

CHAPTER 8

Baseline, Endline and EVALUATION PLANNING

Establishing Starting Points, Measuring Change and Using Evaluation Evidence

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Learning Objectives

By the end of this chapter, participants will be able to:

- Explain the purpose of baseline, midline and endline studies
- Distinguish a baseline from a needs assessment
- Compare major types of evaluation
- Develop clear evaluation questions
- Apply evaluation criteria
- Select appropriate evaluation designs
- Develop an evaluation matrix
- Prepare an Evaluation Terms of Reference
- Select and manage evaluators
- Develop a management response to findings
- Use evaluation evidence for learning and decision-making

What is Evaluation?

A systematic and user-focused assessment of the design, implementation and results of an ongoing or completed project.

Evaluation examines:

- What was achieved
- How well it was achieved
- Why results occurred
- Who benefited
- What was not achieved
- What lessons should inform future action

Monitoring versus Evaluation

Monitoring	Evaluation
Continuous and routine	Periodic and structured
Tracks activities and indicators	Assesses design, implementation and results
Supports immediate management	Supports strategic decisions and learning
Primarily conducted by project teams	May be internally or externally led
Answers “Are we on track?”	Answers “What worked, why and for whom?”

Evaluation Across the Project Cycle

Activities may occur at

- Project design
- Baseline
- Early implementation
- Midpoint
- Project completion
- After project closure

Typical sequence

1. Assessment

2. Baseline

3. Routine monitoring

4. Midline or midterm evaluation

5. Endline

6. Final evaluation

7. Post-project or impact assessment

What is a Baseline Study?

A baseline study measures the initial value of project indicators before, or at the beginning of, implementation.

It establishes:

- Starting conditions
- Initial indicator values
- Differences among target groups
- The reference point for measuring change

Purpose of a Baseline

A baseline helps the project to:

- Understand the initial situation
- Confirm or revise project assumptions
- Set realistic targets
- Establish benchmark values
- Compare progress over time
- Identify vulnerable or excluded groups
- Support final evaluation
- Refine implementation priorities

Baseline Questions

A baseline may ask:

- What is the current status of each indicator?
- Which groups face the greatest challenges?
- What services are currently available?
- What behaviours or practices already exist?
- What barriers affect access?
- Are project targets realistic?
- Are the Theory of Change assumptions valid?

Baseline Study Outputs

A baseline should produce:

- Baseline indicator values
- Disaggregated findings
- Description of methods
- Data-quality limitations
- Revised targets, where needed
- Recommendations for implementation
- A clean baseline dataset
- Final baseline report

When Should a Baseline Be Conducted?

Ideally:

- Before major activities begin
- After indicators are finalized
- After PIRS documents are approved
- Before final targets are confirmed
- Early enough to inform project implementation

What is a Needs Assessment?

A needs assessment identifies:

- Problems
- Priority needs
- Affected populations
- Existing capacities
- Service gaps
- Contextual risks
- Potential intervention options

It primarily informs project design.

Baseline versus Needs Assessment

Needs Assessment	Baseline Study
Identifies and prioritizes needs	Establishes starting indicator values
Conducted before project design	Conducted after design and indicator selection
Explores problems and context	Measures defined project results
May use broad questions	Uses standardized indicator definitions
Helps decide what to do	Helps measure whether change occurs

Example

Needs Assessment Question

What are the main barriers preventing children from attending school?

Baseline Question

What percentage of school-age children in target communities currently attend at least 80% of school days?

Can Existing Data Be Used as a Baseline?

Existing data may be used when it is:

- Recent
- Relevant to the target population
- Collected using credible methods
- Consistent with the indicator definition
- Available at the required level of disaggregation
- Comparable with future measurements

What is a Midline Study?

A midline study measures selected indicators during implementation.

It helps teams:

- Assess interim progress
- Compare results with the baseline
- Review targets and milestones
- Identify differences among groups
- Adjust implementation
- Test the Theory of Change

Midline versus Midterm Evaluation

Midline

Primarily measures indicator values at the midpoint.

Midterm Evaluation

Assesses progress, implementation quality, relevance, challenges and emerging results.

Purpose of an Endline Study

An endline study measures indicator values near the end of the project.

