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Evaluation Framework for International Partnerships and Twinning Projects

**For Use by the Recipients of the
HIV/AIDS Small Grants Fund**

Prepared for



**Interagency Coalition on AIDS and Development
(ICAD)**

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1 Introduction

1.1 HIV/AIDS Small Grants Fund Overview

Sponsored by the Canadian International Development Agency (CIDA), and administered by the Canadian Society for International Health (CSIH) and the Interagency Coalition on AIDS and Development (ICAD), the HIV/AIDS Small Grant Fund supports partnerships between Canadian organizations and those in developing countries to address HIV/AIDS.

During the first phase (200-2001) of the HIV/AIDS Small Grants Fund, CIDA awarded grants of up to \$50,000 for each project over a 12-month project period. Twelve small grants were awarded to support Canadian and developing and/or countries-in-transition organizations to collaborate on HIV/AIDS priority issues.

During the second phase (2001-2003), CIDA provided grants of up to \$75,000 over an 18-month period to further encourage new and emerging partnerships between Canadian organizations and organizations in developing countries and/or countries-in-transition.

One of the aims of the second phase of the HIV/AIDS Small Grants Fund is to strengthen the institutional capacity of the participating organizations in areas such as fund-raising, proposal writing, program management, governance, HIV/AIDS mainstreaming, and application of information and communication technologies (ICTs).

The goal of the HIV/AIDS Small Grants Fund (Phase II) is to increase Canada's global contribution to HIV/AIDS activities in developing countries and countries-in-transition, in the context of CIDA's HIV/AIDS Action Plan, in order to reduce the impact of the HIV/AIDS global pandemic. The objectives of the HIV/AIDS Small Grants Fund (Phase II) are:

- To encourage new partnerships in HIV/AIDS between Canadian organizations and those in developing countries and/or countries-in-transition
- To encourage cost-effective, innovative, intersectoral knowledge-based approaches to HIV/AIDS, particularly as they address the socio-economic determinants of health among vulnerable populations
- To encourage the use of Information and Communication Technologies in addressing HIV/AIDS issues.

The HIV/AIDS Small Grants Fund aims to encourage new partnerships focusing on any aspect of the HIV/AIDS epidemic, from prevention to care, treatment and support through a cost-effective, innovative, inter-sectoral and/or knowledge-based approach that addresses the socio-economic determinants of health.

1.2 Purpose and Scope of the Evaluation Framework

ICAD and CSIH commissioned the development of this evaluation framework to provide evaluation guidelines for organizations involved in twinning projects supported by the CIDA-funded HIV/AIDS Small Grants Fund. Organizations can adopt and modify appropriate components of the framework which will allow them to evaluate the processes and outcomes of their twinning project, in order to measure its effectiveness and mutual benefits. The framework proposes an evaluation strategy by identifying key evaluation questions and performance indicators which need to be addressed at the beginning, middle and end phases of each project. It also outlines various data sources and data

collection methods. Please note that the purpose of the framework is not to prescribe a specific evaluation process/ format for all twinning partnerships. ICAD/CSIH understand that it is always preferable for twinning partners to design an evaluation process that will address the project's specific context and environment and which will further the participants' own analysis and understanding of what works and why. However, ICAD/CSIH wishes to provide a basic framework that organizations can replicate or revise as appropriate.

The evaluation framework will serve as a resource to HIV/AIDS Small Grant Fund recipients and is designed to assist the organizations to assess and evaluate their organizational capacity as well as the specific activities undertaken as a result of this funding. The evaluation framework will not be used by ICAD/CSIH to monitor twinning projects, nor to compare projects. The framework will assist organizations to:

1. Determine how the partnership is performing with respect to its objectives, its measurable goals and its qualitative and quantitative indicators.
2. Determine if the vision and expectations of each partner is being met.
3. Capture the "lessons learned" from the project activities and determine if they can be enhanced.

This evaluation framework will assist twinning partners to evaluate the partnership, both as a means to meet mutual goals of addressing the global HIV/AIDS epidemic, and as a goal in itself.

