MODUL 5
Evaluating Impact and Mainstreaming Innovation

Overall learning aims of Unit 5 Evaluating Impact and Mainstreaming Innovation

By the end of this unit, participants will be equipped with the knowledge and skills needed to evaluate the impact of their innovation labs and to learn from evaluation process and results, to effectively communicate their findings, and mainstream successful innovations for broader application and sustainability.

Unit 5.1
Evaluation of Labs essentials

Learning aims

1. Understanding evaluation processes and its significance in the context of innovation and learning.
2. Distinguishing monitoring and evaluation and summative and formative evaluation options.
3. Explain impact evaluation and its contextual relevance for Lab evaluation
4. Apply a logic model in framing evaluation questions.
5. **Construct different types of evaluation questions for impact evaluation**

Content

5.1.1 Lab evaluation
      5.1.1.1 Evaluation in simple words
      5.1.1.2 Why evaluate?
      5.1.1.3 Monitoring and evaluation: linked yet distinct
5.1.2 Evaluation types and approaches
      5.1.2.1 Evaluating impact of Learning and Innovation Lab
      5.1.2.2 Using a logic model to frame evaluation question
      5.1.2.3 What questions does impact evaluation seek to answer?
      5.1.2.4   Types of evaluation questions
References
Quiz

5.1.1 Lab evaluation

The field of program evaluation provides processes and tools that agencies of all kinds can apply to obtain valid, reliable, and credible data to address a variety of questions about the performance of public and non-profit programs. Module 5 reviews the evaluation of specific program or intervention(s) of the Learning and Innovation Labs.

> **Program** is a "set of resources and activities directed toward one or more common goals, typically under the direction of a single manager or management team. A program may consist of a limited set of activities in one agency or a complex set of activities implemented at many sites by two or more levels of government and by a set of public, non-profit, and even private providers". Wholey et al, 2010, p. 5

Lab program often offers different interventions, with particular intervention logic to show how activities will lead to the outputs, intended outcomes, and ultimately the project impact. Therefore, it is possible to evaluate the Lab program as a whole or a specific intervention or a set of interventions. For the purposes of this module we use the following definition:

> **Intervention** is intended, planned, and targeted operation in Lab program, which aims at removing or preventing an undesirable phenomenon or to treat, improve or restore well-being of target population in other ways. In the framework of Lab program, intervention is one of program activity or set of activities supported by a set of resources to achieve a specific and intended result. It may include direct service interventions (social, psychological, health, educational actions such as treatments, information, instructions, referrals, cash benefits, etc.), training programs, community mobilization effort, advocacy work or the other action taken to fulfil intervention aim.

A program also can be described as an intentional transformation of specific **resources** (inputs) into certain **activities** (processes) to produce desired **outcomes** (results) within a specific context. Evaluation of Lab program or interventions includes the application of *systematic methods* to address questions about program operations and results in order to learn about program impact.

5.1.1.1 Evaluation in simple words

Evaluation is the *process* of assessing or judging something to determine its **worth**, **quality**, or **effectiveness**. It entails analyzing different aspects to understand its strengths, weaknesses, and overall performance.

- Process involves gathering data, measuring against predefined criteria or standards, and drawing conclusions based on the findings.
- Underlying evaluation is a way of thinking about **what** results are expected, **how** results can be achieved and **what** data or evidence are needed to inform future actions so that results can be improved, called *evaluative thinking*.

> **Box 5.1.1 Evaluative thinking**
>
> By engaging in evaluative thinking into the day-to-day operations, an individual, team or organization strive to identify "assumptions about what you think works and doesn't work and why; posing thoughtful questions

about what you expect to see differently during and after you implement your effort; pursuing deeper understanding through reflection and dialogue; communicating what was learned without underestimation or exaggeration; and making informed decisions in preparation for action. Evaluative thinking also has the potential to shift the narratives about certain issues and groups of people by challenging widespread assumptions associated with them, providing data to support alternative explanations, and shifting mindsets through education and learning".

<div align="right">W.K. Kellogg Foundation, 2017, p. 16</div>

5.1.1.2 Why evaluate?

1. **Learning**: In essence, the purpose of evaluation is to facilitate learning and improve strategy, initiative or program. Learning happens through a process of collecting and summarizing evidence that leads to conclusions about the **value**, **merit**, **significance** or **quality** of an effort. When evaluation is integral part of a program, it becomes the driving spirit of a learning organization culture.

2. **Identifying success and rooms for improvement:** Through evaluation, organizations, individuals, or entities can identify areas of success, areas needing improvement, and make informed decisions. Evaluation can fill key gaps in our knowledge of what works and why.

3. **Demonstrate program impact:** Evaluation enabling demonstration of program's success or progress. The collected information allows better communication regarding program's impact to others, which is critical for public relations, staff morale, and attracting and retaining support from current and potential funders.

4. **Informed decisions:** Whether it's a product, service, project, or individual performance, evaluation helps in building evidence to make decisions and informed choices for future actions or developments. It supports agency priorities, target resources to what works, improve existing programs while revamp programs that do not work as intended.

5. **Improvement of programs, governance or public and service users trust:** Evaluation provides opportunity to improve program ability to function more efficiently and effectively, increasing its ability to serve people more efficiently. It is also crucial for good management and responsible stewardship of public funds. As well, evaluation builds and enhances program transparency and accountability. The information that comes out of evaluation can serve many purposes, including:
   - Program and policy planning
   - Program management
   - Performance improvement
   - Communication and engagement
   - Coordination across offices and programs to learn from experience.

6. **Celebrating success and achievements**: Based on the evaluation process and results, the program implementation team and involved partners can celebrate their successes

and organisational and personal gains. They can also recognise internal aspects of excellence and individual contributions. This encourages team spirit and strengthens cooperation and partnerships.

7. **To build support and buy-in for future initiatives:** Evaluation can involve various stakeholders – partners in program, service providers, service users (direct and indirect), affected or interested communities, local and other level of government and funders. This is valuable for sustainability and mainstreaming of program and for future initiatives. Stakeholder engagement is an essential aspect of evaluating the effectiveness of an intervention, program, or policy. It can also help to ensure that the evaluation is relevant and responsive to the needs of those directly or indirectly affected. By involving stakeholders in the evaluation process, evaluation can become a more collaborative and participatory process, and can help to build trust and credibility with stakeholders. Organizations can benefit from developing continual strategies of communication and cultural considerations to ensure that stakeholders remain engaged throughout the process.

