



European Evaluation Network
for Rural Development



European Commission
Agriculture and Rural Development

FINAL DRAFT

EXPLANATORY NOTES TO THE
COMMON EVALUATION
QUESTIONS &
RECOMMENDATIONS ON MTE
REPORTING

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European Evaluation Network
for Rural Development

The European Evaluation Network for Rural Development (abbreviated to “Evaluation Expert Network”) operates under the responsibility of the European Commission’s Directorate-General for Agriculture and Rural Development. The overall aim of the Network is to increase the usefulness of evaluation as a tool for improving the formulation and implementation of rural development policies by helping to establish good practice and capacity building in the evaluation of rural development programmes up until 2013.

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2ND DRAFT

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1. INTRODUCTION

1.1 Objectives of this explanatory note

(1) In the judgment phase of the Mid-term evaluation the independent evaluators in the Member States are asked to draft the mid-term evaluation-report and to answer the Common and programme-specific Evaluation Questions, those applying to the measure axis as well as all horizontal ones.

(2) While most programmes are well advanced in drafting their MTE-report and structuring the evaluation questions, it became evident from information gathered by the Helpdesk (e.g. during the needs assessment, the MTE survey, information requests received by the Member States), that on some issues evaluators would appreciate additional support. These areas concerning in particular

- Further information regarding the use and purpose of the Evaluation Questions
- Specific explanations regarding the content of the Evaluation Questions
- Clarifications concerning the structure of the MTE-report

(3) The present explanatory notes therefore **summarize already existing guidance** (in particular information from the CMEF handbook and its annexes, and further enrich it with practical examples from the Member States. By means of such illustrative examples a common understanding should be achieved resulting in more consistent approaches across evaluations reports.

The main elements of these explanatory notes comprise:

- Further explanations regarding the use and purpose of Evaluation Questions
- Summary on working steps for answering EQs, examples
- A synoptic summary of the main MTE-elements from existing guidance documents

(4) **The use of these explanatory notes is optional.** The information is intended as a supporting material for evaluation stakeholders (managing authorities, evaluators) to perform the mid-term and ex-post evaluations.

1.2 The legal framework and purpose of the MTE

(5) According to Article 84 of Council Regulation (EC) No 1698/2005 of 20 September 2005 on support for rural development by the European Agricultural Fund for Rural Development (EAFRD) ¹ Rural development programmes shall be subject to ex ante, mid-term and ex post evaluations in accordance with Articles 85, 86 and 87.

(6) Article 86 (4) of the same regulation specifies that in 2010, ongoing evaluation shall take the form of a **separate mid-term evaluation report**. That mid-term evaluation shall **propose measures to improve the quality of programmes and their implementation**. A summary of the mid-term evaluation reports shall be undertaken on the initiative of the Commission. Article 61 of Commission Regulation (EC) No 1974/2006² specifies that the Mid-term evaluation shall be submitted to the Commission respectively by 31 December 2010 at the latest.

(7) **Guidance note B of the CMEF Handbook** outlines, that a full evaluation of measures and programmes has to take place in 2010 (mid-term evaluation) and in 2015 (ex-post evaluation). Both the mid-term evaluation report and the ex-post evaluation report will **provide answers to all common and programme-specific evaluation questions**, derived from an assessment of the effectiveness, efficiency, and relevance of measures and programmes. The reports will also include a judgment on the degree to which measures and programmes as a whole meet their targets and contribute to achieving the objectives set out in the national strategies as well as the Community strategy. On the basis of evaluation findings, the mid-term evaluation report has also to identify the need of change of programmes, where applicable

(8) **The MTE has the purpose** to identify changes to RD programmes, to provide recommendations to improve programme implementation and thus to increase chances of meeting programme objectives. The MTE-reports feed directly into the EU level synthesis, which will aggregate results to EU level. Furthermore it serves as a basis to assess the CMEF, its practicality and functionality. For this stake, the MTE should also identify difficulties/inconsistencies etc .and propose improvements. These suggestions can be taken into account either for the remaining programming period, but more particularly will serve to support the revision of the CMEF for post-2013).

Summary

A **full evaluation** of RD measures and programmes has to take place in 2010 and needs to be submitted by 31/12/2010.

The MTE-report shall **provide answers to all common and programme specific evaluation questions** (including the horizontal ones), provided that the respective measures have been activated.

