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Resources for Implementing the WWF Project & Programme Standards

Step 5.3
Feedback, Evaluations and Audits

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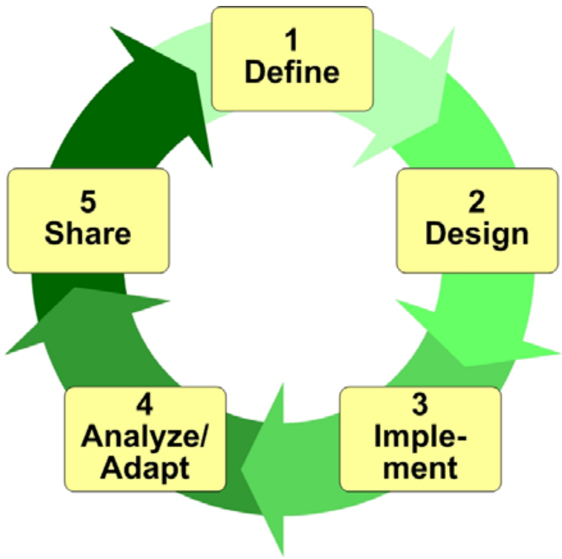

Step 5.3 Feedback, Evaluations, and Audits

Contents

This document is intended as a guidance resource to support the implementation of the *WWF Standards of Conservation Project and Programme Management.* Although each step in these *Standards* must be completed, the level of detail depends on the circumstances of individual projects and programmes. Accordingly, each team will have to decide whether and to what level of detail they want to apply the guidance in this document.

This document may change over time; the most recent version can be accessed at: https://intranet.panda.org/documents/folder.cfm?uFolderID=60991

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Feedback, Evaluations and Audits

What are Feedback, Evaluations and Audits?

In the context of Step 5.3, sharing feedback is to communicate a viewpoint on a project's findings, progress, processes and lessons learned. There are many ways in which this can be done. Feedback can be informal, formal, based on impressions, based on a detailed analysis, or any combination of these. All forms of feedback can be very valuable. It is vital to remember that feedback is a two-way process – that even though you may be busy with your own work, it is important to take the time to give your colleagues and peers feedback on a regular basis, especially when they request it.
This guidance focuses on three common approaches to giving and receiving feedback.

- **Informal Feedback.** Typically this takes place in face-to-face meetings or through exchange of documents, e-mail, and/or telephone calls.
- **Evaluations**. Evaluations focus primarily on assessing the progress of a project against its own stated goals and objectives (known as project "effectiveness"). Evaluations usually also assess the project's quality of design, efficiency, impact and sustainability
- **Audits.** Audits assess a project against an external set of standards. In WWF, a Programme Audit assesses the quality of project management processes against the WWF Programme Standards.

In addition to these three common approaches to sharing feedback, this guidance also briefly describes the following approaches:

- Project Review/ Approval Processes
- Peer Reviews
- Individual Performance Reviews
- Organisational Assessments
- Financial Audits

1. Why Share Feedback and Evaluate/ Audit Your Project?

Giving and receiving feedback allow project teams to gain another perspective on how a project is going and use that information to improve learning and performance.

At a project level, feedback can increase the team's awareness of any project management issue, such as contextual or design issues, stakeholders' opinions, partner relationships, effectiveness and impact, sustainability, financial management, and communications. At an individual level, giving and receiving feedback is one of the most powerful ways to facilitate personal and professional growth, reinforce appropriate behaviour and improve performance.

Evaluations and audits help to ensure that a project is **formally** reviewed on a periodic basis. If a project is following the other steps of the Standards, the team may already be very aware of its results and the quality of its work. As such, it is important not to duplicate analyses that have already happened. An evaluation or audit should be aimed at:

- Answering questions that have not been fully answered by other analyses; and
- Gaining an independent view on the results and/ or quality of work.

Of course, having received feedback, it is most important that the project team and/or individuals concerned consider the feedback carefully and then adapt as appropriate.

Evaluations and audits also contribute to the demonstration of transparency and accountability, both within WWF and outside. This is often an important factor to increase the credibility of the project to external donors and other partners and stakeholders and to engage them in the process of "quality improvement."

2. When to Evaluate/ Audit Your Project?

Evaluations and audits can be conducted at various phases of the project cycle. To be efficient, it is important to coordinate evaluations and audits, especially where there are multiple donors involved (see also guidance for Step 4.4 Adapt Your Plans and Budgets). Of course, evaluations and audits must also be built into budgets (typically an evaluation costs 2-5% of the annual project budget).

