Fundamentals of Monitoring, Evaluation and Learning

Day 1

May 15, 2023

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Warm Up!

- Have you ever attended a training on Monitoring and Evaluation?
- Were you ever engaged in developing a Monitoring or an Evaluation Plan?
- Have you developed project or monitoring or evaluation indicators before?
- Have you conducted data analysis before?

Quiz

1. Which of the following should not be a criterion for a good research project?

a) *Demonstrates the abilities of the researcher*
b) *Is dependent on the completion of other project*
c) *Demonstrates the integration of different fields of knowledge*
d) *Develops the skills of the researcher*

2. Cyber bullying at work is a growing threat to employee job satisfaction. Researchers want to find out why people do this and how they feel about it. The primary purpose of the study is:

a) *Description*
b) *Prediction*
c) *Exploration*
d) *Explanation*

3. Which research method is a bottom-up approach to research?

a) *Deductive method*
b) *Explanatory method*
c) *Inductive method*
d) *Exploratory method*

4. How much confidence should you place in a single research study?

a) *You should trust research findings after different researchers have replicated the findings*
b) *You should completely trust a single research study*
c) *Neither a nor b*
d) *Both a and b*

Quiz

5. Monitoring should ideally be conducted:

a) *Every six months*
b) *Every year*
c) *Once in three years*
d) *Depends*

6. Evaluation should ideally be conducted:

a) *Every six months*
b) *Every year*
c) *Once in three years*
d) *Depends*

7. What are indicators?

a) *Questions for monitoring*
b) *Unit of information*
c) *Meter to depict change*
d) *It changes over time*

8. You have designed and implemented a program for increasing uptake of family planning services. When you started the programme three years ago, total percentage of eligible people using contraception was 32% of the total number of eligible people in a block. The present percentage of workers using contraception is 59%. The change because of your programme is

a) *27 percent*
b) *13 percent*
c) *59 percent*
d) *Can't say*

Research + MEL Buzzwords!

Project

- Set of activities
- Implemented with specific resources
- Within a specific time
- Towards achievement of specific objective

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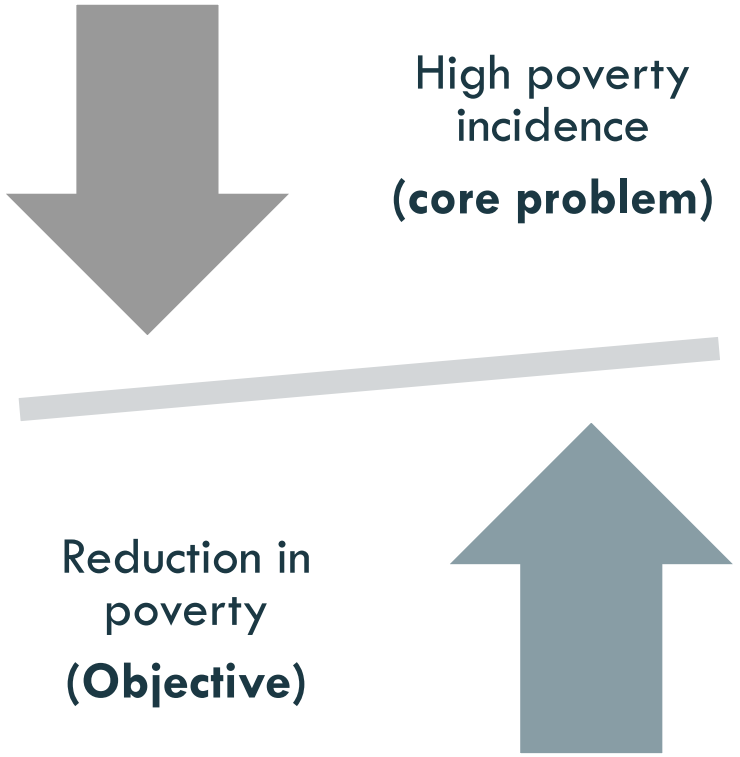
Project Objective



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Project Cycle

Stage 1: Situation Analysis
To identify what is 'wrong'

Stage II: Problem Analysis
To identify possible causes of the situation or problem

Stage III: Project Identification
Identify problem the project can address

Stage IV: Project Design
Identify project strategy, stakeholders, plan activities and allocate resource

Stage V: Implementation and Monitoring
Executed activities and monitor progress of activities

Stage VI: Evaluation
Evaluation helps take stock of whether the situation has changed or not

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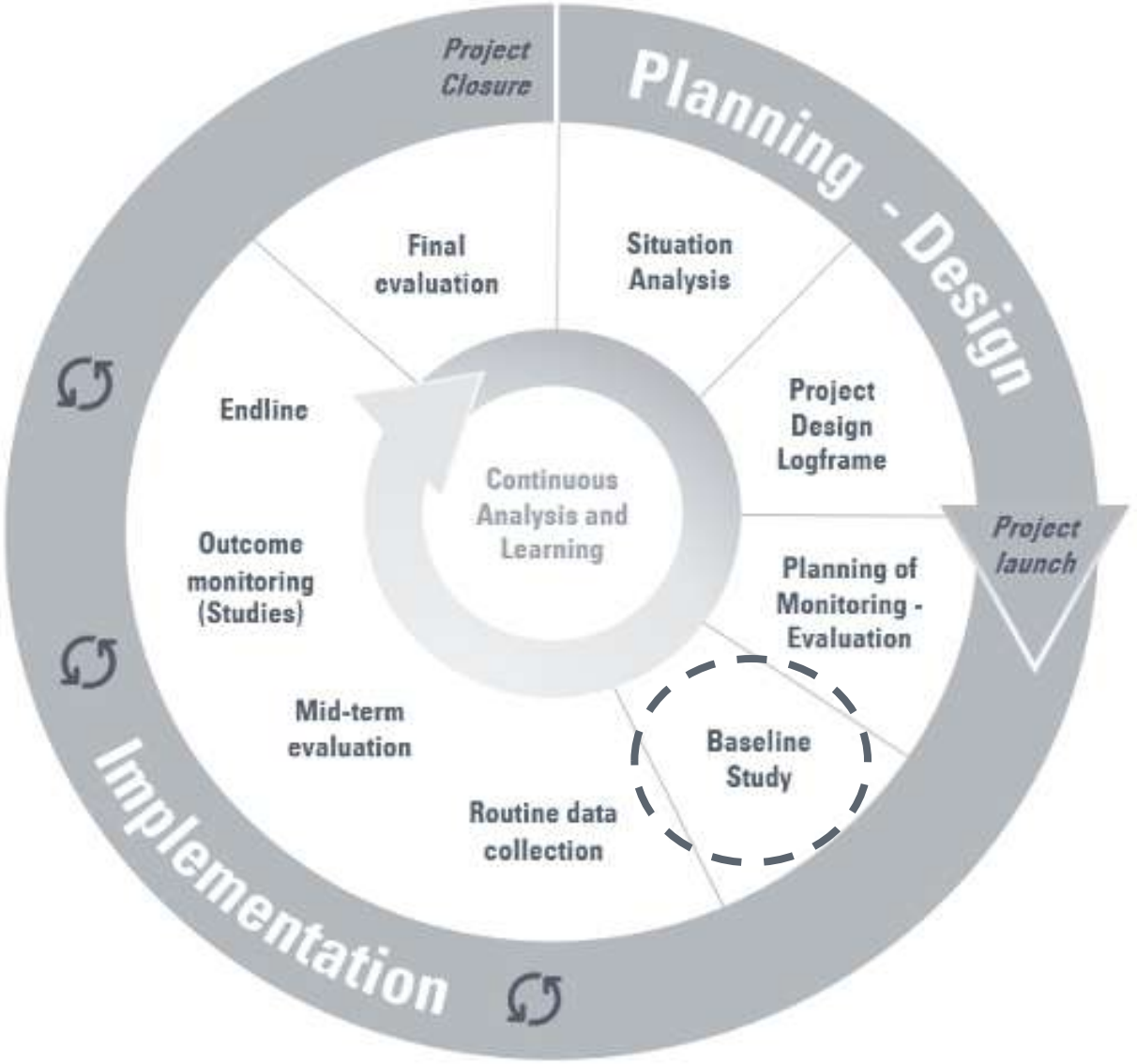
MEL in Project Cycle

When does MEL start?

- Ideally, throughout the project cycle
- Practically, at baseline



Why MEL?

Maximizing benefits per INR spent

Learning
How can the investment be better?

Accountability
Whether services are being delivered as per mandate?

Intersection

Scalability/ replication
Can the investment be scaled up to cover more regions/units/people?

Benefit by costs
Whether costs justify benefits?

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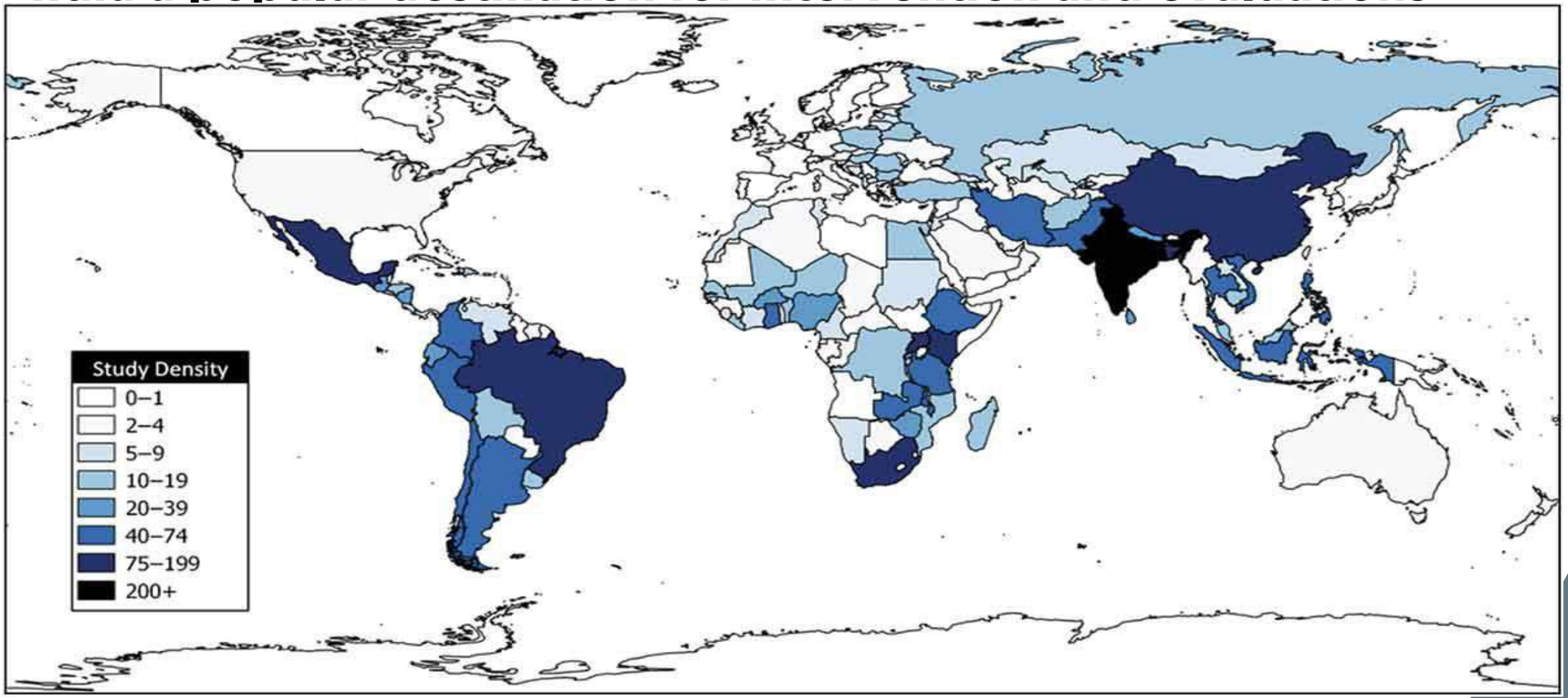
India a popular destination for intervention and evaluations



Source: Drew B. Cameron, Anjini Mishra & Annette N. Brown (2015). https://www.tandfonline.com/doi/full/10.1080/19439342.2015.1034156

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Demand for MEL

Civil Society

To advocate grassroot solutions for govt.

