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

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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

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

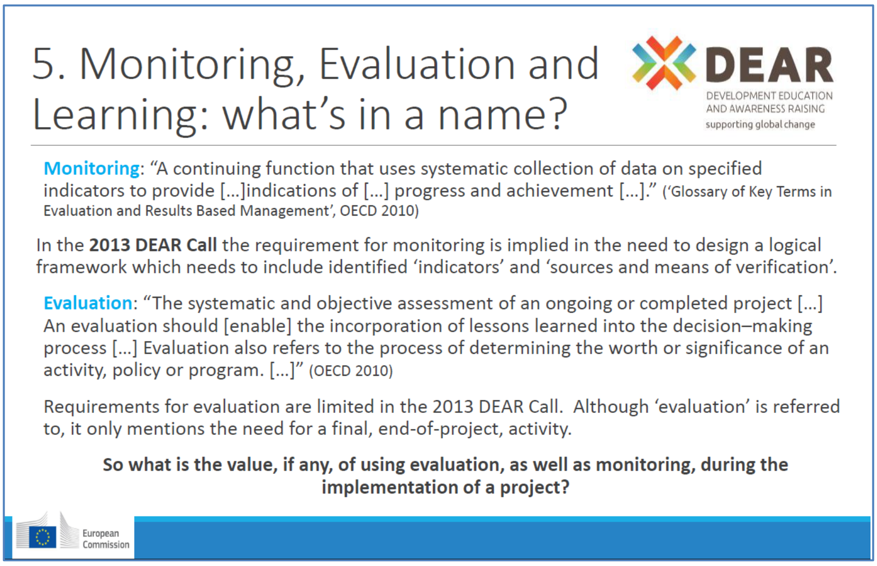
The Hub was organised as a workshop, using group dynamics as well as plenary exchanges and discussions. Live streaming of part of the procedures made it possible for one of the external evaluators to take part 'at a distance'.

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:



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?** questions[1])

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.

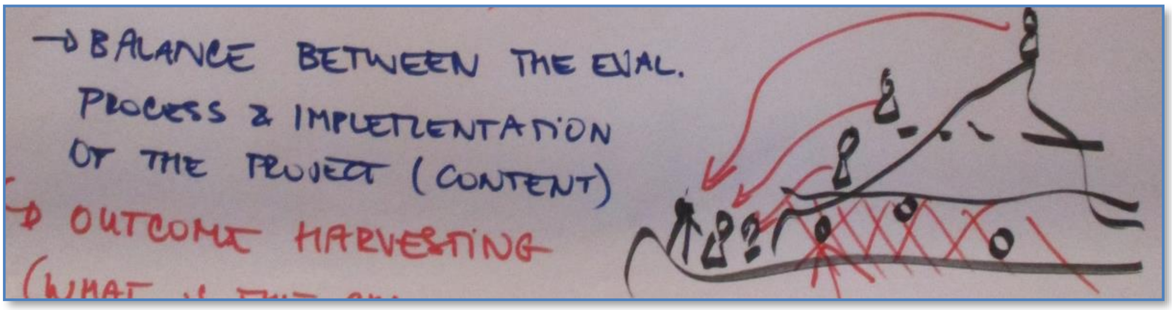
- The challenge: during the short project design phase (of developing Concept Notes and Full Project Proposals) there is little chance to involve an M&E consultant
  Resolution: (i) suggest to the Commission to extend the periods available for the design of Concept Notes and Full Project Proposals, and (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 Change[3], 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

- 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

Project	*Website*
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 bankwatch network

Finance for Development and Developing Finance

Monitoring and evaluation

DEAR M&E Hub, Slovenia
6th-7th March 2017

M&E setup (processes)

- Annual spring planning and autumn evaluation
- Quarterly and annual financial reporting
- Project leader tracks activities vs finances
- Regular coordination calls with campaign and policy staff
- Regular coordination calls of working groups on specific campaign topics
- DEAR meeting with partners once a year

