



# **Manual on Real-Time Learning and Performance Monitoring Review**

**November 2023**

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## ABBREVIATIONS

|          |   |
|----------|---|
| AAR      | After-Action Review   |
| LL       | Lessons learned/Lessons learning  |
| M&E      | Monitoring and evaluation   |
| OECD/DAC | Organization for Economic Co-operation and Development/Development Assistance Committee |
| PD       | Project developers  |
| PM       | Project managers  |
| PMR      | Performance Monitoring Review   |
| RTE      | Real-Time Evaluation  |
| RTL      | Real-Time Learning  |
| SWOT     | Strengths, weaknesses, opportunities, threats   |
| ToR      | Terms of reference  |

## INTRODUCTION

The IOM Manual on Real-time Learning (RTL) and Performance Monitoring Review (PMR) has been developed in response to an increasing demand for reflection activities to generate evidence-led insights for decision-making, accountability, and learning purposes across IOM's work.

The PMR is a more structured and time-demanding approach than RTL, using specifically evaluation criteria while such criteria may not be needed to conduct RTL activities. In addition, RTL approaches are not necessarily focussing on effective performance when done at the start of an intervention for bringing adjustments to activities, scope of work, beneficiaries' coverage or partnerships as explained in the manual. For these reasons, they are presented separately in the document.

The RTL approaches<sup>1</sup> and PMR tool complement ongoing monitoring activities and support evaluative thinking across strategic and operational areas of the Organization. They aim to provide rapid insights on a situation, intervention, or event, with limited financial investment.<sup>2</sup> They can be used in cases where activities requiring additional concerted reflection, discussion, and potentially a change in direction have been identified, for instance through regular monitoring or in discussions with donors/governments. This document should be seen as an addition to the IOM [Monitoring and Evaluation Guidelines](#) and references to these and other supporting documents will be made in the text whenever relevant and useful.

The results of these exercises can be kept internally with limited distribution or published more widely outside of the Organisation. When appropriate, RTL can be shared in internal knowledge sharing platforms such as the IOM [Peer Exchange and Learning on Migration](#) or other thematic or crosscutting platforms and repositories. This will facilitate the availability and use of lessons learned and good practices across the Organization. In both cases, inputs (direct and/or indirect) from external stakeholders are important and encouraged<sup>3</sup> to capture learnings from implementing partners and beneficiaries, gain additional insight into risks and challenges, and identify ways to improve work and maximize performance and impact.

Particularly useful in humanitarian contexts and/or rapidly evolving situations and responses, and at any time during implementation, RTL activities can support teams to generate real-time evidence and data in response to immediate information needs and for operational, decisional and/or institutional adaptation, as well as to bring corrective measures at the planning and/or implementation stages. They are part of the collaborative efforts for the management of an intervention.

The manual includes a theoretical presentation, definitions, and further details on the distinctions between the selected RTL approaches and tools under Parts I and II respectively, and information on the rationale and conduct of PMR under Part III. Templates are available in annexes. It also discusses how these exercises are integrated into the efforts of the Organisation to promote monitoring and evaluation initiatives that can respond to IOM needs in these areas of work.

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<sup>1</sup> Note: the manual does not cover an exhaustive list of RTL approaches. The ones included in it have been selected as the most appropriate and useful within the IOM context.

<sup>2</sup> For the purpose of this guidance and in accordance with the [IOM M&E Guidelines](#), intervention is used interchangeably for covering a project, programme, strategy or a policy.

<sup>3</sup> For instance, through interviews during PMRs and group reflections under RTL approaches.

# PART ONE: REAL-TIME LEARNING THEORY

## CHAPTER 1: INTRODUCTION TO REAL-TIME LEARNING

### OVERVIEW

There are several definitions of RTL used by the development and humanitarian actors, and this manual proposes the following, adapted from the ALNAP<sup>4</sup> definition:

Real-Time Learning (RTL) is defined as a range of approaches, reviews, and assessments with the purpose of understanding and articulating issues that need to be addressed in an ongoing intervention, that can be fed back immediately into programming, decision-making and management processes with the overall aim of improving the intervention and ongoing responses.

More precisely, RTL is seeking, analysing, and integrating evidence and insight, and provides space for reflection and learning during an ongoing intervention, often in a rapidly changing context and uncertain environment. It helps to ensure that the activities being delivered continue to be relevant and of expected standard and quality, the resources are used efficiently, and that IOM's work effectively responds to evolving situations and needs.

The RTL approach is used as a management and decision-making tool where there is a pressing need for additional insight based on and complementing monitoring data. It also ensures that reflection is integrated into ongoing interventions, thereby functioning as an immediate feedback mechanism. Such feedback in a short period of time is more difficult to obtain with an evaluation. A Real Time Evaluation (RTE) may have the same characteristic of 'real time' feedback, but it requires a more rigorous methodology and related resources. The use of an RTE addresses different purposes.<sup>5</sup>

The concept of 'real-time' relates to the length of time between receiving information and responding to it through an RTL activity in this case, using the insights to reflect while the intervention is still ongoing and to adapt intervention activities where needed. 'Real-time' requires using information as quickly as it is generated, ensuring that rapid insights are being produced.<sup>6</sup>

The RTL approaches often rely on workshops and rapid reviews, designed to quickly analyse a situation during implementation or at the start of an intervention, to better apprehend a rapidly evolving situation and learn more about why certain circumstances are happening. According to the Organization for Economic Co-operation and Development/Development Assistance Committee

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<sup>4</sup> Active Learning Network for Accountability and Performance in Humanitarian Action - ALNAP, *From Real-time Evaluation to Real-time Learning (2021)*

<sup>5</sup> For more information see Cosgrave, J. B. Ramalingam and T. Beck, 2009, *Real-time Evaluations of Humanitarian Action – An ALNAP Guide*, Active Learning Network for Accountability and Performance (ALNAP).

<sup>6</sup> Some RTL tools not included in this guide may take the same length of time than the ones proposed, but easy to implement approaches adapted to IOM work have been prioritised for this guidance.

(OECD/DAC) glossary, a review is “an assessment of the performance of an intervention, periodically or on an ad hoc basis”.<sup>7</sup>

## USE OF THE GUIDANCE

This guidance has mainly been developed for internal use in IOM, with the following target audience in mind:

- **Project developers (PD)** – RTL approaches can be considered at the development stage of an intervention to ensure, when it is developed, that it will be adapted to respond effectively when rapidly changing contexts are highly expected as it can be the case at the start of some emergency responses.
- **Project managers (PM)** – Within an ongoing intervention, this manual will help PMs to plan for and execute an RTL with information on the methodologies, resources, and time frames. A PM can consider the conduct of RTL activities when urgent and complex decisions are needed, based on a collaborative approach.
- **Monitoring and evaluation (M&E) practitioners** – The M&E staff should be familiar with RTL approaches and skills required for their implementation, and they may for instance contribute to such exercises by supporting teams in conducting them as facilitators.
- **Technical specialists** – IOM technical specialists at Headquarters and in the field may be interested to learn more about RTL options to use for assessments and adjustments in rapidly changing contexts, especially when they need to adapt specific technical guidance for the implementation of an intervention (for instance, specialists in the Department of Operations and Emergencies during L3 crises responses).

## THE CONDUCT OF AN RTL ACTIVITY

An RTL is utilization-focused and promotes the immediate use of emerging findings and lessons at the start or during an intervention. As already underlined, it provides a space for staff to take time to reflect, analyse and identify areas for improvement and of opportunity, as well as preliminary achievements and successes in on-going activities. It uses implicit individual and team knowledge and insights to generate collective and institutional learning.

In other words, RTL can contribute to:

|                              |  |
|------------------------------|--|
| <b>Agile decision-making</b> | Which involves the process of making quick and adaptive decisions in a flexible and collaborative way, based on information generated from iterative feedback loops. RTL informs evidence-based decision-making by providing rapid and real-time feedback in diverse forms on an intervention’s status and context. The focus can also be on learning from individual and team insights to generate collective institutional learning, |
|------------------------------|--|

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<sup>7</sup> Adapted from OECD/DAC, 2010, p. 34.

|  |   |
|--|---|
|  | supporting teams to quickly collect evidence and insight from a range of stakeholders in 'real-time', ensuring that momentum is not lost.   |
| <b>Iterative learning through feedback loops</b> | which includes the process of continuously improving and adjusting implementation based on information obtained through rapid feedback. It can be used to provide feedback into the planning, design and implementation of current and future activities and improve service delivery. Iterative learning in RTL is driven by emerging and context-specific information needs and can answer specific learning needs. |

The Table below gives a short introduction to the different RTL approaches selected for this guidance, making a distinction between the 'light-touch approaches', which are typically quicker to implement, require less budget and yield less in-depth insight, and the 'in-depth approaches', which will require more time, budget and skilled practitioners.<sup>8</sup> Chapter two will then cover their principles, the various phases of planning and implementation and the use of findings. Part II of the manual will provide further details on the conduct of the selected approaches with the respective templates added as annexes to the document.

| Category <sup>9</sup>  | Approach                                  | Overview  |
|------------------------|---|---|
| Light-touch approaches | Lessons Learned/Lessons Learning Workshop | A lessons learned or lessons learning (LL) workshop is an opportunity for a team to pause and reflect on what can be learnt. It can be implemented to share findings from an assessment with different stakeholders and/or to generate new insights based on the intervention needs. It can be a stand-alone RTL activity, organized in response to discussions about implementation that are requiring further stakeholders' inputs, or can be used as part of in-depth RTL approaches to share, discuss and report on findings. |
|                        | After-Action Review                       | An after-action review (AAR) is a structured process for reflecting on an activity after its implementation with those involved in its delivery. It can be conducted to understand what went well with the activity(ies), what didn't and what could have been done differently. It should be conducted quickly after the activity(ies) ('action') to ensure that the learnings from the event are integrated into the next iteration of activity(ies).   |
| In-depth approaches    | Adaptive Management Review                | An adaptive management review is an approach to feed decisions-making and bring adjustments in response to new information and changes in context. It can be used at important shifts within implementation to provide insight into next steps when an intervention is moving from one phase to another   |

<sup>8</sup> As already specified, this list is a select set of approaches and is not an exhaustive list of RTL approaches.