In practice, given that there are constraints on resources, evaluations may be considered "compulsory" only for higher risk projects or programmes and are typically conducted every 2.5-3 years. "High risk" projects include those for which:

- Project budget is more than 250,000 CHF per year;
- Project strongly affects the WWF Brand; and/or
- Results appear to be inadequate, or information shared has been limited.

Audits, on the other hand, may be carried out at any stage of a project. Central WWF audit resources will tend to focus on larger or higher risk programmes which may be audited every 3-5 years. However, it can be very useful for a project team to do a "self-audit" as a regular practice – perhaps annually.

3. How to Share Feedback and Conduct Evaluations/ Audits?

Some basic guidance on informal feedbck, evaluations, and audits is provided below. This document, however, focuses primarily on evaluations because evaluations are compulsory for WWF projects and programmes, and only limited guidance is available elsewhere. Note that many of the tips mentioned under "informal feedback" can be applied to evaluations and audits as well.

1. Informal Feedback

Typically this takes place in face-to-face meetings or through an exchange of documents, e-mail, and/or telephone calls. Giving honest, open, consistent and timely feedback reinforces the culture of performance and learning that we are seeking to establish and maintain. Considerable skill is required to give and receive feedback effectively, so it requires practice. Some general tips on giving and receiving feedback are given below. (In practice, bear in mind that approaches to feedback vary considerably between individuals and according to national cultures).

Giving feedback:

- Be specific – provide clear examples to help the recipient understand exactly what the issue is.

- Avoid criticism – be constructive and solution-oriented, while being honest.
- Reinforce positive behaviour – don't keep your comments just for the problems.
- Ensure you understand the situation – asking questions will help to broaden your perspective, and will also prompt the individual/ team to analyse the situation and adopt recommendations for their own improvement
- Be supportive rather than directive – avoid telling people what to do. Make the issue clear and help the other person to come up with a solution.
- Use 360 degree feedback – feedback should not just be top-down. It should also take place bottom-up and horizontally.

Receiving feedback:

- Request feedback – ask people whose opinion you trust or need to hear. If you want clear and specific comments on something, often it is better to ask a few individuals than to send a message to the whole of WWF.
- Analyse feedback – whether or not feedback was requested, think carefully what the feedback is telling you and what you need to do as a result. If you receive a lot of feedback you will probably not be able to respond to everything in full, especially if conflicting opinions have been given.
- Use feedback – take specific action as result of feedback. Generally you can use feedback to improve performance, learning and relationships. Even if at first you disagree with the feedback, try to take some action by clearly explaining your reasons to the person giving the feedback.

2. Evaluations

A key to success in evaluations is developing a good plan. This plan is usually written in the form of an Evaluation Terms of Reference (ToR) for use by the evaluation team. It should be tight, explicit, and focused. Click here for a template for developing an Evaluation ToR – this template is quite self explanatory and has been used for a number of evaluations in WWF. Some additional guidance on the main steps to preparing an evaluation is also provided below.

2.1 Responsibilities and Audience

The initial draft of the Terms of Reference is usually the responsibility of the project executant. It is important that the ToR are developed consultatively, together with the project team and the donors so that their key concerns are addressed. The evaluation team should also provide their input into the evaluation design and methodology, including its feasibility within the budget and time available. Usually the main target audiences for an evaluation are the project team and donors.

2.2 Budget and Timing

Budgeting for evaluations in advance is also the responsibility of the project executant. As stated above, typically an evaluation costs 2-5% of the annual project budget and should be conducted about every 2.5- 3 years. Where relevant, donors should check that sufficient budget has been allocated.

2.3 Purpose - Why are you doing the evaluation?

A clear explanation of why the evaluation is being done, what triggered it and how it will be used provides the broad orientation for the rest of the evaluation plan.

In general, evaluations are conducted with a view to:

- Assessing and enhancing project effectiveness; Developing recommendations for improving the project or similar projects in the future; Providing an analysis of accountability with respect to the use of project funds; Drawing key lessons learned to contribute to organizational learning; and
- Enhancing WWF's credibility and transparency

For WWF evaluations, normally the first two factors (effectiveness and improvement) are the most important, but this may not always be the case. You should also consider whether there are other important factors not listed above and whether there is a specific reason why the evaluation is happening now. For example, has WWF already determined what will happen after this evaluation (e.g., exiting, continuing, or scaling up), or is this very much dependent on the results of the evaluation?