M&E tools

- Google drive reporting folders for all partners
- Activity and finance plan table
- Quarterly reporting tables (expenses)
- Bi-monthly newsletter to inform partners of progress on activities
- Coordination table of DEAR campaigns with other Bankwatch projects
- Secure wiki page with all project documents
- Go to meetings, Skype, Trello
- 'Catching the train of development' website
- Google calendar for all events
- DEAR e-mail lists

Learning curve

- **We applied the conclusions of the external evaluation of a previous DEAR project** (strengthening the capacity building and networking elements and expanding the use of experience of affected communities)
- **We changed the way we plan our programme areas** to address the needs of the DEAR project
- **We introduced bi-monthly updates** to help the partners keep track on what the others are doing
- **We improved our tools for tracking of expenses** vis a vis activities
- **We found that the project requires more M&E capacity than originally planned**

Global Schools - EYD 2015 to embed Global Learning in Primary Education

Monitoring and Evaluation Set-up

Priority M&E objectives:

Understand and provide evidence for the difference the project has made locally and on the EU level, if activities were carried out appropriately to achieve results / objectives and recommend how to address challenges.

Steps:

1. **Revised logical framework** to ensure that indicators are specific and measurable, the specific objective of "GCE integration in schools" was operationalised as follows:

Stages	0	1	2	3	4	5
Definition	No GCE implemented in the school.	One or two subjects taught by one or two teachers include GCE.	GCE is delivered by at least three teachers through three or more subjects.	GCE concepts are integrated across a range of subjects and cross-curricular activities.	GCE is integrated in teaching and learning across subjects, including in curricula where this is achievable and in the school's ethos.	GCE is integrated in teaching and learning across subjects, including in curricula where this is achievable, in the schools' ethos and in the communities around the school.

2. Full **M&E Plan** including a „Monitoring Set" with an overview of indicators and lists of evidences as well as a common evaluation framework with internal quantitative and qualitative evaluation tools, whereby optional, more comprehensive tools were offered to capture impacts
3. **Mid-term evaluation** including field visits - country reports – overall evaluation report
4. **Final evaluation**

Key evaluation tools:

INTERNAL EVALUATION by schools (supported by project partners)	INTERNAL EVALUATION by project partners	EXTERNAL EVALUATION by the Monitoring & Evaluation Team
School-based event evaluation, including the "Feed-back box" **Case studies** by teachers, voluntarily supported by: a) Class audits by teachers[1] b) Individual development plans of teachers c) 360° feedback to teachers[2]	**Pre- post- and follow-up training (and exchange) evaluation** for each target group **Post-event and follow-up evaluation** for event participants whenever feasible **School-level GCE integration evaluation** **Evaluation at focus groups, roundtables and at the final events:** multi-stakeholder seminars, the international conference & the last ISC meeting	Mid-term evaluation with **field visits**: a) **Desk study** (prior to the visit); b) **Group discussions** with: - the country project team - teachers - the national experts group (Edu. Authorities, NGOs, Universities); c) Key informant **interviews** Final evaluation will include: **a) Desk study** b) Key informants **interviews** (via Skype or phone): with project partners (NGO and Local Authority).

[1] Using activities for measuring attitudinal changes from the Toolkit by RISC http://toolkit.risc.org.uk/
[2] Feedback from peers – other teachers, a supervisor (school director), pupils and potentially also parents.

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

M&E of Make Fruit Fair!

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

- created a suite of online tools (**aligned to EC reporting**)
  - BOX: data, info & evidence storage system
  - living logframe: Excel spreadsheet based very closely on the project logical framework, with tabs for all partners to enter all quantitative data against all output/outcome indicators for all Results
  - anecdotal evidence record (spreadsheet – the clue is in the name!): was not used, so got rid of this after 18 months; NOW: anecdotal evidence box (physically)
  - trackers (Excel spreadsheets to enter quantitative and qualitative information in each major area of work, with figures, basis of figures, brief information, links etc)
    - campaign
    - media
    - policy & advocacy
    - event report form (offline) – Word document, for partners and subgrantees to record more detailed qualitative information on major events. Was used but considered too time consuming and repeated EC narrative reporting, so got rid of this after 18 months
- ongoing support for data gathering and use of data in reporting from ODE and occasional support from DP Evaluation
- evaluator observation of events (e.g. multi-stakeholder conference, press conference, speaker tours)
- 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

How we have gone about using that knowledge and evidence?