<sup>9</sup> As RTL is a broad area of research, different organisations will use different names for similar approaches and there may be crossover between approaches. The information included within this guidance is an assessment and analysis of the current landscape and how it can support IOM's work.

|  |  |  |
|--|--|--|
|  |  | and/or when a context is rapidly changing, challenging assumptions and management approaches.  |
|  | Real-time Review or Real-Time Assessment <sup>10</sup> | A real-time review is a snapshot in time or an opportunity to 'step back and reflect' and is lighter and quicker than an RTE. It can collate good practices in real-time, engage in collective reflection and identify gaps and challenges in the response(s). It provides rapid feedback on operational performance, while also identifying systemic issues and learning. An assessment can also be included to estimate or judge the value of a component of an activity. It allows for a wider scope than an AAR, with more detailed data collection and reporting. |

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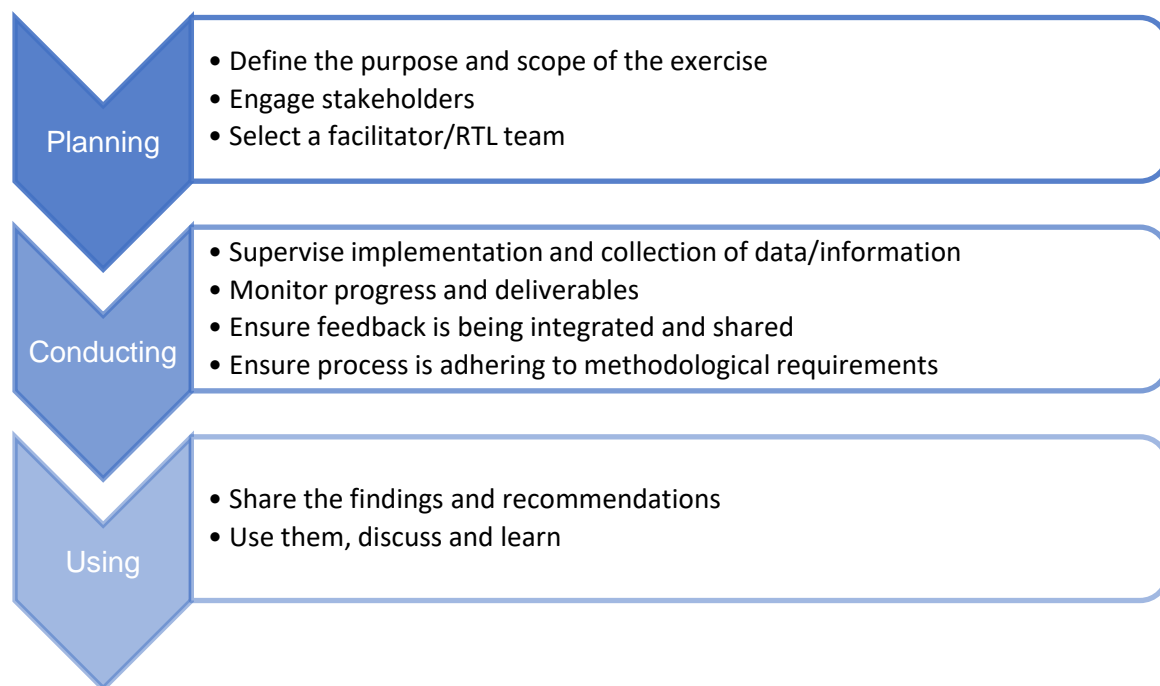
<sup>10</sup> A real-time review or assessment can be considered as a simplified version of a performance monitoring review (PMR) also covered in the manual under Part III.



## CHAPTER 2: DESIGNING AND DELIVERING REAL-TIME LEARNING APPROACHES

This section will go through the stages of designing and delivering an RTL activity. These steps will generally be relevant to all the approaches, but the time needed, and level of details may vary depending on the context, scope, and depth of the RTL activity.

The RTL process imply three main stages: planning the activity, conducting it and using its findings and recommendations. These phases are developed below, after exploring the principles and challenges of RTL approaches.



### PRINCIPLES AND CHALLENGES OF RTL APPROACHES

Three main principles should be considered during the stages of the RTL process.

- **Iteration:** As the process is based on a rapid (real-time) need for learning, it may be useful to share the findings in stages as more people interact with it, resulting in a final product that encapsulates the different inputs and participatory conclusions, ready for discussion and decision.
- **Dynamics:** As RTL is mainly designed to be used in emerging and/or changing contexts, it should be flexible enough to adapt its approach to assess, address, and present the learning and evidence needs of the various stakeholders.
- **Speed (or Rapidity):** As the name suggests, RTL is based on a need for immediate and real-time evidence and relatively short timelines should be adhered to for ensuring momentum, noting that RTL approaches do not require the breadth and depth of information and evidence that an evaluation or detailed review would provide.

And the following challenges may need to be considered for planning and conducting RTL activities to ensure that the process runs as smoothly as possible.

- **Planning:** Activities need to be planned and commissioned quickly within a short time frame, often in rapidly evolving and changing contexts.
- **Time and engagement levels:** Limited time may be available to formally consult with the intended beneficiaries and stakeholders, requiring engaging them in a more flexible and adapted way.
- **Understanding the value of an RTL exercise:** Stakeholders may perceive it as a ‘constraint’ being often overworked and the benefits need to be clearly understood and explained.
- **Suitable skills:** RTL activities being often commissioned at short notice, it may be challenging to find knowledgeable staff and/or external facilitators that can guide the process successfully.
- **Resource allocation:** Funding for some RTL activities can also be an issue when not budgeted in advance as funds to implement them may also need to be found quickly.
- **Diverging views on the type of exercise:** Stakeholders with pressing demands on the scope of exercise may delay it if not reaching a consensus rapidly on the selected approach, requiring a clear presentation of the proposed approaches and their benefits.

## PLANNING FOR AN RTL ACTIVITY

### Defining the purpose of an RTL

This section covers the identification of the most appropriate RTL approach, and the following points may be discussed with the commissioner(s) and target users of the RTL activity:

- Why an RTL activity?
- What questions to answer? What information needs will the RTL activity meet?
- Who will be the audience? Who will be involved in this process and how? What are the expected deliverables resulting from the RTL activity?
- When is this information needed? What is the timeline to organize and complete it? How rapidly will data be collected?
- What capacity, resources and budget are available?
- How will the RTL findings be communicated/shared?
- How will the RTL findings and recommendations be utilized?

It is important to reach a consensus on these points to keep the RTL activity focused and encourage all stakeholders’ engagement throughout the process. Within this discussion, it may be relevant to remind stakeholders of the principles listed previously and the importance of an utilization-focused approach and participatory methodology.

It may also be useful to prepare a short concept note<sup>11</sup> summarizing the aims and objectives of the exercise along with indicative resources, deliverables, and communication requirements.

The Table below gives a brief overview of what should be examined to identify the most appropriate approach and respective information needs, noting that other elements could intervene in assessing the choices, such as the context in which the intervention takes place.

| Lessons Learned/Learning Workshop   | After-Action Review  | Adaptive Management Review  | Real-Time Review  |
|---|--|---|---|
| <p><b>Used for:</b> pausing and reflecting as a team on small elements of an intervention, the progress, a specific challenge or to discuss findings of a wider RTL.</p> <p><b>Event duration:</b><br/>Up to 12 hours</p> <p><b>Timeline:</b><br/>1-2 weeks</p> <p><b>Delivery:</b><br/>Internal mainly</p> | <p><b>Used for:</b> examining a specific activity or action after the fact to inform ongoing implementation.</p> <p><b>Event duration:</b><br/>18-40 hours</p> <p><b>Timeline:</b><br/>2-4 weeks</p> <p><b>Delivery:</b><br/>Internal/External</p> | <p><b>Used for:</b> reviewing how an intervention should be managed in an emerging/changing context to better respond to needs.</p> <p><b>Event duration:</b><br/>35-55 hours</p> <p><b>Timeline:</b><br/>3-4 weeks</p> <p><b>Delivery:</b><br/>Internal/External</p> | <p><b>Used for:</b> in-depth real-time learning needs, based on questions raised about progress, delivery, challenges, or next steps.</p> <p><b>Event duration:</b><br/>40-60 hours</p> <p><b>Timeline:</b><br/>3-5 weeks</p> <p><b>Delivery:</b><br/>Internal/External</p> |

Each one of the four RTL learning approaches are developed in Part II of the manual.

### Engaging stakeholders

During the planning and inception phase of the RTL activity and to facilitate its conduct, it is useful to list and prioritize the relevant stakeholders to be clear on who should be involved in the planning, data collection, analysis, sharing and/or next steps of the approach selected.

| Internal  | External  |
|---|---|
| <ul style="list-style-type: none"> <li>• Project staff (as well as administrative and finance staff)</li> <li>• Programme support staff (e.g. M&amp;E officers)</li> <li>• Thematic specialists from Regional Offices and/or Headquarters</li> <li>• Decision-makers / Senior management</li> </ul> | <ul style="list-style-type: none"> <li>• Civil Society Organizations</li> <li>• UN Partner Agencies</li> <li>• Government Counterparts</li> <li>• Donors</li> <li>• (Sub-) Regional Organizations</li> <li>• Beneficiaries</li> <li>• Private sector</li> </ul> |

<sup>11</sup> Annex 1: RTL Concept Note Template

It is worth considering that a range of different stakeholders helps to mitigate siloed or incomplete data, avoiding biased discussions and decisions based on the thoughts and inputs from a single group. Consulting affected communities and beneficiaries within the planning, design and inception of the process as well as during the data collection phase is also important. Each intervention will have a different approach for engaging communities, but the participatory process of the RTL should at least be established with key community stakeholders and beneficiaries.

