.
- Conclusions.
- Recommendations.

Observations are:

affirmations based on the collected data and a statement representing the final result of the analysis and interpretation of quantitative and qualitative evidence derived from analyzing and approaching the collected data (through the sorted collected data, facts, and analyses, we extract the observations).

Observations are presented and prepared to answer questions using the selected evaluation criteria during the problem analysis

so that the reader can understand and link the results and evidence collected with identifying the source of that data, and the evidence from quantitative or qualitative analysis should be available, relevant, and credible.

Through observations, the evaluator estimates (analyzes) and judges the value of the public intervention based on the selected evaluation criteria.

Through these observations and the judgment on the public intervention, the evaluation team builds its conclusions (summaries),

which should be presented hierarchically supported by solid observations and analyses (according to the logic: observation - conclusion).

Conclusions must provide answers to the evaluation questions posed before the evaluation began and be derived from data analysis and linked to the pre-defined evaluation criteria.

One conclusion can answer multiple questions, and many conclusions can answer one question, just as one conclusion can be based on several observations.

The conclusion explains the problem(s) identified, the gaps recorded compared to the desired objectives, their causes, weaknesses and/or strengths, risks, benefits and drawbacks, failures revealed by the evaluation, and their impact on the policy or program.

The conclusion should not be a repetition of the analytical data.

It is preferable to use a special tool for each observation.

The observation or /observation, the methods of collecting and confirming it, and the conclusion drawn from it and the conclusion.

Also, regarding the logical reasoning: observation - inference.

Table No. 6 Logical Relationship Observation – Conclusion

Summary of Observation (Evidence)	Means of Collection and Verification	Conclusion

Recommendations stem from the conclusions reached, taking into account the observations and their importance; without them, the recommendation becomes invalid.

The monitoring group expresses its opinion on the recommendations before approval by the supervisory authority upon ratifying the report.

Recommendations should be reasonable in number (less than 20), prioritized, useful, realistic, and feasible, preferably independent at the end of the report.

The purpose of recommendations is to improve or reform the public policy under evaluation, draw lessons to avoid repeating the same mistakes in designing or implementing other public policies, and inform citizens. If there are strengths and gains, the evaluation should recommend enhancing them.

Recommendations should also allow for improving the evaluated public interventions, be practical and realistic, consider obstacles and difficulties faced by the authority and the individuals who will implement them, and be clear and explicit regarding the implementation mechanism, proposed method, and describe the necessary costs and resources.

A structured and time-bound framework should be established to follow up on the implementation of recommendations.

According to **Guideline 9020 "GUID Evaluation of Public Policies,"** recommendations may acknowledge the effectiveness of the public policy and completed actions or the ineffectiveness of completed actions due to observed direct or indirect effects or lack of coherence in objectives.

Note: The evaluation team should, as much as possible, individualize and direct each recommendation to the concerned parties (rapporteurs, managers, technical departments, etc.). Exceptionally, the evaluation may not include recommendations.

The text of the "9020 GUID" **guideline states**: Public policy evaluation requires that the draft report necessarily includes all elements found in the feasibility study, plus the conclusions of the public policy evaluation. This concerns the following: a summary of evaluation objectives, evaluation questions, identification of stakeholders, scientific methods and tools, sources of information used, the general context in which the policy was implemented along with comparisons to foreign experiences, presentation of data followed by analysis and interpretation, stakeholders' opinions, lessons learned and conclusions, and then recommendations.

2-3-2- Content of the Evaluation Report

The report should generally include all elements of the feasibility study memorandum in addition to observations, conclusions, and recommendations.

As a general framework, it includes the following:

- Table of contents.
- List of abbreviations and acronyms used.
- Summary (executive summary of the report, three to five pages, providing an overview of the report highlighting briefly the evaluation objectives and questions, the methodology used, the main conclusions, and the recommendations made).
- Methodology used: methods employed to collect and process information, analysis criteria, sources of information, timeline data, visits, standards, indicators, and their sources...
- Presentation of the public policy under evaluation: intervention context and reference data about prevailing conditions before implementation, the legal and methodological framework of the policy, problems addressed, intended objectives, estimated and actually mobilized resources and means, achievements, observed results and impacts, geographical coverage, targeted groups or categories, chosen strategic options, and related parties.
- Observations.
- Conclusions.
- Recommendations.
- Appendices: Feasibility study memorandum, evaluation reference system, evaluation plan, social plan, logical impact plan, -list of monitoring group members, indicators and their sources, communication messages, detailed evaluation methodology, list of interviewed individuals, data collection tools, hearing minutes if any, browsing documents, utilized databases, questionnaires, answers to a set of questions, guides and reports, reference texts, visit minutes, tables and charts, working papers, inspection analysis cards, conclusions and their evidence..

4-2- Approval of the preliminary report and the confrontation phase (right of reply)

After the report is approved by the supervisory authority, the draft report (or draft reports or parts thereof) is sent to the concerned parties to ensure that the data, analyses, conclusions, and the opinions of the parties are correct and accurate on one hand, and to obtain responses from the concerned parties on the other hand.

After receiving the responses from the concerned parties to whom the draft report was sent, the final version of the report is prepared.

In addition to obtaining written answers and responses, oral answers can be obtained through organizing hearing sessions (with minutes).

According to the guidance manual 9020 GUID: "Evaluation of Public Policies," supreme audit institutions must publish

their evaluation reports, direct the final report to the concerned parties, to the entities that requested the evaluation (in case the evaluation was conducted upon an external request), and to the general public.

The issue of assessing the legitimacy of a policy is sensitive, so the evaluation team must take necessary precautions and maintain accuracy and objectivity.

5-2- Preparation of the final report

After receiving the responses from the concerned parties, the supervisory team analyzes them and prepares the final report. Then, it is reviewed by the concerned parties and then reported to the supervisor.

According to the 9020 GUID: Public Policy Evaluation Guide, the supreme audit institutions must publish their evaluation reports and send the final report to the relevant parties, to the entities that requested the evaluation (in case the evaluation was conducted upon an external request), and to the general public.

6-2- Supervision and Quality Control

Quality control of the evaluation and its assessment should be carried out throughout all its stages based on predefined criteria (relevance of the subject and feasibility of the evaluation, appropriateness of the methods used, accuracy and quality of data, validity of the analysis, credibility of results, objectivity and fairness of conclusions, importance of recommendations and their applicability).

The use of methods and tools by the evaluation team constitutes a reference for evaluation that allows supervisors and quality control officials within the institution to ensure that the methodological guarantees of the evaluation have been respected.

7-2- Documentation

According to INTOSAI professional standards, the evaluation team must document all stages of the evaluation process from planning to the final preparation of the report, its communication or publication, and retain all documents, working papers, records, and evidence related to the process.

These documents and records are preserved according to their nature either in:

- The general evaluation process file: general evaluation documents, especially legal and administrative texts related to the policy or program, studies on the subject, feasibility study memorandum and its approval, evaluation plan, minutes of the establishment of the monitoring group, social plan, logical impact plan, communication documents, opening and closing of the evaluation...
- The task assignment file: data collection tools used, responses and replies, correspondence, minutes, analysis papers, other working papers, inspection analysis papers and conclusions, minutes of result validation, minutes of monitoring group sessions, photos, maps...

8-2- Publication and Use of the Report

According to the 9020 GUID Public Policy Evaluation Guide, the supreme audit institutions must direct the final report to the concerned parties for utilization and publish their evaluation reports to inform public opinion. If the evaluation was conducted at an external request, consultation with that party should take place before deciding whether to publish it or not. Publishing and communicating reports enable citizens, on one hand, to understand the objectives and achieved results, the effectiveness and efficiency of public policies and programs, and their impact on society, as well as to know the levels of their success or failure. On the other hand, it allows the concerned public authorities to take appropriate corrections, address deficiencies and shortcomings, and avoid causes of failure to achieve desired results and inefficiencies in the use of public

funds when designing other policies. For the report results to be used in decision-making and improving future programs, these results must be relevant and credible, reflect the evaluation objectives, and clearly answer its main questions. They must also respond to the concerns of various stakeholders.

2-9- Follow-up on Recommendations

The supreme audit institutions should allocate a portion of their annual activities to monitor the extent to which the concerned bodies and parties implement the recommendations included in the final reports communicated to them. The task of following up on the implementation of recommendations is carried out after a reasonable period has passed to allow those recommendations to be put into effect.

10-2 - Communication Policy

Communication is one of the conditions for the success of the evaluation task and occurs throughout all stages of the evaluation process (initial interviews during the preparation of the feasibility study memo, at the level of the monitoring committee during data collection, when communicating evaluation results to stakeholders and receiving their feedback, and when communicating recommendations and following up on their implementation).

The International Standards on Supreme Audit (ISSA) 6 emphasize the need to maintain appropriate and effective processes throughout the evaluation process.

All necessary information is available for analysis and arriving at appropriate conclusions.



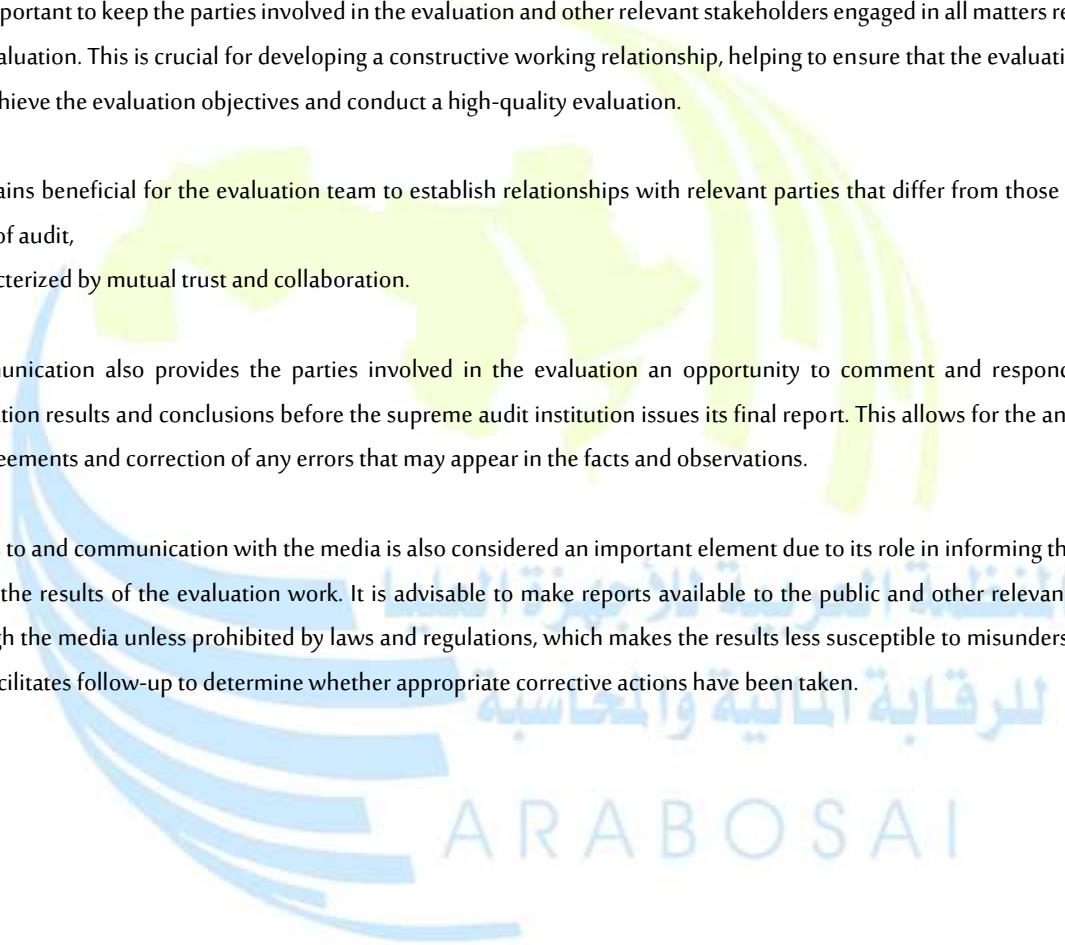
Guidance 6 GUID 9020: Public Policy Evaluation, ISSA 3000, paragraphs 49, 55, 59, and 61, and INGOS P-20, Principles of Transparency and Accountability, Principle 3.