Examples:

- Capacity building of community platforms (i.e., SHGs)
- Nurturing leadership skills in communities
- Fact-findings missions on relevant sectors/ policies/ schemes, etc.

Government

To enhance accountability & learnings for policy

Examples:

- Evaluation of central sector and centrally sponsored schemes, State schemes

Private Sector/Donors

Evidence creation for field building

Examples:

- Education/health/ nutrition/ renewable/technology/energy-based pilots

The Logic of Logic Model

Program Planning, Implementation and Program Management Tool

Hierarchy of results
- Immediate to Long-term

Causal linkages
- If-Then
- Cause-effect/Means-end

Some Ways of depicting a logic model

Input	Process	Result	Outcome	Impact
What we invest	*What we do and whom we reach*	*How we improve the situation*		*What we want to change at societal level*
Resources	**Activities**	**Output**	**Objective**	**Goal**

Is logical framework different from logic model?

Yes

- Logic model provides a **big picture** while logframe illustrates implementation **detail**
- Logic model follows a **flow**, logframe is built as a **matrix**
- Logic model could include change pathways **external** to program, logframe only depicts components **directly connected to program**
- Logic model can begin at the **top** (impact), Logframe starts at the **bottom** (inputs)

No

- A program management tool
- Follows a 'logical' sequence (X leads to Y)
- Outlines the trajectory of change

What is an Indicator?

An Indicator is;

- Unit of information
- Measured over time
- To depicts change in condition under observation

Simple: Easy to Understand

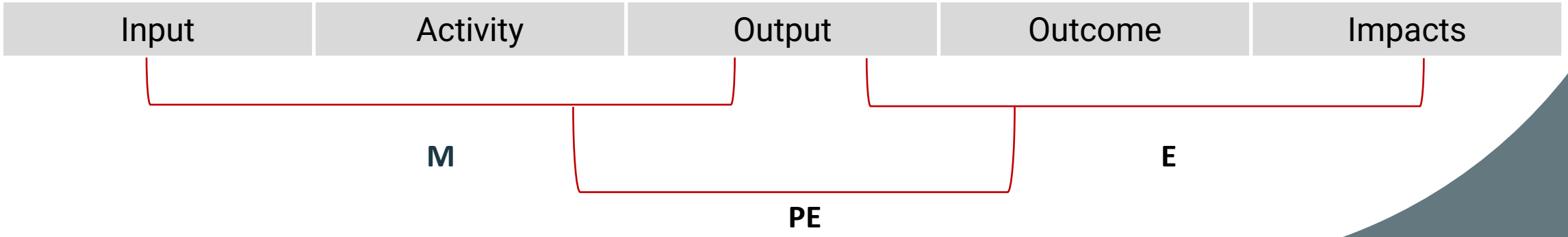
Measureable: provide a metric to depict change

Value Neutral: Without any positive or negative value attached

Precise: Defined in the same way by all

Monitoring and Evaluation

Monitoring	Evaluation
▪ Systematically tracks down the key elements in the performance of a given program/project ▪ Focuses on activities and outputs ▪ Generally, an internal activity ▪ Systematic activity ▪ Is more frequent, basis of evaluation	• Sequential validation of change in the results proposed that may be attributed to the program/project • Focuses on outcomes and impacts • Generally, an external activity • Episodic activity, not very frequent • Requires more resources and time



Role of MEL in Policy Making and Designing Government Programs

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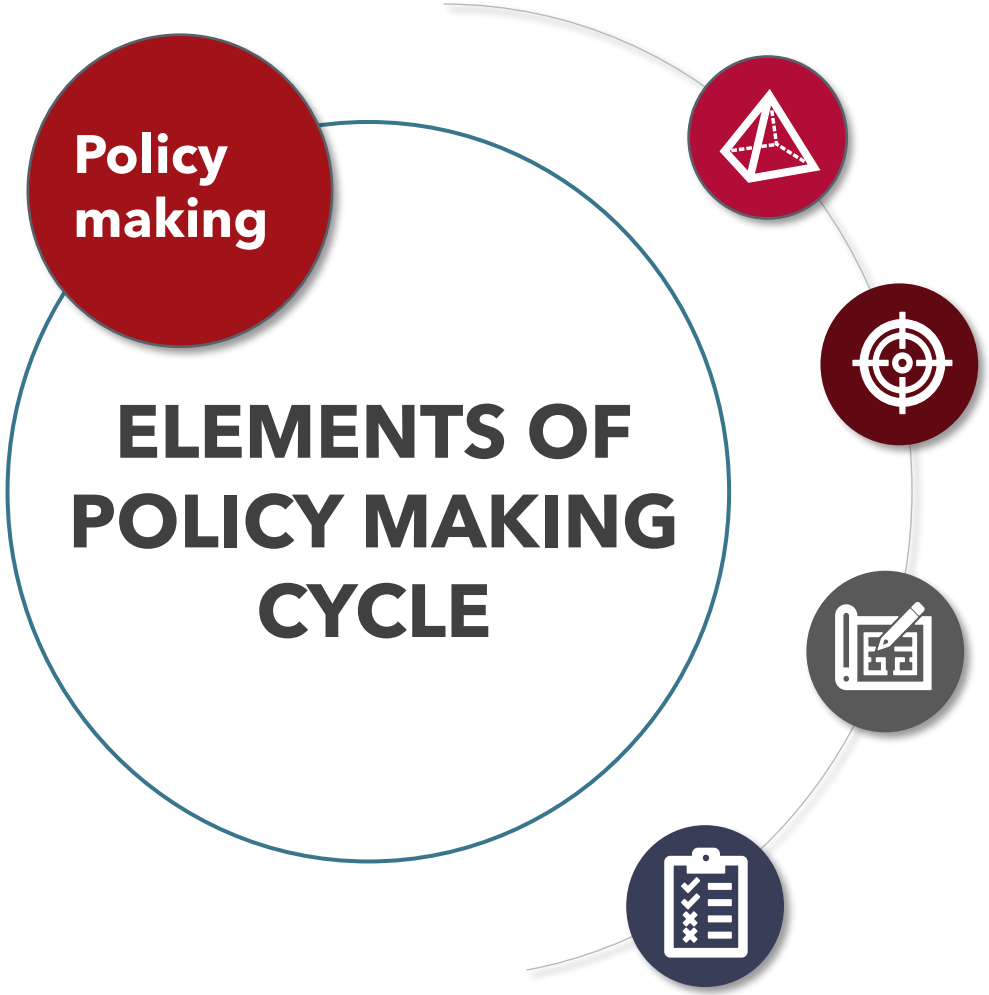
Policy Making

"Process by which governments, organizations, or institutions develop and implement policies or plans to achieve specific goals or address particular issues. It involves identifying problems, analyzing information, and developing and implementing strategies to address the identified issues."



Multi-dimensionality – ACROSS different areas AT various levels INVOLVING various stakeholders AND IN various forms

Agenda setting - Prioritization and Formulation

Implementation

Evaluation

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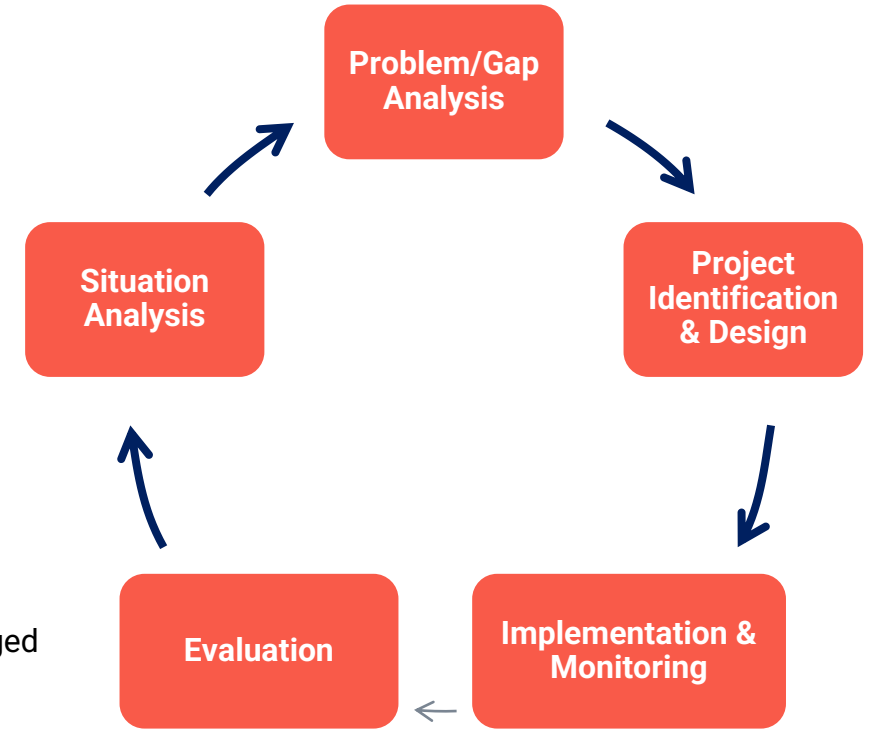
What is a Program Cycle

Problem/Gap Analysis: Ascertain the causes of the situation or the problem. Identify the gap between the current situation and the desired situation



Situation Analysis: Setting the context for knowing what is the existing situation or condition is called Situation Analysis.

Project Identification: Ascertain which specific problem the project will solve for, and to formulate and design the framework of action

Evaluation: An Evaluation helps us take stock of whether the situation has changed & whether objective has been achieved.