- attendance by DP Evaluation at kick-off meeting, 2 annual partner meetings and final evaluation partner meeting (late 2017)
- development of monitoring system after the kick-off meeting
- regular contact between Project Manager, internal evaluation specialist and external evaluator > **TRUST**
- Mid-term Review
  - learning report with findings and recommendations (**internal use only**)
  - discussion of findings & recommendations at planning meeting
- Final evaluation
  - evidence boxes – ongoing support & "outcome harvest" at final partner meeting
  - survey(s) and interviews, review of LL, trackers, materials in BOX
  - Final Evaluation Report (**for MFF and EC**) to cover outputs and outcomes/impact

Copy of M&E tools, log-frame, trackers & other information (we will show these in our presentation and have them on a laptop)

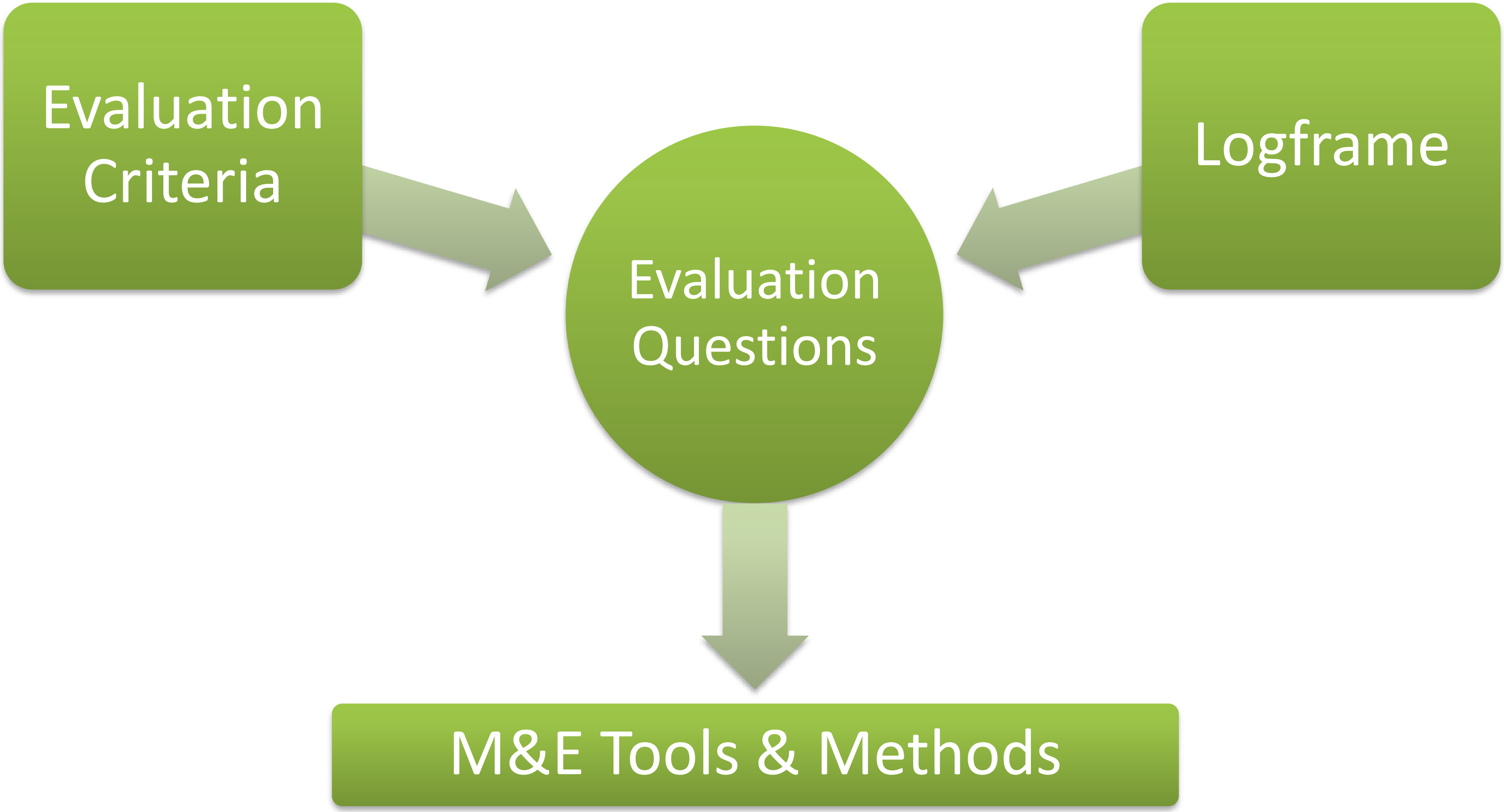
The M&E of Make Fruit Fair!