It is important to keep the parties involved in the evaluation and other relevant stakeholders engaged in all matters related to the evaluation. This is crucial for developing a constructive working relationship, helping to ensure that the evaluation team can achieve the evaluation objectives and conduct a high-quality evaluation.

It remains beneficial for the evaluation team to establish relationships with relevant parties that differ from those in other types of audit, characterized by mutual trust and collaboration.

Communication also provides the parties involved in the evaluation an opportunity to comment and respond to the evaluation results and conclusions before the supreme audit institution issues its final report. This allows for the analysis of disagreements and correction of any errors that may appear in the facts and observations.

Access to and communication with the media is also considered an important element due to its role in informing the public about the results of the evaluation work. It is advisable to make reports available to the public and other relevant parties through the media unless prohibited by laws and regulations, which makes the results less susceptible to misunderstanding and facilitates follow-up to determine whether appropriate corrective actions have been taken.



Guidance Cards

for Public Policy Evaluation Tools

Card No. 01: Guiding Plan for Preparing a Feasibility Study Evaluation Report

Introduction

The introduction helps to identify the relevant public policies by presenting their history of emergence, and, if necessary, the main stages of their development, as well as the key material and financial variables that characterize their implementation. The introduction also specifies the initial reasons for the agency's choice of the public policy.

1- Evaluable Policy

- 1-1- Defining the subject, stakes, and scope of the public policy evaluation.
- 2-1- Importance, objectives of the evaluation, and its expected effects on the citizen and public performance.
- 3-1- Defining and prioritizing explicit or implicit public policy objectives (goal tree: operational, specific, and strategic).
- 4-1- The measurable nature and classification of resources, outputs, direct results, and potential impacts.
- 5-1- Identifying the actors involved in the public policy (social diagram).
- 6-1- The issue of the public policy's seniority.
- 7-1- Importance and ease of access to data and their sources.
- 8-1- Methodology and means of data collection and analysis.

2- Proposals for Evaluation Questions

- 1-2- Evaluation questions based on the intervention logic and the evaluation criteria to be used.
- 2-2- Logical impact framework.

3- Proposals for Quantitative Analysis

- 1-3- Identifying key indicators and methods for defining them, documentary resources, databases, and access conditions.
- 2-3- Observation units: sampling, representative regions.

4 - Proposals for Qualitative Analysis (to be selected)

- 1-4- Semi-structured interviews (individual interviews).
- 2-4- Stakeholder workshops.
- 3-4- Investigations and questionnaires with questions.
- 4-4- International benchmarking comparisons.
- 5-4- Focus groups (group interviews).
- 6-4- Possibility of consulting experts.

7-4- Field visits.

5- Organization of the work

1-5- Accompanying committee.

2-5- Involvement of relevant chambers or departments.

3-5- Deliberative (or approval) formation.

4-5- Organization of evaluation and schedule.

5-5- Evaluation team and necessary resources.

6 Opportunities and limitations of the targeted evaluation

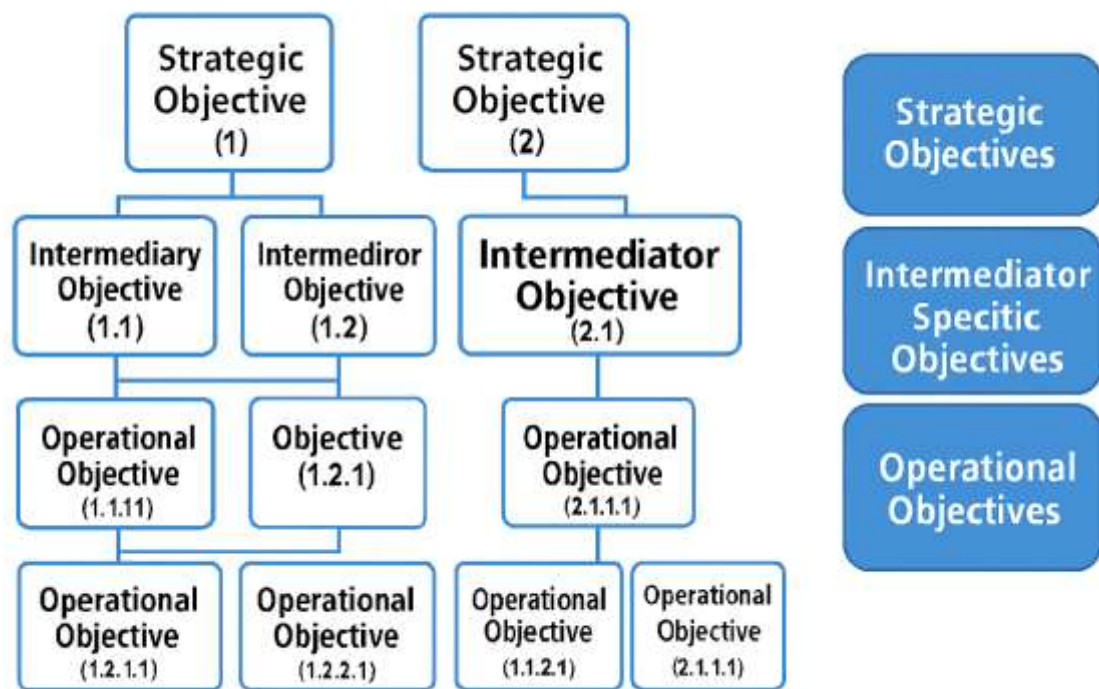
Card No. 02: Objectives Tree

The evaluation team should work on uncovering, identifying, and rearranging the set of policy or program objectives to facilitate analysis and measurement of expected results and the causal relationships linking them through the preparation of an objectives tree.

The analysis of public policy objectives allows the following:

- Reshaping the "objectives" tree based on the different levels of public policy objectives (general, specific, and operational):
- Strategic or general objectives: which result in the overall impact, i.e., the desired change.
- Specific objectives: expressing the expected outcomes.
- Operational objectives: expressing the activities, achievements, and products that lead to obtaining the expected outcomes.
- Prioritizing and ordering the different objectives among each other.
- Determining whether the evaluation can realistically focus on analyzing the extent to which the entire public policy has been achieved and its validity, or whether the evaluation scope should focus on a limited number of these objectives.