¹ Council Regulation (EC) No 1698/2005 of 20 September 2005 on support for rural development by the European Agricultural Fund for Rural Development (EAFRD)

² Commission Regulation (EC) No 1974/2006 of 15 December 2006 laying down detailed rules for the application of Council Regulation (EC) No 1698/2005 on support for rural development by the European Agricultural Fund for Rural Development (EAFRD)

2. THE PURPOSE AND USE OF EVALUATION QUESTIONS

2.1 What is the use of evaluation questions at the programme level?

(9) Evaluation questions support Managing Authorities in fulfilling their tasks. The Managing Authorities and Monitoring Committees have the task to use evaluation results as a basis to (1) examine the progress of the programme in relation to its goals by means of result and, where appropriate, impact indicators; to (2) improve the quality of programmes and their implementation; to (3) examine proposals for substantive changes to programmes. For exercising these tasks properly, the programme bodies need answers to a series of well-defined questions from their evaluators. These questions are usually formalised and structured in a set of evaluation questions.

(10) Evaluation questions ensure that programme bodies collect relevant information from their RDPs. By cross-checking evaluation questions with indicators, programme bodies get a good indication about the kind and the necessary quantity of information to be collected. All information must be relevant for answering the evaluation questions and help to draw conclusions for programme practice and policy learning.

(11) Evaluation questions are a key tool in order to steer the evaluations process and to improve the quality of evaluation reports. In the Terms of Reference the set of common and programme-specific evaluation questions is included and as such an essential tool to set the evaluation themes and to direct the evaluators towards the “right” focus. Clear evaluation questions make precise and relevant answers more likely. Practice has shown that Managing Authorities sometimes have difficulties in formulating evaluation questions on their own, or if they do so, the impact level is not sufficiently addressed.

(12) Evaluation questions encourage RD programme bodies to ask for impacts. For every day programme management and steering Managing Authorities are normally sufficiently served with implementation-related information at output (and result) level. While output and result indicators are easier to obtain and timely available, programme impacts are methodologically more difficult to assess, and hard to find in an early stage. However, information at output and result level usually provides relatively little potential for programme learning and improvement. For successful policy formulation the assessment of impacts questions is essential and needs to be prepared right from the programme start.

2.2 What is the use of evaluation questions at the EU level?

(13) The Common Evaluation Questions from the CMEF ensure, that all RD programmes across Europe ask the same questions. For the evaluation stakeholder within and between Member States the common set of questions is a useful “reference point”. Although the rural contexts, the needs, the programmes, their implementations systems and evaluation methods differ substantially between the single programmes, the common questions ensure comparability of the evaluation results across Europe. They enable evaluation stakeholders across programmes in the EU to compare their evaluation approaches which is a precondition for common learning processes. This gives Member States with less developed evaluation cultures the possibility to participate in a know-how transfer across EU27.

(14) In this way the Common Evaluation Questions avoid the fragmentation of evaluation cultures and foster the proliferation of common practices and standards of good quality evaluation (common definitions, methods, practices). It is argued, that a more decentralised evaluation approach (e.g. as adopted by DG Regio) has the advantage to make programme evaluations oriented even more closely to the needs of programme stakeholders, however, one has to bear in mind, that this approach goes at the cost of comparability, common learning, and a common reference point as well as common quality standards.

(15) A consistent approach to the MTE prepares the ground for a good quality synthesis at EU-level synthesis. It is therefore important that the Evaluation Questions are treated "as is" and that an attempt is made to answer them using the specified indicators etc., even if the evaluator considers them inappropriate/wrongly formulated etc. However, comments on the applicability/functionality/relevance of the EQs are welcome, as are alternative formulations (but this should be in addition to addressing the existing EQ, not instead of, or else the EU level synthesis is compromised).

2.3 What is the use of evaluation questions for policy makers at EU and national/regional levels?

(15) Evaluation Questions are a tool to “summarize” highly complex evaluation findings in a “digestible” way for policy-makers. Programme bodies and evaluators often complain that policy makers do not show sufficient interest into the outcomes of evaluations and that strategic decision are taken elsewhere. However, this is partly also due to the fact, that relevant information is sometimes not available at the right time and in an adequate form: evidence based findings on the programme need to be available in a policy-oriented language, which is capable of passing key-messages to the interested public and to decision-makers.

