

European Commission Learning and Development Hub for DEAR Projects: Using Evaluation during Project Implementation Ljubljana 6th and 7th March 2017

Harm-Jan Fricke
Sandra Oliveira
Caroline Vilos
Sarah Harris
DEAR Support Team
dearevents@eprd.pl
March 2017

This paper ...

... provides a summary overview of the discussions and outcomes of a workshop with 18 participants from 10 different countries, involved in 4 European Commission supported DEAR projects.

The Ljubljana Learning Hub ...

... provided an opportunity for participants to exchange their experiences, mechanisms and tools on the use of monitoring and evaluation (M&E) *during* project implementation. Evaluation of DEAR projects is typically carried out towards the end of a project. This workshop aimed to find out what the challenges and benefits were of using evaluation while the project is still in its implementation phase: using learning from such evaluation to inform further project development. The intention was to develop suggestions from those discussions which are valuable for DEAR projects in their processes of monitoring and evaluation.

Contents

1. The participants and the workshop format	2
2. Five questions for the Hub	2
3. M&E set up: the projects' schemes	3
4. Challenges in using and learning from Evaluation (and Monitoring)	5
5. Addressing the challenges: tools and mechanisms for M.E.L.....	6
6. An 'added value' to evaluation during implementation?	8
7. Summary conclusion: suggestions from participants valuable for all DEAR Projects.....	9
8. Suggested relevant publications	10
9. Evaluation of the Hub	10
Project links.....	11
Appendices.....	11

The contents of this document are the sole responsibility of the DEAR Support Team and can in no way be taken to reflect the views of the European Commission.

1. The participants and the workshop format

The Learning & Development Hub involved 18 participants from four EC supported DEAR projects, including staff members involved in project implementation or in implementation monitoring and external evaluators.

Project	Lead organisation
Tax Justice Together	ActionAid UK
Financing development, developing finance	CEE Bankwatch
Make fruit fair	Oxfam Germany
Global Schools	Trento Local Authority

The Hub was organised as a workshop, using group dynamics as well as plenary exchanges and discussions. Live streaming of part of the procedures made it possible for one of the external evaluators to take part 'at a distance'.

2. Five questions for the Hub

Five questions were addressed during the workshop:

1. *How do projects use Monitoring and Evaluation (M&E) during implementation?*
2. *How can M&E successfully inform project implementation?*
3. *What is the 'added value' of an external evaluator/critical friend during project implementation?*
4. *What, if any, is the added value of using M&E instead of only Monitoring during implementation?*
5. *In using M&E during implementation what would participants recommend to any DEAR project?*

Reference was made to the definitions for monitoring and evaluation typically used by the European Commission:



5. Monitoring, Evaluation and Learning: what's in a name?

Monitoring: "A continuing function that uses systematic collection of data on specified indicators to provide [...] indications of [...] progress and achievement [...]" (Glossary of key terms in Evaluation and Results Based Management, OECD 2010)

In the 2013 DEAR Call the requirement for monitoring is implied in the need to design a logical framework which needs to include identified 'indicators' and 'sources and means of verification'.

Evaluation: "The systematic and objective assessment of an ongoing or completed project [...]. An evaluation should [enable] the incorporation of lessons learned into the decision-making process [...]. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program [...]" (OECD 2008)

Requirements for evaluation are limited in the 2013 DEAR Call. Although 'evaluation' is referred to, it only mentions the need for a final, end-of-project, activity.

So what is the value, if any, of using evaluation, as well as monitoring, during the implementation of a project?

While Monitoring is typically concerned with the question **What has happened?**, Evaluation tends to focus on **Is this important?** (while Impact, not explicitly addressed during this workshop, typically addresses **So what?** questions¹)

3. M&E set up: the projects' schemes

During the Hub project managers or evaluators summarised each project's Monitoring & Evaluation set-up focussed on the questions of:

- *how does each project go about collecting knowledge and evidence during project implementation? what are the main methods/activities used in doing this?*
- *how does each project go about using that knowledge and evidence?*

The four summaries, plus PPT presentations are included at the end of this report. In summary:

'Global Schools' project

The main purpose of the M&E system implemented by the Global Schools project is * to provide and understand evidence of the difference the project has made locally and on a European level, * to assess and reflect on project activities and their appropriateness in achieving results and intended objectives, and * to make recommendations on how to address challenges faced by the project.

The evaluator, Inka Pibilova, summarised the four interlinked steps of the M&E approach for their global learning project. The four steps focus on:

- a. revision(s) of the log-frame at the start and at particular points during project implementation to take account of changing circumstances;
- b. development and implementation of an integrated M&E plan, including a 'monitoring set' and an evaluation framework commonly applied by all project partners across all project interventions, consisting of quantitative and qualitative evaluation tools, and optional approaches that enable the capture project impacts;
- c. a mid-term evaluation aiming to capture learning from progress made to date in order to inform future implementation; and
- d. a final evaluation to reflect on qualitative and quantitative progress made by the project.

The evaluator highlighted the key evaluation tools that enable harvesting of learning amongst the range of project stakeholders: internal evaluation by schools (school-based events plus case studies provided by teachers); internal evaluation by project partners; and external evaluation by the M&E team (including desk study, interviews and group discussions with stakeholders).

'Financing development, developing finance' project

The project staff member with responsibility for M&E, Plamena Giorgieva, presented their set up of monitoring processes (from quarterly financial reports to regular face-to-face contacts) and monitoring tools (from googledocs based folders and monitoring maps of finance and activities records to an internal information flow), and the use of learning from experiences to improve capacities and capabilities of project staff and partners.

¹ A series of Exchange Hubs/Cluster Meetings in 2015 involving EC-DEAR projects explicitly looked at issues of sustainability of project outcomes. For a report on those workshops see: <https://europa.eu/capacity4dev/dear-programme/document/cluster-meetings-2015-report>

The learning deriving from M&E highlighted four points that help in the set-up and use of evaluation during implementation:

- a. the project applied the conclusions and recommendations of an external evaluation of a previous DEAR project. It led to explicit attention to capacity building and networking amongst partners, and explicit use of feedback from communities targeted by the project;
- b. learning from M&E led to changes in how project partners plan, particularly aiming to accommodate the varied DEAR project needs and capacities of different partners;
- c. bi-monthly updates were introduced to keep the large partnership informed;
- d. improved tools were developed to track expenses vis a vis activities.

A key learning point for the project has been that in order to learn effectively, more M&E efforts are required than originally planned.