Implementation & Monitoring: Activities are executed & progress is monitored.

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Program Design : Critical Steps

- Identifying the problem or challenge that the program aims to address.
- Conducting a needs assessment to determine the context and the needs of the target population or community.
- Identifying the program goals and objectives based on the needs assessment and the problem identified.
- Developing program strategies and activities that are based on evidence-based practices, proven interventions, or innovative approaches.
- Developing a program budget, including resources needed for program implementation, monitoring, and evaluation.
- Identifying potential partners and stakeholders who may be involved in program implementation or support.
- Developing a monitoring and evaluation plan to track program performance and measure impact.

Learning Purposes for M&E in Policy and Programs

- Being (financially) accountable
- Improving operations
- Readjusting strategy
- Strengthening capacity
- Understanding and documenting the context
- Deepening understanding
- Building and sustaining trust
- Advocacy
- Sensitising for action

Breaking it down – Policy Making

Monitoring

- Enables to identify potential problems and challenges in the formulation and implementation of policies

Evaluation

- Understand factors that contribute to success, inform decisions on the continuation or modification of policies & provide recommendations for future policy development.

Learning

- Sharing knowledge and best practices between different stakeholders – help build a collective understanding on what works and what doesn't

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Breaking in Down – Developing Government Programs

Needs Assessment	Help in identifying the needs & priorities of the target population - gather data on the current situation, identify gaps and challenges, and develop an evidence-based approach to program design
Program Design	Understanding the context, target population, and available resources to design programs that are tailored to the needs of the intended beneficiaries, ensure the effective use of resources, and maximize program impact.
Implementation	Help in monitoring the implementation of programs - setting up monitoring systems, track program progress, identify challenges, and make timely adjustments to program design to achieve better outcomes.
Evaluation	Evaluating the effectiveness of programs and their impact - whether programs are achieving their intended outcomes, identify areas for improvement, and adjust program design to maximize impact.
Learning	Help in learning from experience to improve program design and implementation - continuously learning & improving their approach to program design, implementation, and evaluation

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Design

Conducting baseline and needs assessment through a survey to understand the current situation and identify areas for improvement. This data can be used to develop the program's objectives, strategies, and targets.

Implementation

We monitor the implementation of the program by setting up a robust monitoring framework and mechanism such as a dashboard. The framework can include indicators to measure progress towards program objectives and targets & conduct regular data collection to track program implementation.

Evaluation

Evaluating the impact by conducting independent evaluations to assess program effectiveness. The results of these evaluations can be used to identify strengths and weaknesses of the program and make recommendations for program improvement such as focus on

Learning

Promote learning and continuous improvement in the program by sharing best practices and lessons learned among stakeholders. Create a knowledge management system to share information, best practices, and conduct capacity building workshops to promote learning and innovation.

Let’s build an Example on Role of MEL in Sanitation Program

Strategy and Direction: Are we doing the right thing?

Sample M&E questions

- Is the programme theory appropriate, logical and credible? How has it been developed? Has it changed?
- How appropriate and relevant are programme strategies for meeting the goals of the project?
- Are the right stakeholders being engaged?
- Are selected research questions/themes in line with country's priorities or strategies?

Common ways to assess

✓ Reviewing (quarterly or annual) reports, key documents and strategies & programme theories & how they have been developed/adapted over time

✓ Conducting workshops/meetings with key partners & stakeholders to identify gaps or lacks in implementation and where strategies and plans need adapting

✓ Stakeholder analysis and social network analysis

Management : Are we implementing the plan as effectively as possible?

Sample M&E questions

- To what extent are deliverables being completed to comply with programme timetables?
- How are risks managed?
- Are there capacity needs to be addressed?
- Is budget spent against plans? If not, why not?
- How decisions are made, with what criteria and how are they documented? Are they consistent, inclusive and transparent?

Common ways to assess

✓ Monitoring and reviewing agendas and minutes of internal meetings

✓ Assessing performance and capacity of partner organizations and organizational self-assessments

✓ Reviewing internal strategies, work plans, risk registers, procedures and processes

Outputs: Do they meet required standards and appropriateness for the audience?

Sample M&E questions

- What outputs have been produced? What has been their quality and relevance?
- Are outputs aligned with policy and program strategies (overall strategy, gender strategy)?
- To what extent are the outputs being delivered in a way that represents value for money?

Common ways to assess

✓ Monitoring and validation exercises
✓ Review against plans
✓ Cost-benefit analysis
✓ Review of implementation pathways – through process evaluation

Outcomes : What kinds of effects or changes did the work have, or contribute to?

Sample M&E questions

- What are the changes and at what level (mainly at individual or institutional levels) over time?
- What differences are there in results seen in different contexts (sectors, sites, partners)? What has produced these differences?
- How sustainable are observed changes likely to be?

Common ways to assess

✓ Structured stakeholder interviews or surveys; or impact evaluations
✓ Process evaluations – linking processes & pathways of implementation to outcomes
✓ Outcome mapping, Outcome harvesting
✓ Contribution analysis

Fundamentals of Monitoring, Evaluation and Learning

Day 2

May 16, 2023

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Recap of Day 1

- Form Pairs
- Tell each other 3 learnings you had from Day 1
- Write down any 3 learnings from Day 1 and put it on the chart paper attached at the front of the room

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Stakeholder Mapping

Who is a Stakeholder ?

Any individuals, groups of people, institutions or organisations that may have a significant interest in the success or failure of a potential program/policy. They may be affected either positively or negatively by a proposed project.

Stakeholders should represent a diversity of perspectives, such as…

- Technical specialists
- Development partners
- Non-governmental organizations (NGOs), private voluntary organizations
- District and regional administration organizations
- National Program
- Ministry of Health, National government
- Included from various levels—national, regional and local—as appropriate to the activity.
- Champions for change

Engaging stakeholders : throughout the project process from design to follow-up

- Support a *three-stage process*: identify, engage and follow up.
- Stakeholder engagement not just in the design phase of the activity, but in an action plan for engaging throughout the project and post implementation as well
- The further we progress with Stakeholder Engagement principles, the more powerful the outcomes can be.
- Engaging stakeholders throughout the process, not just at the beginning and end, can raise awareness of the activity and facilitate the use of data and information produced by the activity.

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Mapping the Stakeholders

Mapping the stakeholders allows us to plot stakeholders based on their ‘power & interest’ and this can help you prioritise your level of engagement with them. Interest relates to the stakeholder’s level of interest in the issue.

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Exercise

Stakeholder	Category	Interests	Participation or Role

1. Fill in the names/category of your stake holders in the first column

2. Identify each stake holder's category. These might be employees, senior leadership, or the organization's partners, or funders. You can customize your categories to suit your organization's identified stakeholders.

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Exercise

3. You might also indicate whether a stakeholder

   a) Is an integral part of the organization;

   b) Is interested in, and committed to, the organization;

   c) Knows the organization but is not committed to it; or

   d)Has a vested interest in destroying the organization, that is, competitors, etc.

4. Indicate each stake holder's interest in the M&E results, that is, whether a stakeholder

   a) Will use the results for planning;

   b) Will use them to support the organization; or

   c) Will use the M&E results to design new programs, introduce change, or develop future strategies, etc

5. Each stake holder may have several interests.

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6. Identify each stake holder's possible participation or role in the M&E implementation, that is, whether the stake holder can –
    a. *Be a data or information provider;*
    b. Make decisions based on M&E findings; or
    c. Become a beneficiary of change arising from the M&E findings, etc.
7. Each stake holder may have several roles in the implementation process. One person can be listed more than once

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Stakeholder	Category	Interests	Participation or Role

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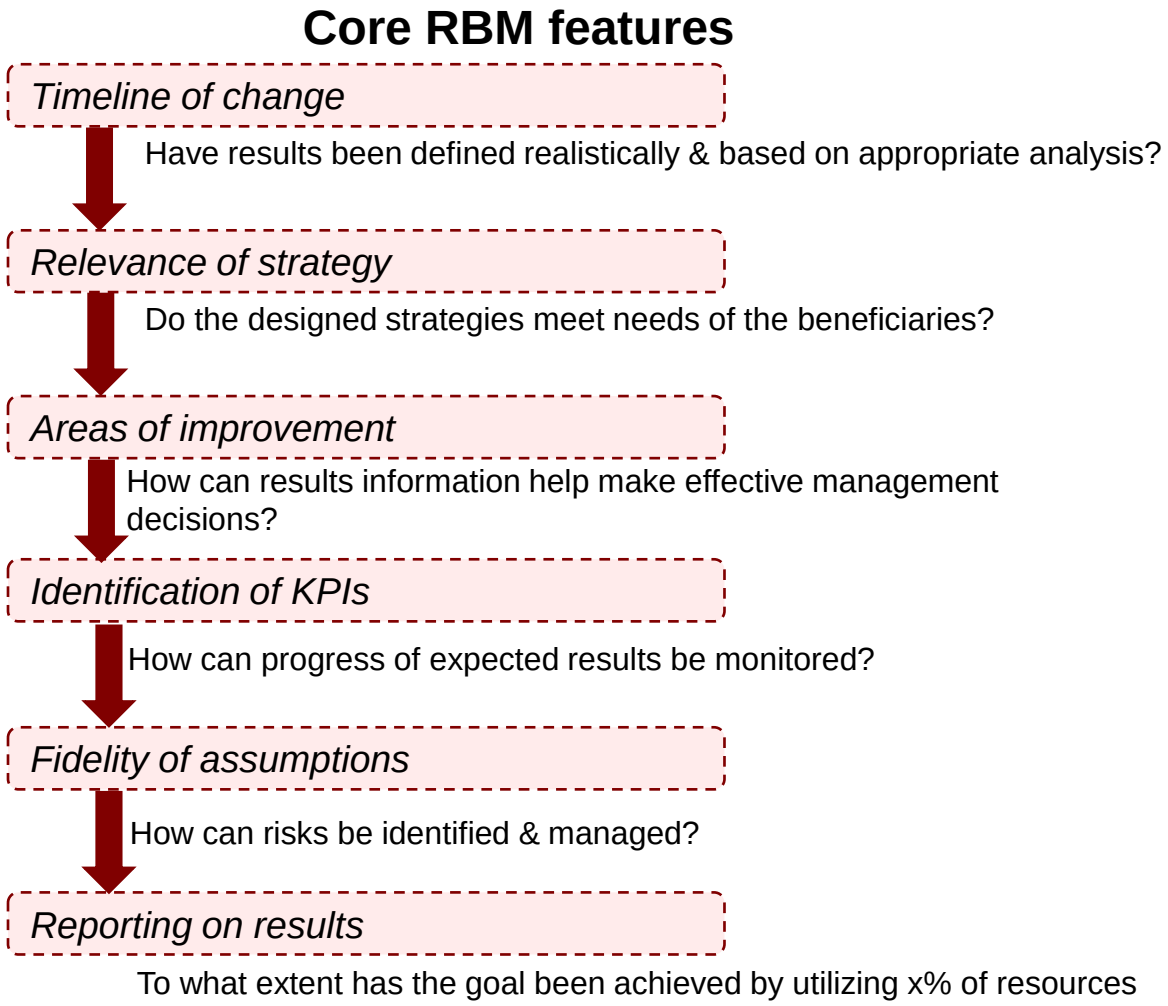
Results Based Management and Theory of Change