It helps determine:

- How conditions changed from baseline
- Whether targets were reached
- Which groups experienced change
- Whether expected outcomes occurred
- What evidence is available for the final evaluation

Baseline–Endline Comparability

For valid comparison, maintain consistency in:

- Indicator definitions
- Population
- Sampling approach
- Data-collection tools
- Questions
- Measurement methods
- Timing and season
- Disaggregation
- Data-cleaning rules

Example of Baseline–Endline Change

Indicator: Percentage of households correctly treating drinking water

24%

Baseline

48%

Midline

69%

Endline

70%

Final target

Interpretation

Substantial improvement occurred, but the project should investigate:

- Why the target was narrowly missed
- Whether the practice is sustainable
- Which groups lagged behind
- What other factors influenced change

Evaluation by Results Focus

Evaluations may focus on three levels of results:

1. Process
2. Outcome
3. Impact

Each type answers different questions — a single evaluation may combine several types.

Process Evaluation

A process evaluation examines how the project was implemented.

It asks:

- Were activities delivered as planned?
- Were services timely and accessible?
- Was implementation consistent with standards?
- What barriers affected delivery?
- How did participants experience the project?
- Were resources and systems adequate?

Process Evaluation Example

Project: Vocational skills training.

Possible questions:

- Were participants selected fairly?
- Was the training delivered with sufficient quality?
- Did women and persons with disabilities participate equally?
- Were equipment and trainers available?
- Did participants complete the full course?

Outcome Evaluation

An outcome evaluation assesses changes among participants, institutions or systems that the project intended to influence.

Examples:

- Behaviour adoption
- Service utilization
- Knowledge application
- Improved institutional performance
- Increased household income
- Improved learning outcomes

Impact Evaluation

An impact evaluation examines longer-term positive and negative changes attributable or credibly linked to an intervention.

It may assess:

- Intended effects
- Unintended effects
- Positive and negative effects
- Direct and indirect effects
- Causal contribution or attribution

Outcome versus Impact

Outcome Evaluation	Impact Evaluation
Measures expected changes	Examines longer-term effects
Often within project timeframe	May extend beyond project closure
May assess contribution	Often seeks stronger causal evidence
Usually more feasible	Often more complex and costly

Do not label every final evaluation as an impact evaluation.

Formative Evaluation

A formative evaluation is conducted to improve an intervention while it is being designed or implemented.

It supports:

- Project refinement
- Early course correction
- Testing implementation approaches
- Improving service quality
- Understanding participant needs

Summative Evaluation

A summative evaluation assesses the overall performance and results of an intervention, usually near or after completion.

It supports:

- Accountability
- Final judgments
- Funding decisions
- Scale-up decisions
- Replication
- Organizational learning

Formative versus Summative

Formative	Summative
Improvement-oriented	Judgment-oriented
Conducted earlier	Conducted near completion
Supports adaptation	Assesses overall value
Often internally used	Often used by donors and leadership
Focuses on learning during implementation	Focuses on final performance and lessons

Internal Evaluation

An internal evaluation is led by staff from the implementing organization.

Advantages:

- Strong contextual knowledge
- Lower cost
- Easier access to data
- Greater opportunity for learning
- Faster implementation

Limitations of Internal Evaluation

Possible challenges:

- Perceived lack of independence
- Organizational bias
- Staff reluctance to report weaknesses
- Conflicts of interest
- Limited specialist expertise

External Evaluation

An external evaluation is led by an independent consultant, firm or institution.

Advantages:

- Greater perceived independence
- Specialized expertise
- External perspective
- Stronger credibility for high-stakes decisions
- Potential for comparative sector knowledge

Limitations of External Evaluation

Possible challenges:

- Higher cost
- Limited contextual knowledge
- Time required for orientation
- Difficult access to participants
- Risk of low ownership
- Recommendations that are not operationally realistic

Choosing Internal or External Evaluation

Consider:

- Purpose
- Required independence
- Donor requirements
- Budget
- Technical complexity
- Availability of expertise
- Sensitivity of findings
- Organizational capacity
- Intended audience

Hybrid teams can combine external independence with internal knowledge.

Start with Intended Use

Before developing evaluation questions, clarify:

- Why is the evaluation needed?
- Who will use the findings?
- What decisions will it inform?
- When are findings required?
- How will findings be communicated?

