Commonwealth Scholars Training

Impact Measurement & Tools: Helping Projects Succeed (parts 1 & 2)

Katie Booth

@_AccessEd
#AccessEdTraining

Welcome to today's workshop

Zoom Housekeeping:

- Please ensure you are **muted** if you are not speaking to the group
- We will pause for questions as we go
- If you are having connectivity issues, please try turning off your camera during the presentation; these can be turned on during discussion sections
- If you have any technical issues please privately message Ed in the chat for her help
- If you have any questions as we go, please use the chat function
- For breakout groups, we encourage use of your camera if possible please!

AccessEd: Who are we?

- AccessEd is a non-profit organisation committed to supporting postgraduate researchers in their professional development and university access programmes to increase social impact globally.
- AccessEd has expertise working with international students and social enterprises, as well as delivering courses in transferable skills for the 21st century. AccessEd bridges the gap from education to the professional and public sectors.

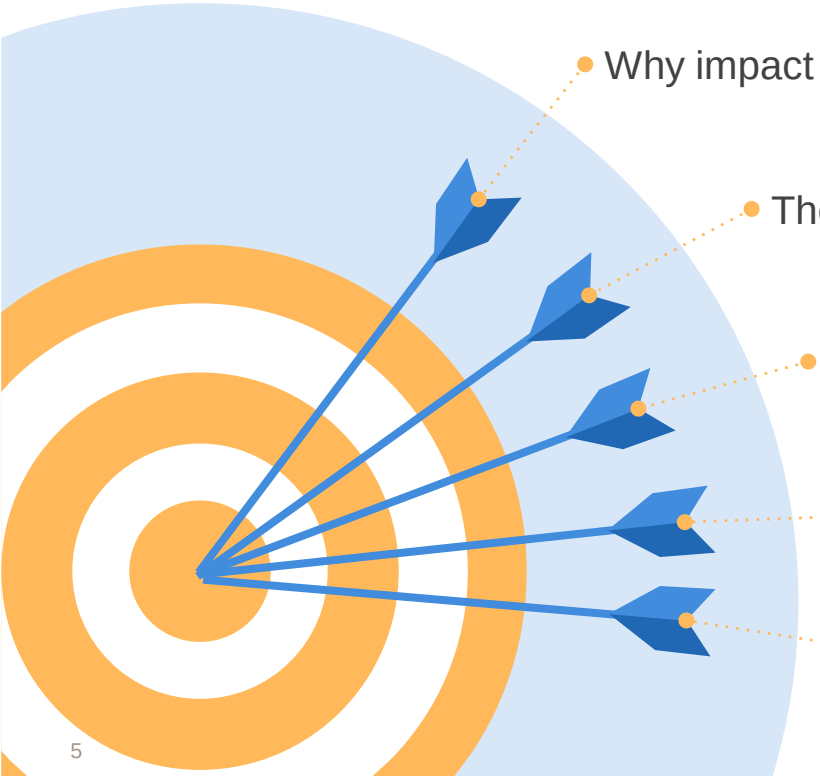
Introduction to your trainer

Katie Booth

- Managing Director, AccessEd
- Worked at PwC as a consultant on large DFID programme with strong impact evaluation processes and delivering training there
- Worked in the UK and internationally in a variety of organisations and charities, including as Head of Strategic Planning at a UK youth charity

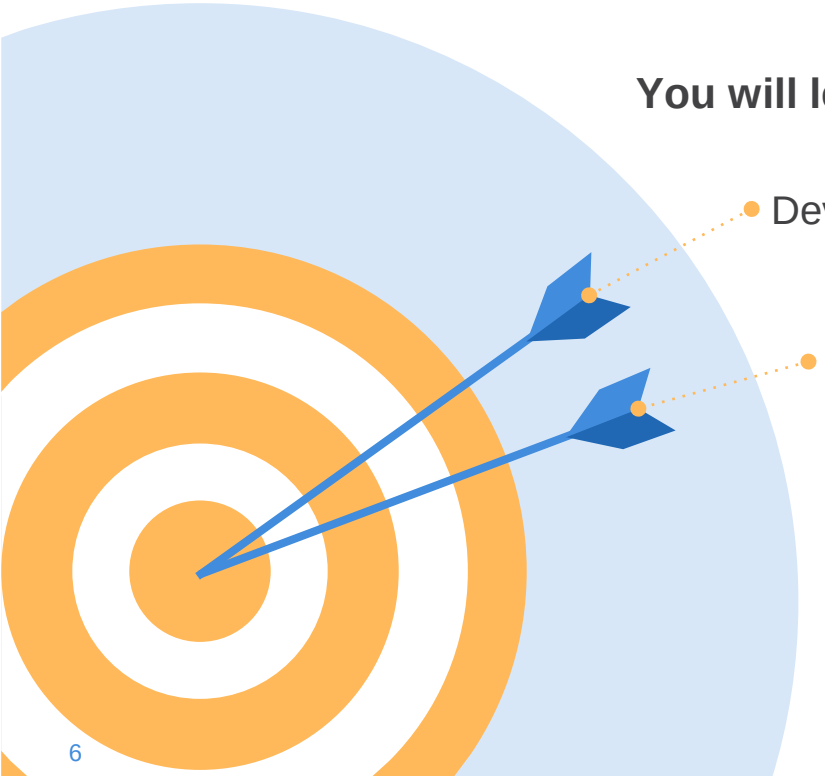
Session learning outcomes: part 1
Understanding impact measurement in organisations

You will leave with an understanding of:



- Why impact evaluation and who is impact evaluation for
- The difference between monitoring, evaluation and research
- The components of impact evaluation, including Needs Assessment and Theory of Change
- Logframes and developing a causal hypothesis
- Devising programme indicators

Session learning outcomes: part 1
Understanding impact measurement in organisations

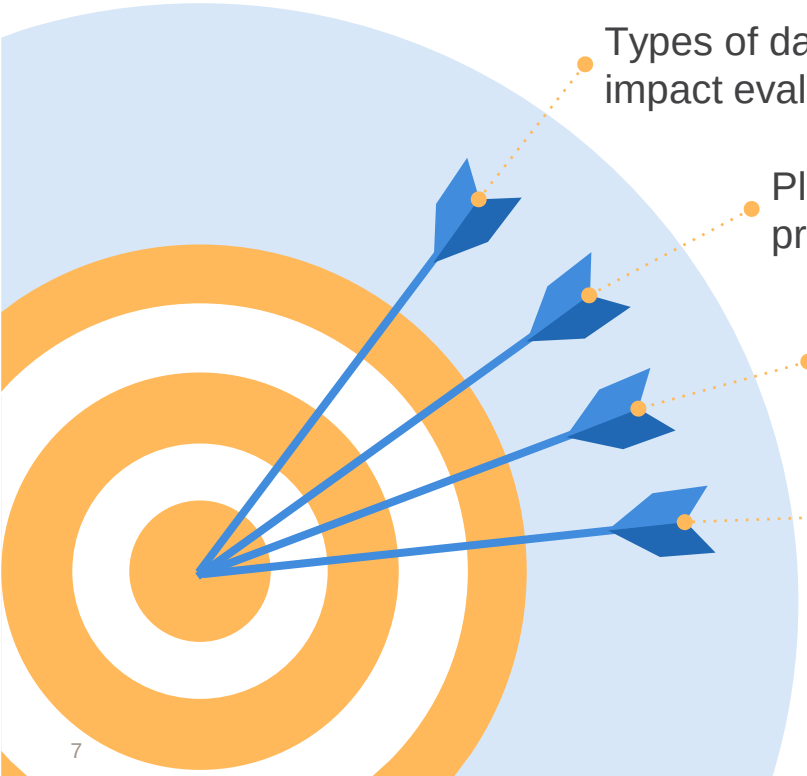


You will leave having practiced:

