Annex 15: Communications Strategy & Plan

Prosperity Fund - Evaluation and Learning

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HM Government

Prosperity Fund

Evaluation & Learning services delivered by:

Contents

Document Title	Communications Strategy & Plan		
	WYGB21-INC-18-01	Revision	1
Revision	**Written By**	**Checked By**	**Approved By**
Revision 0	Christina Sandkuehler	Toby Pragasam & Joel Burman	PFMO
Revision 1	Christina Sandkuehler	Toby Pragasam & Joel Burman	PFMO
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This report was prepared during the inception phase of the Prosperity Fund Evaluation and Learning contract. It forms an annex to the main Inception Report.

It was produced and approved by the Prosperity Fund Management Office before the main Inception Report and Workplan were finalised and agreed.

If there is any inconsistency between this annex and the main Inception Report and Workplan, the main Inception Report and Workplan provides the agreed position.

Acronyms

CS&P	Communications Strategy & Plan
CSSF	Conflict, Stability and Security Fund
DFID	Department for International Development
LKMC	Learning, Knowledge Management and Communications
E&L	Evaluation and Learning (contractor / team)
EQs	Evaluation Questions
FAQs	Frequently Asked Questions
FCO	Foreign and Commonwealth Office
HMG	Her Majesty's Government
IT	Information Technology
KM	Knowledge Management
KMS	Knowledge Management System
LKMC	Learning, Knowledge Management & Communications (team)
LS&P	Learning Strategy & Plan
M&R	Monitoring and Reporting (contractor / team)
MREL	Monitoring, Reporting, Evaluation and Learning
ODA	Overseas Development Assistance
PB	Portfolio Board
PF	Prosperity Fund
PFMO	Prosperity Fund Management Office
PMs	Programme Managers
PTs	Programme Teams
QA	Quality Assurance
Q&A	Questions and Answers
SRO	Senior Responsible Owner
TOC	Theory of Change

Executive Summary

The overarching purpose of the E&L Communications Strategy and Plan (CS&P) is to support the Prosperity Fund's Evaluation & Learning (E&L) team to effectively engage and message to core stakeholders.

The overarching objectives of the CS&P are:

1. Supporting effective and efficient stakeholder engagement by the E&L team throughout the learning and evaluation cycle.
2. Supporting the learning function of the E&L team by disseminating findings and messages to primary audiences and encouraging discussion, reflection and uptake,
3. Facilitating and maintaining strong working relationships between the E&L team and the PFMO.
4. Enabling effective internal E&L team communications.
5. Ensuring that the independence of the E&L team is maintained.
6. Managing the external perception of the E&L (in coordination with the PFMO communications team).

The primary audiences for E&L are identified as: (i) Programme Managers, Programme Teams and their SROs; (ii) PFMO; (iii) Portfolio Board. It is anticipated that additional stakeholders will emerge once the PF moves into full delivery although the primary audiences are unlikely to change.

The E&L CS&P spans the entire communications cycle, with a focus on regular engagement, reviews and feedback from stakeholders to ensure that the approach, activities and timings remain appropriate and useful. The communications function is cross-cutting and supports all parts of the E&L team, throughout the E&L delivery. The specific communications cycle is outlined below and will be applied to all external E&L communications.

Figure 2: Communications Cycle

The CS&P is built on a number of principles, which are outlined below, along with their rationale:

Principle	Summary	Rationale
Independent	Able to deliver independent analysis and recommendations built on rigorous evaluation.	Critical to credibility of PF and E&L.
Constructive / Useful	Messaging and recommendations focus on actionable changes, in-line with stakeholder needs, priorities and capacities.	Central to delivering a user-focused E&L service.
Transparent	Evidence-based communication delivered without agenda or prejudice, appropriate for and defensible to external review.	Protects the independent evaluation function and reputation of the E&L process.
Timely	Communications and knowledge products are delivered at the right time to be useful to stakeholders.	Central to delivering a user-focused E&L service.
Relevant	Communications and knowledge products address the priority interests of their targeted audiences.	Increases buy-in and interest in the PF E&L.
Accurate	Knowledge and wider communication products reflect evaluations correctly.	The robustness of formal evaluative processes is carried through to stakeholder messaging.
Efficient	Delivery of LKMC with the right resources, supported by clear processes, with minimal loss of time and effort.	Maximises the impact of the LKMC team in generating buy-in for the E&L process.
Curated	Communication and knowledge products which are tailored to stakeholder needs and preferences.	Increases uptake and interest in E&L products.
Integrated / Embedded (in the E&L programme)	LKMC processes function as part of the wider E&L cycle, pulling content and generating feedback, buy-in and uptake.	Ensures greatest connectivity between messaging and delivery to ensure LKMC adds value to the E&L service provision.

Table 2: E&L communication principles

The Communications function sits within the Learning, Knowledge Management and Communications (LKMC) Team of the wider E&L service, to enable close integration with the Learning Strategy and Plan (including Knowledge Management System). The integrated LKMC Team, led by the Learning Lead, will function as brand and presentation quality guardians for all external products and ensure consistency across all communications outputs and knowledge products. Whilst the ownership of the CS&P lies with the LKMC Team, as a cross cutting function, the principles, protocols and guidelines of the CS&P apply across all E&L processes.

Engagement of relevant audiences will be tailored and curated to their individual needs and preferences based on:

- Frequency
- Level of detail
- Types of communication tools and channels which have been identified through both the stakeholder engagement process and the learning strategy and plan.

Figure 4: Communications tools and processes that support organisational learning

The main communications interface with the PFMO communications team will be through the E&L Learning Lead, supported by the Content Editor. Coordination with the PFMO and MR communications teams is critical to ensure coherent messaging that does not overwhelm or confuse stakeholders.

1. Introduction

1.1 Purpose of the Communications Strategy and Plan

The overarching purpose of the E&L Communications Strategy and Plan (CS&P) is to support the Prosperity Fund's Evaluation & Learning Team (E&L Team) to effectively engage and message to core stakeholders. The CS&P focusses on identifying and prioritising audiences, themes and tactics throughout E&L delivery, and offers advice on the most appropriate and accessible communication channels and timing. It recommends required resources and team structures, develops communication protocols, principles and brand guidelines and establishes clear lines of responsibility and escalation chains. The communications function is cross-cutting, and therefore will engage and support the E&L team, throughout the entire learning and evaluation cycle.

1.2 Objectives

The overarching objectives of the CS&P are:

1. **Supporting effective and efficient stakeholder engagement by the E&L team** throughout the learning and evaluation cycle, including stakeholders across the Prosperity Fund, in host countries and across HMG.
2. **Supporting the learning function of the E&L team by disseminating findings and messages to primary audiences and encouraging discussion, reflection and uptake**, including (i) Programme Managers, Programme Teams and their SROs; (ii) PFMO; (iii) Portfolio Board.
3. **Facilitating and maintaining strong working relationships between the E&L team and the PFMO** by developing, managing and coordinating clear and straightforward communication processes and protocols.
4. **Enabling effective internal E&L team communications** as a bedrock for coherent external communications.
5. **Ensuring that the independence of the E&L team is maintained** by developing clear communication principles and escalation protocols with the PFMO communications team.
6. **Managing the external perception of the E&L function** through the management of external (media) enquiries, engagement with related policy communities (think tanks, researchers, civil society, business) and the development of a crisis communications protocol (both in coordination with the PFMO communications team).

As well as outlining the methodology and an initial work plan of how the above can be achieved, the CS&P also establishes the resources required for successful implementation. This will be achieved by a combination of clear actions to operationalise establish processes and protocols as well as a proposed work plan for ongoing engagement and communications activity throughout the evaluation and learning cycle.

1.3 Development of the Communications Strategy & Plan

The CS&P has been developed in close coordination with the E&L Learning and Knowledge Management team, the PMFO, and the wider E&L team. It draws on latest thinking across the team and the findings of the of Stakeholder Mapping and Engagement during inception phase, a SWOT analysis, the Learning Diagnostic and the Evaluation Framework. The CS&P is closely aligned with the Learning Strategy and Plan (including Knowledge Management System) and both identify synergies across processes and team resources.

1.4 Context

The CS&P is designed to harness the positive rapport that has already been established between the PFMO and the E&L team, as well as the findings of the initial stakeholder mapping and engagement activities. The established trust between the E&L team and the PFMO should aid the implementation of the CS&P. Established HMG communication channels including the monthly PFMO Bulletin as well as the events calendar managed by the PFMO communications team which can be harnessed to support E&L communications. The existing relationships with the PFMO communications team is also expected to simplify the implementation of engagement processes.

The E&L Learning, Knowledge Management and Communications team will need to be mindful of potential hurdles when it comes to knowledge sharing across HMG and internal programme stakeholders, as well as how the communication channels will tie-in with the requirements of HMG IT systems (based on existing security protocols, variable internet connectivity and government firewalls). A balance will need to be struck between developing communication processes that include all relevant stakeholders without creating an overly heavy and time consuming administrative burden. Another area that will require careful addressing is the communications management for potentially critical reports and the establishment of protocols around those.

It will be important therefore, to have strong coordination between the E&L team and the PFMO communications team to ensure coherent messages to stakeholder and to avoid overwhelming communications, particularly to programme teams.

