

អង្គការសិក្សាឥតព្រំដែន
StudyBeyondBorders Organisation

POLICY

DESIGN, MONITORING AND EVALUATION (DME) POLICY

Change begins with education.



TABLE OF CONTENTS

1. STUDYBEYONDBORDERS IN CAMBODIA OVERVIEW	1
2. INTRODUCTION	1
3. DOCUMENT PURPOSE	1
4. SCOPE OF THE POLICY	1
5. DEFINITIONS	2
6. CROSS CUTTING THEMES	3
7. PROGRAM AND PROJECT LIFE CYCLE	4
7.1 Program Inception and Design Phase	4
7.1.1 Identify the problem	4
7.1.2 Contextual Analysis	5
7.1.2.1 Define the Problem	5
7.1.2.2 Stakeholder Analysis	5
7.1.2.3 Evidence Review	5
7.1.2.4 Problem Analysis	5
7.1.2.5 Gender, Inclusion, and Environmental Analysis	5
7.1.2.6 Contextual Analysis Report, Review, and Approval	5
7.1.3 Program Logic Model	5
7.2 Project Planning and Design Phase	6
7.2.1 Project Problem Analysis	6
7.2.2 Project Specific Contextual Analysis	6
7.2.3 Project Logic Model	7
7.2.4 Results Framework	7
7.2.5 MEAL Plan	7
7.2.6 Risk Management	8
7.2.7 Work Plan	8
7.2.8 Budget Development	8
7.3 Implementation and Monitoring Phase	8
7.3.1 Implementation	8
7.3.2 Monitoring	9
7.3.3 Data Collection	9
7.3.4 Progress Reports	9
7.3.5 Annual Program Review	9
7.3.6 Mid-term Review	10
7.4 Evaluation and Learning Phase	10
7.4.1 Final Project Evaluation	10
7.4.2 Program Impact Assessment	11
7.4.3 Learning and Adaptation	11
7.4.4 Report and Disseminate Findings	11
8. POLICY MANAGEMENT	12

DESIGN, MONITORING AND EVALUATION POLICY

1. STUDYBEYONDBORDERS IN CAMBODIA OVERVIEW

StudyBeyondBorders in Cambodia (**SBBC**) is a local Cambodian non-government organisation operating in rural areas of Battambang, Oddar Meanchey, and Siem Reap Provinces. The organisation is supported by an alliance of registered development organisations in Australia (SBBA), the UK (SBBUK), and Ireland (SBBI).

SBBC aims to build capability within Cambodian education policy-making, leadership, mentoring, and training to equip and motivate teachers to provide quality education to children. The organisation is committed to supporting systemic change so that educators are proud to work in the teaching profession and are highly respected by parents, communities, and peers. To this end, SBBC conducts programs to mentor education leaders, upskill teachers, engage parents and communities, and develop resources that together enable the delivery of quality education to schoolchildren. The organisation seeks to embed all its work at the school, district, provincial, and national levels.

2. INTRODUCTION

As a not-for-profit organisation, SBBC holds key responsibilities to ensure the efficiency and effectiveness of its programs and projects. It is also responsible for taking appropriate steps to ensure that these processes do not harm or negatively affect the communities in which it operates, either directly or indirectly.

SBBC recognises that:

- Well-designed, effective, and well-managed programs and projects are indispensable for achieving its objectives and realizing its vision.
- Well-designed, effective, and well-managed programs and projects are indicators of SBBC's value, professionalism, and commitment.
- Monitoring and evaluation activities are essential performance management practices for assessing program and project effectiveness and supporting continual improvement processes.

SBBC serves as the primary implementing partner within the SeeBeyondBorders alliance, working alongside its partners in Ireland, Australia, and the UK, who provide critical support to advance shared goals.

3. DOCUMENT PURPOSE

The purpose of this policy is to outline SBBC's approach to the design, monitoring, and evaluation of its programs and projects related to education in Cambodia, from the initial program inception phase to the evaluation and learning phase.