5.1.1.3 Monitoring and evaluation: linked yet distinct

Monitoring and evaluation are the two learning and management tools that help in keeping a control on the program activities in addition to raising the level of performance. While evaluation process gauges the success of the project or program in meeting the objectives, **monitoring** is an organized process of overseeing and checking the activities undertaken in a program, to ascertain whether it is capable of achieving the planned results or not.

> **Monitoring** is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. Related term: performance monitoring, indicator. OECD, 2022.

Monitoring is a continuous activity, based on observations, answering the question: *What's happening*? The information collected in monitoring process helps analyze each aspect of the project, (e.g. number and structure of users served, types of interventions, number of trainings/ sessions/ community meeting held, human resources, budget, materials engaged, waiting list…), to gauge the efficiency and adjust inputs wherever essential, but also to provide some of the basic data for evaluation! Monitoring focuses on processes (activities and outputs) but also monitors outcomes and impacts as guided by an accompanying Evaluation Plan.

Evaluation is a periodic activity, based on judgment, striving to understand: *So what if it is happening*? The evaluation builds on the monitoring process and by identifying the level of short to medium-term outcomes and longer term impacts achieved; the intended and unintended effects of these achievements; and approaches that worked well and those that did not work as well; identifying the reasons for success or failure and learning from both. The information collected during monitoring, enriched with other purposefully collected data from various sources, does not look at detail of activities but rather at a bigger picture.

In evaluation, we seek to find out **story behind numbers**, e.g. what is the profile of the youth/ parents/ elderly who attended program, particularly regarding gender equality,

inclusiveness of vulnerable, disadvantages or hard-to- serve/ hard-to reach users group and what is the user's satisfaction with certain aspects of the services. We are trying to find out did users learn new life or other skills and those this support them in school enrolment, nurturing and non-violent parental practice, fewer disciplinary actions at school or in the community, in gaining employment or reduced social isolation, loneliness, etc. Evaluation focus is on outcomes, impacts and overall goal of program, to provide recommendations and lessons to inform decision-making, improve performance, and demonstrate accountability.

Diagram 5.1.1: **The Relationship between Monitoring and Evaluation**
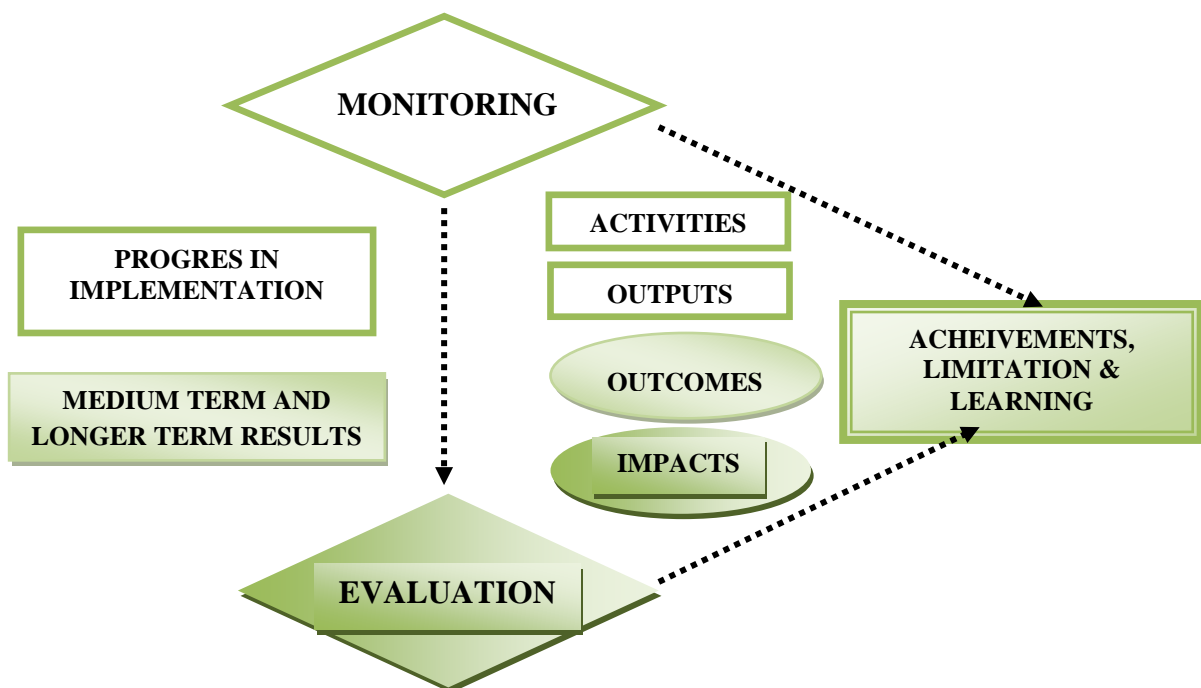
Source: (Markiewicz, 2014, p. 2)

Useful resources

- EVAL Community. *Evaluation Glossary*. https://www.evalcommunity.com/evaluation-glossary
- OECD (2022). *Glossary of Key Terms in Evaluation and Results-Based Management*, 2nd Edition. https://one.oecd.org/document/DCD/DAC/EV(2022)2/en/pdf
- USAIDS (2009). *Glossary of Evaluation Terms*. https://pdf.usaid.gov/pdf_docs/Pnado820.pdf

5.1.2 Evaluation types and approaches

Selecting among evaluation options is a challenge to program staff and evaluators interested in allocating resources efficiently and effectively. Once a decision has been made to design an evaluation study or a monitoring system for a program, there are many choices to be made about the type of approach that will be most appropriate and useful. There are many different

types of evaluations depending on the object being evaluated and the purpose of the evaluation. Evaluations fall into one of two broad categories: formative and summative.

Formative evaluation uses evaluation methods to improve the way a program is delivered by collecting feedback and data. It help strengthen or improve the program being evaluated by examining the delivery, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Basic types of formative evaluations are Needs assessment and Process or Implementation Evaluation (*see Table 5.1.1*).

Table 5.1.1: Types of Formative Evaluations

Type of Formative Evaluation	Purpose
Needs Assessment *Overall question:* What are the underling needs and conditions of target population/ community and relevant risk and protective factors?	Determines who needs the program, how great the need is, and what can be done to best meet the need. Needs assessment can help determine what populations are not currently served by programs and provide insight into what characteristics new programs should have to meet these populations' needs.
Process or Implementation Evaluation *Overall question:* How will the quality of program and/or initiative implementation be assessed?	Examines the process of implementing the program and determines whether the program is operating as planned. A process evaluation assesses what activities were implemented, the quality of the implementation, and the strengths and weaknesses of the implementation. Can be done continuously or as a one-time evaluation. Results are used to improve the program. A process evaluation of a program may focus on the outputs: number and type of participants reached, number and types of intervention delivered and/or determining how satisfied these individuals are with the program. If the process evaluation indicates high-quality implementation but the program does not produce positive outcomes, then there are likely to be problems with the program theory.

