Commonwealth Foundation

Compendium of tools for Monitoring and Evaluation

October 2018

Contents

Overview

Data collection is a key component of Monitoring and Evaluation and there are a range of tools that can be used for this purpose. The tools offered in this compendium focus on collecting data around the following- gender analysis; meetings and workshop; outcomes and impacts; advocacy actions; management and output; and strategy direction. The annex contains information of consent forms.

Tools that focus on gender

	Intersectionality
What is it?	*An analytical tool for studying, understanding and responding to the way in which gender intersects with other identities and how these intersections contribute to unique experiences of oppression and privilege.*
Why use it?	*To reveal multiple identities and exposes the different types of discrimination and disadvantage that occur as a consequence of a combination of different identities.*
When use it?	*In research, analysis and planning.*
Source	*AWID (2004) Intersectionality: A Tool for Gender and Economic Justice. Women's Rights and Economic Change.*
Case Study	*The Canadian experience shows that in property markets, particularly in rental markets, single, black women experience particular difficulty in finding apartments, especially if they are recipients of social assistance and/or are single parents. Many landlords buy into various stereotypes and believe them to be less dependable tenants. On the basis of sex alone, this discrimination would not be apparent. Similarly, if considering race alone, this discrimination would not be evident. It is single-black-women that are subject to discrimination in the housing market in particular. This is intersectional discrimination. A gender specific approach is therefore required over a standard discrimination analysis. This is achieved through asking questions such as: What forms of identity are critical organising principles for this community/region (beyond gender, consider race, ethnicity, religion, citizenship, age, caste, ability)? Who are the most marginalised women, girls, men and boys in the community and why? What social and economic programs are available to different groups in the community and do they promote or progress a transformative agenda for women's rights? Who does and does not have access or control over productive resources and why? Which groups have the lowest and the highest levels of public representation and why? What laws, policies and organizational practices limit opportunities of different groups? What opportunities facilitate the advancement of different groups? What initiatives would address the needs of the most marginalized or discriminated groups in society? What are the expressed needs and priorities of these marginalised groups?*

	Gender and Women's Empowerment Indicators
What is it?	*Measures of performance that require the collection and analysis of sex-disaggregated information on who participates in and benefits from development activities.*
Why use it?	*To advocate for a just and equal society.*
When use it?	*In monitoring and evaluation of outcomes and impacts.*
Source	*Asian Development Bank (2013) Tool Kit on Gender Equality Results and Indicators*
Case Study	*In the Education and Training Sector, a gender equality outcome is to reduce gender disparities in educational outcomes and employment due to strengthened, gender-responsive, and better quality education systems. Sample gender equality indicators in order to measure the achievement of this outcome include- scores on literacy and numeracy tests and other national assessments and the number of male and female students benefitting from new and improved educational facilities.*

	Women's Empowerment Index
What is it?	*A context-specific composite index for the measurement of women's empowerment.*
Why use it?	*To permit adaptation of the framework in relation to different definitions of gender and empowerment, making it easily understood by different development practitioners.*
When use it?	*During preliminary and ongoing research as a way to collect data from individual respondents.*
Source	*Lombardini and McCollum (2017) Using internal evaluations to measure organisational impact. A meta-analysis of Oxfam's women's empowerment projects- working paper.*
Case Study	*Oxfam GB selected a sample of mature or closing projects for rigorous evaluation. The projects were selected and evaluated under the thematic area of Women's Empowerment. They share the same goal of contributing to greater women's empowerment. One such project was in the context of Zambia. Zambia's 'Copperbelt Livelihoods Project' was implemented by the Sustainable Agriculture Programme (SAP). It targeted 1,000 small-scale farmers (60% of whom are women) living in ten villages in Kitwe district of Zambia's Copperbelt Province. In addition to empowering women, the project sought to bolster household income and food security and reduce vulnerability through the provision of agricultural inputs and increasing market access. The project started in 2009, and the evaluation was conducted in October 2011. Indicators of women's empowerment were found in the study such as household-decision-making and influence in the community. Interventions that specifically targeted women included women's tech/leadership training and community gender discussions/trainings.*

Real-time evaluation tools for meetings and workshops

	Mood Meter
What is it?	*A flipchart table used in multi-day workshops to gauge the general mood of participants.*
Why use it?	*To quickly share how participants feel using a visible record.*
When use it?	*Normally used at the end of each day.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. Draw a table on a flipchart sheet with the days of the workshop (or specific events in the workshop) as columns. 2. Pin the flipchart table on a pin board. 3. At the end of each day, ask participants to pass by the flipchart board as they leave and place a dot sticker to indicate their mood (happy, indifferent or unhappy) for the day. 4. Keep track of the results. 5. Optional- The Mood Meter can also be used as a debrief tool at the end of a workshop to enable participants to discuss the workshop highs and lows. This provides an opportunity for reflection on workshop content, and can help to improve future workshops.*