- Developing your own causal hypothesis
- Developing your own project or programme indicators

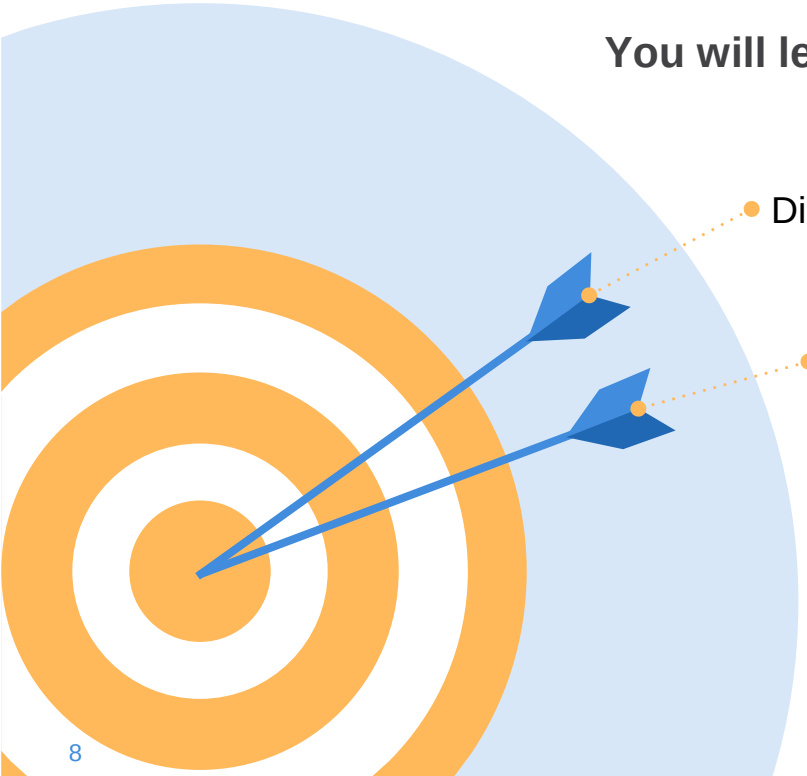
Session learning outcomes: part 2
How to measure and design your impact evaluation

You will leave with an understanding of:



- Types of data to collect; qualitative and quantitative tools for impact evaluation
- Planning for impact evaluation - when to embark on a project and what to do with limited time and resources
- Steps you'd go through to practically design and implement an impact evaluation
- Stakeholder engagement and learning from your impact evaluation data

Session learning outcomes: part 2
How to measure and design your impact evaluation



You will leave having practiced:

- Discussing different impact evaluation tools
- Devising your individual approach to data collection

Icebreaker!

What types of impact do you hope to measure from your project?

Who has experience of doing impact measurement and evaluation in the past?

Part 1

Understanding Impact Measurement in Organisations

Why is impact evaluation important to learn about?

Every organisation you work for will want to demonstrate impact, but often social outcomes are some of the hardest to measure

If working on a social project outside of academia, you will almost certainly come up against it!

It's important to understand practically what this looks like in a non-academic setting, for when you inevitably encounter it

What is impact evaluation all about?

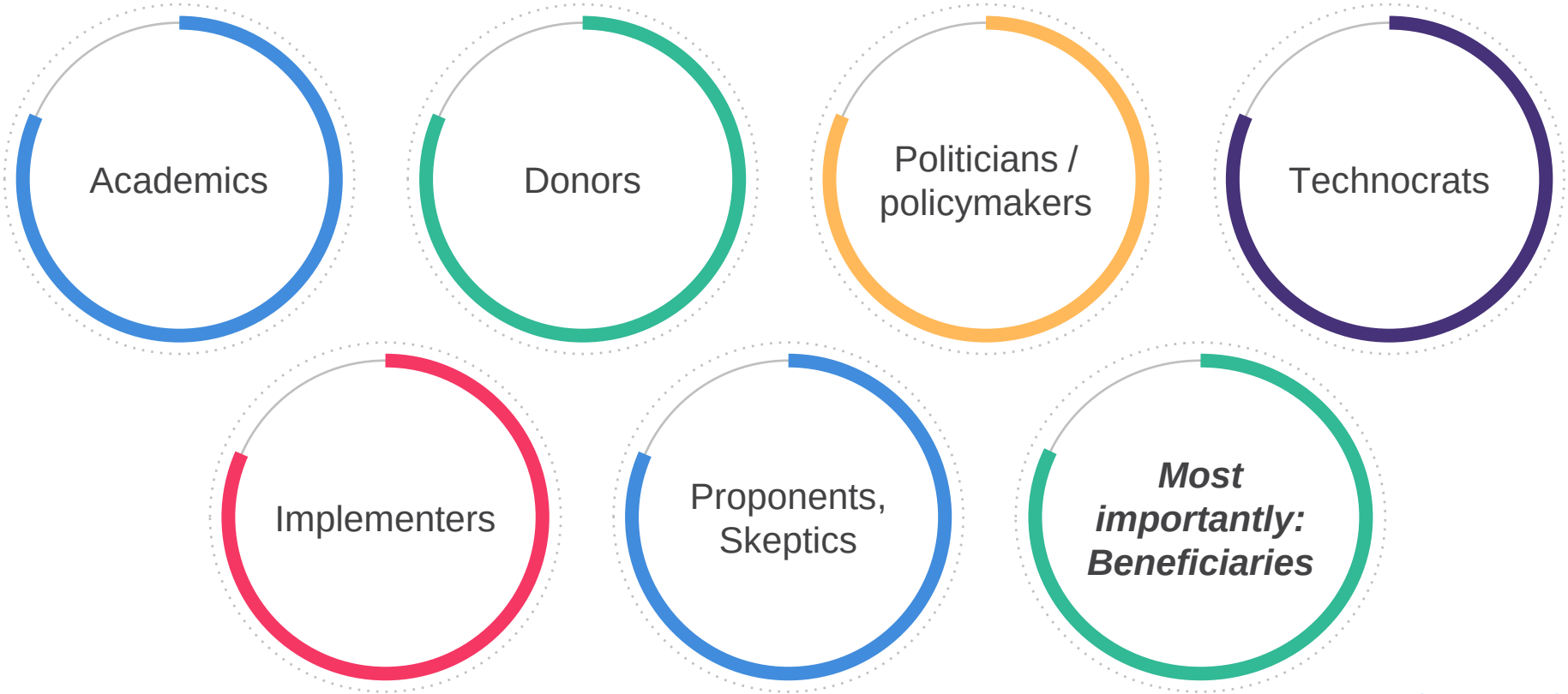
- Impact evaluation is predicated on whether programmes or projects are making a difference
- Provides findings from which a judgement of worth of a programme or project can be made
- Is retrospective - usually logically occur at an end point of a project
- About determining the range and extent of outcomes of a programme or project
- Determining whether the programme or project has been implemented as planned and how implementation has affected outcomes

Why impact evaluation?