Results Based Management (RBM)

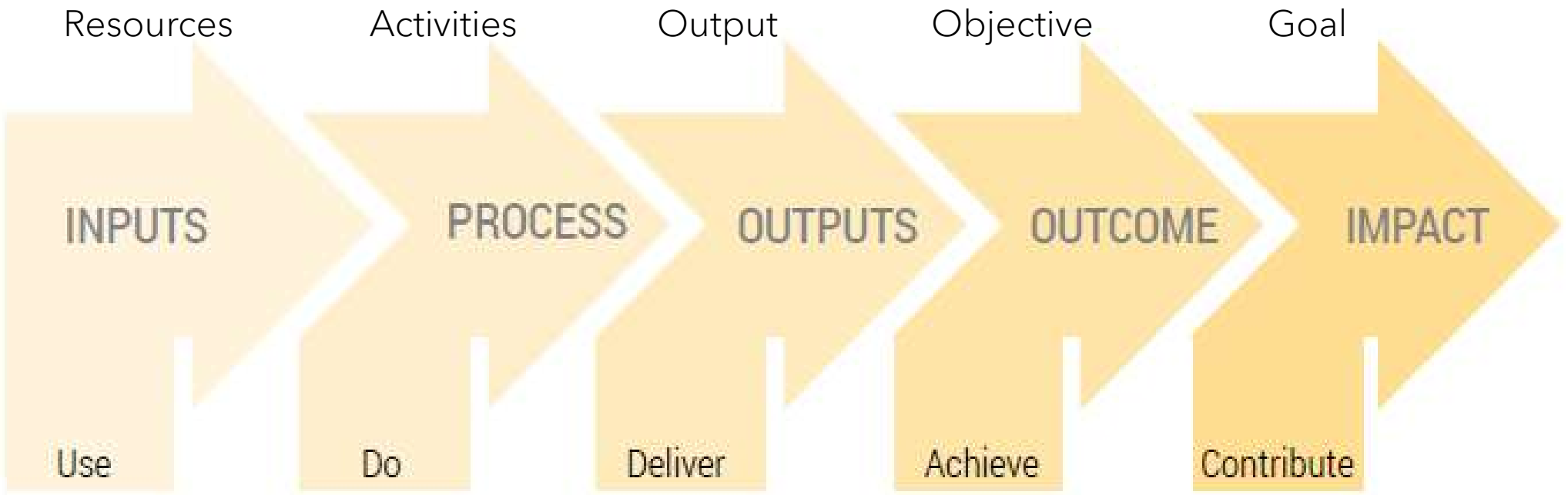
Focusing on results instead of only actions

- RBM shifts the language, from simply actions to results
  - *E.g., Focus shift from 'providing supplementary nutrition' to 'improved nutrition of children below 6 years'*
- A performance-based management approach
- Defines result as a describable or measurable change
  - *Product of a **cause-effect** relationship*



Results chain

Articulating a project, addressing *the what, when, why, how, who & where*



Hierarchy Of Results

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HOW DO I RBM?
LOGIC MODEL/RESULTS CHAIN -> THEORY OF CHANGE

What is a Theory of Change?

- A theory of change is an articulation of ***what change is sought to be achieved and how is it to be effected*** **through the project**
- Depicting pathways of change based on sound cause-effect/means-end logic.
- TOC is a flexible tool that can be used before, during and after an intervention. But it is most effective at the design stages of an intervention.

Theory of Change (ToC) also includes

- A strong theory of change requires surfacing hidden assumptions and challenges from people in different roles, levels, and perspectives, facilitating agreement between them, and negotiating shared commitment among them.
- A theory of change also highlights the iterative learning process embedded in the program.

Why do we need a Theory of Change?

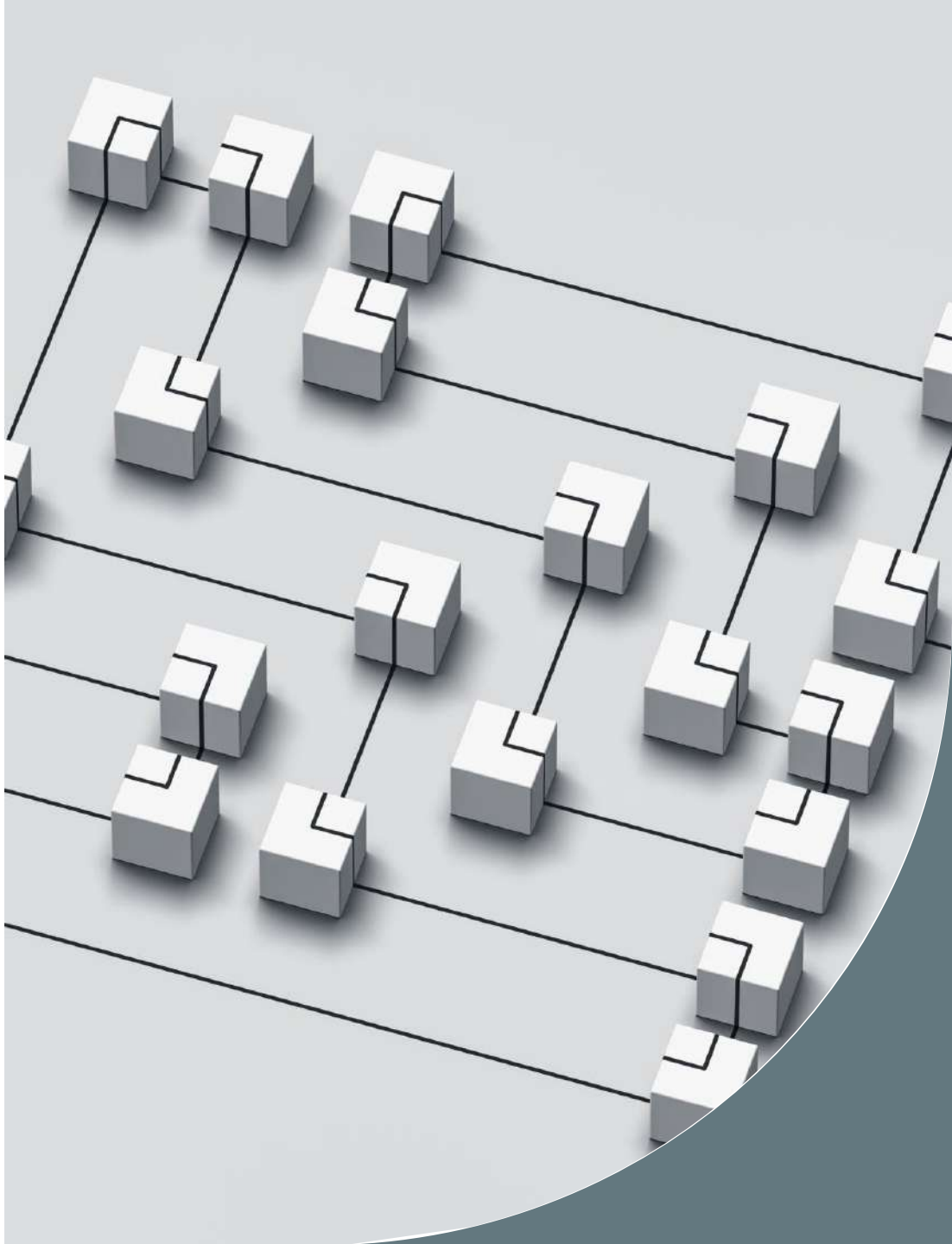
It matters because:

- It is explicit- describes program inputs, activities, indicators, direct and indirect results etc.
- It reduces the risk of being biased towards results by including direct and indirect causes of change
- It is the basis on which monitoring, and evaluation plans are devised
- It is embedded in the program design, is iterative and can evolve over time
- It creates a pathway for systems change
- It serves as a guide to measuring success
- It provides a framework for decision-making

Why do we need a Theory of Change?

It helps a program in:

1. Identifying long-term goals
2. Backwards mapping and connecting the preconditions or requirements necessary to achieve that goal and explaining why these preconditions are necessary and sufficient.
3. Identifying your basic assumptions about the context.
4. Identifying the interventions that your initiative will perform to create your desired change.
5. Developing indicators to measure your outcomes to assess the performance of your initiative.
6. Writing a narrative to explain the logic of your initiative.



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Components of a Theory of Change

Inputs are the resources that we use in the project

Processes are the activities that we implement in the project

Outputs are the immediate effect of the activities implemented (and not the completed activities) in a project and form the deliverables of the project.

Outcome is the project objective to be achieved and can be understood as the inverted image of the core problem