Challenges that require consideration in the communications CS&P and particularly the coordination with the PFMO communications team include:

- The volatile UK media environment;
- Known UK political issues (e.g. Brexit and Trade);
- Existing agendas across Whitehall on ODA;
- The variable country environments;
- The results of the “Three Funds Review” and what this will mean for PFMO internal structures;
- Expectation management across different stakeholder groups, particularly on learning outputs.

1.5 Key Audiences

The key audiences for the CS&P are closely aligned with its primary objectives. As outlined in the E&L Stakeholder Map, the E&L stakeholder landscape is complex, layered and consists of an extensive number of groups, organisations, departments and individuals. It is therefore crucial for the success of CS&P, in ensuring the optimal use of limited resource, to prioritise the most relevant audiences with which to engage.

The primary audiences of the CS&P can therefore be divided into three external stakeholder categories, plus the E&L team itself. Table 1 provides an overview of these three groups, key communications requirements and how the CS&P responds; it also includes a fifth group – wider stakeholders – which are not considered to be a primary audience.

	Audience	Requirement	CS&P Response
1	**Portfolio Board (PB)**	• Ongoing trust and transparency is crucial to E&L delivery whilst ensuring the E&L team's independence • Support for organisational learning • E&L to be mindful of limited availability of PB	Regular, short, top-line briefings which allow the PB to engage actively with E&L activity, results and learning. Responsiveness to short turn around information requests
2	**PFMO**	• Ongoing trust and transparency is crucial to E&L delivery whilst ensuring the E&L team's independence. • Support for organisational learning	Clear and simple communication channels, protocols, sign off procedures and escalation mechanisms. Aim to keep administrative burden low, whilst establishing close coordination. Also recognises PFMO as a "customer" for the learning work stream.
3	**Programme Teams and their SROs**	• Enabling the successful implementation of the evaluations, ensuring that programme teams know what is expected from them, what to expect from the evaluations and how engagement will be undertaken • Supporting learning via appropriate communication of knowledge to stakeholders.	Tailored communication methodologies for individual programme teams, taking account of the specifics of the programme itself, the structure of the team, and how individuals prefer to access information and knowledge. The wider E&L team will work closely with the LKMC team to review both messaging, channels and timings on learning outputs throughout the life cycle of the programme.
4	**The E&L team**	• Delivering well-orchestrated and managed internal team communications and structures	Internal communications practices have been agreed and applied, prior to implementation

	Audience	Requirement	CS&P Response
		to support the success of the wider PF E&L processes	of external communication protocols and methodologies. This includes identifying spokespeople and points of engagement with different stakeholders, appropriate communication channels, brand guidelines (both look-and-feel as well as language guidelines), sign off procedures, key messaging (including Q&A) as well as an engagement plan. The team will be further trained on the CS&P to ensure coherent messaging and fluency in protocols and processes.
5	**External Stakeholder groups**	• Responsiveness to stakeholder requests to general and specific aspects of the E&L team's activity. Including those from wider HMG ministries, UK parliament, host country politicians, policy and research organisations and UK public oversight bodies to the media and third-party sector organisations.	Robust procedures and protocols have been developed around external stakeholder requests. The principle of all external communications is that the PFMO communications team will lead on all external stakeholder requests. Guidance for to non-E&L team members (e.g. programme teams) on how to engage with the E&L communications team regarding external requests, will be issued.

Table 1: Key Audiences

After the early implementation Phase in 2017/18, E&L audiences may be extended to include a wider group of suppliers, business groups and external stakeholders in host countries (e.g. Civil Society Organisation, in-country government partners). However, primary audiences are unlikely to change. The key audience analysis, as well as the CS&P as a whole, will be regularly reviewed and adapted based on need and appropriateness.

The E&L anticipates additional stakeholders will emerge once the PF moves into full delivery (see Figure 1). The CS&P draws on the views and experiences of the smaller set of stakeholders in Group A (except suppliers as these are yet to be confirmed). Later iterations of the CS&P will incorporate the wider set of stakeholders outlined in Group B. Communications with Group B stakeholders will be led by the PFMO communications team in coordination with the E&L LKMC team.

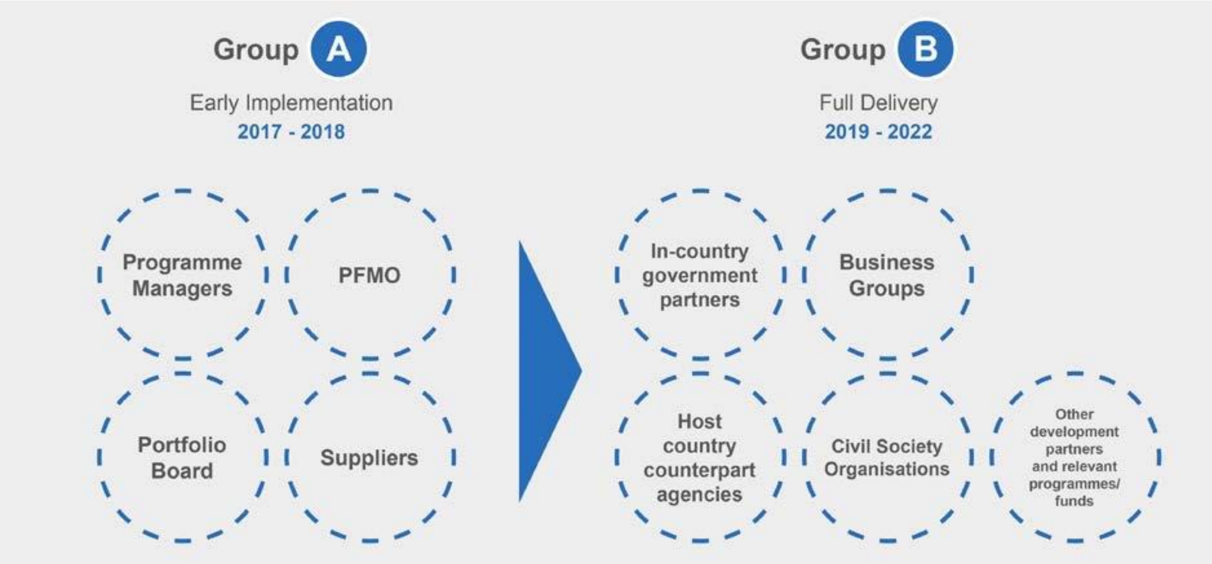


Figure 1. Staged Approach to Stakeholder Engagement

1.6 Communication principles

Our overarching communication principles ensure that our communications are effective and efficient, support the successful delivery of the PF E&L programme as well as a constructive relationship with internal and external stakeholders.

The integrated structure of the Learning, Knowledge Management and Communications (LKMC) function in one cross-cutting team has been developed to support these principles as outlined in Table 2.

Principle	Summary	Rationale
Independent	Able to deliver independent analysis and recommendations built on rigorous evaluation.	Critical to credibility of PF and E&L.
Constructive / Useful	Messaging and recommendations focus on actionable changes, in-line with stakeholder needs, priorities and capacities.	Central to delivering a user-focused E&L service.
Transparent	Evidence-based communication delivered without agenda or prejudice, appropriate for and defensible to external review.	Protects the independent evaluation function and reputation of the E&L process.
Timely	Communications and knowledge products are delivered at the right time to be useful to stakeholders.	Central to delivering a user-focused E&L service.
Relevant	Communications and knowledge products address the priority interests of their targeted audiences.	Increases buy-in and interest in the PF E&L.
Accurate	Knowledge and wider communication products reflect evaluations correctly.	The robustness of formal evaluative processes is carried through to stakeholder messaging.
Efficient	Delivery of LKMC with the right resources, supported by clear processes, with minimal loss in time and effort.	Maximises the impact of the LKMC team in generating buy-in for the E&L process.
Curated	Communication and knowledge products which are tailored to stakeholder needs and preferences.	Increases uptake and interest in E&L products.
Integrated / Embedded (in the E&L programme)	LKMC processes function as part of the wider E&L cycle, pulling content and generating feedback, buy-in and uptake.	Ensures greatest connectivity between messaging and delivery to ensure LKMC adds value to the E&L service provision.

Table 2: E&L communication principles

2. Methodology

2.1 Communications Cycle

The E&L CS&P spans the entire communications cycle as outlined in Figure 2, with a focus on regular engagement, reviews and feedback from stakeholder to ensure that engagement, approach, activities and timings remain appropriate and useful, in line with the overarching communications principles. We expect priorities, preferences and plans to change as this new, diverse and ambitious fund evolves, and natural staff turnover occurs. We anticipate that new requirements will emerge as stakeholders move into implementation and the annual evaluation and learning cycle begins.

The communications function and therefore the activities throughout the communications cycle is cross-cutting and supports all parts of the E&L team, throughout the E&L delivery.

Figure 2: Communications Cycle

2.2 Integration into Evaluation & Learning Cycle

The communications function and the learning function are performed by the same team, which will ensure that they are mutually supportive. The main aim is for the communications function to support the implementation of the four learning process pillars and ensure:

- Appropriate timing and channels;
- Curation of relevant content;
- Regular stakeholder engagement to ensure ongoing relevance of products and process;
- A constructive PFMO communications team interface;
- The facilitation and preparation of messaging at events and for stakeholder engagement.