2.4 What practical challenges have emerged in recent EU synthesis evaluations in “synthesizing” national and regional answers to evaluation questions?

(16) While Common Evaluation Questions were developed by the Commission’s services as a basis for the EU level synthesis of the different evaluations undertaken at national or regional level, the experience of past synthesis work at EU level has faced the following difficulties

- ▶ **Not all Common Evaluation Questions are used** or single questions have been modified, thus making a comparison difficult.
- ▶ **No programme specific evaluation questions** are formulated, while at the same time the common evaluation questions are experienced as “top-down”.
- ▶ **A lack of common interpretation** of the evaluation questions leads to incomparable answers.
- ▶ Answers to evaluation questions are **rather generic and not evidence based**.
- ▶ **Missing cross-references** to the analysis sections of the evaluation report make it difficult to follow the reasoning which stands behind the answers to the evaluation questions.

3. EVALUATION QUESTIONS – MAIN ELEMENTS AND WORKING STEPS

3.1 Main elements

(17) The Common Monitoring and Evaluation Framework includes **Common Evaluation Questions** as a minimum set of questions that ensures that essential impacts of Rural Development Programmes are analysed across EU27. Additional **programme-specific Evaluation Questions** are formulated by the Managing Authority of the RD programmes and address the specific focus of the programme or go more into depth in areas which are sufficiently addressed by the Common Evaluation Questions.

(18) The Evaluation questions included into the CMEF provide input into decision-making or policy design. They concern usually result, an impact or a group of impacts. While in principle also descriptive, normative, predictive or critical questions could be posed, the majority of evaluation questions listed in the CMEF are **causal questions**, which intend to explore the relations of cause and effect (To what extent is that which occurred attributable to the programme?).

Common Evaluation Questions

(20) Evaluation questions are the guideline for evaluators and programme bodies in order to guarantee a coherent approach. They are based on the **intervention logics**, which have been substantially simplified in the current period. In chapter 8 of Guidance note B – Evaluation guidelines the Common Evaluation Questions are listed

- a) 51 Evaluation Questions for axis I
- b) 51 Evaluation Questions for axis II
- c) 27 Evaluation Questions for axis III
- d) 8 Evaluation Questions for axis IV
- e) 19 Horizontal Evaluation Questions related to the horizontal objectives and Community Priorities

(19) A total of **156 Common Evaluation Questions** needs to be answered in the context of the mid-term and ex-post evaluation of Rural Development programmes 2007-2013, **provided that the respective measures have been activated by the programmes**. The relation between evaluation questions and indicators is further outlined in the intervention logic for the single measures as presented in Guidance note E – Measure Fiches.

(20) **Horizontal questions** assess the contribution of the whole programme to the achievement of the overarching objectives and therefore apply to all axes and the evaluators have to look for effects of all measures applied including negative effects.

Programme Specific Evaluation Questions

(21) **Programme specific evaluation questions** are formulated for the purpose of the evaluation of a specific programme, in view of providing deeper insight into the overall implementation of the programme or to reflect programme-specific objectives. During the evaluation process, programme-specific Evaluation Questions should be considered and answered in the same way as Common Evaluation Questions, i.e. they are included in the

terms of reference for evaluation projects, are covered by common and/or programme specific indicators and the answers are included in the mid-term and ex-post evaluation report.


Key terms

(22) Key terms help to achieve a common understanding with respect to central terms and concepts addressed in the common and programme-specific evaluation questions.

Key terms should be provided at programme (or Member State-) level in form of a glossary which is accessible to all parties involved in the implementation of the evaluation. The review of the Evaluation Questions is a good starting point to develop such a glossary. It needs to be further updated throughout the whole evaluation process and central terms need to be carefully cross-checked with available definitions at EU and national level.

(23) Where definitions are missing at EU level, programme evaluators are asked to develop and define key-terms for their own programme (e.g. for terms such as "competitiveness", "sustainable land management" or "quality of life" etc.).