4. SCOPE OF THE POLICY

The policy applies to all SBBC personnel involved in the design, monitoring, and evaluation process. This includes staff, volunteers, interns, program participants, Board/Advisory Committee members, trustees, and staff of partner organisations, insofar as they are working with SBBC (collectively referred to as 'SBBC personnel').

Policy

The policy also applies to stakeholders and beneficiaries involved in the monitoring and evaluation process. The policy follows standard procedures and is designed to comply with third-party donor audits, evaluation processes, and frameworks.

5. DEFINITIONS

Accountability: The responsibility of SBBC to ensure that programs and projects are conducted ethically, transparently, and in a participatory manner.

Baseline: The quantitative score/level for an indicator prior to starting an intervention, against which progress is measured.

Beneficiaries: Individuals or groups that directly or indirectly receive benefits from a program or project. Direct beneficiaries are those who actively participate in and directly experience the project's activities, such as teachers, while indirect beneficiaries are those who benefit indirectly, such as primary school students, who experience improvements in their overall circumstances as a result of the program.

Evaluation: The systematic collection and analysis of information related to strategies, programs, projects, and activities that aims to determine whether program goals have been achieved, enhancing effectiveness through learning and informing decisions about current and future programming.

Indicator: A quantitative metric to measure achievement, monitor performance, or determine accountability.

Learning: An ongoing process of reflection and adaptation that generates knowledge products, disseminates information, and helps both internal and external stakeholders improve program and project design, implementation, and outcomes based on feedback and evidence.

Logic Model: Summarises how an intervention is expected to work by identifying inputs and mapping the pathway from activities through outputs to outcomes and ultimately to impact. It shapes strategies and priorities while illustrating the approaches taken.

Monitoring: The systematic collection and analysis of data throughout a program's or project's progression enhances efficiency and effectiveness, ensures alignment with planned activities and targets, and provides a basis for evaluation.

Program: Comprises multiple projects managed and implemented as a package to deliver benefits. The Program Manager has oversight of all projects in the program to ensure benefits are delivered.

Project Review Committee: The committee advises SBBC's Senior Leadership Team (SLT) to support informed decision-making, guide operational structure, and direct resources towards projects that meet their plans efficiently and sustainably. It ensures projects uphold rigorous standards for design, management, and implementation, and reviews annual Program Review recommendations to confirm project relevance and contribution to SBBC's overall objectives.

The committee comprises senior SBBC staff, SeeBeyondBorders' Chief Executive Officer (CEO-IO) and one external representative from academia, an education-focused NGO, or another relevant sector in Cambodia.

Project: A coordinated set of activities designed to deliver defined, tangible outputs, outcomes, and impacts. The District/Project Manager ensures delivery of commitments in line with agreed timeframes and budgets.

Results Framework: Identifies the goal(s) to be achieved and sets out the expected changes or outcomes, the steps that deliver these, and the indicators that demonstrate success.

Risk: The potential for an event or condition to adversely affect the achievement of program or project objectives, including financial, safeguarding, operational, cultural, and political aspects, which may hinder SBBC's ability to effectively implement its programs and achieve desired outcomes.

Senior Leadership Team: The Senior Leadership Team (SLT) is responsible for implementing the organisation's strategy, overseeing program development, and ensuring alignment with the Board's directives. The SLT leads staff, manages resources, and monitors performance to achieve organisational goals in accordance with the mission, vision, and values. They are accountable for policy revisions, financial oversight, risk management, and staff development.

The SLT consists of the Managing Director, who serves as the chairperson and oversees all activities, the General Managers of Shared Services and Programs, who manage key operational areas, staff wellbeing, child protection and safeguarding and represent the Managing Director when needed, the Finance Manager, who handles financial operations, and the Provincial Managers, who oversees critical areas including GEDSI and stakeholders engagement as well as representing SBBC relations in Battambang province.

Stakeholder: A person, group, or entity that has a direct or indirect role and interest in the goals, objectives, implementation, and evaluation of a program or project.