Impact is the goal to be contributed or the long –term objective of the project

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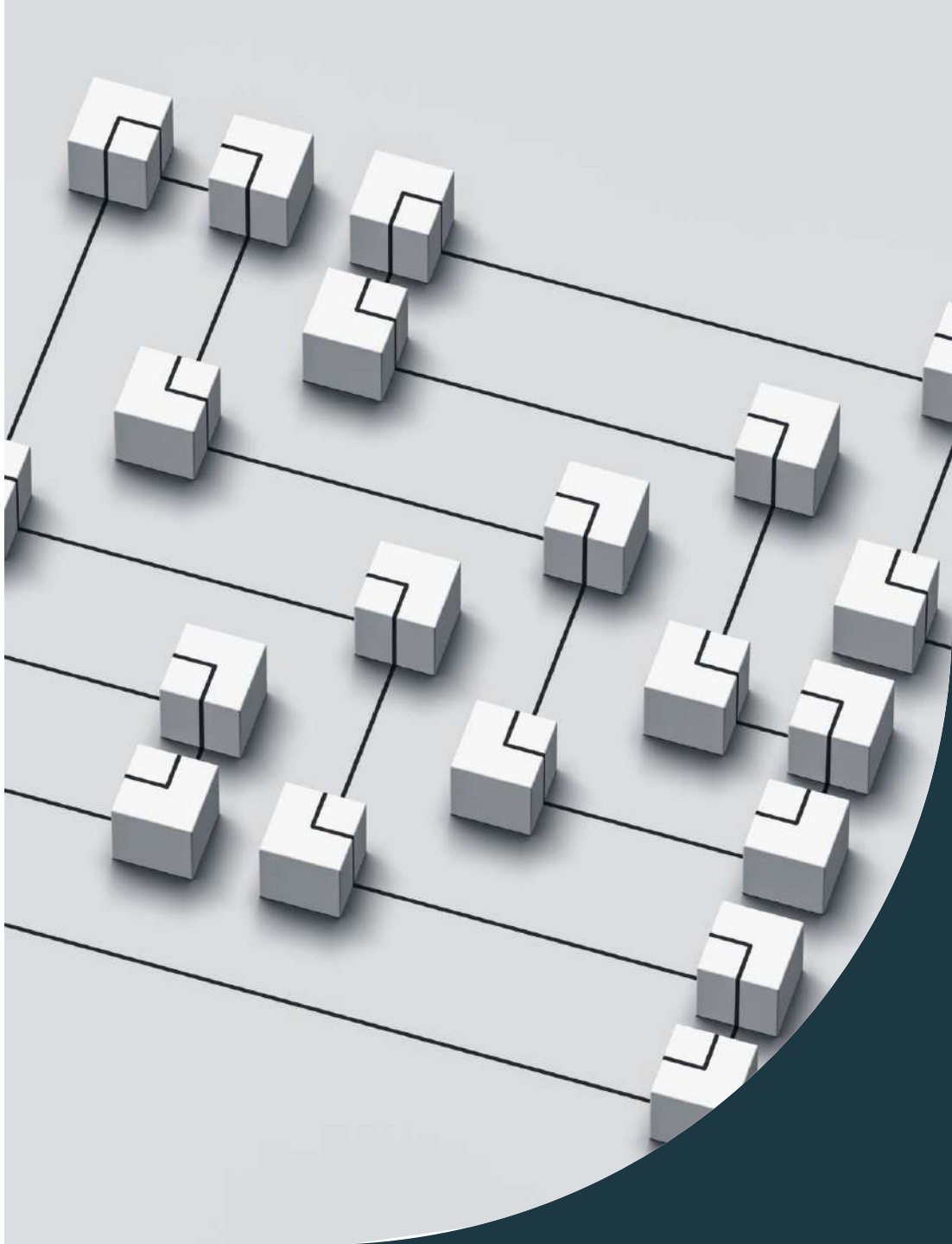
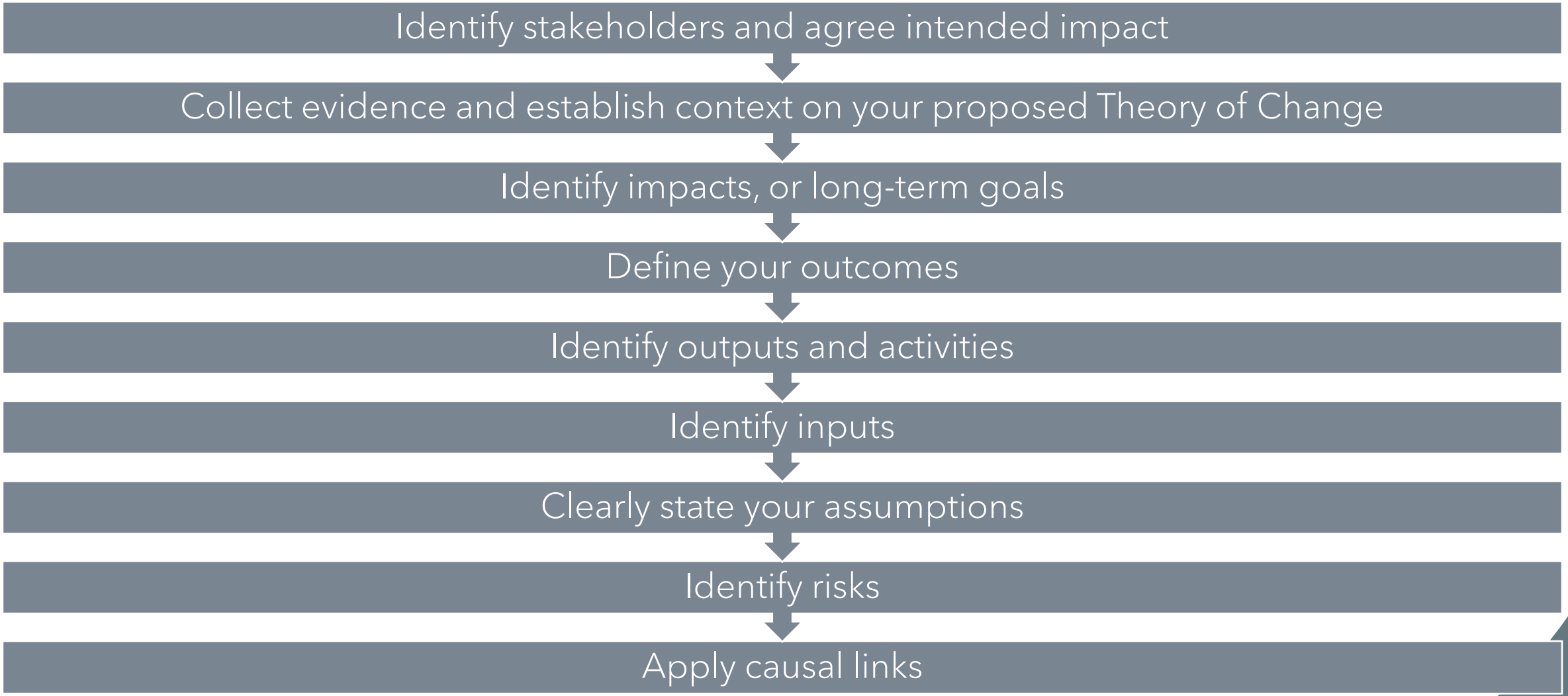
Components of a Theory of Change

- The core of the theory of change focuses on the **links between activities and results**
- How **the particular contexts in which the intervention is implemented** affect activities and results
- **Potential unintended results**, both positive and negative,
- **Assumptions** on conditions based on which or how the change happens and major **Risks** that may affect it
- **Area of Control and Sphere of Influence**



How to create a Theory of Change?



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Results framework and Indicators

A results framework is a representation of the flow of changes that you intend to deliver through your project to achieve the overall program goal.

A key feature of the results framework is to always maintain a cause-and-effect relationship among each of its level.

Indicators are specific markers that measure the achievement of inputs, outputs/intermediate outcomes, outcomes and impact of the program.

Each level of the results framework has specific indicators assigned to them to measure the success of the implementation work.

Indicators provide an objective way of showing the program achievement and are extremely helpful in demonstrating organisational success.

Indicator

- An indicator is
  - Unit of information
  - Measured over time
  - To depicts change
  - In condition under observation

A good indicator would be:

Simple
- Would be easy to understand

Measurable
- Would provide a metre for depicting change

Precise
- Defined in the same way by all

Value Neutral
- Should be defined without any positive or negative value attached

Indicators are *Not*

- Just anything you can think of to measure. *Every measure is not an indicator (# of school desks).*
- Indicators are not objectives or targets, but the actual results.
- Indicators are not biased rather neutral worded i.e. they do not specify a particular level of achievement -- the words, improved, increased, gained, etc do not belong in an indicator. Indicators measure if there has been an increase or a decrease.

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Concepts and Definitions

An **indicator** can be a:

- Number
- Ratio
- Percentage
- Average
- Rate
- Index (composite of indicators)

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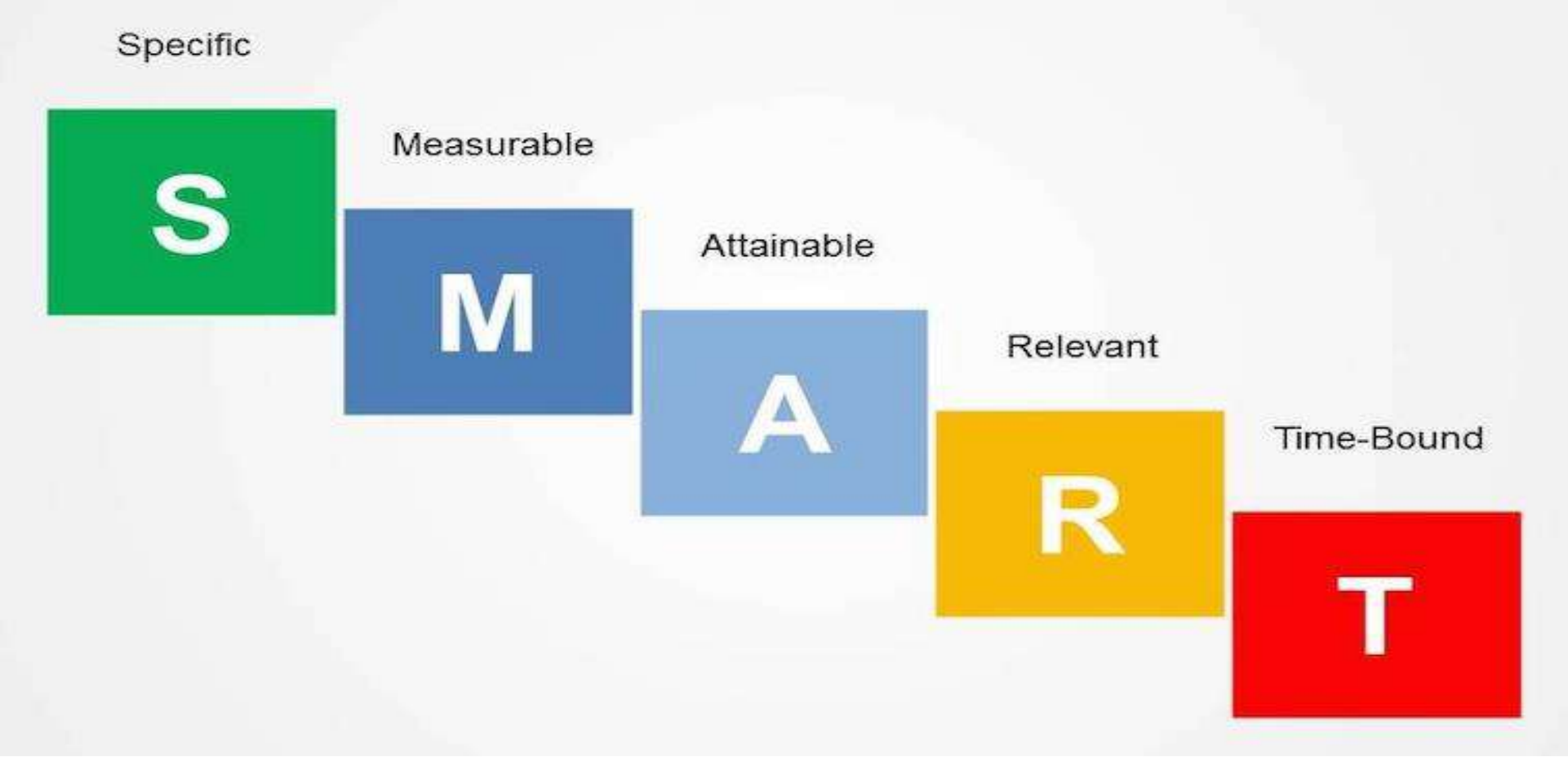
SMART Results and Indicators



Do we need specific indicators for each specific project or M&E level?