1.3 Guiding Principles of Partnerships and Collaboration

For the purposes of this evaluation framework, *partnership* can be simply defined as two or more organizations working collaboratively and sharing resources to reach common goals, while at the same time meeting their own individual goals. *Twinning* is defined as a formal, substantive collaboration between two or more organisations anywhere in the world. It is a process in which AIDS Service Organisations (ASOs), NGOs, research and other institutions come together to contribute to each others work and to learn from each other's experiences. (ICAD, 2002). *Partner* is defined as a community group or non-governmental organization that shares resources and ideas, and is committed both to the trusting, collaborative nature of twinning and to achieving the goal of addressing HIV/AIDS.

Virtually every organization working in the field of HIV/AIDS or international development will have experience with partnering, although those experiences are spread across a broad spectrum. At one end, there is simple sharing of resources to produce an event or activity. Often that grows to a broader-based partnership involving more complex objectives or goals and many different kinds of resources. At the most sophisticated level, there are collaborations that not only jointly develop the mission and strategies of the partnership, but also influence the vision and mission of their partners. Partnerships fostered through the HIV/AIDS Small Grants Fund are based on an overlap of mission and a strong commitment to the joint goal of addressing the HIV/AIDS epidemic.

There may be significant asymmetry in twinning partnerships in terms of organizational size and structure, available resources, capacity, and mandates. The twinning partner in the developing country or country-in-transition may have a very local mandate, for example, while the Canadian partner may have a more global mandate or focus on populations outside its own locality. However, despite this asymmetry, the twinning partnership focuses on the achievement of specific activities to work towards a certain accomplishment.

Some common principles guiding partnerships include:

- Working Together: two or more organizations come together and work for common goals, while at the same time meeting their individual needs. Each partner brings different strengths to the partnership. Ideally, something is achieved that could not have been attained by any of the organizations acting alone.
- Sharing: partners share ideas, human resources, program resources in order to achieve mutual advantage.
- Giving and Taking: partnerships are a cooperative venture with give and take on both sides, but ultimately benefiting both partners. In a partnership, organizations do not always give and take the same amount. One of the partners may contribute much more at a certain time in the partnership and be reciprocated later.
- Common Values: partners share complementary values, missions and visions (although not necessarily identical) and are willing to share resources in order to benefit one another.

1.4 Methodology

The methods for the development of the evaluation framework included:

- An extensive review of documents associated with the HIV/AIDS Small Grants Fund and literature about partnerships and evaluation; and
- Review of evaluation plans as outlined in project applications of HIV/AIDS Small Grants Fund recipients.

Proposed Program Evaluation Framework

This evaluation framework is structured to follow the lifecycle of twinning projects: from birth of the twinning partnership, to twinning activities, to exploration of the future of twinning partnerships. The evaluation framework suggests questions that could be asked at each developmental phase of the twinning partnerships in order to assess the initiation and growth of the collaborations, to identify key ingredients of success in each partnership, and to describe the twinning experience. Each evaluation question is accompanied by indicators or standards by which to answer the question, sources of information, and evaluation methods that could be used to gather the information.

Please note that the evaluation framework is intended to provide guidelines about the kinds of evaluation questions and methods that *could* be pursued at each stage of twinning, but it is not expected that all twinning projects will seek to address *all* of the evaluation questions. Organizations engaged in twinning projects are encouraged to select and modify components of the evaluation framework as suits their particular projects, capacity and priorities.

2.1 Developmental Stages of Twinning Projects

The HIV/AIDS Small Grants Fund is available for new partnerships only. However, to be eligible for a CIDA HIV/AIDS Small Grant, a Canadian organization specializing in HIV/AIDS or international development must first identify a twinning partner, and engage in preliminary planning processes in order to prepare the funding application. For the purposes of the HIV/AIDS Small Grants Fund evaluation framework, twinning projects are conceptualized as having three stages of development:

- 1) Formation and Initiation
- 2) Action and Growth
- 3) Maintenance and Restructuring

The document *“Beyond Our Borders: A Guide to Twinning for HIV/AIDS Organizations”* (Health Canada, 1999) outlines four stages for twinning projects: exploration, planning, implementation and evaluation. In order to receive funding from the HIV/AIDS Small Grants Fund, Canadian organizations must have already explored the possibility of entering a twinning partnership, identify and secure a twinning partner from a developing country or country-in-transition, and reach agreement about the broad activities that the twinning project will pursue. Thus, the stages conceptualized for this evaluation framework begin one step beyond exploration, with planning as the first stage, implementation as the second stage, and adds a third discrete stage for examining the future of the twinning partnership. Evaluation is a set of activities that should occur throughout all three stages of the twinning project, and thus is not isolated as a stage on its own.