Figure 3: Processes that support organisational learning

More broadly, the integration of the CS&P into the evaluation cycle focusses on the following core areas:

1. **Support for stakeholder engagement for programme, portfolio and thematic evaluations** (Learning Lead and Engagement Advisor). This includes outreach prior to evaluations, engagement throughout the evaluation process and support on stakeholder events;
2. **Translating evaluation products into knowledge products and communications content** and identifying appropriate communication channels;
3. **Review of stakeholder feedback** at the end of each evaluation cycle;
4. **Liaising and reviewing potential communication risks** as well as stakeholder questions on communications;
5. **Web portal utilisation** for the evaluation process and dissemination of findings.

2.3 Distribution channels/ Communication tactics

2.3.1 Audience engagement

Engagement of relevant audiences will be tailored and curated to their individual needs and preferred based on:

- Frequency
- Level of detail
- Types of communication tools and channels which have been identified through both the stakeholder engagement process and the learning diagnostic in inception.

Figure 4 outlines the core audiences as well as the most relevant engagement channels identified for these groups. Timing and frequency of engagement is outlined in more detail in the work plan (Section 5).

Figure 4: Communications tools and processes that support organisational learning

2.3.2 Communication channels

Communication channels have been identified with the aim to:

- Allow for a “menu” of options for stakeholders, with a focus on tailored approaches to support learning. Content will be presented through a number of communication channels of varying length and utilising a range of media (e.g. graphics, videos, events, summaries). This will allow engagement with content and topics at different levels of intensity.
- Create content that can be easily accessible via the web portal which will function as the information and dialogue “hub” for all engagement and learning products.
- Focus on easily digestible headline content that can be engaged with.
- Create products with the potential for external engagement (e.g. social media) if deemed appropriate by the PFMO communications team.

The anticipated timing and number of products is illustrated in the work plan section.

Communication channels	Rationale
Web Portal: Access to knowledge products and peer-to-peer learning	Curated online platform which will facilitate access to all knowledge and learning products as well as peer-to-peer learning through the web community. The LKMC team owns the platform and is responsible for its maintenance, curation and the moderation of community dialogue. The web portal aims to be running by mid-2018.
Web community management	Ensuring quality discussion aligned with learning objectives.
Briefs	Top-line information briefs for Ministers, PFMO and the Portfolio Board. Focus on concise easily digestible information.
Evaluation Reports	In-depth information on evaluations for PFMO, wider HMG and programme teams. Available publicly. LKMC team will support the Evaluation teams during the development process as well as on brand and design guidelines. Reports are main source for creation of additional content and knowledge products. Even before finalisation of reports, initial findings can be utilised for knowledge products as appropriate.
Videos	Video summaries of workshops, interviews, animated visualisations and/or orated summaries of findings.
Info Graphics	Info graphics are easily digestible “info bites” that have the added potential of being used for a range of materials and platforms.
Presentations	Easily digestible summaries on evaluations and learning topics that can be utilised for workshops, meetings etc. Presentations also offer content and messaging to use by programme managers to support sensitisation and training activities with implementing partners and internal teams.
Newsletters	Opportunity to highlight new knowledge products available as well as top-line messaging. Specific E&L newsletter in coordination with the PFMO and MR communications teams.
Bulletins	Dissemination to wider HMG audience, top line information sharing on evaluation results. Coordination with PFMO communications team will help identify which content might be suitable for this particular channel, if at all.
Summaries	Condensed information on specific evaluations or portfolio relevant learning topics.
Peer Learning Groups	Empowerment and encouragement of internal peer-to-peer learning both in person and as part of the wider online community. Community management will be led by LKMC team.

Events Calendar	Utilisation of existing HMG events as well as potential tailored workshops with programme teams. An events calendar to be created on a quarterly basis in coordination with the Evaluation teams and the PFMO.
Virtual Workshops/Webinars	Virtual workshops allowing for wide range of global stakeholder engagement.

Table 3: Communication channels

3. Communications Function

3.1 E&L Communications Function – Roles and Responsibilities

The Communications function sits within the LKMC Team of the wider E&L service, to enable close integration with the Learning Strategy and Plan (including Knowledge Management System). The integrated LKMC Team will function as brand and presentation quality guardians for all external products and ensure consistency across all communications outputs and knowledge products. Whilst the ownership of the CS&P lies with the LKMC Team, as a cross cutting function, the principles, protocols and guidelines of the CS&P apply across all E&L processes.

3.2 Team Structure

The LKMC team structure incorporates a mix of skillsets and expertise, including strategic communications, stakeholder engagement, content production and curation, and digital technology management. In addition, the team will be skilled in facilitation, familiar with the international development sector and experienced in organisational learning. The suggested team structure including roles and communications responsibilities is as followed[1]:

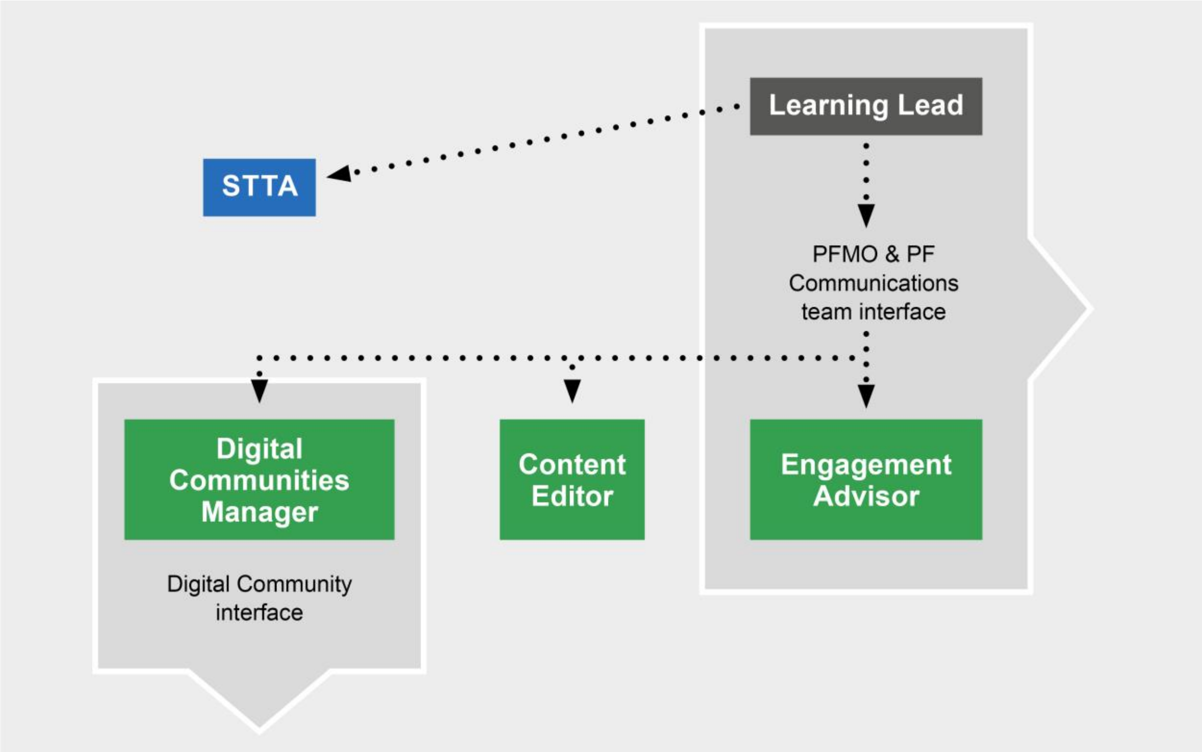


Figure 5: LKMC team structure

[1] All members of the LKMC Team have extensive additional learning and knowledge management responsibilities, which are not outlined in this document.

Role	Communications Responsibilities
Learning Lead	• Owner of the CS&P • Understanding and anticipating changing stakeholder communication needs and opportunities at programme, Fund and HMG levels. • Delivering the design, facilitation and management of E&L events (workshops, peer learning, annual reflection). • Defining and overseeing the delivery of both knowledge and wider communication products. • Curating conversations, collections and briefings through the E&L Web Portal and other communication channels. • Overseeing strategic communication with key stakeholders to ensure shared and consistent messages, action on feedback, and risk management. • Team leadership and management of associated specialist roles.
Digital Communities Manager	• Support of CS&P Delivery • Liaising with digital services and security staff within relevant HMG departments to ensure formal requirements and standards are assured. • Supervising the work of outsourced IT / web / graphic design / video suppliers. • Developing and administering the E&L Web Portal, other technologies supporting organisational learning and E&L internal coordination, and technical liaison with M&R on the file repository within the Prospero tool. • Managing the content of the E&L Web Portal, including uploading finalised content in sync with the file repository within the Prospero tool, moderating and approving user profiles, comments and uploads. • Managing subscriptions and user metrics for the email marketing platform delivering the E&L Newsletter. • Moderating and approving user profiles and comments for the listserve tool supporting Peer Learning Groups, the webinar tool supporting virtual workshop / group participation, and the event logistics tool. • Provision of user support and guidance for the E&L Web Portal and other technologies supporting the CS&P and E&L internal coordination.
Content Editor	• Support of CS&P Delivery • Sub-editing evaluation reports produced by the various technical evaluation teams. • Producing knowledge and communication products (briefs, key messages, videos, presentations, newsletters).