Textbox: Good Practice in defining key-terms related to Evaluation Questions 2007-2013



In 2008 an integrative working group in Austria has been formed with the aim to further develop and define the key-terms related to the Common Evaluation Questions of the Rural Development Programme 2007-2013. The definitions and conceptual reflections are summarized in a compendium, which lists 60 key-terms under the following headings:

- (1) environment: e.g. soil erosion, traditional agricultural landscapes
- (2) human capital: e.g. governance, gender

mainstreaming

- (3) economy: e.g. diversification of rural economy, competitiveness
- (4) quality and innovation: e.g. market share, market access
- (5) quality of life: e.g. attractiveness of rural areas, quality of life in rural areas

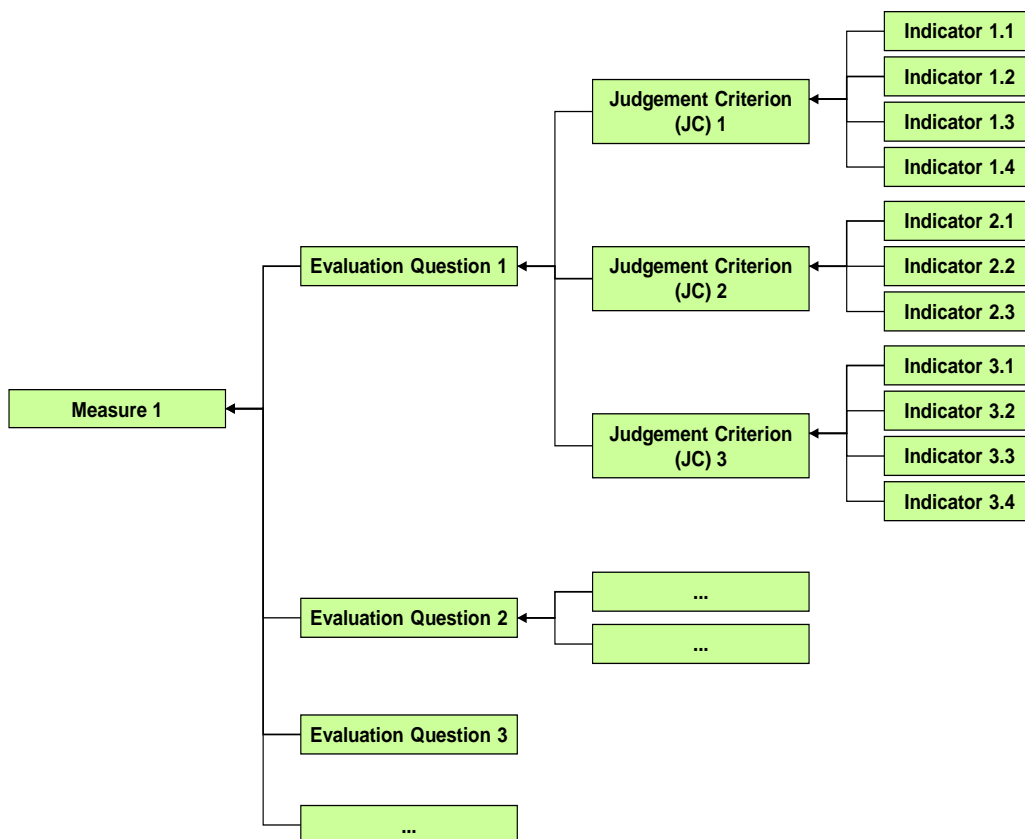
Further Information: "Begriffe und Indikatoren zu den Evaluierungsfragen des LE 07-13". (file-type: pdf, language: German)
http://www.gruenerbericht.at/cm2/index.php?option=com_docman&task=doc_download&gid=350&Itemid=27

Judgment Criteria and indicators

(24) Judgment criteria are essential for giving a judgment with respect to a particular evaluation question. In the current programming period explicit judgment criteria have not been provided at the EU-level but must be defined by the programme evaluators in the structuring phase. The evaluation questions of the CMEF generally require judgment criteria

- ▶ related to the relevance of the programme
- ▶ related to its effectiveness
- ▶ related to its efficiency

(25) The use of judgment criteria is a fundamental quality requirement for evidence based answering of evaluation questions. The link between Evaluation Questions – Judgment Criteria and indicators has to be transparent also with a view to facilitate the EU-level evaluation synthesis.



3.2 Main working steps related to evaluation questions

(26) The following table gives a synoptic overview on activities related to EQs throughout the evaluation process.