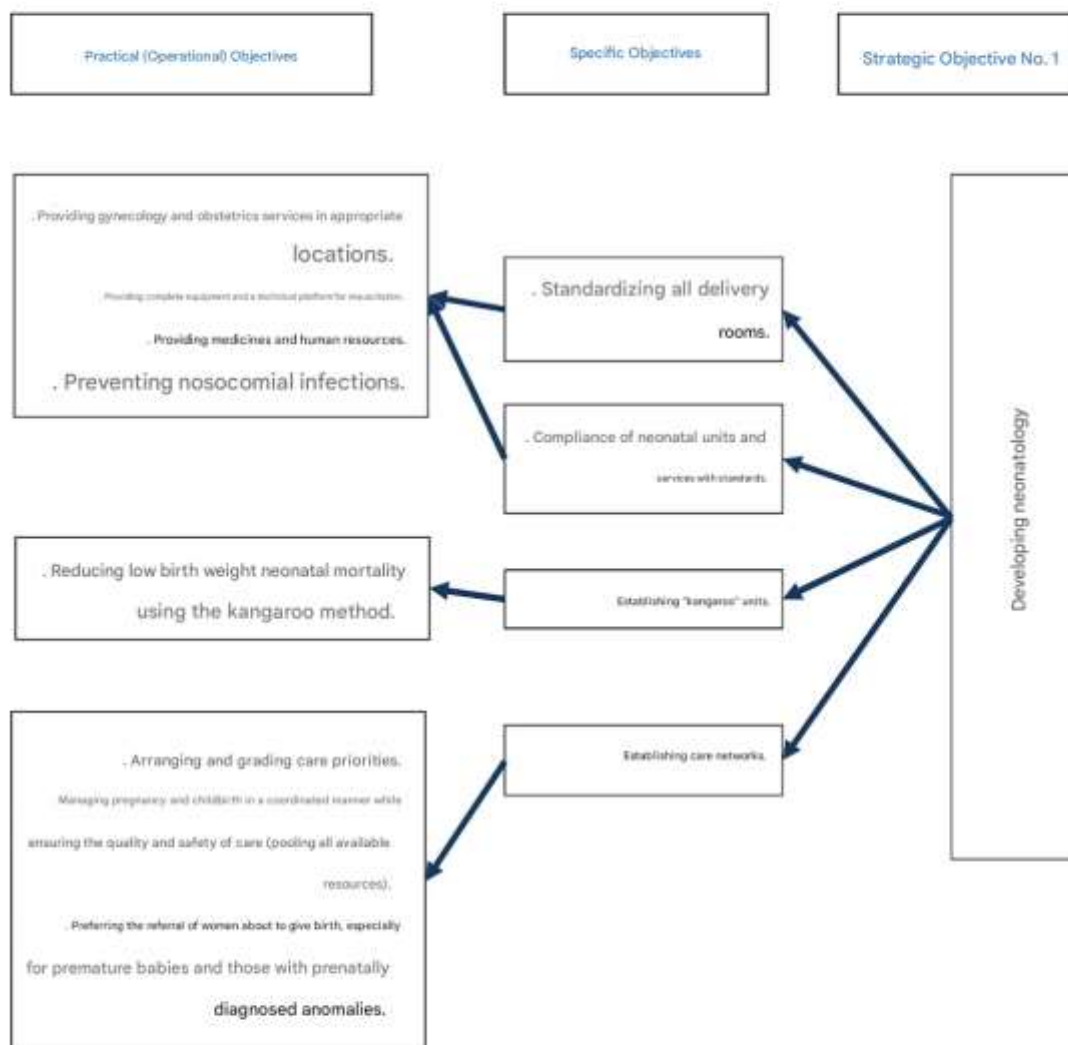


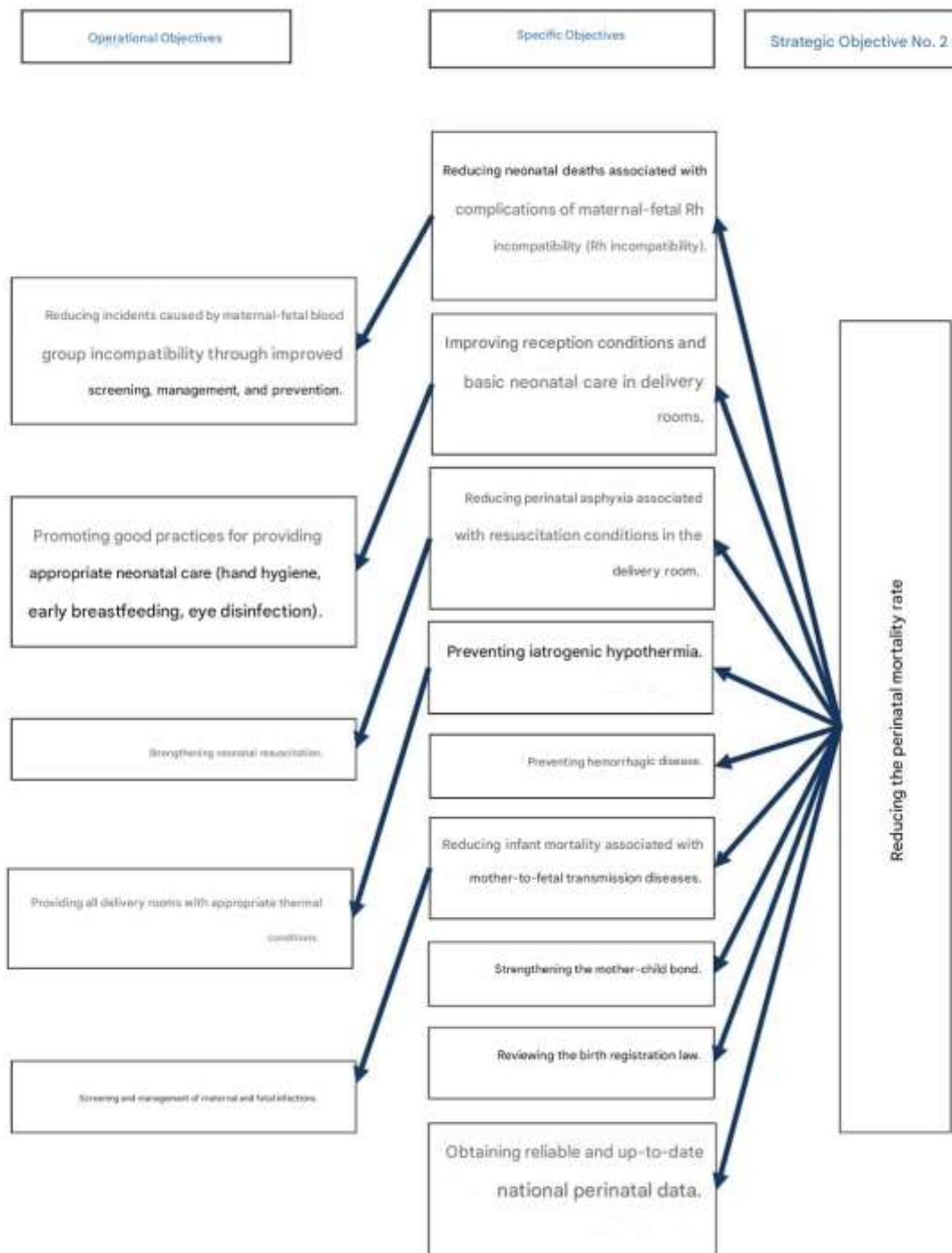


Goals are determined based on public documents (legislative and regulatory texts, budget programs, management reports, status presentations, but also official speeches and institutional communication...). It is up to the decision-maker to highlight (particularly through interviews, and it is necessary to reveal the declared or explicit goals, as well as the potential implicit goals of public policy (through interviews, statements, and writings of officials in the media, correspondence, etc.). These different goals and their core are often represented by a "goal tree," which is a tool that allows summarizing the strategic and specific objectives of any public intervention at various levels. The goal tree allows envisioning the strategy of public actors and sharing its understanding with stakeholders in public policy. Therefore, this document can be a tool for exchange among actors in public policy to achieve a shared vision of the goals pursued in the past and to build another vision, for example.

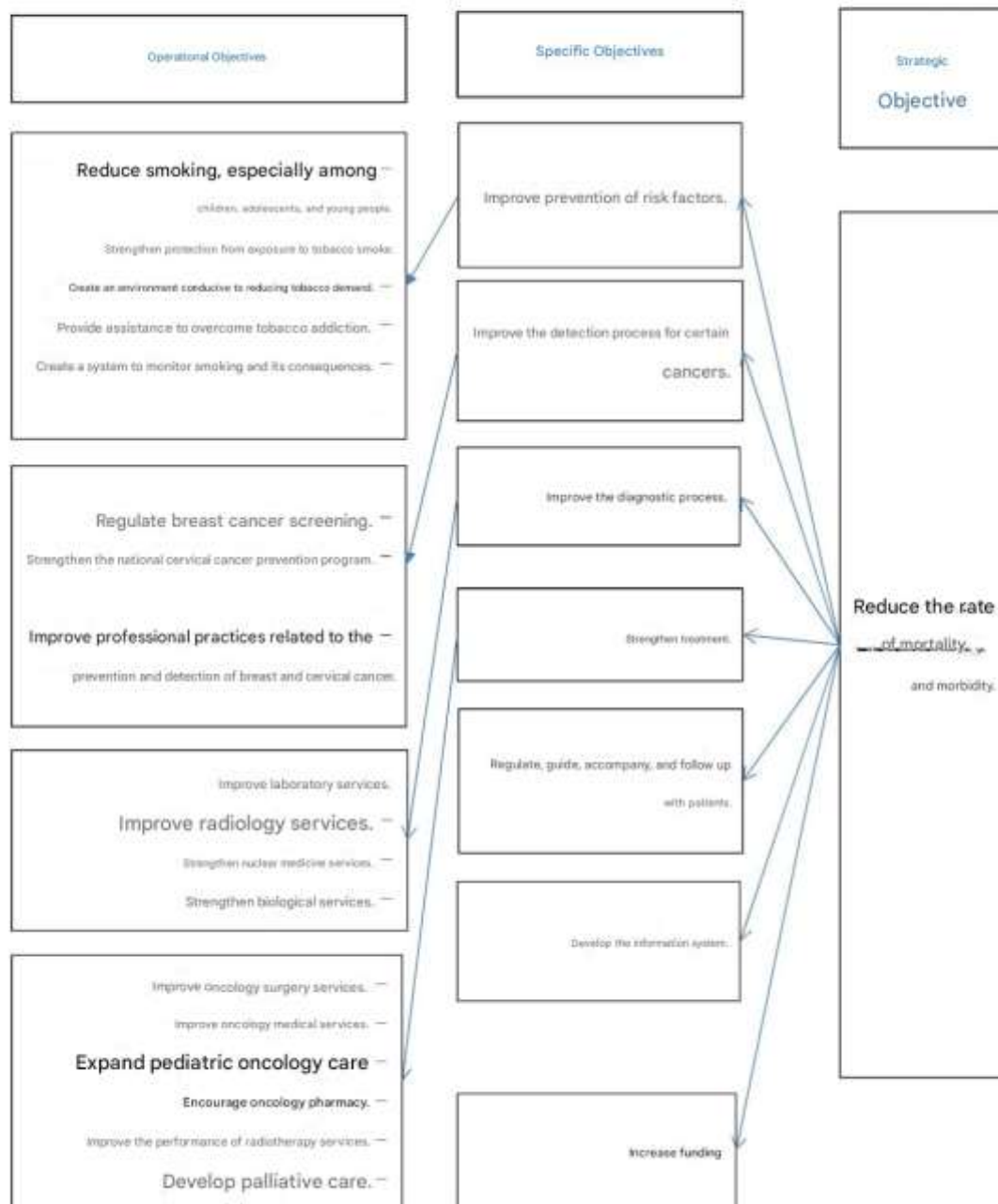
The strategic objectives of the more comprehensive policy are placed at the top of the goal tree, and the operational objectives, which are more concrete and precise, are placed at the bottom of the tree. Having a goal tree facilitates the evaluator's work by providing a reference to guide questions about the relevance or alignment of the activities to be implemented with the priority. It is recommended to ensure that all objectives are clearly defined to facilitate the analysis of the expected impacts of public policy and the causal links that connect them. The aim of the evaluation will be to assess whether these causal links have been achieved as expected by public decision-makers before implementing the policy, and if necessary, why these causal links could not be effective. A lack of reflection on this aspect may lead to misunderstandings to public policies.

Example: Objective Tree for the National Perinatal Policy (Algeria)





Example: Objective Tree for the National Cancer Control Policy (Algeria)



The above-mentioned policy has a straightforward series of objectives, and therefore it is amenable to preliminary evaluation. If the public policy presents a very large number of objectives, it becomes difficult to evaluate them accurately and thoroughly, so it is preferable to narrow the scope of evaluation to studying one or two series of objectives. If the decision-maker is unable to prepare an objective tree, the alternative might be to construct a problem tree.

Card No. 03: Impact Logical Framework

Impact Logical Framework

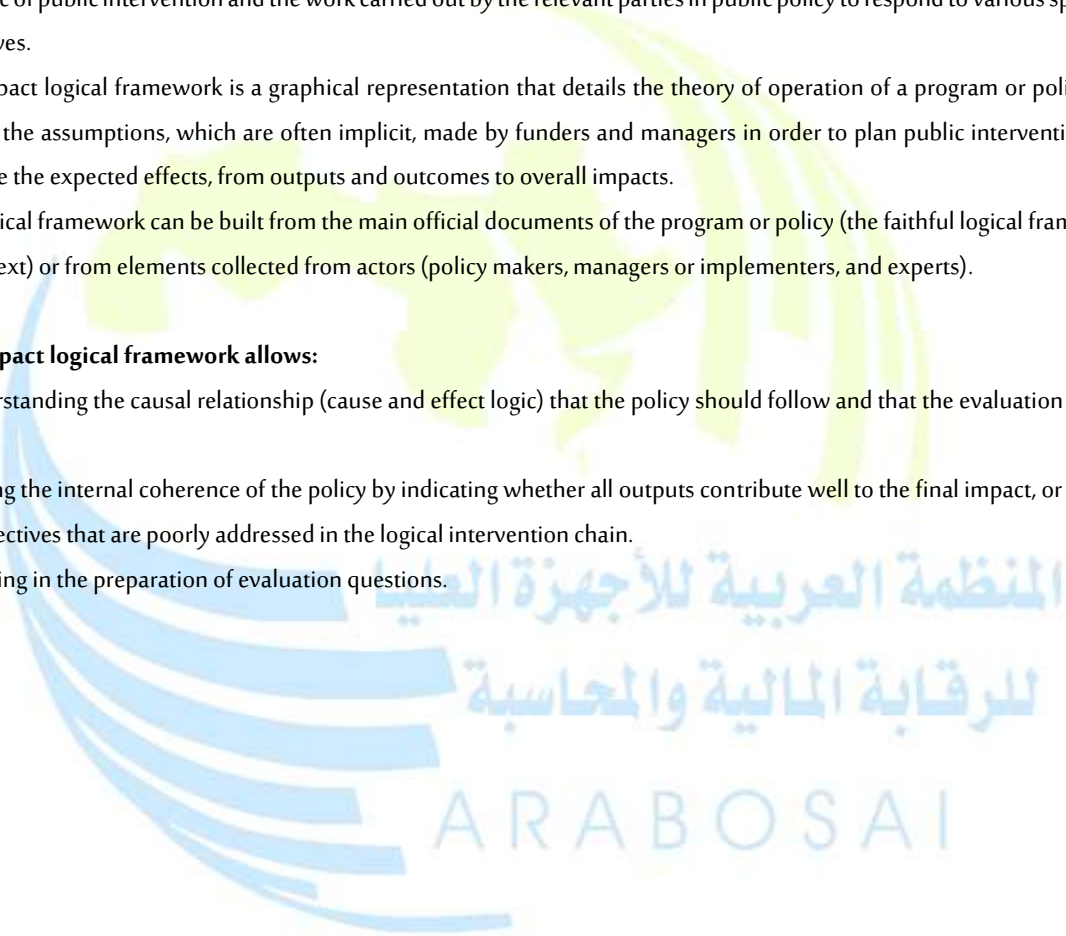
The preparation of the impact logical framework (or) (effects or preparation of the logical framework) aims to help understand the logic of public intervention and the work carried out by the relevant parties in public policy to respond to various specified objectives.

The impact logical framework is a graphical representation that details the theory of operation of a program or policy and reveals the assumptions, which are often implicit, made by funders and managers in order to plan public intervention and produce the expected effects, from outputs and outcomes to overall impacts.