	• Commissioning knowledge and communication products (e.g. blog articles) from the technical evaluation experts, and sub-editing their outputs. • Mapping credible evidence providers related to PF programmes external to the E&L. • Working with the Digital Communities Manager to ensure that finalised content is uploaded to the E&L Web Portal in sync with the file repository within the M&R Prospero tool. • Supporting the Learning Lead in understanding and anticipating changing stakeholder communication needs and opportunities at programme, Fund and HMG levels to develop appropriate content. • Supporting the Learning Lead in the generation of materials and the harvesting of knowledge for E&L events (workshops, peer learning, annual reflection). • Monitoring uptake of created content, knowledge products, and stakeholder feedback, and using this to adjust the editorial programme accordingly.
Engagement Advisor	• Support of CS&P Delivery • Designing and facilitating Rolling Diagnostic Engagement for stakeholder needs and opportunities assessment. • Overseeing and backstopping programme-level engagement by evaluation teams, acting as first point of escalation on relationship issues with a responsibility to resolve any conflicts, escalating to Team Leader/Deputy Team Leader/Technical Lead/Learning Lead as appropriate. • Ensuring strategic communication with key stakeholders to ensure shared and consistent messages, action on feedback, and risk management. • Developing greater awareness of, and stronger linkages within, the network of PF staff globally, building on investment in relationships during inception. • Designing, facilitating and managing E&L events (workshops, peer learning, annual reflection).
Short-Term Technical Assistance	• Support on annual review of Communications Strategy • Support on Crisis Communications • Support for PFMO workshops

Table 4: LKMC team's communications responsibilities

3.3 Protocols & Processes

Effective communications are grounded in sound and comprehensive sign off protocols and escalation chains. Those protocols should be simple to reduce administrative burden and avoid potential confusion, whilst involving the appropriate decision makers. This will also avoid over-communications through clear coordination as outlined in Figure 6.

The main communications interface with the PFMO communications team will be through the E&L Learning Lead, supported by the Content Editor. Coordination with the PFMO communications team is critical to ensure coherent messaging. A monthly catch up meeting on upcoming activity and real-time engagement on communication outputs will ensure an effective and transparent working relationship, guided by established protocols as outlined in Table 5 below.

If required, escalation points are the E&L Team Lead and PFMO Head of MREL, respectively. The E&L team will be introduced and trained on the relevant protocols as part of the wider CS&P training at the beginning of inception.

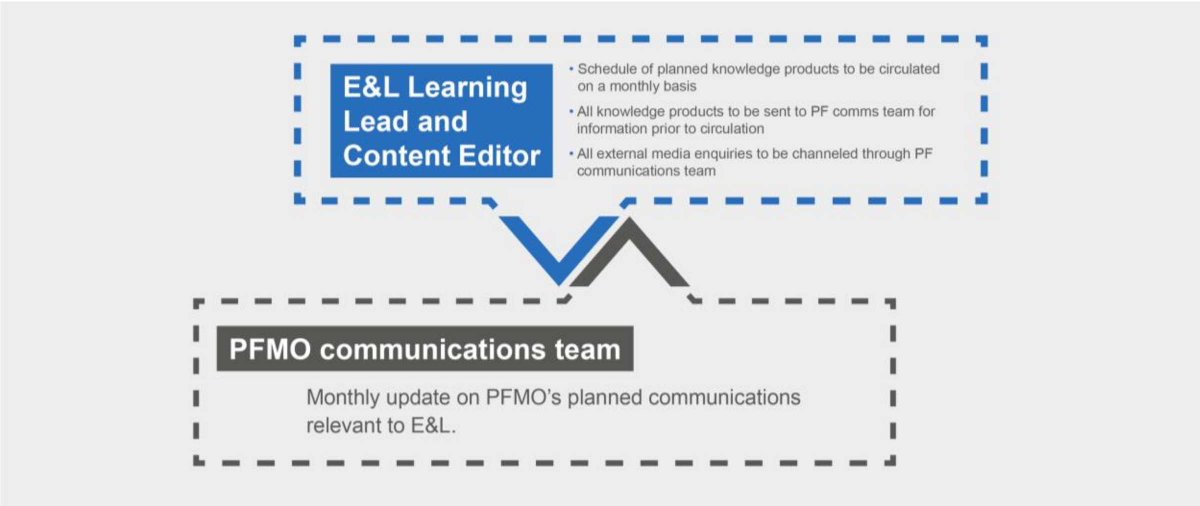


Figure 6: LKMC team coordination with PFMO communications team

	Activity/ Event	Protocol
1	**E&L content production**	All formal written content produced by the E&L team will require sign off by the PFMO prior to dissemination. The LKMC team will send any newly produced content to the PFMO communications team three working days prior to planned publication. The PFMO communications team will aim to respond within 48 hours of receipt. This does not affect the more detailed sign off procedures related to Evaluation Reports.
2	**E&L content forecasting**	The LKMC team will provide the PFMO communications team with a monthly content forecast, which will outline a) the planned content production schedule and b) the planned timings. This will allow the PFMO

		communications team to plan resources required for sign off procedures.
3	**PFMO communications team communications planning**	The PFMO communications team will share all communications output with the LKMC team which they deem relevant to the E&L team's work. Where possible a monthly plan will be shared and publications (e.g. bulletins, press releases) will be flagged – where appropriate – 48 hours prior to publication. The LKMC team is aware that this will be guided by confidentiality considerations.
4	**Crisis Communications**	Crisis Communications, which is constituted as any communications issue that could pose a reputational challenge, will be led by the PFMO communications team. Any potential or active crisis will be flagged by the Learning Lead or E&L Team Leader to the PFMO communications team who will task the LKMC team for support where appropriate. If a crisis requires information barriers between the E&L and the PFMO communications team due to the nature of the topic (e.g. a reputational challenge of the E&L team's independence), the Learning Lead will work closely with the Team Lead and any required Short Term Technical Assistance resource to manage the situation.
5	**Pre-flagging of problematic findings**	To ensure transparency, the LKMC team will flag potentially problematic findings to the PFMO communications team in real time to allow the team to prepare accordingly. For the avoidance of doubt – the LKMC team will not support the PFMO communications team in preparing any messaging to deal with problematic findings. The LKMC team will merely inform the PFMO of the findings.
6	**Media enquiries**	All media enquiries will be led by the PFMO communications team. Where appropriate holding statements will be agreed with the PFMO communications team. No proactive media engagement will be undertaken by the LKMC.
7	**Content requests from PFMO communications team**	If the PFMO communications team requires the creation of specific content for internal and external stakeholders these should be flagged, ideally at the beginning of the month if forward planning is possible. Ad hoc requests should ideally allow for a minimum 72 hours turn around.
8	**Active Programme Team Communications**	Any active communications with all Programme Teams (e.g. mail outs, newsletters, surveys) should be flagged with 48 hours' notice to the PFMO communications team to avoid over-communications.

9	**Joint communications activity**	The LKMC and the PFMO communications teams will discuss opportunities for appropriate joint communications activities e.g. bulletins and events, at monthly catch up meetings.
10	**Coordination with M&R team**	All produced content to be shared post publication with the M&R team. Monthly update calls with the M&R communications team to ensure coordination. Detailed protocols for M&R interface can be found in Section 3.9.
11	**Briefings of stakeholders on how to engage with media and stakeholder enquiries**	LKMC to flag to PFMO communications team and will draft recommended approach. PFMO communications team to either assume lead on dialogue or sign off suggested E&L team approach.

Table 5: Communication protocols

3.4 Crisis communications protocol

In most situations that constitute a communications crisis, the LKMC team will hand over the process lead to the PFMO communications team, supporting their efforts whilst respecting E&L's status as an independent evaluator.

3.4.1 Crisis anticipation planning

Potential risks that could amount to a "crisis" which requires "crisis communications" will be flagged by the risk management strategy outlined in the inception report (and detailed in document no. PF-INC-7-01 REV 01), following the process summarised in Figure 7 below.

The Learning Lead will be part of the internal risk review processes, which will then be highlighted in the Monthly Contract Review Meeting with the PFMO communication team; this will ensure appropriate tailored approaches, in the case of a crisis, can be agreed. This may include but is not limited to:

- Media monitoring
- Information gathering to anticipate requests
- Training of appropriate spokespeople
- Development of crisis messaging
- Drafting of holding statements

The internal risk review will occur on a monthly basis to ensure that preparation remains relevant. If appropriate, the PFMO communications team will also share their internal crisis communications plan with the LKMC team.