'Make Fruit Fair' project

The external evaluator, Alasdhair Collins, and project manager, Mirjam Hägele, presented their main methods and tools used for collecting and assessing evidence:

- a. the creation of a suite of online tools (from dropbox to a 'living logframe', to various forms from tracking and harvesting events, anecdotes and experiences);
- b. ongoing support for data gathering provided by the external evaluator;
- c. evaluator observation of events;
- d. a formal mid-term review.

The approaches used aim to keep track of both qualitative and quantitative results, relate to a typical impact chain (from intentions, to inputs, to activities, to outputs, to outcomes, to impact), and focus on harvesting evidence that is pertinent to (intended and unintended) outcomes created by the project.

Regular contacts and exchanges between the evaluator and the project manager and project partners and a mid-term review (for internal project use) helped to adjust plans during project implementation. A final evaluation drawing on all available information, including from surveys, interviews, data screening, will focus on 'outcome harvesting'.

'Tax Justice Together' project

Project manager, Sandra Martinsone, together with Yasmin Damji (internal M&E officer) and Stephen Tibbett (external evaluator) presented their M&E set up, structured around three steps:

- a. setting targets for individual partners through annual planning tools (using planning templates, log-frame, an M&E framework including social network analysis)
- b. monitoring and reporting, completed on a quarterly basis
- c. formal monitoring (internal and external EC ROM) and evaluations (external mid and final)

Sharing of gathered evidence and knowledge occurs at four main points during the project:

- quarterly narrative reports;
- the use of 'Basecamp' (<https://basecamp.com/>) – management and partnership use the tool to narrate, review and monitor activities;
- workgroups for each area of results;
- campaigners' conferences for sharing knowledge and strategising campaigns.

4. Challenges in using and learning from Evaluation (and Monitoring)

In discussing the implementation of Evaluation (and Monitoring) participants summarised the following major challenges in making productive use of (learning from) M&E during project implementation.

Challenges

→ **Before**

- How to involve the evaluator in the design phase? > how to get the minimum funding to pay for the work of the evaluator to shape M&E adequately to the project actions, aims and expected outcomes
- How do you design a meaningful logframe? > Requirements of the funder, in asking for a particular logframe, are not necessarily meeting the needs of the project. > Given the limited time available for project design during a Call for Proposals process, log frames are often theoretical and their feasibilities can only be established once the project is in implementation

→ **Start of the project**

- Setting/defining the baseline of the project (the 'departure point' of those aspects the project wants to address, enabling projects to assess change)
- Establishing a common understanding (about the project, its intentions, its assessment) amongst the variety of partners
- Setting up a data collection and analysis system that provides evidence that is meaningful in assessing progress and in learning from work done
- Aligning the logframe which, in the Commission's interpretation, tends to emphasise activities and outputs, with the evaluation approach, which tends to focus on outcomes
- Enabling all partners to shape the evaluation system, so it gets 'buy-in' from all those who have to contribute to it

→ **During implementation**

- How to evaluate different partners' contributions – particularly where the scale of different partners' input is significantly different
- How to collect meaningful data if the evaluator is only to be involved half way through – or even at the end – of the project?
- Obtaining input from influential stakeholders – who often lack time/are difficult to get hold of to provide feedback
- Ensuring adequate time is available for project staff and others to contribute to the evaluation
- How to internalise the intentions of the evaluation and learning from its outcomes - and not just the words

→ **At the end**

- How to evaluate the portions of change attributable to the project?

5. Addressing the challenges: tools and mechanisms for M.E.L

In investigating and discussing these challenges further, participants came up with the following suggestions on approaches, activities and techniques that, in their experience, have been useful.

Monitoring

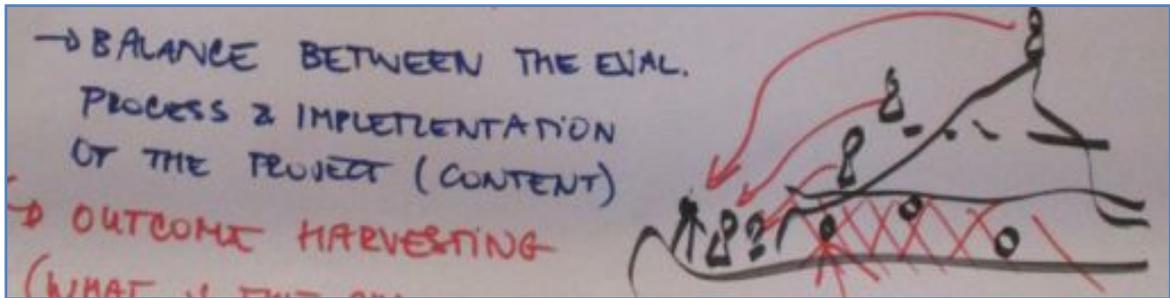
- The challenge: Monitoring can be very time consuming, asking for a wide variety of detailed information: how can its efficiency and effectiveness be increased?
Resolution: base the Monitoring system around the outcomes you want to achieve instead of around the activities you want to implement: focus Monitoring on the key aspects the project wants address or change and not on the things you want to do.
- The challenge: Monitoring is a tool to keep track of what has been done. Of itself it is not immediately useful for learning
Resolution: include explicit learning indicators in the Monitoring system: collecting evidence that learning is taking place
- The challenge: What is being done in a project is not necessarily based on broader experiences of what works
Resolution: in planning and in reflecting on what has been done, make use of researched evidence of what works (tools, approaches, actions) – an external evaluator should be able to contribute such information

Evaluation

- The challenge: agreeing changes to the original logframe submitted to the Commission is problematic
Resolution: remind the Commission that the purpose of M&E is to learn and that application of that learning involves changes in plans in order to make the project more effective.
- The challenge: during the short project design phase (of developing Concept Notes and Full Project Proposals) there is little chance to involve an M&E consultant
Resolution: (i) suggest to the Commission to extend the periods available for the design of Concept Notes and Full Project Proposals, and (ii) suggest to the Commission that they draw on the experiences of existing EC-DEAR projects and their evaluators, and provide a number of flexible M&E approaches that can be drawn on by project applicants.
- The challenge: in gathering data of use in evaluation creating clarity of the respective roles of project manager and external evaluator
Resolution: to avoid the evaluator becoming an additional project staff member, ensure that s/he is not responsible for data collection from within the project, but draws on data collected (as set out in the evaluation plan) under the responsibility of the project manager. In collecting data from external stakeholders (e.g. their perspectives and experiences) the evaluator should be responsible to ensure that external stakeholders feel free to give their honest opinions
- The challenge: balancing resources (time, money) between implementation (content, actions) and evaluation (tracking, mapping, weighing)
Resolution: use 'outcome harvesting'² and other forms of participatory assessment and

² Amongst others see for example <http://outcomeharvesting.net/the-essence/>

development as part of the planning and implementation of activities, in addition to, for instance, anonymous data gathering by the evaluator as part of mid-term evaluations.