	Flash
What is it?	*A speedy method to gather participant feedback, thoughts or impressions.*
Why use it?	*To get participants to reflect on the workshop or meeting and get direct feedback in a short time.*
When use it?	*Best used at any time during a plenary meeting.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. Sit with all participants in a close circle. Ask a straightforward question. 3. Request each participant to answer in no more than 5 seconds. Beginning at any point in the circle, have participants give their answers in rapid succession (in a 'flash') from one to the next, going around the circle. 4. Optional: You or a rapporteur may write down keywords from the responses on cards, pin them to a board and cluster the cards to show the similarities or diversity in thinking among participants.*

	Human Scale
What is it?	*A simple method for evaluating participant learning in a non-written way.*
Why use it?	*To re-energise a workshop as participants are forces to stand up and move about the room.*
When use it?	*Helpful in planning or modifying subsequent sessions, for example by incorporating other learning methods or introducing interactive sessions in order to sustain interest levels.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. Create a straight line on the floor using masking tape. 2a. (less formal approach)- ask 2-3 questions that help participants reflect on the activity/session they have just experienced. 2b. Write 4-5 evaluation questions on a flipchart sheet (or have them pre-written). Pose questions one by one. Once all questions have been answered, discuss and analyse the results in plenary.*

	Feedback Board
What is it?	*A simple way to collect anonymous feedback from participants, especially during long workshops.*
Why use it?	*To gather ideas and suggestions anonymously about any aspect of an event. It offers a low-pressure means of getting inputs and is great for multi-day workshops.*
When use it?	*No specific time requirement: participants are free to share their feedback on the board at any time, either during breaks or when they come in or leave for the day.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. Set up an empty pin board with cards and marker pens. 2. Let participants know that the Feedback Board is available for anonymous comments and suggestions at any time during the workshop, and that you will be looking at the feedback with a view to applying it where possible. 3. Check the board at intervals.*

	Eyes and Ears
What is it?	*A simple method for participants to get impressions from their peers on the content and impact of a multi-day event/workshop.*
Why use it?	*To clarify the value of the event, give a new perspective, crystallise certain questions or issues and provide a useful supplementary means of assessment for the facilitators.*
When use it?	*5-10 minutes in plenary, at the start of the 2nd and subsequent days.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*Each morning before the workshop begins, ask for two volunteers to be the 'Eyes' and 'Ears' for the day. The eyes will observe the on goings and the ears will listen to what the participants say. 2. The next morning, ask the 'Eyes' and 'Ears' to share what they saw/heard in plenary.*

	Reflective Feedback
What is it?	*A form of feedback that leverages participant-created multimedia to inspire reflection and brief reviews of happenings during a multi-day event.*
Why use it?	*To lead a reflection/review process on each day of a workshop.*
When use it?	*5-10 minutes in plenary, at the start of the 2nd and subsequent days.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. On the morning of the first day, ask for volunteers to conduct the Reflexive Feedback process. 2. Ask the volunteers to take photos during the day, preferably photos of participants in action or interesting moments, and incorporate a selection of these into a 1-2 min PowerPoint slideshow, set to music. 3. In the morning of the next day, give the volunteers a total of up to 10 minutes to show their Reflective Feedback presentation, and to follow up with questions to other participants, in order to get them talking about the previous day's events.*

	Final Evaluation using flipcharts
What is it?	*A visual and interactive feedback process using flipcharts.*
Why use it?	*To evaluate novel workshop activities or innovative approaches that you may have used.*
When use it?	*At the end of a meeting or workshop event.*
Source	*Real-time evaluation tools for meetings and workshops- UNICEF*
Method	*1. Compile a set of 5-6 relevant evaluation questions. 2. Write all of your evaluation questions on flipchart sheets, in advance. 3. Pin the flipchart sheets to a pin board. Place the pin board in a discreet location away from the organisers and facilitators view. 4. When it is time for the evaluation exercise, ask participants to individually rate the questions by placing dot stickers in the appropriate column for each question. 5. After everyone has completed their evaluation, place the pin board in full view of all, and do an analysis in plenary.*

Tools that focus on outcomes and impacts

	Public Engagement Strategy
What is it?	*Used to evaluate the entire life cycle of public engagements, from design, delivery, immediate outputs of engagement and outcomes.*
Why use it?	*To assess an event or activity that aims to provide knowledge and change.*
When use it?	*To improve practise and communicate the benefits of a project, product over a long period of time.*
Source	*The Fast Track Impact Social Media Strategy*
Case Study	*In order to help people strategise their use of social media to produce the maximum impact and results one has to reflect on the following questions and using a template: 1. What offline impacts do you want to achieve via social media? 2. Who are you trying to reach, what are they interested in & what platforms are they on? 3. How can you make your content actionable, shareable and rewarding for those who interact with you, so you can start building relationships and move the conversation from social media to real life? 4. Who can you work with to make your use of social media more efficient and effective?*

