



How to convince the evaluators? Planning for quality in your project proposal

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Overview

- Key elements of project quality
- Planning for project quality
- Criteria and tools for project quality assessment
- Evaluation exercise



Types of projects in public health

- **Research projects** are primarily aimed at increasing knowledge that can serve as a basis to make "evidence based" decisions.
 - *diagnostic or problem identification projects*
 - *evaluation projects*
- **Development projects** involve the development and pre-testing of an intervention to address a particular problem in a particular population or target group
- **Implementation projects** are concerned with the wider dissemination and implementation of an existing intervention in a particular target group or population
 - *demonstration projects*
 - *large scale implementation projects*
 - *community projects*
- **Combined projects**



Planning for quality

Elements of a project plan

- Rationale
- Aims and Objectives
- Approach and method
- Outcomes, outputs and deliverables
- Planning and organisation of the work
- Organisation of the partnership
- Resource planning
- Evaluation plan
- Dissemination plan



Elements of a project plan

- **Rationale**

- a clear and concise argument explaining why you are undertaking the project and why it is important
- should be ***evidence based*** and include:
 - Outline of the importance of the (health) problem and context
 - Analysis of the main problem determinants
 - Review of possibilities for interventions, their likely effects and applicability
 - Outline on what has been done to date, in previous or parallel initiatives, and how you will build on this
 - Clear statement why your project is important and needs to be done



Elements of a project plan

- **Aims, Objectives and Target Group**
 - Indicates what you want to achieve with the project and with whom
 - should include:
 - **Aim:** a broad statement of the problem you intend to solve or what you intend to achieve
 - **Objectives:** realistic targets to achieve during the project, derived from the aim and should be
 - **Specific** – Clear about what will be achieved
 - **Measurable** – It's possible to quantify results and measure when they have been achieved
 - **Achievable** – They *can* be achieved
 - **Realistic** – Attainable with within project resources
 - **Timed** – Attainable within a specified period
 - **Target group:** identify the groups who will be involved in and benefit from the project



Elements of a project plan

- **Approach and methods**
 - sets out the overall approach that will be followed to achieve the set objectives
 - should include:
 - **Scope and boundaries** – Clear indication of what will and will not be covered,
 - **Strategy and/or methodology** – Description of how the objectives will be achieved
 - **Critical success factors** – factors on which the success or value of the project depends



Elements of a project plan

- **Outcomes and deliverables**
 - Specification of what the project will create
 - Should include:
 - **Deliverables** – The tangible outputs like content, software, guidelines, etc
 - **Outputs** – less tangible outputs that should be documented and shared with the wider community, e.g. knowledge and experience
 - **Outcomes** – the changes your project will stimulate or enable, and their likely impact on the policy, health and research communities
 - **Core project documents** – The plans and reports that support project work .



Elements of a project plan

- **Planning and organisation of the work**
 - A comprehensive, logically structured and clearly written outline of who will be doing what at what time with whom to achieve the project objectives and deliverables
 - Should include:
 - Detailed description of the different **tasks**
 - **horizontal tasks:** coordination and management of the project
e.g., collection and distribution of information among the partners, monitoring and reporting of progress, communication and decision making within the partnership, ...
 - **vertical tasks:** core of the different work packages of the project
 - **Timetable with milestones**
 - scheduled events signifying important decision making moments or the completion of deliverables
 - allows a proper monitoring of the project
 - An outline of how the work will be organised in **work packages**



Elements of a project plan

- **Organisation of the partnership**
 - An outline of how the members of the consortium will collaborate to pool their expertise and capacities and achieve an added value
 - Should include:
 - ***Extensiveness of partnership***
 - ***Synergy*** – Commonality of goals and objectives as a basis of a good collaboration within the partnership
 - ***Network structure*** – What is the network logic? Why are these partners involved and not others
 - ***Competence of organisations and staff*** – competence and expertise required for the project tasks
 - ***Leadership and authority*** – division of responsibilities and tasks between the project manager and other decision makers