Phase 1: Formation and Initiation

This stage involves negotiation of roles, formalizing the planned twinning activities, agreeing on the details of workplans and resource allocations, and learning more about one another. It is essential that at this early point in the twinning partnership that processes for communication, implementation of workplans and evaluation processes are defined in detail and agreed upon. Some twinning partners may wish to formalize their plans for how activities will be performed, and communications and relationships maintained in the form of a partnership agreement or contract.

Phase 2: Action and Growth

This phase generally consists of the actual implementation of the planned activities of the twinning project. Twinning activities may take the form of training exchanges (such as internships, on-site training, study tours), information exchanges, technical exchanges, or collaboration on specific initiatives (Health Canada, 1999).

Phase 3: Maintenance and Restructuring

This phase occurs towards the end of the HIV/AIDS Small Grants’ funding cycle, when the twinning partners explore if continuing the partnership is feasible, advantageous, and desirable. If the partners do agree to maintain their relationship, they will need to decide what new or continuing activities will be pursued, how communication processes should be adjusted, and how the partnership will be sustained.

2.2 Evaluation of Formation and Initiation Phase

Formative evaluation should be used at the Formation and Initiation phase, when the twinning partners begin to discuss the nature of the twinning partnership, the collaborations to take place, and the plans for initiating the activities. Evaluation at this phase will ensure that both partners have a common understanding of the purpose of the twinning partnership and are working towards the same shared goals from the beginning of the project.

Evaluation Question	Indicators/Standard	Sources	Methods
What type of twinning project will be undertaken?	Agreement on form of twinning: training exchange, information exchange, technical exchange, or collaboration on specific initiative.	Partnership agreement and workplan or logic model.	Twinning partners should discuss the form that the twinning partnership will take, based on each organization's capacity and needs.
Do twinning partners have the same expectations for what the partnership will achieve? - At an organizational level? - At a community level?	Individuals and organizations have positive experiences on which to build. Understanding is reached on the terms of the twinning partnership. Individuals perceive benefits to participation in the twinning partnership. Agreement on workplan's scope, focus and priorities. Agreement on what project will achieve: policy change, service improvement, attitude change, behaviour change, capacity building, community development, etc.	Partnership contract or memorandum of agreement and a detailed project workplan or logic model with clear objectives and desired outcomes for both organizations and for community members.	Twinning partners work together to draft and finalize partnership agreement and workplan until both are satisfied.
Do twinning partners have a common understanding of the partnership roles, structures and membership?	Clear processes for communication, accountability. At least one "champion" emerges from each twinning partner to spearhead, lead and if necessary, sell the concept of the twinning partnership.	Partnership contract or memorandum of agreement with partnership roles, structure and membership defined.	Twinning partners work together to draft and finalize partnership agreement and workplan until both are satisfied.
Is there common ground in each organization's mandate, values, philosophy and goals?	Each partner knows other's mandates. Commonality between partners: small amount, fair amount, large amount? Commonality in important philosophical areas such harm reduction, gender equity, sexual orientation, etc.	Mission, vision and value statements, personnel policies, annual reports, program descriptions, and local partners of each partner	Document review, discussion between partners re: values, current and historical programs, local political and social context (e.g., religion, culture), consult local partners of other organization.

Evaluation Question	Indicators/Standard	Sources	Methods
What resources were helpful in guiding the development of the twinning project?	Planning and implementation of twinning project builds upon expertise and experiences of others.	Guide to Twinning, ICASO Advocacy Guide, CIDA, previous twinning projects, reports from other projects.	Document review, consultations with others who have been involved in international partnerships.
Do both organizations agree about why the partnership is needed?	Partners understand the local challenges and pressures facing each other in the context of HIV/AIDS prevention, care, treatment or support. The needs of individuals and organizations are shared. An initial activity is planned.	Funding proposal to CIDA's HIV/AIDS Small Grants Fund. Epidemiological, social, or health studies about the local context with respect to HIV/AIDS.	Document review, discussion with twinning partner, consultation with researchers or service providers who have worked in the local context of the other organization.
Do both organizations understand the other's motivations for engaging in a twinning project?	Transparency about each organization's motivations: - Improve services for local population? - Altruism? Donation? - Improve organization's image? - Increased visibility in the community? - Organizational mission or mandate requirement? - Cost reduction through resource sharing?	Funding proposal to CIDA's HIV/AIDS Small Grants Fund.	Discussion with twinning partner (including staff and board members).
What resources are each organization willing to commit to the twinning project?	Senior members of each organization support the project. Agreement on each organization's contribution in terms of staff time, in-kind resources (e.g., office space, telephone expenses, materials), funding, volunteers.	Partnership contract or memorandum of agreement.	Twinning partners should discuss their contributions to the twinning project, based on each organization's capacity and needs.
What capacity building will be required by each organization? Who and how best should the capacity-building be delivered?	Agreement on what skills and knowledge each organization hopes to gain during twinning project. Identify personnel within or outside partner organization that could deliver training. Agreement on the delivery method: workshops, training exchange, study tour, sharing resources, etc.	Partnership contract or memorandum of agreement, and project workplan.	Twinning partners discuss the skills and knowledge that each expects to gain, what capacity-building each could provide the other partner, and help one another identify sources of capacity-building training or education.