Working Phase	Main activity related to Evaluation Question	CMEF guidance
Setting up the evaluation system	<p>The managing authority establishes precise (programme-specific) questions and reviews the EQ (common and programme-specific) and the related indicators in order to assess what needs to be done in terms of information gathering and analysis.</p> <p>Common and programme-specific evaluation questions are integrated as key part into the terms of reference for evaluation projects or studies.</p>	Guidance note B – Chapter 5.1.2. and 5.1.3
Structuring	The evaluators prepare the information, analysis tools and methodology to answer the evaluation questions (intervention logics for different measures, key terms, judgment criteria, indicators, target levels).	Guidance note B, chapter 5.2.1
Observing	The evaluators identify the available and relevant information and specify the validity and use of the quantitative and qualitative data used and create the tools needed for the quantitative and qualitative analysis, collect data and qualitative information needed for answering each evaluation question:	Guidance note B, chapter 5.2.2.
Analyzing	The evaluators analyze all information available in view of assessing the effects and impacts of measures and programmes in relation to the objectives and target levels.	Guidance note B, chapter 5.2.3.
Judging	<p>Based on the judgment criteria, the common and programme specific indicators, the evaluators answer all evaluation questions and draw conclusions and recommendations related to the effects of single measures as well as the programme as a whole.</p> <p>The evaluators draft the evaluation report and include relevant information regarding the approach for answering common evaluation questions (methods, key-terms, judgment criteria) into Chapter 4 (Methodology) and Chapter 6 (Answers to Evaluation questions Answers to Evaluation Questions: Analysis and discussion of indicator(s) with respect to judgment criteria and target levels referred to by evaluation questions.</p>	Guidance note B, chapter 5.2.4. & chapter 7 (Indicative outline of an evaluation report)

4. ANSWERING OF EQS IN THE CONTEXT OF THE MTE

(27) In this chapter the indicative outline of an evaluation report, as suggested by the **CMEF Guidance note B (chapter 7)**, is presented and practices from Member States how to translate this structure into evaluation reports are shown.

4.1 The indicative outline

Indicative outline of an evaluation report according to CMEF Guidance note B (chapter 7)	
1	Executive summary <ul style="list-style-type: none"> – Main findings of the evaluation – Conclusions and recommendations
2	Introduction <ul style="list-style-type: none"> – Purpose of the report – Structure of the report
3	The Evaluation Context <ul style="list-style-type: none"> – Brief contextual information about the programme: related national policies, social and economic needs motivating assistance, identification of beneficiaries or other target groups – Description of the evaluation process: recapitulation of the terms of reference, purpose and scope of the evaluation – Brief outline of previous evaluations related to the programme
4	Methodological Approach <ul style="list-style-type: none"> – Explanation of the evaluation design and the methods used – Description of key terms of programme-specific and the common evaluation questions, judgment criteria, target levels. – Sources of data, techniques for data collection (questionnaires, interviews; size and selection criteria for samples ...); information about how the indicators are calculated in order to assess the quality and reliability of the data and identify possible biases. – Techniques for replying to the evaluation questions and arriving at conclusions. – Problems or limitations of the methodological approach.
5	Description of Programme, Measures, and Budget <ul style="list-style-type: none"> – Programme implementation: actors involved, institutional context – Composition of the programme; description of priorities and measures – Intervention logic of single measure – Budget foreseen for the entire programming period – Uptake and budget actually spent
6	Answers to Evaluation Questions <ul style="list-style-type: none"> – Analysis and discussion of indicator(s) with respect to judgment criteria and target levels referred to by evaluation questions. – Analysis and discussion of quantitative and qualitative information from public statistics, specific surveys/enquiries, or other sources. – Answers to the evaluation question
7	Conclusions and Recommendations <ul style="list-style-type: none"> – Coherence between the measures applied and the objectives pursued; balance between the different measures within a programme. – Degree of achieving programme-specific objectives as well as objectives set out in the national strategy and the Community Strategy. – Recommendations based on evaluation findings, including possible proposals for the adaptation of programmes.