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	Range of methods (incl. partners' own methods) E.g. •website stats •participant headcounts •traffic lights	•Event Report Forms •Anecdotes •Quotes •Photos
Partner data storage	•Living Logframe •Communications Tracker (+ qual) •comms outputs •media coverage •Policy/Advocacy Tracker (+ qual) •Campaigns Tracker (+qual)	•Central Folder System (outputs) •event report forms •agendas, minutes, photos •physical samples •Evidence Record (outcomes) •letters / emails •policy announcements •media coverage •anecdotes

Evaluator M&E

	Quantitative Data	Qualitative data
Evaluator data gathering	•Spot-checking of partner data only •Surveys	•Observation •Interviews •Surveys •Workshops

Evaluator data analysis	•Living Logframe
	•Communications Tracker (+ qual)
	    •comms outputs
	    •media coverage
	•Policy/Advocacy Tracker (+ qual)
	•Campaigns Tracker (+ qual)
	•Surveys
		•Central Folder System (review)
		    •event report forms
		    •agendas, minutes, photos
		    •physical samples
		•Evidence Record (review)
		    •letters / emails
		    •policy announcements
		    •media coverage
		    •anecdotes
		•Notes/Outputs/Harvest from:
		    •reviews
		    •observation
		    •interviews
		    •surveys
		    •workshops