### Identifying the RTL team and roles

Four main actors can be identified within the RTL process for planning and/or implementation: (a) the commissioner, (b) the RTL manager, (c) the facilitator(s) and (d) the users.

|                              |  |
|------------------------------|--|
| <p><b>Commissioner</b></p>   | <p>The commissioner(s) decides if and when an RTL activity should take place. This could be the IOM PM, the chief of mission (CoM), other senior managers in the country and/or regional office(s), a thematic specialist, unit(s) from Headquarters and/or from a regional/country office, the donor, or any combination of these stakeholders.</p> <p>It is the responsibility of the commissioner(s) to ensure a high-level buy-in of the activity, sufficient financial support if needed and that all efforts are made to share and use the findings and recommendations.</p>   |
| <p><b>RTL Manager</b></p>    | <p>The RTL manager is the person responsible for managing and conducting the RTL activity. The RTL manager may be from the same entity or office acting as commissioner. The RTL manager is usually the PM and at times, a management committee overseeing the process may be set up with several stakeholders, encouraging ownership of the exercise.</p> <p>The RTL manager is responsible for finalizing the scope of the activity, addressing financial needs, deciding who is involved in it, including key informants, and for managing the process, with the recruitment of external consultant(s) when agreed upon. They are also responsible for ensuring that the findings are shared in ‘real-time’ with those who need them and for promoting their use.</p> |
| <p><b>Facilitator(s)</b></p> | <p>The facilitator(s) assists in conducting the RTL activity. Facilitators can be external consultants, IOM staff or persons recruited by donors, partner organizations and governments in case of joint initiatives.</p> <p>The facilitator(s) is responsible for keeping the process on track, fine-tuning the RTL design if needed, either facilitating participative data collection and analysis or conducting themselves data collection, finalizing analysis, and producing deliverables.</p>   |
| <p><b>Users</b></p>          | <p>The users are key to guaranteeing the best utilization and benefits of the exercise and to giving feedback on its quality and usefulness. They can be direct users specifically concerned with the implementation of the recommendations for decision-making and/or accountability purposes, as well as indirect users that may be more interested with the learning dimension.</p>   |

The RTL concept note (see [Annex 1](#)) and/or Terms of Reference (ToR) are relevant planning tools for framing and managing an RTL activity, providing clear and detailed specifications on the objectives, scope, questions to be addressed and context of the process, as well as the roles and responsibilities of the parties involved and intended users. They also provide information on the timing, methodology, deliverables, and budget. Depending on the depth of the RTL activity, a concept note may be sufficient.

Poorly developed concept notes, or ToR may cause confusion and result in expectations and focus that may differ between involved parties. If the RTL activity involves an external consultant, these documents are an integral part of the contractual agreement, outlining obligations at all stages of the process and the commissioner(s) and manager's expectations.

## Budget

The elaboration of a budget will depend on the type and scale of the selected RTL activity. The costs may include:

- Hiring an external consultant to conduct the activities
- Logistic support such as renting facilities, transport costs and buying small food and drinks for the participants of workshops
- Interpreters if needed or other in-person activities
- Travel and daily subsistence allowance costs, whether for participants or for the facilitator(s)
- Translations of the supporting documents and report if the sessions are conducted in local languages and depending on the needs of the end users
- Design and technical costs for sharing findings in a visually appealing and/or accessible manner.

## Selecting Facilitator(s)

Once the objective and scope of the RTL have been defined and the concept note and/or ToR developed, the identification and appointment of the facilitator(s) can take place. As already mentioned, the RTL exercises can be supported by an external consultant or by an IOM staff member possessing the required competencies and skills, which may vary depending on the approach. The selection of the candidate(s) should however consider the following:

- **Facilitation:** The person(s) should ideally be knowledgeable of the selected RTL approach and possess facilitation skills to bring together diverse groups of individuals, lead them through structured activities within time constraints, promote the participation and engagement of all involved, and to identify key areas of interest.
- **Communication:** In all cases, the individual should be comfortable summarizing and communicating the findings of the exercise to key stakeholders, both verbally during the process and in written and/or visual form.
- **Thematic expertise:** In some cases, thematic expertise may also be required or beneficial.

Other skills that may be needed include development of data collection tools, conducting interviews and drafting reports.

There are various advantages and disadvantages when considering whether to go with an internal or external facilitator:

| Advantages of internal  | Disadvantages of internal  |
|---|--|
| <ul style="list-style-type: none"> <li>• Good knowledge of the context</li> <li>• Cost-effective</li> <li>• Participants may have longer-term access to the facilitator for further support in the implementation of recommendations</li> </ul>   | <ul style="list-style-type: none"> <li>• More constraints and/or difficulty in exercising impartiality</li> <li>• May take them away from other responsibilities and increase time pressures</li> <li>• May be challenged by participants with higher rank or experience</li> </ul>  |
| Advantages of external  | Disadvantages of external  |
| <ul style="list-style-type: none"> <li>• Likely more specialized as selection can consider the facilitator’s experience and background</li> <li>• Perceived as more impartial</li> <li>• May have more credibility with some participants given the expertise</li> <li>• Opportunity for organizers and participants to learn facilitation and/or review techniques from an expert</li> </ul> | <ul style="list-style-type: none"> <li>• Less or no knowledge of IOM, the intervention, and/or the regional context</li> <li>• Less cost-effective</li> <li>• Lower contribution to staff development</li> <li>• Limited post activity support to contribute with the implementation of recommendations and lessons learned, unless included in the contractual arrangement</li> </ul> |

## CONDUCTING AN RTL ACTIVITY

### Supervising implementation

The process of overseeing the implementation of an RTL activity includes supervising the facilitator(s) in charge of managing and organizing the collection of documents and other materials; organizing the field visits, interviews, and written surveys where and if needed; and maintaining communication with key stakeholders. It mainly lies within the responsibilities of the RTL manager.

When organizing RTL activities, RTL managers should keep in mind the constraints for and demands of stakeholders, beneficiaries and affected populations regarding time, resources and effort that they will have to invest to participate and provide data. To obtain informed consent is highly recommended<sup>12</sup>, informing all relevant parties from whom data will be collected and what will be asked, especially with workshops activities or similar. Utilising relevant ongoing monitoring and implementation activities may diminish demands to key stakeholders, especially in difficult contexts.

At the outset of implementation, the RTL manager, commissioner, management committee (if established) and selected facilitator(s) should jointly review the concept note or ToR to ensure that

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<sup>12</sup> see IOM M&E Guidelines Chapter 2: section 2.1.2 Informed consent; p.29

there are no comments, questions or key points that need to be renegotiated and that all share a common understanding of the process, expectations and various roles and responsibilities.

### Monitoring progress and deliverables

Reviewing and providing feedback on any draft insights, findings or deliverables is a critical step in the process. Involving the commissioner, manager (or management committee), as well as other key stakeholders in the process also ensures that all the intended users will receive the information that they need in a timely manner.

When draft reports are available, the RTL manager should coordinate the comments and responses and consolidate all feedback to be shared with the facilitator(s). The facilitator(s) is required to make factual corrections but not to revise findings, conclusions or recommendations that remain the responsibility of the RTL manager.

The expected deliverables depend on the selected RTL approach and are specified in the concept note or ToR. They may be adjusted as per the needs of the RTL activity, keeping however in mind the principles of dynamism and iteration that form the foundations of the process.

|                         |  |
|-------------------------|--|
| Progress reports        | Facilitator(s) can regularly report on the progress made while facilitating the process, so the RTL manager or management committee can periodically monitor how well data collection is going and if the methodologies selected for the process are being properly used. This ensures that when problems are encountered in the data collection that could affect the timeliness (such as cancellation of meetings, unmet target numbers of interviews, or poor documentation to review), corrective measures can be introduced in time. Progress reports do not need to be lengthy and can be provided in an email or during regular meetings. This may vary depending on the duration and complexity of the activity. |
| Initial findings        | Initial findings should be presented at the end of the field visit and/or of the data collection phase, providing an opportunity for users and other relevant parties to identify any misinterpretation or factual mistake at an early stage before report writing. This can be done in the form of a PowerPoint, infographic, or short report especially for light-touch approaches; it can be added as a deliverable.  |
| Draft and Final reports | A draft report should be provided to allow comments from stakeholders before producing a final report. The draft report or findings could also be presented and discussed in a workshop, especially when confronted with short time frames, and finalised based on the feedback of the workshop's participants. It can include agreed upon action plans.   |
| Final presentation      | If not planned at the draft report stage, a presentation of the final report may be organized with a focus on the findings, conclusions and recommendations.   |

## Data collection and analysis

There are various options for collecting data as part of RTL activities and their selection will depend on the activity, questions, stakeholders involved and time frame. These include key informant interviews, focus group discussions, surveys, workshops, and consultations.<sup>13</sup> Several of them can be used simultaneously for one single exercise to ensure there is a good range of data collection formats, but due to time constraints in most RTL approaches, a selection of a limited number of tools may be required.

In terms of data analysis, this may take the form of participative and facilitated approaches, in which the facilitator(s) serves to guide the participants to jointly analyse data during the workshop itself, with the final report serving to present the discussions, findings, recommendations and actions validated in the workshop. The analysis and related draft report mainly falls under the responsibility of the facilitator(s), with varying levels of participation and validation depending on the scope of each exercise.

### Tips for data collection

- Whenever possible, try to prioritise in-person data collection, focus groups and/or workshops.
- Where it might add value (e.g., when you would like people to reflect prior to a group discussion) share materials, questions, and a space to start to collect responses ahead of time.
- As the RTL approaches proposed in this guide are designed to collect rapid insight, responses should be looked for and organized within the parameters of what is needed. Respondents may want to discuss other aspects outside the RTL scope, but this may slow down or distract the process, even if interesting and indirectly relevant to the intervention reviewed.
- As RTL approaches are for collecting insight to overcome challenges or issues, ensure respondents don't get stuck in discussing the problem but come up with solutions to nurture the process.
- Individuals who are being asked to respond may have concerns about how the information is being used and why they are being asked to share their thoughts on certain topics. Ensure they are aware of what the process is, how the information is being used, and reassure them that this process is not being used to judge or evaluate them, but rather about finding consensus on how to overcome challenges.
- Where there might be challenges with managing respondents in interviews, workshops or group settings, guidance notes on the steps of the process and interactions could be used to frame participants' interventions throughout.
- Be realistic about what can be covered and synthesised in the time allocated for data collection.

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<sup>13</sup> For further references, see [IOM M&E Guidelines, Chapter 4](#)



## USING THE FINDINGS

There are three stages to follow for using the findings of an RTL activity:

- *Documenting* – identifying the format in which the findings will be shared.
- *Learning from* – establishing how the findings will be integrated into programming.
- *Sharing* – sharing the findings outside of the immediate RTL group.