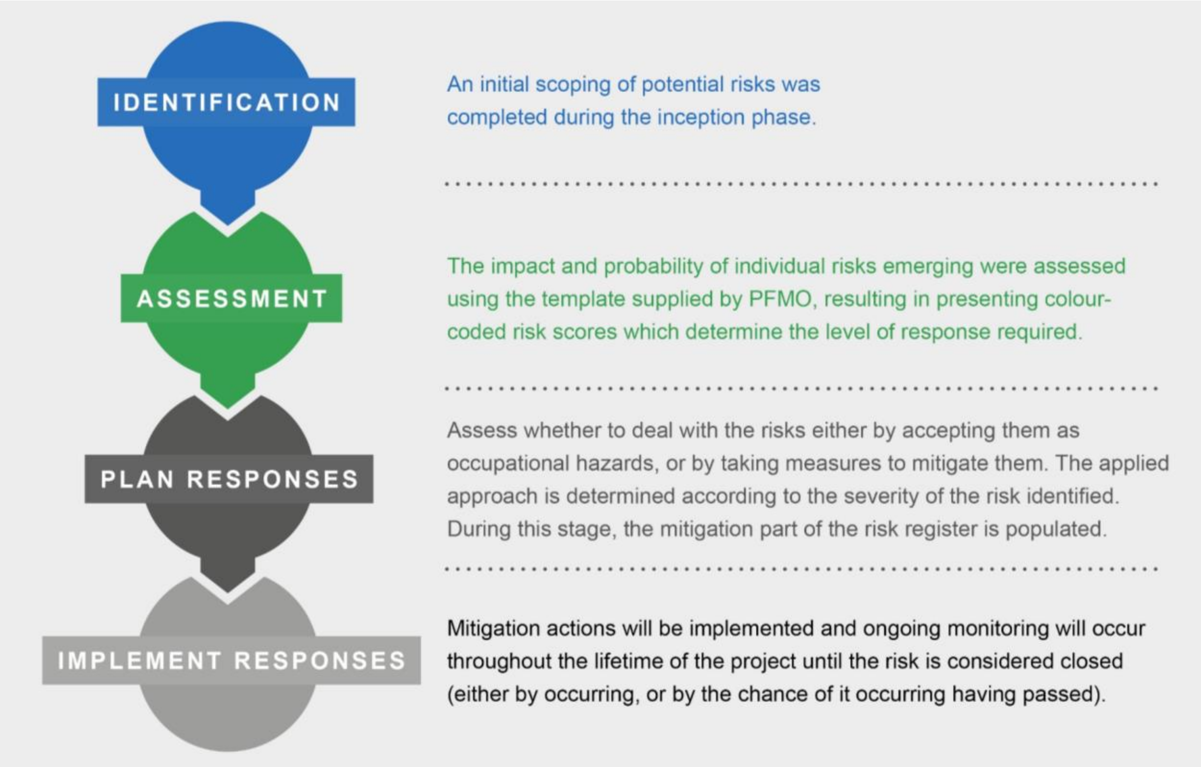


Figure 7: Risk management process

3.5 Content production protocol

Knowledge products and wider communication content is produced by the LKMC team. Communication content is defined as all devices and products that are utilised to convey a specific message to an audience group. Knowledge products are defined as all communication content that supports the E&L team's Learning function.

The content production protocol as actioned through the LKMC team is summarised in Figure 8 below.

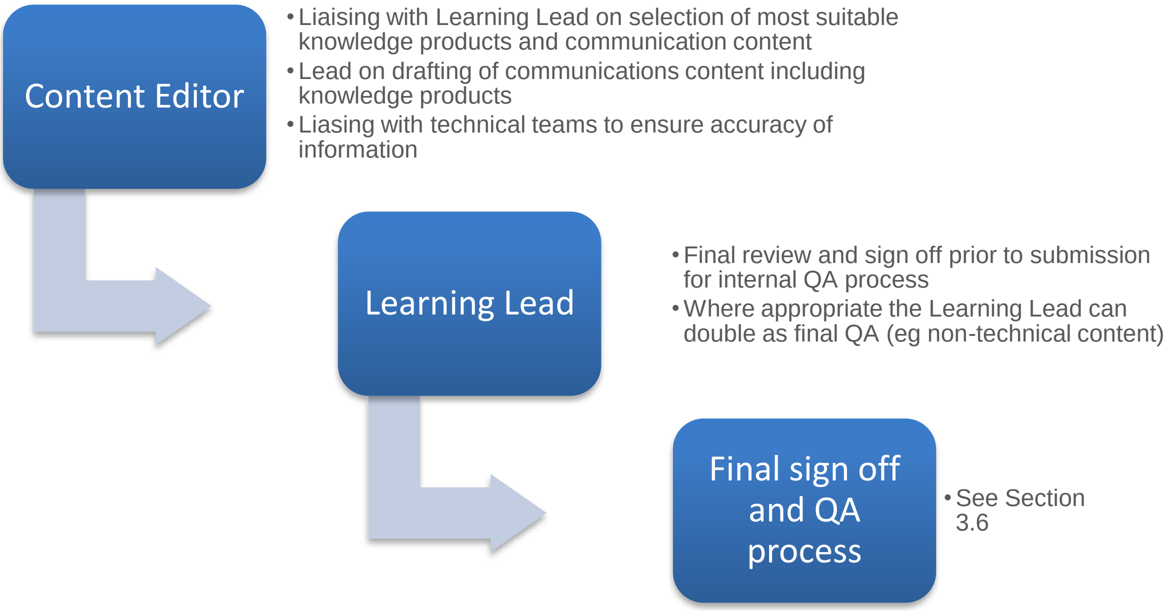


Figure 8: Content production protocol

3.6 Internal signoff protocols

The internal sign-off protocols are aligned to the E&L team's Quality Assurance (QA) process, which is currently being finalised (see draft QA Approach Paper).

Knowledge products, and communication content more broadly, will utilise the content of technical deliverables. The QA process for communication content follows the process below:

QA Stage	Responsible Team Member	Communication Content and & Knowledge Products	Description
1	Technical Team Member	All produced technical content	The most relevant Technical Team Member for any output (e.g. a Programme or Thematic Evaluation Lead) reviews communication content and knowledge products based on their team's technical deliverables, to ensure the messaging is aligned with the technical deliverables.
2	Learning Lead	All produced content	Final internal sign off
2	PFMO communications team	All produced content submitted to the PFMO team	The PFMO reviews all communication content and knowledge products

Table 7: Internal signoff protocols

3.6.1 Presentational QA

In line with the draft QA Approach Paper, to ensure compliance with agreed house styles, every external E&L deliverable will also go through a standard three step process:

1) Copy editing
2) Proof reading
3) Formatting

This work will be carried out or overseen by the Content Editor.

Before products are submitted to the PFMO and PFMO communications team, the LKMC team will review the design quality and brand alignment of the product.

3.7 Brand guidelines

To ensure coherent communications, the E&L team will follow a cohesive team brand identity for all published materials (see Annex I for brand guidelines) that is aligned with the brand identity of the web portal. The LKMC has developed its brand identity in coordination with the PFMO communications team. The LKMC team will further develop the brand identity for the web portal prior to its launch in Q3 2018, consulting with and obtaining sign off from the PFMO communications team. Training on brand guidelines will be undertaken as part of the wider

CS&P training, and the LKMC team will ensure their consistent implementation as part of all product sign off procedures.

3.8 Integration of communications in the wider E&L team

Team members will be trained and briefed on the E&L team's communications principles and brand guidelines (both "look and feel" as well as language guidelines), including regular refreshes if required. The initial training will take place at the end of the Inception period / beginning of Implementation (March/April 2018). As part of an induction pack, every new member of the E&L team will also receive relevant communications materials, including:

- Overview of communications principles
- The latest version of the FAQs (see Annex II for working draft previously agreed with PFMO in September 2017)[2]
- Core contacts for communications issues, including relevant protocols for specific team members
- An overview on how to engage with the web portal
- Brand guidelines and templates.

3.9 Communications and Prospero

The M&R Supplier is developing Prospero, an online platform for the PFMO and programme teams, to which the E&L Team will also have access. This will include core programme information, financial data and monitoring data which will be aligned to the programme and, where relevant, Fund theories of change. Users will be able to access knowledge products, including those produced by the E&L Team. However, Prospero has not been designed as a curated or collaborative space. Prospero will form an important data source for the E&L Team and an additional space through which to make knowledge products available alongside the E&L Knowledge Management System (KMS), which will emphasise curation and collaboration.

The LKMC team will ensure both Prospero as well as the E&L web portal are coordinated by following the process outlined below:

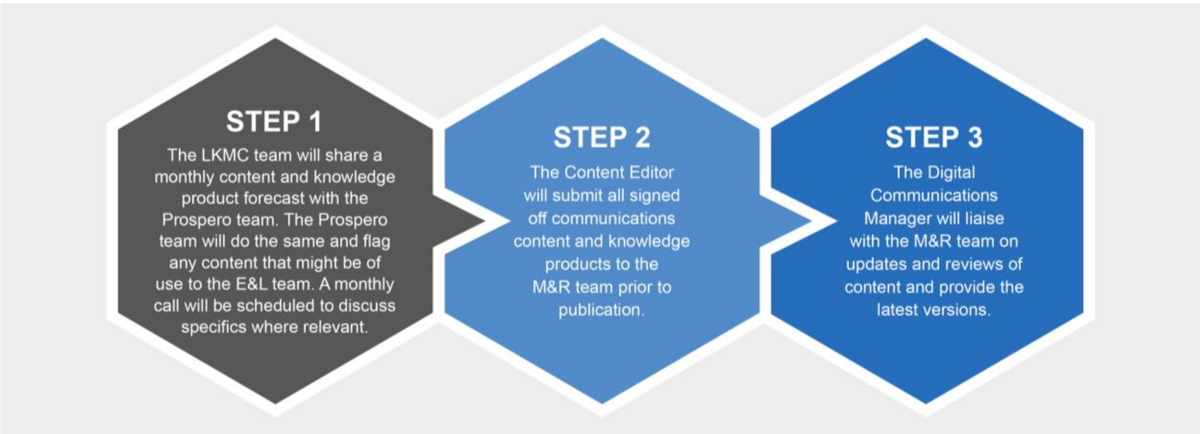


Figure 9: *Prospero*-E&L coordination process

[2] We plan to consolidate and refresh during early implementation, to align with the approved inception report.

In addition to the outlined steps, the LKMC team will regularly liaise with the M&R team and review the process to ensure that information flow is effective and that the M&R team is aware of created content and planned top line communications activities.