The impact chain

Impact Chain*					
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

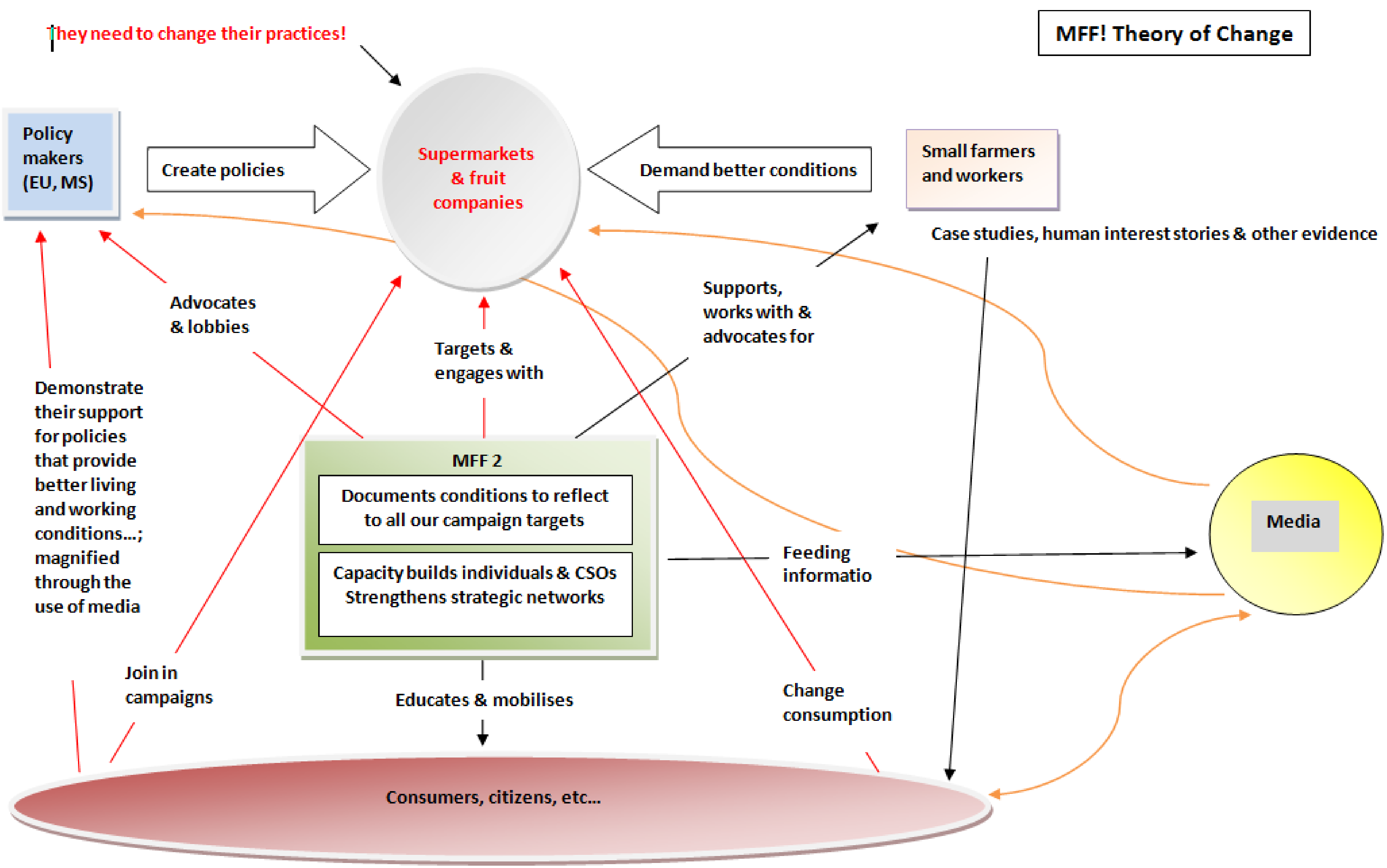
- <u>who</u> did/is doing <u>what</u> differently, <u>when</u> and <u>where</u>?
- how significant is each change?
- what has been the MFF! contribution to each change?
- what other factors have contributed to each change?
- what evidence is there for each change?

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



They need to change their practices!
MFF! Theory of Change
Policy makers (EU, MS)
Create policies
Supermarkets & fruit companies
Demand better conditions
Small farmers and workers
Case studies, human interest stories & other evidence
Advocates & lobbies
Supports, works with & advocates for
Targets & engages with
Demonstrate their support for policies that provide better living and working conditions...; magnified through the use of media
MFF 2
Documents conditions to reflect to all our campaign targets
Capacity builds individuals & CSOs Strengthens strategic networks
Feeding informatio
Media
Join in campaigns
Educates & mobilises
Change consumption
Consumers, citizens, etc...

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)	*(Corporate actors in tropical fruit sector adopt fairer policies and practices in relation to small farmers and workers in tropical fruit supply chain.)*	
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 (**<u>internal use only</u>**)
  - 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 (**<u>for MFF and EC</u>**) to cover outputs and outcomes/impact