- The challenge: evaluation fatigue amongst stakeholders and beneficiaries who too often get M&Evaluated ...
Resolution: use (by evaluator) of observation and participatory assessment and development techniques instead of interviewing: collecting stories and information from discussions. In arranging interviews by the evaluator, focus on those (few) that really need to be interviewed because they can give different perspectives on the project
- The challenge: contribution and attribution of changes made or contributed to by the project
Resolution: identify the contribution and attribution issues in the M&E system, including relevant baselines; use Theory of Change to identify where the project intends to make a difference

Learning

- The main challenge for many projects is a resistance to commit to change: e.g. experience, feedback and evidence appear to suggest that quality project outcomes will be inadequately achieved, but despite that the project continues with previously agreed activities and outputs
Resolution: M&E indicators that focus on outcomes and quality, instead of on outputs, can help in highlighting this issue. Combined with the design and regular updating of the project's Theory of Change³, application of learning during project implementation can be improved.
- The challenge: amongst project partners and their staff there are widely differing levels of experience, skills and/or capacity
Resolution: give time to sharing good practices e.g. through the use of peer learning techniques.⁴ The project manager providing feedback on implementation and performance to project staff can also be helpful, particularly if it builds on the different contexts in which different project staff and organisations/LAs find themselves – opportunities to influence e.g. policy or practice will vary. A focus on how different but available resources (experiences, skills, etc.) in a particular organisation has been and can be used in a particular context can provide a basis for learning across the project

³ Amongst other sources of information see for example <http://www.theoryofchange.org/what-is-theory-of-change/>

⁴ For an initial listing of articles about peer learning and its use across organisations see for instance: [http://www.research.lancs.ac.uk/portal/en/publications/implementing-peer-learning-across-organisations\(8a0b3b20-0e9d-48a5-b3a2-cf32360c2687\)/export.html](http://www.research.lancs.ac.uk/portal/en/publications/implementing-peer-learning-across-organisations(8a0b3b20-0e9d-48a5-b3a2-cf32360c2687)/export.html)

- The challenge: a lack of willingness to learn and attitudes of ‘we have always done it like this’, in other words: is it possible to learn from other organisations and practices or do we need to make mistakes and (re)invent the wheel ourselves?
Resolution: Use peer to peer learning (e.g. through mentoring or micro-groups within the project). Dedicate time and resources to promote learning during the project.
A potentially positive role for the Commission in this would be if, after the project, the Commission draws on submitted final evaluations to share across all projects key learning points

6. An ‘added value’ to evaluation during implementation?

Questions 3 and 4 of the Hub were addressed throughout the workshop in several work sessions:

- *What is the ‘added value’ of an external evaluator/critical friend during project implementation?*
- *What if any is the added value of using M&E instead of only Monitoring during implementation?*

A summary of key points made by participants includes the following suggestions:

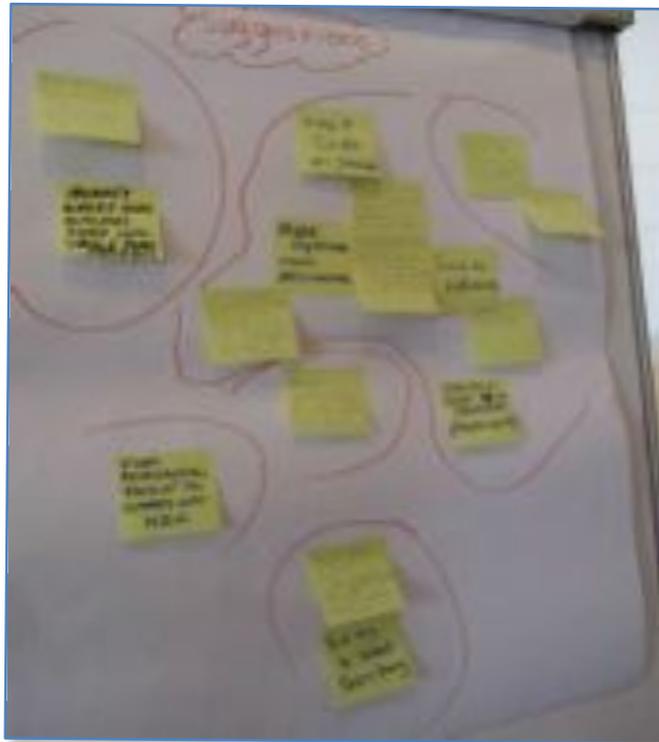
- ➔ Evaluation – and the involvement of an external critical friend – is the flip side of strategic planning: good evaluation focuses attention of project stakeholders on the outcomes and the contribution of the project to wider (strategic) objectives
- ➔ An external evaluator or a ‘critical friend’ joining at the end of a project is a potentially good thing. Although primarily of relevance to the funder it can give worthwhile information of use in future work. Making use of an external evaluator/critical friend throughout the project, or at particular points during implementation, can be more valuable in that it provides opportunities to ask, for example, ‘are we doing the right thing?’ –so that, during implementation, one still has time to change and make the project approach and actions more effective
- ➔ External evaluators are essential – but their contract should be with the Commission, not with the project lead to avoid any skewing of the perspective (However, the point was made too that the Commission does not necessarily have access to evaluators with a practical understanding of DEAR. Using ‘general’ evaluators or evaluators who primarily have experience of e.g. development cooperation projects was seen as not particularly helpful to and in projects

Two further points were made that are relevant to this aspect:

- ➔ Greater attention to evaluation (as different from monitoring) by the Commission would be worthwhile:
 - ➔ It would be useful if the Commission was able to provide feedback on project evaluation (metrics, approaches, processes, reports), thereby contributing to learning and improvement. The current focus in reporting to the Commission is on ‘reporting’ and inadequately on ‘learning’.
 - ➔ Where external monitoring reports have been developed at the initiative of the Commission, e.g. as a result of ROM visits, it would be helpful if such reports were made available to projects as a matter of course.

