THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

Report by - Christine Beddoe - 2003 Churchill Fellow

To investigate evaluation techniques for advocacy and social mobilisation campaigns - UK

CONTENTS

1. INTRODUCTION

To investigate evaluation techniques for advocacy and social mobilisation campaigns

A global trend towards evaluating the contribution of development aid has increased pressure on non-government organizations (NGOs) to design and implement evaluation methods in order to measure their contribution to sustainable economic and social development. Both in Australia and overseas organizations campaigning for social change are being challenged to provide qualitative and quantitative evidence that their campaigns are making a difference.

Although the request for monitoring and evaluation reports contributes to good governance small organizations often struggle to find appropriate methods and 'language' to measure and explain the contribution of advocacy to community development programmes. This is especially so when providing services and campaigning on highly sensitive and political issues such as the prevention of human rights violations and the exploitation and abuse of children.

To enable this research to be strategically focussed I have drawn on my 10 years experience campaigning for the prevention of child sexual exploitation and have chosen to interview UK based organizations that are known for their innovative monitoring and evaluation methods especially those working within a *Rights Based* approach to impact assessment.

It is my hope that I can draw on their experience to develop a model that can be adapted to small and medium sized organizations working in the field of children's rights.

In order to immediately share the findings of this research I will be distributing this report through the Australian Council For International Development (ACFID) to their membership for discussion. A presentation based on my research has been accepted for the forthcoming ISPCAN conference (International Society for the Prevention of Child Abuse and Neglect) being held in Brisbane, September 2004. I will use the findings to write an article suitable for publishing and submit to various government agencies and non-government organisations for their newsletters or on-line information exchange. I will also make the information available in the form of training materials to organisations upon their request.

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2. EXECUTIVE SUMMARY

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Findings

The international NGO (non-government organization) community in the United Kingdom are investing heavily in developing innovative, rights based monitoring and evaluation systems to assess the impact of their work in poverty alleviation and the prevention of human rights violations. Within organizations and collectively across organisational networks in the UK lively debate and discussion continues to evolve methods that can be applied throughout programme and advocacy work. In order to distil information from a broad range of organisational models I have chosen to select key *lessons learned* rather than any one specific model. Many of the organizations visited have well supported policy and learning teams with their own budget line and training resources to enable effective translation from policy to implementation. However, recognising that many advocacy groups have limited resources (both human and financial) the following lessons learned can also be used by small to medium sized organizations working to develop, adapt and adopt evaluation methods and tools.

10 Lessons Learned

1. Organisational Commitment
The real core of evaluation is learning and without organisational commitment to reflection and review the evaluation becomes no more than a progress report. The integration of monitoring and evaluation frameworks must come from an over-arching commitment throughout the organization to be open, honest and transparent about the behaviour and work of the organization. Therefore the first step to effective evaluation is to ensure that principles, policies and systems within the organization are in place to plan for, support, and respond to learning outcomes whether they are positive, negative or neutral. The values of the organization must be at the centre of any evaluation process.

2. Participation
The strength of a good evaluation comes from those that participate in the process. Real participation of stakeholders in design and implementation can ensure that the impacts whether they are planned for or unintended are more likely to be articulated by those who have had first hand experience. The participation of children and young people is essential for any project or programme affecting the lives of children.

3. Ownership
The ownership of the evaluation should spread throughout the organization and to those who participate. Getting information is one thing - using it is another. Commitment to evaluation and learning comes from understanding the process, contributing to its success and being able to discuss it within and outside of the organization. Evaluation methods, tools and results should not remain in the hands of a few specialists but be propagated throughout the organization to encourage innovation and ownership.

4. Transparency and good governance
By encouraging the monitoring and evaluation of all facets of programme and advocacy work, not just against specific project objectives, organizations become more transparent and open to top-down and bottom-up accountability. By documenting and sharing the results organisations become more accountable to beneficiaries, donors, supporters, staff, and other key stakeholders.

5. Quantitative v Qualitative
The debate continues over whether qualitative information provides more insight than quantitative. However, it appears that a balanced mix of the two is the most preferred model. Evaluation systems should draw on both to provide a well-rounded model of data gathering.

6. How much is too much?
Evaluation methods that encourage a diversity of information from numerous sources seems a good thing however gathering boxes of information and having no capacity to use it is a waste of time and resources. Planning why you need it and what you will do with it is just as important as planning how you will get it.

7. Using what you already have
Organisations have a wealth of knowledge at their fingertips. By understanding what information already exists it is possible to cut down the amount of time and money needed to source information for evaluation purposes. Thinking creatively about what already exists can stimulate new ideas and increase motivation.

8. Alternative methods
Case studies and visual methods such as drawings, video and time-lines can be an alternative to traditional questionnaires and can be used effectively to capture information. Do not assume these methods should only be used for low literacy environments. Alternative methods can be used in conjunction with traditional evaluation methods such as interviews and surveys in order to provide context and continuity.