### Documenting the findings

How the findings will be documented should have been discussed in the planning phase of the RTL activity, remembering that the premise of RTL is data and insight in real-time for decisions to be taken within a relatively short time frame and while the process is ongoing. In addition, the production of a final report may not be a necessary requirement for starting any relevant analysis and discussion on findings and for taking expected decisions with the main stakeholders participating to the RTL. Key activities may focus on workshops, presentations or circulating findings in short form as they emerge, considering what key information is and how it can most effectively be shared.

The findings should be recorded as soon as possible after any RTL activity to ensure that all elements are included, and insight is shared promptly with others who could benefit from it. Each of the below approaches should include recommendations and/or actions that have emerged from the RTL based on the evidence collected and presented, as well as information on any change and required adaptation observed.

#### For light-touch approaches

As these approaches will yield focused and small-scale insights over a short period of time and with limited depth, recording methods could consider the following options:

**Option 1:** Summary notes of discussions are sufficient, especially in case of an urgent need for a RTL. This may be chosen when the findings are very localised/focused, context specific and are mainly relevant for IOM internal stakeholders. If external stakeholders were involved in the RTL activity through interviews for instance, and have asked to be kept informed of results, this approach may be less appropriate given the risk of having the findings and recommendations questioned due to the limited presentation of supporting data and analysis.

**Option 2:** If the need is less urgent, notes on findings can be documented in a short report. This can take the form of a document with bullet points or a longer one with paragraphs, and both should be kept to the point. It is first intended for those involved in the RTL activity and could include pictures and accounts of brainstorming activities as annexes. A short description of the process and methodology is useful. This can also be shared with external stakeholders and stored in relevant repositories. A template can be found in [Annex 2 'Short internal findings report'](#).

**Option 3:** In addition to the activities proposed under Option 2, a PowerPoint or other visual of the key findings (e.g., a video recording) could be done and be presented to key stakeholders, virtually, in-person or with a combination of both.

## For in-depth approaches

As these approaches are more intensive (often with the recruitment of facilitator(s)) and require detailed insights, more in-depth deliverables are needed. This also ensures that the team conducting the RTL provides useful evidence for all the findings that can be shared with project teams and partners.

**Option 1:** An internal report detailing the process, the findings and the actions should be drafted. The report should be brief and accessible, covering the main findings of the approach in a way that allows those not involved to understand and gain insight. It should be no longer than 15 pages with short annexes and should have an executive summary. This can then be shared with internal and external stakeholders and stored in relevant repositories.

**Option 2:** In addition to the activities proposed under Option 1, a PowerPoint presentation detailing the process, the findings and the recommendations/actions can be prepared and presented to all stakeholders involved in the RTL and the intervention.

**Option 3:** An externally published and more widely shared report may be considered if the findings are deemed to be relevant to other organisations and partners working in the same context or for donors. This report may be prepared after the findings have been shared with the stakeholders directly involved and actions agreed upon, and a presentation of findings could also be organized. This would require additional time and budget to draft and finalise a report aligned to quality standards for external publication. See an [example](#) of such a report by the Disasters–Emergency Committee – DEC.

## Learning, sharing and implementing findings

Any RTL activity should have a focus on utilisation, and its conduct and issuance of the findings should be aligned with the timing of the learning needs for decision-making. Depending on the scope of the RTL, a communication and implementation plan may be useful and should be developed at the planning stage if possible.

The ways in which the data may be shared with relevant stakeholders for decision-making will depend on the circumstances of the intervention and the RTL as described previously, and it may be useful to ensure that the findings are discussed, and the actions are collectively decided in partnership with stakeholders. This can be done through learning workshops or via meetings and presentations and different levels of seniority of staff and stakeholders may be considered with the view to take necessary decisions. The following should be examined:

- The scale of change needed
- The speed of action required
- The impact of the findings
- The number and/or category of stakeholders required for agreement.

These considerations will allow conversations and meetings to be targeted based on urgency and participants invited, with an effective utilisation before circumstances change and the findings become less relevant.

How and with whom the findings should be shared further will depend on several factors summarized through the questions below, remembering that the sharing of the findings for those involved in the intervention subject to the RTL is described in previous sections.

1. *Who are these findings also relevant to?*
  - a. Those in the same office and not yet involved:
    - i. Project developers?
    - ii. M&E staff?
    - iii. Project managers?
    - iv. Senior leadership?
  - b. Those in the same region [or regional office]:
    - i. [Regional] Project developers?
    - ii. [Regional] M&E staff?
    - iii. Project managers?
    - iv. Senior leadership?
    - v. [Regional] Knowledge management staff?
    - vi. [Regional] Thematic specialists?
  - c. Staff at Headquarters departments [and across IOM]:
    - i. Staff in the related departments [and M&E staff]?
    - ii. Senior officials?
    - iii. Knowledge management staff in departments [and across IOM]?
2. *Are all the findings useful to these individuals and/or groups or are there specific findings that are more relevant for them to be aware of?*
3. *What would be the best way to share the findings with these individuals and/or groups?*
4. *How 'urgent' is it for them to be aware of these findings?*
  - a. Urgent: shared through an email or MS Teams message with the top lines of the findings and links or attachments to additional information and the offer of a call to discuss.
  - b. Less urgent: shared through an invitation for a presentation or by sharing the brief version of the findings via email or other systems.
5. *How much time do they have for the engagement with the findings?*
  - a. Limited: to keep it brief with the option to discuss it with the RTL manager.
  - b. Less limited: a short brief or executive summary or PowerPoint summarising the findings with additional information attached and the offer to discuss it with the RTL manager and commissioner.
6. *Will they have the possibility to request more information on the conduct of the RTL if they need it?*

As already mentioned, there are several stand-alone activities that can be used to demonstrate and discuss findings from the RTL, which can be applied to an extended target group too. Which of these is most appropriate will depend on the findings, the audience, and the team in charge of presenting it, privileging however interactive and engaging options. The more people have a chance to actively interact, the more likely they are to retain and use them. The following are some common options:

webinars, lessons learned sessions, knowledge café, workshops, and conferences. If there is limited time, audience and/or interest in a specific session for sharing the findings, it could be worth examining if it could be integrated into other existing activities and be part of other presentations or meetings.

All the activities described in this sub section on the use of the findings will contribute to learning and knowledge management. When storing a document, video or presentation in a repository, access should be facilitated so that any other staff who can benefit from it can find it easily. It is highly encouraged to upload RTL deliverables to PRIMA in the management and monitoring section of the project under “Related Documents”. As already mentioned in the introduction and when appropriate, RTL can be shared in internal knowledge sharing platforms such as the IOM [Peer Exchange and Learning on Migration](#).

## PART TWO: REAL-TIME LEARNING IMPLEMENTATION

The following chapters provide more detailed information on the different RTL activities selected for this manual and on how to conduct them.

### CHAPTER 3: LIGHT-TOUCH APPROACHES

As already mentioned, the light-touch RTL activities are quicker to implement, require less or no budget and typically yield less in-depth insight. They are most relevant for localized and specific learning and include lessons learned (or lessons learning) workshops and after-action reviews. They can be delivered by IOM staff internally or with an external support.

#### LESSONS LEARNED WORKSHOPS

##### a) What is a Lessons Learned Workshop?

A 'lessons learned' or 'lessons learning' (LL) workshop is an opportunity for a team to pause and reflect on what has been learnt and integrate and use it in real time. It is less structured than an after-action review and can be centred around the specific elements that the organizers wish to focus on. It is most often an internal activity but can also be organized with external partners in the case of larger interventions and when relevant. It can be done as a stand-alone RTL activity to quickly generate insights or can be part of a wider RTL and learning process, for instance for sharing findings from a performance monitoring review with key stakeholders.

##### b) When should a LL Workshop be used?

A LL workshop can be held at any point during an intervention as an opportunity to pause and reflect before moving forward, at the start of emergencies or in rapidly changing environments. It can be organized at a relatively low cost and is useful in small interventions with limited M&E and learning resources. It can also be conducted on a regular basis depending on needs (monthly, quarterly, bi-annually or weekly in case of emergencies, especially during the first weeks). It could be structured around simple questions such as:

- *What were the key successes [in the last period]?*
- *What were the biggest challenges [in the last period]?*
- *What are the top three learnings [from the last period]?*
- *What actions and changes (if any) are needed as a result of these discussions?*

They can use different formats in addition to workshops, such as team meetings, brainstorming activities, or retreats.

##### c) What is needed to deliver a LL workshop?

The resources and time needed are varying depending on the scope of the RTL, questions to be addressed and the number of attendees:

- Delivery: an [internal] facilitator and/or note taker.
- Time: two to five hours of preparation, a two-hour workshop, and five hours for write up and sharing.
- Timeframe: First week preparation phase, second week write up and sharing.

d) How to deliver a LL workshop?

Information on each stage is already available under [Part I, Chapter 2](#) and the points below present the main practical steps for each of them.

### **Stage 1: Planning**

1. Define and frame the intervention/activity that should be reviewed
2. Define the specific objective and scope of the LL workshop. The scope will inform the profile of participants, the workshop's format, trigger questions, and the duration of the RTL exercise
3. Identify participants.

### **Stage 2: Conducting**

1. Confirm the timeframe for the workshop
2. Select and confirm the venue
3. Develop an agenda and finalise learning questions
4. Plan how data will be collected, categorized and aggregated
5. Prepare the presentations or other materials needed, including presentation of available data, such as a summary of monitoring data or trends if available
6. Deliver the workshop – this should be an interactive open discussion format, with participants from all levels encouraged to contribute, with the aim to collect insight from a range of perspectives to inform decision-making
7. Conduct an initial analysis of the data and evidence collected to establish whether there are any data gaps that need to be augmented by additional data.
8. Conduct any additional data collection if needed. This may include clarifying details with attendees or having a follow-up interview with a few key stakeholders.

### **Stage 3: Write up of findings and follow up on use**

1. Analyse the data collected and identify trends and opportunities for responding to the situation.
2. In line with the initial discussions and planning, the audience for the findings and what information to keep for use are identified, as well as the best way to share findings. As mentioned under Part I, it may include a PowerPoint to share with key stakeholders, a short overview document, a more detailed findings report or a video.
3. Share the findings with key stakeholders identified and ask for feedback if any. Depending on time available, a meeting to solicit feedback in a group setting could be organized.
4. Design the next steps on the use of the findings. Finalize the findings report.

## Resource

Additional details on conducting a lessons learned workshop can also be in '[Lessons Learned Workshop](#)' in 5 steps, by Echometer.