2.3 Evaluation of Action and Growth Phase

Evaluation at this phase constitutes process evaluation and will inform required modifications to the twinning project's workplan as the twinning relationship becomes active, grows and changes. Process evaluation activities to assess how well the twinning project is functioning should take place alongside the implementation of all project activities, whether they be in the form of training exchanges, information exchanges, technical exchanges, or collaboration on specific initiatives. The process evaluation should be a continuing component of the twinning project to maintain the project's integrity and responsiveness to all parties involved.

Evaluation Question	Indicators/Standard	Sources	Methods
<p>Is the workplan realistic, systematic and strategic? How successful have the organizations been in translating the workplan into practice?</p>	<p>Workplan should have clear deliverables and expectations about who shall be fulfilling each part of the workplan, clear report-back procedures, "person responsible" attached to each activity, "timeline" attached to each activity. The workplan feels manageable and achievable to project staff.</p>	<p>Activity log with notes about challenges or barriers in implementing the workplan. Staff meeting minutes. Email messages or other correspondence between partners. Workplan revisions.</p>	<p>Review workplan. Staff from both twinning partners working on the project should keep detailed project log notes or journal. Compare completed activities to those outlined in workplan. Interview staff at different points throughout project to monitor progress (e.g., staff meetings).</p>
<p>Have relationships been developed with external stakeholders who have an interest in the partnership? How have other relationships been affected by this partnership?</p>	<p>Extent of communication and consultation with external stakeholders (e.g., local community organizations who work with each of the twinning partners). Changes in the practices or policies of other partners in response to the twinning project. New relationships with local organizations linked to twinning partner.</p>	<p>Minutes from local committees and network meetings. Email messages or other correspondence with local organizations linked to twinning partner. Inventory of other stakeholders and potential future partners in twinning partner's local area.</p>	<p>Each twinning partner should share meeting minutes where the twinning project has been discussed or has had an impact. Each twinning partner should facilitate broader networks and mutually beneficial collaborations with their local partners. Interview external stakeholders.</p>

Evaluation Question	Indicators/Standard	Sources	Methods
Has there been effective communication between twinning partners?	<p>All members are aware of the work that has been conducted by the other partner for the twinning project. Each organization is recognized for its contributions.</p> <p>Communication should be: frequent, regular, open, respectful, non-threatening and productive. Language barriers addressed through translation and interpretation services, and at least one bilingual member of project staff.</p>	<p>Email messages, faxes or letters sent between partners.</p> <p>Phone log (date, persons, topic of discussion, and decisions)</p> <p>Meeting minutes.</p> <p>Journal notes from staff indicating communication strengths and weaknesses.</p>	<p>Each twinning partner should designate one staff member who is the “point person” for all correspondence, preferably an individual who is bilingual. All correspondence should be logged and filed. Minutes should be kept for all meetings.</p>
Are decisions being made based on consensus? Are attempts being made to incorporate the views, practices and concerns of both partners?	<p>All partners are aware of and can provide the rationale for twinning project’s activities.</p> <p>Evidence of consultation with broader membership.</p> <p>Leadership is shared among partners.</p> <p>The needs of the other twinning partner are considered when making decisions about activities.</p> <p>Twinning partners perceive freedom within the partnership.</p>	<p>Project log notes about decisions reached through consensus.</p> <p>Communication logs (phone, email, letters, faxes).</p> <p>Meeting minutes.</p>	<p>All correspondence should be logged and filed. Minutes should be kept for all meetings.</p> <p>Project log notes should be kept to reflect decision process around changes to workplan or any “stumbling blocks” encountered. Interview both twinning partners periodically to ensure that both feel their voices and concerns are being heard.</p>
Overall, is the twinning project moving towards its objectives? Are both partners still committed to their mutual aims?	<p>Workplan activities are being completed on or near expected deadlines. Both twinning partners are fulfilling their agreed-upon roles in the project.</p> <p>Regular and frequent communication between partners to maintain collaborative efforts.</p>	<p>Workplan revisions.</p> <p>Project log notes about activities completed, barriers or challenges, project outputs, achievement of planned or unexpected outcomes.</p> <p>Meeting minutes.</p>	<p>Project staff from both twinning partners should review the workplan regularly. Frequent staff meetings (or discussions) within and between partners to monitor project’s progress.</p>