4. Risk Mitigation

The implementation of the CS&P involves a wide range of processes and technologies with a diverse set of PF stakeholders. Table 8 below sets out anticipated risks and mitigation measures which will need to be refined and monitored as the work plan develops[3].

No.	Activity	Risk	Mitigation
1	**Use of E&L Web Portal**	PF Stakeholder user experience in Year 1 degraded due to insufficient relevant content and / or inappropriate volume and timing of notifications	Expectations clearly set, launch timed appropriately, prioritise peer-learning in Year 1, tailor notifications to different PF stakeholder segment interests
2	**Participation in events (organisational learning opportunities) within and alongside Evaluation Processes**	Low levels of participation due to competing priorities of PF stakeholders Unsustainable levels of participation due to PF stakeholder turn over	Demonstrate benefits through early wins, design in co-benefits for everyday business practice, coordinate with PFMO learning and capacity building activities, and ally with HMG learning champions Rolling on-boarding / exit engagement to explain opportunities and bridge gaps
3	**Usefulness of Knowledge Products and communication content**	Knowledge Products and communication content are not fit for purpose or tailored to individual stakeholder needs.	Extensive learning diagnostic and stakeholder engagement throughout inception. Focus on variety of products users can engage with, regular review of product uptake and ongoing stakeholder dialogue.
4	**Presentational Quality of Communication Content and Knowledge Products**	Messy or unaligned look and feel of products and/or unprecise use of language affecting user experience and professionalism of outputs.	Learning Lead and Content Editor to oversee and manage the design quality and brand alignment of all Knowledge Products and communications content.

[3] An extensive list of risks relating to the web portal can be found in the Learning Strategy and Plan. Those risks are also relevant to the communications function.

5	**Web Portal Community**	Poor quality of peer-to-peer dialogue on the E&L Web Portal. Dialogue not aligned with best practice or desired learning outcomes.	Careful community management through dedicated Digital Communities Manager, but with aim to keep interventions into community dialogue to a minimum.
6	**Internal File Sharing and Internal Coordination**	E&L team use sub-optimal due to low awareness (especially among additional evaluation contractors) of advanced functionalities and Standard Operating Procedures	High quality E&L user guide (document and video walk through) and User Support Contact
7	**Stakeholders are not engaging with content**	Negative effect on learning and wider stakeholder buy in, undermining effectiveness of E&L	Regular reviews and feedback sessions with stakeholders to adjust both content type and engagement channels.
8	**Over-communication to stakeholders**	Learning and engagement fatigue among stakeholders leads to non-engagement, affecting learning	Principle of ensuring that communications are driven by a “value added” approach. Web portal allows for engagement opportunities when it is most appropriate and suitable for stakeholders with a wide range of content types and channels to choose from. Any direct communications with programme teams will be coordinated with the PFMO communications team.
9	**PFMO, M&R and E&L communications are un-coordinated**	Confusing messages to stakeholders and negative effect on relationship between M&R, E&L and PFMO teams.	Comprehensive protocol on information sharing and content sign off as well as regular dialogue to ensure tight coordination between PFMO, M&R and E&L communications.
10	**Delayed production of knowledge**	Negative effects on learning and ill-timed	Required resource for content production factored into LKMC team configuration. All

	products and content	communications with stakeholders	communications team members are capable of producing content.
11	**Delay in content sign off**	Negative effects on learning and ill-timed communications with stakeholders	Clear protocols and sign off procedures including an early flagging system (monthly forecasts) for upcoming and planned content.
12	**E&L team not following brand guidelines and communication principles**	Undermining the quality and professionalism of stakeholder engagement and technical products.	Clear QA protocols and sign off procedures as outlined in the CS&P. Regular training and refreshers on communications principles.
13	**No appetite by stakeholders to read extensive reports**	Negative effect on learning and wider stakeholder buy in, undermining effectiveness of E&L	Multiple engagement channels and content for stakeholders to engage with of varying length and focus. Regular assessment of engagement levels with different types of content to adjust approach if required.

Table 8: Risk and Mitigations

5. Workplan

Indicative detailed CS&P work plans for first year of E&L implementation. Setting out by activity, time frame, milestone and operation. This work plan is aligned with the evaluation cycle as outlined in the inception report and has a close interface with LSP. Communications activities related to rows 13-19 are focused on presentational QA. Milestones are in yellow; Operation is in dark grey; numbers demote items.

No	Activity	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Prospero going live												
2	E&L Web portal going live												
3	Dropbox and Podio reconfiguration going live												
4	Web Community Management (ongoing)												
5	Briefing meetings PFC (monthly)				1	1	1	1	1	1	1	1	1
6	PFC communications and coordination (ongoing)												
7	Coordination call Prospero (monthly)				1	1	1	1	1	1	1	1	1
8	CS&P training												
9	FAQ review												
10	Brand Guideline reviews												
11	PFMO Communication on MREL Interim Operating Model	1											
12	PFMO Communication on MREL Final Operating Model							1					
13	Approach Papers (Programme Evaluations)		3		4		6		4	2			
14	Evaluation Reports (Programme Evaluations)			1	2	1		4		6		4	2
15	Approach Papers (Thematic Evaluations)	1	3			1				3			
16	Evaluation Reports (Thematic Evaluations)			1	3			1					
17	Evaluation Reports (Portfolio Evaluations)			1							1	1	

18	Fund Evaluation (Fund Evaluation)												1
19	E&L Annual Report									1			
21	Newsletter (estimated quarterly but only where value added)	1			1			1			1		
22	Bulletins (quarterly)		1			1			1			1	
23	Briefs												
24	Videos												
25	Info Graphics												
26	Report Summaries												
27	Presentations												
28	Peer Learning Groups												
29	Learning events												
30	Virtual Workshops/Webinars												
31	Production and curation of additional tailored knowledge products												
32	Developing early content for knowledge products and other communications outputs												
33	Review of CS&P												

6. Annexes

6.1 Annex A: Brand and Style Guidelines (to be refined at end of inception)

Detailed Formatting Style Guide

It is important that all documents are represented clearly and consistently across all mediums. These guidelines detail how the Prosperity Fund Evaluation and Learning services visual identity should be used to create consistent and engaging communications. They provide detailed specifications on all aspects of the identity and design such materials.

Main Colour Scheme

The only acceptable colours to use are the following:

PRIMARY PALETTE – Use these colours in most scenarios as your primary colour choice, especially within documents and graphics production.

Prosperity Blue: 38 / 110 / 188

Prosperity Dark Blue: 33 / 25 / 115

Prosperity Grey: 128 / 128 / 128

PRIMARY PALETTE TINTS – varied tints/shades of the Primary palette can be used in a variety of circumstances. Where possible use a tint of a primary colour over any colour from the Secondary palette (Below). Please use 40% and 70% tints (Transparency on Word)

SECONDARY PALETTE – Use this colour palette for additional options when creating graphics and visualisations. Use pf these colours should be limited and never used as a primary option.

Yellow: 246 / 190 / 0

Red: 218 / 41 / 28

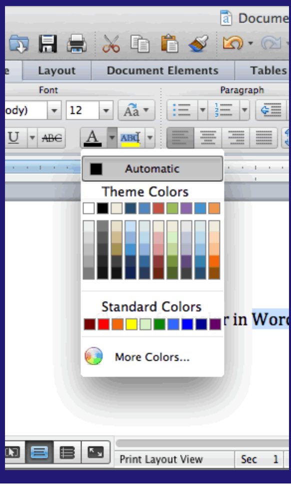
Green: 0 / 150 / 57

Purple: 116 / 116 / 193

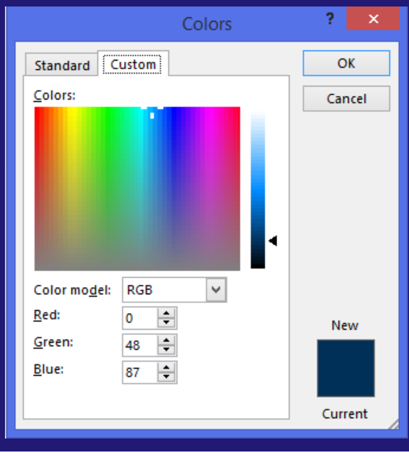
Help Box

To custom colour your font, in Font Colours select 'More Colours…', then the 'Custom' bar, insert RGB values (1). On Windows the RGB values pane should appear (2), on Mac, you might have to look for and select RGB sliders colour pane option (3)

1.



2.



3.

Margins

- The whole document should be 1-inch (2.54 cm) margins on all sides, with the exception of the front and back covers, annexes or large images that need ample space
- We use **A4** size on all of our documents, unless it is a marketing document (flyer, brochure, business card, etc.)

Help Box

For Margins, go to 'Page Layout', 'Margins', 'Custom Margins', then set values. World usually remembers your last custom selection

Headers and Footers

- **Header**: all documents must use the document title (size 9, Arial, **Bold**) in **Prosperity Grey.**
- **Footer**: Prosperity Fund – Evaluation and Learning in **Prosperity Blue** (size 9, Arial, **Bold**).
  - First add page numbers by going to the Insert tab > header and footer section > Page Number > bottom of the page.
  - Next to the number, write out: 'Prosperity Fund – Evaluation and Learning' – edit the colour and bolden text (be careful not to change the colour of the page number).