	Progress markers and journals
What is it?	*A logging method to monitor outcomes and impacts and gauge success. They are a set of graduate indicators of the behavioural change.*
Why use it?	*To identify progress and the standards of success.*
When use it?	*At intervention stage and later to assess impact.*
Source	*Outcome Mapping*
Case Study	*An interviewee in a non-governmental organisation highlighted how progress markers are useful 'as they fill a black box in our chain intervention framework: if we are aiming to contribute to changing the livelihood of farmers, what specifically does this mean: who is involved, what practices need to change, what is our role?' Progress markers were also useful for allowing data to be aggregated and compared.*

	Accountability Assessment Tool
What is it?	*A tool designed to help projects, programmes, country offices and partners assess how well they are doing in terms of putting accountability to communities into practice.*
Why use it?	*To gain guidance on how to build capacities and maintain accountability.*
When use it?	*As a baseline tool and repeated at the end of the year to measure improvements in areas identified as priority.*
Source	*Programme Accountability Guidance Pack*
Case Study	*Save the Children partner staff responsible for implementing development or humanitarian projects in various countries use the tool for the sensitisation of all staff to help them reflect on and understand what accountability looks like in practice. The tool asks that five areas are reflected upon. 1. Information-sharing 2. Participation 3. Handling feedback and complaints 4. Staff competencies and attitudes 5. Monitoring, evaluation and learning. There are six requirements within each area. Each statement is read and asked whether each is either Red (not in place/not met/never), Amber (Partially in place/partially met/sometimes. Green (In place/met/always). Under the first areas, for example, some ways Save the Children noted that they could keep staff well informed to ensure accountability was through referring to Save the Children's vision and mission, the Code of Conduct and Child Safeguarding Policy and reading Practice Standards for Children's Participation.*

	Surveys and questionnaires
What is it?	*A methodology to capture information around the needs, opinions and experiences of a carefully selected sample of people.*
Why use it?	*To help evaluate the impact of an initiative or activity, including knowledge exchange activities.*
When use it?	*After a training session, workshop or other event.*
Source	*UNICEF Knowledge Exchange Toolbox*
Method	*A survey begins with a set of well-formulated questions. Each survey respondent answers the questions independently. The responses from all participants make up the survey results, which are analysed and presented through a report combining text with appropriate visuals.*

	Stakeholder Analysis
What is it?	*Method to determine which stakeholders have a stake in your project intervention.*
Why use it?	*To determine who has and interest, who should be involved in planning and could be impacted by your project. Also helpful to analyse your organisation's connections to influential stakeholders, or to determine which stakeholders are best to interview during an evaluation.*
When use it?	*In project planning but can also be used in evaluations.*
Source	*Know How Non Profit*
Example	*Direct stakeholders are directly connected to your organisation. For example, this may include funders, government or beneficiaries. Intermediary stakeholders are those who represent others although they may still have stake/interest. For example, MPs represent the needs of the wider community; parent of children, where children are the direct stakeholders.*

	Structured interviews
What is it?	*A method whereby questions are asked in a set order and with exact wording, therefore closed questions.*
Why use it?	*To capture straight forward responses from participants.*
When use it?	*In project evaluation.*
Source	*UNICEF Knowledge Exchange Toolbox*
Example	*Examples of structured interviews include responses that are closed or only require pre-prescribed answers such as 'yes' and' no' responses.*

	Semi-structured interviews
What is it?	*A verbal interchange between an interviewer and an interviewee in a conversational manner, therefore open questions.*
Why use it?	*To offer participants the chance to explore issues they feel are important.*
When use it?	*In project evaluation.*
Source	*UNICEF Knowledge Exchange Toolbox*
Case Study	*The Commonwealth Foundation conducts semi-structured interviews with partners through the use of open-ended questions that enable partners to expand on their responses. For example, a semi-structured interview was conducted during the Commonwealth People's Forum 2018 to investigate the impact of the Commonwealth Writers Programme on Storytellers and to enquire into their perspectives on the way in which stories can influence government. One such question asked was 'what platforms or spaces are most effective for you to reach people, raise awareness and influence public discourse?' Interviewees were able to respond openly and flexibly.*

	Focus group discussions
What is it?	*An organised discussion comprising of between six to eight people where participants discuss a particular topic.*
Why use it?	*To capture a range of opinions and ideas surrounding a topic.*
When use it?	*During project monitoring.*
Source	*DFID- Tools for Development*
Case Study	*As part of designing an HIV/AIDS project in Kenya, a team enquired deeper into various issues and constraints related to the epidemic. Before attending a large log frame workshop the team decided to conduct focus group interviews with potential target groups and service providers. These included people living with HIV/AIDS, you, religious leaders, groups providing home-based care, business leaders and groups providing counselling and testing services. The focus group enabled the team to gain a deeper understanding of HIV/AIDS-related problems, constraints and opportunities. The groups also learned about the common problems they themselves were facing and their possible solutions such as the importance of protecting confidentiality of HIV-positive clients. The focus group enabled them to exchange ideas about how to protect the confidentiality of this.*