Evaluation Question	Indicators/Standard	Sources	Methods
Has the core membership in the twinning project been stable over the course of the partnership? Are there only one or two people involved in the project OR are there too many people involved?	Consistency in at least one “champion” to lead in project coordination from each partner organization throughout the project. If new staff join the project, they should have a clear understanding of the objectives and desired outcomes. Any changes to partnership’s membership are discussed and vetted by all twinning partners. There should be evidence of support for the project from the organization as a whole. The people that are involved are appropriate in terms of their role, responsibility, and decision-making power. Roles are clearly defined for each partner and activity.	Meeting minutes (list of attendants or participants from teleconferences, meetings, consultations, disbursement of workload). Communication logs (phone, email, letters, faxes).	Each twinning partner should designate one staff member who is the “point person” for all correspondence, preferably an individual who is bilingual. The “champion” from each twinning partner should keep other project staff updated about project’s progress.
Is the twinning project cost-effective?	The project is accomplishing maximum benefits for the minimal cost, i.e., organizations share resources for sustainable capacity-building activities (such as resource development, staff training, partnership building). There are in-kind contributions from partners with pre-existing resources. Expenses associated with travel are used efficiently, i.e., as much work is accomplished as possible at a distance and staff travel is structured to achieve several activities at a time.	Project budget and accountability processes.	Project spending is monitored closely and regularly by the sponsor organization. All expenses are discussed and approved ahead of time. Twinning partners should seek the use of existing resources before creation of new ones.
Is the twinning project innovative?	The twinning project meets one or more the following criteria: <input type="checkbox"/> inter-sectoral approach <input type="checkbox"/> addresses socio-economic determinants of health <input type="checkbox"/> new approach to HIV prevention, care, treatment or support <input type="checkbox"/> contributes to research <input type="checkbox"/> offers an “added value” outcome not seen to date <input type="checkbox"/> highlights new ways of sharing Canadian expertise in HIV/AIDS <input type="checkbox"/> sensitive to and integrates approaches related to gender equity and human rights	Project workplan or logic model	Twinning partners should discuss what interventions have already been attempted in each other’s contexts, what new ideas they would each like to test, or approaches and theories from other contexts that have not yet been applied locally. Literature review will provide information about existing programs and approaches as well as provide ideas for innovation.

Evaluation Question	Indicators/Standard	Sources	Methods
Is the twinning project knowledge-based?	The twinning project should be based upon organizations' previous experiences, needs assessments, epidemiological data, program evaluations, research projects, and/or research literature.	<ul style="list-style-type: none"> - Literature review - Needs assessment and program evaluation reports - Workplans from other projects - Consultation with each partner's staff, board members or other local partners. 	Twinning partners should review evidence from previous work and expert opinion of effective methods. If there is inadequate information about the best methods and approach, formative research may be required as one of the first project activities.
Is the twinning project feasible? Can the project as planned be accomplished given the resources (human, time, financial, in-kind) available?	<p>The twinning project meets one or more the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehensive and realistic critical path or timetable of activities <input type="checkbox"/> appropriate budget <input type="checkbox"/> achievable objectives <input type="checkbox"/> project team is flexible and adaptable <input type="checkbox"/> project team capable of achieving project objectives <input type="checkbox"/> demonstration of an understanding of the risks and challenges in implementing the project 	<ul style="list-style-type: none"> - Detailed project workplan or logic model - Detailed project budget 	Twinning partners should have an in-depth discussion about potential barriers/challenges in implementing the project. Project staff from both twinning partners should review the workplan regularly. Frequent staff meetings (or discussions) within and between partners to monitor project's progress. Project staff should be asked regularly if further capacity-building is needed.
Does the twinning project incorporate use of information and communication technologies (ICTs)?	<p>The twinning project should include the use of one or more of the following ICTs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> traditional communications <input type="checkbox"/> informatics <input type="checkbox"/> broadcasting (radio and TV) <input type="checkbox"/> cable television <input type="checkbox"/> multimedia <input type="checkbox"/> internet <input type="checkbox"/> geographic information systems (GIS) 	<ul style="list-style-type: none"> - Detailed workplan or logic model. - Program materials and dissemination techniques. 	Twinning project should explore effective, creative, wide-reaching and cost-effective methods for sharing messages developed for twinning project.