2.4 Scope - What specific questions do you want to answer?
The scope of the evaluation (and the formulation of the Terms of Reference) will vary depending on a variety of factors (such as scale of the project, known successes/ failures/ contextual changes, time since inception of the project, anticipated future for the project, and budget for the evaluation).

In general, evaluations should address five fundamental criteria which are fairly standard in the NGO sector: quality and relevance of project design, efficiency of implementation, project impact, and potential for sustainability. Within these criteria, the template provides a list of specific questions that you might want to address. However, in most cases it will be difficult to answer all of these questions in detail. With agreement of key evaluation audiences, you need to prioritise, modify or add to the list of questions in response to the project situation. This will help the evaluation team focus on the essential issues.

In summary, when framing evaluation questions:
- Attempt to limit the number of questions you wish to address;
- Be as clear and specific in terms of the information you want as possible; and
- Try to frame questions in areas for which clear data or information exist.

2.5 Methods - How will you get the information and analyse it?
You need to identify the specific data collection methods to be used. These could include field observations, interviews, focus groups, questionnaires, and participatory methodologies. The geographic scope of the sampling and any cultural conditions may affect the methodology. You should also detail any background documentation to be consulted and key informants to be interviewed.

Note that direct observation is critical for gathering evidence and opinion. Only for smaller projects, or where budget or time is very constrained should you limit your method to a “desk evaluation” (where you use only documentation reviews, questionnaires and telephone interviews). Note however that a lot of useful information can be gathered via desk-based evaluations.

For most WWF evaluations, the evaluation team will not collect primary data on species populations, threats or socio-economic status. Therefore the precision of the evaluation results will depend to a large extent on the quality of the monitoring data already collected by the project.

The evaluation matrix is an important tool summarizing the evaluation design, including the specific research questions to be answered, the data sources and methods. Again it helps the evaluation team be very clear about the essential issues, and ensure that these are addressed efficiently. (See the evaluation template for an example format). Additional guidance on methods for collecting data from stakeholders is provided in Box 1.

Box 1. Evaluation Types and Methods

Ideally, a project team should be collecting and analyzing data related to its goals and objectives throughout the course of the project. This data will likely cover a mix of biological, political, and socio-economic variables. If a team is collecting this data as the project proceeds, the project team or any external evaluation team will be well-prepared to gauge progress toward expected impact. Often, however, it is not always possible to collect objectively verifiable data related to these variables, and it thus becomes necessary to rely on the knowledge, opinions, perceptions, and attitudes of those familiar with the project, area, or topic. In this box, we discuss a variety of methods to measure such knowledge, opinions, perceptions, and attitudes. There are many different dimensions to evaluation types and methods. The following highlights some of the key dimensions, although it is not an exhaustive list.

1. **Why you are doing the evaluation (purpose):**
    - **Summative:** A one-time assessment that usually occurs after a project takes place; generally undertaken for accountability purposes or external decision-making about the fate of a project.
    - **Formative:** An assessment that may take place at various stages throughout a project cycle. The underlying purpose is ongoing improvement of a project. In this case, stakeholder ownership and institutional learning are more likely to be important, which will lead to more participatory methods (to the extent that resources are available).

    A simple way to think about the difference between formative and summative is summed up in this quote from Robert Stake, an evaluation specialist: “When the cook tastes the soup, that's formative; when the [restaurant critic] tastes the soup, that's summative.'" (Scriven, 1991, 169)

    In practice many evaluations have both summative and formative purposes.

2. **Who leads the evaluation:**
    - **Participatory:** The project team and relevant stakeholders (e.g., partners and community members) design and carry out the evaluation. Such evaluations are typically formative.
    - **Internally-led:** The project team designs and carries out the evaluation. Such evaluations are typically formative.
    - **Externally led:** External evaluators design and carry out the evaluation. Such evaluations are typically summative.

(Continued on following page)

Box 1. Evaluation Types and Methods (Continued)

3. **What type of data:**
   - **Quantitative data:** Data that is in the form of words, pictures, and objects
   - **Qualitative data:** Data that is in the form of numbers and statistics

   Arguably, quantitative data can be qualitative in nature and vice-versa. For example, you could say that 55% of all evaluation participants referred to ecosystem services when asked what important benefits they thought the protected area provided. This is an example of quantifying a qualitative response.