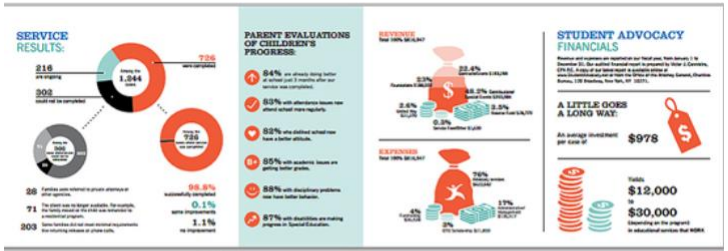
Use impact evaluation to:

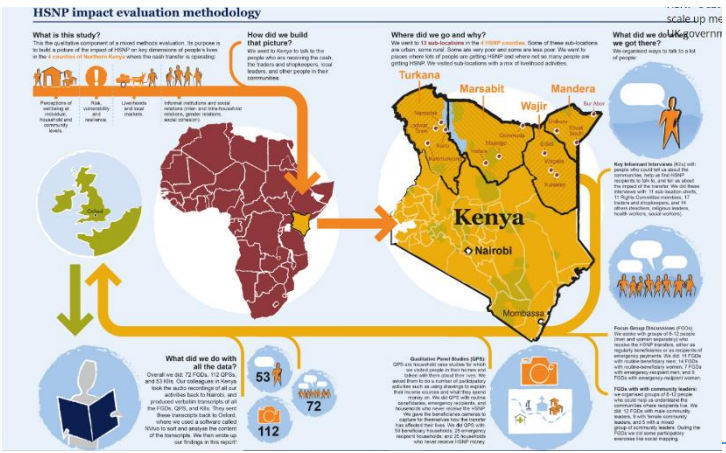
- Proof of what works: Scale up pilot interventions, projects or programmes
- Improve: Adjust project or programme design
- Streamline: Make operations more efficient or effective
- Question: Decide to stop an initiative, project or programme
- Publicise: communicate benefit of your work (funders, governing structures, press)
- Share: Inform others to improve practice

Who is impact evaluation for?



Common Examples





What gets measured on social programmes?

1. **Programme-level impact**
2. **Population-level (or community-level) impact**

Examples of what could get measured on a social programme:

- Impact or extent of community building
- Increased participation in education or improved education rates
- Improved mental health and wellbeing
- Improved standards of health
- Support for communities to rebuild after natural disasters
- Empowerment
- Human security

Monitoring, evaluation and research: understanding the difference

MONITORING

...the systematic and continuous assessment of the progress of a piece of work over time, which checks that things are 'going to plan' and enables adjustments to be made in a timely way, integral to day to day management.

INTRAC M&E toolkit

EVALUATION

Evaluations complement ongoing monitoring activities by providing more in-depth, objective assessments of the relevance, efficiency, effectiveness, impact and sustainability of programmes at a particular point in time.

Oxfam Rough Guide on M&E

RESEARCH

Systematic Investigative process employed to increase or revise current knowledge by discovering new facts, it is divided into two general categories; 1) Basic Research is inquiry aimed at increasing scientific knowledge, and 2) applied research is effort aimed at using basic research for solving problems or developing new processes, products, or techniques.

Business Dictionary.com

Research vs Evaluation

> “Research seeks to prove, evaluation seeks to improve”

Research	Evaluation
Creating evidence	Assessing the effectiveness of evidence
Researcher derived questions	Programme derived questions
More controlled setting	Action setting
Published	Often not published

Monitoring vs Evaluation

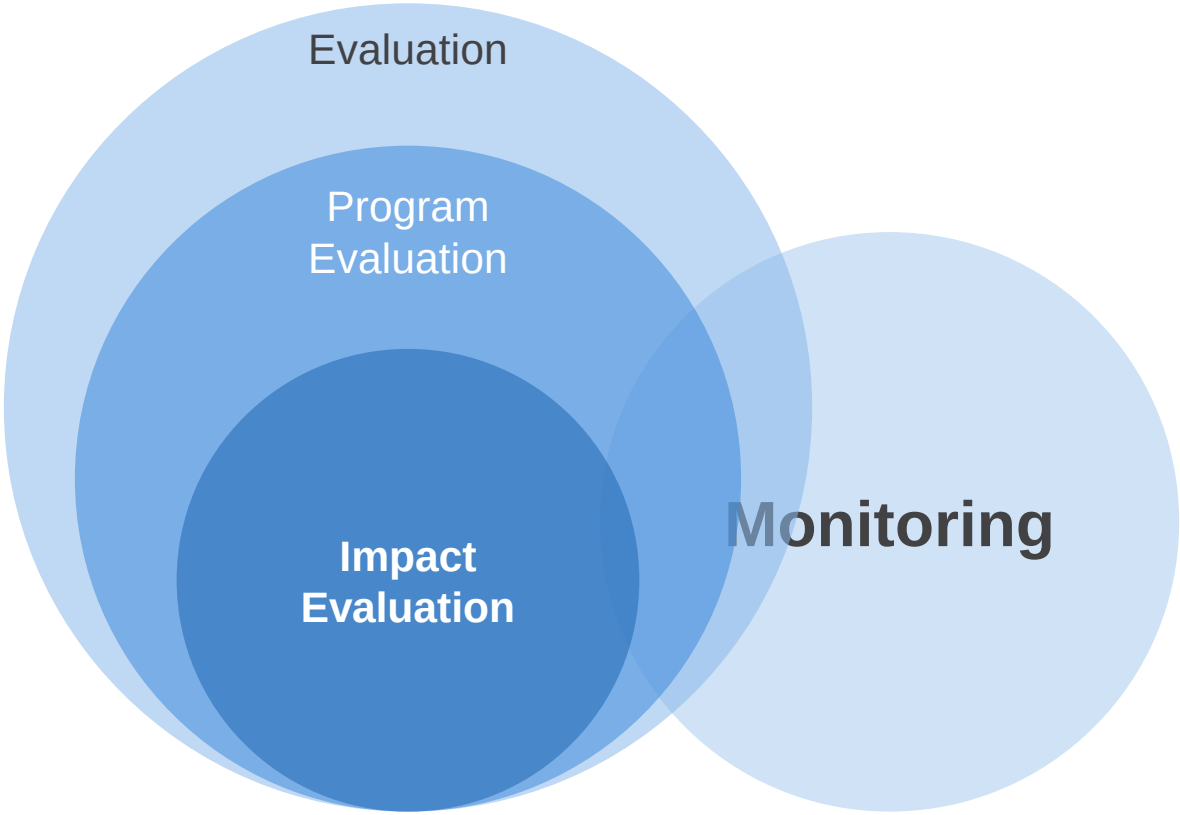
	Monitoring	Evaluation
Timing	Continuous throughout project	Periodic review at significant point of project progress - end of project, mid point of project, change of phase
Scope	Day to day activities, indicators of process, progress, sometimes outputs	Assess overall delivery of outputs and progress towards objectives and goals
Main participants	Project staff, project users	Might have external evaluators/ facilitators, project users, project staff, donors
Process	Regular meetings, interviews, monthly, quarterly reviews	Extraordinary meetings, additional data collection, exercises etc
Written outputs	Regular reports and updates to project users, management and donors	Written reports with recommendations for change to project - presented in workshops to different stakeholders

Monitoring

It's about:

- Choosing meaningful indicators
- that will measure progress towards a defined objective
- within a system that will provide timely and accurate data
- and a system that will use these data to adjust implementation

Programme evaluation



Understanding what to collect and measure

Components of evaluation

Needs Assessment	What is the problem?
Theory of change	How, in theory, does the programme fix the problem?
Process Evaluation	Does the programme work as planned?
Impact Evaluation	Were its goals achieved? The magnitude?
Cost Effectiveness	Given magnitude and cost, how does it compare to alternatives?

The major concern of impact evaluation...