7. Summary conclusion: suggestions from participants valuable for all DEAR Projects

In the final session of the Hub participants were asked to select those suggestions which they felt were particularly worthwhile for all DEAR projects to consider:



→ Before

- Familiarise yourself with the evaluation outcomes and recommendations from previous DEAR projects
- Identify where the possible evaluation of this project will feed into your organisation's strategy and strategic planning
- Establish a baseline survey relevant to your intended project's key processes and/or outcomes
- Integrate planning of the M&E approach (focussed on outcomes) with the planning of activities and outputs

→ At the start and during implementation

- Focus on outcomes: re-visit the proposed logframe and re-assess the viability and relevance of proposed activities and outputs. Involve your external evaluator or critical friend and, if possible, one or more of your project's intended beneficiaries in this process. If changes are needed to the logframe inform your Task Manager
- Decide what you are going to measure and for what use (impact-driven monitoring)
- Keep the processes of gathering M&E relevant evidence as simple as possible: make more time for learning from the evidence collected and less for M&E processes

→ Building capacity for M&E

- Develop the project's M&E structure and processes with your external evaluator and dedicated project staff as soon as possible in the project

- Allocate time and money for monitoring, evaluation and learning
- Include planning for M & E & L in your implementation planning within and between all partner organisations/LAs

➔ **Generally**

- Make your logframe and your M&E system primarily work for you and your project – instead of for the funder – make changes to your approaches if needed. E.g. as long as you can show that changes to the logframe help the project in improving its results, the Commission is unlikely to object
- And do not forget to include a budget for one or more mid-term evaluations (they are often the most useful for learning and improving your project)

8. Suggested relevant publications

Participants mentioned the following contacts and publications as particularly useful:

- Framework institute - www.frameworksinstitute.org/
- How change happens – Duncan Green - <http://how-change-happens.com>
- Networked Change – Jason Mogus & Tom Liacas - <http://netchange.co/report>
- Most Significant Change - Rick Davies - <http://www.mande.co.uk/docs/>
- A Funder Conundrum - DP Evaluation - www.afunderconundrum.org/p/
- Outcome Harvesting – Ricardo Wilson-Gray – <http://www.betterevaluation.org>

9. Evaluation of the Hub

After the event participants were asked to comment on the organisation and processes of the Hub via a web based questionnaire. The following summarises the opinions and suggestions received. 10 of the 18 participants responded to the questionnaire (a 55% response rate).

Achievement of participant expectations:	7.5 (out of a possible score of 10 maximum)
Relevance of the Hub to participants' work:	7.7
Quality of facilitation provided by DEAR Support Team:	9.2
Logistics support provided by DEAR Support Team:	9.8
Overall success of the Hub:	7.9

For some participants, the attention to M&E tools took time away from opportunities to discuss the 'so what?' questions. As one participant commented "I felt we just had got some momentum and then had to stop." As well as giving more attention to issues of learning from evaluation and applying that learning, participants suggested for a future event:

- Exchanging experiences and discussion on how the log-frame, as currently used by the Commission, can be used "to capture more important things like change, impact and outcomes [rather than focussing on activities and outputs]"

Absence of Commission staff in the Hub was commented on by various participants with one suggesting that for future events "if time/finances is an issue [for Commission staff] it could be overcome by joining the workshop via Skype/conference call ..."

Project links

<i>Project</i>	<i>Website</i>
Tax Justice together	https://www.actionaid.org.uk/campaign/campaign-to-make-tax-fair/tax-justice-together-project
Financing Development	http://bankwatch.org/
Make Fruit Fair	http://makefruitfair.org/
Global Schools	http://www.globalschools.education/

Appendices

The following pages include the hand-outs/presentations provided by the four projects:

- Bankwatch Network: Finance for Development and Developing Finance – Monitoring and Evaluation
- Trento Province: Global Schools – Monitoring and Evaluation Set-up
- Oxfam Deutschland: M&E of Make Fruit Fair and power point presentation
- ActionAidUK: Tax Justice Together - Monitoring and Evaluation Process

CEE
hardwatch
network

Framework for
Development
and Developing
Practices

Working Document

Document ID: 2012-01-01

M&E setup (processes)

- Annual programming and culture activities
- Quarterly and annual financial reporting
- Project/center teams as follow up/updates
- Regular coordination calls with campaign and policy staff
- Regular coordination calls of meeting groups for specific campaign issues
- D&I meeting with partners once a year

M&E Tools

- Google: Addressing issues for all partners
- Activity and finance trackers
- Quarterly reporting tools (Excel)
- Electronic newsletter creation, purchase of credits for activities
- Construction table of ES&M campaigns with other funded projects
- Issues webpage with all project documents
- MOU meetings, 1 year 180
- "Creating the tools of development" website
- Google calendar for activity
- ES&M email list

Learning curve

- We updated the conclusion of the external evaluation of a previous O&M project strengthening the capacity building and self-sustainability and the involvement of experience of affected communities
- We changed the way we plan our programme work to address the needs of the O&M project
- We introduced a bi-monthly update to help the partners keep track of what the others are doing
- We improved our tools for tracking of expenses in our activities
- We found that the project requires more field capacity than originally planned



Global Schools - ECU 2022 to embed Global Learning in Primary Education

Monitoring and Evaluation Strategy

Theory of Change overview:

understand and provide evidence for the following: the project has made locally visible and EU-level, if evidence were carried out appropriately to measure results (1) objectives and recommended how to address challenges.

Goals:

1. **Realised/Logical Framework** (summary of the logic process, goals and measurable indicators) objective of 'EU's integration in a study' was operationalised as follows:

| EU's integration in a study |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |
| EU's integration in a study |

2. For M&E Plan including a „Monitoring list“ with an overview of indicators and how of indicators as well as a common evaluation framework with internal quantitative and qualitative evaluation tools, already defined, non-comprehensiveness are offered appropriate inputs.
3. Multiple evaluation including activities – monitoring – overall evaluation report
4. Final evaluation

Key evaluation tools:

Monitoring & Evaluation Activities	Activities to be carried out	Activities to be carried out
Enhanced data collection including the "Feedback tool"	For each activity, we will be carrying out a challenge evaluation to each level of the	EU's M&E activities will be done with:
Local studies & research, voluntarily supported by:	Partners and following activities to meet participants' different needs:	<ul style="list-style-type: none"> a) Data collection to the world b) Group discussion with: <ul style="list-style-type: none"> - the country project team - teachers - the national experts group (EU, Netherlands, UK, Germany) c) Evaluation activities
a) Data collection by partners?	Initial level EU's integration evaluation	
b) National development strategy studies	Evaluation of focus groups, roundtables and at the final project team	Final evaluation will include:
c) EU's feedback structure?	evaluation activities, the international conference of the last EU meeting	<ul style="list-style-type: none"> a) Final study b) Roundtable activities (EU, UK, Germany) with project partners (EU, UK, Germany)

Very similar to monitoring activities change from an activity to the final study

Initial from partner – other activities, a separate (international) group are primarily the project.



Make Fruit Fair! Campaign for fair and sustainable fruit supply chains

What did we learn from the campaign?

How do we want about collecting knowledge and evidence during project implementation? What are the main methods/activities used to doing this?