Potential Evaluation Users

Users may include:

- Project participants
- Community representatives
- Project management
- Senior leadership
- Board members
- Donors
- Government agencies
- Implementing partners
- Technical teams
- Future project designers

Examples of Evaluation Use

Evaluation findings may support:

- Project adaptation
- Funding decisions
- Scaling or replication
- Project closure
- Policy engagement
- Design of future projects
- Accountability to communities
- Organizational learning
- Capacity development

What is an Evaluation Question?

A clear statement of what stakeholders need to know from the evaluation.

Good questions are:

- Relevant
- Specific
- Answerable
- Prioritized
- Linked to intended use
- Feasible within time and budget

Weak versus Strong Questions

Weak Question

Was the project successful?

Stronger Questions

- To what extent did the project achieve its intended outcomes?
- Which participant groups benefited most and least?
- What factors supported or constrained achievement?
- Which outcomes are likely to continue?

Avoid Too Many Evaluation Questions

Too many questions can cause:

- Excessive cost
- Weak analysis
- Unfocused data collection
- Long reports
- Superficial conclusions
- Evaluator overload

What are Evaluation Criteria?

Evaluation criteria are principles used to structure evaluation questions and judge project performance.

Core criteria include:

- Relevance
- Coherence
- Effectiveness
- Efficiency
- Impact
- Sustainability

Relevance

Relevance examines whether the project responds to the priorities, needs and context of participants and stakeholders.

Questions:

- Did the intervention address priority needs?
- Was the design appropriate?
- Did the project remain relevant as the context changed?
- Were vulnerable groups adequately considered?

Coherence

Coherence examines how well the intervention fits with other policies, programs and actors.

Questions:

- Was the project aligned with national policies?
- Did it complement other interventions?
- Were duplication and contradictions avoided?
- Was coordination with partners effective?

Effectiveness

Effectiveness examines the extent to which the project achieved its objectives.

Questions:

- Were outputs and outcomes achieved?
- Which targets were met or missed?
- What factors influenced achievement?
- Were results different across participant groups?

Efficiency

Efficiency examines how economically resources were converted into results.

Questions:

- Were results delivered on time and within budget?
- Could similar results have been achieved at lower cost?
- Were staff, funds and assets used appropriately?
- Were implementation systems efficient?

Impact

Impact examines significant positive and negative, intended and unintended changes associated with the intervention.

Questions:

- What wider changes occurred?
- Who experienced those changes?
- Were any unintended effects identified?
- What evidence links the intervention to the observed effects?
- Which impacts were most valued by communities?

Sustainability

Sustainability examines whether benefits are likely to continue after project support ends.

Questions:

- Are community structures likely to continue?
- Are systems financially and institutionally viable?
- Has local ownership been developed?
- Are government or partners able to maintain results?
- What risks threaten continuation?

Evaluation Criteria Matrix

Criterion	Core Question
Relevance	Did we address the right needs?
Coherence	Did the project fit with other efforts?
Effectiveness	Did we achieve the intended results?
Efficiency	Were resources used well?
Impact	What significant changes occurred?
Sustainability	Will the benefits continue?

What is an Evaluation Design?

An evaluation design explains how evidence will be collected and analysed to answer evaluation questions.

Design decisions include:

- Timing
- Comparison
- Sampling
- Data sources
- Methods
- Analysis
- Causal approach

Before-and-After Design

Compares baseline versus endline conditions to show change over time.

Advantages

- Simple
- Shows change over time

Limitations

- External factors may explain change
- Does not establish causation by itself

Comparison Group Design

Compares participants receiving the intervention versus a similar group not receiving it.

Advantages

- Provides stronger evidence about contribution

Challenges

- Requires comparable groups
- May raise ethical and operational issues
- Can be affected by selection bias

Experimental Design

Participants or units are randomly assigned to intervention and control groups.

Strengths

- Strong causal evidence

Challenges

- Cost
- Complexity
- Ethical concerns
- Operational feasibility
- Contamination between groups

Quasi-Experimental Design

Uses non-random comparison methods, such as:

- Matched comparison groups
- Difference-in-differences
- Interrupted time series
- Regression discontinuity
- Statistical matching

These designs require specialist expertise and high-quality data.

Non-Experimental Design

Uses evidence such as:

- Monitoring trends
- Participant perspectives
- Document review
- Expert assessment
- Contribution analysis
- Case studies
- Outcome harvesting

Mixed-Methods Evaluation

Combines quantitative and qualitative methods to explain not only what changed, but how and why.