Elements of a project plan

- **Resource planning**
 - An estimation of the expected input in terms of human and financial resources necessary to achieve the project objectives
 - Should include:
 - ***Human resource planning*** – a realistic estimation of the staff input
 - estimation of which type of staff will be required for the tasks that are planned
 - anticipated number of working days
 - ***Financial plan***
 - a realistic estimation of the financial inputs
 - a realistic estimation of sources of income
 - planning of expenditure over time



Elements of a project plan

- **Evaluation plan**
 - Outline how the quality of project implementation, outputs and outcomes will be evaluated including:
 - Identification of evaluation needs in consultation with stakeholders
 - Monitoring of the implementation process
 - Evaluation of the participation, outputs and deliverables
 - Evaluation of the effects (impact and outcomes)
 - Definition of evaluation questions
 - Formulation of appropriate indicators
 - Operationalisation of indicators



Elements of a project plan

- **Indicators**

- Are ***variables*** which measure the performance and progress of the work and the level to which the objectives are reached
- Differentiate between
 - ***Performance*** indicators for process evaluation
 - ***Outcome/output*** indicators for effect evaluation
- Indicators should:
 - be explicitly linked to the specific objectives
 - for each specific objective, one or more indicators can be defined
 - be either quantitative (e.g., numbers of participants, numbers of users, ...) or qualitative (e.g., the appreciation of project deliverables by external experts)
 - ideally also specify ***target values*** (i.e., numbers to be achieved, level of quality aimed for, ...)
 - be ***measurable***: the way in which they will be measured must be detailed in a evaluation plan (e.g., document analysis, counting, questionnaire, observation, ...)



Elements of a project plan

Indicator table

Specific Objective	Target groups	Main actions	Process Indicator	Impact/ outcome indicator
1.	- ... - ... - ...	• ... • ... • ...	1. 2.	1. 2.
2.		• ... • ...	3. ... 4. ...	3.
3.		• ... • ... • ...	5. 6. ...	4.
4.		• ...	7. ...	5.



Elements of a project plan

- **Dissemination plan**
 - Outline how the visibility and sustainability of the project outputs and outcomes will be maximized.
 - should include
 - What you plan to disseminate – the message
 - To whom – the audience
 - Why – the purpose
 - How – the method
 - When – the timing



Checklist for project quality assessment

European Quality Instrument for Health Promotion (EQUIHP)

European Project Getting Evidence into Practice

I FRAMEWORK OF HEALTH PROMOTION PRINCIPLES

The project embraces the principles of health promotion, including a positive and comprehensive approach to health, attention for the broad determinants of health, participation, empowerment, equity and equality

The following indicators will help you to assess these principles:

- | | yes | partly | no |
|---|--------------------------|--------------------------|--------------------------|
| 1. Does the project address the determinants of health in terms of the skills and capabilities of people and/or the social and environmental conditions which impact on health? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the project embedded within a comprehensive approach to promoting health, as elaborated in a (local, regional, national or institutional) policy plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the project work according to evidence-based principles? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the project pay attention to empowerment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the project pay attention to health inequalities and equity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the project aim to create ownership among the stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II PROJECT DEVELOPMENT & IMPLEMENTATION

a) Analysis

The project is based on a systematic analysis of the health problem and its determinants and of the context in which it will be implemented.

The following indicators will help you to assess the quality of this analysis:

- | | yes | partly | no |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is there evidence of the health problem and its impact on quality of life? <ul style="list-style-type: none"> Have empirical data been collected regarding the nature, size and distribution of the problem? Has a system review been performed to collect evidence with regard to the problem, or is a review explicitly envisaged in the project plan? Has information concerning the problem been collected through consultation of the target group, community or other stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is there evidence of the behavioural and contextual factors which impact on the health problem? <ul style="list-style-type: none"> Has use been made of theoretical models explaining the links between the health problems, risk behaviour and/or environmental factors? Has the importance of each determinant been examined for the target group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there evidence of the context in which the project will be implemented? <ul style="list-style-type: none"> Is it clear in which context the project will be implemented? Have other programmes been examined which impact on the behaviour or context? Have social, cultural and policy factors been examined which influence the success of the project? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Aims & objectives

The aims and objectives of the project are clearly defined.