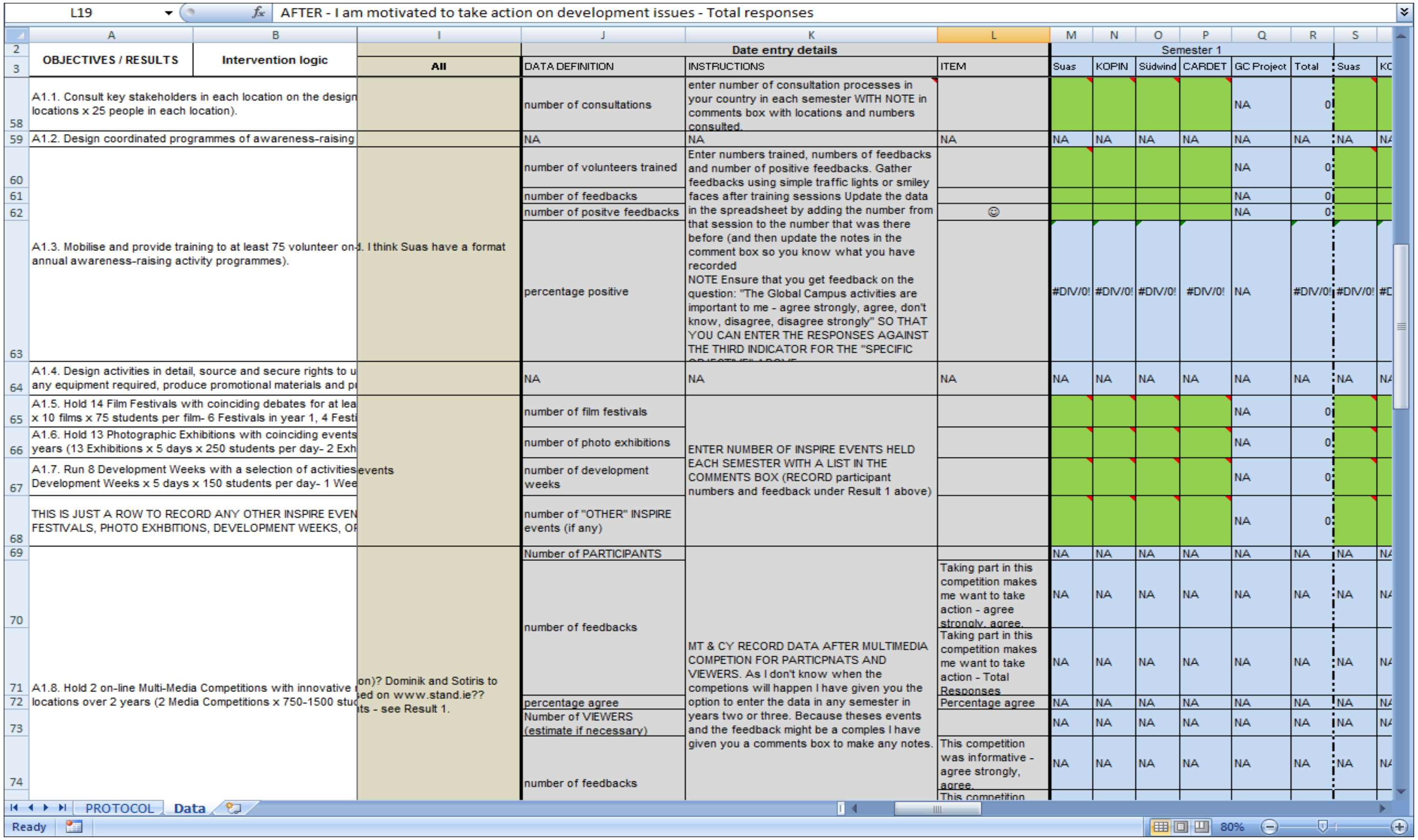
What we are learning about M&E

- 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 mistake to make & always more to learn!

Living Logframe



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

dpevaluation

www.dpevaluation.co.uk

Trackers (campaign, policy, media etc)