Quantitative Methods

- Surveys
- Indicator analysis
- Assessments
- Administrative data

Qualitative Methods

- Interviews
- Focus groups
- Observation
- Case studies

Selecting the Evaluation Design

Consider:

- Evaluation questions
- Intended use
- Available baseline data
- Required level of causal evidence
- Time and budget
- Project complexity
- Data availability
- Ethical concerns
- Evaluator expertise
- Context and security

Choose the most credible design that is feasible — not the most complex available.

What is an Evaluation Matrix?

An evaluation matrix organizes the evaluation questions and the evidence needed to answer them.

Typical columns include:

- Evaluation criterion
- Evaluation question
- Indicators or evidence
- Data source
- Collection method
- Respondents
- Analysis method
- Limitations

Sample Evaluation Matrix

Criterion	Question	Evidence	Method
Effectiveness	To what extent were outcomes achieved?	Indicator results and stakeholder perspectives	Records, survey and interviews
Sustainability	Which results are likely to continue?	Ownership, financing and capacity	Interviews and document review

Evaluation Matrix Quality Questions

Ask:

- Can every evaluation question be answered?
- Are multiple evidence sources available?
- Is the method appropriate?
- Are relevant groups represented?
- Is the proposed analysis clear?
- Are ethical risks addressed?
- Is the plan feasible?

What is a Summary Evaluation Table?

A Summary Evaluation Table is an early planning tool that outlines the evaluations expected during the project.

It may include:

- Evaluation type
- Purpose
- Key questions
- Criteria
- Timing
- Intended users
- Responsibility
- Estimated budget

Sample Summary Evaluation Table

Evaluation	Purpose	Timing	Lead	Estimated Budget
Baseline	Establish starting values	Month 2	MEAL Team	\$15,000
Midterm	Improve implementation	Month 18	External Team	\$25,000
Final	Assess performance and lessons	Month 35	Independent Evaluator	\$35,000

What is an Evaluation ToR?

An Evaluation Terms of Reference is the main planning and management document for an evaluation.

It explains:

- What will be evaluated
- Why the evaluation is needed
- Which questions must be answered
- How the work should be conducted
- What deliverables are required
- How the evaluator will be managed

Core Sections of an Evaluation ToR

A strong ToR includes:

1. Project background
2. Evaluation purpose
3. Intended audience and use
4. Scope
5. Evaluation criteria
6. Evaluation questions
7. Proposed methodology
8. Data sources
9. Ethical requirements
10. Deliverables
11. Work plan and timeline
12. Evaluator qualifications
13. Management arrangements
14. Budget and payment schedule

Project Background Section

Include:

- Project name and location
- Implementation period
- Donor and budget
- Target groups
- Problem addressed
- Intervention strategy
- Theory of Change
- Results Framework
- Implementation status
- Available baseline and monitoring data

Purpose, Audience and Use

Clearly state:

- Why the evaluation is being conducted
- Who will use the findings
- Which decisions it will inform
- How results will be shared
- When results are required

Evaluation Scope

Define:

- Time period covered
- Geographic locations
- Project components
- Participant groups
- Partners
- Results levels
- Issues included and excluded

Methodology Section

The ToR may specify:

- Overall evaluation approach
- Required methods
- Expected use of baseline and monitoring data
- Sampling expectations
- Required participation
- Disaggregation
- Triangulation
- Validation processes
- Ethical standards

Evaluation Deliverables

Possible deliverables include:

- Inception report
- Evaluation matrix
- Detailed methodology
- Data-collection tools
- Enumerator training
- Clean datasets
- Preliminary findings presentation
- Draft report
- Validation workshop
- Final report
- Executive summary
- Presentation and learning products

Evaluation Timeline

The timeline should include:

- Contracting
- Document review
- Inception phase
- Tool development
- Ethical approval
- Data collection
- Analysis
- Preliminary briefing
- Draft report
- Review period
- Validation
- Final report

Evaluator Competencies

Evaluators may need:

- Evaluation-design expertise
- Sector knowledge
- Quantitative skills
- Qualitative skills
- Contextual understanding
- Facilitation abilities
- Ethical and safeguarding knowledge
- Strong report-writing skills
- Relevant language skills

Evaluator Selection Criteria

Possible criteria include:

- Technical proposal quality
- Understanding of the assignment
- Proposed methodology
- Relevant experience
- Team composition
- Context knowledge
- Availability
- Cost effectiveness
- References
- Conflict-of-interest declaration

Use a transparent scoring matrix.