Strategic Review Committee: The committee advises SBBC's Senior Leadership Team (SLT) to support informed decision-making, guide operational structure, and direct resources towards programs that deliver on the Strategic Plan efficiently and sustainably. It ensures program alignment with organisational priorities and adherence to rigorous standards for design, management, and implementation.

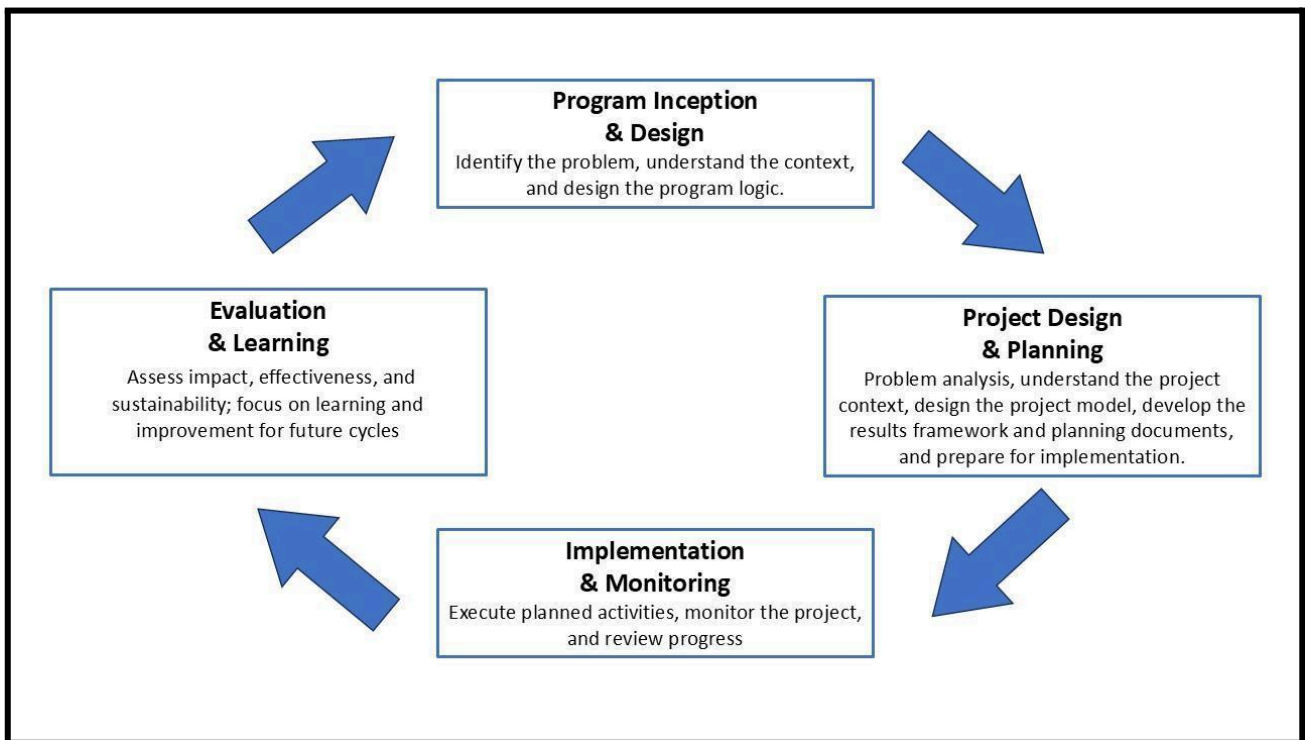
The committee includes senior staff and board representatives from SBBC, external education and development professionals (both national and international), and relevant SeeBeyondBorders staff, including the Chief Executive Officer (CEO-IO) and where relevant board members from SeeBeyondBorders Ireland, SeeBeyondBorders Australia, and SeeBeyondBorders UK. The committee meets every six months or as required by organisational needs or program development.