Evaluation Question	Indicators/Standard	Sources	Methods
<p>Will the twinning project impact longer-term change?</p>	<p>The twinning project should meet one or more of the following criteria:</p> <ul style="list-style-type: none"> ❑ effective dissemination of ideas or plan for communication and knowledge transfer ❑ activities to transfer evaluation findings into practice ❑ identification of opportunities to affect ongoing change in the long term ❑ identification of potential for further collaboration or long term relationship between twinning partners 	<ul style="list-style-type: none"> - Detailed workplan or logic model. - Program materials and dissemination techniques. - Meeting minutes - Workshops 	<p>The twinning project workplan should have a built-in phase for dissemination, transfer and uptake of the project results (including evaluation results) so that lessons learned are passed on to service providers or policy makers.</p>
<p>Will the twinning project have wider applicability beyond this project?</p>	<p>The twinning project should meet one or more of the following criteria:</p> <ul style="list-style-type: none"> ❑ project has potential to be applied elsewhere (e.g., other organizations or other jurisdictions – communities, districts, regions, countries) ❑ bi-directional learning and sharing of lessons learned and experiences in Canada and partner country ❑ new partners attracted 	<ul style="list-style-type: none"> - Consultation with each partner's staff, board members or other local partners. - Project log 	<p>Throughout the twinning project, the partners should explore areas for further collaboration and document these ideas in a project log.</p>

2.4 Evaluation of the Maintenance and Restructuring Phase

Evaluation at this phase constitutes an outcome evaluation to assess the achievements of the twinning project (either planned or unintended). The outcome evaluation will let twinning partners know if they achieved the objectives defined at the beginning of the project, and will also provide an assessment of the future of the twinning partnership. The twinning partnership between the Canadian organization and the organization from a developing country or country-in-transition will itself be evaluated for its effectiveness, mutual benefits and sustainability. An evaluation of the achievements of the twinning project, as well as an evaluation of the twinning partnership itself, will provide recommendations for future initiatives and/or feasibility of sustaining the partnership.

Outcome evaluation at the end of a twinning project should address four broad evaluation areas (Downie, 2001):

- 1) What has been the impact of this partnership in terms of realizing the potential overall benefits?
- 2) To what degree has the intended goals and objectives of the partnership been achieved?
- 3) Have the outcomes of the partnership been worth the effort and resources that were expended?
- 4) What lessons have been learned that, if applied, could help to eliminate future mistakes or problems and help to identify better ways to achieve the intended outcomes?

Evaluation Question	Indicators/Standard	Sources	Methods
<i>1. What has been the impact of this partnership in terms of realizing the potential overall benefits?</i>			
What potential benefits of twinning have been gained through your twinning project? (Health Canada, 1999)	The twinning project should have resulted in one or more of the following benefits for each of the partners: <ul style="list-style-type: none"> <input type="checkbox"/> Capacity building <input type="checkbox"/> Identification of best practices <input type="checkbox"/> Increased program effectiveness <input type="checkbox"/> Broadening horizons <input type="checkbox"/> Relationship building <input type="checkbox"/> Networking <input type="checkbox"/> Solidarity <input type="checkbox"/> Building a global movement 	<ul style="list-style-type: none"> - Final report of twinning project - Project log - Program outputs and outcomes (both planned and unexpected achievements) 	Throughout the twinning project, the partners should document achievements and benefits in a project log. Interview project team, staff and board members from each twinning partner to assess personal and professional benefits, as well as organizational benefits.