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	SEE NOTES SHEET FOR INSTRUCTIONS		MAKE SURE YOU ARE ON THE CORRECT SHEET			MFF PROGRAMME MONITORING							
2	**About You**		**Your Campaign Outputs**						**Audience Response**				
3									Numbers reached / participating				
4	First Name	Surname	Date	Type of output (activity, event, materials)	Describe output	Links	BOX location	Notes updates etc	High level action	Low level action	Exposed to campaign	Numbers reached entered into LL?	Notes updates etc
41	Anna	Trzaska	15.06.2016	A3.3.2: Online newsle	Speaker tour public meeting (Kraków		https://oxfam.box.com/s/3zbfnvzndi513zowi5qnx4xbjb63gw2u				1017	yes	Exposed: number of r
42	Anna	Trzaska	14.06.2016	A3.3.2: Online newsle	Speker tor public meeting (Warsaw) f		https://oxfam.box.com/s/hvw64jn6b7nw208zr6t603cdfbswg5zm				289	yes	Exposed: number of r
43	Anna	Trzaska	13.06.2016	A3.3.2: Online newsle	Lidl Campaign launch		https://oxfam.box.com/s/wnp4zu2z2q01x0pyq92cr2njgnwve6c0				16406	yes	Exposed: number of r
44	Anna	Trzaska	10.06.2016	A3.4.6: 10 fact sheets,	Lidl factsheet printout		https://oxfam.box.com/s/sdtt7vr0tjmdxkm0wlhsee			256	500	yes	Number of printouts
45	Anna	Trzaska	09.05.2016	A3.4.1: National MFF	Lidl leaflet printout		https://oxfam.box.com/s/8bgxompw2wqejz6a261cknn6d481by7				2000	no	Number of printouts
46	Anna	Trzaska	15.06.2016	unsure / none of the	Animated infograp	https://www.faceb	https://oxfam.box.com/s/28xm9nmyo		83	6143	22,771	yes	Exposed: total reach
47	Anna	Trzaska	16.06.2016	A3.3.2: Online newsle	Speaker tour meeting (Warsaw)		https://oxfam.box.com/s/zzgp1gg4k3v61zsbeeubfuape9oqm8n				15200	yes	Exposed: number of r
48	Anna	Trzaska	16.06.2016	A3.11: Tours for exter	Public meeting wi	https://www.facebook.com/events/889195044523865/			45			yes	High level action: nu
49	Anna	Trzaska	18.06.2016	A3.11: Tours for exter	Public meeting wi	https://www.facebook.com/events/1184981894887991/			35			yes	High level action: nu
50	Anna	Trzaska	14-16.07.2016	A3.8: 85 stands at fai	Stand during 22nd Przystanek Woodst		https://oxfam.box.com/s/69g2d080qb		260	700	1,500	yes	Exposed: visitors of t
51	Anna	Trzaska	05-07.08.2016	A3.8: 85 stands at fai	Stand during OFF Music Festival		https://app.box.com/files/0/f/109903		256	500	2000	yes	Exposed: visitors of t
52	Anna	Trzaska	18.08.2016	unsure / none of the	production of shopping cart tokens		https://oxfam.box.com/s/8ty2fygnm8580cnuw2e51cta10wkjjxc				4,000	no	number of isshued to
53	Anna	Trzaska	18.08.2016	unsure / none of the	A3.4.3: 8,000 bags and 60,000 stickers and buttons with campaign logo / messages						600	yes	number of printed sti
54	Anna	Trzaska	15.08.2015	unsure / none of the	Infographics (fruity facts)		https://oxfam.box.com/s/031vaoae2s		152	1023	34,200	yes	Exposed: total reach
55	Anna	Trzaska	25.08.2016	unsure / none of the	Produce training m	http://www.ekonsument.pl/material		educational toolk		256	600		Number of printouts
56	Anna	Trzaska	05.04.2016	A3.6: 12 European urgent actions		http://www.ekonsument.pl/a66993_peruwianscy_pracov			230			yes	Number of signed pe
57	Anna	Trzaska	31.08.2016	unsure / none of the	A3.3.3: Two interac	http://www.ekonsument.pl/bananowy_quiz			2409			no	High level: number o
58	Anna	Trzaska	29.08.2016	A3.3.2: Online newsle	Lidl Campaign newsletter		https://oxfam.box.com/s/e5shaxxk18fgl0jeojg18ja72ej747hw				17137	yes	Exposed: number of r
59	Anna	Trzaska	05.09.2016	A3.3.2: Online newsle	Newsletter about	http://www.ekons	https://oxfam.box.com/s/7w915hh9na5c7loe8g9q5onwv67ti4e2				26474	yes	Exposed: number of r
60	Anna	Trzaska	22.09.2016	A3.3.2: Online newsle	Newsletter about	http://www.ekons	https://oxfam.box.com/s/lxp93x3tnyo7nuqirjf4edl3cirjv4pg				26449	yes	Exposed: number of r
61	Anna	Trzaska	15.09.2016	unsure / none of the	A3.4.2. Tshirts with campaign logo		https://oxfam.box.com/s/m9qjynpic67gl87ae3bh5x0t8t7a49d9				199	yes	Exposed: number of t
62													
63													
64													