6. CROSS CUTTING THEMES

SBBC is committed to mainstreaming disability and social inclusion, gender equality, safeguarding, and environmental sustainability throughout the project lifecycle, from design to evaluation. Disability is understood as the interaction between impairments and societal barriers that limit participation on an equal basis with others. Gender is recognised as a socially constructed identity, requiring context-specific, rights-based approaches to promote equitable access and outcomes. Safeguarding ensures that all individuals, particularly children and vulnerable adults, are protected from harm, abuse, and exploitation throughout program activities. Environmental considerations are integrated to ensure that interventions are responsive to and respectful of ecological contexts. These cross-cutting themes are essential for advancing inclusive, safe, sustainable, and rights-based programming.

7. PROGRAM AND PROJECT LIFE CYCLE

The project cycle encompasses the full duration of programs and projects, beginning with the Program Inception and Design phase, followed by Project Design and Planning, Implementation and Monitoring, and concluding with the Evaluation and Learning phase. Each phase has a distinct purpose and outlines the responsibilities of SBBC personnel, stakeholders, and beneficiaries. Decisions are made at each stage based on evidence to determine the appropriate next steps, whether to proceed as planned, adjust, or make improvements. This structured approach ensures programs and projects remain on track to meet their goals and deliver sustainable outcomes. Regular reviews and evaluations guide continuous improvements and inform future program and project designs and strategies.



7.1 Program Inception and Design Phase

In this phase, SBBC focuses on identifying the specific problem the program aims to address, ensuring it aligns with SBBC’s mission and strategic plan. A contextual analysis is conducted to gain a deeper understanding of the problem’s root causes, key stakeholders, and cross-cutting issues that inform the program design. Drawing on these insights, a program-level logic model is developed, outlining proposed interventions that directly address the findings and are designed to achieve the program’s intended outcomes. This process is led by the Program Design Lead, with input from the SRC and final approval from the SLT.

For guidance on completing this stage, see the Program Design Manual.

7.1.1 Identify the problem

The first step in program inception is to clearly define the problem that SBBC may address, ensuring it aligns with SBBC’s mission and strategic plan. The Program Design Lead completes a Problem Identification document that defines the specific problem, identifies those affected by it, and outlines where and how it is evident. The document also demonstrates the problem’s relevance to SBBC and provides supporting evidence of its existence. Once completed, the document is submitted to the SLT for review and approval. If approved, the Program Design Lead proceeds to conduct a contextual analysis. If the problem falls outside SBBC’s scope, it may be referred to a more appropriate stakeholder.

7.1.2 Contextual Analysis

Program inception begins with a contextual analysis to ensure the proposed program aligns with SBBC’s mission and strategic plan. The contextual analysis gathers and synthesises relevant information to understand the problem SBBC may address, assess its relevance, and inform a robust program design. If the problem falls outside SBBC’s scope, it may be referred to a more appropriate stakeholder.

The contextual analysis comprises:

7.1.2.1 Define the Problem

Clearly describe the problem, identify who is affected, determine where and how it is evident, and assess its relevance to SBBC.

7.1.2.2 Stakeholder Analysis

Identify stakeholders with an interest in or influence over the problem, map their relationship to the issue, examine current and desired responses, and consider motivations. Assess potential contributions or impacts and recommend strategies for engagement, ensuring perspectives are integrated throughout the project cycle.

7.1.2.3 Evidence Review

Gather and analyse existing literature and data to build an evidence base. This may include examining socio-economic factors in the geographic area before focusing on specific information directly related to the problem.

7.1.2.4 Problem Analysis

Explore root causes and effects of the problem in collaboration with stakeholders and informed by the evidence review. Findings are often consolidated through a visual problem tree to map contributing factors and guide targeted program design.

7.1.2.5 Gender, Inclusion, and Environmental Analysis

Examine gender barriers, inclusion challenges for people with disabilities, and environmental factors that may affect the program. Consultation with affected groups ensures the design is inclusive and context-sensitive.

7.1.2.6 Contextual Analysis Report, Review, and Approval

The contextual analysis is consolidated into a single report that summarises each step, with relevant attachments and an overall conclusion. This report is reviewed by the SRC to ensure it accurately captures the context and determines if additional information is required. Once reviewed, the report is submitted to the SLT for approval to proceed with the program design. If not approved, the reasons for this decision are provided, and the necessary adjustments are made to the previous stages, or the process may not proceed.