Footnotes

- All footnotes are Arial font, size 10 pt., single-spaced, justified text4
- All URLs in footnotes: make them **Prosperity Blue**, underlined;

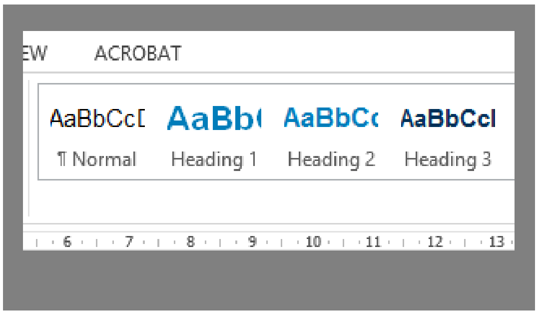
- Footnotes preferably presented in Chicago format (see here for guide)

Content

- **Main Header Font: Arial, size 16, Bold, (Heading 1)**
- **Subheading font: Arial, size 12, Bold, Prosperity Dark Blue (Heading 2)**
- Sub-subheading font: Arial, size 11, Bold, Prosperity Grey (Heading 3)
- All hyperlinks are Prosperity Blue
- Use of **bold** should be for other headings or emphasis only, not whole paragraphs
- Font main body is:
  - Arial 11 pt. throughout, unless otherwise specified by the client
  - Left-aligned and 1.15 spacing
- Styles can be updated to match these selections (right-click on the *styles* in the gallery. Please use Master document to avoid issues)
- **Bullet point** format should be
  - Symbol 11pt. and 1.15 spaced with 6 pt below paragraph spacing (leave the 'Don't add space…' box unchecked).
  - Symbols '●' followed by '○' preferred to numbers or other
  - If you do use numbers, please format them followed by '.' rather than ')'
  - Text is still Arial 11 as main body, but needs to be added separately to Style Gallery as *List Paragraph* (already exists in the Master document)
- **Text box** format should be
  - Standard text box, no outline, font 10pt Arial, single spacing, bold titles, left-aligned text
  - Wrapping of box 'square' in text and fit within margins
  - Box fill should be Prosperity Dark Blue RGB: 33 / 25 / 115 with white text
  - Or Prosperity Grey RGB: 128 / 128 / 128 with white text.

Help Box →

This is your Style gallery, right click on each style to match a selection. I.e. selecting your correctly formatted heading (Arial, Prosperity Blue, Bold Size 16) then right clicking on 'Heading 1', then 'Update Heading 1 to match selection'



- Documents with cover pages
  - Title/Subtitles,

- Who it will be submitted to (Final reports) OR Written/Checked by (Internal Drafts).
- Date of submission (Final reports) OR general date
- Reference to/any logos of partner organisations.

Spacing

- Spacing of whole document is 1.15 spaced, except for bullet point text and headings (1.15)
- In *Line Spacing* options, set 6pt. before and 6pt. after and 1.15 for main body text (in options make sure you **do** add space between paragraphs of the same style)
- When beginning a new paragraph, adding another line is not necessary—the 6 pt. takes care of this
- Only leave extra spaces between sections if essential to the format 'look' of a page would benefit greatly.

Tables

- All titles and text in tables are Arial, 9 pt. font; the header row is shaded in **Prosperity Blue** with white, Arial 9 pt, **Bold.** If you are unsure about this, you can copy and paste the table below
- Highlight/select the entire table, right click and select Table Properties; set the table to appear Left aligned, and where possible, make the table's width run full width from margin to margin.
- Table headers are centred or Left-aligned depending on content (horizontally and vertically)
- Additional colours allowed are, **Prosperity Grey** (for sub-sections) and **Prosperity Dark Blue** (for alternative Header rows)
- Colour of table – Light Grey (242 / 242 / 242) with standard Arial, 9 pt. **Prosperity Grey**.
- The Table references are to be Arial, 10 pt, Bold and Italicized (see below).

Table 1: XX

Column One	Column Two	Column Three	Column Four
Sub-section One			

Labelling

- *A document with only a few tables need not be labelled*
- Both table and Figure references are to be Arial, 10 pt, Bold and Italicized (see above).

- *A short descriptive title/phrase should be included for all Figures.*

Table of Contents

- The best way to generate a ToC is by using the Style options; Heading 1, Heading 2 and Heading 3 are as follows:
    - Heading 1: Arial 16 pt., bold, light blue colour (**Main Header**)
    - Heading 2: Arial 12 pt., bold, light blue colour (**Sub-Header**)
    - Heading 3: Arial 11 pt., bold, dark blue colour (**Sub-Sub header**)
- Once you have all of your styles in place, go to Insert, Index and Tables, Table of Contents, and select the "Classic" option; depending on the settings of your Word, you might have to modify the final TOC to be in Arial font.
- You will be able to see if a Style has been misplaced as random text might show up in the newly generated TOC; click on the page number and the spot in question, and select "Normal" from the Styles options; this will remove unnecessary formatting
- On Windows Word this might be References, Table of Contents, and Automatic Table (with Headings 1-3). Please ensure this is Arial font 11pt and **Prosperity Grey**.

If you only require fewer levels of Headings in the TOC, follow the same process but select insert 'custom' table of contents. Adjust the levels of Headings you wish to include.

Copy editing guidelines / 'house style':

Spelling

UK English should be used, including labour, centre and –ise endings. American spelling can/should be used if specifically requested by the client.

Sentence structure

Sentences should be short and concise, and rarely contain colons, semi-colons, hyphens or more than one comma to separate phrases or clauses.

We **do not** use the Oxford or serial comma. In a list or series, do not place a comma before the coordinating conjunction. Correct way: France, Spain and Germany.

Capitalisation

We refer to President Obama, but Obama is the US president.

All job titles are capitalised. i.e. Services Manager, Director Operations.

Headings: Capitalise **only** the first word of the heading/ title throughout documents.

Key capitalisations

- Communications Plan
- Communications Strategy
- Evaluation and the Learning Plan

- Fund (and therefore, ‘Fund evaluation’)
- Inception Report
- Learning Diagnostic
- Learning Plan
- Prosperity Fund
- Stakeholder Engagement Strategy
- Terms of Reference
- Theory of Change
- Value for Money

Key lower-case words and phrases

- data and knowledge management
- evaluation
- inception phase
- programme (and therefore, ‘programme evaluation’)
- stakeholder
- stakeholder engagement

Numbers and symbols

Numbers must be written out when they contain two or more digits (e.g. 43, 876), but spelt if they contain only one (nine and below).

Spell out numbers at the start of a sentence.

1,800 **not** 1800.

Two thirds **not** two-thirds (same for all fractions).

Write out per cent, not % or percent, unless using in a budget or numerical table.

“Between” must be followed by “and”, i.e. “between $5 and $10” not “between $5-$10”. Write “15-20 years” not “15 to 20 years”.

Dates and time

The components for writing dates are month plus day, year, in that order. No ordinals should (e.g. 5th) be used (unless in the title/ cover page of the report).

Correct use: 5 July / 5 July 2015 / 5-12 July 2015 / July 2015.

Punctuation

Do not put apostrophes into decades. 1980s not 1980’s.

Use the three-dot ellipsis when removing material from a quotation, e.g. “The investigation was conducted in Syria… at a later date.”

Acronyms

See Annexes

Abbreviations

We omit full stops in uppercase abbreviations (UN) but use them in lowercase abbreviations (e.g.). If the abbreviation is a company name, copy the format the company uses.

No full stop following abbreviations where the last letter of the abbreviation is the same as the last letter of the full word, e.g. St Mary's. Full stop after abbreviation where the last letter of the abbreviation is not the same as the last letter of the full word, e.g. Hon. Secretary.

No full stop in abbreviated postnominal qualifications, e.g. PhD

Kilometres, not km (space permitting).

Telephone numbers

The house style for telephone numbers in print is +44 (0)20 7594 XXXX or 020 7594 XXXX.

When writing telephone numbers online, do not use brackets when using the international display e.g. +44 20 7594 XXXX

Use the international dial code when appropriate, remember we have an international audience online.

Bullet points

In bullet points, when full sentences are used, the first words should be capitalised, and appropriate end punctuation should be included. With a bullet list within a sentence, capitalise and punctuate throughout.

Lists of bullet points will have more impact if each one begins with the same word class (or part of speech) and if they are all of a similar length. Action verbs are a good choice for the first word, i.e. verbs that describe the performing of an action. If you do use verbs, make sure that each one is in the same tense.

Bulleted points can be effective, but be sure to use them judiciously. Just as with numbered lists, by virtue of their formatting, bulleted points are likely to draw a reader's attention away from the running text. Too many bulleted lists in your document may be distracting.

Key terms

data and knowledge management (not data management or knowledge management)

Hyphenation

Key examples

- Theory-based approach
- User-focused evaluation

Annexes

Acronyms table

All branded documents should include an acronyms table at the beginning, on a page following the Table of Contents.

See below for an example abbreviations table that can be copied into any branded document. This table will be updated and developed over time, so check back in to this document regularly for updated versions.

EXAMPLE

Acronyms

Acronym	
CA	contribution analysis
DKM	data and knowledge management
E&L	Evaluation and Learning (contractor / team)
M&R	Monitoring and Reporting (contractor / team)
PF	Prosperity Fund
ToC	Theory of Change
VfM	Value for Money

6.2 Annex B: Internal Document: Frequently Asked Questions

Summary

Internal guidance for the Evaluation and Learning team on the E&L remit and wider context, to assist with consistent external communications. It is not for external distribution.