Formative evaluation typically involves collecting qualitative data through methods such as focus groups, interviews, and observations. These methods allow evaluators to gather feedback from stakeholders in a more detailed and nuanced way than quantitative methods. Formative evaluation may also involve analyzing data from previous evaluations, conducting literature reviews, or using other secondary sources of data.

Summative evaluation measures program outcomes and impacts during ongoing operations or after program completion. It examine the effects or outcomes of program – summarize it by describing what happens subsequent to delivery of the program; assessing whether the program can be said to have caused the outcome; determining the overall impact of the causal

factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object. Summative evaluation is usually conducted using predetermined criteria and involves collecting data through surveys, tests, or other methods to measure the outcomes of the program. So, summative evaluation can tell to what extent the program is achieving its goals. Basic types of summative evaluations are Outcome evaluation and Impact Evaluation (*see Table 5.1.2*)

Table 5.1.2: Types of Summative Evaluations

Type of Summative Evaluation	Purpose
Outcome Evaluation Overall question: How well did the program work?	Investigates to what extent the program is achieving its outcomes or results: whether or not the program caused an improvement among the participants on certain areas of interest (e.g., school attendance, non-violent discipline, nurturing parental practice, conduct problems, substance use, etc.) and by how much. These outcomes are the short-term and medium-term changes in program participants that result directly from the program. Outcome evaluations may examine improvements in participants' knowledge, skills, attitudes, intentions, behaviours or status ((e.g., poverty or employment rates). It also can identify that the intervention worked for some types of members of the target population and not others.
Impact Evaluation Overall questions: What intended and unintended outcomes (positive and negative) were produced for the target group/ population served, service providers, community or larger system in which program operates?	Determines any broader, longer-term changes that have occurred as a result of the program. These impacts are the net effects, typically on the entire institution (e.g. particular school, social welfare or health service, inter-sectoral team), community, organization, society, or environment. Impact evaluations may focus on the educational, environmental quality, or human health impacts of programs. An impact evaluation can be undertaken to improve or reorient an intervention (i.e., for formative purposes) or to inform decisions about whether to continue, discontinue, replicate or scale up an intervention (i.e., for summative purposes). Ideally, a summative impact evaluation does not only produce findings about 'what works' but also provides information about what is needed to make the intervention work for different groups in different settings.

Summative evaluation usually involves collecting quantitative data through methods such as surveys, standardized tests, and qualitative data through methods such as interviews, focus groups, case studies, and other assessments. These methods allow evaluators to measure the overall success of the program, product, or service in achieving its goals and objectives. Summative evaluation may also involve analyzing data from previous evaluations or using other secondary sources of data.

In summary, most evaluation work will examine program implementation to some extent, if only to ensure that the assessment of outcomes or impacts can be logically linked to program activities. Within the categories of formative and summative, there are different types of evaluation. Which of these evaluations is most appropriate depends on the stage of program formative evaluation typically involves qualitative research methods, while summative evaluation typically involves quantitative research methods. However, both types of evaluation may also incorporate a mix of research methods depending on the specific goals of the evaluation.

To leverage formative and summative evaluation for program success, it is essential to establish clear goals and objectives, use a variety of data sources and research methods, involve stakeholders, ensure data quality, use data to inform decision-making, communicate findings effectively, ensure ethical considerations, and continuously assess and adjust the evaluation plan.

5.1.2.1 Evaluating impact of Learning and Innovation Lab

Since Learning and Innovation labs dealing with social innovations in changing the social relations, in development-oriented learning and finding alternative solutions to work differently with vulnerable groups in community, exploring the unknown and testing unconventional, sets the specific challenges in evaluation efforts. Creating and implementing innovation include *exploring the unknown*, as one cannot know in advance what might succeed or not. It may be needed to try several of possible approaches, with the expectation that only few of these would be expected to succeed.

The nature of innovation places a range of challenges to evaluation:

1. It is essential to develop and use an approach to evaluation that is compatible with the characteristics of innovation, which will require an approach to evaluation that is *different* from traditional approaches to evaluation.
2. Evaluation of Learning and Innovation Lab needs to identify what *has* worked, or *has shown potential* of working. This is distinct of typical evaluation approaches that look at big numbers and highly standardized methods for collecting, analyzing and judging about comprehensive data.
3. Social Innovations who incorporate developmental and learning approach usually do not have entirely clear objectives or targets set in advance, which requires adapted approaches in setting the purpose and goal of the evaluation, methods of data collection and analysis.
4. Unlike the usual approaches, when evaluating small scale social innovations generally is more useful to look at outliers or exceptions, rather than at mean scores or average performance.
5. Different of traditional approaches to evaluation, 'lack of success' or 'failure' should not be taken as a worrisome, disturbing or negative. As long as what did *not* work, (and possibly why) has been identified, learning process provide valuable insights.

Learning and innovation nature of Labs seeks the application of non-traditional **developmental**, **participatory** and **empowering** evaluative approaches and an orientation towards **impacts** at the level of various stakeholder groups and the community.

Impact is direct or indirect, intended or unintended demonstrable or perceived medium-term and long-term benefits or shortcomings to individuals, groups, organizations and society as a result of the Lab program/intervention

 "Impact evaluations seek to answer one particular type of question: What is the impact (or causal effect) of a program on an outcome of interest? ... The focus is only on the impact: that is, the changes directly attributable to a program, program modality, or design innovation."

(Gertler et al, 2016, p. 8)

Box 5.1.2 Key Considerations for Conducting Impact Evaluation

1. **Contextual relevance**: Ensure that evaluations are contextually relevant and responsive to the local context, including socio-economic, cultural, and environmental factors.
2. **Participatory approach**: Involve stakeholders, including service users, affected communities, local authorities, policymakers, and civil society organizations, in all stages of the evaluation process to ensure inclusivity and ownership.
3. **Mixed methods**: Use a combination of qualitative and quantitative methods to capture the complexity of program impacts and outcomes comprehensively.
4. **Long-term perspective**: Assess the long-term effects of interventions to understand sustainability, scalability, and unintended consequences over time.
5. **Equity and inclusion**: Pay attention to equity and inclusion considerations to ensure that interventions benefit all population groups equitably and do not exacerbate existing disparities.
6. **Adaptive learning**: Foster a culture of adaptive learning and continuous improvement by using evaluation findings to adjust program strategies, approaches, and implementation modalities.
7. **Policy relevance**: Ensure that evaluation findings are communicated effectively to policymakers and decision-makers to inform evidence-based policy and programmatic decisions.