Evaluation Question	Indicators/Standard	Sources	Methods
<p>What new ideas, skills and/or methods did each project team member learn? What one capacity did each twinning partner gain from the partnership?</p>	<p>The twinning project should have resulted in new skills, methods, or knowledge in one or more of the following areas (not an exhaustive list):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care, treatment or support strategies <input type="checkbox"/> Legal, ethical and human rights initiatives <input type="checkbox"/> Developing and strengthening a formal network <input type="checkbox"/> Development of education materials <input type="checkbox"/> Policy development and advocacy <input type="checkbox"/> Strengthen communication skills <input type="checkbox"/> Strengthen fundraising skills <input type="checkbox"/> Strengthen management skills (change, time, or project management; strategic planning) <input type="checkbox"/> Community-based research <input type="checkbox"/> Board of directors development <input type="checkbox"/> Training and technical assistance on how to use research to improve and assess service delivery 	<ul style="list-style-type: none"> - Final report of twinning project - Project log - Program outputs and outcomes (both planned and unexpected achievements) 	<p>Throughout the twinning project, the partners should document capacity building opportunities in a project log. Interview project team, staff and board members from each twinning partner to assess personal and professional skill or knowledge gain, as well as organizational capacity building.</p>
<p><i>2. To what degree has the intended goals and objectives of the partnership been achieved?</i></p>			
<p>Were the intended activities carried out? Did the project outputs and outcomes meet expectations?</p>	<p>Expectations met in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> number of participants <input type="checkbox"/> amount of materials developed <input type="checkbox"/> amount of materials distributed <input type="checkbox"/> number of workshops delivered <input type="checkbox"/> amount of media coverage <input type="checkbox"/> etc. 	<ul style="list-style-type: none"> - Final report of twinning project - Project log - Program outputs 	<p>Review workplan. Throughout the twinning project, the partners should document program outputs in a project log. Attend and observe events.</p>
<p>Did the project activities result in desired outcomes? How has the project changed the lives of the target populations in either/both countries?</p>	<p>The twinning project should result in one or more of the following outcomes amongst the project participants:</p> <ul style="list-style-type: none"> <input type="checkbox"/> behaviour change <input type="checkbox"/> knowledge change <input type="checkbox"/> attitude change <input type="checkbox"/> policy change <input type="checkbox"/> practice change, etc. <p>Partnership activities influence activities outside the twinning project.</p>	<ul style="list-style-type: none"> - Final report of twinning project - Project log - Program outcomes (both planned and unexpected achievements) - Participant evaluation 	<p>Interview project team to assess achieved outcomes. Participants fill out evaluation forms. Participants interviewed for follow-up evaluation to assess longer-term impacts. Analyze evaluation forms from participants.</p>

Evaluation Question	Indicators/Standard	Sources	Methods
Do twinning partners agree about whether the project was successful? Are the reasons for that assessment of success the same or different?	Agreement from both partners regarding the achievements of the twinning project, both planned outcomes and unexpected outcomes. Agreement from both partners about which processes, structures, events accounted for the project's success. Partners' perceptions of benefits expand from original expectations.	<ul style="list-style-type: none"> - Final report of twinning project - Project log - Program outcomes (both planned and unexpected achievements) 	Each twinning partner assesses independently the project's achievements. Interview project team, staff and board members from each twinning partner to assess reasons for the project's success.
Has the partnership served the vision and objectives of all partners as well as the mission of the partnership itself?	Twinning project has advanced each twinning partner's own organizational mandate. The achievements (outcomes) of the twinning project directly relate to the intended purpose of the twinning partnership. Partners have enhanced understanding of partner's priorities and perspectives.	<ul style="list-style-type: none"> - Funding proposal to CIDA's HIV/AIDS Small Grants Fund. - Partnership contract or memorandum of agreement. 	Review the project outcomes in light of each partner's mandate and other activity areas. Interview staff and board members from each twinning partner.
<i>3. Have the outcomes of the partnership been worth the effort and resources that were expended?</i>			
Was there an adequate level of support and resourcing to sustain the partnership and to meet the needs of the workplan?	Twinning partners were able to achieve planned activities with designated resources (time, funding, materials, staff). Partners commit more human and financial resources to future partnership activities.	<ul style="list-style-type: none"> - Project workplan or logic model - Project log of inputs (staff hours, budget items, calendar of events, inventory of materials, etc.) 	Review project log, communication log and the project's budget; compare to project workplan. Interview project team to assess if they felt that activities received enough resources and support.
Have both the organizations been fully engaged in the partnership?	Overall, one organization did not carry an unreasonable activity load in the twinning project. There may be times when one organization takes a more active role in completing workplan activities. However, overall, activities, decisions and responsibility should be shared equitably between partners. Partners are willing to and choose to take on new leadership roles.	<ul style="list-style-type: none"> - Minutes and project log (list of participants from teleconferences, meetings, consultations). - Communication logs 	Review project log, meeting minutes, communication log to assess which organization led various activities. Interview project team to assess if they felt that there was a reasonable distribution of workload.
Do the partners feel they were perceived as equal? Was input from both partners given equal weight?	Overall, twinning partners felt an equitable level of control over and responsibility for the twinning project. All twinning partners felt that their input was valued and incorporated into the project. Partners perceive positive working relationships.	<ul style="list-style-type: none"> - Project log notes - Communication logs (phone, email, letters, faxes). - Meeting minutes. 	Review all correspondence and meeting minutes. Interview both twinning partners to assess if they felt their voices and concerns were heard.