7.1.3 Program Logic Model

The contextual analysis informs this stage by ensuring interventions are designed to address the identified problem and its root causes. Only once there is a clear understanding of the problem can the program be designed through the development of a visual Logic Model. This model maps interventions to outputs, outcomes, and the overall program goal, illustrating how proposed approaches and activities contribute to intended results while ensuring alignment with the contextual analysis.

To support this process, a solution tree may be used to reframe negative statements from the problem analysis into positive ones. For example, “lack of knowledge” could be reframed as “increased knowledge.” The core problem or solution identified in this process becomes the immediate objective or outcome, with activities forming the branches below and long-term outcomes forming the branches above.

Findings from gender and disability inclusion analyses should be incorporated to ensure that programs do no harm, do not reinforce inequalities, and actively promote the rights and inclusion of women, girls, persons with disabilities, and other marginalized groups.

Interventions are prioritized based on their relevance, alignment with SBBC’s mission, and feasibility within available resources. While addressing all root causes may not be possible, the selected approach focuses on the most strategic and impactful areas. If key issues identified in the analysis fall outside SBBC’s mission or capacity, they are framed as assumptions. Critical gaps that cannot be mitigated, termed “killer assumptions,” require further research or program redesign.

Stakeholder engagement is essential to refine and validate the Logic Model. The model is reviewed by the SRC and submitted to the SLT for approval before progressing to the Project Design and Planning phase. If required, a concept note summarizing this stage may be developed for potential funders or stakeholders.

7.2 Project Planning and Design Phase

Once the overarching program has been designed and approved, the next step is the Project Planning and Design phase. Programs typically consist of multiple projects, which are time bound interventions derived from the program’s Logic Model that work together to achieve program outcomes and contribute to the overall goal. Each project has its own specific activities, outcomes, and goals, aligning with and supporting the broader program framework.

Since each project focuses on a specific intervention, a project specific contextual analysis is essential to ensure that the design effectively addresses the identified issue. This analysis informs the development of a project specific Logic Model, which guides the creation of the results framework and MEAL plan. These elements provide the foundation for subsequent steps, including workplan development, risk management, and budget creation.

7.2.1 Project Problem Analysis

Similar to a program problem analysis, the first step in project inception is to clearly define the issue the project addresses, ensuring alignment with SBBC’s mission and strategic goals. The Project Design Lead completes a *Project Problem Identification* document that focuses specifically on the issue, identifies those affected, and provides supporting evidence of its significance. Once completed, the document is submitted to the PRC for review and approval. If approved, the Project Design Lead proceeds to develop the project concept and conduct a contextual analysis. If the issue falls outside SBBC’s scope, it may be referred to a more appropriate program or stakeholder.

7.2.2 Project Specific Contextual Analysis

The project specific contextual analysis follows the same key steps as the program level analysis but is tailored to the specific issue the project aims to address. It draws directly from the broader program contextual analysis while refining the information to ensure relevance at the project level. This process includes stakeholder analysis, evidence review, problem analysis, and gender, inclusion, and environmental considerations. This analysis is conducted in collaboration with stakeholders identified in the stakeholder analysis.

Unlike the program level analysis, which is reviewed by the SRC, the project specific contextual analysis is overseen by the Project Review Committee (PRC). Their role is to assess the findings and ensure that the project design is well informed before moving forward. The analysis serves as the foundation for developing the project specific Logic Model, guiding subsequent planning and design steps.

7.2.3 Project Logic Model

Building on the findings of the project-specific contextual analysis, the Project Logic Model outlines how planned activities to achieve the project's outcomes and goal, contributing to the overarching program.

Similar to the program-level Logic Model, a solution tree may be used to refine problem statements into positive outcomes, illustrating how each activity supports the intended changes.