Source: EVAL Academy. https://www.evalcommunity.com/career-center/impact-evaluation/

If done too early, impact evaluations of Lab program will provide an inaccurate picture of the impacts, while if conducted belatedly will provide information too late to inform decisions. Impact evaluation of Lab is appropriate when there is scope to use the findings to inform decisions about future interventions, in the stage of learning and innovation process when there is clarity of intended learning and other purposes or intended users. Impact evaluation can be used for formative purposes (to improve or reorient an intervention) or for summative purposes (or to inform decisions about whether to continue, discontinue, replicate or scale up an intervention).

However, Lab impact evaluation requires proper planning and managing of process (UNICEF, 2014; Anderson & Abdalla, 2000):

- **Describing what needs to be evaluated**. Types and level of impact that we want to determine.

- **Identifying and mobilizing resources.** The availability of existing, good quality data and additional time and money to collect more.

- **Deciding who will conduct the evaluation**. Who, why and how will be involved in each step of the evaluation process to develop an appropriate and context-specific participatory approach.

- **Deciding and managing the process for developing the evaluation methodology.** What we decide to measure depends on time, money, and expertise.

- **Managing development of the Evaluation work plan.** Evaluations that are being undertaken to support learning should be clear about who is intended to learn from it, how they will be engaged in the evaluation process to ensure it is seen as relevant and credible, and whether there are specific decision points around where this learning is expected to be applied. Evaluations should be clear about who is being held accountable, to whom and for what, how they use internal and external resources in knowledge and skills for evaluation (by hiring an external evaluator).

- **Managing implementation of the work plan.** The specific evaluation includes implementing the activities identified in the plan, monitoring how smoothly they are proceeding, making adjustments as appropriate, and providing on-going review and feedback to make sure that events are on schedule. Evaluation or project coordinator must monitor this carefully to ensure that it is indeed accomplished in a reasonable, timely, and appropriate fashion. Data received should be confidential and maintained in that format due to the trust that is transferred to the holder of the data by those providing the information. When data were collected, it is necessary to code, analyze and synthesise them in order to ensure the integrity of evaluation, and the accuracy results.

- **Report and present findings.** An Evaluation Report is the vehicle that the evaluators use to formally present their findings and recommendations. Accordingly, a report must include the information that will best aid the program staff project management personnel in doing their tasks and other stakeholders (such as funding sources, oversight boards of directors, and community groups) to utilize evaluation results. Reports may be prepared in different formats, considering the audiences interested in the data. Different formats may include a detailed report with full sets of data, brief reports, executive summaries, and press releases. When choosing the appropriate format and content of the presentation, it is always kept in mind potential audience, and what they need to know.

- **Disseminating the report(s) and supporting use**. In order to use evaluation results for further learning, dissemination of knowledge, supporting their use, and mainstreaming innovations.

Impact evaluations need to go beyond assessing the size of the effects (the average impact) to identify for whom and in what ways a programme or policy has been

successful, employing well-chosen and well-implemented methods for data collection and analysis.

Box 5.1.3 Tips for evaluators evaluating innovation

- **Look at key exceptions/outliers approach** to innovation searching for those few situations that do seem to work out, where methods such as *Success Case Method, Outcome Harvesting* or *Appreciative Inquiry*, a techniques that is intended to identify what has changed, whether and how an intervention contributed to these changes, specifically, what *is* working and why.
- Use an approach open to identification of **unexpected, unintended effects**.
- **Avoid assessments based upon averages**. Both quantitative and qualitative approaches potentially can be used, depending upon the situation – provided that they include some means of identifying the unexpected.
- **Learning is critical!** Learning about what seems to work or not, and why, is absolutely critical, in particular with respect to systems and programmes that wish to foster innovation. Evaluation should assess *openness* to learning – and the extent that learning are extracted, both from what has not worked as well as from did work.
- **Be flexible and adaptable**. Innovations often arise from something very different from what was expected or initially intended. Overly fixed approaches to evaluation might overlook this. Utilize evaluation approach that can be modified, as need be, during the course of the intervention and the evaluation.

Adapted from: https://europeanevaluation.org/2021/05/27/9381/

Useful resources

- o BETTER EVALUATION. Evaluation work plan. https://www.betterevaluation.org/methods-approaches/methods/evaluation-work-plan).
- o USAID Impact Evaluation Designs. https://www.usaid.gov/impact-evaluation-designs; BETTER EVALUATION. Selecting impact/outcome evaluation designs: a decision-making table and checklist approach https://www.betterevaluation.org/sites/default/files/duignan-256-selectingimpactevaluation.pdf).
- o BETTER EVALUATION. Impact Evaluation https://www.betterevaluation.org/methods-approaches/themes/impact-evaluation).