## AFTER-ACTION REVIEW

### a) What is an After-Action Review?

An after-action review (AAR) is a process for reflecting on an activity after implementation by the group of people involved in the delivery.

An AAR is based around a structured and facilitated discussion covering the following four indicative questions:

- *What was expected to happen?*
- *What occurred?*
- *What went well and what could have gone better, and why?*
- *What can be improved and how?*

It involves a qualitative review of actions taken during an intervention that enables a group to consider and reflect on what happened, why it has happened and how to sustain strengths and correct weaknesses. The facilitated process involves key actors, with the general principles to be neutral and objective to ensure that the discussions stay focused on challenges, remain constructive and do not evolve into self-justification and appraisal.

### b) When should an AAR be used?

As the name suggests, an AAR is designed to be used in the immediate period after a key activity or series of activities of an intervention took place. It is expected to be a light-touch approach providing high-level insight into the activity(ies), its successes, and weaknesses.

The AARs should be conducted as soon as possible after the completion of the activity(ies) or intervention selected, ideally within two weeks' time. For larger-scale events involving different activities or interventions (for instance in an emergency response), separate AARs can be conducted for each major component of the response.

An AAR could be used in the following situations:

- Following a community event to discuss what happened and learn for future responses and similar events
- Following the set-up process of a response that has faced multiple challenges
- Following the start of a pilot initiative or after completion of a specific component, to understand if proceeding well and if there is a need for adjustments and improvements
- To review the delivery or strategic approach of an action, including issues of collaboration and participative processes.

To remain a light touch approach, AAR is not recommended for reviewing complex and full interventions' status as this would require more time and resources and would not enable depth of discussion in a relatively short time frame.

Preparatory steps should ideally start at least three to four weeks in advance to have sufficient time to conduct it and secure stakeholder availability. Alternately, in the case of an emergent need for an AAR, it could be more flexible and organized immediately at the end of activities while stakeholders are still together, using a virtual meeting method if considered more effective.

c) What is needed to deliver an AAR?

The resource needs and time are varying depending on the scope of the AAR, the questions to be addressed and number of attendees:

- Delivery: an [internal] facilitator and/or note taker.
- Time: six to 15 hours of preparation, which includes planning the meetings, organising the logistics for attendees, preparing background papers etc.; two to 15 hours for the workshops/meetings; and 10+ hours for write up and sharing, which includes initial write-up, managing and incorporating feedback and organising sharing with relevant stakeholders.
- Timeframe: One to two weeks for preparation and one to two weeks for delivery and sharing.

d) How to deliver an AAR?

Information on each stage is already available under Part I, Chapter 2 and the points below present the main practical steps for each of them.

### **Stage 1: Planning**

1. Define the activity or series of activities of an intervention that should be reviewed
2. Define the specific objective and scope of the AAR and prepare a concept note or brief ToR including questions to be addressed
3. Identify participants: while there are no defined rules on how many persons should be attending an AAR, engaging more persons can bring greater insights but may require increased facilitation and additional time. For an informal small-scale format, the number of participants can range between two and seven, for medium-scale and more formal format, it can reach 15 and for large-scale 30 participants. The duration of the workshop/meeting can last respectively, one to two hours, four to six hours and one and two days.

A diversity of opinions is key to the success of an AAR, and this can be achieved by ensuring the participation of a wide range of stakeholders involved in the technical areas and/or strategic functions of the response covered by the review. Depending on the objective, scope and sensitivity, the AAR may be kept internal to IOM, considering however that extending it to external stakeholders might bring important insights from outside but may require having the report or action points agreed with them too.

The composition of the groups of participants also depends on the objective and scope of the AAR. If the focus is more on strategic planning and decision-making, participants at senior management level could be invited, while on operational implementation input from staff on the ground would be privileged. When relevant, staff working in finance, procurement and human resources should be included in the process as well.



## Stage 2: Conducting

1. Confirm the time frame for the review
2. Select and confirm the venue
3. Finalise an agenda
4. Deliver the AAR workshop – this should be an interactive open discussion format, with participants invited encouraged to contribute.<sup>14</sup> For more information on how to effectively deliver an AAR, see the resource box below
5. Conduct an initial analysis of the data and evidence collected<sup>15</sup> to establish whether there are any data gaps that need to be augmented by additional data collection. This could include a missing element of a question, the viewpoint of a key stakeholder group, triangulation of a key point or information to inform next steps. This may require clarifying details with attendees or having a follow-up interview with some key stakeholders.

## Stage 3: Write up of findings and follow up on use

1. Finalise the analysis of data collected, identify trends and opportunities for the intervention to respond to the emerging needs and/or to bring corrective measures and adjustments
2. Based on the initial discussions and planning, the audience for sharing the findings is identified and different approaches to recording and sharing are established. This may include a PowerPoint to share with key stakeholders, a short overview document and findings report, or a video
3. Share the findings and action points with the key stakeholders identified and ask for their feedback. Depending on the timeline for decision-making, adapt the timeframe for feedback accordingly, or bring them together to solicit feedback in a group setting. This is an important stage in ensuring ownership and consensus on the findings and action points/recommendations.
4. Finalize the reporting and ensure that all recordings of the activity are saved in an accessible location.

### Resource

- A specific [After-Action Review Guide](#) has been developed by IOM Regional Office in San Jose.
- A sample [after-action review checklist and agenda](#) developed by IOM Regional Office in Vienna.
- And a folder with examples of [after-action reviews](#) conducted in IOM East and Hrn of Africa Regional Office.

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<sup>14</sup> Where a specific group or individual cannot attend the workshop, consider conducting a short interview with them prior to the group session to collect their insight, which can then be shared at the workshop.

<sup>15</sup> see [Chapter 4 of the M&E Guidelines](#) for information on methodologies for data collection and analysis

## CHAPTER 4: IN-DEPTH APPROACHES

This chapter details the in-depth RTL approaches, which require to be delivered by IOM staff with relevant expertise or by external facilitators. As mentioned previously, they are more labour intensive, take more time and may require more financial resources than the light-touch approaches. They may be used across the whole intervention or wider, contrary to light-touch approaches that are more adapted for looking at a single element of an intervention or a specific activity, often with a well-defined focus and/or a moment in time.

### ADAPTIVE MANAGEMENT REVIEW

#### a) What is an Adaptive Management Review?

An adaptive management review offers an opportunity to explore how the Organization is adapting the implementation of an activity and decisions to a changing or emerging environment. It can support the closure of some of the feedback loops between the different phases of intervention's planning, implementation, and monitoring.

Adaptive management can be defined as an intentional approach to making decisions and adjustments in response to new information and changes in context. It is not about changing goals during implementation; it is about changing the path being used to achieve the goals in response to changes.

#### b) When to use it?

The adaptive management review offers a structured opportunity to reflect on an intervention and establish next steps. It should be used at a key point in implementation where additional information is needed to move forward in a relevant manner. This could be at a transition point when circumstances may be changing rapidly or have shifted from the initial planning and scoping.

Adaptive management reviews could be used in the following situations:

- Where the circumstances have significantly changed since the planning process to understand how the intervention can be continued to better respond to the updated context. This may be especially relevant for humanitarian and emergency contexts but could equally apply to other situations.
- Where learnings from other interventions or activities that are fully relevant and adaptable to the intervention have emerged and that should be integrated with an updated planning
- Where a main partner or stakeholder has joined or left the intervention, which requires to bring important operational and strategic adjustments.

Any adjustments require however that the intervention can still agilely respond to changes in line with the proposed assessment justifying them.

Examples of adaptive management review questions might be:

- *“How can existing management approaches be adapted and better respond to the needs deriving from the emerging context?”*

- *“What challenges can be faced to bring relevant adaptations to the intervention to address the needs deriving from the changing context?”*

c) What is needed to conduct an Adaptive Management Review?

The resource needs and time are varying depending on the scope of the review, questions to be addressed and number of respondents and attendees:

- Delivery: an [internal] facilitator and note taker if needed.
- Time: 10-20 hours of preparation, which includes planning meetings, review design, identifying stakeholder groups etc.; five to 10 hours for data collection; 20+ hours for write up and sharing, which includes initial write-up, managing and incorporating feedback and organising sharing with relevant stakeholders.
- Timeframe: 1-2 weeks for preparation, 2 weeks for write up and sharing.

d) How to conduct an Adaptive Management Review?

This section outlines the process of delivering an adaptive management review. Information on each stage is already available under Part I, Chapter 2 and the points below present the main practical steps for each of them.

**Stage 1: Planning**

1. Define the emerging needs and related activities in the intervention that should be reviewed
2. Define the specific objective and scope of the review
3. Define the questions and sub-questions to answer, considering that the timeline, depth of information and resources needed will influence the number of questions to be answered
4. Establish the review criteria and/or framework that is most appropriate for the purpose of the adaptive management review. Depending on the capacity of the team involved in the conduct of the exercise, this may be a specifically designed set of criteria using for instance a selection of the OECD/DAC evaluation criteria or an analytical framework. A strengths, weaknesses, opportunities, and threats (SWOT) framework focusing on limited analysis could for instance be relevant as per below example. Whatever framework is selected, it should be developed keeping in mind that the focus should remain on collecting real-time data for decision-making.<sup>16</sup>

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<sup>16</sup> Chapter 5 of the M&E Guidelines (from p.220) has information on frameworks that might be relevant, and Annex 3 of the guidance provides a template for recording adaptive management review findings.

| Overarching question   | Sub-questions  |
|--|--|
| How can current management approaches be adapted and better respond to the needs deriving from the emerging context? | <b>S:</b> What are the strengths of the current management approaches that can be kept to respond to the emerging context? What does this mean in terms of adaptation for the current management?  |
|  | <b>W:</b> What are the weaknesses of the current management approaches that are affecting the response to the emerging context? What can be done to remove them and adapt the current approaches?  |
|  | <b>O:</b> What adaptation opportunities does the current management offer to better respond to the emerging context? What needs to be done to benefit from them and adjust the current approaches?   |
|  | <b>T:</b> What are the threats of the current management approaches that should be addressed as having the potential to affect the response to the emerging context? How these threats could be diminished or suppressed in adapting the current approaches? |

5. Based on the framework and related questions, the team should identify who would be consulted to respond to them and who will have the most insight. A range of informants including external stakeholders, beneficiaries and partners should be considered depending on the scope, needs and depth to ensure data is triangulated and decisions on adaptation participatory.
6. Define what method of data collection is most appropriate considering the scope of the review, number of participants and time frame, and how to collect data. With less participants, it could be through interviews and facilitated brainstorming sessions, and with higher number of stakeholders to consult, it could be through key informants' interviews, structured workshops, focus groups discussions and if time allows short written surveys.