- 1. created a suite of online tools ([spreadsheet](#), [survey](#))
 - built data, info & evidence management
 - bring together local spreadsheet-based data (inputs or the geographical framework, with tools for effectiveness) with all quantitative data against all output/outcome indicators for efficiency
 - practical evidence base (spreadsheet - the data for the report) was not used, as got stuck after 11 months, 40% evidence submitted (spreadsheets)
 - tracked local spreadsheet to create quantitative and qualitative information with major use of work, with figures, lists of figures, brief information, 44-45%
 - complete
 - fully
 - policy & advocacy
 - team report form (office) - 40% documents, for personal and subgroups to record more detailed qualitative information on major events. Also used for completed the data monitoring and reported EC narrative reporting, as part of it monitor 11 months
- 2. ongoing support for data gathering and use of data in reporting from ODI and consultants/report from OI Evaluation
- 3. regular observation of events (eg. multi-stakeholder conference, press conference, webinar)
- 4. did some focus
 - online forecasting approach
 - in-depth questionnaires (10) and interviews (1) (incl. 11 interviews) (see Annex)
 - review of IL, materials and materials in ODI

How do we want to use this knowledge and evidence?

- evidence base for ODI evaluation of this off-reporting 2 annual partner meetings and 10 evaluation partner meeting (see 10.1)
- development of monitoring system after the end of reporting
- regular contact between Project Manager, internal evaluation specialist and external evaluator (10.1)
- Monitor Report
 - learning report with findings and recommendations ([draft](#), [final](#))
 - discussion of findings & recommendations at planning meeting
- Publications
 - evidence base - ongoing support & "learning forward" at first partner meeting
 - narrative and interviews, review of IL, materials, materials in ODI
 - Multi-stakeholder Report ([see 10.1 and 10.2](#)) to monitor current and future work/report

Copy of ODI tools, log frame, tracker & other information (see 10.1) will show them to our practitioners and use them as a template

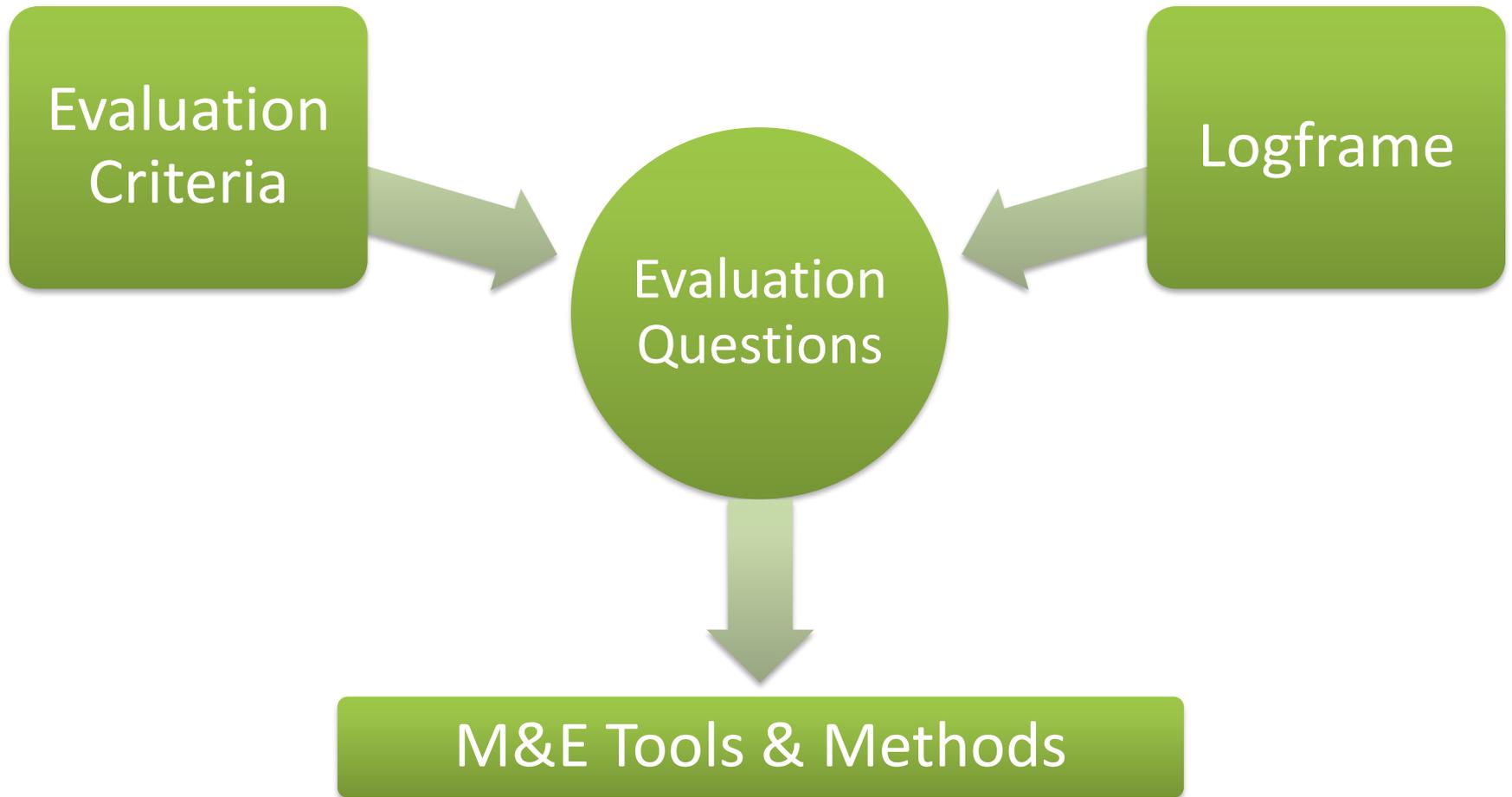
The M&E of Make Fruit Fair!