4. **How you collect the data (method):**

   Methods can vary in their ability and utility for collecting qualitative or quantitative data. Some commonly used methods include:
   - **Questionnaires and surveys:** These can include open-ended and close-ended questions and are suited for collecting both qualitative and quantitative data.
   - **Focus groups**: These are discussions with a group of members from your target audience. They are generally open-ended discussions and tend to be used for collecting qualitative data.
   - **Key informant interviews:** These are interviews that might follow a topic guide or be less structured. Questions are generally open-ended, and the data collected is typically qualitative.
   - **Direct observation/listening:** This involves observing individuals, groups, or situations to gather insights. The data collected is typically qualitative.
   - **Document review:** This involves reviewing project reports, proposals, memos, and any other relevant documents to gather data. Depending on the nature of the document, the data collected might be quantitative or qualitative.
   - **Mapping:** Evaluation participants visually portray a situation through spatial or mental maps. The data collected is typically qualitative.

   Although we identify whether methods are generally used for collecting qualitative or quantitative data, it is important to remember, as discussed above, that quantitative data can be qualitative in nature and vice-versa. Likewise, some methods are typically more associated with a participatory approach, but, in reality, the extent to which a method is participatory depends more on how the evaluator uses it than the method itself.

4. **From whom you collect the data (sampling, audience):**
   - **Random sampling:** Evaluation informants are selected at random from the target audience. Random sampling helps avoid biases inherent in purposeful sampling (although, from an evaluation perspective, such biases are not necessarily bad).
   - **Purposeful sampling:** Evaluation informants are selected based on some characteristic or the needs of the evaluation. For example, an evaluation team might make sure their sample includes key political figures, poor farmers dependent on forest resources, or logging company representatives. A dimension within purposeful sampling is whether the evaluation informants will include experts, a wide range of stakeholders, or something in between.

5. **How data is analyzed**
   - **Statistical analyses:** Data is analyzed using a number of statistical methods, such as t-tests, chi-square tests, correlations, regression
   - **Qualitative analysis:** Data is analyzed in a more subjective fashion, using techniques such as content analysis and case studies,

Although we have tried to distinguish among evaluation types and methods, it is common to mix and match many elements when designing and implementing an evaluation. The most important thing to keep in mind is that the team should choose the type and methods that works best for its situation.

2.6 Team - Who will do the evaluation?
As noted in Box 1, evaluations can be conducted by a team of stakeholders, the project team itself, or an external team. Internal evaluations, which are done by project team members and close partners, have the advantages of being relatively easy and cheap to conduct and that the people involved in the assessment can make direct use of the findings. External evaluations, which are done by outside parties, have the advantage of providing an outside and unbiased perspective to the project team.

In practice most WWF evaluations are conducted externally, especially for large projects and programmes, since the value of an outside and unbiased perspective is seen to be of overriding importance in most cases. It can sometimes be a challenge to identify external people who have a good understanding of WWF and its work but who also will be seen as unbiased by all the key stakeholders. Often it helps to have a small team (2-3 people) that includes:

- A designated lead evaluator
- A person who knows WWF well
- A person not associated with either WWF, stakeholders, beneficiaries, or donors.

Clearly it is important to identify the specific skills or characteristics needed in the evaluator or evaluation team, e.g. technical knowledge, familiarity with the country / culture, language proficiency, evaluation experience, facilitation and interviewing skills, etc.

Due to busy schedules, it is often important to identify more than one possible lead evaluator, and to contact them well in advance of when the evaluation is required (more than 3 months).

2.7 Outputs – Report and Briefings
It is important to list the key deliverables and deadlines in the Terms of Reference (e.g. workplan, briefings, draft report, final report).

As an immediate output, once the data collection and initial analysis have been completed, it can be very helpful to quickly brief the project team and key stakeholders regarding the headline findings. The required format for the evaluation report is attached as Annex 4 of the ToR template. It is critical to provide clear recommendations that can be clearly understood and used by the project team, and to indicate the priority of each recommendation. Case studies are encouraged since they can be used to highlight results which can be built directly into the text of the report.