A detailed logic model explanation accompanies the Logic Model, providing justification for selected interventions based on evidence, best practices, and lessons learned. The explanation also outlines sustainability strategies to promote long-term impact and local ownership beyond the project's duration.

Additionally, gender, inclusion, and environmental considerations are incorporated into the project design to ensure that interventions do no harm, avoid reinforcing inequalities, and promote social inclusion. Environmental impacts should be reviewed through the environmental screening form, with more detailed assessments conducted, as necessary.

Stakeholder engagement is essential to refine and validate the Project Logic Model. The PRC assesses the Project Logic Model to ensure feasibility, alignment with SBBC's mission, and strategic relevance before moving on to the development of the results framework. The Project Logic Model is also to be submitted to the SLT for approval before proceeding.

7.2.4 Results Framework

Building on the Project Logic Model, a Results Framework is developed for each project. This framework clarifies the strategic components of the project, mapping out the sequence from activities to outputs, objectives, outcomes, and the overall project goal. It ensures that each intervention is clearly connected to its intended results, with performance indicators identified at both the output and outcome levels. These indicators must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) to ensure effective tracking and assessment. The Results Framework also highlights the assumptions and risks associated with each objective, identifying key elements that need to be managed throughout the project. This process informs the development of the project's MEAL plan, guiding monitoring, evaluation, accountability, and learning.

7.2.5 MEAL Plan

Building on the Results Framework, a Monitoring, Evaluation, Accountability, and Learning (MEAL) Plan is developed for each project. This plan provides a structured approach to tracking and assessing project performance through specific data collection and analysis methods. It outlines how the project's SMART indicators, identified in the Results Framework, is monitored over time to ensure that activities are implemented as planned, resources are used effectively, and the intended outcomes are achieved. The MEAL Plan is essential for capturing lessons learned and enabling evidence-based adjustments to project implementation, ensuring continuous improvement and alignment with the project's overall goals.

7.2.6 Risk Management

A risk assessment is conducted for each project to identify and evaluate the specific risks associated with project implementation. This includes assessing potential financial, personal safety, children and vulnerable people protection and safeguarding, GEDSI and operational, cultural, and political risks that could impact the successful execution of the project.

The risk management plan outlines mitigation strategies to reduce or eliminate identified risks. Each risk is assigned to a responsible party for ongoing monitoring and management, and actions are put in place to address any issues that arise. The plan is reviewed regularly, generally every six months and adjustments are made as needed to minimize the impact of risks on the project's progress and ensure successful outcomes.

7.2.7 Work Plan

The work plan outlines the necessary steps and actions required to achieve the project goal. Serving as a detailed guide for implementation, it clearly identifies tasks, responsible parties, timelines, and resources needed for success. Managed through Google Sheets, the work plan offers a dynamic, collaborative platform for tracking progress.

It integrates with other planning documents, ensuring each task and deliverable aligns with the Results Framework and MEAL Plan. This integration provides a solid foundation for ensuring activities are implemented as planned, milestones are met, and the project stays on track.

Regularly referenced by project teams, the work plan helps monitor progress, adjust timelines if needed, and ensures the project remains aligned with its goal.

7.2.8 Budget Development

The final component of project planning is the development of a project budget. This ensures that all financial resources align with the project's activities, providing a clear financial framework for implementation.

These structured steps ensure that each project is designed with clarity, accountability, and strategic coherence, enhancing the program's overall effectiveness and sustainability.

7.3 Implementation and Monitoring Phase

During the Project Implementation Phase, the project is executed according to the approved work plan, with progress tracked through the MEAL Plan. Regular reviews, such as quarterly, semi-annual, and annual reports, are conducted to assess the project's alignment with the Results Framework and its contribution to the overall program Logic Model. Based on these reviews, adjustments are made as needed to ensure that the project stays on track. In some cases, a mid-term review may be conducted for a more comprehensive evaluation, either internally or by an external consultant, to provide further insights into the project's progress.