Outcomes not **outputs** are the major concern of impact evaluation

Outputs	Outcomes
Products of the programme or project's activities Example: number of meals provided, number of classes taught	Benefits for participants or beneficiaries during or after their involvement with a programme Related to knowledge, skills, attitudes, values, behaviour, status or condition

Needs assessment

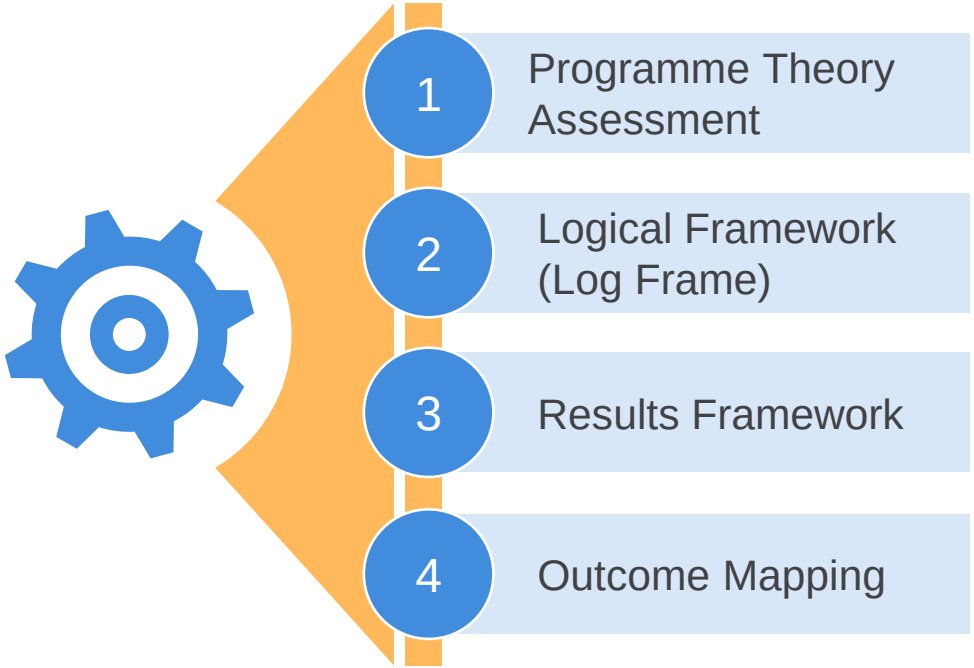
THE NEED	**Example:** **– Every year, between 2 and 3 million people die from vaccine-preventable diseases** **– Only 54% of 1-2 year olds in India receive the basic package of immunisations** **– In rural Rajasthan, this rate falls to 22%**
THE GOAL	To increase the full immunisation rate among children in rural Rajasthan
THE PROBLEM	1. In India, immunisations are offered for free… but the immunisation rate remains low 2. Average household is within 2 kilometers of the nearest clinic 3. High absenteeism at government health facilities – 45% of Auxiliary Nurse Midwives are absent on any given workday
What is REALLY the problem?	1. Cultural resistance, distrust in public health institutions 2. People don't value immunisations: short-term cost for long-term (and invisible) benefits 3. Limited income: parents can't afford to take a day off
THE SOLUTION	What is the theory behind your solution? How does that map to your theory of the problem? Now we'll talk about the Theory of Change

Activity: doing your own needs assessment

Activity: Take 5 minutes to create your own version of the needs assessment table

THE NEED	
THE GOAL	
THE PROBLEM	
What is REALLY the problem?	
THE SOLUTION	

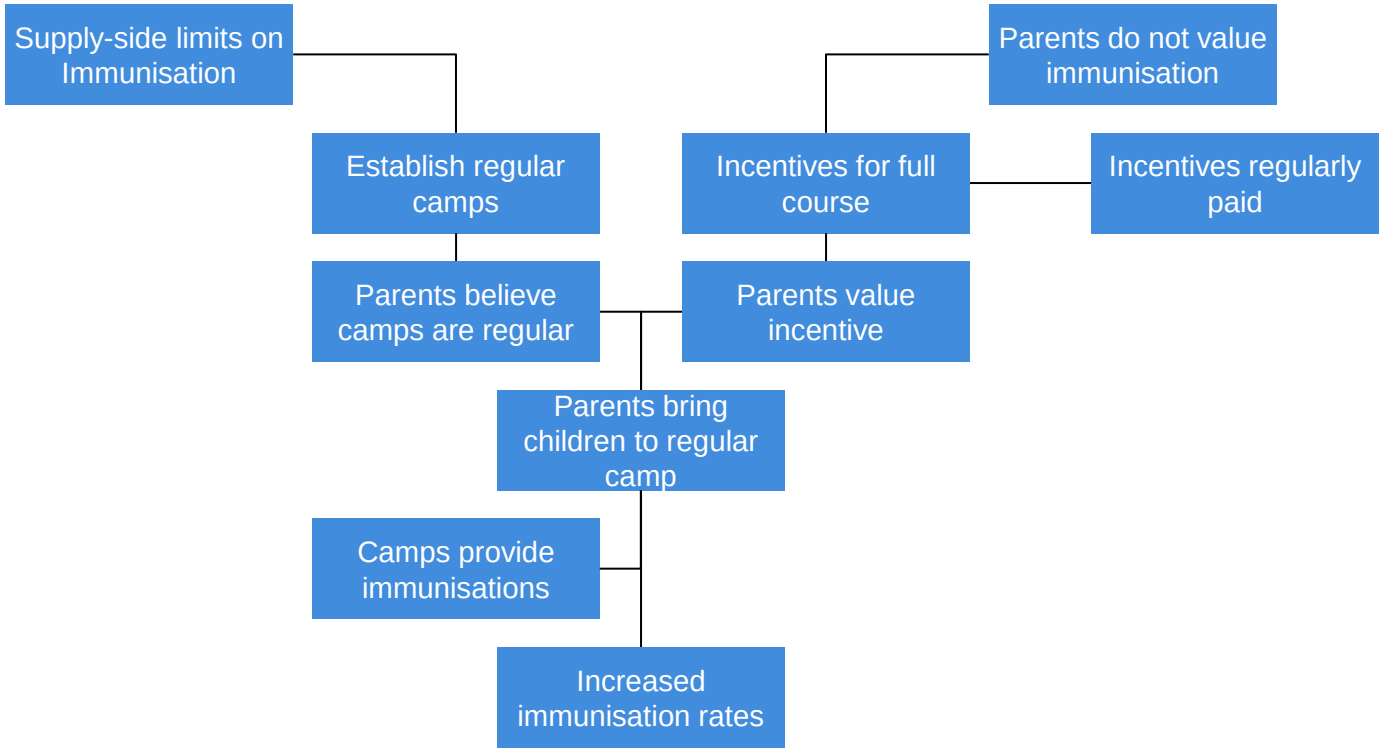
Theory of Change (ToC)



What is a ToC?

> A theory of change is a road map of where we are going (results) and how we are getting there (process)

Example Theory Of Change model: Immunisation in Rajasthan



Example Log Frame: Immunisation in Rajasthan

	Objectives Hierarchy	Indicators	Sources of Verification	Assumptions/ Threats
Impact (Goal/Overall objective)	Increased immunisation	Immunisation rates	Household survey	Adequate vaccine supply, parents do not have second thoughts
Outcome (Project Objective)	Parents attend the immunisation camps repeatedly	Follow-up attendance	Household survey; immunisation card	Parents have the time to come
Outputs	Immunisation camps are reliably open; Incentives are delivered	Number of kg bags delivered; Camp schedules	Random audits; Camp administrative data	Nurses/assistants will show up to camp and give out incentives properly
Inputs (Activities)	Camps + incentives are established	Camps are built, functional	Random audits of camps	Sufficient materials, funding, manpower

Causal hypothesis

Q How do I expect results to be achieved?

A *If* [inputs] and [activities] *produce* [outputs] this should *lead* to [outcomes] which will ultimately *contribute* to [goal]

Breakout Room: Forming your causal hypothesis

Start thinking about impact and forming a causal hypothesis in the context of your own research and an impact evaluation that you might run.

Spend 5 minutes noting down what your own statement below would consist of. Share it with your breakout room.