Before the report is finalised, it is important to ask the project team and key stakeholders for feedback on a draft version of the report. Corrections of fact should obviously be addressed, but it is up to the evaluator to decide how to respond to other comments.

2.8 Follow-up - Results use and dissemination of findings
Follow-up on the findings of the evaluation and dissemination of the results to the WWF Network (and outside) are the responsibility of the relevant WWF staff, particularly the project executant. It may be advisable to hold a follow-up workshop with key stakeholders to ensure the recommendations made in the evaluation are reviewed, understood and developed into actions. The project team should

then outline in writing the actions it will undertake in response to each of the prioritized recommendations.

Examples of [Evaluation ToRs and Reports] for WWF projects and programmes are available on Connect.

3. *Programme Audits*

The primary goals of programme audits in WWF are to assess the design, structure, and execution of projects against the WWF Standards for Conservation Project and Programme, in order to help project teams learn and improve.

The process of planning and executing an audit is similar to that for an evaluation. However the methodology is more standardised in that there is a standard final assessment tool, in the form of a questionnaire. Click here for the WWF Programme Audit Tool. This asks about the extent to which each step of the *WWF Programme Standards* is being addressed within the project resources. You still need to decide on the approach and methodology for undertaking the audit in terms of how you will review documents and conduct interviews, meetings and discussions.

For a detailed description of a how to carry out a programme audit, refer to the CMP Conservation Audit Protocol from the Conservation Measures Partnership.

Programme Audits have been conducted in WWF only since 2004, so the number of projects and programmes that have been audited so far is relatively small. The selection of projects to be formally audited is the responsibility of the Director of Measures & Audit at WWF International. Audits are funded centrally, and audit resources are focused on programmes deemed to be a higher risk. Risk criteria are defined in the table below.

Risk Criteria for Programme Audit Selection

Criteria Category	Risk Factor			
	None	**Low**	**Medium**	**High**
1. Financial Size of the Project/Programme	CHF 0 > 100k	CHF 100k > CHF 500 k	CHF 500 k > CHF 1.0 M	CHF 1.0 Million ++
2. How recent is a strategic plan or similar document, and at what stage is the project/programme in a programme/project cycle?	Plan new or revisited within the last 2 years. Practicing PCM	Plan recent, not using it for adaptive management	Plan old, and few signs of adaptive management	No plan, not recognizing programme/ project cycle
3. How many projects are under the umbrella of the programme or closely associated with the project and require coordination and structure; are there many long term projects (2 years+)	Less than 2 separate projects No long term projects	2-6 separate projects **or** 1 to 3 long term projects	6-12 projects **or** 3 to 7 long term projects	12 ++ projects **or** more than 7 long term projects
4. Does the programme/project	No partners	One or two	Three to five	More than 5

Criteria Category	Risk Factor			
	None	**Low**	**Medium**	**High**
have multiple partners or stakeholders involved?		partners and stakeholder groups	partners and stakeholder groups	partners and stakeholder groups
5. Does the programme/project have multiple funding sources (Government and Aid Agency and Private Sector donors)? And What proportion of the budget is from GAAs?	Up to four different sources of funds; No GAA funds received	5 to 8 different sources of funds; Up to 15 % of budgeted funds are received from GAA sources	9 to 12 different sources of funds; Up to 50% of budgeted funds are received from GAA sources	More than 12 different sources of funds; More than 50% of budgeted funds are received from GAA sources
6. Does the project/programme interact – through its strategies- at very senior government, bilateral, multilateral or NGO levels and with what frequency?	Never	Occasionally	Frequently	Political lobbying at high levels is a major strategy within the prog./proj.
7. Is the programme/proj. in a "high visibility location" at present? Does the prog./proj. have a high profile in terms of the region in which it works, the environmental problems of the region, the high status level it has in relation to the Government or any other reason?	Low	Moderate	High	Very high
8. Is there leadership and a functional structure for the prog./proj.? Is it formalized with TORs, MOUs etc..	Strong leader, appointed, empowered with TORS, and appropriate MOUs for operations.	Strong leader; TORS aren't clear, and MOUs need revising.	Leader present but weak from lack of empowerment. Informal arrangements.	Difficult to know who is leading the prog./proj. & no MOUs or agreements.
9. What is the number of staff in the Programme/Project?	None	10 to 20 employees	1 to 10 employees **or** 20 to 50 employees	More than 50 employees
10. Is the programme significantly involved in crosscutting policy, education, outreach or communication work?	No activities	Just a few activities within 1 of the cross cutting areas.	Has a few activities within 1 or more cross cutting areas.	The prog./proj. has a large number of actions in the cross cutting sector.
11. Does the office have a mechanism for sharing and learning lessons? and accessing information externally?	Both formal and informal process in place	Some formal and informal mechanisms in place.	Some informal exchanges.	No process in place.
12. Is there any monitoring work going on? And Have any other major evaluations or assessments taken place?	Yes – self assessments regularly and a good monitoring system in	Some monitoring and assessments undertaken every few years.	Activity monitoring, but no evaluations in the last 5 years	No monitoring; no evaluations