Yes. Specific indicators for each output, outcome

How many indicators should we have for one output or outcome?

For each level of result, we should have at least one indicator

Can indicators change over time?

No. Set of indicators would measure the same thing and would not change over time

Can indicators be qualitative and Quantitative in Nature?

Yes. Based on the nature of information that a particular indicator relates to, it can be Quantitative or Qualitative

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Indicator

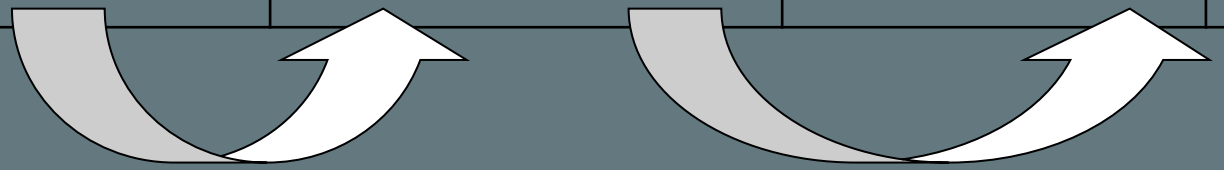
- Let's define some Indicators for evaluation, based on your understanding and the criteria mentioned above, mark the indicators given below as good bad or worst indicators.

Indicators	Markers		
	Good	Bad	Worst
Reduction in the number of open defecation		✓	
Positive change in the cleanliness index			✓
Improved access to Swachh Bharat scheme		✓	
More diversified sources of drinking water facility			✓
X% of workers feel empowered		✓	
Increased awareness on hygiene and sanitation practices		✓	
% of women in the households using toilets	✓		
% of respondent reported improved safety due to toilet access	✓		

Exercise

1. Draw a simpler Theory of Change on your area of interest

Input	Activity	Output	Outcomes	Impact
Quantifiable resources going in to your activities – the things you budget for.	What you do to accomplish your objectives?	Immediate results from your activity	Longer-term expected results related to changes Related to program Goal	Long-term, population level result. Can relate to a program or organization vision / mission statement
Assumptions				



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Exercise

1. Under each column, let's add at least one indicator -

	Input	Activity	Output	Outcomes	Impact
Level	Quantifiable resources going in to your activities – the things you budget for.	1) What you do to accomplish your objectives?	Immediate results from your activity - people trained, services provided	Longer-term change in attitude, behaviour, etc. Related to program Goal	Long-term, population level change. Can relate to a program or organizations vision / mission statement
Indicator (example)	- # of hubs for training - money spent on training implementation	Training on improved agricultural practices	# of farmers trained % change in knowledge	Measure of change in crop yield for farmers	Increased farm income

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Exercise Example of Present Training on M&E

	Input	Activity	Output	Outcomes	Impact
Level	Infrastructure – training hall Budget for conducting training	Training conducted in May 2023	-Government officials trained on M&E -Improved knowledge on M&E	-Increased monitoring and evaluation of government programs - Increased use of evaluation findings	Improvement in program outcome
Indicator (example)	- # of people engaged for training - money spent on training implementation	Training # of trainings conducted	# of people trained # of people with knowledge on M&E	# of government programs being monitored % of schemes being evaluated out of total schemes	Improved program outcome

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Research Approach

Qualitative research

is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Quantitative research

is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

Mixed methods research

is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs

Qualitative

- Reality is socially constructed
- Primacy of subject
- Variables are complex, interwoven and difficult to measure
- Relationships between variables are generally described as observed patterns or cases

Quantitative

- Social facts have an objective reality
- Primacy of method
- Variables are measured with existing tools
- Relationships between variables can be assessed using standard statistics

Qualitative

Purpose

- Contextualization
- Interpretation
- Understanding peoples' perspectives

Researcher's Role

- Personal involvement and partiality
- Emphatic understanding

Design

- Flexible and emergent

Quantitative

Purpose

- Generalizable findings
- Prediction
- Causal explanations

Researcher's Role

- Detachment and impartiality
- Objective portrayal

Design

- a priori and inflexible

Qualitative

Approach

- Ends with hypotheses and a theory
- Emergence and portrayal
- Naturalistic
- Inductive
- Searches for patterns
- Seeks pluralism, complexity
- Minor use of numerical indices
- Thick description through writing

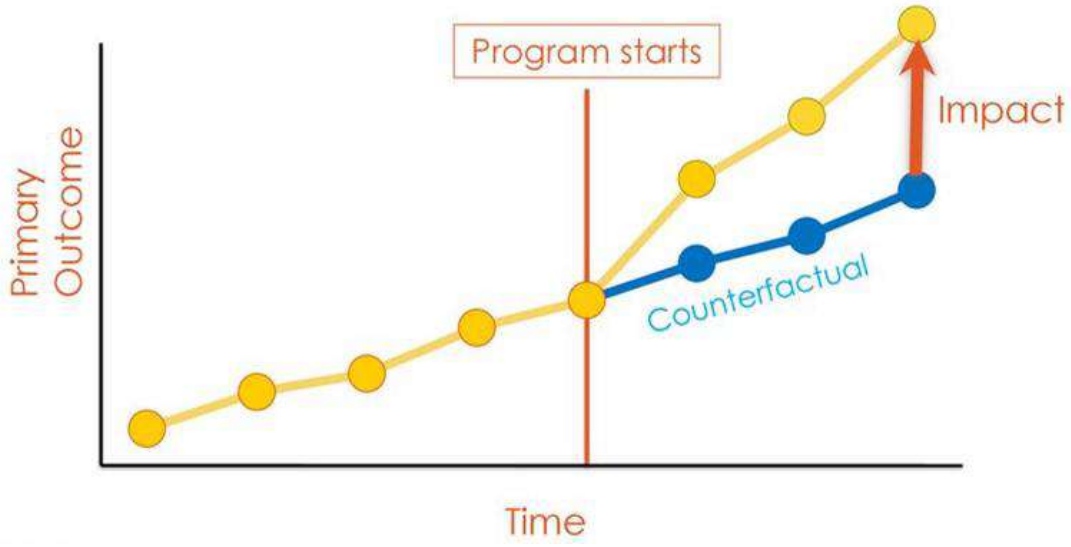
Quantitative

Approach

- Begins with hypotheses and theories
- Manipulation and control
- Experimentation
- Deductive
- Component analysis
- Seeks consensus, the norm
- Reduces all data to numerical indices
- Precise technical language, numerical presentation

Impact Evaluation

Evaluator's task



Difference (impact) observed in the outcome of interest **with** and in the **absence** of an intervention (Project - BAU)

- ➔ Both randomization & quasi-experiment draw counterfactual to estimate this **difference**
- ➔ Key principles:
  - Choosing similar groups (balance)
  - Creating a baseline and following up with an end-line
  - Keep a track of the adequacy of "dose" and effect of any alternate "doses" that exist
- ➔ Why are they different:
  - **Randomization** means randomly allocating groups into treatment & counterfactual to reduce risk of bias. *Evaluator has more control.*
  - **Randomization** requires a placebo or similar condition to be created for the counterfactual

Popular evaluative designs in the market today

Summative or outcome evaluations:
Cluster randomized trials: Treatment receives the project and control receives the placebo.
Difference-in-differences: Drawing a "matched" comparison group to your project group. Capturing baseline and end-line results and estimating difference between them.
Repeated measures on large samples: Used for national surveys (NFHS, NSSO), includes assessing the target population multiple times, cross-sectionally/longitudinally, to estimate trends over time. In case we can't draw a counterfactual.

Formative or diagnostic evaluations:
Process evaluations: To check the quality, fidelity, and adoption of the project both by implementers and intended target audience. Makes use of mixed-methods and focus on qualitative inquiry.

Popular designs that are systems-focused:
Theory based evaluations: Design evaluative approaches/solutions aligned to the needs and dynamics of the ToC. This principle is now widely followed across multiple designs like developmental evaluation, realist evaluation, contribution analysis and outcome harvesting.

The Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Evaluation Criteria

Relevance, Coherence, Timeliness, Effectiveness, Efficiency, Impact and Sustainability

RELEVANCE: IS THE INTERVENTION DOING THE RIGHT THINGS?

COHERENCE: HOW WELL DOES THE INTERVENTION FIT?

EFFECTIVENESS: IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?

EFFICIENCY: HOW WELL ARE RESOURCES BEING USED?

IMPACT: WHAT DIFFERENCE DOES THE INTERVENTION MAKE?

SUSTAINABILITY: WILL THE BENEFITS LAST?

List of Readings

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Fundamentals of Monitoring, Evaluation and Learning

Day 3

May 17, 2023

SAMBODHI

Recap of Day 1 and Day 2

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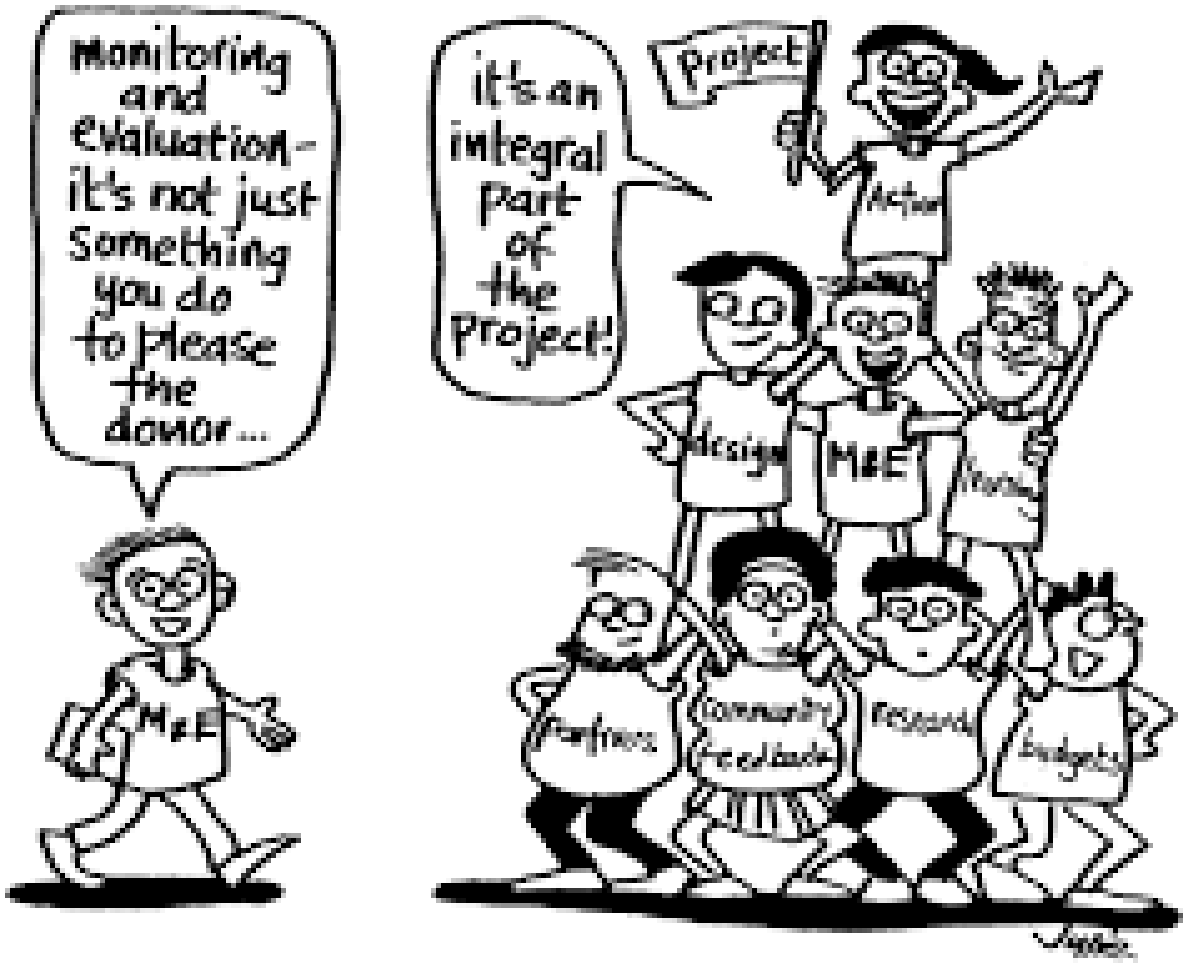