<http://makefruitfair.org/>

Mirjam Hägele (Oxfam Deutschland) & Alasdhair Collins (DP Evaluation)

- M&E framework, theoretical & conceptual background
- M&E challenges & what we did / will do
 - targets, logframe, tools & support
 - attending meetings, observation of events
 - mid-term review, outcome harvesting, final evaluation
- What we're learning about M&E

M&E framework, theoretical & conceptual background



M&E tasks

Partner data gathering

Evaluator data gathering

Partner data storage

Evaluator data analysis

Partner monitoring

	Quantitative Data	Qualitative data
Partner data gathering	<p>Range of methods (incl. partners' own methods) E.g.</p> <ul style="list-style-type: none"> •website stats •participant headcounts •traffic lights 	<ul style="list-style-type: none"> •Event Report Forms •Anecdotes •Quotes •Photos
Partner data storage	<ul style="list-style-type: none"> •Living Logframe •Communications Tracker (+ qual) <ul style="list-style-type: none"> •comms outputs •media coverage •Policy/Advocacy Tracker (+ qual) •Campaigns Tracker (+qual) 	<ul style="list-style-type: none"> •Central Folder System (outputs) <ul style="list-style-type: none"> •event report forms •agendas, minutes, photos •physical samples •Evidence Record (outcomes) <ul style="list-style-type: none"> •letters / emails •policy announcements •media coverage •anecdotes

Evaluator M&E

	Quantitative Data	Qualitative data
Evaluator data gathering	<ul style="list-style-type: none"> •Spot-checking of partner data only •Surveys 	<ul style="list-style-type: none"> •Observation •Interviews •Surveys •Workshops
Evaluator data analysis	<ul style="list-style-type: none"> •Living Logframe •Communications Tracker (+ qual) <ul style="list-style-type: none"> •comms outputs •media coverage •Policy/Advocacy Tracker (+ qual) •Campaigns Tracker (+ qual) •Surveys 	<ul style="list-style-type: none"> •Central Folder System (review) <ul style="list-style-type: none"> •event report forms •agendas, minutes, photos •physical samples •Evidence Record (review) <ul style="list-style-type: none"> •letters / emails •policy announcements •media coverage •anecdotes •Notes/Outputs/Harvest from: <ul style="list-style-type: none"> •reviews •observation •interviews •surveys •workshops

The impact chain

<u>Impact Chain*</u>					
decreasing control 					
inputs	activities & outputs	immediate outcomes	interim outcomes	longer term outcomes	impact
Analysis, Research, Money, People, etc	(Direct product of) your work: activities, events, materials, etc	Immediate planned results of your outputs	Interim desired results of your outputs	Longer term results of your outputs and/or of other factors	Changes which follow from the outcomes and make significant lasting changes to people's lives and/or the environment
	Output indicators: A,B,C	Outcome indicators: A,B,C	Outcome indicators: A,B,C	Outcome indicators: A,B,C	Impact indicators: A,B,C
Monitoring tools & methods	Monitoring tools & methods	Monitoring tools, evaluation & evidence	Evaluation, evidence & triangulation	Evaluation, evidence & triangulation	Evaluation, evidence & triangulation
* While this is a useful conceptualisation it is important to remember that change is not linear but complex; with iterations, other actors, factors, unintended and/or negative outcomes, etc					

Outcome Harvesting as an approach to measuring impact

What is an outcome?

an outcome is when 'somebody' does something differently



<http://aea365.org/blog/ricardo-wilson-grau-on-outcome-harvesting/>

How does this help us to measure our progress?

When somebody does something differently, that change can be observed or 'harvested'



How do we harvest an outcome?

by asking some simple questions

- who did/is doing what differently, when and where?
- how significant is each change?
- what has been the MFF! contribution to each change?
- what other factors have contributed to each change?
- what evidence is there for each change?



and by looking for evidence

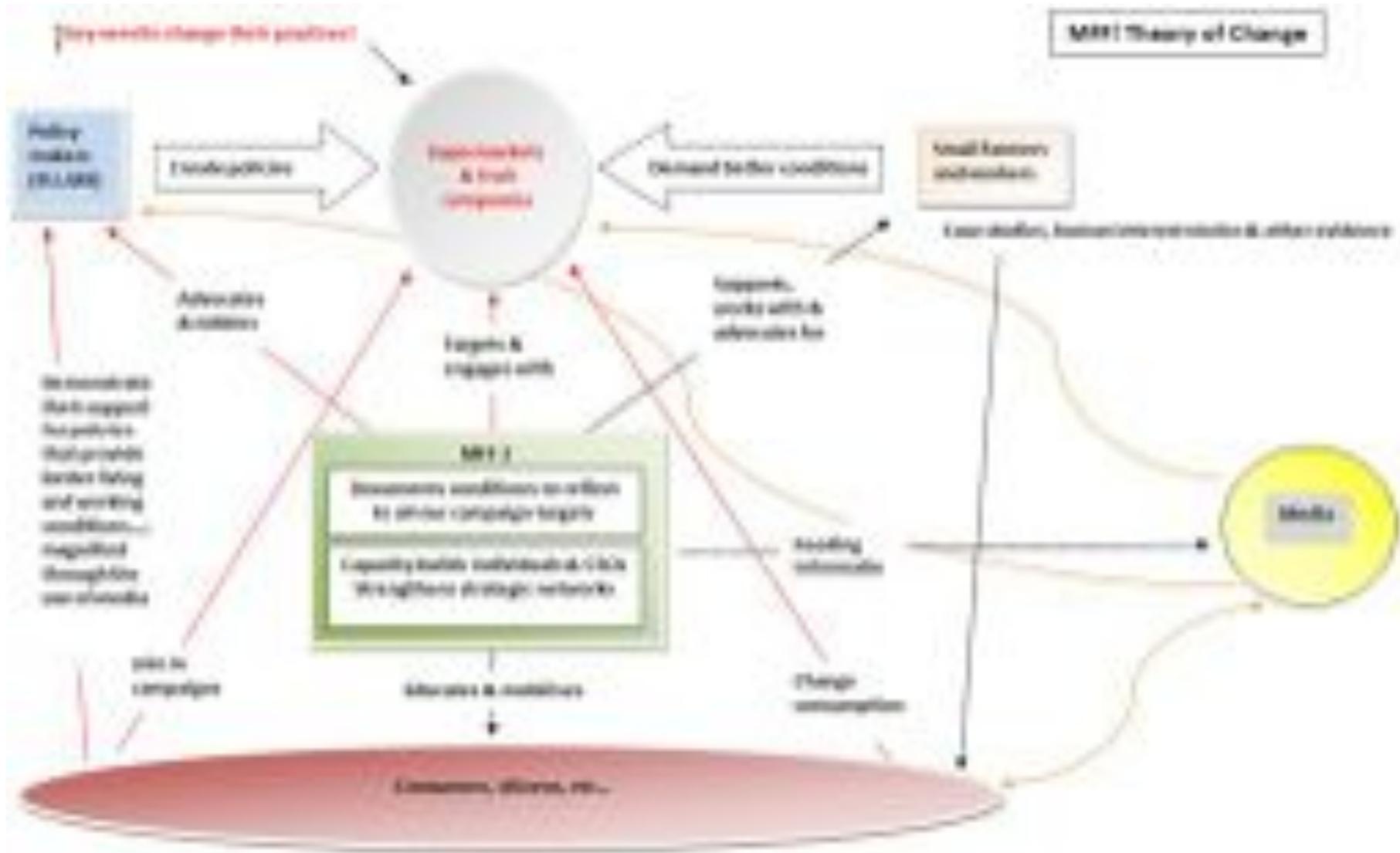
- emails
- letters
- media coverage
- publications
- policy announcements
- anecdotes (stories, comments etc)



What does this tell us about our strategies/plans for the rest of MFF?