Questions	Answer
Who we are	
1. Could you outline the remit of the PF (Prosperity Fund) E&L (Evaluation and Learning) team?	• The E&L team is designing and then will undertake the fund-level and programme-level evaluations of the PF. • The purpose of the evaluation is to generate and share evidence to enable the PF to learn and adapt, so that the fund and its programmes can better achieve their desired outcomes. During the inception phase, we need to draw out and develop a range of questions that programmes have about their planned programmes, and that the PFMO has as PF "owners". These evaluation questions will help us shape the approaches that we take to both programme and fund evaluations. The PFMO has also asked us to become a "critical friend" to programme teams and to provide them with feedback on programme theories of change. This will support programme teams to shape their theories of changes so that they are more likely to achieve objectives and/or ensure that programmes can actually be evaluated. The E&L team will also facilitate sharing results and best practice among those working on the PF, as well as more broadly. This will focus at both fund and individual programme level.
2. What are your overarching objectives and the objectives for this engagement process specifically?	• Our objectives are to: produce credible, usable evaluation findings that will enhance the effectiveness of programmes. • The aim of this initial engagement process is to: (i) build constructive working arrangements and relationships and (ii) gather information on what the different parts of the individual programmes seek to achieve (iii) understand stakeholder expectations and needs related to evaluation and learning. • We will identify: (i) the capacity and interest of programme owners in engaging in the evaluation, (ii) programme Theories of Change, (iii) the priorities for learning from evaluation, (iv) appropriate evaluation data sources.

Questions	Answer
3. How do these relate to the services provided by the Monitoring & Reporting (M&R) contractor?	• The MR contractor has been engaged to develop a management information system to allow programme and fund managers access to information on the programming taking place across the fund and the results that it is generating. The M&R information is essential in telling us what is being done, particularly in terms of management information, but doesn't really cover the critical question of whether the PF and its programmes are achieving their outcomes and how they can learn and adapt. The latter is what the E&L provider will support. • Information and analysis generated by the M&R contractor and the programme level monitoring will be part of the data sources used to support our evaluation and learning services. We will be regularly coordinating to ensure that our respective services are complementary and aligned with each other.
4. What background / skills / experience does the consortium and core team provide?	• The consortium team is drawn from three established evaluation and learning providers to HMG (WYG, LTS and Integrity). The team provides access to specialists in all relevant topic areas relevant to the PF, including economic growth, evaluation, learning, gender and value for money, as well as diverse geographic expertise.
5. Your core team does not seem to have experience in x/y/z country/thematic, how will you address this?	• We have the ability and networks to bring in additional niche expertise as and when it is identified as a priority. This might include expertise in financial services, infrastructure, trade, business environment and low carbon development.
6. How is the PF E&L team structured? Who are the key contacts for the different aspects of the programme and how are you envisaging our engagement with your team?	• Initially, the main 'face' of the E&L team will be the engagement team, including Dr Peter Davis, Toby Pragasam (Engagement Director) and Joel Burman (Engagement Manager). This will provide you with a clear, simple point of contact with the E&L team. As specific requirements emerge, either from you or our wider team, the assigned point of contact will introduce you to other members of E&L team.
What we will do (conceptual and technical)	

Questions	Answer
7. Have you already decided which programmes to evaluate and how extensive those evaluations will be?	• Not yet. A sampling approach is currently being developed. Not all programmes will be evaluated in the same way or to the same depth. Factors include: timing of implementation, type of programme (e.g. country programme, global theme or multi-lateral programmes), scale of programme and the resources/budgets. • The extent of each evaluation will depend partially on the outcomes of the current process of stakeholder engagement, which will be a key factor in helping us to develop our evaluation questions.
8. How will the programme evaluations that are part of the fund evaluation differ from the programme specific evaluations, if at all?	• The fund and programme evaluations will differ in the following way: programme evaluations will look specifically at individual interventions, whereas fund-level evaluations will look at the cumulative impact and lessons from across the PF. There may also be portfolio evaluations which consider a group of programmes, for example those operating in the same geography, or on the same theme.
9. Could you outline the approach the PF E&L team is taking to learning? How does this relate to an accountability function?	• "Learning is the primary objective of the PF evaluation. The stakeholders should find the evaluations useful (a utilisation focused evaluation approach) in that the process helps them to acquire knowledge that they can apply to improve programme implementation (formative evaluation)." (PF E&L Glossary) • The aim of the evaluations is not to 'mark people's homework', but rather to tease out information and insights, useful both to the programmes being evaluated, and to the wider PF community. • The aim of the evaluations will therefore be to help the fund and programme managers understand what works and why, so that this informs adaptive portfolio and programme management.
10. What is Utilisation-focused Evaluation (UFE)?	• "Utilisation-focused Evaluation is an approach to evaluation which places the usefulness of the evaluation to stakeholders at the centre of evaluation design and implementation, entailing high levels of stakeholder engagement. Under a UFE, it is not enough for an evaluation to be rigorous; it must also be useful to its stakeholders. Stakeholders must be identified and engaged at the outset in order to understand their evaluation priorities and the delivery of the evaluation should then reflect these." (PE E&L Glossary)

Questions	Answer
11. What evaluation criteria / methodology will be used for the evaluations, and/or how will these be developed?	• The evaluation criteria and methodology is currently being developed as part of our inception process. • We will be drawing on the experience of our team in developing effective evaluation processes. The insights we get from this stakeholder engagement process will be an important element in developing these processes.
12. You did not mention providing technical M&E support to programmes when outlining your remit – how will those aspects be covered/addressed?	• As the E&L providers, we are not trainers per se (ref. RedR) and we will not be providing technical assistance to programme design. We hope to engage with programme teams in a way that helps them understand the need for and benefits of evaluation and their role in it. • We expect to help programme teams to understand how they can use evaluation findings to inform their programme management decisions.
How we will do it (logistical and planning)	
13. How will this initial engagement process be structured, when will it be finalised and who are you engaging with? Are you going to talk to x/y/z?	• The engagement process has begun with the PFMO recommending to the E&L team who they see as key initial stakeholders. Our intention is then to use a 'snowball' approach in which those we interview suggest others whose views they think we should canvass. • Therefore, if you have suggestions of people whom you think we should speak with, do let us know.
14. Could you give us an overview of the wider E&L timeline and approach? When are x/y/z evaluations scheduled to take place?	• The aim of the E&L process is to provide useful and helpful insights and lessons that programme At present, we are in our inception phase. This stakeholder engagement process is designed to give us a clear picture of what insights and lessons the evaluation process will need to feed back into the PF. The results of this engagement process will then be fed into the design of the evaluation questions and process. We anticipate the first evaluations will be conducted after our inception phase ends in spring 2018.
15. What will be the time/information requirement on me/my team to participate in the E&L process?	• If we are taking more of your time than you deem useful, then we are doing the wrong thing. • The aim of the E&L process is to provide useful and helpful insights and lessons that programme teams and others will be able to utilise to make their jobs easier and to improve their results.

Questions	Answer
16. How are you planning to structure communications with x/y/z? How and when will the findings of the evaluation be shared?	• During the inception phase we are developing a communications plan that will set out how each key audience will be engaged during Year One (at least). It will be informed by the stakeholder mapping exercise, feedback from primary evaluation users (PEUs) (and other PF stakeholders) and aligned to the evaluation and the learning plan. • There will most likely be a mix of evaluation and learning products – some in the public domain and some not.
17. What is the Evaluation's approach to transparency and feedback?	• Formal evaluation reports will need to be published in line with the Prosperity Fund's transparency policy. They will also form a key input into reviews by ICAI and other assurance bodies interested in how well the Prosperity Fund is achieving its objectives. Independent evaluation is also a cornerstone of the OECD principles for evaluation and maintaining this independence is a key part of the PFMO MREL team objectives. The approach that we are taking does allow for regular, less formal, conversations and feedback and emails and conversations that we have as part of that will not be published. We are keen to ensure that all stakeholder views are taken account of during the design process. We expect discussions will therefore be shared with the wider E&L design team. However, if there is anything that you would prefer to be off the record, or handled sensitively, please just let us know. • During evaluation implementation, research ethics - including anonymity - will always be respected. Getting beneficiary feedback will be an important part of the evaluations.
18. How are you planning to work with programme and/or project specific embedded MEL units?	• Our role is not to provide the M&E function for the PF or the projects that it runs. Each PF project will have to develop and embed its own M&E team or process, under the guidance of its programme manager. That said, we need to work closely with the programme managers to ensure that we understand how the data is collected and what it means. • Because we have the advantage of working across the PF's portfolio, we may identify commonalities or patterns that could be beneficial at fund or programme level. We might therefore work with one or more of the programme managers to generate common data that can be shared.

Questions	Answer
19. As MREL is provided by external suppliers rather than internal HMG resources, how will you overcome the challenges associated with institutional learning and ensuring links to implementation and planning?	• We have extensive experience of working as external evaluators for the FCO, DFID, other parts of HMG and with other donor governments around the world. Through this, we understand the importance of ensuring that our work feeds into processes of institutional learning. • During evaluation design, we will have a specific focus on diagnosing learning pathways for the PF evaluation findings. A strategy for embedding learning in the evaluation will be produced.
20. Why are we having external evaluators pushed on us, instead of commissioning our own external evaluation services?	• We have been contracted through DFID's GEFA framework to ensure the sourcing of an independent provider through a transparent process. • Our approach is premised on us being useful to you (utilisation focused evaluation), so please feed into this design process to help us make sure this is the case.