The logical framework can be built from the main official documents of the program or policy (the faithful logical framework of the text) or from elements collected from actors (policy makers, managers or implementers, and experts).

The impact logical framework allows:

- Understanding the causal relationship (cause and effect logic) that the policy should follow and that the evaluation should test.
- Judging the internal coherence of the policy by indicating whether all outputs contribute well to the final impact, or if there are objectives that are poorly addressed in the logical intervention chain.
- Assisting in the preparation of evaluation questions.



Logical Impact Diagram of the National Perinatal Policy (Algeria)

Impact	Results	Achievements
- Reduction of perinatal and maternal mortality and morbidity. - Development of neonatology.	- All gynecology and obstetrics departments and maternity services are subject to standards. - A network care system has been established. - Reduction of mortality associated with complications of maternal-fetal Rh incompatibility (blood type incompatibility) - Improvement of mortality and morbidity due to perinatal asphyxia, hypothermia, and mother-to-fetal infections	- Provision of gynecology and obstetrics services with appropriate buildings, complete resuscitation equipment, medicines, and human resources - Prioritization and gradual progression of care - Coordination of the actions of all stakeholders at different levels by pooling all available resources - Improvement of screening and management of maternal-fetal blood type incompatibility



Example: Logical Framework for the Impact of Public Policy on Social Housing

Achievements	Results	Impacts
1. Benefiting applicants from the right to housing		
2. Housing units are allocated to the deserving public with priority	A. The most developed residents are preferred in accessing social housing, and they are also upgraded.	
3. Making housing permits due to urban development rare		
4. Social support has been established for the most difficult families		
5. Delivery of new, more social housing units increases according to need	B. Rent range is regulated according to the income level of applicants.	I. The public policy for social housing contributes effectively and under supportive conditions to housing the most deprived people.
	C. Integration housing units increase.	
6. Intermediate or free housing units delivered in poor neighborhoods	D. Balanced urban development in terms of income distribution.	
7. Increase in the number of social rental housing units available in poor neighborhoods		
8. Penalties are put in place in case of non-compliance with the conditions for granting social rental housing		

Logical Framework

Like the logical impact diagram, the logical framework allows clarifying the logic of how a program or project works. It is particularly suitable for evaluating simple public policies, whose objectives and actors can be easily identified. Moreover, it defines three types of elements that are likely to affect the external coherence of the public policy:

The logical framework allows:

- Defining clear priorities for the desired objectives.
- Identifying the causal links between the desired objectives and the allocated means.
- Defining, starting from the project design phase, success criteria, risks, and means to achieve the desired objectives.
- Conditions for its success.
- The risks involved.
- The means actually allocated to it.

The logical framework can be represented as a matrix consisting of five rows and four columns.

Reconstructing the intervention logic is necessary in order to:

- Understand the history and sequence of the policy under evaluation.
- Help reveal and clarify the expected objectives and impacts.
- Show the expectations and motivations of decision-makers in the absence of clear objectives.
- Propose questions regarding the impacts.
- Assist in judging the internal coherence of the intervention.
- Formulate evaluation questions, which will be organized according to evaluation criteria and enriched with indicators.

Note: It is useful to identify the main external factors that set conditions for the intervention or restrict its implementation.

The evaluation relies on reconstructing the logical framework of the intervention to be evaluated. This matrix, which is essentially a design and management tool, helps carry out the evaluation.

How to reconstruct the intervention logic

- Collect and analyze the basic official documents of the intervention (programming documents).
- Identifying the main activities.
- Defining the intervention objectives.
- Translating the objectives into expected results and impacts.
- Linking activities to expected impacts by reconstructing cause-effect relationships.
- Verifying that the causal relationships are logical.
- Discussing the reconstructed logic with some background information provided by program designers and managers, as well as experts in the field.

Note: The evaluation team studies the logical framework prepared at the beginning of the intervention. If such a document exists, it should be reconstructed by the evaluators' team with relevant parties in the evaluated public policy.

- Logical framework for a policy, program, or project

Table No.: 7 Logical frameworks for a policy, program, or project Impacts

Impacts / Objectives	Intervention Description	Objectively Verifiable Indicators (OVIs)	Sources of Verification	Assumptions
Strategic Goal (Overall Impact)				
Specific Objectives				
Results (Outputs)				
Activities (Inputs)	Resources	Cost		

Note: The evaluation team may suffice with using only the impact logical framework for its simplicity without resorting to the full logical framework.

Card No. 04: The Social Map of Stakeholders

The Social Map

In order to respond to the principle of inclusiveness in public policy evaluations, it is necessary to identify all stakeholders involved in the public policy being evaluated. Additionally, the implementation of a public policy involves many stakeholders whose roles vary and may overlap.

The social map is a graphical representation that allows viewing the various parties related to the public policy, their roles, and the degree of their participation in achieving the policy objectives.

Preparing the "social map" allows for:

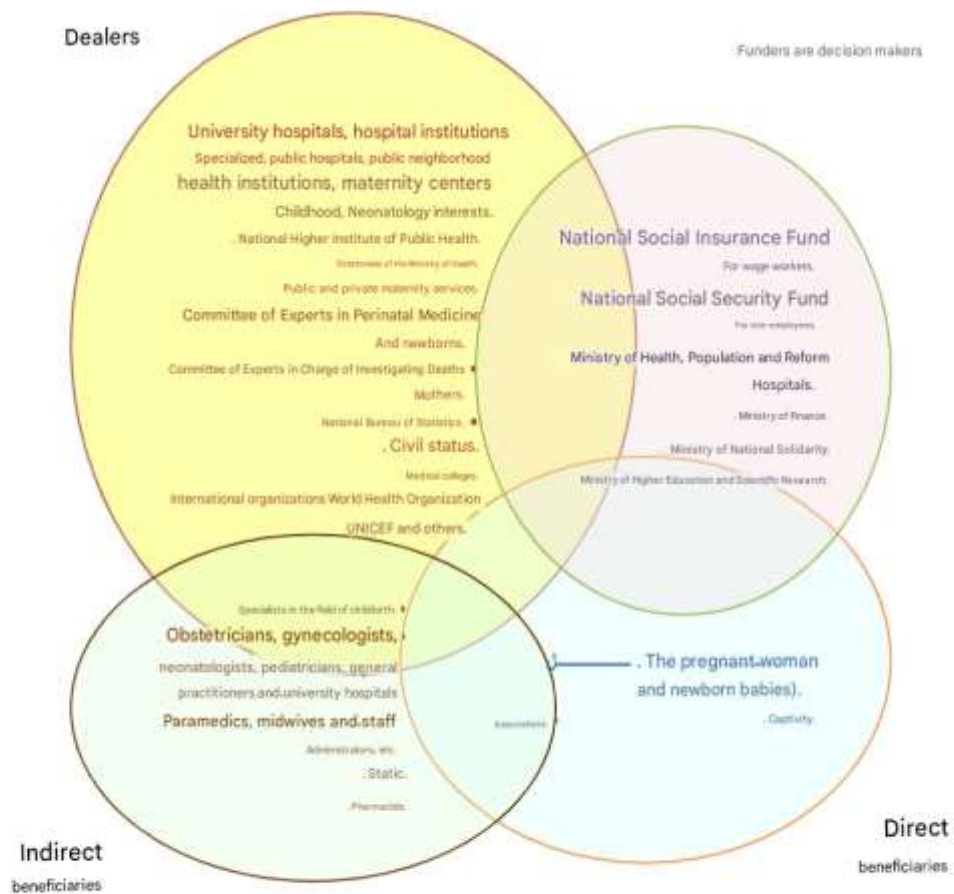
- Obtaining an overview of the relevant parties in the policy and their functions.
- Determining how they will be involved in the evaluation process (interviews, focus groups, etc.).
- Understanding the connections between the various mentioned stakeholders and the integration (or competition) in their work in implementing the public policy.
- Gaining a better understanding, based on these elements, to identify the positions, strategies, and objectives pursued by each of the stakeholders.

Stakeholder Analysis Diagram (Social Mapping) for a National Policy in Algeria focusing on the perinatal period.

Examples of social plan of actors: •

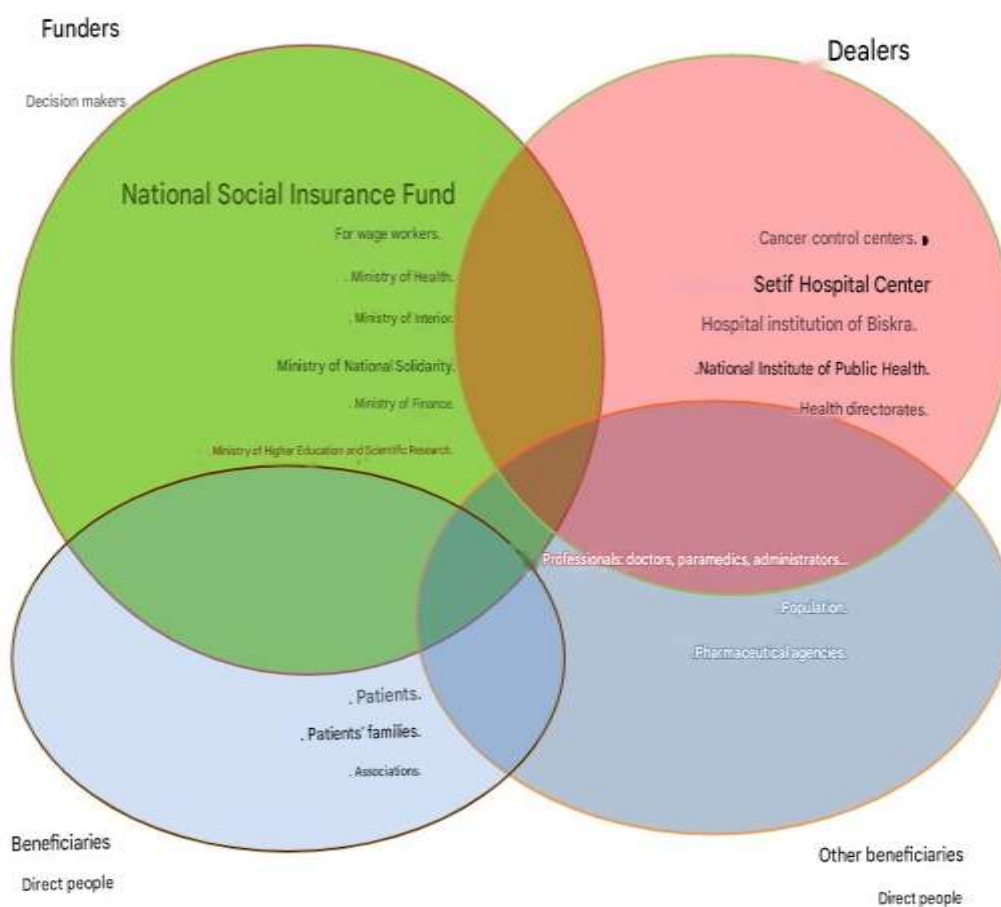
Example: Social plan of the National Perinatal Policy (Algeria)

Social Planner (Actors)