Independence and Conflict of Interest

Evaluators should disclose:

- Previous involvement with the project
- Financial or personal interests
- Relationships with project staff
- Biases that may affect judgment
- Other assignments that create conflicts

Reviewing Evaluation Proposals

Assess whether the proposal:

- Answers the ToR
- Uses appropriate methods
- Includes realistic sampling
- Addresses ethics and inclusion
- Provides a feasible timeline
- Includes qualified personnel
- Demonstrates understanding of the context
- Offers value for money

The cheapest proposal may not provide the best value.

Evaluation Manager Responsibilities

The Evaluation Manager should:

- Coordinate planning
- Finalize the ToR
- Manage procurement
- Provide documents and access
- Review deliverables
- Coordinate stakeholders
- Protect evaluator independence
- Monitor quality and timelines
- Support validation
- Ensure findings are used

Evaluation Reference Group

A reference group may include

- Project management
- MEAL staff
- Technical experts
- Donor representatives
- Government
- Partners
- Community representatives

Roles may include

- Reviewing questions
- Validating methodology
- Supporting access
- Reviewing findings
- Promoting use

Inception Report

The inception report should confirm:

- Understanding of the assignment
- Revised evaluation questions
- Evaluation matrix
- Methodology
- Sampling plan
- Tools
- Ethical safeguards
- Work plan
- Limitations
- Deliverables

Approve the inception report before full data collection begins.

Evaluation Quality Assurance

Quality assurance may include:

- Technical review
- Tool pretesting
- Enumerator training
- Field supervision
- Data-quality checks
- Triangulation
- Peer review
- Validation of findings
- Transparent limitations
- Standard report-quality checklist

Stakeholder Participation

Stakeholders may participate in:

- Setting evaluation priorities
- Developing questions
- Providing data
- Interpreting findings
- Validating conclusions
- Developing recommendations
- Tracking follow-up actions

Participation increases relevance, ownership and use.

Protecting Evaluation Independence

Project teams should not:

- Hide negative data
- Select only favourable participants
- Pressure evaluators to change findings
- Remove valid criticism
- Delay access to documents
- Rewrite conclusions to protect reputations

Evaluation Report Structure

A standard report may include:

- Executive summary
- Project background
- Evaluation purpose and scope
- Methodology
- Limitations
- Findings by criterion or question
- Conclusions
- Recommendations
- Lessons learned
- Annexes

Strong Evaluation Findings

Findings should be:

- Evidence-based
- Clearly linked to questions
- Balanced
- Disaggregated
- Contextualized
- Transparent about limitations
- Supported by multiple sources

Separate findings, conclusions and recommendations.

Validation of Findings

Validation may involve:

- Preliminary findings workshop
- Community consultation
- Technical review
- Partner feedback
- Management review
- Donor discussion

Good Recommendations

Recommendations should be:

- Based on findings
- Specific
- Practical
- Prioritized
- Assigned to responsible actors
- Time-bound
- Appropriate to available resources

What is a Management Response?

A management response documents how the organization will respond to evaluation recommendations.

It demonstrates:

- Accountability
- Ownership
- Decision-making
- Follow-up
- Learning

Management Response Categories

For each recommendation, management may:

- Accept
- Partially accept
- Reject
- Defer pending further evidence

A justification should be provided — rejecting a recommendation can be legitimate when the reason is documented.

Management Response Matrix

Recommendation	Response	Action	Responsible	Deadline	Status
Strengthen community feedback	Accepted	Establish monthly feedback review	Accountability Manager	30 Sept.	In progress

The matrix should be reviewed regularly by management.

Following Up Recommendations

Good follow-up includes:

- Assigning action owners
- Setting deadlines
- Allocating resources
- Integrating actions into work plans
- Monitoring completion
- Reporting progress
- Verifying whether actions improved performance

Ethical Evaluation Principles

Evaluations should protect:

- Informed consent
- Voluntary participation
- Privacy
- Confidentiality
- Participant safety
- Data security
- Dignity
- Representation
- Safeguarding and referral requirements

Inclusive Evaluation

Ensure representation of:

- Women and men
- Children and young people
- Older persons
- Persons with disabilities
- Remote communities
- Minority groups
- Displaced populations
- People who did not benefit
- Participants who withdrew

Speaking only to successful participants creates biased findings.