Stories for Change

	Overview of Stories for Change
What is it?	*A case study method to determine pathways of success.*
Why use it?	*To investigate impact through first-hand accounts and analyse how activities caused impact.*
When use it?	*Use in retrospective evaluation or review.*
Source	*Peace Direct*
Case Study	*Broadly speaking, we can think about the functions of storytelling as being to Learn, Organize, Educate, and Advocate—and thereby effect change in public attitudes, behaviour, culture, and policy. These four functions often overlap, and most of the organizations profiled here use storytelling in more than one way. 1. Learn: Helps communities assess needs and strengths and evaluate a program throughout its life. For example, The Global Giving storytelling project collects "micro-narratives" from communities in Africa where development projects it supports are based; these mini-stories help the organization assess community needs and evaluate the work of those projects. 2. Organise: Builds strength and leadership within an organization or movement and serves as a means of exchanging strategies for social change. For example, Community organiser and Harvard professor Marshall Ganz developed a story-sharing method called "Public Narrative," in which members of a group or campaign share their stories of "self," "us" and "now." People become more invested in an organization if they have given a part of themselves to it. 3. Educate: Engages a variety of large audiences or publics in civic dialogue and public education. For example: The more than 50,000 video testimonials on the It Gets Better Project website provide lifesaving encouragement to LGBT young people, urging them to stay alive and stick around for the good stuff. 4. Advocate: Engages diverse civic actors for large-scale constituency building, fundraising, and policy advocacy. For example, The Health Media Initiative of the Open Society Foundations provides storytelling training and production assistance to groups working on issues such as AIDS prevention for sex workers in South Africa and the rights of intellectually disabled people in Moldova.*

	Most Significant Change (MSC)
What is it?	*A participatory method to determine impact through the perspective of different stakeholders.*
Why use it?	*To determine most significant impact.*
When use it?	*Used in retrospective evaluation or review.*
Source	*The Ambassador's Stories- a case study*
Case Study	*The MSC approach was trialled with the Whitehorse Sustainable Ambassador trainees. The Ambassador training involves the delivery of training in behaviour change theory and technique to a group of community members, who then go on to undertake a project of their own (individually or as a group). The MSC approach was selected as an appropriate tool to evaluate the impact of the training project as it focuses on capturing the range of participants' experiences through storytelling. It is also a beneficial approach as the participants undertook a wide range of projects which they evaluated themselves using a range of methods. Because of the diversity of projects undertaken, it was difficult to develop common indicators. Project delivery staff (consisting of City of Whitehorse and the National Centre for Sustainability (NCS), Swinburne University of Technology) collected stories from the Ambassadors and the Ambassadors collected stories from the people they targeted as part of their own projects.*

	The Digital Story
What is it?	*An oral narrative accompanied by a series of visual elements that help tell the story.*
Why use it?	*To humanise experiences and can be shared with a wide audience and across multiple platforms.*
When use it?	*To communicate the benefits of a project*
Source	*M.A.P. Digital Story*
Case Study	*M.A.P. the Indian partner in a multi-jurisdictional project is a project that seeks to chart refugees' legal engagement across four countries: India, Egypt, Hong Kong and Malaysia, and use the findings as a tool to improve refugees' access to justice. The project is innovative in that it captures experiences of legal encounters between lawyers and refugees in the form of digital stories narrated by refugees themselves. The process: 1. The list- a list of 10 clients and lawyers is drawn 2. Each refugee (client) is spoken to individually and informed consent is drawn. If needed, a translator is called. 3. Speaking to each client individually- The interview is conducted with each client using a standard legal questionnaire. 4. Retrieving content- The client is then offered a choice: if they are comfortable writing 300-400 words based on their own answers to the questionnaire, they can write their own narrative. However, if they cannot/ prefer not to write, M.A.P. craft the narrative out of their responses and read it back to them for their approval. 5. Voice recording and filming- During the second meeting, the voice recording is made and with the client's consent, film footage is collected. 6) Storyboarding- the narrative is broken down into chunks and assigns each segment an image, a section of animation, or a cut of film footage. The most evocative segments of the narrative are depicted through animations or physical artwork, simply because they tend to provide greater opportunities to be expressive and convey nuanced meaning. 7) The Final Product- Once the images, film and animations are pieced together, the digital story is shown to the client for approval.*