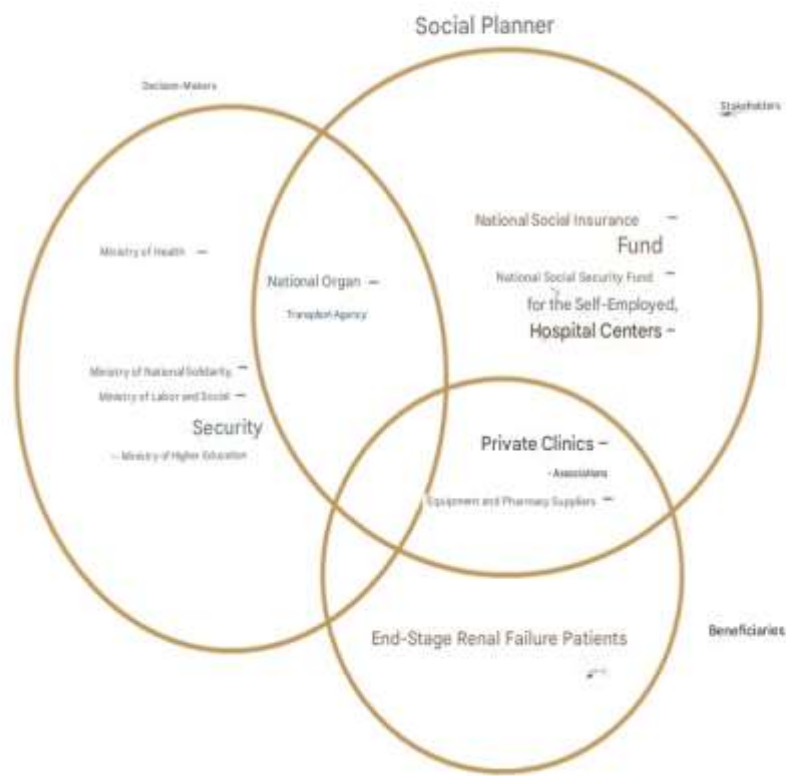
Example: Social plan for the cancer control programme (Algeria)

Social Planner (Actors)



Example: Social Plan for End-Stage Renal Failure Patient Care

Policy



The social plan can be summarized in the following table:

Table 8: Summary Table of the Social Planner

Stages of Their Involvement	Their Role within the Evaluation Framework	Actors to be Involved

This tool is used to define the relationship between the designers and implementers of the policy or project, the partners, and the beneficiaries of the intervention to be evaluated. This not only visualizes the role and identity of the relevant parties but also facilitates the establishment of an evaluation committee. The social planner also helps prepare the list of people to be interviewed and include them in the evaluation support committee

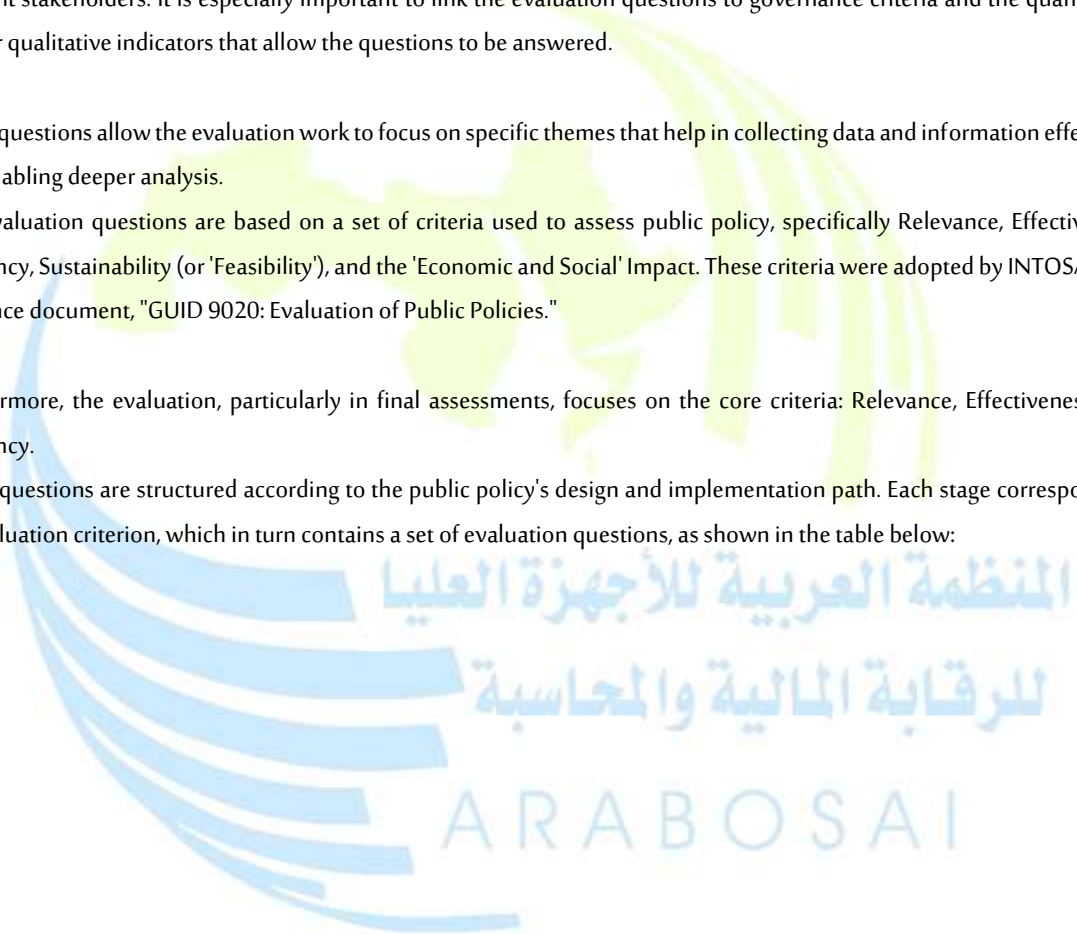
Evaluation Questions and Criteria (**Card No. 05**) Evaluation questions are built upon the stakes (or challenges) of the public policy, which are identified beforehand through an analysis of the objectives, the intervention logic, and the intentions of the relevant stakeholders. It is especially important to link the evaluation questions to governance criteria and the quantitative and/or qualitative indicators that allow the questions to be answered.

These questions allow the evaluation work to focus on specific themes that help in collecting data and information effectively and enabling deeper analysis.

The evaluation questions are based on a set of criteria used to assess public policy, specifically Relevance, Effectiveness, Efficiency, Sustainability (or 'Feasibility'), and the 'Economic and Social' Impact. These criteria were adopted by INTOSAI in its guidance document, "GUID 9020: Evaluation of Public Policies."

Furthermore, the evaluation, particularly in final assessments, focuses on the core criteria: Relevance, Effectiveness, and Efficiency.

These questions are structured according to the public policy's design and implementation path. Each stage corresponds to an evaluation criterion, which in turn contains a set of evaluation questions, as shown in the table below:



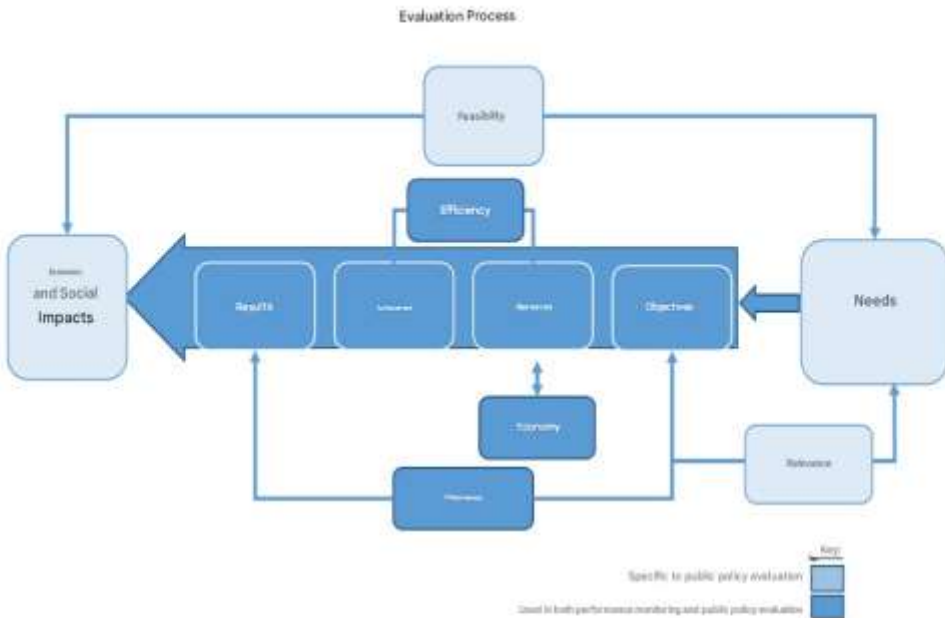
Criterion Name	Main Questions	Sub-Questions	Criterion Content
Relevance			Assessing the degree of consistency between the objectives sought by the public intervention and the problems that the public authorities intend to solve.
Coherence / Consistency			- Internal Coherence: Measuring the consistency of the objectives of the policy being evaluated among themselves (absence of conflict between them).
			- External Coherence: Measuring the consistency of the objectives of the policy being evaluated with the objectives of other policies (absence of conflict with them).
Effectiveness			Measuring the results of the public intervention in relation to the set objectives.
Efficiency			Measuring the results of the public intervention in relation to the resources mobilized of all types.

Table No. 9: Evaluation Questions and Public Policy



		its types (financial, material, human, technical, organizational...)	
		Measuring the extent to which the effects of public policy solve citizens' problems or meet the needs for which it was designed and implemented.	Benefit
		Measuring the extent to which the benefits resulting from a public intervention continue after the policy or program ends.	Sustainability

Evaluation criteria according to GUID 9020: Public Policy Evaluation



Source: Guidelines for Public Policy Evaluation (GUID 9020).

The effectiveness of a public activity is primarily evaluated by comparing the results achieved when implementing this activity with the objectives pursued before its implementation phase.

Efficiency or effectiveness analysis equates the cost and effectiveness of a particular policy. Could the same level of objectives have been achieved at a lower cost? With the same public expenditure, could a higher level of objectives have been achieved?

Alongside effectiveness and efficiency, a policy is evaluated according to the criteria of relevance, impact, and sustainability. The evaluation questions and analysis work must cover many of these criteria based on the stakes identified during the feasibility study. Relevance and effectiveness and efficiency are considered the main criteria for most evaluation work. Thus, the evaluation does not necessarily have to address all criteria.

Evaluation questions guide the evaluation approach by focusing on aspects that are highly useful to beneficiaries as well as decision-makers and that have significant added value.

The selection and preparation of questions based on evaluation criteria follow several steps:

- Creating a provisional list of questions based on the logic of the policy intervention and evaluation criteria.
- Ensuring the possibility of providing answers to various questions based on available quantitative data and qualitative information, the time allocated for the evaluation, and the budget allocated.
- Involving stakeholders related to public policy in selecting or reviewing the questions.
- After these analyses and to avoid repetition, the provisional list of questions is reviewed by merging or deleting some to reach a limited number of questions (4 or 5) focusing on the most prominent criteria and stakes.
- Counting quantitative and qualitative indicators that allow answering them, as well as sources to access them (databases, reports, interviews).
- The question must relate to evaluation, not auditing.

Table 10: The Golden Rule in Selecting and Preparing Evaluation Questions

Golden Rule

The Golden Rule	Limiting the Number of Evaluation Questions (from 4 to 5)
Tip	Start by formulating all the questions that come to the minds of the evaluation team, then reduce their number as the feasibility study progresses.
To Avoid	Avoid evaluation questions where you cannot be sure of the evaluation team's ability to answer them.

Examples of evaluation questions related to the assessment of the policy for managing chronic end-stage kidney disease:

- What is the health policy followed regarding chronic end-stage kidney disease?
- Have there been any plans, initiatives, or evaluations?
- To what extent does the public policy related to chronic end-stage kidney disease allow for patient care within reasonable timeframes, ensuring various types of care, as well as the relative share of dialysis and kidney transplantation under this policy (cost/effectiveness)?