4.2 Practices from the Member States

Example 1 – Translation of CMEF-outline structure into MTE-report (Germany)

The following example tentatively shows, how the CMEF outline structure has been “translated” to an evaluation report in one Member State:

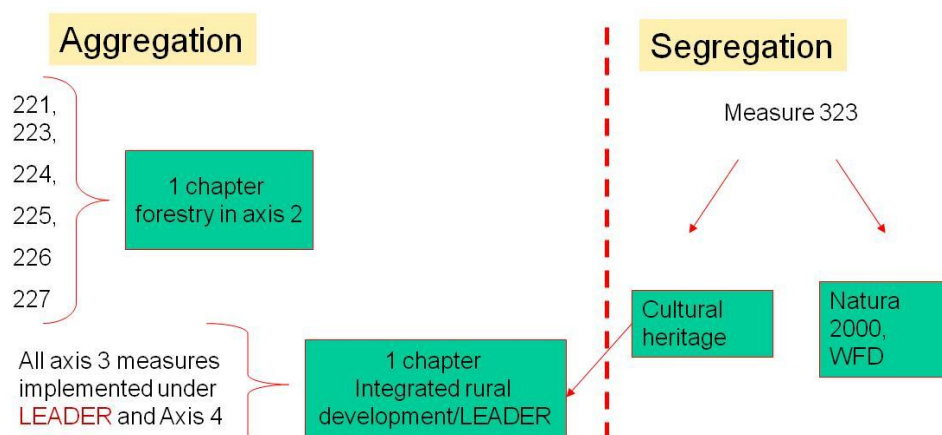
Part I	Executive Summary (German, English) Introduction	<ul style="list-style-type: none"> - Executive Summary (30 p.) - Introduction <ul style="list-style-type: none"> • Importance of RDP in relation to 1. Pillar and structural funds • Main changes in socio- economic, environmental and political parameters • Structure of the RDP (planned) • Analysis of financial implementation (per measure and regional) • Implementation structure
Part II	Reporting on measure evaluation	e.g. for Investment schemes (121) <ul style="list-style-type: none"> - Summary - Brief description of the support scheme, intervention logic and objectives - Relevant evaluation questions and evaluation methods - Data - Administrative implementation - Financial input, output and results - Evaluation questions - Conclusions and recommendations
Part III	Programme evaluation	<ul style="list-style-type: none"> - Programme impacts <ul style="list-style-type: none"> • Evaluation design, methods, data for programme evaluation • Objectives and relevance check • Programme impacts <ul style="list-style-type: none"> ○ Employment creation and growth (CEQ 1) ○ Modernisation of agriculture (CEQ 7-10) ○ Biodiversity (CEQ 2a, 3a) ○ • Synopsis of programme impacts • Conclusions and recommendations - Programme implementation <p>Key chapters:</p> <ul style="list-style-type: none"> • Simplification and improvement of efficiency (CEQ 18,19) • Multilevel Governance/Good Governance (CEQ 11, 15, 12, 5) • Internal and external synergy (CEQ 13, 14) • Capacity building (CEQ 16, 17)

Source: Summary according to PPT Regina Grajewski, vTI Institute for Rural Studies. Presentation given at the EXCO Meeting on 2 July 2010 – “MTE in Germany: Structuring and use of Common Evaluation Questions (CEQ)”

The “indicative outline of an evaluation report” structure (CMEF guidance note B, chapter 7) has been broken down for the evaluation of the measure and programme level with a view to avoid redundancies. Part I shows, that beyond the CMEF requirement the Executive Summary is here also provided in English language. This is considered a good practice in so far as it considerably facilitates the exchange of evaluation results with other Member States across the EU.

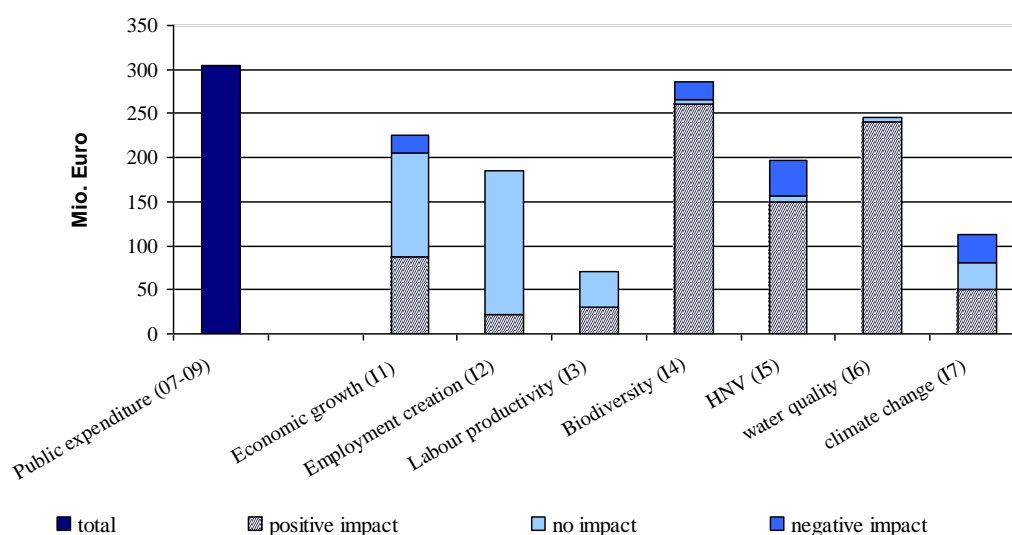
Part II shows, that the measures have been “aggregated” to evaluation themes and in particular cases even “segregated” . Due to the fact that EC measures codes correspond