Criteria Category	Risk Factor			
	None	**Low**	**Medium**	**High**
	place that is used for adaptive management			
13. Are there any concerns or warning signs?	No	Productivity does not seem as high as could be.	Concerns from recent expansion or other factor; and reports.	Yes, have had concerns noted from several sources
14. What is the level of political stability in the office's country and other countries within the region?	Stable and democratic system	Basically stable but occasional problems	Political instability which **is not** affecting the operation of the office	Political instability **is** affecting the operation of the office

3.1 Self Audits

Project leaders and teams are strongly encouraged to audit their own projects on a regular basis to ensure the adaptive quality of their work. It is recognised that teams have limited time to actually do this, so a simple self audit tool has been developed. Click here for the WWF Self Audit tool. This can be used by project leaders, teams and also offices to assess current capacity and practice, and to identify key areas for improvement.

4. Other Forms of Feedback

4. Formal Review/ Approval Processes

It is usually helpful to operate a formal review and approval process for key planning documentation, such as concepts and proposals (strategic plans). Typically the quality of a proposal/ strategic plan will be reviewed by a small number of WWF programmes and operations staff, and possibly also an external expert, all of whom provide formal comments for the project team to consider. Once the key comments have been adequately addressed, the project is approved/ signed off (physically or electronically). It is very important to keep these review processes rigorous, simple, transparent and efficient, and to limit comments to key issues. The time invested in review and approval is normally dependent on the budget/ risk associated with the project.

An example review process is shown in Box 2 below.

Box 2. Formal Review Process (Example from WWF-UK)

The Project Officer should define the Review Committee for Concepts and Proposals, taking the following as guidance:

- A member of Programmes Senior Management Team should sit on the Review Committee. This will normally be the relevant Cost Centre Manager.
- For projects/ programmes above £500K (approximately 1,200 CHF) lifetime contract value a person external to WWF must be involved in the review. A formal review meeting must be held and minutes taken.
- The Director of Programmes must sign off on all concepts, proposals and contracts above £100K, but in most cases he/ she is not a formal member of the review team.
- A member of the GAA Team needs must be involved in the review of projects/ programmes that are (part) funded by GAAs. (GAA = Government and Aid Agency)
- Appropriate specialists should be involved in the review of relevant sections of a proposal (e.g. M&E Officer, Social Development Advisor, Conservation Advisor, Communications, Fundraising).
- Consideration should be given to making the independent person that serves on the Review Committee the external evaluator later on in the Programme.

5. Peer Reviews

Formal Peer Reviews are not commonplace in WWF, but they have been carried out for some programmes. The brief guidance below is based on text at the ConserveOnline site, where much more information on peer reviews is available should you need it. (This guidance is part of the WWF-TNC Ecoregional Assessment and Biodiversity Vision Toolbox)

What is a peer review? Why do it?

Peer review is another mechanism for quality control. Frequent and objective feedback from experts on a topic enables teams to produce a higher quality product. Peer review also fosters trust among peers, partners and stakeholders, and lends credibility to the results of a project. It also supports professional development and our efforts to develop a learning and performance culture.

Peer Reviews are similar to audits in that they assess the quality of a project against a programme management standard. Generally, peer reviews focus on technical and scientific aspects and strategy selection. Reviewers can provide critical feedback regarding the technical and scientific merit of approaches and methods, ensure that information used to define the targets and context is complete and accurate, and identify best practices from their own experiences that might enable a team to strengthen their analysis and address key challenges. Team members use recommendations to strengthen their strategic plan, with a view to achieving greater effectiveness and impact with the resources available.