### **Stage 2: Conduct**

1. Collect the data from the identified stakeholders, ensuring that all the criteria and questions agreed upon are addressed and selected emerging needs and activities covered.
2. Conduct an initial analysis of the data to establish whether there are any data gaps that need to be addressed (for instance a missing element of a question, the viewpoint of a key stakeholder group, triangulation for a key point or information to inform next steps).
3. Finalize data collection.

### **Stage 3: Write up and sharing of findings and follow up on use**

1. Analyse data collected and identify trends and opportunities to respond to the situation.<sup>17</sup>
2. In line with the initial discussions and planning, the best way for sharing the findings will also depend on the selected audience and its size. This may include a PowerPoint to share with key stakeholders, a short overview document, a longer report on findings and/or a video summarizing and illustrating them.
3. Share the findings with the key stakeholders and ask for feedback. Depending on the timeframe and size of the group, this can be done through a facilitated brainstorming session, a more structured workshop or a sense-making event for validation and design thinking. This is an important stage in ensuring there is ownership and consensus of the findings and future actions.
4. Finalize the report for publication and ensure that all recordings of the activity are saved in an accessible location.

## Resource

[USAID Learning Lab 2018, What is Adaptive Management?](#)

## REAL-TIME REVIEW

### a) What is a Real-Time Review?

A real-time review<sup>18</sup> is a 'snapshot in time' or an opportunity to 'step back and reflect', which are typically lighter and quicker than a real-time evaluation. A real-time review can highlight good practices, engage in collective reflection, and identify gaps and challenges in the response. They provide rapid feedback on operational performance, while also identifying systemic issues and learning.

### b) When should Real-Time Review be used?

A real-time review is an opportunity to reflect and gather evidence and learnings, typically early in the intervention and/or delivery of an activity. It should be selected when there is an agreement that needs should be addressed rapidly and more formally than with 'light-touch' approaches and when an adaptive management review is not considered sufficient for supporting decision-making.

It can be used to answer strategic questions about how the intervention's components are performing and decide on next strategic steps. The real-time review may be useful when an intervention is testing new approaches, operating in new operational contexts or when circumstances have changed. The

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<sup>17</sup> Chapter 4 of the M&E Guidelines provides information and guidance on conducting the analysis.

<sup>18</sup> In this section, Real-Time Review implicitly includes Real Time Assessment and can be used interchangeably.

methodology could be based on commonly used frameworks such as the OECD/DAC criteria on evaluation, with the possibility to focus on some of them only.

c) What is needed to conduct a Real-Time Review?

The resource needs and time are varying depending on the scope of the review, questions to be addressed and number of participants and respondents:

- **Delivery:** an evaluator and/or facilitator
- **Time:** 10-20 hours of preparation, which includes planning meetings, review design, identifying stakeholder groups etc.; 10-20 hours for data collection; 20+ hours for write up and sharing, which includes initial write-up, managing and incorporating feedback and organising sharing with relevant stakeholders
- **Timeframe:** One to two weeks for preparation, three weeks for write up and sharing.

d) How to deliver a Real-Time Review?

This section outlines the process of delivering a real-time review. Information on each stage is already available under Part I, Chapter 2 and the points below present the main practical steps for each of them.

**Stage 1: Planning**

1. Define the intervention that should be reviewed
2. Define the specific objective(s) and scope of the review
3. Establish the questions to answer and sub-questions. The timeline, depth of information and resources needed will influence the number of questions to be answered
4. Establish the criteria and/or framework that is most appropriate for the purposes of the real-time review. Depending on the capacity of the team involved, this may be a specifically designed set of criteria or utilizing an existing framework. It will also depend on the depth of the review and on the complexity of the needed framework. The development of ToR will be useful. Below is an example with a selection of OECD-DAC evaluation criteria to be used for the review and the framework could include the following questions:

| Overarching question   | Sub-questions  |
|--|--|
| Why is intervention facing difficulties in moving towards the achievement of its intended outcomes and objectives? | <i>Relevance:</i> <ul style="list-style-type: none"> <li>- Are the activities and outputs still relevant to reach the intended outcomes identified as facing problems?</li> <li>- Do the activities and outputs take into account the changing circumstances?</li> <li>- Does the intervention still respond to all the needs of the target groups and/or beneficiaries? Have they been consulted on their emerging needs due to changes?</li> </ul> |
|  | <i>Coherence:</i> <ul style="list-style-type: none"> <li>- Does the intervention remain aligned with other complementary interventions despite changes?</li> </ul>   |

|  |  |
|--|--|
|  | - To what extent will the intervention need to align with new emerging situations and external decisions?  |
|  | <i>Effectiveness:</i><br>- To what extent can the intervention still perform in line with its results framework?<br>- Can the target beneficiaries still be reached as expected?<br>- Would the target beneficiaries be satisfied with the adjusted services provided? |
|  | <i>Efficiency:</i><br>- Can the intervention still be implemented efficiently in line with its initial budget? In case adjustments are needed for some components, can the current resources still cover them?   |
|  | <i>Sustainability:</i><br>- Is the support to the intervention and ownership by local institutions still guaranteed despite the changes?<br>- Do the target groups have the possibility to continue making use of the services and products offered?                   |

5. Based on the framework and related questions, the team should identify who would be consulted to respond to them and who will provide more insight. A range of informants including external stakeholders, beneficiaries and partners should be considered, also to ensure data is triangulated
6. Identify what method of data collection is most appropriate considering the scope of the review, participants and time frame. This could be through facilitated workshops, interviews, surveys or focus group discussions depending on the information needs and timeframe<sup>19</sup>
7. It is also highly recommended to plan and conduct a desk review that relates to the question(s) as soon as possible
8. As the review is expected to be a formal exercise to be shared also externally, define what messaging will be needed to make the best use of the RTL and avoid any misunderstanding on the reasons of the review
9. Draft ToR describing the scope, methodology, data collection plans.

## Stage 2: Conduct

1. Collect the data from the identified stakeholders using the tools designed
2. Do an initial analysis of the data to establish whether there are any data gaps that need to be augmented by additional data collection. This could include a missing element of a question, the viewpoint of a key stakeholder group, triangulation of a key point or information to document next steps
3. Conduct any additional data collection.

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<sup>19</sup> Chapter 4 of the M&E guidelines has more information on each of these tools and templates.

### Stage 3: Write up of findings, sharing and follow up on use

1. Analyse the data collected, identify trends and opportunities for the intervention to better respond to the situation<sup>20</sup>
2. The initial discussions and planning have identified who the audience is for sharing the findings and what information it will need. This will also help determining the structure of the real-time review report. This may be completed by a PowerPoint to share with key stakeholders, a summary of findings and action points and/or a video summarizing and illustrating the findings
3. Share the findings with key stakeholders identified and ask for written feedback considering the available timeframe or bring them together to solicit feedback in a group setting. This is an important stage in ensuring there is ownership of and consensus on the findings
4. Finalize the findings report, including indication on the next steps. Consider the request for a management response to inform of the status of recommendations/action points' implementation.

#### Resources

[DEC Real-Time Review of Afghanistan Crisis Appeal](#)

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<sup>20</sup> Chapter 4 of the M&E guidelines has more information



# PART THREE: PERFORMANCE MONITORING REVIEW

## OVERVIEW

### Definition and use

A Performance Monitoring Review (PMR)<sup>21</sup> is a tool intended to be used during an intervention's life cycle to objectively assess the performance of interventions in terms of the progress in implementing activities and reaching results as per agreed results frameworks and workplans, using a constructive and participatory approach and in support of ongoing monitoring.

The introduction of the PMR is part of a wider effort to strengthen IOM's overall performance monitoring and results-based reporting, as well as learning, accountability, and management capacities for decision-making. Any IOM staff involved in management, monitoring, and evaluation activities such as Chiefs of Mission, PM, M&E officers, thematic specialists in regional offices or staff in Headquarters' departments may be interested to use it. Externally, donors, implementing partners and main stakeholders, such as governments, may also be interested in receiving the PMR.

The PMR will not however replace a planned evaluation, and evaluations should still be considered in IOM interventions in line with the existing evaluation policy and related guidelines and instructions. A PMR is a review of an intervention or activity, which is less robust than an evaluation. As mentioned in its definition, it tends to assess the performance of the intervention and some of the operational issues, while evaluations aim to also focus on the relevance of an activity and of partnerships, on the coherence with other initiatives, on the outcomes and larger results attained, as well as on sustainability and impact. Evaluations have a larger scope than PMR and require more resources, time, and budget for their conduct.

There are however similarities between a PMR and an evaluation, for instance in the use of the OECD-DAC evaluation criteria<sup>22</sup> for the analysis and of methodologies for data collection including the conduct of interviews, focus groups, surveys and desk-reviews. In both cases, the collection of strong evidence is recommended to support conclusions and recommendations made in the respective reports, privileging a participatory approach with the main stakeholders and beneficiaries. The coverage of the criteria is however more limited for a PMR as explained later in the section and the application of methodologies less intense and diversified.

Several evaluation norms and principles can also be applied to PMR, such as independence, impartiality, transparency, or credibility, as well as the [UNEG Ethical Guidelines](#) for the conduct of evaluations. Ethical principles include for instance guaranteeing respect for dignity and diversity, fair representation, confidentiality, and avoidance of harm in the conduct of interviews. With these similarities in mind and for more information on these issues, it is recommended for staff interested

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<sup>21</sup> The previous terminology used for this type of exercise was Project Performance Review replaced now by the reference to 'performance monitoring', which does not limit its use to projects and focus on its monitoring status.

<sup>22</sup> The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> .

to conduct a PMR to visit the Evaluation section of [IOM M&E Guidelines \(Chapter 5\)](#) and other sections of relevance, for instance in terms of data collection and analysis ([Chapter 4](#)).