9. Progress indicators
Placing a high value on pre-determined indicators implies that what is relevant is what you only know already however using a variety of progress indicators can encourage iterative learning. Understanding the ethos of how a set of indicators has been developed is vital to ensure that indicators are not seen purely as a goal or 'target'. Healthy evaluations use participatory processes to develop progress indicators and do not use indicators specifically for praise or punishment.

10. Attribution
In advocacy work it is often difficult to attribute social change to any one specific input - or in large campaigns the work of any single organization. Advocacy work is often long term and cumulative - and some outcomes may not be seen within the life of the project/campaign. Rather than spend time and resources dissecting micro-level change some organizations believe that it is no longer necessary to view attribution as essential but see the contribution to social change in its totality by looking at the nature of key relationships and changes to the level of influence within these relationships in order to more accurately identify learning outcomes.

Rights Based Approaches

A number of UK based organizations include Save the Children, Oxfam and Care are at the forefront of developing *Rights Based* approaches to aid and development projects. This has seen a shift from developing programmes based on NEEDS to ones based on RIGHTS. It brings together human rights and development as inseparable elements in social change. It also holds duty bearers to account for their obligations (eg: Governments, NGOs, law makers) and empowers people to demand their rightful entitlements. The rights based approach to development can also be seen as a move away from earlier, much criticised dependency models of aid and development. It not only relates to programme design but the delivery of services and behaviour of the organization as a whole, including the monitoring and evaluation process. This is especially relevant to campaigning organizations but it can also apply to any organization seeking to promote equity, non-discrimination and inclusion. As this is a relatively new approach a number of UK organizations have collaborated in sharing ideas via the formation of a Internet based forum which will soon launch an on-line email bulletin specifically on Rights Based approaches to programming and learning.

Thinking, Doing, Learning, Response

Without wanting to simplify too much I have attempted to funnel the evaluation process into four building blocks. The four blocks are the foundation to gather information, analyse it and learn from it. They are:

Thinking: The principles, values and theories behind the campaign, programme, project or activity.
Doing: What is actually being done - have we done what we said we would do?
Learning: What we have learnt.
Response: How we use this information in the short term and the long term

Conclusion

Small organisations lack the financial resources to hire specialist consultants or develop complex systems for monitoring and evaluation however by using the principles of continuous learning small organisations can design and implement an evaluation framework without placing a significant burden on their workload. By reflecting on the above 10 lessons learned and applying this to the four building blocks of thinking, doing, learning and response - organizations can become more accountable and effective at evaluating their work, assessing their impact and reporting their findings. It is highly recommended that any organization campaigning for social change integrate systems of monitoring and evaluation from design and throughout delivery of the campaign, using appropriate progress indicators to monitor and measure impact - not just at the completion of the campaign - but throughout the life of the programme. Organisations campaigning for social change, especially those working on politically and socially sensitive issues, should explore the use of a rights based approach to monitoring and evaluation.

3. PROGRAMME

London: 2 March - 28 March

- International NGO Training Centre (INTRAC)
  3 day course " Monitoring and Evaluating Social Change"
- Consultations with - ActionAid, Save the Children UK, ECPAT UK
- ReMAPP network meeting - REMAPP is a [UK-based] group of networking professionals concerned with planning, appraisal, monitoring, evaluation, research and policy issues in aid agencies.
- Presentation to London Metropolitan University - research students and academics.
- Visit to the Churchill Trust UK office

Glasgow: 29 March - 4 April

- Strathclyde University - Consultation with senior academics - Centre for Social Marketing, lunch with Dr Gerrard Hastings, Director, Centre for Social Marketing
  - presentation to research students and academics

London: 4 April - 14 April

- Participation in Exchange network meeting - "The Challenge of Impact Assessment"
- Meet with Sarah Earl, International Development Research Centre Canada, author of "Outcome Mapping".
- Peer review meeting - follow-up from INTRAC course

Oxford: 15 April - 19 April

- Consultation with OXFAM UK

London: 20 April - 5 May

- Attend the launch of UK Evaluation Society (UKES) London Network and participate in discussions.
- Follow-up consultations - Save the Children UK, ECPAT UK
- Participation in UK inter-agency meeting on "Rights Based Approaches"

4. OUTCOMES

4.1 Background

A global trend towards evaluating the contribution of development aid has increased pressure on non-government organizations (NGOs) to design and implement evaluation methods in order to measure their contribution to sustainable economic and social development. Both in Australia and overseas organizations campaigning for social change are being challenged to provide qualitative and quantitative evidence that their campaigns are making a difference. Although the request for monitoring and evaluation reports contributes to good governance small organizations often struggle to find appropriate methods and 'language' to measure and explain the contribution of advocacy to community development programmes. This is especially so when providing services and campaigning on highly sensitive and political issues such as the prevention of human rights violations and the exploitation and abuse of children. All too often evaluation reports are only produced at the end of a project. A good evaluation report will reflect on lessons learned - but if the project has been completed then what becomes of the learning? The challenge for any organisation is how to design an on-going monitoring and evaluation process that can feed back and make use of that learning during the life of the project without placing a major burden on staffing or financial resources.