[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

Tax Justice Together
Monitoring and Evaluation Process

Knowledge and evidence collection process

1. Setting individual targets

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

Annual Planning tools

- Annual planning template
- Project Logframe
- Monitoring and Evaluation Framework
- Monitoring and Evaluation Glossary
- Social network analysis

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 indictor and output. The template was a living document and adapted each quarter to capture specific information about joint activities involving multiple partners. Partners also collected information on digital campaigning work through the Result 1 data collection sheet. This template captured information about online actions including social media, campaign emails, blogs and petitions.

Quarterly Reporting tools

- Quarterly Narrative report
- Result 1 data collection sheet
- Monitoring and Evaluation Glossary
- Training evaluation forms
- Quarterly feedback template
- Combined Quarterly project report
- Basecamp

3. Evaluation

Four separate evaluations were undertaken of the campaign throughout the 2 year project.

- Internal evaluation;
- ROM evaluation;
- External evaluation – Mid-point and
- External evaluation - final.

Internal evaluation (last quarter of Year 1)

Internal Evaluation aims to provide us with information that we can reflect on together as a partnership at the campaigners' conference (end of Year 1) and that can help us to jointly develop strategies for improving project delivery and feed into year 2 plans. Information generated here will also be fed into the more substantial mid-term review process.

Key themes of questions:

- Project context/foundations
- Contribution to project initiatives,
- Systems, resources and capacity
- Project implementation Role of global team

ROM review (last quarter of Year 1 and first quarter of Year 2)

Tax Justice Together
Monitoring and Evaluation Process

External mid-term (early Year 2) and final evaluation (end of Year 2)

<table>
<tr><th>Project strategic logic</th><th colspan="3">Evaluation theme</th></tr>
<tr><td>A sufficient constituency of EU citizens are concerned about inequality and austerity;</td><td colspan="2">Pre-condition / strategic assumption</td><td rowspan="6">Strategy</td></tr>
<tr><td>resonant argumentation can be constructed to link issues of inequality and austerity with issues of corporate tax avoidance and evasion such that the concerns of this constituency can be tapped for tax campaigning;</td><td rowspan="2">Activities / outputs</td><td rowspan="5">Project coordination and management</td></tr>
<tr><td>EU citizens – especially students and existing supporters of engaged CSOs – can be made aware of the problem of tax injustice and can understand the solution which the project offers and their role in it;</td></tr>
<tr><td>awareness and understanding engenders changes in behaviour / activism;</td><td rowspan="3">Results and outcomes</td></tr>
<tr><td>those with influence over key policies can be reached by, and are susceptible to, the activism of the groups mobilised by this project; and</td></tr>
<tr><td>the pressure which this project helps to bring to bear on political targets chimes with other complementary pressures and / or supersedes other competing pressures.</td></tr>
</table>

(yellow)	Primary focus of mid-term evaluation	(red)	Primary focus of end-point evaluation

Sharing knowledge and evidence

1. Quarterly narrative reports

Successes, challenges and learnings were shared on a quarterly basis through the combined Quarterly project report.

2. Basecamp

The online information sharing tool 'basecamp' was used by the global team and partners to share information, experiences, successes, learnings and opportunities for collaboration throughout the project.

3. Workgroups

Result leads established work-groups for each result area to communicate directly with partners and to discuss successes, challenges, strategies to boost achievements and opportunities for collaboration or replication of successful actions.

4. Campaigners conferences

Two campaigners' conferences were held throughout the project and provided an opportunity to share knowledge, experience and best practise, discuss challenges and to collectively strategise and plan campaign actions.

Tax Justice Together
Monitoring and Evaluation Process