	Photo Voice
What is it?	*A participatory method that enables people to identify, represent and enhance their community, life circumstances or engagement with a programme through photography and accompanying written captions.*
Why use it?	*To visually portray experiences and share knowledge about personal issues that may be difficult to portray in words alone.*
When use it?	*To communicate the benefits of a project.*
Source	*Photo voice Method*
Case Study	*Community Health and the Built Environment (CHBE) aimed to facilitate identification of environmental factors that foster, inhibit or prevent the implementation and success of community interventions aimed at improving health and well-being. Photo pictures using the photo voice method captured data to summarise the project. These photos were used for analysis including: participants' photographs; verbal reflections on the photographs through the interview discourse; and background information about the participant collected at the initial interview phase. The photographs complemented the thematic analysis of the interview data. The analysis focused only on the dialogue associated with these photographs.*

Tools that focus on measuring advocacy actions

	Intense Period Debriefs
What is it?	*A tool to evaluate the impact of advocacy activities and engage advocates in evaluative inquiry.*
Why use it?	*To capture data about advocates' recent experiences.*
When use it?	*Directly after a policy window or intense period of action occurs.*
Source	*Data Collection for Advocacy Evaluation: The 'Intense Period Debrief'*
Case Study	*The Atlantic Philanthropies and the Coalition for Comprehensive Immigration Reform, a bipartisan coalition of diverse groups and national organisations advocating for comprehensive immigration reform, engaged Innovation Network to evaluate CCIR's lobbying and grassroots efforts. In recognition that policy advocacy tends to depend on numerous external factors (e.g., economic and political environment, opposing organisations) and that change often occurs when an 'opportunity window' is presented, systematic application of the Intense Period Debrief tool is intended to follow the peaks and valleys of the policy advocacy cycle. The purpose of this protocol is to engage key players in a focus group shortly after a policy window—and the inevitably corresponding period of intense advocacy activity—occurs, to capture the following information: the public mood and political context of the opportunity window; what happened, and how the campaign members responded to events; what strategies they followed; their perspective on the outcome(s) of the period's activities; and how they would change their strategies going forward based on what they learned during that period.*

	Policymaker Ratings
What is it?	*A method used to gauge support for a particular advocacy issue or proposal among a defined group of policymakers.*
Why use it?	*To capitalise on advocates' insider knowledge about individual policymakers' stances on policy issues.*
When use it?	*At advocacy evaluation stage.*
Source	*Unique Methods in Advocacy Evaluation*
Case Study	*This method was developed for the evaluation of an advocacy strategy designed to achieve a state-level policy change. Because the strategy focused on both state and local outreach and engagement, advocates rated support of policymakers for the advocacy issue at both levels. At the state level, the sample included policymakers in both legislative houses. At the local level, the sample included key leaders in communities where advocacy was taking place, including county superintendents, sheriffs, and big city mayors. Data on political party, region/district representation, caucus and committee membership, and gender were included in the data set and used in the analysis. Policymaker ratings occurred annually, allowing changes in support to be monitored over time.*

	Bellwether Method
What is it?	*An interview method to determine an issue's position on the policy agenda.*
Why use it?	*To gauge influence of an intervention on key policy-makers.*
When use it?	*During baseline and evaluation to gauge success and to help plan the focus of an advocacy strategy. Also useful to gauge where to go next with your advocacy.*
Source	*Unique Methods in Advocacy Evaluation*
Case Study	*The methodology involves structured interviews with 'bellwethers' or influential people in the public and private sectors whose positions require that they are politically informed and that they track a broad range of policy issues. Bellwethers are knowledgeable and innovative thought leaders whose opinions about policy issues carry substantial weight and predictive value in the policy arena. The bellwether methodology involves five main steps common to all key informant interviews. Two steps, however—selecting the bellwether sample and setting up the interviews—require a unique 'twist' that sets this approach apart from other types of structured interviews*

Tools that focus on management and output

	Network Effectiveness Framework (NEF)
What is it?	*An analysis and planning tool to improve effectiveness of networks in their advocacy.*
Why use it?	*To determine the effectiveness of networks as well as to identify areas that need improvement.*
When use it?	*Ideally on a yearly basis, with the help of an independent facilitator to asses change and progress and identify areas of work on. Can also be used as an evaluation methodology.*
Sources	*Network Effectiveness Framework*
Case Study	*The framework breaks down network effectiveness into four main areas or 'elements'. Each element should be analysed to provide a holistic view of strengths and weakness to be addressed to effect best possible change. The four elements are vibrancy; connectivity; resources and policy advocacy strategy and impact. NEF was used by the Foundation to probe and pinpoint capacity support needs in the developmental stages of the Southern African Alliance for Youth Employment (SAAYE). Through this exercise, SAAYE found that they needed to work on, for example, improved communication between members and a clearer advocacy strategy. This fed into their work plan and strategy priorities for the upcoming year.*