4.2 Networking

One of the most beneficial things that I learnt during the Fellowship was the extensive use of organisational networking in the UK on Monitoring and Evaluation. By first identifying and then participating in these networks I achieved significantly more than I imagined would be possible. More importantly, being welcomed into these networks as an equal partner was especially gratifying. During the Fellowship period I participated in five network meetings in London that gave me exposure to experts from over 30 organisations, including both international development organisations and UK based organizations. I am now on their network mailing lists and receive regular updates by email. Fundamental to the existence of these networks is the principle that by sharing and analysing information on a regular basis we can all learn to be more effective at what we do. This is the core of current thinking in evaluation theory.

4.3 Case Study

I was keen to test some of the emerging ideas and was fortunate to be able to negotiate with a small London based children's rights organization to use them as a case study for developing a self-evaluation model that is appropriate for their specific needs. Although this is a work-in-progress a summary is attached to this report as Appendix B. Their assistance and input was extremely helpful in developing my list of endless questions to experts that I met along the way.

4.4 The Starting Point

Evaluating For Social Change
INTRAC (International NGO Training Centre), London
Participating in this three day intensive course at the beginning of my Fellowship programme provided an overview of current thinking and a comprehensive approach to evaluating programmes and campaigns designed to effect change in society. Taught in a participatory style that encouraged action learning and small group work, the course enabled the participants (from all over the world) to reflect, question and analyse according to their own experiences. The course emphasised evaluation as an on-going organisational learning tool. Several participants including myself initiated a peer group network to provide on-going peer support through email contact and we agreed to meet whenever possible. I attended the first meeting in London 4 weeks after the course and have participated in email 'chats'. This support is especially valuable to test new ideas.

4.5 Acknowledgements

I would especially like to thank the following people who provided information and guidance.

Jennifer Chapman, ActionAID
Helen Banos-Smith, Save the Children UK
Margaret Newens, Dörte Pommerening, OXFAM GB
Professor Gerard Hastings, Martine Stead, Douglas Eadie, Strathclyde University
Helen Vietch, Carron Somerset, ECPAT UK

And I would also like to acknowledge the breadth of work being done by others in this emerging field whose work I have drawn upon for inspiration:
Sarah Earle, IDRC
Madeline Church, Priyanthi Fernando
Rick Davies, M and E consultant UK
Marta Foresti, formerly Save the Children UK
Chris Roche, CAA-OXFAM Australia

4.6 Models and systems of Monitoring and Evaluation

My main objective throughout the Fellowship was to identify elements of methods and models that could be adapted for use in small to medium sized organizations. The limitations faced by small organizations, especially lack of human and financial resources, often reduces their ability to wholly adopt practices promoted by large organizations. A need exists to find cost-effective models of monitoring and evaluation that do not require specialist staff or prolonged periods of training to enable them to be implemented.

The following pages contain descriptions of just a few of the evaluation models currently being developed and implemented in the UK. I am very grateful to the individuals and organizations involved who allowed me to spend considerable time with them to understand the nuances of applying these models in the field.

ActionAid

ActionAid UK works in over 35 countries providing development relief for poor communities. ActionAid's accountability, learning and planning system (ALPS) is an innovative 'whole of organization' approach to being accountable to partners and the communities where they work.

