Evaluation Policy for Grantmaking

1 Objectives

The purpose of this document is to inform grantees, applicants and reviewers, about our quality management. It is complementary to our Strategic Vision and to our Funding Policy and supports their implementation.

We understand *evaluation* not as a top-down tool of control but as a distinct collaborative and reflective *learning process* amongst partners through which both, grantees and we, can draw lessons to improve the quality of our projects and adapt our work whenever and wherever needed.

Rather than being additional work, evaluation to us constitutes an intrinsic part of project development and implementation. It is, therefore, a tool of intervention in the best sense and in a most encouraging way. It is meant to support our cooperation in order to create the best possible results and outcomes.

2 Approach

Our approach to evaluation is both formative and summative:

- *Formative* evaluation is achieved through collaborative efforts during the development and implementation of a project with the aim of improving the project and its goal achievement. It is an inclusive tool for improving project progress. It provides opportunities for mid-course corrections and recalibration towards project goals.

- *Summative* evaluation takes place at the end of a project and assesses its results and outcomes. Together with our grantees, we seek to understand the factors that have contributed to the success or may have impeded the results of a project.

Both dimensions must be understood in an integrated way, forming elements of a reinforcing learning cycle. The following references and indicators provide guidance for the implementation of this policy.

Formative Evaluation	Summative Evaluation
Mission Relevance	
▤ How and to what extent can the (intended) outcomes of the project contribute to the Berghof mission "Creating space for conflict transformation?" ▤ Which "change makers" in conflict transformation are the main beneficiaries of the project outcomes, and why will they benefit? ▤ What can be done to maximize this benefit according to the project goals?	▤ How and to what extent do the outcomes of the project contribute to the Berghof mission "Creating space for conflict transformation?" ▤ Which "change makers" in conflict transformation are the main beneficiaries of the project outcomes, and how do they benefit?
Complementarity and Partnering	
▤ Does the project work relate to - or build on - other initiatives undertaken in the same or related areas? ▤ Can the impact of those initiatives be reinforced or can these initiatives contribute to the impact of our project? ▤ Are there synergies due to project designs, approaches, target groups and expected changes on the ground? ▤ How can opportunities for cooperation and collaboration with the project team and partners be created in the project work?	▤ Has the project created synergies that were used, and/or developed opportunities for sustainable cooperation with other partners, including the Berghof Foundation?
Value Congruence	
▤ How do the project's methods and approach comply with the Berghof Foundation's normative principles of inclusivity, ownership and reflection? ▤ Do relevant local stakeholders assume responsibility for the project implementation? ▤ Are measures and methods of critical self-reflection applied in the project work, including the use of learning tools and practice-to-theory feedback-loops?	▤ To what extent have the principles of inclusivity, ownership and reflection been applied in the project work? ▤ Do relevant local stakeholders assume responsibility for the implementation of the project outcomes? ▤ Were measures and methods of critical self-reflection applied in the project work, including the use of learning tools and practice-to-theory feedback-loops?
Sustainability	
▤ How can the project process bring about sustainable results and outcomes?	▤ How will the project results bring about sustainable outcomes? ▤ How will the project's outcomes be sustained?

Innovation Potential	
☰ What makes the project's methods innovative and original?	☰ To what extent have innovative methods been tested and applied?
☰ What will the project contribute to the knowledge and practice in the field of conflict transformation when it is completed?	☰ What do the project results contribute to the knowledge and practice in the field of conflict transformation?
Measurability	
☰ What is the underlying theory of change?	☰ Has the underlying theory of change worked?
☰ Are scale and level of the intended objectives and outputs reasonable in relation to the intended impact and outcomes?	☰ Were the scale and level of objectives and outputs reasonable in relation to the outcomes that we have achieved?
☰ What are intended the changes in attitudes, behaviour, relationships, and practice, and how can these changes be assessed and measured?	☰ Are there measurable changes in attitudes, behaviour, relations, practice and how can these changes be assessed and measured?
Responsibilities and Efficiency	
☰ Are roles and responsibilities clearly defined and transparent?	☰ Have the assigned roles and responsibilities been fulfilled in the best possible manner?
☰ Are the amounts of resources, time, effort and cost in the project spent well and efficiently?	☰ Were the amounts of resources, time, effort and cost in the project spent efficiently?
☰ Are project risks taken into account and risk management strategies developed?	☰ If unexpected risks or problems occurred, was it possible to tackle them and how was the project work adjusted to changing needs?

3 Process

Principles

To achieve the goals of this policy our evaluation process is based on the following principles:

☰ Sound and transparent planning to adjust the project strategy and, if advisable, its timeline.

☰ Clear and concise documentation by the grantees to explicate what has been proposed and decided.

☰ Rapid and personal mutual feedback - a precondition for formative evaluation.

☰ Building of trustful relations between the Berghof Foundation and the grantees, as a basis for drawing lessons learned for future work, as well as future grantmaking activities and collaboration with alumni.

Before the project starts…

Applicants who are invited to submit Full Applications receive a feedback on their Letters of Inquiry, constituting the beginning of the project's formative evaluation. The direct contact with applicants, which is established at this early stage, aims to contribute to the better development of the project proposals. At the same time, the trust being built through this exchange can last throughout all project phases and beyond. Each Full Application should include the applicants' ideas on how to measure the progress and outcomes of their project.

When the project is running…

Once a project has been approved, grantees will be informed about their Berghof staff contacts. Grantees and their contact persons are jointly responsible for the implementation of this Evaluation Policy and for the formative evaluation throughout the implementation of the project. Depending on the nature of the project, the partners will discuss which methods best suit the purpose of ensuring and measuring the achievement of the project's goals and objectives. If possible, interim reports and personal conversations between the grantees and the Berghof staff contacts should be complemented by personal feedback from the project's target audience. This may require on-site visits or the use of video conferencing and social media tools.

After the Project has ended…

Following the completion of the project, the summative evaluation of results, feedback and follow-up by grantees and the Berghof Foundation goes hand in hand.

A sample of one third of all projects is internally evaluated by Berghof Foundation staff. The sample is selected by the Chair of the Board of Trustees. Short evaluation summary reports to the Board will be prepared by the Berghof staff contacts in cooperation with the grantees and based on the grantees' submitted written self-assessments. The summary reports from internal evaluations are submitted to the Board of Trustees within three months after the project has been completed. The Board of Trustees can undertake further evaluations in its own capacity.