- What are the costs in the different care sectors: dialysis, transplantation, technical equipment, medications, consumables, transportation...; indirect costs?
- What are the obstacles hindering the development of kidney transplantation, whether legislative or cultural in nature...?
- To what extent do the available public or private dialysis centers meet the needs of the various targeted patients suffering from chronic end-stage kidney disease?

1 – Relevance

A policy is usually justified by identifying a "social problem" that public authorities feel compelled to confront and solve.

A policy is relevant (appropriate) if its explicit objectives are adapted to the nature of the problem or problems that are supposed to be solved (alignment and coherence between objectives and the identified needs or problems) and if these objectives attached to the activity adequately meet real and proven needs of the citizens.

Relevance lies in understanding how well the objectives fit the specific needs of beneficiaries and the population, as well as the main priorities of the government, ministry, or local authority.

Assessing the relevance of a policy or program involves answering, by posing appropriate evaluation questions, the following questions which are recommended:

- The program/project's results align with the beneficiaries' expectations and needs.
- To what extent do the intervention's objectives align with the policy/project's specific problems and the overall priorities of the relevant stakeholders?
- The program/project's results are based on a sound diagnosis. Are the stakes clearly identified?
- Is the project prioritized?
- Are the policy objectives clear to citizens, beneficiaries, and stakeholders? Can they be easily identified and prioritized?
 - Are the objectives justified in light of the current and future needs of the population?
 - What are the gaps between the expected impacts and the priority needs of the population?

Examples of evaluation questions related to the relevance of the poverty reduction program:

- Are the program's objectives achievable? Do they align with the needs of the targeted population and the national strategies related to poverty reduction?
- Was the project design participatory? Did it take into account the contributions and needs of the key stakeholders?
- Was the project design appropriate for its objectives?
- Were the objectives clearly defined? Would they reduce poverty?
- Regarding the design phase: Is the program plan (or public policy) well-formulated, feasible, and likely to lead to the expected outcomes?

Note: The judgment on the appropriateness or relevance of the objectives should be made from the perspective of both beneficiaries (according to their own perception of their needs) and managers, not only from the managers' perspective.

This analysis should be complemented by an assessment of the coherence of the intervention.

Examining coherence allows verification of the consistency of the objectives and whether they do not conflict with each other (internal coherence) and their harmony and non-contradiction with other public interventions that interact with the evaluated public policy (external coherence), as well as with governmental or local strategies and

orientations.

Examining coherence allows answering the following questions:

- Are there any contradictions between the declared priorities, the priorities actually implemented, and the distribution of resources allocated to them on one hand, and the policy objectives and those declared by other national policies and strategies on the other hand?
- How do the simultaneous objectives of the public policy synergize with each other?
- To what extent do the observed means align with the desired objectives?

To what extent do the policy objectives (the legitimate program, activity with the official education goals—decree, publication, ministry strategy...) that frame the concerned public policy sector (examples: water, sanitation, urban planning, city...) correspond?

3- Feasibility

Feasibility is measured by the direct and indirect effects, including those that were unexpected or unintended, and also through the convergence between the impact of this policy and the needs it seeks to address.

Estimating the feasibility of a policy leads to the following question: To what extent do the policy's outcomes and impacts respond to the pre-identified societal problems? What is the added social value resulting from the policy's implementation?

Feasibility evaluation allows for estimating the medium- and long-term impacts: How does the program enable responding to the social needs and problems for which it was implemented? Or does it not allow?

3 – Effectiveness

Measuring the effectiveness of public policy (or public intervention) involves assessing the degree of goal achievement and estimating and classifying the observed results (the relationship: goals – results).

- Were the objectives achieved or not? Are the results consistent with the intended goals? Did the program/policy produce unexpected or undesirable results when comparing the achievements, results, and impacts obtained with the initially set objectives (expressed in the form of expected achievements, results, and impacts, including an estimation of unexpected effects)?
- To what extent were the development activity, policy, or program objectives achieved, or are they still being implemented, considering their relative importance?
- Expected results (objectives) / actual results achieved for the public intervention.
- Unexpected results (negative or positive).
- Analysis of the observed discrepancies.

If the objectives are not fully or partially achieved, the supplementary question may be as follows: Why did the program/policy not allow the desired results to be achieved?

It is assumed that there is the ability to answer in advance the question related to assigning responsibility for the results to the policy: What would have happened if the policy/program did not exist? And monitoring the effects of the program on the beneficiaries' practices?

If responsibility is clearly attributed to the results, a preview of total or partial ineffectiveness may occur: from the failure of the continuity of the followed policy, from the inadequacy of the means used, from internal inconsistency, or simply from overly ambitious and difficult-to-achieve goals.

In this context, results should be linked to the implemented policy and it should be determined whether there are results arising from the implementation of other policies. This work represents one of the difficulties faced in evaluation.

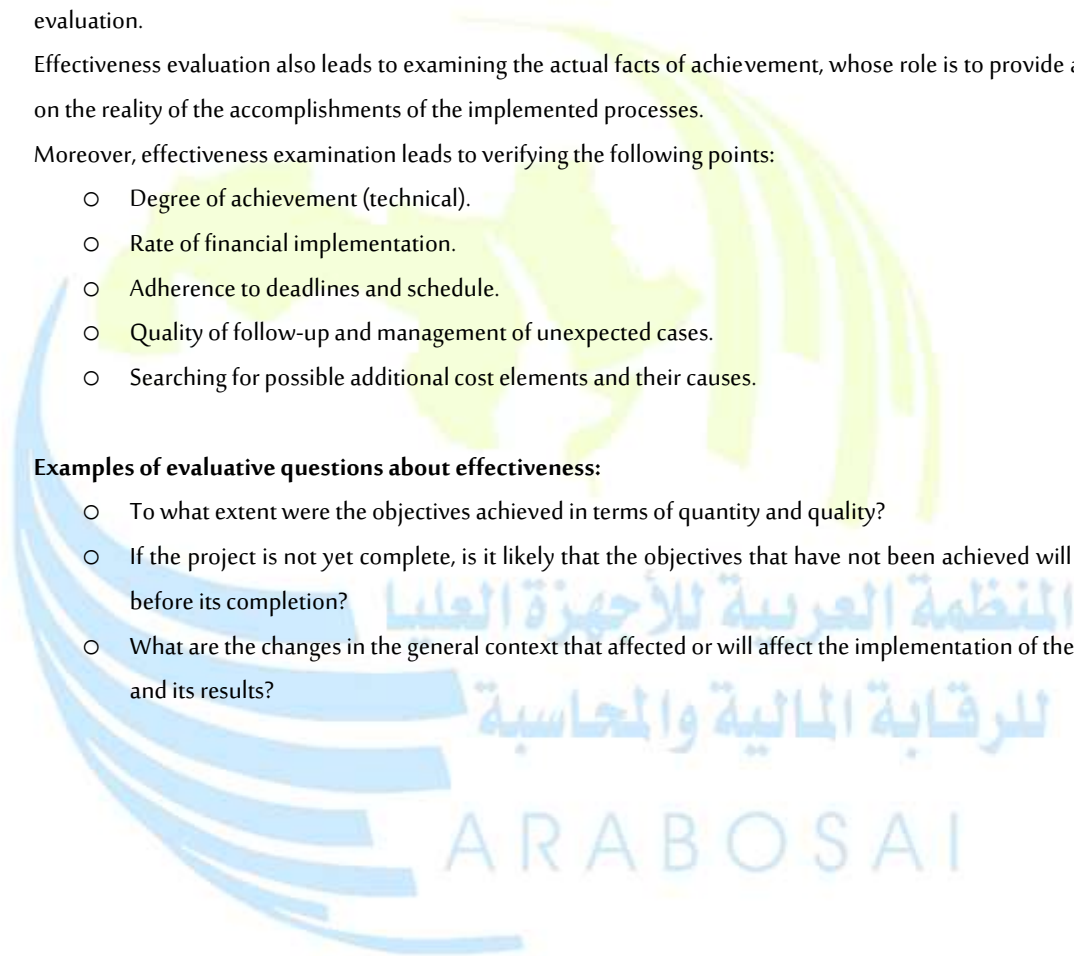
Effectiveness evaluation also leads to examining the actual facts of achievement, whose role is to provide a report on the reality of the accomplishments of the implemented processes.

Moreover, effectiveness examination leads to verifying the following points:

- Degree of achievement (technical).
- Rate of financial implementation.
- Adherence to deadlines and schedule.
- Quality of follow-up and management of unexpected cases.
- Searching for possible additional cost elements and their causes.

• **Examples of evaluative questions about effectiveness:**

- To what extent were the objectives achieved in terms of quantity and quality?
- If the project is not yet complete, is it likely that the objectives that have not been achieved will be met before its completion?
- What are the changes in the general context that affected or will affect the implementation of the project and its results?



Note: Ideally, a comparison should be made between the conditions after the implementation of the program (policy) and those that existed before the implementation, if data is available.

4- Efficiency (Effectiveness)

Efficiency measures the achievements, results, and impacts resulting from the public intervention in terms of the resources and means used (financial, human, technical, organizational, etc.) by comparing achievements and results with costs. It evaluates the relationship between the results and the human, financial, and material means implemented, and answers the following evaluation questions:

- To what extent were the desired results achieved with the least possible resources, at the lowest cost, and within the designated time frame?
- Were the funds and resources allocated by the policy used effectively? Do the policy results correspond to the amounts spent? Were the deadlines respected?

This evaluation leads to examining the following elements:

- How financial, technical, human, and organizational resources were mobilized at the desired time and at the lowest cost.
- Comparing costs with appropriate reference elements.
- Comparing the results obtained with the amounts spent.
- Respecting the program deadlines.
- Adapting the means employed to the intended objectives.
- Analyzing and explaining any additional costs, and analyzing and explaining observed overruns and delays in implementation.
- Analyzing possible methods that may have enabled achieving the same results with more limited means (economy of means), by comparing them with other equivalent measures.
- Analyzing shortcomings related to the distribution of skills among actors and the quality of partnership.



Examples of evaluative questions about efficiency (or effectiveness):

- What are the costs required to achieve the observed results at the end of the evaluated process (the number of kilometers of roads completed, considering the quality of materials)?

- Can the cost ratio of inputs and products be compared to the reference ratios applied at the local and national levels?

Note: If the basic information required to calculate the actual cost of the policy or program is incomplete, the evaluation can be limited to the cost-effectiveness method (comparing the costs necessary for achievement/result). Results are expressed in units (such as the number of jobs created, number of patients assisted), and the method compares differences in costs and effectiveness between one strategy and another.

5- Impact (social and economic impacts)

At the macro level, it allows for estimating indirect (secondary) medium- and long-term positive and negative effects, expected or unexpected, resulting from public intervention, as well as changes and transformations that have occurred in the lives of directly and indirectly benefiting citizens in social, economic, and environmental fields following the public intervention.

Impacts can only be measured after a relatively long period following the completion of the policy or program implementation. Impact expresses the relationship between stakes and effects and allows answering the following questions:

- What changes have been observed considering the project's objectives?

- Do the obtained impacts provide answers to the stakes or needs?

- What are the medium- and long-term effects for each specific area of the region (social, economic, environmental, health, educational...)? From the perspective of the concerned public, are the negative impacts resulting from the policy acceptable in light of its positive effects?

Many of the challenges facing public policy are the difficulties of identifying data and methodologies in determining the criteria for asking questions. In this context, the impact depends largely on the good framing of questions, even if we do not believe that there is a problem in the attempts.

Examining the impact by judging the consequences of this work in the medium and long term allows for good answers through studying the effects of this work on a larger scale by:

- Identifying the population groups that benefited directly and/or indirectly from the work, and estimating the number of people involved according to the categories.
- Quantitative and qualitative description of the expected negative, positive, unexpected, and undesirable effects (economic, technical, social, environmental impact, impact on employment, financial efficiency impact on institutions).