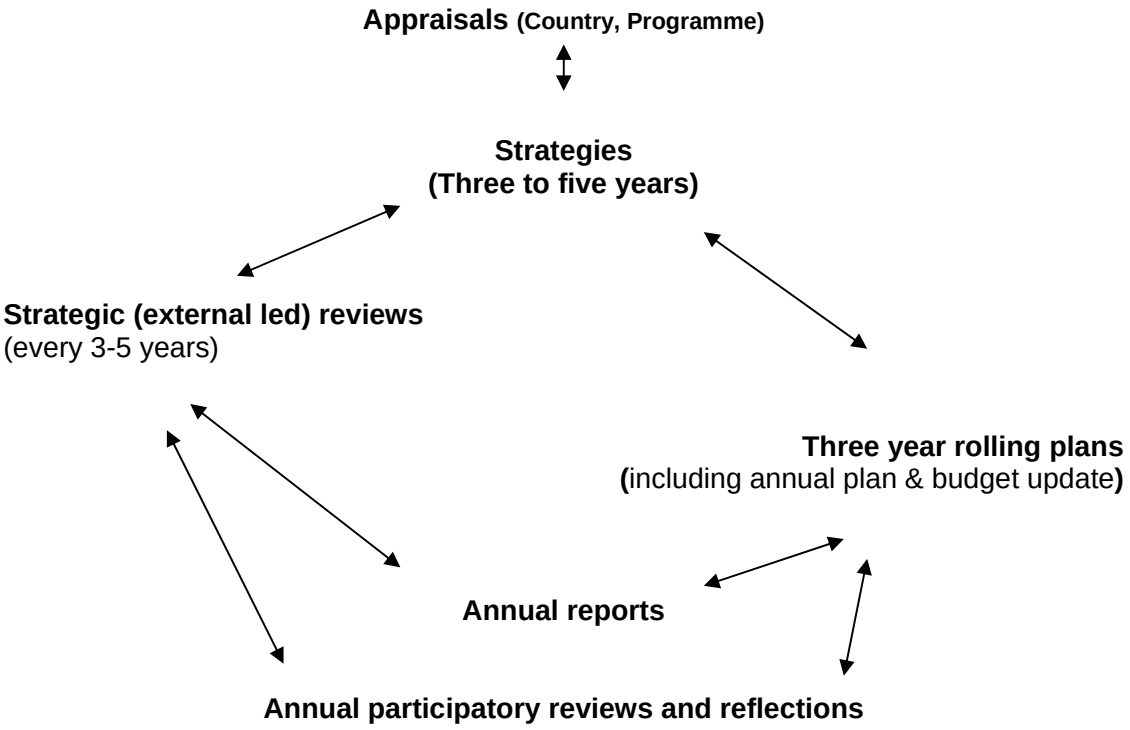
The Accountability, Learning and Planning system (ALPS)

ALPS emerged in 2000 in response to a previous accountability and reporting system that was cumbersome and demanded lengthy reports in English. The previous system of evaluation did not provide a complete picture because it emphasised only upward accountability and created little space for participation.

ALPS starts with the belief that poor people and their own organisations are both capable of – and should be involved in managing – their own development.
ALPS places emphasis on principles, behaviours and attitudes and encourages real participation – not just consultation, as well as learning and innovation.

As a result of ALPS ActionAid is starting to refocus attention from programme activities to changes in people's lives and develop more concise reporting with more emphasis on learning.

Action AID integration of reflection and review.



Although the ALPS programme is relatively new ActionAid have been very thorough in documenting the lessons learned so far. A review of the 2001 annual reflection process concluded that ALPS enabled:

- Greater honesty and self criticism
- More reporting on impact
- Increased accountability and transparency
- Reflections are influencing practice
- Many processes involved a wide range of stakeholders
- Continual learning process

At the same time ActionAid have realised that the methodology is still evolving and more work needs to be done to increase accountability to the poor people with whom they work. Some challenges they still face include:

- A need to increase the analysis of internal organisational changes that facilitate or hinder programme work
- A need to increase the understanding of relationships with partner organizations.

Lessons from ActionAid India

ActionAid India has adopted a much more flexible approach toward the timing and duration of participatory review and reflection processes. This has resulted in greater levels of participation in these processes. Women have particularly benefited, as they often could not attend meetings due to other commitments. One of the major challenges is capturing the lessons from the projects and sharing these more widely. This has led to many projects experimenting with different approaches, video, community based communications etc.

Lessons from ActionAid Burundi

The reflection process, if well managed, reinforces community and partner confidence in frankly sharing the strengths and weaknesses of the different interventions and of the organization in general. There is a need to ensure that all aspects of the plans are shared back with communities and partners in simple and user-friendly forms.

Lessons from ActionAid Nigeria

The review and reflection process, which took three weeks, generated a lot of enthusiasm from different stakeholders. A key lesson for ActionAid Nigeria was that in displaying openness and honesty in our approach to our work, the organizations {we work with} were able to open up and offer constructive ideas and criticisms about the organization and staff. A follow-up internal review process brought together all staff to reflect on the outcomes and how the lessons could be incorporated to enhance our work.

IA Exchanges. ActionAid 2002

STRENGTHS: ALPS has created a system of meaningful exchange that opens up the organization to transparency and accountability. It has enormous potential to provide continuous learning and motivation through a rolling evaluation process.
LIMITATIONS: ALPS requires an intensive review process that demands flexibility in programming and in service delivery. CONSIDERATIONS: ActionAid have invested heavily in ALPS as part of the strategic long term vision for the organization. It is not a process that can be dipped into and out of intermittently.

Save the Children, UK

Save the Children UK, part of the international Save the Children Alliance, is Britain's leading children's rights organization and is at forefront of developing right's based approaches to policy and programme development.