If **[inputs] and [activities]** ***produce*** **[outputs] this should** ***lead*** **to [outcomes] which will ultimately** ***contribute*** **to [goal]**

Tea break

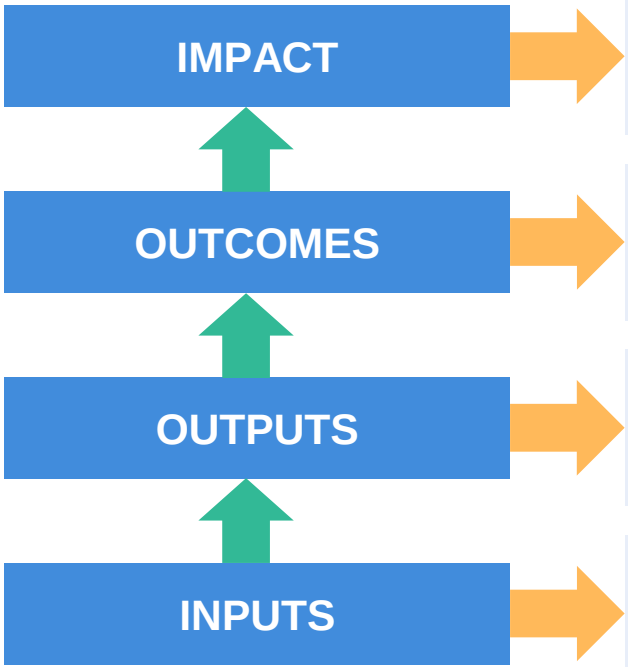
Developing indicators

Indicators, otherwise known as ‘Key Performance Indicators’ (KPIs) show how well the organisation or programme is achieving its objectives.

Activity:	run HIV/AIDS awareness sessions during the 1st quarter of 2022
Outcome:	improved knowledge of HIV prevention methods amongst target group by 2023
Indicator:	% of beneficiaries showing an improved knowledge of HIV prevention methods by 3rd quarter 2022 (source of information: beneficiaries knowledge survey)
Baseline:	30% of beneficiaries showed knowledge of HIV prevention methods according to a survey at the start of the programme
Target:	80% of beneficiaries showing knowledge of HIV prevention methods at the end of the programme in 2023 (conduct survey again on completion of the programme to see if the target was achieved).

TOP TIP: It’s important to consider whether an indicator will work in your particular context, for example, self-esteem indicators developed in one country might not be appropriate in another.

What do these indicators look like in practice?



Effect on living standards
– Better service impacts (e.g. literacy)
– Increase in participation, happiness

Access, usage and satisfaction of users
– Use of local gov't services
– Local gov't budgets align with community preferences

Goods and services generated
– More local gov't services delivered
– Trained local gov't officials

Financial and physical resources
– Budget support for local service delivery
– Training for local gov't

Indicators: what types? Key terminology

Indicators can be broadly classified into four categories:

1	**Input**	Input indicators track all the financial and physical resources used for an intervention
2	**Output**	Output indicators cover all the goods and services generated by the use of the inputs. These measure the supply of goods and services provided to individuals.
3	**Outcome**	Outcome indicators measure the level of access to public services, use of these services, and the level of satisfaction of users.
4	**Impact**	Impact indicators measure the ultimate effect of an intervention on a key dimension of the living standards of individuals – such as freedom from hunger, literacy, good health, empowerment, and security

Indicators: what qualities?

Be direct, unambiguous measure of progress

(for instance: immunisation coverage is less ambiguous than household expenditure on health)

Vary across group, areas, and over time

(for instance: child malnutrition is more likely to vary quickly over time than life expectancy)

Have direct link with interventions

(for instance: vehicle operating cost depends on road quality but also on many other factors, such as international petrol prices. It is therefore not a good indicator for progress in roads sector)

Be relevant for policy making

(for instance: use indicators at the right level of disaggregation, such as at the rayon level if expenditures are managed and executed at the rayon level. Use indicators that reflect the objectives)

Consistent with decision-making cycle

(for instance: use indicators at intervals which match the decision making process, prepare indicators in time for budget discussions)

Indicators continued: what qualities?

Not easily manipulated or blown off course

(for instance: some indicators can be very sensitive to external or exogenous factors. Others can be more likely manipulated: where there is self-reporting, or where incentive structures are such that one might be tempted to under or over-estimate the result).

Easy to measure and not too costly to measure

(for instance: number of deaths easily recorded, while number of cases of specific diseases sometimes harder to track accurately)

Easy to understand

(for instance: poverty incidence is easier to understand and to communicate than poverty depth)

Reliable

(for instance: scientific, objective indicators are more reliable than indicators which depend on the interpretation of the user. This is related to the above discussion on "manipulation")

Consistent with data available and the data collection capacity

to ensure that indicators will be measurable at the times and level selected. In line with the planned calendar of data collection

Activity: developing your own indicators

Spend 5 minutes plotting 2 indicators that could be used for impact assessment of your own programme in the context of your research.

Share your 2 indicators with the group.

We will discuss

1) Is it achievable?
2) What might stop you from tracking your indicators?
3) When in your project delivery would you monitor it?

Part 2

Methodologies, Design and Implementing an impact evaluation

Types of data to collect

What types of data meets your evaluation needs?

Existing data (i.e., secondary data)

– *Internal programme data*
(e.g., participant records, program logs, performance measurement data)

– *External datasets / administrative data*
(e.g., **student** records, test scores, medical records, Census data, unemployment insurance claims)

New data (i.e., primary data)

– Data from surveys, assessments, interviews, and observations

Quantitative data

Numerical information that can be counted, quantified, and mathematically analysed (e.g., test scores, ratings)

Quantitative data is systematically collected, recorded, and analysed

Statistical analysis (mean, median, chi-square, t-test, ANOVA, regression, etc.)

Table 4.1 Empowerment scorecard results in the three research communities, Jamaica

	Community Score (Scale: 1= Very poor; 2= Poor; 3= Fair; 4= Good; 5= Excellent).		
Indicator	Harasson Gardens	Poyuton Terrace	Coolblue Gap
	Violent, poor urban	Stable, poor urban	Poor rural
Original indicators (first round scores from February in brackets)			
Level of trust youth have in the police	1 (2)	4 (5)	4 (1)
Level of respect and courtesy displayed by the police	2 (1)	5 (5)	5 (2)
Level of fairness displayed by police	1 (1)	4 (5)	4 (1)
Level of responsiveness of police	3 (--)	3 (4)	2 (1)
Level of effort made by police to interact with the youth	2 (3)	5 (5)	3 (2)
Additional empowerment indicators			
Level of youth access to information about police activities and services	3	5	1
Level of youth willingness to use police services (e.g. reporting incidents)	4	5	4
Ability of youth to officially complain about inappropriate police behaviour / action	5	5	2
Level of youth willingness to officially complain about inappropriate police behaviour / action	1	4	4
Level of youth hope that police-youth relations can improve	2	5	5

Source: Holland et al (2007)

Qualitative tools for impact evaluation

Surveys, interviews, focus groups

Tool	Pros	Cons
Interviews	– In-depth analysis – Higher potential for insights – Possibility to use coding and perform statistical analysis – Use robust insights to complement qualitative survey – Less bias than with a focus group	– More complex to interpret – More difficult to organise – Time consuming for small amount of data collected (transcribing, codifying)
Surveys / questionnaires	– Easy to do/ quick to create – Has wide reach – Saves money on other research costs – Can do it via mail, email, online, telephone, and verbal methods – It can quickly show you trends in the market – It gathers large and significant data	– Survey fatigue could lead to response bias – Making the wrong questions can lead to inaccurate data – Respondents may skip answers or quit in the middle of a survey – Not the best method to use to gather info on a controversial topic – The answers you provide must reflect the possible answers of the respondents
Focus groups	– Diversity and enrichment of interviewees' profiles and responses – Cheaper light analysis of answers – Confirms insights obtained through other qualitative methodologies	– Disproportionate speaking time between participants – Lower average speaking time – Moderator's bias is hard to prevent

Questionnaires or surveys

Tips for creation of questionnaires or surveys:

- **In the introduction to your questionnaire**, make clear the purpose of your questionnaire and how it is helping you to survey a particular area, who is carrying out the survey, *how long it will take* to complete the questionnaire
- **Seek informed consent** in the introduction to the questionnaire
- **Provide clear instructions f**or each question
- **Always test** -- technically and with others

Questionnaires or surveys

Tips for creation of questionnaires or surveys:

- **Questions should be:**
  - Easy to understand and answer; no jargon
  - Relevant to the agreed survey aims and objectives
  - Valid and appropriate
  - Exhaustive and mutually exclusive in response (answer) options
- **Open or closed questions:**
  a. Open questions: used for descriptive answers, allowing the respondent more freedom to express their views
  b. Closed questions: used to provide quantitative information, usually requiring a single or pre-set responses

Workshops and focus groups

When running workshops and focus groups in a community, here are some examples of tools that can be used.