The following indicators will help you to assess the adequacy of the aims and objectives specification:

- | | yes | partly | no |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is there a written specification of the project aims and objectives? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is there a distinction between short-term (immediate), medium-term (intermediate) and long term (ultimate) objectives? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the formulation of the objectives SMART? <ul style="list-style-type: none"> S: specific (do they specify the target group and the factors that need to change?) M: measurable (are they written in a measurable format, e.g.: magnitude of effects, numbers to be reached?) A: acceptable for the target group? R: realistic (are they feasible given the available time, money, staffing?) T: time-framed (do they state the time frame within which the objectives must be reached?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are the objectives matched to the analysis of the problem and determinants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

c) Target group

The group of people the project intends to influence is clearly defined.

The following indicators will help you to assess the adequacy of the strategy and method specification:

- | | yes | partly | no |
|--|--------------------------|--------------------------|--------------------------|
| 1. Have the relevant demographic features of the target group been identified? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have the priority needs, wishes and social norms of the target group been identified? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the target group been segmented with regard to motivational phase and possibilities for change? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has the size of the target group been established (number of subjects)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is it clear how the target group will be reached? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

d) Intervention

The strategies and methods for an effective intervention are clearly outlined.

The following indicators will help you to assess the adequacy of the strategy and method specification:

- | | yes | partly | no |
|--|--------------------------|--------------------------|--------------------------|
| 1. Has a specification been made of mechanisms that will bring about the intended changes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the intervention sufficiently comprehensive (does it use a combination of strategies to achieve the objectives)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the effectiveness of the intervention methods been proven? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has the intervention been designed in consultation with the partners? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has the intervention been designed in consultation with the stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Has the intervention been designed in consultation with the target group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are the intervention methods suitable for the target group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is the content of the intervention compatible with: <ul style="list-style-type: none"> the culture, knowledge, views, customs and roles of the target group? the context of the intervention? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Has the intervention been effective in achieving the intended outcomes with a similar population? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Does the intervention provide a complementary value or enhance the effect of existing interventions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Has the feasibility of the intervention for the given target population been pre-tested, or is a pre-test explicitly envisaged in the project plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

e) Implementation strategy

There is a clear description of the way the intervention will be carried out.

The following indicators will help to assess the adequacy of the description of the implementation strategy:

- | | yes | partly | no |
|---|--------------------------|--------------------------|--------------------------|
| 1. Has a particular mode of implementation been chosen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has this choice been translated into an implementation plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Will the partners, target group and/or other stakeholders be involved in the project delivery? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is it clear for those who will be involved in the implementation which elements of the intervention are crucial and must be retained without adaptation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is it clear how the implementation will be monitored? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Will the project be documented in a manner which allows for a transfer of experience and know how to other projects? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

f) Evaluation

The effects (effect evaluation) and quality (process evaluation) of the intervention will be assessed.

The following indicators will help to assess the adequacy of the evaluation of the intervention:

- | | yes | partly | no |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is there an evaluation plan? <ul style="list-style-type: none"> Does the evaluation plan clearly outline: <ul style="list-style-type: none"> the purpose of the evaluation? the evaluation questions? the design, method and timing of the evaluation? the tasks, roles and responsibilities for the evaluation (including data collection, analysis and reporting)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do the evaluation questions match the objectives, context and expectations of the target group and stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



EAHC-criteria for project quality assessment

Criteria for the selection and funding of actions under the programme (grants for projects)