Like many other international development organizations Save the Children UK, in a shift towards *rights based* programming work, has become more involved in advocacy and campaign initiatives at the local, national and international level. In an effort to assess the impact of its efforts in a more rigorous way Save the Children UK has invested significantly in monitoring and evaluation methods that not only look at policy change but also at the totality of its programme work.

Global Impact Monitoring (GIM) programme

Save the Children UK has developed a *rights based framework* using 5 common dimensions of change to monitor the impact of its work on children rights. The ultimate aim of Save the Children's work in communities across the globe is to contribute to the realisation of children's rights, which would be reflected in positive and lasting changes in the lives of children and young people. The Save the Children Global Impact Monitoring programme (GIM) is the process by which these changes are captured and documented. The underlying principles of the GIM programme are equity and equality (rights are universal); responsibility and accountability; and empowerment and participation.

⇨ 5 Dimensions of Change

1. Changes in the lives of children and young people
2. Changes in policies and practice affecting children and young people's rights
3. Changes in children's and young people's participation and active citizenship
4. Changes in equity and non-discrimination of children and young people
5. Changes in civil society and communities capacity to support children's rights

The 5 dimensions of change approach seeks to analyse how an individual project or programme has contributed to change - or not. Change indicators are used to help guide the assessment and verify if change is occurring in the way it was predicted. Participatory processes are used to develop a set of indicators around relevant themes and issues.

Questions are used to help formulate an analysis. For example:

Has there been change over time?
How significant was it?
What made it happen?

The inter-linking of dimensions of change gives a more thorough analysis of the impact of any intervention and can highlight unintended negative consequences of any action. Ensuring that children and young people are involved in the evaluation process upholds the basic right of participation in determination of rights and responsibilities.

The GIM process includes regular impact review meetings with external stakeholders. These meetings aim to discuss and reflect on the work of Save the Children in a participatory way, with a view to learning both positive and negative experiences.

Putting these ideas into practice is not always easy and according to staff of the Policy and Learning Unit of Save the Children UK, the roll-out of GIM has presented challenges, especially in regards to the resources and time required for seeing significant change. However, progress is being made and this model has the potential to be adapted widely.

Lessons learned so far include:

- The quality of the evidence gathered has varied
- Involving others (not just staff) is critical
- Unfocussed objectives hamper implementation
- The process is time and labour intensive and require a new set of skills

STRENGTHS: The Save the Children UK Global Impact Monitoring programme is a comprehensive rights based approach to monitoring and evaluation using a relatively simple system built on existing mechanisms. The emphasis on learning is entrenched throughout the process and the 5 dimensions of change approach could easily be modified for smaller organizations.
LIMITATIONS: There is potential to gather a huge amount of information from the GIM programme - and knowing what to do with it could represent a challenge. The flexibility to change projects part way as a result of on-going learning can be limited.
CONSIDERATIONS: This model is based on the principle that everyone has a responsibility to do something with what they have been learning. It encourages people to try new things and to capture information in innovative ways. This type of encouragement requires full organisational support including budget support and capacity building and a long-term vision.

An example of Save the Children UK GIM Guidelines:

Child protection in emergencies

Excerpt only…. For full details contact Dr. Helen Baños Smith
Learning and Impact Assessment Adviser
Policy and Learning Unit h.banossmith@savethechildren.org.uk

Below are examples of the impact under each of the five dimensions of change that we might expect in child protection in emergencies. Please note that these examples should act as guidance for the types of impact we might expect; they are not the only types of impact that should be examined and reported. Programmes are asked to look at any impacts that they think are relevant. Please be sure to also look for and report on unintended and negative impacts.

It is also important to use numbers where appropriate/possible. How we use them determines how much they can tell us. When reporting numbers (proportions, percentages, or absolute numbers) when possible always refer to

a) a baseline (i.e. how the situation was before an intervention), and
b) the characteristics of the overall population (e.g. if we are reaching 40% is this 40% of 200 people or 40% of 2 million people? And how many other regions/people are there that we are not reaching because we do not work with them?)

It is also relevant to give an idea, however rough and ready, of how much it cost to achieve a particular impact. Our current financial reporting systems don't allow us to do this consistently across different programmes, but it is important to give some indication. The level of spending is also relevant because of its implications for sustainability in realising children's rights. Except in immediate aftermath of emergencies, we are not aiming to deliver things/services ourselves, but to support local structures to get closer to realising children's rights. The level of additional funding needed to achieve a certain impact should therefore take into account the local resource level, and the possibilities of that initiative being carried on once SC UK no longer leads it.