Templates for these can be downloaded at Tiny Tools.

Lifeline / Quality of Life Curve:	Community members rate each year that they can remember on a scale from 1 (lowest rating) to 5 (highest rating) on a chart. They then mark the significant events that caused them to give the ratings (e.g. drought, building of a borehole, disease outbreak, introduction of farm subsidies, etc.)
Road Journey Diagram:	Community members draw a picture of a road that describes changes in their community over time. For example, the road may show pictures of a new school being built, or people fighting within the village. The road can be extended into the future to show where the community wants to go.

Workshops and focus groups

Examples… continued

Templates for these can be downloaded at Tiny Tools.

Activity List:	Community members list all the activities being run by different organisations in their area. They then rate activities based on their importance, who benefited, and how much time and effort they put into the activities.
Influence Matrix:	Community members list the areas of their lives that have changed (e.g. income, skills, food security, etc) down one side of the table. On the other side of the table they list the activities of the program. They then rate on a scale from 0 to 10 how much each activity has influenced each part of their lives.

Tools for impact evaluation: Case studies

A case study focuses on a particular unit - a person, a site, a project. It often uses a combination of quantitative and qualitative data.

Case studies can be particularly useful for understanding how different elements fit together and how different elements (implementation, context and other factors) have produced the observed impacts.

Tools for impact evaluation: Case studies

There are different types of case studies, which can be used for different purposes in evaluation:

1. Illustrative
2. Exploratory
3. Critical instance
4. Program implementation
5. Program effects
6. Cumulative

TOP TIP: Creating impact stories is critical for the communication of your programme, to engage stakeholders and gain buy in

Discussion: Impact Tools

Take 2 minutes to start to think through one of the methodologies you would include in your evaluation design:

- Surveys
- Focus groups
- Interviews
- Case studies
- Observations

1. Which method(s) do you believe would you envisage using?
2. What might it not be useful at measuring for you?
3. What other method might you use?

Deploying data collection tools

We recommend considering three steps in deploying data collection tools:

1. **Training staff or project co-workers:** Training staff in the fundamental principles of responsibly collecting high quality data*
2. **Piloting Tools:** Piloting tools for relevance and effectiveness, for example, are the questions understood by respondents
3. **Deploying Tools:** Thinking through, and planning, when and how to deploy your data collection tools**

* *Ensure high quality data and data security*
** *Choose the right software*

Tea break

Planning for Impact Evaluation

When should you plan to implement your impact evaluation?

- Base it on a relevant timeline for your expected project impact, needs to let the effects and activities of your programme run a full cycle
- Depends on the type of evaluation; pilot, annual, or to evaluate a special feature
- Think about the resources and information required: how long will you need to collect information? Who will deploy it?

Planning your monitoring and evaluation framework

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Goal	Percentage of Grades 6 students continuing on to Grade 7.	Number students who start the first day of Grade 7 divided by the total number of Grade 6 students in the previous year, multiplied by 100.	50%	60%	Primary and high school enrolment records.	Annual	Program manager	Annual program report
Outcomes	Average national reading proficiency test score among children in Grade 6.	Sum of all reading proficiency test scores for all students in Grade 6 divided by the total number of students in Grade 6.	Average score: 47	Average score: 57	Reading proficiency tests using the national assessment tool.	Every 6 months	Teachers	Quarterly teacher reports Annual program report
Outputs	Number of Grade 6 students who completed a summer reading camp.	Total number of students who were present during morning roll call on at least 10 out of the 12 days of the camp.	0	300	Summer camp attendance records.	End of every camp	Teachers	Camp review report Annual program report
	Number of parents of children in Grade 6 who helped their children read at home in the last week.	Total number of parents who answered "yes" to the question "Did you help your child read at home any time in the last week?". Only one parent surveyed per household.	0	700	Survey of parents.	Quarterly	Program officer	Survey report Annual program report
Activities	Number of summer reading camps run for Grade 6 students.	Number of summer reading camps that were fully completed during the 12 month program period.	0	3	Summer camp delivery records.	Quarterly	Teachers	Camp review Report Annual program report
	Number of "Reading at Home" kits distributed to parents.	Number of complete "Reading at Home" kits given to students to pass on to their parents.	0	1000	Kit delivery records.	Quarterly	Teachers	Kit report Annual program report

When is it the right type of evaluation to use?

Issue	Impact evaluation might be appropriate when…	Impact evaluation might NOT be appropriate when…
Intended uses and timing	There is scope to use the findings to inform decisions about future interventions.	There are no clear intended uses or intended users – for example, decisions have already been made on the basis of existing credible evidence, or need to be made before it will be possible to undertake a credible impact evaluation.
Focus	There is a need to understand the impacts that have been produced.	The priority at this stage is to understand and improve the quality of implementation.
Resources	There are adequate resources to undertake a sufficiently comprehensive and rigorous impact evaluation, including the availability of existing, good quality data and additional time and money to collect more.	Existing data are inadequate and there are insufficient resources to fill gaps.
Relevance	It is clearly linked to the strategies and priorities of an organisation, partnership and/or government.	It is peripheral to the strategies and priorities of an organisation, partnership and/or government.

Articulating your impact - the counterfactual

What would have happened in the absence of the programme?