only to a limited extent to the funding structure of German Bundesländer, measures are aggregated and separated with a view to make evaluation results more coherent to the domestic policies, while at the same time fulfilling EU requirements.



Source: Regina Grajewski, vTI Institute for Rural Studies. Presentation given a the EXCO Meeting on 2 July 2010 – “MTE in Germany: Structuring and use of Common Evaluation Questions (CEQ)”

Part III contains two main chapters on programme impacts and programme implementation. the “programme evaluation” . Programme impacts are related to the horizontal evaluation questions, which are answered by the CMEF impact indicators as well as additional programme-specific indicators. The following figure illustrates the programme impacts as „Public expenditure 2007-09 with impacts on... „



Source: Regina Grajewski, vTI Institute for Rural Studies. Presentation given a the EXCO Meeting on 2 July 2010 – “MTE in Germany: Structuring and use of Common Evaluation Questions (CEQ)”

Example 2 - Answer to Evaluation question: “To what extent has the aid facilitated the enduring setting-up of young farmers of either sex?”

A) Example from RD ex-post-evaluation 2000-2006, Austria (AT):

<p>Frage II.3: In welchem Umfang hat die Beihilfe sich auf die Zahl der Junglandwirte beiderlei Geschlechts ausgewirkt?</p>
<p>Kriterium II.3-1: Höhere Anzahl von Junglandwirten, die sich niedergelassen haben</p>
<p>In der Niederlassungsförderung waren im Mittel aller Bundesländer 20% der Betriebsübernehmer als weiblich durch Indikatoren in der Datenbank ausgewiesen. Einen großen Anteil von weiblichen Betriebsübernehmern, nämlich 35%, gab es in Salzburg. Die Anteile der weiblichen Übernehmer lagen in den Bundesländern Niederösterreich bei 18, in Oberösterreich bei 24 und in der Steiermark bei 20%.</p> <p>Die Auswertung der Datenbank wurde um ein weiteres wichtiges Merkmal von Betriebsübernehmern erweitert. Es wurde auch das Vorhandensein von Partnern zum Zeitpunkt der Antragsstellung in die Tabelle 15 aufgenommen. Von den 9.725 Fällen in der Niederlassungsförderung für Junglandwirte hatten 39% der Übernehmer keinen Partner im Antrag angeführt. Es spiegelt sich in den Ergebnissen der Tabelle 19, die zwar ausschließlich die Teilnehmer an der Niederlassungsförderung repräsentieren, auch das aus der Praxis bekannte Problem von Hofübernehmern, einen für den Betrieb passenden Partner zu finden, wider.</p>

Main characteristics of provided answer:

- ▶ Explicit use of Evaluation Question
- ▶ Explicit use of judgment criteria
- ▶ Indication of data-source (“Indicator der Datenbank”)
- ▶ Indication of regional differences
- ▶ Cross-references to further analysis results (“Tabelle 15”, “Tabelle 19”).