Changes in policies and practice affecting children and young people's rights

Gender-Based Violence (GBV): Prevention of Sexual Violence & Exploitation and survivor support care

- Has the Child Protection Policy or other Codes of Conduct helped protect and prevent children experiencing sexual violence & exploitation? I.e. have rates of reported cases decreased?
- Do girls feel safer from attack?
- Do girls feel less inclined to engage in high-risk behaviour (i.e. exploitative transactional sex) in order to gain food, goods & services?
- Has camp management policy changed to include women to oversee food distribution?
- Are women & girls more involved in camp design/ site planning?
- Do latrine & washing areas have privacy and are they well lit and patrolled?
- Are food rations meeting minimum requirements (i.e. Sphere standards?)

Oxfam Great Britain

Oxfam GB is a development, relief and campaigning organization affiliated to Oxfam International, a confederation of twelve organizations working in more than 100 countries. Oxfam GB's framework for Monitoring, Evaluation and Learning has combined a rigorous approach to assessing their impact on the ground with strategic organisational learning principles.

The Oxfam GB Framework for monitoring, evaluation and learning is made up of six inter-linked processes that when used together form a rigorous approach to assessing performance and impact. The 6 processes are: stakeholder's surveys; long-term research; strategic evaluations; programme audits involving peer review; facilitated reviews and annual impact reports. In order to be achievable and sustainable Oxfam GB have developed seven questions about performance and impact that lie at the heart of the evaluation framework. They are:

1. What significant changes have occurred in the lives of poor women, men and children?
2. How far has greater equality been achieved between women and men and between other groups?
3. What changes in policies, practices, ideas and beliefs have happened?
4. Have those we hope to benefit and those who support us been appropriately involved at all stages and empowered through the process?
5. Are the changes that have been achieved likely to be sustained?
6. How cost-effective has the intervention been?
7. To what degree have we learned from this experience?

Oxfam GB have moved away from a traditional evaluation model - where formal evaluations and reviews have looked retrospectively at what has happened - to a more strategic approach to learning, by working out initially what they want to learn about and then plan the monitoring and evaluation process accordingly. This model places significantly more emphasis on learning and that in turn provides a more rigorous analysis of policy and programmes.

In order to distil learning, Oxfam GB's programme impact is analysed against each of its 5 aims and strategic change objectives. The Aims are:

1. The Right to a Sustainable Livelihood
2. The Right to Basic Social Services
3. The Right to Life and Security
4. The Right to be Heard
5. The Right to Equity: Gender and Diversity

By measuring against these aims and objectives Oxfam GB has been able to take a more critical look at how its programmes are contributing to social change.

Oxfam uses on-going participatory programme management to seek information and views from partners, beneficiaries and stakeholders. By reflecting that both upward and downward accountability are equally important Oxfam stakeholder surveys are part of the evaluation process to listen, reflect on and enable the organization to respond to stakeholders concerns. They include input from volunteers and donors. In addition an

Assembly of approximately 160 staff and partners from all regions meet every two years in a review forum with workshops and presentations.

Lessons Learned

- It is important to understand the unintended impacts - positive and negative - associated with our work. Our analysis needs to be broad enough to capture impacts beyond our stated objectives.

With support from the Access to Markets and Finance programme in Azerbaijan, about 1,400 internally displaced families are now engaged in small businesses and their incomes have increased. However, recent programme research has identified cases where parents have taken children out of school to help in the family business. It is hoped to address this issue through poverty reduction strategies that are planned. The impact report also notes that that because of poor drainage systems in most communities supported by the programme some businesses are having an adverse effect on the environment. For instance, this is the case in leather production where chemicals are used and they are draining into agricultural land. Lobbying of the government to improve drainage systems is proposed.

OXFAM GB Programme Impact Report 2003

STRENGTHS: Oxfam GB has developed a comprehensive, multi-faceted, rights based approach to monitoring and evaluation. The use of participatory processes ensures voices of all stakeholders are heard.
LIMITATIONS: The opportunistic nature of campaigning and the need to respond quickly to emerging advocacy issues can be a barrier to implementing such a comprehensive evaluation framework around advocacy work. Oxfam GB have not yet undertaken long-term research or peer audit on the impact of programme or advocacy work.
CONSIDERATIONS: When rigorous self-assessment methods are used field staff need to have trust in management and other stakeholders in order to share failures without fear of reproach. Organisational processes need to ensure that staff are fully supported.

Outcome Mapping (IDRC- Canada)

Although not a model of UK origins, Outcome Mapping is a tool that has been widely talked about and is being used by a number of organizations as a viable alternative to assessing the impact of their advocacy projects. It was with good fortune that I was able to attend a meeting hosted by the UK network ' Exchange' and meet keynote speaker Sarah Earl, one of the founders of the Outcome Mapping model. Ms Earl was visiting London from Canada where she works with the International Development Research Centre. This model is especially useful for measuring the change in behaviours and has a special resonance for advocacy projects.