Exercise 1

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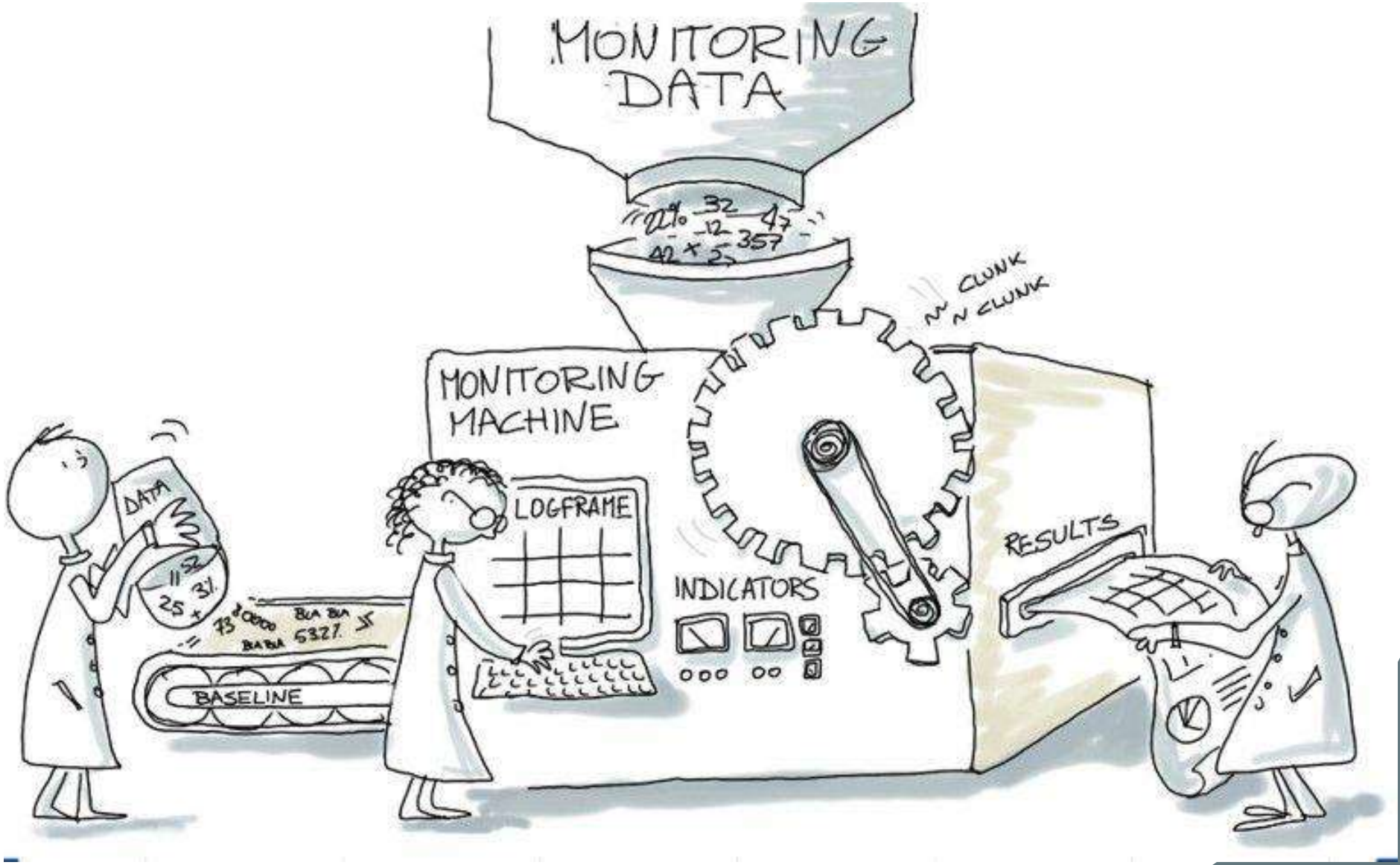
Steps –Exercise 1

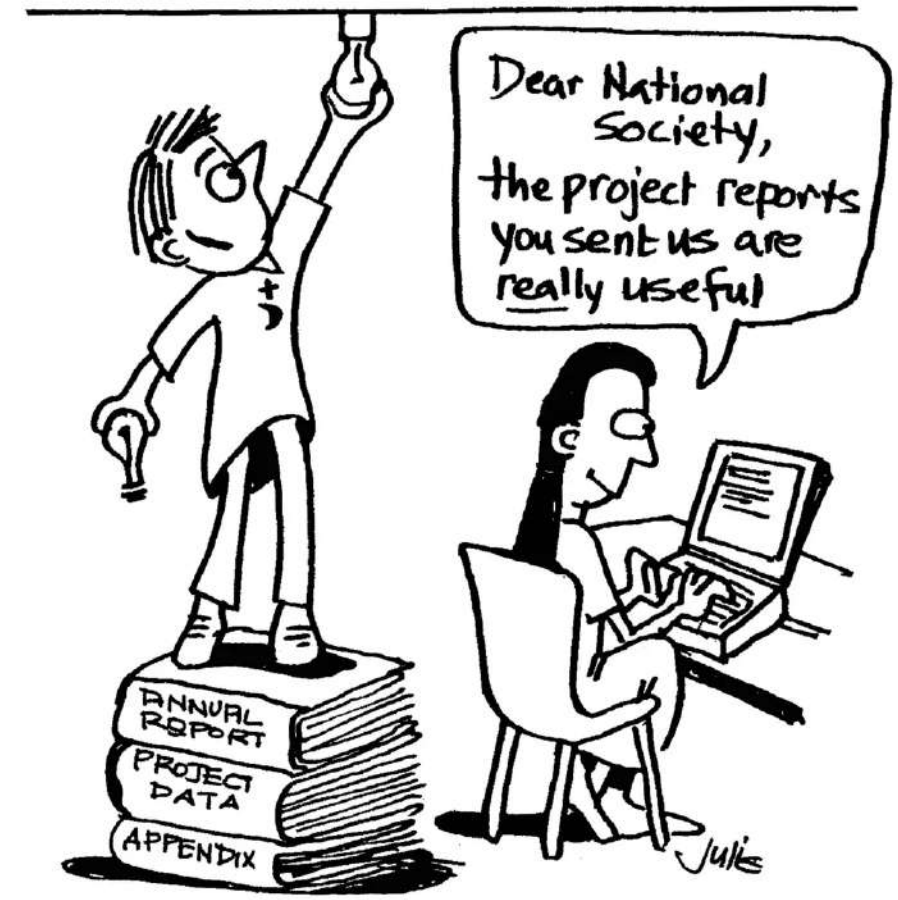
- We will show you a group of pictures showing **MEL in a Project** with numbers
- After all the images have been shown – you have to put them in the correct sequence

SAMBODHI

1


MONITORING DATA
MONITORING MACHINE
CLUNK
N CLUNK
DATA
LOGFRAME
INDICATORS
RESULTS
BASELINE

2



MAKE SURE YOUR REPORTS REALLY MEET STAKEHOLDER NEEDS

IFRC

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https://www.flaticon.com/

3

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4

https://www.annmurraybrown.com/

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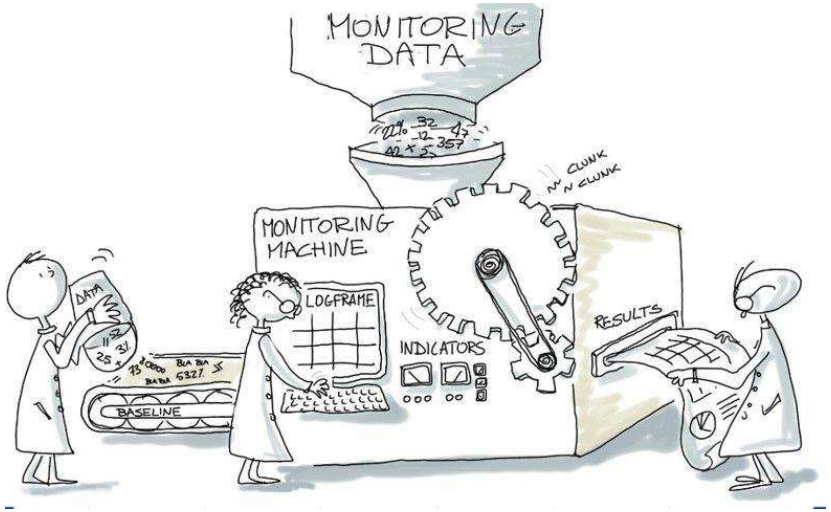
5


What kind of evaluation did you need?
Our 3 year project is coming to an end and were told we needed an evaluation.
What kind is that?
freshspectrum.com

SAMBODHI

Exercise 1 – Correct Sequence



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Steps –Exercise 1

- We will show you a group of pictures depicting a Theory of Change with numbers
- After all the images have been shown – you have to put them in the correct sequence

SAMBODHI

Exercise 2 – Theory of Change

1

"My questions is: Are we making an impact?"