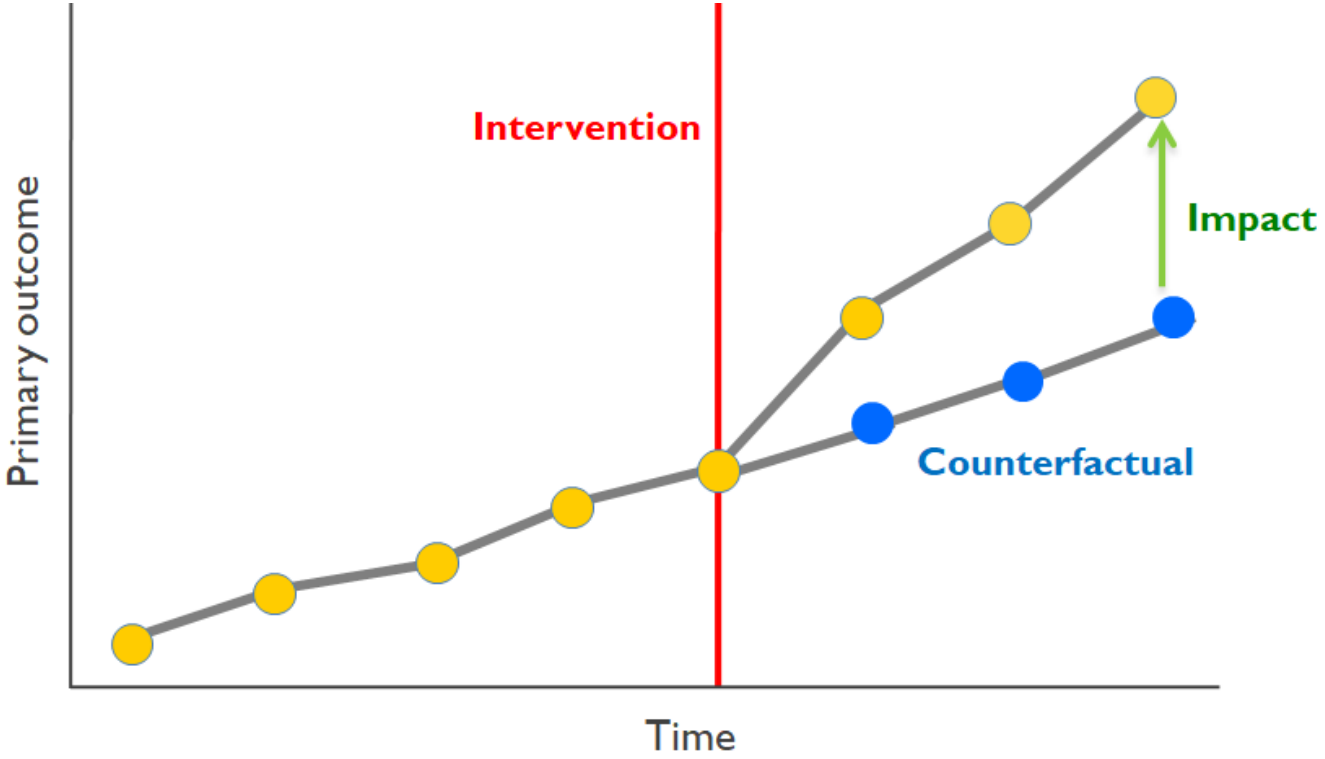
Take the difference between…

what happened (with the programme) …and

– what would have happened (without the programme)

= IMPACT of the programme

Examining impact



Constructing the counterfactual

1. Why not compare individuals before and after the programme or project?
   – *Because you are not sure what changes or impact was caused by the programme and what by the rest of the world*

2. We need a control/comparison group that will allow us to attribute any change in the “treatment” group to the programme (causality)

3. The most common ‘counterfactual’ is to use a comparison group

4. The difference in outcomes between the beneficiaries of the intervention (the treatment group) and the comparison group, is called a ‘single difference’ measure of impact.

Key concept: Sampling

- Sampling is used when it isn’t possible to collect data from all of your participants.
- Samples can be random (all participant have an equal chance of being included) or non-random (respondents are systematically selected).

Constructing the counterfactual

Counterfactual is often constructed by selecting a group not affected by the programme

Randomised

Use random assignment of the program to create a control group which mimics the counterfactual.

Non-randomised

Argue that a certain group mimics the counterfactual and there isn't complicating bias

Being aware of comparison group issues!

Two central problems:

1 Programmes are targeted

Programme areas will differ in observable and unobservable ways precisely because the program intended this

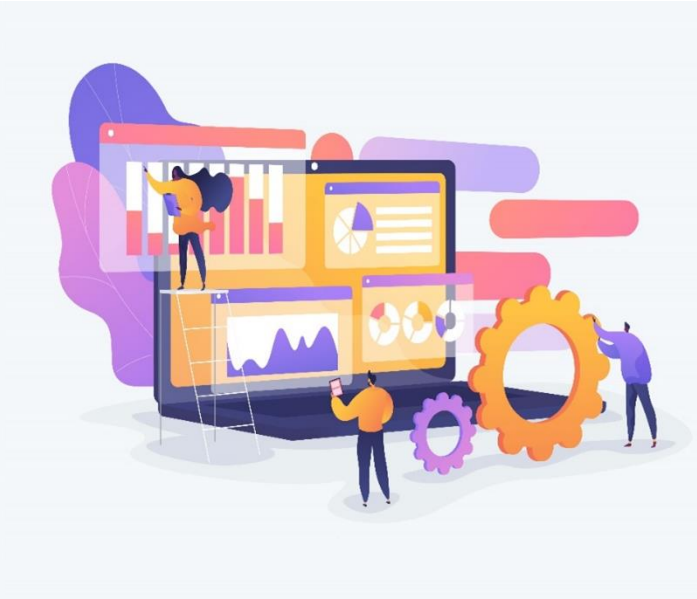
2 Individual participation is (usually) voluntary

Participants will differ from non-participants in observable and unobservable ways

Hence, a comparison of participants and an arbitrary group of non-participants can lead to heavily biased results

Implementation: What do you need to do on the ground?

- Gathering team to input into the process / agree goals
- Put in place a partnership agreement for work
- Group training and collaboration days
- Attending regional/ local events related to topic
- Identify stakeholder touch-points or manufacture them such as setting up local stakeholder meetings or focus groups
- Carrying out a locality needs analysis to understand how best to construct and focus your evaluation
- Create case studies to inform strategy development
- Running focus group to understand local needs



Plan your data collection

Choosing which to use can be a difficult decision. It can help to consider a number of factors in making your decision:

1. What capacity do you have to use different methods?
2. Will you use mixed/creative data collection methods?
3. Will you be collecting against qualitative or quantitative indicators?
4. Are there tools you could use that would use more participatory approaches?

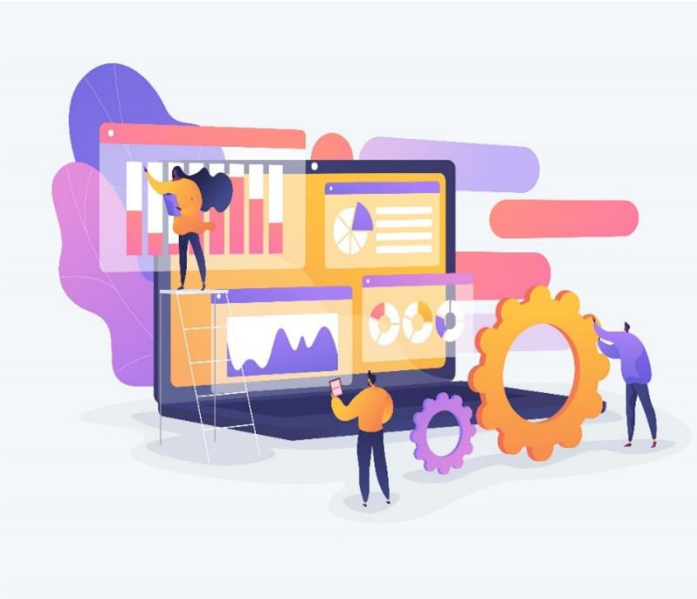
Your approach to data collection

Take the first 5 minutes to outline how you will approach data collection. Discuss your key concerns or ideas with the group; ask for advice on how it could be improved.

What will indicators will you focus on?	***Remember, achievable and trackable that will demonstrate your proposed impact points***
Who will need to contribute?	Who will need to participate in your evaluation (and which tools)?
What existing data sets will you use?	Do any exist that will complement or strengthen your research?
What practical issues do you envisage?	How will you approach the logistical and operational elements of data collection? What could be the problems with this?
When will you collect/run your monitoring?	How will you time this? What milestones do you need to be aware of?

What can go wrong?

- Not building your evidence base; making assumptions that create inaccurate measurement tools
- Not consulting or including your beneficiaries in the process; too detached from what's real or practical
- Relying too heavily on one type of tracking or studies to lead your evaluations
- Not agreeing what's worth tracking with key stakeholders(funders, partners)
- Making measurement and tracking too burdensome! Use agreed limited digital tools and set processes; review processes periodically
- Not gaining permission or embedding processes



What if no time or resources to directly measure or track?

Evaluation starts from the premise of understanding what is happening, and what isn't.

- Start with key indicators on what shows the programme is being delivered in line with the mission – to the right people, right places, etc.
- Use existing programme activities, like events with stakeholders, conversations with partners, to build a profile of 'pipeline indicators' – the factors that affect whether the programme 'works'
- Focus on snapshots: whether a sample study, case studies or one project component before the whole programme
- If possible start tracking something: don't wait until conditions are perfect or you need it -- some information is better than non (but don't over-collect!)