B) Example from RD ex-post-evaluation 2000-2006, Umbria (IT):

<p>Domanda II. 3. In che misura gli aiuti hanno influito sul numero di giovani agricoltori di entrambi i sessi insediatisi?</p> <p><i>Criterio II. 3- 1. Si è insediato un maggior numero di giovani agricoltori</i></p>		
<p>Indicatore</p> <p>II. 3- 1. 1. Numero di giovani agricoltori insediatisi con gli aiuti (ripartiti per sesso)</p>	<p>Fonte</p> <p>Indagine diretta presso i beneficiari del PSR Umbria, Sistema informativo dell'Arsia, e RICA-Valutazione 2005</p>	<p>Risposta</p> <p>Il numero totale dei giovani insediatisi è di 1730 di cui 870 donne e 860 uomini.</p> <p>Nel 30% dei casi i beneficiari senza contributo non si sarebbero insediatisi e un altro 16% avrebbe seguito tempistiche e modalità differenti.</p> <p>Il confronto tra i giovani insediatisi attraverso il PSR, il totale delle aziende agricole umbre e quelle condotte da agricoltori sotto i 40 anni mostra, relativamente all'orientamento tecnico economico (OTE), una netta prevalenza, per i giovani beneficiari, di ordinamenti specializzati in grandi colture (45%) e colture permanenti (20%). Molto bassa è invece la percentuale del settore zootecnico (9%) rispetto al contesto agricolo regionale (17%) e a quello dei giovani agricoltori umbri (18%).</p>

Main characteristics of provided answer:

- ▶ Explicit use of Evaluation Question
- ▶ Explicit use of judgment criteria
- ▶ Indication of data-source (“Fonte”)
- ▶ Indication of data collection method (survey among beneficiaries)

Example 3 - Answer to Evaluation question

(to be included in final version)

5. RECOMMENDATIONS FOR MTE REPORTING & ANSWERING THE EQS

Drafting the MTE-report

- ▶ **Cover the content as presented in the indicative outline** of an evaluation report according to CMEF Guidance note B (chapter 7).
- ▶ **Follow the structure of the indicative outline** of an evaluation report according to CMEF Guidance note B (chapter 7) and adapt it with a view to cover both the measure and programme impact (see example 1).
- ▶ **Provide information to facilitate exchange with other Member States:** Although not mandatory in this programming period, it is considered as good practice to include an Executive Summary in English language into the MTE-report.

Structuring the Evaluation Questions

- ▶ **Carry out a “Relevance Check” of evaluation questions** based on interviews with the administrative body at programme level: Treat all Common Evaluation Questions, but go more into depth on the important ones.
- ▶ **Develop of additional programme-specific questions** where the Common Evaluation Questions are considered as insufficient.

Answering the Evaluation Questions

- ▶ **Treat the Evaluation Questions "as is" and attempt to answer them using the specified indicators**, even if you consider them inappropriate/wrongly formulated. However, comments on the applicability/functionality/relevance of the EQs are welcome, as are alternative formulations (but this should be in addition to addressing the existing EQ, not instead of, or else the EU level synthesis is compromised).
- ▶ **Indicate regional, territorial or social, gender differences** in answers to evaluation questions, where possible.
- ▶ **Indicate the methodology used for answering the evaluation question.**
- ▶ **Establish transparency concerning information sources** by describing in detail the sources used (documentation, respondents, literature, list of contacted persons etc.)
- ▶ **Explain the logic for the selection of samples** and give indications regarding limitations concerning the representativeness of the evaluation sample.
- ▶ **Provide information concerning the limitations the validity of the findings.** Describe the constraints encountered and their impact on the evaluation findings.
- ▶ **Provide concise answers** to evaluation questions and indicate cross-references to further chapters.

- ▶ **Provide answers to all common and programme specific evaluation questions** provided that the measures have been activated by the respective RD programme.
- ▶ **Provide information on the key-terms** that have been further developed in the context of the MTE.
- ▶ **Give evidence based answers** which relate clearly to defined judgment criteria and indicators.

Further consult the following information sources

- ▶ Preparation of the Mid-term evaluation
http://enrd.ec.europa.eu/evaluation/evaluation-processes/mid-term-evaluation/introduction/en/introduction_home.cfm
- ▶ Frequently Asked Questions in relation to the MTE
<http://enrd.ec.europa.eu/evaluation/faq/en/mte.cfm>
- ▶ Glossary
http://enrd.ec.europa.eu/evaluation/glossary/en/glossary_home_en.cfm
- ▶ Further publications
http://enrd.ec.europa.eu/evaluation/library/evaluation-helpdesk-publications/en/evaluation-helpdesk-publications_home_en.cfm



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