	System Mapping
What is it?	*A visual mapping of an internal organisational system to determine the parts and relationships in the system and how they are expected (or would like them?) to change.*
Why use it?	*To create systems change in internal practices.*
When use it?	*When creating a strategic plan*
Source	*Innovation Network: System Mapping*
Case Study	*Innovation Network used system mapping in an evaluation of the humanitarian aid organization CARE. CARE engaged in a project to improve the organization's systems—both globally and in the countries where CARE is located—for gathering, storing, and communicating evidence about CARE's work and impact. The project was designed to change CARE's evidence- related systems for the purpose of generating better data and information that could then be used more effectively in CARE's advocacy efforts. The project introduced several "interventions" to create the desired systems changes. CARE's system maps were developed based on internal document reviews and semi-structured interviews with CARE principals and key informants. A series of maps were created that depicted a) the system at baseline; b) where interventions would be introduced in the system; and c) the system post-intervention. Just like theories of change, the mapping process added value by helping to clarify and further focus CARE's systems change efforts. Once the system maps were produced, they were used to help set data collection priorities and to guide data collection planning.*

	Coalition Capacity Checklist
What is it?	*A tool to take a quick pulse of a coalition's performance.*
Why use it?	*To determine the effectiveness of coalitions.*
When use it?	*To perform a stock take of a coalitions' abilities and capacities*
Source	*Vermont SPF-SIG*
Case Study	*Publish What You Pay (PWYP) was keen to learn about their effectiveness in advocating for transparency in the extractives industry. Through an adaptation of the Coalition Capacity Tool, the PWYP was able to determine how effective their coalitions were in response to advocacy.*

	Fit For Purpose Reviews
What is it?	*A review to determine a programme's governance and management process.*
Why use it?	*To determines if the processes in place were appropriate given the programme's performance.*
When use it?	*Best used retroactively when evaluating an intervention.*
Source	*Planning From the Future*
Case Study	*Fit for purpose reviews focus on the programme's governance and management. Evaluators adopt basic approaches of reviewing to determine if the programme is 'fit for purpose'. The usual processes to determine if a programme is 'fit for purpose' requires document reviews and a comprehensive set of interviews with key internal and external stakeholders. Focus is usually on management structures, decision-making, communication, reporting, monitoring, human and financial resource management. Through interviewing and reviewing, the evaluators compare the programme's actual processes with its stated purposes. In April 2012, World Food Programme's Executive Director launched a process of reflection through a rapid organisational assessment. This resulted in a series of organisational strengthening activities that became known as 'Fit for Purpose'. While the term 'Fit for Purpose' has been used to refer to specific investment projects, it was also used to convey the essence of the organisational, cultural, process and systemic changes needed for WFP to deliver more effective food assistance to those in need.*

	Scoring Rubrics
What is it?	*A rubric unpacks an indicator and defines multiple levels of success.*
Why use it?	*To determine different degrees of success.*
When use it?	*When there is no single definition of success, or to measure proximity to defined success.*
Source	*Using Scalar Approaches*
Case Study	*Recently, six large non-governmental organisations used a type of rubric to measure their advocacy and empowerment work called the scalar approach. This uses ordinal scales to review different aspects of a programme and to track change. The scale unpacks different levels of success when engaging with policy-makers, in order to define multiple levels of success. For example, World Vision's Influence and Engagement tool uses the scalar approach to unpack what success looks like when a community engages with policy-makers. The levels of engagement are then triangulated with other pieces of evidence either through interviews or documentation. The tool allows agencies to develop a more nuanced picture when dealing with complex policy processes, and to move away from vague definitions such as 'good', 'average' or 'poor' progress and to define what these look like in practice. The scales can be used in ongoing monitoring and evaluation of advocacy programmes and are particularly useful for providing quick feedback and comparison.*

	Impact Logs
What is it?	*A method to keep track of informal feedback, comments, anecdotes, citations, press references that a programme receives*
Why use it?	*To assess users' perceptions and keeps track of how an intervention's activities are taken up or viewed externally.*
When use it?	*During project evaluation or mapping*
Source	*Impact logs: A basic introduction*
Method	*In the Research and Policy in Development Group (RAPID) at ODI, impact logs are used to keep track of some of the direct responses that the research outputs trigger. This in turn informs programme evaluation.*