Evaluation Limitations

Common limitations include:

- Missing baseline data
- Small samples
- Recall bias
- Access restrictions
- Incomplete records
- Changes in project design
- Seasonal differences
- Security constraints
- Attribution challenges
- Underrepresentation of some groups

Practical Exercise

Participants will develop:

1. An evaluation matrix
2. An outline Terms of Reference for a final evaluation

Use an existing project or a provided case study.

Exercise Part 1 — Evaluation Purpose

Define:

- Why the final evaluation is required
- Who will use it
- What decisions it will inform
- When the findings are needed
- How results will be communicated

Do not proceed to methodology until intended use is clear.

Exercise Part 2 — Evaluation Questions

Develop questions under selected criteria:

- Relevance
- Coherence
- Effectiveness
- Efficiency
- Impact
- Sustainability

Select only criteria relevant to the project and intended use.

Exercise Part 3 — Evaluation Matrix

Complete a matrix with the following columns:

Criterion	Evaluation Question	Evidence	Data Source	Method	Respondents	Analysis

Exercise Part 4 — ToR Outline

Prepare:

- Project background
- Purpose and intended use
- Scope
- Criteria and questions
- Methodological expectations
- Deliverables
- Timeline
- Evaluator qualifications
- Management structure
- Ethical requirements

Peer Review Checklist

Review another group's plan:

- ✓ Purpose is clear
- ✓ Questions are prioritized
- ✓ Criteria are appropriate
- ✓ Methods match the questions
- ✓ Relevant stakeholders are included
- ✓ Ethics and inclusion are addressed
- ✓ Timeline is realistic
- ✓ Deliverables are clear
- ✓ Evaluator qualifications are appropriate
- ✓ Findings have a clear intended use

Common Evaluation Planning Mistakes

Avoid:

- Planning evaluation too late
- No baseline or weak comparison data
- Too many evaluation questions
- Confusing endline with evaluation
- Calling every final review an impact evaluation
- Ignoring qualitative evidence
- Unclear intended users
- Unrealistic scope
- Inadequate budget
- No management-response process

Baseline and Endline Mistakes

Avoid:

- Different indicator definitions
- Different target populations
- Inconsistent survey timing
- Changed tools without documentation
- Weak sampling
- Missing disaggregation
- Unrecorded methodological changes
- Comparing incomparable datasets

Comparability should be protected from the beginning.

Evaluator Management Mistakes

Avoid:

- Unclear ToR
- Choosing solely on price
- Delayed access to data
- No inception-report approval
- Excessive management interference
- Weak review timelines
- Failure to validate findings
- No action on recommendations

Evaluation management directly affects quality and use.

Chapter Summary

In this chapter, we learned that:

- Baselines establish starting indicator values.
- Needs assessments identify problems and priorities.
- Midlines measure interim change.
- Endlines establish final indicator values.
- Process, outcome and impact evaluations serve different purposes.
- Formative evaluations support improvement.
- Summative evaluations assess overall performance.
- Internal and external evaluations have different strengths.
- Evaluation questions should be prioritized and use-focused.
- Evaluation criteria guide judgments.
- Design should match questions and available evidence.
- Matrices connect questions with methods and analysis.
- ToRs guide evaluation implementation and management.
- Management responses turn recommendations into action.

Knowledge Check

Test your understanding:

1. What is the purpose of a baseline?
2. How does a baseline differ from a needs assessment?
3. What is the difference between an endline and a final evaluation?
4. What does a process evaluation examine?
5. What is the difference between formative and summative evaluation?
6. When is an external evaluator preferable?
7. What are the six evaluation criteria?
8. What is the purpose of an evaluation matrix?
9. What should an Evaluation ToR contain?
10. What is a management response?

Action Planning

Each participant should identify:

- One project requiring a baseline or endline
- One missing evaluation question
- One evaluation-design weakness
- One ToR improvement
- One evaluator-management risk
- One recommendation requiring management follow-up
- Responsible person
- Completion date

THANK YOU

Questions and Discussion

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Baselines tell us where the project started. Endlines show what changed. Evaluation helps us understand the value of that change, why it occurred and what should happen next.