The focus of a PMR being on the performance of an intervention, the OECD-DAC criteria of effectiveness and efficiency will be primarily used, making references to relevance and/or coherence when useful in the analysis of effectiveness (see the questions with an asterisk (\*) in the PMR template in [Annex 4](#)). The same applies to impact, which can be covered when examining the (potential) effects of results under effectiveness. Considerations on sustainability can also be made for instance if the PMR notes weaknesses in implementation that could affect the continuation of activities on a longer-term, or under efficiency if resources are not guaranteed. The template includes a selection of questions, which can be adapted or increased, and its format can be used for the writing of a PMR (see also the section below on the PMR template).

More specifically, a PMR can help to answer questions and address problems that emerge during implementation, identified for instance through regular monitoring activities, and propose solutions and corrective measures adapted to changing needs and circumstances. It should also aim to capture good practices and lessons learned. A PMR should be conducted when it can timely inform corrective measures and no evaluation are planned, and especially when the below conditions prevail (the list is however not exhaustive):

- *High profile interventions*, which may have significant political importance and/or sensitivity resulting in a high visibility for IOM, and for which it may be useful to have timely feedback on performance and quality of monitoring.
- *High risk interventions*, which are having implementation challenges or problems with multiple risks that can negatively impact the Organization.
- *Pilot initiatives*, which may still require some adjustments prior to full implementation or further extension.
- *Innovative initiatives*, which bring an element of novelty or transformation in IOM activities and expertise or in the modus operandi for implementation, which deserve to be monitored more closely.

An intervention of a long duration can be subject to more than one PMR, if new important changes are happening. A PMR can also be considered as a follow-up measure of a previous PMR or evaluation (a mid-term evaluation for instance) and to be used to complement the evaluation management response's follow-up.

The PMR also considers if IOM cross-cutting issues, such as gender, rights-based approach (RBA), environment and accountability to affected populations have been addressed effectively in line with IOM guidelines and policies.<sup>23</sup> A specific section is included in the PMR form, but they may also be covered under the analysis of effectiveness when responding to some of the proposed questions.

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<sup>23</sup> For further references on cross-cutting issues, see the [IOM Monitoring and Evaluation Guidelines](#).

## Planning a PMR

The *'commissioner(s)'* of a PMR is responsible to properly frame the exercise by approving ToR if considered useful to develop them, or by defining and finalising the questions listed in the template of [Annex 4](#). The commissioners can be the regional directors, the chiefs of mission, the PMs as well as senior staff and technical experts in headquarters departments and regional offices.

The commissioners identify resources when needed, decide the planning for the conduct the PMR including field visits, recruit the *'reviewer'*, name a *'focal point'* if relevant, and contact stakeholders. The focal point would be responsible to support the conduct of the PMR and the work of the reviewer, for instance for preparing the documentation and assisting in the preparation of interviews.

The commissioners also decide if it needs to remain internal, added to a donor report as annex or published separately under relevant internal portals and/or public websites. They will have to be kept informed of the progress of the review and be given an opportunity to comment the report together with main stakeholders identified.

The *'reviewer'* is responsible for preparing, conducting, and reporting on the PMR. The main tasks include the review the documentation, the conduct of preliminary analysis according to the review criteria, the preparation of the interviews and field visit by identifying key issues to cover and main stakeholders to contact and writing the report. The reviewer should pay attention to the quality and relevance of the monitoring plans, results framework and related reports submitted for the desk review.

The selected candidate can be internal or external (requiring a budget in that case) and should have M&E background and/or knowledge in evaluation to facilitate the interpretation and analysis of the PMR criteria and related questions. Consideration should be given to the principle and level of independence of the person conducting it, avoiding someone who has been involved in the design and/or implementation of the intervention.

In terms of budget and if applicable, a provision may be required for the reviewer's travel and daily subsistence allowance (DSA) costs if recruited internally, and additional daily fees if recruited externally. Other costs may be needed for in-country travels and for accompanying persons such as interpreters.

## The PMR process

This section describes the various stages of the PMR process to support its conduct. Overall, it may require a two months' timeframe including the preparation of the exercise and desk review (between three to five working days), interviews and field visit if relevant (three to seven days), report writing of about ten pages without annexes and its finalisation (between three to eight days), for a total ranging from nine to twenty days.<sup>24</sup>

At the preparatory phase, the reviewer should work with the focal point, if appointed, for receiving the documentation and preparing interviews and field visit. If no focal point is named, the

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<sup>24</sup> This is an indicative timeframe knowing that circumstances may differ depending on the scope agreed upon.

commissioner will provide such support to the reviewer. If additional data collection tools are required, a survey for instance, the questionnaire and list of participants should be developed and finalised together with the commissioner and focal point. The final itinerary for the field visit(s) and interviews are also confirmed. Simultaneously with the field visit announcement and the preparation of logistics, a request for additional documentation will be sent to the person(s) in charge of welcoming the reviewer.

The type of documentation could include:

- Strategy, planning and contractual documentation
- Monitoring frameworks, plans, and tools
- Monitoring data and reports, progress updates, and donors reports
- Other related documentation such as meeting minutes, complementary documents from other sources and evaluations.

Reviewers are expected to conduct the interviews with key informants, including during field visits. The focal point should provide specific names and recommendations and facilitate contact, while the reviewer should ensure that key individuals are included in line with the scope of the PMR. In some cases, it may be necessary to conduct focus group discussions with stakeholders, including beneficiaries.

The reviewer should use all opportunities to interview IOM staff, the national authorities, implementing partner(s), other key stakeholders, including donors and civil society representatives, and direct beneficiaries as agreed at the preparatory stage. At the end of the field visit, a debriefing can be organized to present preliminary findings, confirm facts, inform of any problems encountered and solutions that could be adopted.

Soon after the field visit, the reviewer must submit a draft report and the commissioner and other relevant team members and stakeholders provide comments for finalisation. The report should be finalised as soon as possible, ideally not exceeding three weeks after the submission of the draft report. As already mentioned, the PMR report template is provided in [Annex 4](#).

A follow-up action plan for the implementation of the recommendations may be useful and is recommended, which can also be shared with entities involved in the implementation and/or having participated to the PMR. Like an evaluation management response,<sup>25</sup> the action plan can include timeline and responsible individuals or units in charge of implementation of recommendations, and information on the status of implementation.

## PERFORMANCE MONITORING REVIEW TEMPLATE

The proposed template is intended to guide the analysis and provide to the IOM entity reviewed an overview of the scope of the PMR. As already mentioned, it can be used in replacement of ToR.

The questions listed in the template are indicative and can be adjusted during the planning of the PMR as explained previously. The main questions related to the PMR criteria and issues to be analysed are

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<sup>25</sup> IOM Guidance on the use of evaluations and follow up of recommendations (2022)

mentioned in the green boxes and may not need to be modified. Each main question contains a series of proposed sub-questions, which are the ones that require to be adapted to the planned PMR and its scope of analysis. The agreed upon questions are intended to guide the data collection and analysis and frame the writing of the findings during the conduct and at the draft writing stage.

For the writing of the findings in the draft report, a specific section is added in the template for each main question, which can include a description of the findings and some comments for instance on the level of reliability of evidence collected or on the sources of the data. At the end of the template, there is a section where overall conclusions derived from the findings can be synthesized, and another section where recommendations related to each criterion and issue analysed can be listed. The box also includes the possibility to mention good practices and lessons learned. Finally, annexes are suggested keeping in mind that they should not be too extensive.

Given also that the PMR report is expected to be short (in average between 10 to 15 pages excluding annexes), the use of clear, direct, and concise language is recommended. Evidence and examples must support the findings and recommendations and should be based on quantitative and qualitative data from primary and secondary sources, as well as on triangulation of data.

## Annexes: Templates

### Annex 1: Real-Time Learning Concept Note Template [\[Click here to download template\]](#)

|                            |  |  |  |
|----------------------------|--|--|--|
| Intervention title         |  |  |  |
| Donor(s)                   |  |  |  |
| Prima code (if applicable) |  | Budget   |  |
| Intervention start date    |  | Intervention end date                                    |  |
| IOM office responsible     |  | Person responsible<br>(PM, Head of department unit etc.) |  |
| Date                       |  | Geographic coverage                                      |  |

|   |
|---|
| <b>Intervention context</b>   |
| <i>[3-4 sentences summarising the intervention, its activities, outputs and intended outcomes and objectives]</i> |
| <b>Purpose of the real-time learning activity (intended use and users)</b>  |
| <i>[1-2 sentences summarising the objectives and the reasoning behind the RTL activity]</i>                       |
| <b>Learning questions</b>   |
| <i>[A selection of questions to be answered]</i>  |
| <b>Audience and information needs</b>   |
| <i>[1-2 sentences summarising who is the main audience and what information are needed]</i>                       |
| <b>Roles and responsibilities</b>   |
| <i>[describing who is doing what for the conduct of the RTL and for follow-up actions]</i>                        |
| <b>Principles, ethics, norms, or anticipated challenges</b>   |
| <i>[Any such considerations to consider in the conduct of the RTL]</i>  |
| <b>Budget and resources</b>   |
| <i>[When needed]</i>  |
| <b>Timeline</b>   |
| <i>[Important to clarify the expected duration and submission of results of the RTL]</i>                          |
| <b>Learning, communication, and dissemination</b>   |
| <i>[3-4 sentences explaining these aspects of the exercise]</i>   |

**Annex 2: Short Internal Findings Report Template** [\[Click here to download template\]](#)

|                                  |  |   |  |
|----------------------------------|--|---|--|
| Intervention title               |  |   |  |
| Donor(s)                         |  |   |  |
| Prima code(s)<br>(if applicable) |  | Budget  |  |
| Intervention start date          |  | Intervention end date                                 |  |
| IOM office responsible           |  | Person responsible (PM, Head of department unit etc.) |  |
| Date                             |  | Geographic coverage                                   |  |

|   |
|---|
| <b>Intervention context</b>   |
| <i>[3-4 sentences summarising the intervention, its activities, outputs and intended outcomes and objectives]</i> |
| <b>Objectives of the RTL activity</b>   |
| <i>[1-2 sentences summarising the objectives and the reasoning behind the RTL activity]</i>                       |
| <b>Methodology and process</b>  |
| <i>[3-4 sentences summarising the methodology, process, stakeholders, timeline etc.]</i>                          |
| <b>Findings</b>   |
| <i>[Brief overview of findings]</i>   |
| <b>Conclusions</b>  |
| <i>[Summary of conclusions]</i>   |
| <b>Recommendations</b>  |
| <i>[Summary of recommendations]</i>   |
| <b>Action plan</b>  |
| <i>[Summary of actions planned and/or completed]</i>  |
| <b>For more information</b>   |
| <i>[Include any links to additional information and the relevant contact person more information]</i>             |