In some cases formal review of the content in a strategic plan may be necessary for certain key partners and stakeholders to use the plan. Government agencies often have requirements for specific information, formats, processes and participation in reviews. These requirements are often in place to ensure that decisions made re supported by sufficient expert review to be upheld in court.

Peer reviews are also common in journals. Publication of products in peer reviewed journals provides a broader community access to and an indication of the credibility of the work. Many believe peer reviewed literature meets the highest standards of credibility.

How to carry out a peer review
Persons invited to peer review all or part of a strategic plan should be both expert in the subject of review and have no unresolved conflicts of interest. They will need to agree to read all materials, provide critical comment in an unbiased and timely manner, and protect confidentiality of sensitive data or results. You may decide that certain aspects of the project require the review of one or a few reviewers, and for other aspects you may want to solicit broader review.

No matter what format your peer reviews take, the quality of the review depends on the quality of the draft product sent out for review, the adequacy of guidance you provide the reviewer and the match between the product for review and the reviewers expertise. Materials meant for review should be drafts. However, the draft should be complete enough to give the reviewers a clear picture of your analysis/ strategic plan. Accompanying these materials should be a clear and concise "charge" for the reviewer. The charge lets a reviewer know what exactly you want feedback on and how. A good charge will provide (EPA 2000):

- A brief overview or introduction (describe what the work product is, how it was developed, how it will be used);
- As needed, a brief description or listing of any background materials provided to the peer reviewers, the issues or questions to be addressed by the peer reviewer(s);
- The due date of reviewers' comments;
- The format of reviewer responses; and
- The point of contact in case peer reviewers have questions.

The peer review process is not complete until the comments and recommendations of the reviewers are considered and incorporated into the analysis/ strategic plan.

6. Individual Performance Reviews
The WWF Programme Standards do not directly address administrative and operational issues related to human resource management. Nevertheless, it is important to assess individual performance of project team members. Staff appraisals and performance reviews provide an important opportunity to review an individual's contribution to the project. It is important to taken this process seriously (see also guidance to Step 5.4 Performance and Learning Culture and the Human Resource Standards for the Network).

7. Feedback on Technical Reports
To produce a good technical report requires considerable effort. Giving constructive and insightful feedback on reports can make a tremendous difference to a project team's attitude towards reporting,

and reinforces a culture of performance and learning. Provision of such feedback is a responsibility of donors and home offices, but it ideally should also come from line managers and peers.

8. Organisational Assessments

An Organisational Assessment is focused on assessing an office's capacity, with a view to building its capacity. It is based on an agreed set of key capacities needed to perform optimally. Strictly speaking, Organisational Assessments are more a "facilitated process" rather than a form of feedback, but certainly there can be links to evaluations and audits. More information on Organisational Assessments is available on Connect (Click here to see Annex 1 of the guidance to Step 3.3 Building Project Capacity. More detail is also available at the WWF Develop site

9. Financial Audits

Financial audits assess an office (rather than a project or programme) against a set of financial management standards. Some projects or programmes may be audited in more detail as case studies. Financial audits are usually initiated by WWF International or major donor NOs. Currently, there are slightly different financial audit protocols in operation from these different organisations, but they are similar.

See WWF Connect for the audit checklist used by the WWF International Auditor and a statement of audit practice. Financial audits also look at some wider aspects of general administration and management.

10. Compliance Reviews

The role of compliance reviews in WWF is currently being considered. Brief guidance notes will be added here once this has been done.

Coordination/ Overall approach

To gain the maximum benefit from your feedback and evaluation activities, you must make sure they are planned properly in advance, and sequenced logically and efficiently. You can then ensure you also have time to respond to the feedback. As detailed in Step 4.4 Adapt Your Plans and Budgets, it can be helpful to produce a simple schedule (sometimes called an "Adaptive Management Schedule") of all key activities relating to analysis, reporting and adapting your plans, which would include these feedback and evaluation activities.

5. References

Audits

WWF Programme Audit Tool and WWF Self Audit Tool

Conservation Measures Partnership (2006). *Conservation Audit Protocol*

Evaluations

Examples of WWF Evaluation Terms of Reference and Reports.

There are quite a number of sites on the web which you can tap into directly for information to assist in the carrying out of evaluations. Some of the better ones are listed below:

Foundations of Success

Global Environment Facility

MandE News

Sage Publications (publishers of evaluation training and support materials)

United States Agency for International Development

World Bank

Peer Reviews

Conserve Online