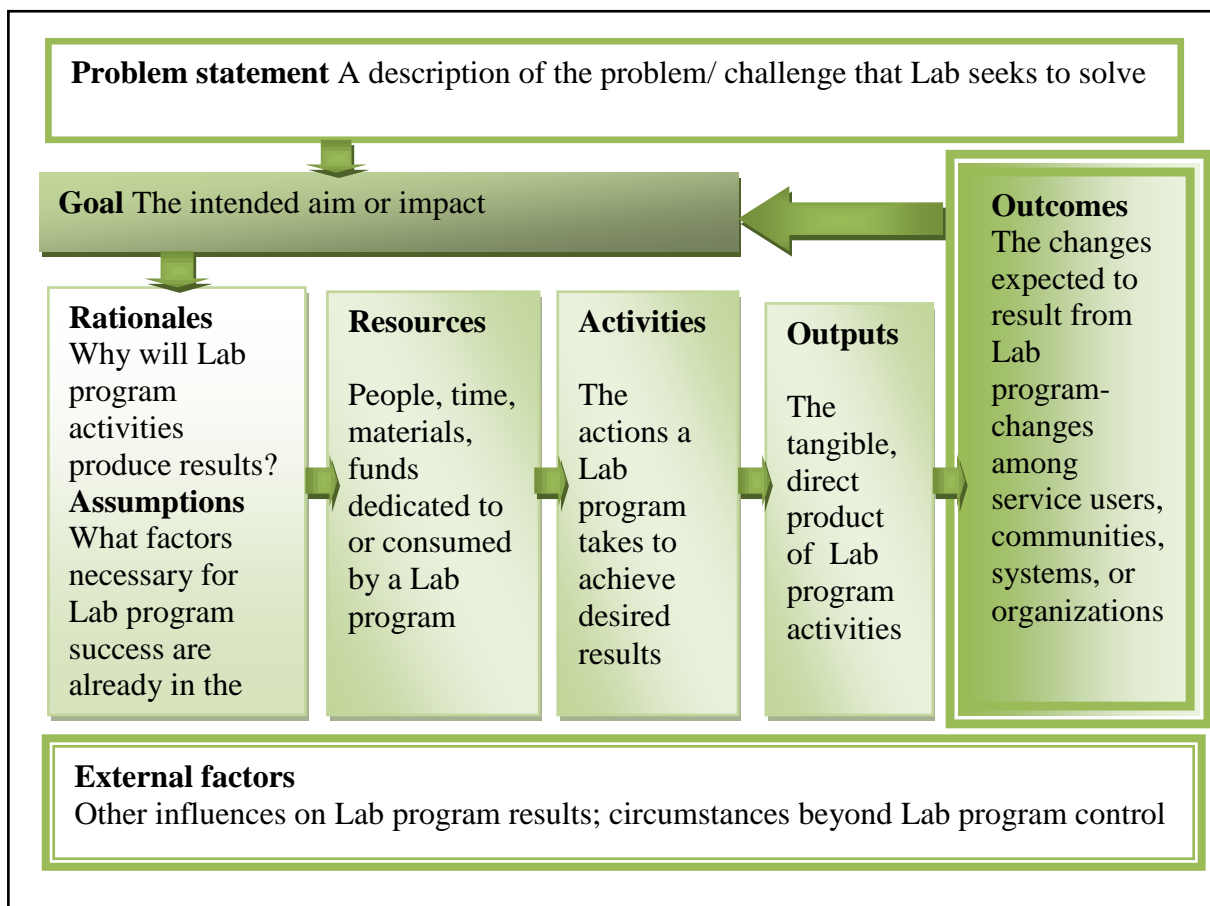### 5.1.2.2 Using a logic model to frame evaluation question

It is often helpful to base an impact evaluation on a theory or model of how the intervention is understood to produce its intended impacts. A logic model is a commonly-used tool to clarify and describe a program or initiative within an organization: what it is expected to

achieve and how. Many different logic model formats exist, but they all contain the same core concepts. The names of key components may vary among different logic models used in the field, but the underlying concepts are the same (*see Diagram 5.1.2*):

- Problem statement
- Goal
- Rationales & Assumptions
- Resources (imputes)
- Activities
- Outcomes (Short term- direct results; Intermediate – indirect results and Long-term results).

The logic model is an adaptable tool that can support many program activities, such as program planning, program management, communication, consensus-building, fundraising, and monitoring and evaluation. Evaluation efforts will be more effective if started with a logic model. Going through the logic model process will help ensure that evaluation will provide relevant and useful information.

Diagram 5.1.2: Logic Model Components

Problem statement A description of the problem/ challenge that Lab seeks to solve

Goal The intended aim or impact

Outcomes The changes expected to result from Lab program- changes among service users, communities, systems, or organizations

Rationales Why will Lab program activities produce results? **Assumptions** What factors necessary for Lab program success are already in the

Resources People, time, materials, funds dedicated to or consumed by a Lab program

Activities The actions a Lab program takes to achieve desired results

Outputs The tangible, direct product of Lab program activities

External factors Other influences on Lab program results; circumstances beyond Lab program control

Adapted from: Innovation Network (2005, p. 4)

Evaluation helps to find out how well that program or initiative actually works. "What worked, what didn't, why?" "How can we make it better?" (s*ee Diagram 5.1.3*). It is helpful to think about evaluation as integrated across your whole logic model as depicted in this graphic. During evaluation, Logic model is particularly useful to:

- document accomplishments
- organize evidence about the program
- identify differences between the ideal program and its real operation
- determine which concepts will (and will not) be measured
- frame questions about attribution (of cause and effect) and contribution (of initiative components to the outcomes)
- specify the nature of questions being asked
- prepare reports and other media
- tell the story of the program or initiative.

Diagram 5.1.3: Using a Logic model for Evaluation
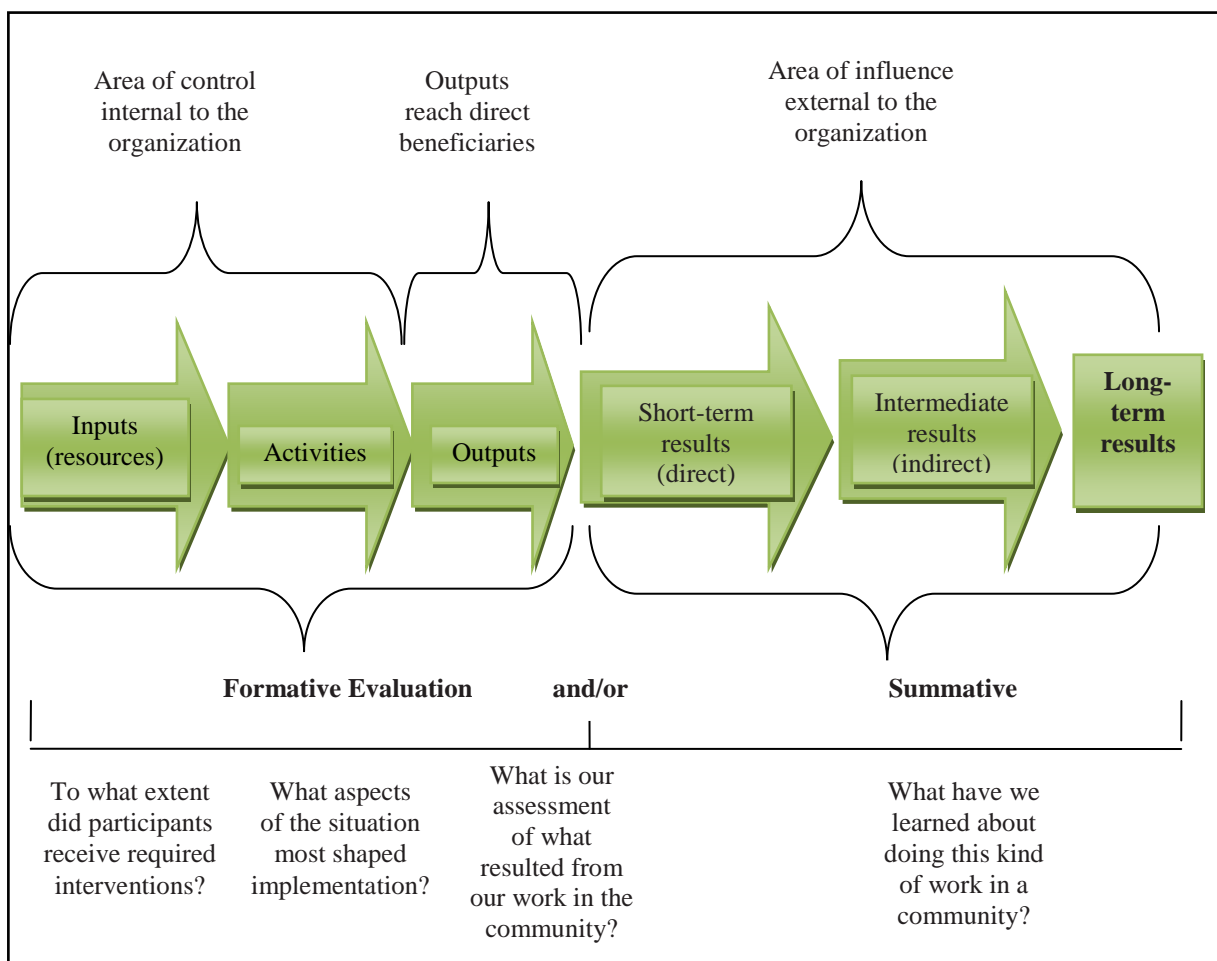
Source: Immas & Rist (2009, p. 223)