Contribution vs. Attribution





MFF!	Outcomes	Impact
Result 1: Capacity Building	Capacity of EU MFF partners, sub-grantees and other CSOs increased so they can better implement/support MFF Capacity of Southern MFF partners & other workers' organisations increased so they can better advocate for their own rights	Corporate actors in tropical fruit sector adopt fair policies and practices in relation to small farmers and workers in tropical fruit supply chain ... and respect the environment
Result 2: Media	Awareness of EU public is raised sufficiently to put pressure on political and corporate decision makers to take action	
Result 3: Campaign	Significant numbers of people take action such that pressure is put on political and corporate decision-makers to take action	
Result 4: Advocacy (corporate)	<i>(Corporate actors in tropical fruit sector adopt fairer policies and practices in relation to small farmers and workers in tropical fruit supply chain.)</i>	
Result 4: Advocacy (political)	Political decision-makers introduce policies to improve treatment of small farmers & workers in tropical fruit supply chain, at EU level (e.g. on UTPs) and/or national MS level (e.g. 10+ National Action Plans for UN Guiding Principles on Business & Human Rights)	
Result 5: Networking	By project end EUROBAN has a sustainable structure and financial basis supported by its members.	
General	Average 1% increase across partner countries in sales of fair traded bananas and pineapples by project end over 2014 levels.	

MFF! activities

A1.1: Two Round tables with 20+ NGOs
A1.2: Training curriculum
A1.3: Training materials
A1.4: 4 EU-wide trainings for CSOs, multipliers & activists
A1.5: 22 national trainings for CSOs, multipliers & activists

A2.1: Brussels Press conference
A2.2: 11 media briefing events on national level
A2.3: 64 press releases (including 9 centralized)
A2.4: Issue 18 media briefings at national level
A2.5: 50 media interviews
A2.6: 11 photo stunts
A2.7: 3 trips for 12 journalists to producer countries

A3.1: Adapt/translate MFF Logo
A3.2: 4 case studies on value chains/corporates
A3.3: Online: website; newsletters, social media etc
A3.4: Printed material: flyers, T shirts etc
A3.5: Online & offline petition
A3.6: 12 urgent actions
A3.7: Input to 91 seminars for teachers, students
A3.8: 85 stands at fairs, exhibitions, conferences
A3.9: MFF stand at Milan Expo
A3.10: 50 public actions
A3.11: Six speaker tours
A3.12: Cinema film clip
A3.13: Open source platform (pics, stories etc)
A3.14: Sub-granting scheme for New MS CSOs/NGOs
A3.15: Celebrity Trip to Ecuador

A4.1: Monitor EU/MS policy (UNGP etc) & commission research
A4.2: 10 MEP/MP briefings
A4.3: 119 lobbying activities with MPs, MEPs etc
A4.4: Cameroon trip for 4 MEPs
A4.5: 2 MEP seminars in Brussels
A4.6: 124 discussions with corporate actors
A4.7: Multi-stakeholder conference in Brussels
A4.8: 2 multi-stakeholder meetings, DE & IT
A4.9: WBF meetings & conference in 2016

A5.1: Involve more members in EUROBAN activities
A5.2: EUROBAN subsection MFF website
A5.3: 2 EUROBAN meetings p.a.
A5.4: Fundraising strategy for EUROBAN
A5.5: EUROBAN at international conferences
A5.6: Support EUROBAN members & S. partners in WBF

A6.1 Organise 4-day kick-off workshop
A6.2: Organise 4 Partner meetings
A6.3: Regular partner tele-conferences
A6.4: Staff trainings and seminars
A6.5: Three audits
A6.6: Final external evaluation
A6.7: Participate in annual EC meetings
A6.8: Implement visibility plan based on EC guidelines

Altogether, over FIFTY different types of activity !!!

M&E challenges and what we did / will do

- tackled the targets, outcomes and indicators
- revised the logframe
- created a suite of online tools (**aligned to EC reporting**)
 - BOX: data, info & evidence storage system
 - living logframe
 - anecdotal evidence record – got rid of this after 18 months
 - trackers (Excel)
 - campaign
 - media
 - policy & advocacy
 - event report form (Word - offline) – got rid of this after 18 months
- support for data gathering and use in reporting

- ongoing support from ODE and occasional support from DP Evaluation
- attendance by DP Evaluation at kick-off meeting and 2 annual partner meetings, final evaluation partner meeting (late 2017)
- evaluator observation of events (multi-stakeholder conference, press conference, speaker tours, WBF conference)
- Mid-term Review
 - outcome harvesting approach
 - in-depth questionnaires (20) and interviews (23 - incl. 6 externals) (confidential)
 - review of LL, trackers and materials in BOX
 - learning report with findings and recommendations (**internal use only**)
 - discussion of findings & recommendations at MFF Consortium planning meeting
- evidence boxes – ongoing support & “outcome harvest” at final partner meeting
- survey(s) and interviews (incl. externals), review of LL, trackers, materials in BOX
- Final Evaluation Report (**for MFF and EC**) to cover outputs and outcomes/impact

What we are learning about M&E

- M&E is the flip side of strategic and activity planning
- So, bring in the evaluator at the start (if possible before full funding awarded)
- Therefore, EC should fund in two stages:
 - stage 1: award seed funding to projects, based on brief concept notes
 - select projects/partners & provide time and funding to:
 - ***think***, analyse context, refine impact/outcomes, consider strengths/roles
 - develop log-frame, plans, M&E, budget, etc
 - stage 2: award full funding based on the fully developed plans
- Work collaboratively throughout – the evaluator is a management resource
- For large projects, M&E cost seems high (but proportionately low), give good RoI

What we are learning about M&E

- For large projects/consortia a dedicated internal M&E resource is essential
- Clarity on impact, outcomes, indicators (qual/quant) is essential (i.e. log-frame)
- Online tools and storage are important as is training & ongoing support
- Tools and processes must be aligned with EC reporting
- Don't be afraid to make changes and get rid of things that do not work
- It is hard but essential to focus on outcomes (not just outputs) & on evidence
- Mid-term reviews should be confidential and for internal purposes only
- There are always more mistakes to make & always more to learn!

Living Logframe

The screenshot shows an Excel spreadsheet titled "Living Logframe" with a grid structure. The columns are organized into several sections: "INDICATORS/RESULTS", "Intermediate Input", "Activities", "Outputs", and "Indicators". The rows represent different project components, with some cells highlighted in green. The text within the cells is small and difficult to read, but the overall structure is a standard logframe table used for project monitoring and evaluation.