7.3.1 Implementation

Activities are implemented in line with the approved work plan and budget. The execution of these activities is systematic, ensuring that outputs are delivered on time and within scope. Regular team meetings are held to track progress, address challenges, and ensure that the project remains aligned with its objectives. Any deviations from the budget or timeline are promptly identified and managed proactively to keep the project on track.

7.3.2 Monitoring

Monitoring follows the MEAL Plan and associated activities outlined in the work plan, ensuring continuous tracking of project implementation. Each project's MEAL Plan specifies activities, data collection tools, timeframes, and staff responsibilities, ensuring timely data collection for informed decision-making, flexibility, and adaptation. The process begins during implementation and continues until project completion, with SBBC personnel conducting monitoring activities daily, weekly, and monthly, while beneficiaries contribute regularly. Internal reports are generated quarterly, and mid-year and annual progress reports are produced. Reports are prepared by District Manager with MEAL team support, reviewed by the General Manager, Programs, and then shared with the senior leadership team and relevant stakeholders, including the CEO-IO and Chief Compliance Officer for review. Relevant reports are then shared with the boards of SeeBeyondBorders Australia, SeeBeyondBorders Ireland and SeeBeyondBorders UK by the CEO-IO.

Annual reports are also published online, providing a comprehensive overview of achievements, challenges and lessons learned, and progress toward program goals.

7.3.3 Data Collection

All personal data collected is treated sensitively and in line with the Privacy Policy.

7.3.4 Progress Reports

Progress reports are produced quarterly, semi-annually, and annually to document activities, assess progress against the work plan and indicators, and address challenges, risk management, and financial performance.

These reports serve multiple purposes:

- **Monitoring progress:** Tracking achievements against targets and indicators.
- **Problem-solving:** Identifying challenges and proposing solutions to improve implementation.
- **Learning & adaptation:** Informing strategic adjustments and enhancing program effectiveness.
- **Accountability:** Holding Project Managers/District Manager accountable for district-level implementation.
- **Financial oversight:** Monitoring budget expenditures at the project level.
- **Risk management:** Identifying and communicating emerging implementation, safeguarding, climate, and operational risks early, enabling timely mitigation measures and informed decision-making.
- **Stakeholder engagement:** Keeping the Board, senior leadership, donors, and supporters informed.
- **Capacity building:** Strengthening staff skills through reflection and analysis.
- **Public communication:** Contributing to social media and news updates.

7.3.5 Annual Program Review

An annual program review is held each year, typically in the third or final quarter, before the start of the new calendar year.

During this review, staff evaluate project outcomes using data collected throughout the year, including key performance indicators, activity reports, and stakeholder feedback. District/Project Managers, with support from MEAL team and General Manager- Programs, review this data and ensure it aligns with the program's results framework.

The review, attended by all staff, summarises the results, addresses challenges, and identifies lessons learned. Staff collectively propose improvements to enhance program efficiency and effectiveness. These suggestions

Policy

are reviewed by the PRC to ensure they are practical and achievable. The committee then prepares a summary of the recommendations for the Managing Director's approval. If the recommendations involve significant strategic changes or major financial implications, they are submitted to the Board for approval.

Once approved, the General Manager-Programs advises the project design team to update the results framework, associated documentation, and tools, as necessary. Major revisions are typically made in December or April, in alignment with budget and operational planning cycles.

7.3.6 Mid-term Review

A mid-term review may be conducted midway through the project, either externally or internally, as outlined in the work plan. This review assesses progress toward project objectives, identifies challenges, and recommends necessary adjustments to improve implementation and outcomes.

The review process includes input from stakeholders, beneficiaries, staff, and external partners, providing a comprehensive understanding of the project's current status. This collaborative assessment helps identify barriers to success and highlights strengths that can be leveraged for greater project effectiveness.

Following the review, adjustments to the project plan, activities, and timelines are made as needed to ensure continued progress and alignment with project goals. The findings from the mid-term review are made readily available to the Board and senior leadership team, and they are also published online for transparency and accountability.

This review serves as a critical opportunity for reflection and learning, ensuring the project remains responsive to evolving needs and challenges.