A well-constructed logic model is an indispensable tool for anyone looking to design, implement, or evaluate a program or initiative. By providing a clear roadmap from inputs to outcomes, it not only facilitates planning and execution but also enhances the ability to communicate the initiative's value proposition to stakeholders and funders.

While developing a comprehensive logic model requires effort and collaboration, the clarity and direction it offers make it a worthwhile investment in achieving meaningful and sustainable impact. Use the logic model to select the particular aspect, depth, component, or parts for evaluation.
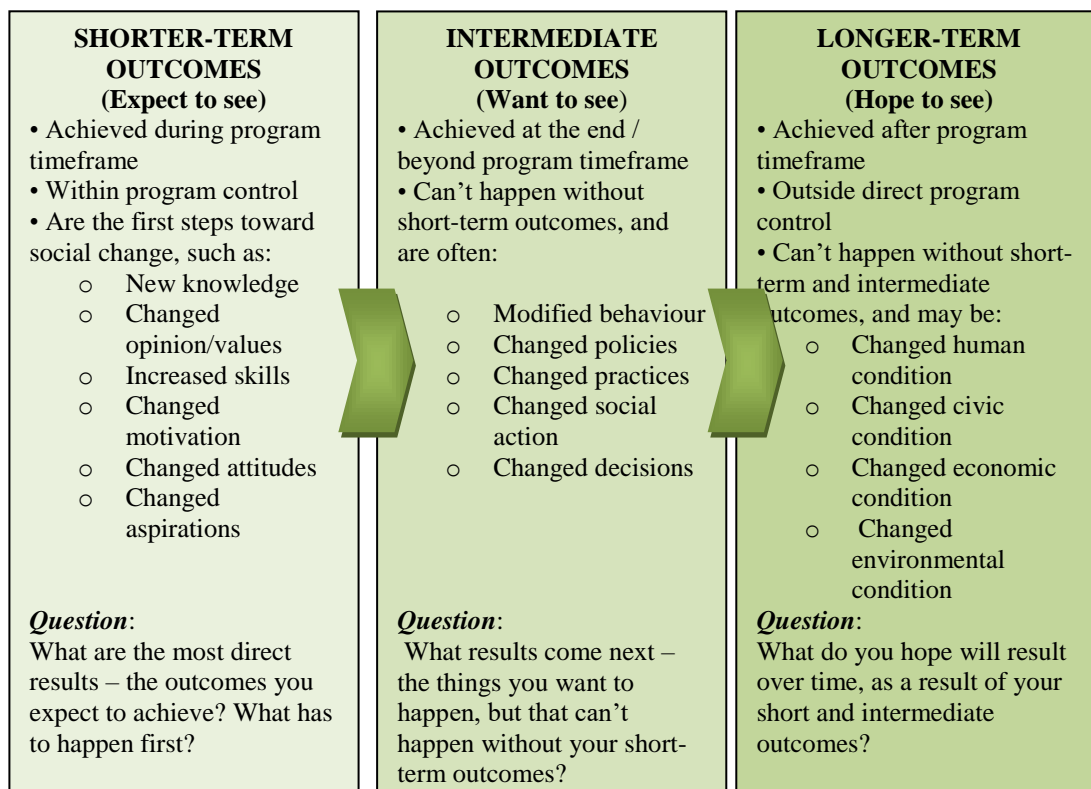
Program goals and objectives needs to be SMART:

- **Specific:** Targeting a particular area for improvement.
- **Measurable:** Quantifying, or at least suggesting, an indicator of progress.
- **Assignable:** Defining responsibility clearly.
- **Realistic:** Outlining attainable results with available resources.
- **Time-related:** Including a timeline for expected results.

Results, also called **outcomes**, **impacts** or **objectives,** are the changes that occur or the difference that is made for individuals, groups, families, organizations, systems, or communities during or after the program.

- They have to be within the scope of the program's control or sphere of reasonable influence (as a result of **outputs** – the direct and measurable products of a program's activities and services), as well as the timeframe chosen for particular Lab logic model.
- Results often represent the results of multiple outputs; each outcome usually corresponds to more than one output.
- It is important to present results and impact in terms of **change.**
- They have to be **measurable**.

Within the Logic model framework it is helpful to outline an **outcomes chain**, since the results don't all happen at once (*see Diagram 5.1.4*). During building Lab logic model, it is important to ensure that the activities are moving toward specified program goals. Even if Lab won't be able to achieve those goals within the program timeframe, it's important to see how they are connected.