A Technical quality of the project	B Management quality of the project	C Policy and contextual relevance of the project
<p>1. Scope e.g., indication of type of project</p> <p>2. Evidence base</p> <ul style="list-style-type: none"> • Analysis of health problem and its impact (on quality of life/society) • Analysis of factors underlying the problem • Evidence of effectiveness of measures proposed • Evidence of applicability in proposed context <p>3. Specification of the project</p> <ul style="list-style-type: none"> • Aims and objective specification • Target group specification incl. geographical factors • Method specification • Anticipated effects / outcomes <p>4. Innovative nature of the project</p> <ul style="list-style-type: none"> • Analysis of state of the art • Progress in relation to current situation • Complementary with existing actions <p>5. Evaluation strategy</p> <ul style="list-style-type: none"> • Adequacy of evaluation methodology • Quality of evaluation methodology • Quality of evaluation indicators <p>6. Dissemination strategy</p> <ul style="list-style-type: none"> • Adequacy of envisaged dissemination strategy • Adequacy of methodology to ensure transferability and sustainability 	<p>1. Planning and organisation</p> <ul style="list-style-type: none"> • Description of activities to be undertaken • Specification of a timetable with milestones • Indication of deliverables • Description of different horizontal and vertical tasks • Realistic timeframe • Risk analysis <p>2. Organisational capacity</p> <ul style="list-style-type: none"> • Competency of staff • Leadership and authority • Internal communication and decision making • Monitoring and supervision <p>3. Quality of partnership</p> <ul style="list-style-type: none"> • Extensiveness of partnership • Common goals and objectives • Synergy and commitment • Network Structure <p>4. Communication strategy</p> <ul style="list-style-type: none"> • Availability of a communication plan • Identification of target group for communication • Adequacy of communication channels (Visibility of Co-funding) <p>5. Financial management</p> <ul style="list-style-type: none"> • Overall budget • Detailed budget 	<p>1. Contribution to the PH Programme and Annual work plan</p> <p>2. Strategic relevance</p> <ul style="list-style-type: none"> • Expected contribution to existing knowledge • Expected contribution to relevant EU policies • Expected contribution to health status • Reproducibility, transferability and sustainability of actions <p>3. EU added value</p> <ul style="list-style-type: none"> • Does the project fit in the existing EU policy • Does the project address an issue that otherwise would not have been addressed by the Member States <p>4. Geographical coverage</p> <ul style="list-style-type: none"> • Number of countries in relation with the scope and partners distribution <p>5. Adequacy of the project with social, cultural and policy context in which it will be implemented</p> <ul style="list-style-type: none"> • Compatibility of envisaged actions with culture and views of target group



Conclusions

- Project success depends on the quality of planning
 - Good quality project plans provide a basis for selecting the best projects, for adequate follow-up and evaluation and increase the visibility and sustainability of outcomes
 - **Failing to plan = planning to fail**
- Quality of planning involves
 - Analysis of (health) problem, context, problem determinants and possibilities for interventions
 - Specification of aims and objectives, target group(s), outcomes and deliverables, methods, activities, milestones, roles and responsibilities
 - Planning for evaluation and dissemination from the onset
- Quality of planning can be assessed by evaluators



Evaluation Exercise



Evaluation

- European Commission requires hundreds of evaluators each year
- Who can evaluate proposals?
 - People who submit their CV!
- Evaluators selected if profiles match submitted proposals in a given year
- 3 evaluators per proposal
- Must produce a consensus mark and fundable/not fundable recommendation



Evaluation

- All evaluators are not specialists in a particular subject
- 3 evaluators: One specialist, one generalist, one project management expert (ideal case)
- All have to be convinced of the quality of the project



Evaluation exercise

- You will now have the chance to act as evaluators (some will have had this experience already!)
- You will review a fictitious project AYPE either for
 - A: Policy and contextual relevance
 - B: Technical quality
 - C: Management quality and budget
- This is a short version of an evaluation exercise that the Commission uses to train evaluators



Evaluation exercise

- Participants will split into groups of 8/9 people (number in your infopack)
- Each group has to evaluate either A, B or C and come to a consensus mark
- One person per group acts as rapporteur to summarise findings at the end of the exercise.



Evaluation exercise

- Groups 1 and 2 evaluate **A**
- Groups 3 and 4 evaluate **B**
- Groups 5 and 6 evaluate **C**
- You will have 15 minutes to read the proposal first
- Then you will have 25 minutes to evaluate *either* A, B or C and come to a consensus within your group
- Stephan will circulate among the groups



Evaluation exercise

- At the end of the exercise the rapporteurs will present overall marks and comments
- A shortened version of the form is used in order to shorten pdf
- NB: weighting has decreased for technical quality and increased for policy relevance
- The application form to be published in spring will be more user-friendly



Rapporteurs

- Please give total marks:
 - A / 40
 - B / 30
 - C / 30

Comments on your section
Fundable/Not fundable