Quality monitoring until you can evaluate

Focus on high quality monitoring your programme or intervention if you can't run an evaluation

Credible	Monitoring systems collect high quality data and analyse those data correctly
Actionable	Collecting data that affects how the organisation or programme works. Some organisations and programmes over-collect data that never gets analysed or used
Responsible	Data collection systems should strike balance between money spent on data collection and on implementing programmes
Transportable	Systems generate knowledge that can be useful for other programmes

Learning from your impact evaluation data

1. Review learning questions and indicators
2. Select tools for analysis (e.g. Excel)
3. Prepare your data
4. Display your data (e.g. in charts and graphs)
5. Interpret and draw conclusions from your data

Sharing your impact evaluation data

There are many different ways to use the learning from your data. A good starting point can be to create a calendar to plan when you can use your data across the year, for example:

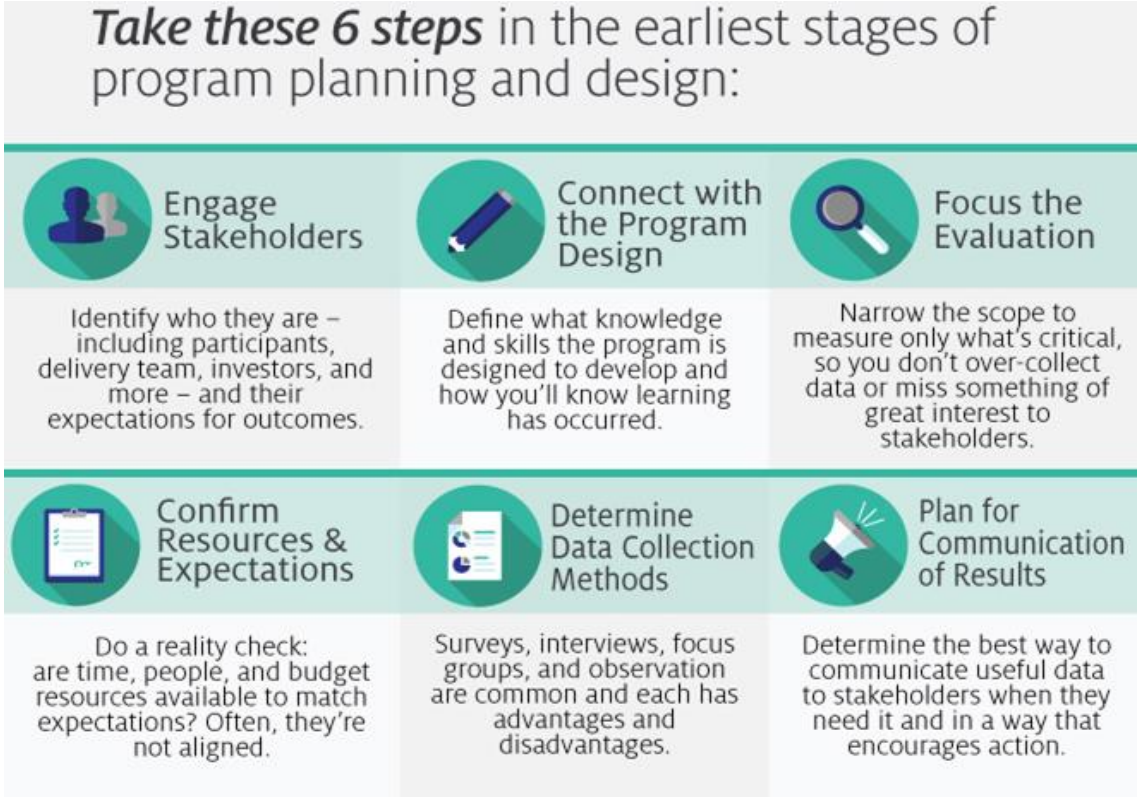
1. When/if data is needed by funders as part of the condition of receiving funding e.g. at the beginning or end of a grant

2. When you could use the data as an opportunity for learning (what we call a 'learning event') e.g. monthly meetings and/or in an annual retreat

3. When you could share data with key stakeholders e.g. through an annual report

4. Where you could use data for communications and marketing e.g. in a newsletter

Final tips: 6 steps for measuring impact

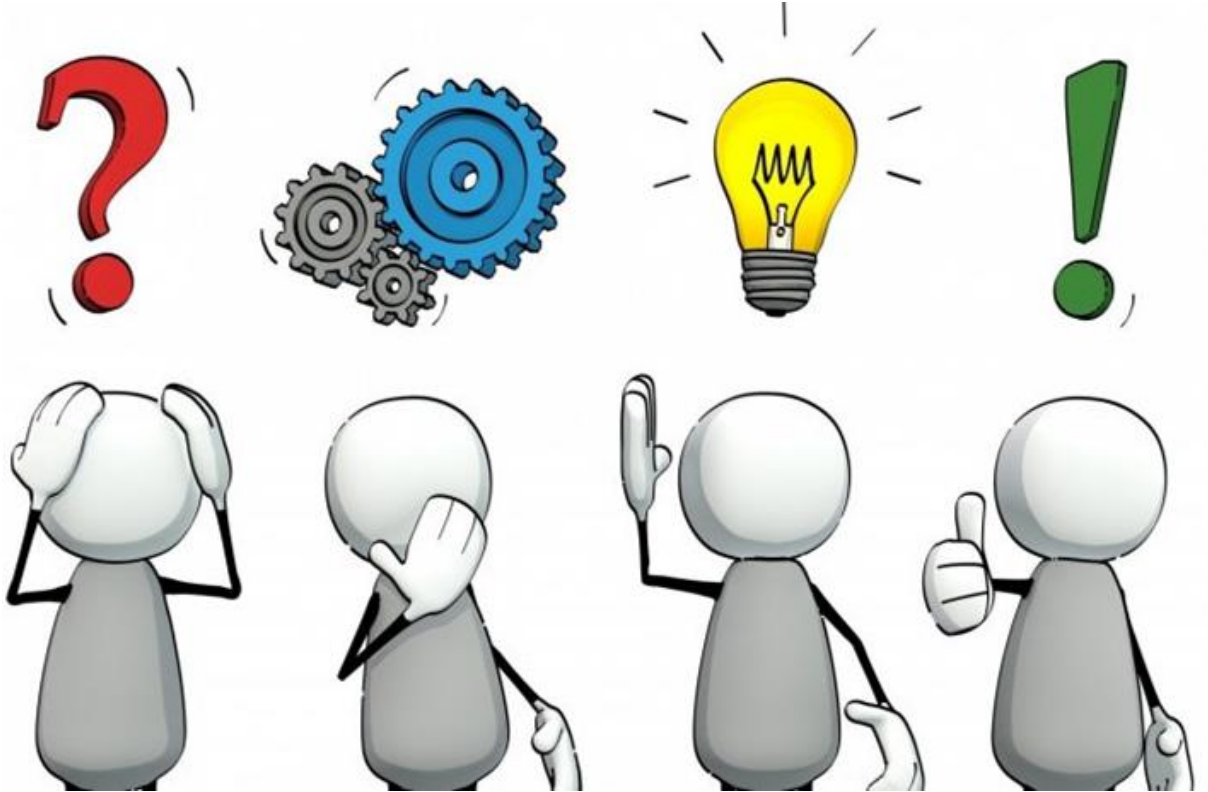


Recommended follow up

https://www.betterevaluation.org/en/themes/impact_evaluation

- The BetterEvaluation Rainbow Framework provides a good overview of the key stages in the evaluation process during which the question ‘Who is best involved?’ can be asked.
- Understand and engage stakeholders framework
- Use measures, indicators or metrics page
- Participatory Evaluation
- UNICEF Brief 5. Participatory Approaches - impact evaluation
- Develop programme theory/logic model

Reflections



Thank you and evaluation Form

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