Diagram 5.1.4: Outcomes chain

SHORTER-TERM OUTCOMES (Expect to see)	INTERMEDIATE OUTCOMES (Want to see)	LONGER-TERM OUTCOMES (Hope to see)

• Achieved during program timeframe
• Within program control
• Are the first steps toward social change, such as:
   o New knowledge
   o Changed opinion/values
   o Increased skills
   o Changed motivation
   o Changed attitudes
   o Changed aspirations
	• Achieved at the end / beyond program timeframe
	• Can't happen without short-term outcomes, and are often:
	
	   o Modified behaviour
	   o Changed policies
	   o Changed practices
	   o Changed social action
	   o Changed decisions
		• Achieved after program timeframe
		• Outside direct program control
		• Can't happen without short-term and intermediate outcomes, and may be:
		   o Changed human condition
		   o Changed civic condition
		   o Changed economic condition
		   o Changed environmental condition

Question: What are the most direct results – the outcomes you expect to achieve? What has to happen first?	*Question*: What results come next – the things you want to happen, but that can't happen without your short-term outcomes?	*Question*: What do you hope will result over time, as a result of your short and intermediate outcomes?

Although the results of a program or intervention are often called outcomes and impacts at the same time, there is an important difference between them:

Impact consists of the results that are directly due to the outcomes of a program. Results are determined by evaluations that factor out other explanations for these results. Impacts are the long-term or indirect effects of Lab outcomes. Impacts are relatively hard to measure since they may or may not happen. Therefore, outcomes questions ask: *What the program wishes to achieve*? Impact questions ask: *What effect took place because of the program*?

Hence, impact is about positive or negative, intended or non-intended **consequence**, **effect**, **influence** of Lab program or interventions on direct and indirect stakeholders, such as service users, Lab implementation team, service providers, organizations and structures involved and the communities' or society at large. In measurement terms, outcomes are usually predefined and can be measured objectively using quantitative measures. Impact, however, can be quantitative, qualitative, subjective, and based on people's feelings or experiences (tells story of the effect of change), making it harder to quantify as a result.

- **What questions does impact evaluation seek to answer?**

A properly designed impact evaluation can answer the question of whether the program is working or not and therefore assist in decisions about scaling up or mainstreaming. Yet, care must be taken about generalizing from a specific context. A well-designed impact evaluation can also answer questions about program design: which bits work and which bits don't, and so provide policy-relevant information for redesign and the design of future programs. It is important to know why and how a program works, not just if it does (Gertler et al., 2016).

Evaluation is about asking questions (good, critical questions to help us learn and be accountable). Identifying "good" questions is an important aspect of creating useful evaluations. What is important to measure? What will you spend time and resources on?

An impact evaluation should focus on a small number (five to seven) of specific key evaluation questions. These are the high-level questions that an evaluation addresses, not specific questions that might be asked in an interview or a questionnaire. It is better to focus on a small number of questions directly related to the purpose than to spread evaluation resources, and users' focus, across a large number of questions (s*ee Box 5.1.4 for examples of key evaluation questions for impact evaluation*).

Box 5.1.4 Examples of key evaluation questions for impact evaluation

Overall impact
- Did it work? Did (the intervention) produce (the intended impacts) in the short, medium and long term?
- For whom, in what ways and in what circumstances did (the intervention) work?
- What unintended impacts -

- What helped or hindered (the intervention) to achieve these impacts?

How it works
- How did (the intervention) contribute to (intended impacts)?
- What were the particular features of (the intervention) that made a

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<td>positive and negative did (the intervention) produce? Nature of impacts and their distribution</td>
<td>difference?</td>
</tr>
</table>

- positive and negative did (the intervention) produce? Nature of impacts and their distribution
- Are impacts likely to be sustainable?
- Did these impacts reach all intended beneficiaries? Influence of other factors on the impacts
- How did (the intervention) work in conjunction with other interventions, programs or services to achieve outcomes?

- difference?
- What variations were there in implementation?
- What has been the quality of implementation in different sites?
- To what extent are differences in impact explained by variations in implementation?

Match of intended impacts to needs

To what extent did the impacts match the needs of the intended beneficiaries?

Source: Rogers (2012, p.4)

Useful resources
- o COMMUNITY TOOLBOX. *Developing a Logic Model or Theory of Change*. https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main
- o BOND - Networking for international development. Logical Framework Analysis. https://www.gdrc.org/ngo/logical-fa.pdf;
- o INNOVATION NETWORK. Logic Model Workbook. https://innonet.org/media/logic_model_workbook_0.pdf
- o Key evaluation questions (KEQs) to guide Footprint Evaluations. https://www.betterevaluation.org/sites/default/files/2023-06/Key%20Evaluation%20Questions%20%28KEQs%29%20to%20guide%20Footprint%20evaluations%20v5_0.pdf
- o **Video** (25 min). How to: Logical Framework or Logframe | Project Monitoring & Evaluation Basics | A practical example. https://www.youtube.com/watch?v=00Rbll3ZNk0&ab_channel=Datalab.Africa

5.1.2.4.   Types of evaluation questions

Key evaluation questions are the high-level questions that an evaluation is designed to answer - not specific questions that are asked in an interview or a questionnaire and along with the data, time, and money available to conduct the evaluation, those key questions will drive the type of design selected. Having an agreed set of Key Evaluation Questions makes it easier to decide what data to collect, how to analyze it, and how to report it.
Questions can be grouped into three categories: descriptive, normative and cause-and-effect questions (Immas & Rist, 2009).

Descriptive questions ask about how things are and what has happened, including describing the initial situation and how it has changed, the activities of the intervention and other related programmes or policies, the context in terms of participant characteristics, and the implementation environment. Descriptive questions seek to understand or describe a program

or process and provide a "snapshot" of what is; are straightforward (who, what, where, when, how, how many), and can be used to describe inputs, activities, and outputs. Descriptive questions are frequently used to gather opinions from program clients, such as:

- o What is this program all about?
- o What is the landscape or context?
- o What are the primary activities of the program?
- o What do stakeholder groups see as the goals of the program?
- o Where and how has the program been implemented?
- o Who received what services?

Normative questions compare what is with what should be, comparing the present situation with a specified target, goal, or benchmark. These questions are similar in compliance orientation to those often asked in performance auditing. They ask the following:

- o Are we doing what we are supposed to be doing?
- o What was the quality of the intervention design/content?
- o Are we hitting our target?
- o Did the project spend as much as was budgeted?
- o To what extent was the program gender equitable?
- o Did we accomplish what we said we would accomplish?
- o What extent was the target of (outcome) % of the (target group) met?