Outcome Mapping is guided by the principles of participation and iterative learning, encouraging evaluative thinking throughout the program cycle by all team members. This model focuses on how programmes/projects facilitate change rather than how they control or cause change and it looks at the logical links between interventions and outcomes, rather than try to attribute results to any particular intervention. Outcome mapping encourages a program to introduce monitoring and evaluation considerations at the planning stage and link them to the implementation and management of the program. It also unites process and outcome evaluation making it useful to long-term aspects of development programmes where attribution is not always easy. The focus on how the program achieves results within its sphere of influence reduces the risk of setting goals too wide and unattainable. Outcome mapping uses progress markers, a set of graduated indicators of behavioural change, to clarify directions with partners and to monitor outcomes. It advocates the use of Journals to monitor strategies, activities and organisational practices. This framework provides the programme with the opportunity and tools both to reflect on and improve performance and to collect data on the results of its work with partners.

Sample Evaluation Planning table

Who will use the evaluation? How, when?	Questions	Info Sources	Evaluation Methods	Who will conduct and manage the Eval?	Date (start and finish)	Cost

For further details on Outcome Mapping contact:
Sarah Earl
International Development Research Centre
searl@idrc.ca

STRENGTHS: Outcome mapping helps programmes to be specific about the actors it targets, the changes it expects to see and the strategies it employs. It can be used effectively when quantitative indicators do not adequately describe the results achieved.
LIMITATIONS: Outcome mapping is intended to be used from planning stage and is limited when introduced part-way through the project cycle.
CONSIDERATIONS: Outcome Mapping relies on all actors understanding the process so workshops and training are essential.

Social Marketing

The Centre for Social Marketing, Strathclyde University, Glasgow. Scotland

Social Marketing is a term first used in 1971 to refer to the application of marketing to the solution of social and health problems. I was interested in exploring an alternative discipline to see how the social marketing approach to evaluation differs to those used by the large international development organizations. Social Marketing is a framework that draws on psychology, sociology, anthropology, communications as well as the principles of commercial marketing. It offers a logical planning process involving consumer-oriented research, market analysis, market segmentation, objective setting and the identification of strategies and targets. It has been used effectively in the USA, UK and Australia to develop large-scale public health campaigns such as anti-smoking campaigns in the UK and Australia. Social marketing places an emphasis on a long-term outlook rather than one off campaigns. It is strategic rather than tactical and starts and finishes with research. It is a research driven approach that requires strong capacity to analyse both qualitative and quantitative data.

The team at the Social Marketing Centre at Strathclyde University are at the forefront of developing Media Advocacy a concept that uses the media to drive health promotion and public health campaigns. Evaluating Media Advocacy poses a number of challenges not dissimilar to those experienced by the international development organizations listed above. However, a framework for evaluating media advocacy has been developed and covers three phases of evaluation - *formative, process and outcome*.

- *Formative Evaluation:* exploratory research that is used to guide the overall strategy from situational analysis to designing specific advocacy messages.
- *Process Evaluation*: examines why the intervention did or did not succeed by examining the factors that influence its implementation and the influence of the wider environment on the intervention.
  Eg: Using questions such as What tactics and strategies were used by advocacy groups to reduce or cancel out the power of opposition groups?
  What factors influence policy makers and politicians to act on a issue?
- *Outcome Evaluation:* concentrates on five kinds of outcomes - the media agenda, the public opinion agenda, the policy agenda, community capacity and advocacy capacity.

Of particular note is the *advocacy capacity* outcome that refers to changes in skills and status of the organization/practitioner. This is not often articulated as a defined outcome in other impact assessment models. By seeing increased capacity as a tangible output rather than an input organizations can better visualise their contribution to change.

<u>Research Methods</u>

The research methods most commonly used include a mix of qualitative and quantitative approaches. (Eg: media analysis- measuring volume, content, tone and framing of news coverage resulting from an intervention; In-depth interviews with a range of stakeholders, and monitoring, observation and audit of community conditions. As with development approaches to evaluation the continuous feedback approach to research design in Social Marketing can enable the advocate/organisation to adjust

methods, even objectives, in the greater cause of progress toward a long term goal. Research in media advocacy is intended to encompass flexibility and strategic vision.

The following table illustrates examples of research objectives, methods and questions used in media advocacy evaluation.

Phase	Research Objectives	Research methods	Research questions
Formative Evaluation	To clarify media advocacy objectives To identify and understand the needs and characteristics of target group To develop appropriate strategies	Secondary research Interviews with stakeholders Analysis of local print and broadcast media Interviews with journalists	What is the ultimate goal? What policy change will contribute to this? Who needs to be influenced to bring about policy change? Who are the key target groups among: the public; local opinion formers/policy makers? What are their characteristics and needs? Which media outlet are the best channels for reaching them? What are the characteristics of these outlets?