Evaluation Question	Indicators/Standard	Sources	Methods
<p>4. <i>What lessons have been learned that, if applied, could help to eliminate future mistakes or problems and help to identify better ways to achieve the intended outcomes?</i></p>			
<p>What are some possible explanations for why outcomes did or did not meet expectations?</p>	<p>Twinning partners are able to account for lack of achievement of planned outcomes, and thus learn how to avoid or address challenges in the future.</p>	<p>- Project log</p>	<p>Interviews with project team, staff and board members from each twinning partner.</p>
<p>What were the unforeseen barriers and challenges in implementing the project? How could they be avoided or dealt with next time?</p>	<p>Barriers and challenges are identified and discussed between twinning partners. Strategies are identified for how each barrier could be addressed in future projects or if the current project is continued.</p>	<p>- Project log - Communication log</p>	<p>Interviews with project team, staff and board members from each twinning partner.</p>
<p>What has each partner learned from the partnership experience? How can these learning experiences be captured and can they be applied elsewhere?</p>	<p>Personnel from each twinning partner identifies personal and professional development in skills, knowledge or methods, as well as organizational capacity-building. Dissemination plan for how lessons will be shared with other staff members, board members, local and national community partners. Plan for transfer and uptake of project results (e.g., incorporation into future workplans). Organizations pursue related activities with other partners (that may serve different audiences or jurisdictions).</p>	<p>- Project log</p>	<p>Interviews with project team from each twinning partner. Workshops or discussion groups (face to face or teleconference) to discuss project results, lessons learned, and how they can be applied within each organization or by the partnership in the future.</p>
<p>Based on our experience, do we want to expand the twinning partnership?</p>	<p>Twinning partners may want to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> increase the commitment to the event, program or strategy involved in the project <input type="checkbox"/> expand twinning partnership to other activities <input type="checkbox"/> increase the involvement of organizations or members in the partnership <input type="checkbox"/> add other partners to increase effectiveness <input type="checkbox"/> etc. 	<p>- Project log - Results from above evaluation question</p>	<p>Interviews with project team, staff and board members from each twinning partner. Workshops or discussion groups (face to face or teleconference) to discuss future of twinning partnership. Partners pay close attention to ongoing growth of the partnership.</p>

Evaluation Question	Indicators/Standard	Sources	Methods
<p>Can we provide further assistance to our twinning partner? Can our twinning provide further assistance to us?</p>	<p>Twinning partners identify other capacity-building opportunities such as:</p> <ul style="list-style-type: none"> ❑ “friends” of our organization whom we would introduce to our partner as potential future partners ❑ other program or policy development initiatives that advance their mission or objectives ❑ management, fund-raising or strategic planning assistance ❑ research and evaluation assistance ❑ building stronger base in human rights, legal, ethical values ❑ building stronger harm reduction approach, etc. 	<ul style="list-style-type: none"> - Project log - Final report 	<p>Interviews with project team, staff and board members from each twinning partner. Workshops or discussion groups (face to face or teleconference) to discuss future of twinning partnership. Interviews with external stakeholders.</p>

References

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