New Yorker

2

We have limited resources so I'm going to suggest we only fund projects that work really well.

freshspectrum.com

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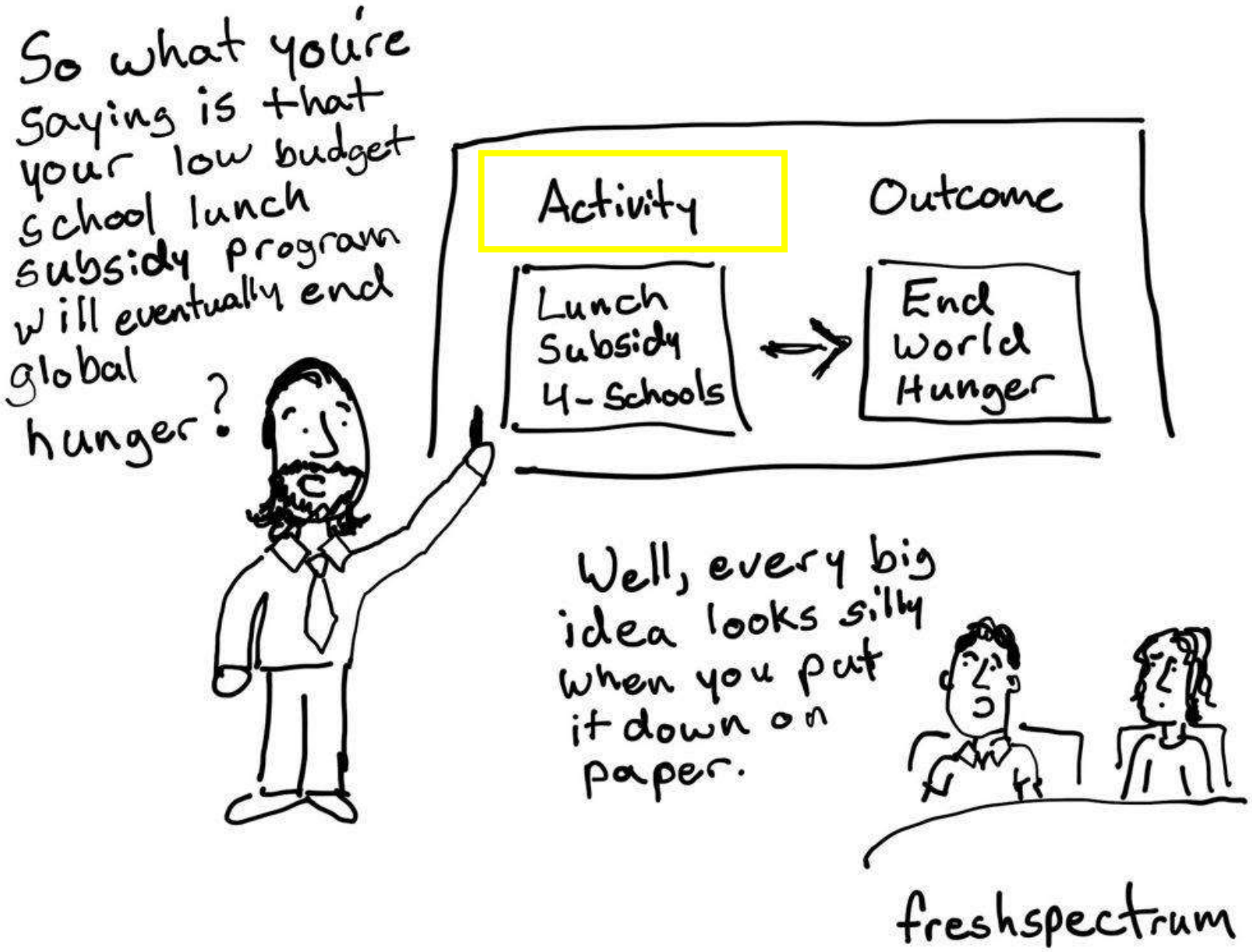
3


OUTCOMES?....normally we just measure the height of the files!
CARTOONSTOCK

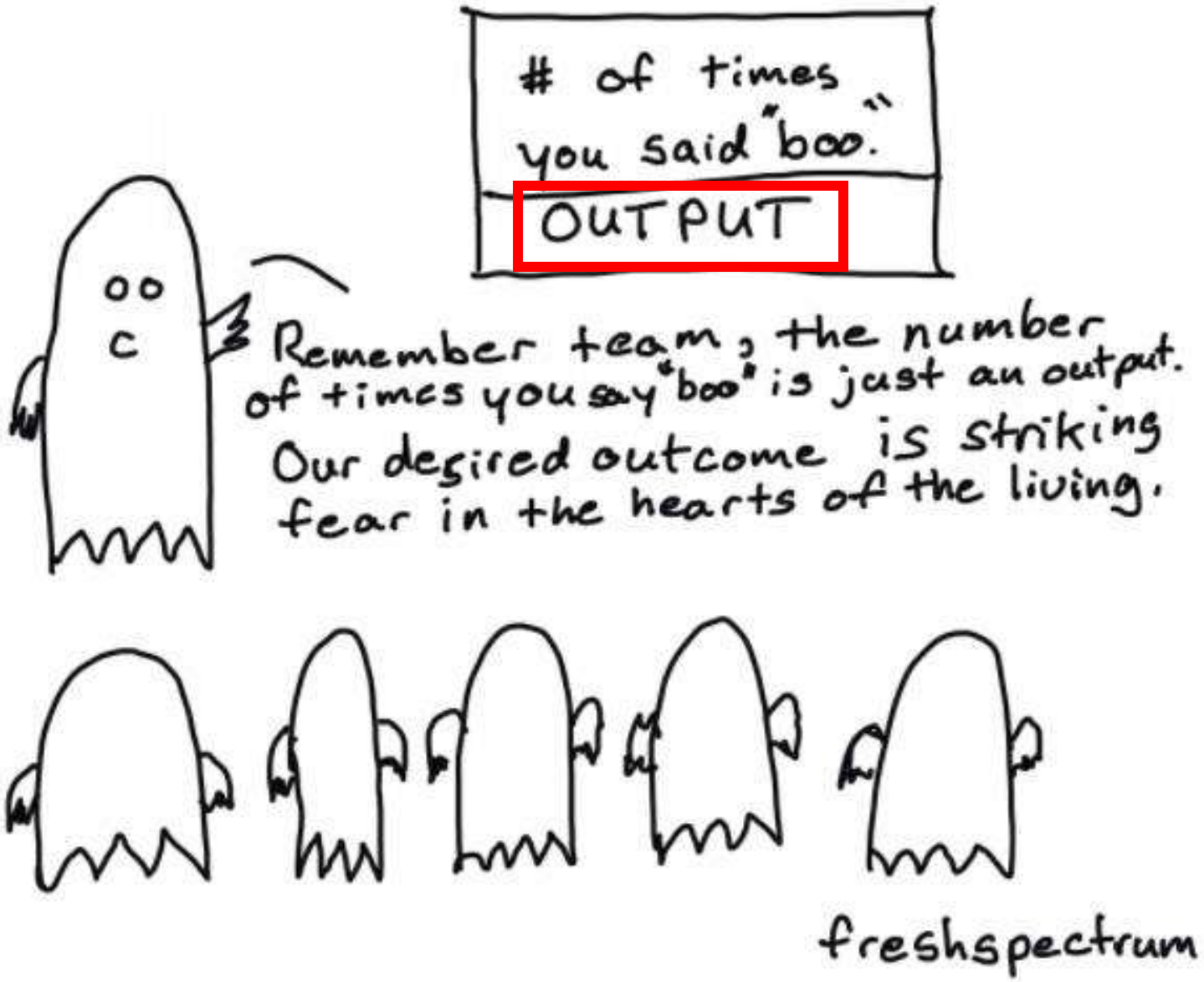
SAMBODHI

4


So what you're saying is that your low budget school lunch subsidy program will eventually end global hunger?
Activity
Outcome
Lunch Subsidy 4-Schools
End World Hunger
Well, every big idea looks silly when you put it down on paper.
freshspectrum

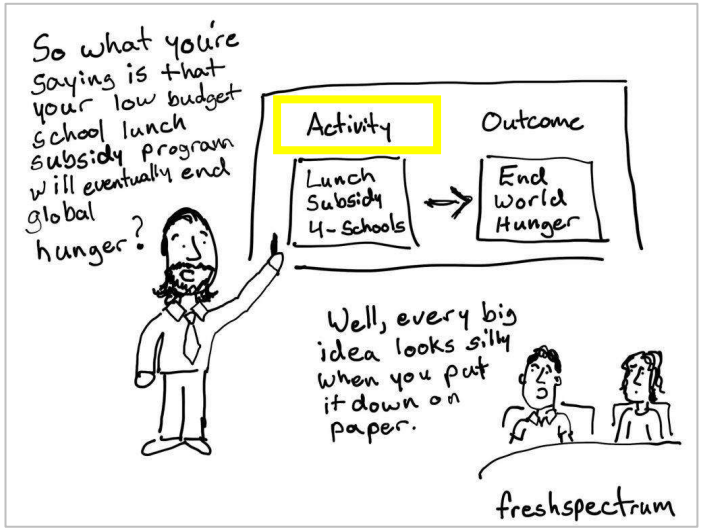
SAMBODHI

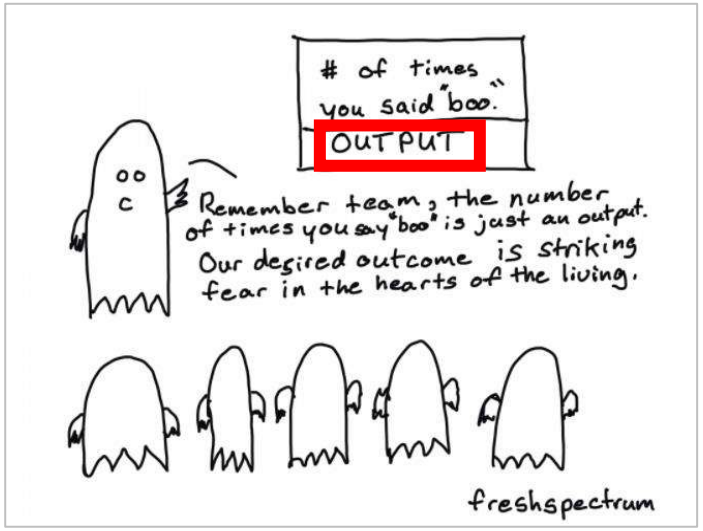
5


# of times you said "boo."
OUTPUT
Remember team, the number of times you say "boo" is just an output.
Our desired outcome is striking fear in the hearts of the living.
freshspectrum

SAMBODHI

Exercise 2 – Correct Sequence





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Exercise

- Problem - 35% of children <5 years in India are stunted
- Very few have good dietary diversity or feeding practices
- Donor **Zen** decides to make a grant to make and distribute nutritious food & dietary behaviour change communication
- Zen wants an independent evaluation of the grant
- Implementer **Goodthoughts** proposes solutions

Exercise

- What approach would you adopt to get the results would you want to see?
- What type of data would you collect to check on these results?
- How will you report on results?
- Can you think of any indicators to report on?