Cause-and-effect questions determine what difference the intervention or program makes, asking ask whether or not, and to what extent, observed changes are due to the intervention being evaluated rather than to other factors, including other programmes and/or policies. Often referred to as *outcome, impact,* or *attributional questions,* they attempt to measure what has changed because of the intervention. Cause-and-effect questions seek to determine the effects of a project, program, or policy. They are the "so what" questions, asking whether the desired results have been achieved as a result of the program. Impact Evaluations focus on cause and effect questions, who seek to find out what difference the intervention made, in order to:
- Eliminate all other possible explanations
    - o Did the intervention/ program produce the intended results in the short, medium and long term? If so, for whom, to what extent and in what circumstances?
    - o To what extent can changes be attributed to the program?
    - o What were the particular features of the program and context that made a difference?
    - o What were the barriers and enablers that made the difference between successful and disappointing intervention implementation and results?
    - o What was the influence of other factors?
- Ask if the desired results have been achieved AND whether it is the intervention that has caused results
    - o Does the program cause intended outcomes for participants?
    - o As a result of the (*intervention*), do participants have (*outcome*) than they otherwise would have?
- Suggest before & after and with & without comparisons.
    - o What has (and has not) worked for whom in what circumstances?

- How valuable were the results to service providers, clients, the community and/or organizations involved?
- What are we learning that informs our development?
- What evidence of effectiveness is useful to our development?
- What opportunities are emerging?
- To what extent did the intervention represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community?

Depending of the type of evaluation, **key evaluation questions** seeks to answer specific querys (*see Box 5.1.5*)

Box 5.1.5 Key evaluation questions for the process and outcome/ impact evaluation

Process evaluation
- How is the program being implemented?
- How appropriate are the processes compared with quality standards?
- Is the program being implemented correctly?
- Are participants being reached as intended?
- How satisfied are program clients? For which clients?
- What has been done in an innovative way?

Outcome and Impact evaluation
- How well did the program work?
- Did the program produce or contribute to the intended outcomes in the short, medium and long term?
- For whom, in what ways and in what circumstances? What unintended outcomes (positive and negative) were produced?
- To what extent can changes be attributed to the program?
- What were the particular features of the program and context that made a difference?
- What was the influence of other factors?

Adapted from: BETTER EVALUATION. Specify the key evaluation questions. https://www.betterevaluation.org/frameworks-guides/rainbow-framework/frame/specify-key-evaluation-questions

Useful resources

- EVAL Academy. Evaluation Question Examples by Type of Evaluation. https://www.evalacademy.com/articles/evaluation-question-examples-by-type-of-evaluation
- EVAL Academy. How to Write Good Evaluation Questions. https://www.evalacademy.com/articles/how-to-write-good-evaluation-questions
- USAID Learning Lab. Defining Evaluation questions. https://usaidlearninglab.org/system/files/resource/files/27-mod5_definingevaluationquestions.pdf

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Quiz

1. What is the difference between monitoring and evaluation?
   a. Monitoring focuses on inputs, while evaluation focuses on outputs.
   b. Monitoring is an ongoing process, while evaluation is a one-time activity.
   c. **Monitoring collects data, while evaluation analyzes data and draws conclusions.**
   d. Monitoring is conducted by external evaluators, while evaluation is conducted by program staff.

2. Objectives should be written as:

a. **Specific, simple, clear and concise statements that describe the intended results to be achieved.**
b. High-level statements that provide the overall context for M&E
c. Long term statements that state the ultimate expected impact of a program
d. Unquantifiable and not needing to be measured

3. Indicators are:
   a. Only quantitative
   b. Written at process, output, outcome and impact level
   c. Used to determine what progress is being made towards the achievement of an intended result (objective)
   d. a and c
   e. **b and c**

4. What is the purpose of a logic model in program evaluation?
   a. **To summarize the key program activities and outputs**
   b. To identify the target population for the program
   c. To allocate financial resources to program activities
   d. To analyze the social and economic context of the program

5. What is the purpose of a theory of change in program evaluation?
   a. To outline the program's objectives and goals
   b. To establish a timeline for program implementation
   c. To identify potential challenges and risks
   d. **To explain how the program activities lead to desired outcomes**

6. Outcome is the direct and measurable products of a program's activities and services.
   a. True
   b. **False**

7. The SMART criteria for setting program objectives stands for:

   a. Systematic, Measured, Agreed-upon, Relevant, Thorough
   b. Strategic, Managed, Aligned, Realistic, Time-bound
   c. **Specific, Measurable, Achievable, Relevant, Timely**
   d. Structured, Meaningful, Actionable, Reliable, Tangible

8. If you want to learn is program implemented as planned, you will use:
   a. Outcome evaluation
   b. Impact evaluation
   c. **Process evaluation**
   d. Summative evaluation

9. What of the following best describes an impact evaluation?
   a. Assessing the efficiency of program implementation
   b. **Measuring the long-term effects of a program on its beneficiaries**
   c. Evaluating the quality of program outputs
   d. Determining the cost-effectiveness of program activities

10. Which of the following is an example of a summative evaluation?

a. Collecting feedback from program beneficiaries.
   b. <u>Assessing the long-term impact of a program.</u>
   c. Monitoring program activities on an ongoing basis. d) Evaluating the process and implementation of a program.
11. Impacts are the long-term or indirect effects of outcomes.
    a. **<u>True</u>**
    b. False

12. Which of the following is an example of an impact indicator?
    a. Number of training sessions conducted.
    b. Percentage of participants satisfied with the training.
    c. **<u>Increase in participants' knowledge after the training.</u>**
    d. Number of training materials distributed.

13. Example of cause and effect question in evaluation is:
    a. Was the process for selecting participants fair/equitable?
    b. **<u>Is the poverty rate reduced as a result of the program?</u>**
    c. How well did participants score on the final exam?
    d. Did we vaccinate 80% of children as planned?

14. Impact evaluation tries to find out how well did the program work.
    a. True
    b. **<u>False</u>**

15. Outcome usually corresponds to more than one output
    a. **<u>True</u>**
    b. False

16. If you want to learn is program made a difference, you will use:
    a. Outcome evaluation
    b. **<u>Impact evaluation</u>**
    c. Process evaluation
    d. Summative evaluation

17. Choose matching definition of summative evaluation:
    a. Conducted or completion of the program, to learn how well goals were/are being met
    b. begin at program start, to learn how well was the program implemented and was it implemented as planned?
    c. Conducted during program planning and implementation to ensure alignment to goals and objectives.
    d. **<u>Conduced to learn community-level changes and ultimate impact the program is intended to have</u>**.