[MFF Living Logframe Final, USE ONLINE ONLY.xls](#)

Trackers (campaign, policy, media etc)

MFF Campaign Tracker Tool(AC).xls		MFF Media Tracker Tool(AC).xls		MFF Policy & Advocacy Tracker Tool(AC).xls	
Date	Type of Event	Location	Event Name	Value	Unit
10/06/2014	Event	London	Event name: London...	100	per
11/06/2014	Event	London	Event name: London...	200	per
12/06/2014	Event	London	Event name: London...	300	per
13/06/2014	Event	London	Event name: London...	400	per
14/06/2014	Event	London	Event name: London...	500	per
15/06/2014	Event	London	Event name: London...	600	per
16/06/2014	Event	London	Event name: London...	700	per
17/06/2014	Event	London	Event name: London...	800	per
18/06/2014	Event	London	Event name: London...	900	per
19/06/2014	Event	London	Event name: London...	1000	per
20/06/2014	Event	London	Event name: London...	1100	per
21/06/2014	Event	London	Event name: London...	1200	per
22/06/2014	Event	London	Event name: London...	1300	per
23/06/2014	Event	London	Event name: London...	1400	per
24/06/2014	Event	London	Event name: London...	1500	per
25/06/2014	Event	London	Event name: London...	1600	per
26/06/2014	Event	London	Event name: London...	1700	per
27/06/2014	Event	London	Event name: London...	1800	per
28/06/2014	Event	London	Event name: London...	1900	per
29/06/2014	Event	London	Event name: London...	2000	per
30/06/2014	Event	London	Event name: London...	2100	per
01/07/2014	Event	London	Event name: London...	2200	per
02/07/2014	Event	London	Event name: London...	2300	per
03/07/2014	Event	London	Event name: London...	2400	per
04/07/2014	Event	London	Event name: London...	2500	per
05/07/2014	Event	London	Event name: London...	2600	per
06/07/2014	Event	London	Event name: London...	2700	per
07/07/2014	Event	London	Event name: London...	2800	per
08/07/2014	Event	London	Event name: London...	2900	per
09/07/2014	Event	London	Event name: London...	3000	per

[MFF Campaign Tracker Tool\(AC\).xls](#)

[MFF Media Tracker Tool\(AC\).xls](#)

[MFF Policy & Advocacy Tracker Tool\(AC\).xls](#)

BOX storage system

[Box | Simple Online Collaboration](#)

THANK YOU

Some interesting reading:

research on approaches to funding - with implications for
impact and M&E

<https://gulbenkian.pt/uk-branch/publication/supporting-social-change-a-new-funding-ecology/>

<http://www.afunderconundrum.org/>

I have put one hard copy of each out on the display table

Two Justice Together Monitoring and Evaluation Process

Knowledge and evidence-informed process

1. Setting individual targets

In the beginning of each year of the project each Justice Together partner developed an annual plan, which outlined their targets under each result area and stated out when activities would be implemented. The targets outlined within the annual plans were then incorporated into the annual monitoring and reporting documents to enable partners to assess their progress towards their targets throughout the year.

Annual Reporting Tools

- Annual planning template
- Progress plans
- Monitoring and Evaluation Framework
- Monitoring and Evaluation Glossary
- Data collection profiles

2. Monitoring and reporting

Reporting was completed on a quarterly basis and partners provided both quantitative and qualitative information about the activities that they had undertaken. Partners were provided with a quarterly narrative report template, which collected information against each indicator and output. The template was a story document structured each quarter to capture specific information about your activities meeting multiple purposes. Partners also collected additional on-going reporting data through the Results & Data collection sheet. This template captured information about other matters including social media, campaign events, blogs and posters.

Quarterly Reporting tools

- Quarterly narrative report
- Results & Data collection sheet
- Monitoring and Evaluation Glossary
- Training evaluation forms
- Quarterly feedback template
- Combined quarterly program report
- Summary

3. Evaluation

Four separate evaluations were undertaken of the campaign throughout the 2 year period:

- Initial evaluation
- RCM evaluation
- Output evaluation - Mid point and
- Output evaluation - final

Initial evaluation (end quarter of Year 1)

Initial evaluation aims to provide overall information that we collected on together as a partnership at the campaign's' inception (end of Year 1) and that enabled us to identify strategic strengths for improving project delivery and feed into the year 2 plan. Information generated here will also be fed into the more extensive mid-term review process.

Key themes of questions

- Program context/foundation
- Governance arrangements
- Systems, resources and capacity
- Program implementation that is global team

RCM review (end quarter of Year 1 and first quarter of Year 2)

Ten Justice Together Monitoring and Evaluation Process

Objectives and outcomes from (1) and (2) and indicators from (3)

Project progress logs	Indicators from		
	<p>1. Sufficient accessibility of the program to vulnerable communities and sectors</p> <p>2. Sufficient engagement with communities/communities of interest and sectors with needs of vulnerable communities/communities and for the provision of the health services and health care</p> <p>3. Inclusion – especially of those who are most vulnerable to the disease – in the design of the program and in the implementation of the program</p> <p>4. Evidence and understanding of the impact of the program</p> <p>5. How well different and vulnerable communities are reaching and are connected to the program and the health services and care</p> <p>6. How well the program is reaching and are connected to the program and the health services and care</p>	<p>1. Sufficient accessibility of the program to vulnerable communities and sectors</p> <p>2. Sufficient engagement with communities/communities of interest and sectors with needs of vulnerable communities/communities and for the provision of the health services and health care</p> <p>3. Inclusion – especially of those who are most vulnerable to the disease – in the design of the program and in the implementation of the program</p>	<p>4. Evidence and understanding of the impact of the program</p> <p>5. How well different and vulnerable communities are reaching and are connected to the program and the health services and care</p> <p>6. How well the program is reaching and are connected to the program and the health services and care</p>

Sharing knowledge and evidence

1. Quarterly knowledge events

Discussions, challenges and findings were shared at a quarterly level through the quarterly knowledge events.

2. Meetings

The online meetings during the lockdown were used by the government and partners to share information, experiences, lessons learned and opportunities for collaboration throughout the period.

3. Workshops

Local health authorities were given the opportunity to share their stories and experiences and to discuss lessons, challenges, strategies to meet communities and opportunities for collaboration or replication of successful cases.

4. Campaign activities

Two campaigns were conducted in the community through the program were provided an opportunity to share knowledge, experiences and best practices, discuss challenges and implement strategies and interventions.

The Justice Together
Monitoring and Evaluation Framework