	RAPID Outcome Assessment
What is it?	*A mapping tool that draws links between partners and key behaviours on a timeline to link influence and behaviour change.*
Why use it?	*To map out causal links between intervention and impact.*
When use it?	*When there is no comparison group and a particular wish to understand the role of context and partners.*
Source	*Overseas Development Institute- RAPID outcome assessment*
Case Study	*A joint study by the International Livestock Research Institute and the Overseas Development Institute applied the ROA option to investigate the influence on policy change of the Smallholder Dairy Project (SDP) in Kenya, a DFID funded research and development project which ran from 1997 - 2004. A diagram showed the output from the stakeholder workshop and described the outcomes observed and the contribution of various factors to these. The horizontal axis is time, with the far left column representing the time when the SDP project began and the far right column representing the time of the workshop. The very bottom row represents the project, with key milestones written on coloured squares. The row above that represents the external environment, with note-worthy events written on squares. Each of the other rows represents the different actors involved in the process, with key observed behaviour changes recorded on squares. This data was collected using a variety of options: document analysis, key-informant interviews and field visits as well as focus group discussions at the workshop. The main aim of the workshop, however, was to draw on the collective experience and knowledge of the participants to analyse the data and develop causal inferences between the different events and the outcomes. These are illustrated by the coloured lines: blue indicates direct influence, red is indirect influence and green is external influence. Each of the lines is numbered to link it to a narrative description of the influence, the evidence for the connection and the discussion behind the placement of the line.*

	Organisational Capacity Assessment Tool (OCAT)
What is it?	*A self-assessment tool that assists organisations in assessing the critical elements for effective organisational management, and identifying those areas that need strengthening or further development.*
Why use it?	*To enable organisational development, identify key policies and practices to improve management effectiveness and foster team building and programme management.*
When use it?	*In periodic (annually, twice annually) managerial assessment. May also be helpful to have an independent facilitator*
Source	*PACT's OCAT*
Case Study	*Organisation x, a Southern NGO has realised the need for capacity strengthening in the area of organisational development. The NGO has grown rapidly as an organisation and its projects are growing in size. To avoid a situation where the organisation's project management needs outgrow its capacity to run the projects, the organisation applies to Pact Zambia for financial support to conduct an organisational capacity assessment and subsequent capacity-development activities. The NGO contracts a consultant to conduct the OCA. The consultant called a preparatory meeting with the senior management (board members and/or members of secretariat) of the organisation. During the preparatory meeting, the consultant helps the organisation define the objectives of the assessment. They discuss the organisation's internal components and areas that would need special attention during the assessment. It is decided that the following organisational capacity areas will be assessed using the OCAT: Governance, Management, Human Resources, Financial systems, Service Delivery, External Relations, Sustainability.*

	Participatory And Transparency Tool (PATT)
What is it?	*A scale that provides single numeric indicators to qualify the effectiveness and assess progress of policy advocacy programmes.*
Why use it?	*To assess the level of effectiveness of an organisation's or coalition's advocacy efforts and to identify where improvements can be made.*
When use it?	*Periodically (annually or every six months) in partnership with stakeholders.*
Source	*Commonwealth Foundation PATT*
Case Study	*The Commonwealth Foundation used the PATT to qualify effectiveness of the work of its programmatic partner, the West Africa Civil Society Forum (WACSOF) - a civil society network mandated to represent the interests of West Africa's civil society at ECOWAS. PATT looked at the following dimensions of its programmatic work: a) Organisational capacity for influencing policy b) consistency and representation building c) external linkages and communication for influencing policy d) engagement with regional and international institutions e) government engagement with civil society. Each area is given a score and the percentage change from the previous year is noted.*

	Scalar Tools/ Scalar Mapping
What is it?	*A tool used to address the challenge of measuring change through scales that track changes over time.*
Why use it?	*To structure, analyse and reflect on information.*
When use it?	*Particularly useful when a programme has experienced no change or has worsened. The information is used for ongoing monitoring and reporting of advocacy and empowerment programmes.*
Source	*Using Scalar Approaches to Monitor Advocacy and Empowerment Work- Bond*
Case Study	*World Vision created an 'Influence and Engagement Tool' which analysed influence and engagement on a scale of 1-10. For example, 1- Community representatives have occasional meetings with SDA but no participation/consultation. 10- Evidence of a Sustained Policy or practice change as a result of input from the community. The way in which data was analysed and used was different in that quantitative data on the number of policy decisions and people benefitting is recorded, whilst the actual scale is not used in reporting. This quantitative information can then be reported on at different levels and is backed up by a database allowing staff to drill down into the data.*

Tools that focus on strategy direction

	Social Network Analysis (SNA)
What is it?	*An analytical tool studying social relationships between stakeholders in a network. It constructs a map of the linkages that exist between people within the network and identifies which individuals are best at passing on information or which have the most influence.*
Why use it?	*To monitor the changes in relationships and structures of networks.*
When use it?	*SNA is used during baseline and post evaluation. It is used to plan a strategy and direction, determining which stakeholders are needed for an intervention. SNA can complement other existing approaches or methods for M&E, such as the logical framework where, instead of a linear model (activity-output-outcome-impact) describing events, it can describe actors and their relationships.*
Sources	*Social Network Analysis\SNA Tool.PNG*
Case Study	*The Institutional Learning and Change (ILAC) programme, an Initiative of the Consultative Group for International Agricultural Research (CGIAR), used SNA to position a research organization within a larger network of actors. The exercise of analysing the organization's network was particularly useful as it provided an opportunity for staff members collectively, to identify the stakeholders they were related to, and those who were missing from the network, as well as the powers of influence and why. It also provided an opportunity for the research organization management team to listen to some of the influential actors identified in the network, learn about the role they play (or should play) in the network. The SNA, in this case, was used as a strategic tool for research priority setting, strengthening partnerships, communication and fund-raising. ILAC also used SNA as a diagnostic and learning tool. The real benefit of SNA becomes apparent during and after the data collection and processing. SNA provided a learning opportunity as hundreds of data started taking shape and the findings were discussed with the network members.*