The impact examination should explain how the situation would be in the absence of public intervention and to what extent unexpected effects were produced.

An example of undesirable side effects: The regional policy to support enterprises generated expected effects (job creation, increased exports, increased income, etc.) and unexpected and undesirable effects (financial support for foreign companies present in the region).

Note: The team must determine whether the observed results and effects are attributable to the evaluated policy or to other policies that have been implemented or are being implemented.

A criterion regarding the sustainability of results and effects in the long term can be added.

6- Sustainability (Continuity, Durability)

Examining the sustainability of public intervention involves estimating the durability of the observed results and effects, i.e., the property of effects to be sustainable in the long term, and whether they continue after the project (or activity) ends.

The questions include, in particular:

To what extent will the intervention be able to respond to today's and tomorrow's challenges?

To what extent do the effects (results or benefits) resulting from the intervention continue after the activity ends, and is it likely that they will persist in the long term?

Sustainability assessment allows for estimating whether the observed results and impacts of the activity are sustainable over time and whether the activity (policy) has generated effects (benefits) for a structure, organization, and practices capable of sustaining and developing after the intervention ends. It also allows for analyzing whether the entities responsible for implementing the intervention have the capacities to make it last in the long term and independently.

The following points should also be examined if necessary (especially for major projects):

- Financial sustainability.
- Acquisition and mastery of the technologies used.
- Means provided by those responsible to ensure the durability of the results.
- Technology transfer and patents.

Card No. 06: Evaluation Plan

The evaluation plan is proposed by the head of the evaluation team and approved by the supervisor (supervisory authority) of the evaluation mission. It is a document that outlines the objectives, methods, and timeline for the proposed period to carry out the mission, and it is subject to modification provided that the modification is justified. The evaluation plan must respect certain conditions, including highlighting the evaluation methodology which necessarily leads to answering the evaluation questions previously posed at the beginning of the evaluation.

This document results from presenting the feasibility study memo of the evaluation which led to the approval of this mission. It serves as a guide made available to the members of the evaluation team assigned to carry out the evaluation mission. This document also forms support for the follow-up conducted by supervisors at various levels.

The evaluation plan presents several elements, the most important of which are the evaluation objectives, evaluation questions, scope and domain of the evaluation process, identification of stakeholders, methodology for data collection and analysis, schedule for executing the evaluation process, and composition of the evaluation team.

This document includes and details the evaluation questions related to the criteria and evaluation tools deemed appropriate to answer them, within the framework of the specified deadlines and the stakeholders identified in the social plan contained in the feasibility study memo.

This document also includes cards that encompass a number of evaluation questions. Each of these cards follows the sub-evaluation questions, and for each sub-question, the criteria and indicators related to these sub-questions and the tools used to answer them are identified.

Content of the Evaluation Plan:

The evaluation plan includes the following elements:

- Evaluation objectives.
- Evaluation questions (the main questions that the evaluation must answer. This involves identifying the evaluation questions which can be divided into sub questions.

-Scope and nature of the evaluation (summative or training evaluation, post-test or successful evaluation, locations, and periods).

- Methodology for data collection and analysis and the necessary means for that.
- Possibility of resorting to external expertise.
- Estimated duration and timeline for completing the evaluation.
- Composition of the evaluation team and the distribution of tasks and responsibilities over time.
- Report submission date.

Card No. 07 Qualitative Techniques for Data Collection and Analysis

1 - Semi-structured Interview

The individual interview is an exploratory technique that allows obtaining the necessary information about the idea or perception held by various respondents regarding a public policy. The individual interview is also used to collect information about facts and verify them, opinions and viewpoints, analyses, suggestions, and initial feedback on observations and conclusions.

The term "semi-structured" means that the interview with the person being questioned is not closed or restricted to very closed questions. By conducting the interview based on general topics, the questions are not closed in a way that forces the respondent to answer, for example, yes or no, but the questions are somewhat open (for example: in your opinion, how do you assess, do you think that...), which gives the person the opportunity to enrich and direct their talk, and the evaluator ensures that all relevant topics are covered.

Typically, the evaluation of public policy at the national level includes dozens of semi-structured interviews, and it is recommended to question a sample representing all relevant parties involved in the evaluated public policy, who have been previously identified through the social mapping.

For the success of individual interviews, it is advisable to prepare an interview guide that specifies the topics to be addressed, the objective of the interview, its duration, the level of confidentiality, and how it will be used.

The respondent should not be influenced, and it is necessary to prepare minutes of the interviews in the presence and knowledge of the concerned person.

For analyzing the results, it is recommended to prepare a summary of the interview, develop an analysis framework with interpretation of data and information, and compare them with each other.

This technique has advantages that contribute to the success of the evaluation process, as well as disadvantages that must be taken into account.

Among the advantages of this technique is that it allows collecting information.

As for the limitations of this technique, they mainly lie in the fact that conducting a sufficient number of interviews takes a long time. Additionally, the quality of the information obtained is primarily related to the efficiency and cooperation of the respondents, the extent of their knowledge about the subject, and their willingness to provide the necessary information.

2- Questionnaire with Questions

Investigation through a questionnaire involves posing a series of questions to a sample of individuals who represent the group to be monitored, or sometimes to the entire group comprehensively (if the number is limited). It is a good tool for gathering information about the perspectives of beneficiaries of public policy or for obtaining statistics

about the practices of stakeholders or beneficiaries.

In this context, and to facilitate conducting questionnaires, it is usually advisable to make an agreement with a specialist in statistics.

The questions posed in questionnaires vary in nature; they may be:

- Descriptive, such as analyzing the characteristics of the group benefiting from the targeted public policy.
- Normative, such as understanding the legislative and regulatory texts that frame the public policy.
- Causal, such as analyzing the tangible outcomes of the targeted policy or the reasons for difficulties that may be encountered in implementing the public policy.

Questions posed through questionnaires can also be classified according to the nature of the expected answers, which may be:

- Nominal (such as age category, gender, profession).
- Ordinal (e.g., what are the most important health needs?).
- Numerical (e.g., what is the number of days expected to get an appointment at the hospital?).

The questions contained in the questionnaire are also classified into closed questions (where the choice is only among a limited number of answers) or semi-open questions (where among the options there is another choice that allows the respondent to express an opinion different from the proposed options); from these 2 types of questions.

Information can be obtained to exploit it in quantitative analysis; we also find open-ended questions through which we obtain open responses that can be utilized in qualitative analysis. However, it must be noted that answers in text form are more difficult to evaluate because they require significant effort when analyzing all these textual responses and extracting conclusions from them.

To achieve the desired objectives of the questionnaire, it is necessary to precisely determine the information we want to obtain and then formulate appropriate questions clearly, because any ambiguity in question formulation results in difficulty answering or providing answers other than those required.

It is also worth noting that how the sample is determined is of great importance because it determines the success or failure of the questionnaire process. Therefore, the sample must be defined accurately while ensuring it is more representative of the original group.

Sampling techniques are:

Simple random selection: Each element of the group is taken randomly. Each element of the target group in the evaluation process has the same chance of being part of the sample.

Systematic selection: One person is chosen from every certain number in the group, for example, every ten, without conducting a lottery process.

Stratified random selection: When the group is heterogeneous, it is divided into homogeneous subgroups (according to age category, for example), then a sample is taken from each subgroup.

Cluster selection: The group is divided into subcategories, then some subcategories are randomly selected. All individuals within the selected subcategories are surveyed. Although this technique has advantages, it is not without drawbacks.

The advantages of this technique are that it allows obtaining organized and measurable general information,

provided that the sample is well constructed and the questions are well formulated. The main drawback of this technology is its high cost.

3- Focus Group (Group Interview)

The group interview, or focus group, is based on the principles of interaction and perspective-taking. This technique reveals participants' perceptions of a specific topic, whether it concerns the importance of the evaluated public policy, the effectiveness with which objectives are achieved, or the consistency between various objectives.

This technique brings together a group of relevant parties at the same time to obtain a collective view from which to formulate ways of improvement, unlike individual interviews.

This technique, which is based on the principle of involving various actors, also allows for credible conclusions that are accepted by various actors.

Group interviews preferably bring together homogeneous participants: a group of representatives of public policy beneficiaries, a group of policy implementers, a group of civil society representatives. Each group usually consists of 6 to 10 people. The interview lasts 2 hours and 30 minutes, with all participants given the floor.

Facilitating and organizing the group interview plays a significant role in its success. The proposed topics for discussion must be presented briefly and clearly. The facilitator is a member of the audit team who is familiar with the subject and understands the objectives of the interview, helping to direct the discussion toward the topics and issues to be addressed.

The advantages of this technique include obtaining a large amount of qualitative information. It also allows for identifying the viewpoints of stakeholders and making suggestions for improvement that are accepted by the group.

The limitations of this technique lie in the fact that its success depends on selecting a facilitator who is familiar with the subject and skilled in facilitating such meetings and directing the discussion to the points on which the evaluating team wants to know the opinions of the various stakeholders.

4- Expert Team

In addition to the accompaniment committee, a group of experts is formed to help provide the necessary technical information. This technique is used when it is impossible to understand a public policy topic without consulting the experts.

The expert team can intervene at various stages of the evaluation, such as logical analysis of the policy, preparation of evaluation questions, implementation of the evaluation, or formulation of recommendations.

However, this technique can only succeed if the expert team is composed of recognized experts who specialize in the subject of public policy and are neutral and have no connection to the parties involved in public policy.

The expert team can submit a report following its participation in the discussions, including conclusions and even recommendations.

Using this technique increases the credibility and value of the audit process and can also lead to valuable recommendations.

5- Case Study

Case studies play an important role in clarifying public policy, and their importance is highlighted especially when public policy is applied in different areas.

Case studies play a major role in adding clarity and realism to the evaluation and allow for the analysis and

understanding of results and effects. They also allow for the verification and validation of proposed hypotheses.

A case study in evaluation involves using one or more real examples to gain in-depth knowledge of the topic under study and draw, as far as possible, lessons for the evaluation as a whole. Case studies are used in complex situations to answer the questions: How? Why? based on carefully selected real examples based on the evaluation objectives. This method can employ documentary analysis, but it primarily uses direct field observation in conjunction with interviews

One of the advantages of case studies is that they embody evaluation on the ground, highlighting the differences resulting from the diversity of contexts in which public policies are implemented.

6- Benchmarking

Benchmarking allows for more information about best practices that have been adopted in similar situations or results, often for foreign countries or organizations

This technique provides elements of comparison with other models, which also enables the development of the best recommendations to inform public authorities on the one hand and improve services provided to citizens on the other.

This technique is based on the following stages:

Selection of the benchmark: This should be based on multiple criteria that are similar to the problem being faced and the policy context.

Documentary study: The benchmarking is preceded by a review of previous studies to gather basic information on the selected case studies.

Data collection: One or two members of the rapporteur team carry out a field mission in the selected countries to interview key informants regarding the problem being explored. The field mission is also, where appropriate, an opportunity to observe public policy implementation mechanisms. Following the field mission, the evaluation team conducts an in-depth analysis of internal documents provided by the interviewees.

Mono-study: The evaluators write a mono-study for each benchmark studied according to the same analytical criteria (context, observed good practices, weaknesses, key success factors, potential obstacles, etc.). The transferability of the model should also be studied

Synthesis: To facilitate the incorporation of the resulting thinking materials into the evaluation, it is recommended to synthesize the individual studies that have been produced and highlight the main lessons learned.

7 - Field Observation

Observation is a systematic observation that relies on the senses and the monitoring and measurement tools they employ to collect, record, and analyze data to express it in numbers or estimates.

