

Leaders in Sustainable Development Programme 2021-22 Researcher Engagement and Reflection Log

Workshop: [Social Entrepreneurship: Impact and Evaluation \(Part 1 and 2\)](#)

Outline

This worksheet is designed for you to reflect on the key learning points from the video and discussion workshop you attended and think about learning outcomes in line with your Development Training Record.

We encourage you to make a note of your responses in a separate document, 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:

- ✓ Sharing your reflections with your peers – Commonwealth Scholars and others
- ✓ How can you record your notes in a way that best supports your individual learning?
- ✓ How might you use reflections from this worksheet log in the future to contribute towards learning in other workshops?

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!

	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

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 development training record?

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

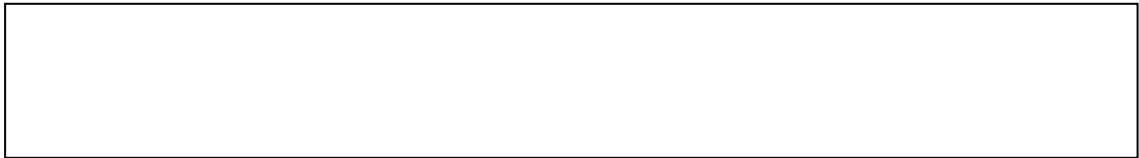
6. We discussed Theory of Change during the workshop: in brief, how does the programme fix or address the problem emerging from your Needs Assessment? How does it achieve the desired goal?

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:
- Clear intended use and users?
 - Clear focus?
 - Adequate resources to undertake it comprehensively?
 - 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: Social Entrepreneurship: Impact and Evaluation (Part 1 and 2)

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

(i) Framework for Understand and engaging with stakeholders

<p>1. Understand and engage with stakeholders Who needs to be involved in the evaluation? How can they be identified and engaged?</p>	
<p><i>Understand stakeholders</i></p> <p>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.</p> <p>Stakeholder mapping and analysis: identifying different stakeholders' level of interest and influence.</p>	<p><i>Engage stakeholders</i></p> <p>Community fairs: organising a community event with the aim of providing information about the project and raising the awareness of relevant issues.</p> <p>Fishbowl technique: managing group discussion about relevant issues.</p> <p>Formal meeting processes: guidance on processes for running formal meetings.</p> <p>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.</p>
<p>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.</p>	

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

(ii) The Rainbow Framework – key questions

The 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](#).

<p>1. MANAGE an evaluation or evaluation system Manage an evaluation (or a series of evaluations), including deciding who will conduct the evaluation and who will make decisions about it.</p> <p>Understand and engage stakeholders: Who needs to be involved in the evaluation? How can they be identified and engaged?</p> <p>Establish decision making processes: Who will have the authority to make what type of decisions about the evaluation? Who will provide advice or make recommendations about the evaluation? What processes will be used for making decisions?</p> <p>Decide who will conduct the evaluation: Who will actually undertake the evaluation?</p> <p>Determine and secure resources: What resources (time, money, and expertise) will be needed for the evaluation and how can they be obtained? Consider both internal (e.g. staff time) and external (e.g. previous participants' time) resources.</p> <p>Define ethical and quality evaluation standards: What will be considered a high quality and ethical evaluation? How should ethical issues be addressed?</p> <p>Document management processes and agreements: How will the evaluation's management processes and agreements be documented?</p> <p>Develop planning documents for the evaluation: What needs to be done to design, plan and implement the evaluation? What planning documents need to be created (evaluation framework, evaluation plan, evaluation design, evaluation work plan)?</p> <p>Review evaluation (do meta-evaluation): How will the evaluation itself be evaluated including the plan, process, and report?</p> <p>Develop evaluation capacity: How can the ability of individuals, groups and organisations to conduct and use evaluations be strengthened?</p>	<p>4. DESCRIBE activities, outcomes, impacts and context Collect and retrieve data to answer descriptive questions about the activities of the project/program/policy, the various results it has had, and the context in which it has been implemented.</p> <p>Sample: What sampling strategies will you use for collecting data?</p> <p>Use measures, indicators or metrics: What measures or indicators will be used? Are there existing ones that should be used or will you need to develop new measures and indicators?</p> <p>Collect and/or retrieve data: How will you collect and/or retrieve data about activities, results, context and other factors?</p> <p>Manage data: How will you organise and store data and ensure its quality?</p> <p>Combine qualitative and quantitative data: How will you combine qualitative and quantitative data?</p> <p>Analyse data: How will you investigate patterns in the numeric or textual data?</p> <p>Visualise data: How will you display data visually?</p>
<p>2. DEFINE what is to be evaluated Develop a description (or access an existing version) of what is to be evaluated and how it is understood to work.</p> <p>Develop initial description: What exactly is being evaluated?</p> <p>Develop programme theory / logic model: How is the intervention understood to work (program theory, theory of change, logic model)?</p> <p>Identify potential unintended results: What are possible unintended results (both positive and negative) that will be important to address in the evaluation?</p>	<p>5. UNDERSTAND CAUSES Collect and analyse data to answer causal questions about what has produced outcomes and impacts that have been observed.</p> <p>Check the results support causal attribution: How will you assess whether the results are consistent with the theory that the intervention produced them?</p> <p>Compare results to the counterfactual: How will you compare the factual with the counterfactual - what would have happened without the intervention?</p> <p>Investigate possible alternative explanations: How will you investigate alternative explanations?</p>
<p>3. FRAME the boundaries for an evaluation Set the parameters of the evaluation – its purposes, key evaluation questions and the criteria and standards to be used.</p> <p>Identify primary intended users: Who are the primary intended users of this evaluation?</p> <p>Decide purpose: What are the primary purposes and intended uses of the evaluation?</p> <p>Specify the key evaluation questions: What are the high level questions the evaluation will seek to answer? How can these be developed?</p> <p>Determine what 'success' looks like: What should be the criteria and standards for judging performance? Whose criteria and standards matter? What process should be used to develop agreement about these?</p>	<p>6. SYNTHESISE data from one or more evaluations Combine data to form an overall assessment of the merit or worth of the intervention, or to summarise evidence across several evaluations.</p> <p>Synthesise data from a single evaluation: How will you synthesise data from a single evaluation?</p> <p>Synthesise data across evaluations: Do you need to synthesise data across evaluations? If so, how should this be done?</p> <p>Generalise findings: How can the findings from this evaluation be generalised to the future, to other sites and to other programmes?</p>
	<p>7. REPORT AND SUPPORT USE of findings Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.</p> <p>Identify reporting requirements: What timeframe and format is required for reporting?</p> <p>Develop reporting media: What types of reporting formats will be appropriate for the intended users?</p> <p>Ensure accessibility: How can the report be easy to access and use for different users?</p> <p>Develop recommendations: Will the evaluation include recommendations? How will these be developed and by whom?</p> <p>Support use: In addition to engaging intended users in the evaluation process, how will you support the use of evaluation findings?</p>

Additional reading tips...

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