(M. Stead, G. Hastings, D. Eadie. 2002 The challenge of evaluating complex interventions: a framework for evaluating media advocacy. Health and Education Research Vol 17 no3 2002 pp 351-364)

STRENGTHS: Rigorous research informs the design and delivery of media advocacy programs and therefore the evaluation process can draw on verifiable and measurable data to feedback findings into the research loop.
LIMITATIONS: Evaluation in media advocacy places a key emphasis on research - research capacity must be relatively high to undertake the methods most commonly used in this model.
CONSIDERATIONS: Media advocacy is an evolving area within Social marketing. Evaluation methods and models are relatively new and have not been tested over a long period.

5. CONTACTS

Organisation	Address	Tel	Website
ActionAid	Hamlyn House Macdonald Road London N19 5PG	+44 (0) 20 7561 7543	www.actionaid.org
OXFAM GB	274 Banbury Rd, Oxford OX2 7DZ	+44 1865 311 311	www.oxfam.org
Save the Children UK	1 St John's Lane, London EC1M 4AR	+44 207 012 6400	www.savethechildren.org.uk
Centre for Social Marketing,	Strathclyde University, Glasgow G4 0RQ,	+44 141 548 3192	
U K Evaluation Society	120 Wilton St, London SW1V 1JZ	+44 207 233 8322	www.evaluation.org.uk

Appendix A

United Kingdom Evaluation Society (UKES)

Guidelines for good practice in evaluation

Guidelines for evaluation participants
All participants in an evaluation shall:

- Receive a proper explanation of the purpose and methods of the evaluation and should have opportunity to comment on how they are represented in the evaluation.
- Receive an explanation of the evaluation agreement forming part of the negotiation of the evaluation teams access to a programme.
- Have the right to be fully informed about the purpose of the evaluation and procedures for collection and use of data, (including explicit use of interview transcripts, observations and image based data).
- Have access to the evaluation team as agreed in the contract for the purposes of feedback, reporting and on-going support for the duration of the evaluation.
- Have proper opportunity to be assured that the data they offer is consonant with the data protection act and that any data made public is on the grounds of fairness, accuracy and relevance.
- Be assured that the evaluators have taken all reasonable measures to ensure that the reports are negotiated. Final reports should normally be lodged in the public domain and made available to all participants. Reasons for exemptions need to be recorded.

For more information contact:
UKES info@evaluation.org.uk
www.evaluation.org.uk

Appendix B

CASE STUDY

ECPAT UK

Monitoring and Evaluation conceptual framework
Developed for ECPAT UK
Campaign on the prevention of child sex tourism. 2004

Executive Summary

Based on consultations with ECPAT UK in March 2004 I helped to devise a conceptual framework for a monitoring and evaluation strategy to be used with the ECPAT UK 2004 campaign on the prevention of child sex tourism - hereafter called the 'travel agents project'. The travel agents project is part of a broader ECPAT UK programme to prevent child sex tourism and it seeks to contribute to this programme by engaging with key players in the UK travel industry in order to get travel agents to distribute campaign materials directly to UK travellers. The draft framework is based on answers to a series of exploratory questions listed on the next page.

The key objective of the campaign is to influence the behaviour of travel agents and I have worked with ECPAT UK to help them identify where they can best analyse and measure their impact. The immediate threats to the project (including the loss of key staff, insufficient budget and uncertainty of organisational structure, low levels of influence over key partners and travel agents) suggest that monitoring and evaluation is a high priority.

By focussing on the totality of the project and not just the specific objectives the monitoring and evaluation framework looks at multiple levels of project design, management and implementation to see how best to create opportunities from on-going learning outcomes.

I will continue to provide support and advice to ECPAT UK on the monitoring and evaluation this project if they require.

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ECPAT UK
Campaign on the prevention of child sex tourism. 2004

1st Consultation - Developing an M & E model - Exploratory questions.

CLARIFYING OBJECTIVES

1. what is the main problem that this project seeks to solve?
2. what is the task and the boundaries that exist : eg time, human resources, budget
3. what is the intended benefit of the project?
4. who are the key partners?
5. what do you expect the tangible outcomes to be?
6. what about the less tangible (eg: changed behaviour/attitudes, strengthened relationships, enhanced political commitment)
7. how will you know if the project has made a difference - what do you expect the impact to be?

EXISTING M & E METHODS

1. what methods are you currently using to monitor and evaluate projects?
2. what do you think you have done already to help evaluate this project?
3. what other actions could be considered as providing evaluation data?

ORGANISATIONAL STRUCTURE

1. who in the organization will be involved and why?
2. what is the existing method of reporting on project activities?
3. will you be working with other organizations/consultants to undertake activities?
4. how does this project relate to others in the organization?
5. what strengths does the organization bring to this project?

PERCIEVED CHALLENGES

1. What challenges do you think exist (eg environmental, attitudinal) will create a barrier for successful project implementation?
2. How do you think these challenges can be addressed