8 - SWOT Analysis Grid

The SWOT analysis grid is a strategic analysis tool used to evaluate the internal factors and external conditions facing a public policy. It is also used in several fields such as business management, marketing, and human development. It is used in evaluating a public policy. This analysis, as its four letters are written in English as SWOT,

can be defined as follows:

Strength: The elements of strength in public policy. This is a translation of the word "strengths."
Weakness: The weaknesses in public policy. This is a translation of the word "weaknesses."
Opportunities: These can come from outside public policy. This is a translation of opportunities
Threats: These can come from outside public policy and may cause imbalances that prevent it from achieving its goals. This is a translation of the word "threats."

This technique is characterized by its simple structure and accurate results, while its success requires realism in analysis and rigor in identifying strengths and weaknesses.

This technique offers several possibilities, including the ability to identify the policy's coherence and consistency, as well as knowing its value and evaluating its context in terms of opportunities and threats.

As for future directions, this process enables the evaluator team to formulate future recommendations that will improve the design and implementation of future policies.

Table 11: SWOT Analysis Grid

Negative	Positive	
Weaknesses	Strengths	Internal
Threats	Opportunities	External

Strengths and weaknesses analysis allows for the identification of internal factors that contribute to the implementation of public policies. Opportunities and threats analysis allows for the analysis of the external environment of the policy, which is outside the control of public authorities and can have a positive or negative impact on the success of public policy.

Card No. 08: Quantitative Methods for Collecting and Analyzing Data

1- Using Counterfactual Methods

This is used to determine what would happen in the absence of the policy or program by searching for a comparison group.

Counterfactual methods consist of creating, before implementing the public policy arrangement or program, a "test" group, which will benefit from the arrangement, and a "control" group, which, conversely, will not receive it. Both groups must have the same statistical characteristics.

The formation of the groups can be implemented using experimental methods (random selection or quasi-experimental (interview)). Once the two groups are formed, the evaluator will create or collect data on the status of the individuals comprising the two groups compared to the targets set in the public policy arrangement (for example, the childhood vaccination rate for a vaccination awareness program). After a certain period of implementation of the arrangement or public policy program, the evaluator will compare the initial status of the two groups with their current status (the vaccination rate at the pre-program stage and the vaccination rate after (n) years of implementation. The program's impact thus corresponds to the difference between the status of the "test"

group and the "control" group at the time of evaluation.

The aim of these studies is to create a hypothetical situation in which public policy does not exist, either explicitly (control group) or implicitly (analysis and comparison group with constant factors), and then estimate differences by differences. This is an unrealistic situation to which the current situation is compared. Thanks to this comparison, it becomes possible to some extent to evaluate the outcome of the evaluated public policy.

2- Creating Indicators

Quantitative analysis adds precision to the evaluation and allows for judgments to be made on reliable and credible grounds. Even in the absence of indicators defined by managers regarding the previous objectives of public activity, it is up to the evaluator to search for a quantitative measure of effects that is as close as possible to the intentions of public policy, while reviewing activity reports, statistical sources, studies, and international publications...

Indicators allow for the measurement of change. Evaluation provides a valuable judgment on the relationship between public policy or a public policy program and the recorded change. Therefore, the stage of determining the indicators that will be used to answer.

Evaluation questions are extremely important in the evaluation process. At this stage, the rapporteur team will identify the changes it will need to measure to use as a basis for its evaluative judgment. This often involves reporting the expected results of the public policy identified in the logical plan in the form of indicators of change. Access to the data necessary for indicator information is often conditional on authorizations from the bodies producing the data (statistical institutes or departments, administrations, private bodies, etc.). Since the procedure for requesting access to information can take several weeks to several months, it is advisable to carry out the work of identifying indicators well in advance of the evaluation process, during the feasibility study memorandum design phase.

Examples of key indicators related to evaluating the care of end-stage renal disease:

- Expenses per patient, cost of dialysis per patient, and kidney transplantation.
- Medical devices and equipment.
- Structures and resources (centers, treatment rooms, and staff).
- Qualified health professionals.
- Drugs and consumables used.
- Existence of a general policy for the caregiver of this disease.
- Existence of an actual evaluation or study of the care of the progression of this disease
- The existence of a database or statistics on the disease in general, on kidney transplantation, and on

Dialysis centers to determine performance indicators.

3- Data Processing

Many tools are available for processing collected data when it exceeds a certain size or has special characteristics that exceed the capabilities of Microsoft Excel (currently one million lines). Any mapping program can be used if data visualization in space is required in general, and statistical methods can also be employed in this field.

It is important that the rapporteur, once the investigation report is drafted, strive to present the data collected and

the analyses derived from it as clearly as possible, especially in light of the subsequent publication of the evaluation report.

It is recommended to illustrate the evaluation using graphic representations of the observations in the form of charts, maps, or graphs, which enhance and facilitate the transmission of messages and are the best communication tools.

4 - Validation of the Data Collected

Validation of the data collected, i.e., verifying their reliability and relevance, is part of the investigation. Any important information collected exclusively orally should be validated in writing if the rapporteur wishes to include it in his report. For this purpose, it is advisable to request validation of information obtained orally and of any interview presentations. If this is not possible, this information cannot be presented orally to colleagues while passing through the room or section of the apparatus.

More generally, the rapporteur may send memoranda to the monitoring body aimed at validating the factual data and, where necessary, the analyses (especially complex legal analyses...) on which he will base his proposals.

In this case, it is ensured that the memoranda communicated in this manner appear as preliminary working documents for its report, to which the agency is not necessarily bound. A written copy of these exchanges with the agency must also be retained for the file supporting the report.

Evaluation Preparation Checklist

Some questions the rapporteur (evaluation team leader) should ask himself before beginning the evaluation:

Is the selected evaluation topic relevant and feasible in improving public performance and citizens' lives?

- Is the work on the evaluation feasibility study well planned and completed?

Has the necessary training been received, particularly regarding the evaluation methodological guide and the evaluation topic?

Has the scope of the public policy and its evaluability been clearly defined?

Has a brief review of the normative, resource, budgetary, and theoretical aspects of the targeted public policy been well conducted?

Are the implicit and explicit objectives of the public policy clearly defined?

- Is the logic of the public policy intervention well understood?

Have all the relevant stakeholders been well identified?

Has a set of evaluation questions been identified that will allow the main issues of the public policy to be examined?

Has a list of measurement indicators been prepared to answer these questions?

Has the establishment of a supporting committee been planned?

Based on the approved evaluation feasibility study memorandum, has a sound work plan been identified that aligns with the evaluation plan?

Has the evaluation been formally and clearly communicated to identified key stakeholders?

Glossary

Analytical tools: Methods used to analyze data and information, focusing on specific problems during evaluation (quantitative, statistical, cost-effectiveness methods, etc.).

Data collection tools: Methods used to uncover information sources and collect data during the evaluation process.

Evaluation questions: Questions constructed based on the results of analyzing the objectives and logic of a public intervention; their goal is to guide evaluative judgment and assessment of the policy or program.

Impact: Includes all medium- and long-term changes and effects, positive and negative, primary and secondary, resulting from a public intervention, indirectly, intentionally or unintentionally.

Performance: Expresses the state of achieving objectives and expected effects (effectiveness) at a reasonable cost (efficiency) in a timely manner, leading to beneficiary satisfaction.

Results-Based Management: A system that provides a consistent framework for management and strategic planning, based on achieving objectives and improving performance.

Sustainability: The continuation of the benefits resulting from a public intervention after the policy or program ends.

Conclusions: A summary of the findings and their analysis to answer the evaluation questions based on the approved criteria. The conclusions highlight elements of the success or failure of the policy or program, strengths, weaknesses, and imbalances.

The logical framework is a tool aimed at improving policy and program design, most often at the project level, by identifying strategic elements (resources, outputs, achievements, outcomes, impacts, and their causal relationships), as well as external factors (risks) that can influence the success or failure of the activity.

Stakeholders: Individuals, groups, or organizations that have an interest in evaluating a public intervention or in the evaluation itself, as actors or beneficiaries

Outputs: Describe the products or actions financed and implemented using the means allocated for public intervention, which allow for the achievement of results. Achievements are expressed quantitatively (number of kilometers of paved road, number of completed sections or classrooms, etc.).

Public action: A public action or activity, whether a program, project, or specific measure.

Evaluation: Assessing the value of a public activity (policy, program) in light of specific criteria, in order to provide knowledge that helps in decision-making, improve performance, inform citizens, and enlighten public debate and dialogue.

Coherence: Assessing the relationships between programs.

Recommendations: Suggestions to improve the performance and overall effectiveness of a policy or program, or to redirect the objectives and means of public intervention.

Context: Baseline study: Description and analysis of the situation prior to program or policy implementation, through which progress can be assessed or comparisons made.

Causal relationship: The relationship or logical link between the means used in a public intervention and the achievements, results, and impacts on society

External factors: Factors or risks outside the program that may affect its success and are beyond management's control.

Effectiveness: Measuring the results of a public intervention in light of the established objectives.

Evaluability: Ensuring that the evaluation of a program or policy is possible and can lead to satisfactory results that are beneficial to the relevant parties.

Target group: The group of beneficiaries of the program or project.

Sociogram: A graphic representation that highlights the various stakeholders involved in public policy, their interactions, and the level of their involvement in achieving the objectives.

Logical impact diagram: A graphic representation that justifies the theory of action for a program or policy

Accountability: Obliging actors who develop or implement a policy, program, or project to provide all information and clear explanations about the expected and actual results, the performance of operations, and the use of public resources to direct officials, audit bodies, and citizens.

Beneficiaries: Those directly concerned with the policy or program and who benefit from its results.

Baseline data: Data that describes the situation or context in which the program will be implemented and serves as a starting point for measuring its performance.

Benchmarking: Collecting best practices from organizations or countries facing similar challenges or situations.

Inputs: All financial, human, material, legal, and organizational means mobilized to implement the policy or program, which lead to the achievement of the goods, services, and activities.

Indicator: A quantitative or qualitative factor or variable that includes a simple and reliable means of measuring and reporting changes related to an intervention or that allows for assessing the performance of an actor in public policy

Outcomes are the direct and immediate benefits or disadvantages that direct beneficiaries obtain in the short term after implementing a policy or program. The outcome may be positive or negative, expected or unexpected, and easily observable for the beneficiaries of the public intervention. Outcomes express a measure of the direct effects of the program in relation to the specific objectives identified and are expected due to their connection to the specific objectives.

Efficiency: A measure of the results of a public intervention in relation to the means employed.

Objective: The objective expresses the desired result.

Relevance: The extent to which the objectives match the problems or need to be resolved.

Counterfactual situation: The situation that would have been reached had the public intervention not been implemented.

Objectives tree: A graphic representation of the strategy of the relevant parties in a public intervention, which allows, in particular, the prioritization and ranking of the strategic objectives, the specific objectives, and the public policy process

Support committee: A committee that includes all relevant parties, including experts, whose mission is advisory in implementing the evaluation process.

Focus group: A group interview with relevant parties involved in the policy being evaluated, with the aim of gathering their perceptions of the policy's relevance, effectiveness, and consistency through interaction and exchange of their views.

Evaluation plan: A document that highlights the objectives, methodology, main steps, and means adopted for implementing the evaluation.

Evaluation feasibility note: A preliminary report that guides the decision to implement the evaluation through a feasibility study, proposing evaluation questions and verifying the possibility of collecting the necessary data to answer them.

Previous studies review: Identifying and selecting previously published works, regardless of the author's position, that are directly relevant to the evaluation.

Evaluation criteria: A set of criteria against which public policy is evaluated (relevance, consistency, effectiveness, efficiency, impact, sustainability).

Performance indicator: A variable or measure used to verify changes recorded through program execution and allows the results obtained to be shown relative to what was planned.