	Logical Framework (Log Frame)
What is it?	*A matrix used to help plan a project intervention; it offers a simplified view of the likely reality of the project.*
Why use it?	*To assist the planning, monitoring and evaluation of development activities.*
When use it?	*At the beginning to plan the intervention to help achieve stakeholder consensus, organise the project plan, summarise assumptions and identify indicators of success.*
Source	*Patrick Spaven and Commonwealth Foundation- Guide to developing a log frame*
Case Study	*Projects supported by the Foundation all use Log Frames to plan and report against. The log frame is a useful tool to hypothesise the effects of activities of a project and to display the achieved results and how the outcomes link to the achievement of the overall goal.*

	Theories Of Change
What is it?	*A process-oriented approach to analyse complex systems in a social change process/project.*
Why use it?	*To help theorize and organise the ideas and hypotheses about how change will happen in a project. Useful as a planning tool with partners and stakeholders to achieve consensus on the way forward and identify assumptions about the pathways to change.*
When use it?	*When planning your project intervention. Also used as a guiding framework to return to at all stages of thinking, action and sense-making in social change processes.*
Source	*Theory of Change Thinking in Practice* and *Knowledge Co-Creation Portal Theory of Change*
Case Study	*The Foundation used a theory of change in the production of its Strategic Plan (2017-2021) to incorporate all programme areas contributing to outcomes. There are a set of critical assumptions through the theory of change which if applied would lead to the achievement of the Foundation's outcomes. The theory of change displays, from the bottom leading to the top, interventions, a short-term outcome, intermediate outcomes and an ultimate outcome. Short-term outcomes should be realistic to achieve within the strategy period. Assumed interventions are set to achieve each of these outcomes and thus enable progression onto the next level.*

	Value For Money (VFM)
What is it?	*A framework to consider the cost-effectiveness of a programme.*
Why use it?	*To provide accountability to funders and internally, that resources are being used effectively.*
When use it?	*During planning but also retroactively in the form of an evaluation.*
Source	*Assessing and Managing Value for Money: Lessons for NGOs*
Case Study	*In 2010, the UK's Department for International Development (DFID) adopted a strong focus on achieving value-for-money in its aid spending, defined simply as "maximising the impact of each pound spent to improve poor people's lives". Soon after, in 2011, a new round of strategic, flexible funding - Programme Partnership Arrangements (PPAs) - was provided by DFID to a cohort of 41 leading international NGOs. Demonstrating, improving and reporting on value-for-money (VfM) became a requirement for PPA-holders. The Department for International Development defines value for money as 'maximising the impact of each pound spent to improve poor people's lives'. The concept is based around four fundamental criteria, defined by the Independent Commission for Aid Impact as: Economy- getting the best value impact, Efficiency: maximising the outputs for a given level of inputs, Effectiveness: ensuring that the outputs deliver the desired outcome and Equity: ensuring that the benefits are distributed fairly.*

	Power Analysis
What is it?	*An approach based on understanding power.*
Why use it?	*To determine who holds power on a specific issue and to determine how much power need to be won on specific issues so that they can be prioritised.*
When use it?	*Can be use at varying stages, in analysing context, developing strategy, designing a programme, selecting partners or delivering results.*
Source	*UNICEF Advocacy Toolkit*
Case Study	*The Southern African Alliance for Youth Employment (SAAYE) conduced a power analysis which enquired into the different stakeholders as well as agendas involved in their project. Gender specific questions were also asked*

Annex- Consent Forms

	Consent forms
What is it?	*An information sheet explaining the purpose of the interview or exercise and to generate formal consent from the participant.*
Why use it?	*To conduct research ethically in order to avoid harm to those participating in the research.*
When use it?	*Prior to an interview, focus group discussion or other activity involving respondents.*
Source	*Save the Children*
Case Study	*Save the Children's ethics committees support and guide staff to conduct research ethically. In order to obtain informed consent from participants, an information sheet in the local language is provided explaining who Save the Children is, the purpose of the interview or exercise and other information on confidentiality. A consent form for the participant to sign is given and includes statements that the participant has understood what they will be involved in. e.g. 'I understand that if I decide at any time that I don't want to participate in this study, I can tell the researchers and will be withdrawn immediately. This will not affect me in any way.'*