For a comprehensive list of all report types, submission timelines, and related procedures, including Progress Reports, Lessons Learned and Transparency Reports, Raising the Bar Reports, and Minimum Proficiency Level (MPL) Reports, please refer to the MEAL Manual. These reports collectively support monitoring, learning, accountability, and transparency across the program.

7.4 Evaluation and Learning Phase

Once project implementation is complete, the Evaluation and Learning Phase begins. This phase focuses on assessing the project's performance, identifying the program's overall impact, and integrating lessons learned into future programming. Evaluation activities are guided by the project's results framework and follow the OECD-DAC criteria to ensure relevance, effectiveness, efficiency, impact, and sustainability are assessed. A combination of internal and external evaluations may be used to generate objective insights. Findings from this phase contribute not only to improving SBBC's programs and organisational learning, but also to advancing knowledge across the wider education and development sectors, supporting evidence-based decision-making and shared learning.

7.4.1 Final Project Evaluation

The Final Project Evaluation assesses the overall performance of the project using the OECD-DAC criteria, focusing on the project's relevance, effectiveness, efficiency, impact, and sustainability in relation to its intended outcomes.

Data is collected to measure progress against the project's results framework. Stakeholders, including beneficiaries and partners, providing qualitative feedback, contributing to the documentation of lessons learned and identifying areas for improvement.

SBBC may engage external evaluators to conduct an objective assessment of the project's performance, based on the OECD-DAC criteria outlined in the terms of reference. In some cases, an internal evaluation may be conducted by the MEAL team and Program Managers, who are familiar with the project's context.

The evaluation findings are summarized in a report with recommendations and shared with relevant SBBC staff, local stakeholders, board members, and donors.

7.4.2 Program Impact Assessment

The Program Impact Assessment evaluates the overall success of the program by assessing its performance against the program logic model and determining whether it achieved its intended outcomes. It focuses on the cumulative impact of all associated projects, analysing how their combined results contribute to the program's strategic objectives. The assessment follows the OECD-DAC criteria, with a term of reference (ToR) guiding the evaluation. Depending on the context, the assessment may be conducted by external evaluators or carried out internally by the MEAL team.

7.4.3 Learning and Adaptation

The learning and adaptation component of the Evaluation and Learning Phase focuses on capturing key insights from evaluations to refine both program and project designs. These insights inform future interventions, enhancing effectiveness, addressing challenges, and identifying best practices. Learning is integrated into organizational policies and programmatic approaches, ensuring that future programs and projects are better designed and implemented. Both internal and external evaluation findings are actively used to adjust strategies and strengthen ongoing initiatives. Insights are shared with beneficiaries and stakeholders for feedback, ensuring continuous improvement across the organization and fostering a culture of learning.

7.4.4 Report and Disseminate Findings

To ensure transparency and knowledge sharing, the findings from evaluations are actively disseminated to a wide range of stakeholders. Evaluation results, including key insights and recommendations for future programming, are shared through targeted summaries, presentations, or infographics tailored to different audiences. Dissemination events such as webinars, stakeholder meetings, and publications are organised to facilitate discussions on how lessons learned can inform future programs and contribute to sector-wide improvements. This approach ensures that valuable information is accessible and can foster meaningful conversations across the organisation and the broader sector.

8. POLICY MANAGEMENT

This policy has been approved by the General Manager Shared Services and the Managing Director of SBBC as noted below.

Amendments will be recommended to the Managing Director from time to time as deemed appropriate by the General Manager Shared Services, usually annually. Formal reviews are recommended every three years from the anniversary date of approval by the Managing Director. Recommendations for minor changes can be approved by the General Manager Shared Services before the Managing Director review every three years.

This policy and any amendments have also been reviewed by the SBBC Board, as noted below.

Doc Ref	Doc Type	GM-Shared Services	Managing Director	Board Review	Minute Ref
DME/11/2024/V1.0	Policy	Approved/10/2024	Approved/10/2024		Email
DME/11/2025_V1.1	Policy Amendment	Approved/11/2025	Approved/11/2025		Email