

## AccessEd: Researcher Development Programme Researcher Engagement and Reflection Log

### Workshop: Social impact evaluation: measurement and tools to help projects succeed

#### Outline

This worksheet is designed for you to reflect on the key learning steps from the training workshop you attended and think about workshop learning outcomes in line with your learning portfolio.

We encourage you to make a note of your responses in a word document or otherwise, ensuring your record your reflections and consider what legacy this will have after the training has finished.

Consider the following actions that you might take in relation to this workshop engagement and reflection log:

- ✓ Consider sharing your reflections with your peers – Commonwealth Scholars and others
- ✓ How can you best record your notes and reflections to best suit your own individual style of learning?
- ✓ How might you use reflections from this worksheet log in the future to contribute towards learning in other workshops?

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#### A. Self-reflection: Skills development

1. During training we talked about 'why' do impact evaluation. Check the list of reasons below, and tick those that apply to your personal project or programme.

Identifying the 'why' of impact evaluation is critical to staying on track and achieving your goals – and knowing whether it's a good idea to start!

<input type="checkbox"/>	Proof of what works: scale up pilot interventions, projects or programmes
<input type="checkbox"/>	Improve: adjust project or programme design
<input type="checkbox"/>	Streamline: make operations more efficient or effective
<input type="checkbox"/>	Question: decide to stop an initiative, project or programme
<input type="checkbox"/>	Publicise: communicate benefit of your work (funders, governing structures, press)
<input type="checkbox"/>	Share: inform others to improve practice

2. One of the first components of conducting impact evaluation is to conduct a 'Needs Assessment'. During training, you had the chance to start thinking about your own Needs Assessment in relation to an impact evaluation project or process that you might undertake.

Fill in the table below to map out your own Needs Assessment:

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

3. What was your biggest learning takeaway from the workshop?

4. How will you apply what you have learnt today to your research/studies, and how does it complement your learning portfolio?

5. To wrap up the session, we discussed 6 final steps for measuring impact:

- Engage stakeholders
- Connect with the programme design
- Focus the evaluation
- Confirm resources and expectation
- Determine data collection methods
- Plan for communication of results

What is one step you will take to start engaging your stakeholders for your upcoming impact evaluation?

E.g.: *I will identify my participants, delivery team, investors. I will set up interviews with at least two stakeholders from each group to identify their expectations and outcomes for involvement in this project.*

## B. Self-reflection: Learning in relation to Impact Evaluation

6. We discussed Theory of Change during the workshop: in brief, how does the programme fix or address the problem emerging from your Needs Assessment? How does it achieve the desired goal?

The 'causal hypothesis' models the theory behind the programme, presenting a plausible and feasible plan for improving the targeted social condition/need.

Using the below, devise a causal hypothesis for your own impact evaluation:

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

7. During training you had the chance to develop your own indicators. Continue to devise these if you have not done so already. For each of the indicators, use the list below to check that they have the necessary qualities to make them successful:

- Direct, unambiguous measure of progress
- Can vary across group, areas and over time
- Have a direct link with interventions
- Are relevant for policy making
- Are consistent with the decision making cycle
- Not easily manipulated
- Easy and not too costly to measure
- Easy to understand
- Reliable (scientific, objective)
- Consistent with data availability / data collection capacity

8. During training we covered a variety of different impact tools that you might use during your evaluation design. Pick one of these (e.g. surveys; focus groups; case studies; observations) and plan below, in detail, how you might carry this out:

- Who are your participants?
- How will you logistically organise this data collection method?
- How will you evaluate the data?

9. We discussed the *PLANNING* of your impact evaluation. Impact evaluation might be appropriate, or there are times when it might NOT be appropriate. Use the following 'issues' to assess whether the timing is right for your impact evaluation:

(1) Clear intended use and users? (2) Clear focus? (3) Adequate resources to undertake it comprehensively? (4) relevant and clearly linked to your strategies and priorities?

10. The counterfactual is a key element of impact evaluation: the difference between what happened with your programme, and what would have happened without it. This effectively shows the impact of the programme. Based on training, write initial ideas below for what the counterfactual could be for your programme, and what indicator you would come up with to represent this.

## C. Tools to takeaway: Impact evaluation: measurement and tools to help you succeed

Below is a list of further tools that can be used for impact evaluation.

### (i) Framework for Understand and engaging with stakeholders

#### 1. Understand and engage with stakeholders

Who needs to be involved in the evaluation? How can they be identified and engaged?

##### Understand stakeholders

**Community scoping:** developing a more in-depth understanding of a community of interest by providing information about its social diversity, history, existing networks, and overall socio-economic characteristics.

**Stakeholder mapping and analysis:** identifying different stakeholders' level of interest and influence.

Understanding and taking into account the priorities and concerns of different stakeholders informs evaluation planning, communication strategies during and after the evaluation and supports the utilization of evaluation findings.

##### Engage stakeholders

**Community fairs:** organising a community event with the aim of providing information about the project and raising the awareness of relevant issues.

**Fishbowl technique:** managing group discussion about relevant issues.

**Formal meeting processes:** guidance on processes for running formal meetings.

**Informal meeting processes:** a conversation between an evaluator and a key stakeholder that is not conducted in a formal way but is still seeking the same outcomes.

See more here from [Better Evaluation](#).

### (ii) The Rainbow Framework – key questions

The BetterEvaluation Rainbow Framework prompts you to think about a series of key questions. It is important to consider all these issues, including reporting, at the beginning of an evaluation.

Find the compacted framework [here](#).



## D. Further reading tip....

Links and reading:

- [Participatory Evaluation](#)
- [UNICEF Brief 5. Participatory Approaches](#) - impact evaluation
- [Develop programme theory/logic model](#)