**Annex 3: Adaptive management review / real-time review template** [\[Click here to download template\]](#)

|                               |  |  |  |
|-------------------------------|--|--|--|
| Intervention Title            |  |  |  |
| Donor(s)                      |  |  |  |
| Prima code(s) (if applicable) |  | Budget   |  |
| Intervention start date       |  | Intervention end date                                    |  |
| IOM office responsible        |  | Person responsible<br>(PM, Head of department unit etc.) |  |
| Date                          |  | Geographic coverage                                      |  |

|                               |  |
|-------------------------------|--|
| <b>Overarching question 1</b> |  |
| <i>[Insert question]</i>      |  |
| <b>Sub-question 1</b>         |  |
| <i>[Insert question]</i>      |  |
| Findings:                     |  |
| Next steps:                   |  |
| <b>Sub-question 2</b>         |  |
| <i>[Insert question]</i>      |  |
| Findings:                     |  |
| Next steps                    |  |
| <b>Sub-question 3</b>         |  |
| <i>[Insert question]</i>      |  |
| Findings:                     |  |
| Next steps:                   |  |
| <b>Overarching question 2</b> |  |
| <i>[Insert question]</i>      |  |
| <b>Sub-question 1</b>         |  |
| <i>[Insert question]</i>      |  |
| Findings:                     |  |



|                            |
|----------------------------|
| Next steps:                |
| <b>Sub-question 2</b>      |
| <i>[Insert question]</i>   |
| Findings:                  |
| Next steps                 |
| <b>Sub-question 3</b>      |
| <i>[Insert question]</i>   |
| Findings:                  |
| Next steps:                |
| <b>Overall conclusions</b> |
|                            |
| <b>Recommendations</b>     |
|                            |

|  |
|--|
| <b>Sources of information</b>  |
| Interviewees:<br><i>[Insert name and position]</i>                               |
| Focus group discussions/workshop attendees:<br><i>[Insert name and position]</i> |
| Survey respondents:<br><i>[Insert short summary of respondents]</i>              |
| Documents reviewed:  |
| Other data sources:  |

**Annex 4: Performance Monitoring Review template** [\[Click here to download template\]](#)

|   |  |                       |  |
|---|--|-----------------------|--|
| Intervention title  |  |                       |  |
| Intervention start date   |  | Intervention end date |  |
| PRIMA code (if applicable)  |  | Budget                |  |
| IOM commissioner  |  | Geographical coverage |  |
| Name of reviewer  |  | Date of review        |  |
| <b>INTERVENTION CONTEXT</b>   |  |                       |  |
| <i>List the intervention objective(s) and key results, and add short information on the background, main beneficiaries and partners, political context and any information useful for the PMR.</i>  |  |                       |  |
| <b>EFFECTIVENESS</b>  |  |                       |  |
| <i>How is the intervention structured and is it effective in facilitating results-based management?</i>   |  |                       |  |
| <ul style="list-style-type: none"> <li>- <i>Does the intervention have a monitoring framework, plan, and tools in place and are they used effectively to support results-based management? Are indicators being used to measure progress in achieving results? Is a workplan, resource schedule, or other related activity or financial tracking tools available and used? Are risk management arrangements in place?</i></li> <li>- <i>Do any inter-institutional structures e.g., steering committees, monitoring systems, donors' meetings contribute to effective implementation? Are meetings and decisions of committees and/or other oversight/monitoring entities, including with donors, well documented?</i></li> <li>- <i>Are narrative reports submitted regularly and on time?</i></li> <li>- <i>How does the intervention coordinate with other similar interventions to encourage synergy and avoid duplication (*coherence)? Is the intervention linked to a country and/or regional strategy and if so, how (*relevance + coherence)?</i></li> <li>- <i>Are implementing partners managing their role/contribution effectively (if applicable)? Is there any control in place to monitor the work of the implementing partners?</i></li> </ul> |  |                       |  |
| <b>Findings/comments</b>  |  |                       |  |
|   |  |                       |  |
| <i>As presently implemented, is the intervention on track to deliver activities and achieve results?</i>  |  |                       |  |
| <ul style="list-style-type: none"> <li>- <i>Have the planned activities been delivered, or close to be implemented? Are there any delays, and how will they be rectified?</i></li> <li>- <i>What is the progress of outputs achievement, and are they likely to contribute to the intended outcomes? Will the outcomes be measurable by the end of the implementation period?</i></li> <li>- <i>Are any outcomes already achieved, or is there any evidence of progress?</i></li> </ul>   |  |                       |  |

- *To what extent has the intervention adapted or can adapt to changing external conditions to ensure outcomes? Is there a need to adjust indicators and/or results (\*relevance)?*
- *Are the identified risks and/or assumptions still holding true (\*relevance)?*
- *Did the management take or plan to take appropriate measures to counter any unplanned negative effects on target groups (including for instance those related to climate change effects, human rights, governance, or others)?*
- *Did changes in policies and stakeholders' priorities affect the implementation of the intervention and if that is the case, how well is it adapting in terms of support?*
- *Can any other noticeable changes linked to the intervention be reported (\* impact)?*

**Findings/comments**

**Does the intervention presently respond to the needs of the target groups and work effectively with all relevant stakeholders?**

- *Are the objective(s) and outcomes consistent with beneficiaries' needs, and supportive of partner government policies and programmes (\*relevance)?*
- *Was the intervention designed with the beneficiary inputs (e.g., migrants, communities, government)? Do the beneficiaries participate to implementation and how?*
- *Do all target groups have access to and/or are they using intervention's services?*
- *Do key stakeholders still demonstrate effective commitment (ownership)?*
- *Does the intervention benefit from the contribution of the local partners and does it contribute to improving local capacities?*
- *Does the intervention consider donor priorities and input? Is/are the donor(s) satisfied with IOM's implementation and reporting?*

**Findings/comments**

**EFFICIENCY**

**How well is the availability/usage of means/inputs managed?**

- *To what degree are inputs provided and available on time to/from all parties involved to implement activities at planned cost (or lower than planned)?*
- *Are resources monitored regularly and managed in a transparent and accountable manner to guarantee efficient and cost-effective implementation of activities?*
- *Are all contractual procedures and obligations clearly understood, including by implementing partners, and are they being followed during implementation? Are the financial reports submitted regularly and on time?*
- *Has a no-cost or costed extension been requested? If so, why?*
- *Are funds likely to be made available to institutionally support the results after closure of the intervention (\*sustainability)?*

|   |
|---|
| <b>Findings/comments</b>  |
|   |
| <b>Are partner(s)' contribution, inputs and involvement efficient?</b>  |
| <ul style="list-style-type: none"> <li>- Have all partners been able to provide their financial and/or human resources contributions?</li> <li>- Are there any in-kind contributions? If so, are they being acknowledged?</li> <li>- Are IOM partnerships with stakeholders and donors likely to encourage complementary contributions (seed-money)?</li> <li>- Are partnerships being properly developed for continuing to deliver these services? Is there a phase-out strategy or exit strategy in place (*sustainability)?</li> </ul> |
| <b>Findings/comments</b>  |
|   |
| <b>CROSS-CUTTING ISSUES</b>   |
| <i>To determine which of these are relevant to the intervention reviewed</i>  |
| <b>Have gender needs, strategic gender interests and other gender-related issues been adequately considered in the design and implementation?</b>   |
| <ul style="list-style-type: none"> <li>- Has a gender analysis been incorporated in the needs assessment, stakeholder analysis and all other assessments and analyses? If not, why?</li> <li>- Are there ways to better integrate gender considerations that could lead to improved outcomes?</li> </ul>  |
| <b>Findings/comments</b>  |
|   |
| <b>Does the intervention contribute to the promotion of the rights of migrants?</b>   |
| <ul style="list-style-type: none"> <li>- Is a right-based analysis carried out to ensure that the rights of migrants or other assisted groups are considered in the design and/or implementation of the intervention?</li> <li>- Do any interested parties and/or observers raise concerns related to possible failures in protecting the rights of migrants, displaced persons, or other assisted groups?</li> </ul>   |
| <b>Findings/comments</b>  |
|   |
| <b>Is the intervention addressing environmental related concerns and needs?</b>   |
| <ul style="list-style-type: none"> <li>- Are possible environmental damages considered adequately in the design and implementation of the intervention?</li> <li>- Are good environmental practices followed in implementation?</li> </ul>  |

- *Are some activities or lack of proper planning increasing the risks of environmental damages?*
- *What capacities exist to deal with critical risks that could affect effectiveness, such as climate risks or risks of natural disasters?*

**Findings/comments**

**How is the intervention accountable to affected populations?**

- *Does the intervention have mechanisms in place to ensure that it is accountable to the affected populations?*
- *Has the intervention been adapted to the needs, feedback or input provided by affected populations?*
- *To what extent are relevant target groups actively involved in decision-making concerning the intervention's orientation and implementation?*

**Findings/comments**

**OVERALL CONCLUSIONS**

*Summary of the most important conclusions. They must be short, highlighting the cause-effect-finding relationships stemming from the analysis, and confirming if the situation assessed is satisfactory overall or if key issues were noted as problematic.*

| <b>CRITERIA/ELEMENTS REVIEWED</b> | <b>RECOMMENDATIONS</b> |
|-----------------------------------|------------------------|
| <b>Effectiveness</b>              |                        |
| <b>Efficiency</b>                 |                        |
| <b>Cross-cutting issues</b>       |                        |
| <b>Good Practices</b>             |                        |

|                        |  |
|------------------------|--|
| <b>Lessons Learned</b> |  |
|------------------------|--|

| <b>Annexes: Sources of information</b> |                 |
|--|-----------------|
| Persons interviewed                    |                 |
| <i>Name</i>                            | <i>Position</i> |
|  |                 |
|  |                 |
|  |                 |
| List of documents analysed             |                 |
|  |                 |
|  |                 |
| Other useful annexes to be attached    |                 |