ENDING POVERTY
DEEPENING COMMUNITY
BUILDING YOUTH FUTURES
CLIMATE TRANSITIONS

Vibrant Communities
TAMARACK INSTITUTE

WORKBOOK | GETTING TO IMPACT: FOUNDATIONS OF MEASUREMENT

Adapted from Getting to Impact with Mark Cabaj

REQUIRED TIME: 3-8 HOURS (15-30 MINUTES PER PRINCIPLE)

Learn about and practice 12 principles for tracking and communicating your efforts.

OVERVIEW

This series of short exercises will help you build knowledge around and test several foundational concepts for tracking complex social change initiatives.

These basic concepts will continually be referred to throughout the Getting to Impact coaching series. It is important that you and your team develop a solid understanding, not only of the goals for tracking and reporting on impact, but also of the principles, practices and processes that are available.

The purpose of the following exercises is to help you practice the skills you will need to use as you develop your Impact Report.

This workbook covers 12 core principles for tracking community change:

1. **Clarify your purpose**	7. **Match methods to capacity**
2. **Accept imperfection**	8. **Adapt, adopt, or build**
3. **Align measurement**	9. **Estimate contribution**
4. **Prioritize measurements**	10. **Assess value**
5. **Numbers and narrative**	11. **Make appropriate claims**
6 **Weave data together**	12. **Learn by doing**

PRINCIPLE 1: BE CLEAR ABOUT THE PURPOSE

Be clear about the purpose of measuring your results. It will influence the methods, resources and expertise you will need to get the job done, your audience, and what you can do with the data.

It is important to start your evaluation efforts by answering the question: '*Why are we measuring our results*?' There are (at least) four reasons, each with different purposes (uses), audiences (users), and implications for the approach you take.

Table 1: Purposes of Measuring Results

Purpose	Uses	Users	Approach
Level 1: Tracking & Communication (aka monitoring and accountability)	- Monitoring - Sense of progress - Communication - Funder reporting	- Collaborative partners - General Public - Targeted Leaders	- Roughly right data - Easy to routinely gather and - Communication
Level 2: Strategic Learning (aka developmental and formative)	- Informs the adaptation of the strategy or initiatives	- Leadership Team - Collaborative Partners	- Systematic processes for sense-making of outcomes
Level 3: Strategic Choices (aka summative)	- Informs high-stake decisions on whether to sustain or wind down efforts	- Leadership Team - Funders - Political leaders	- As robust data as possible - Often external assessment - Long term tracking - Requires resources and deep expertise
Level 4: Field Building (aka knowledge development)	- Contribute to research projects (e.g., academic) to surface insights and patterns about an approach	- Academic Researchers - National Associations - Networks of Practitioners	- Indicators, methods and data designed by someone outside the innovation (e.g., University researchers).

The purpose of Getting to Impact is to support tracking and communication efforts because:

1. Defining and communicating progress is a core responsibility of the coordinating body.

2. Monitoring, gathering, analyzing and communicating results-based data are the foundational skills for being able to do strategic learning, strategic decision-making, and field-building research.

This tells us our task is to: **build capacity to routinely pull together roughly-right data on the results of our efforts to communicate to our key stakeholders**.

GROUP EXERCISE 1-A

Purpose: Start the participatory evaluation process by clarifying who should be involved in the evaluation and how.

Brainstorm:

- Who are the different stakeholders in your project, including the more peripheral people or organizations, who may have an interest in collaborating in the project and its evaluation?

- What contribution can each of these stakeholders make at the different stages of the evaluation process?
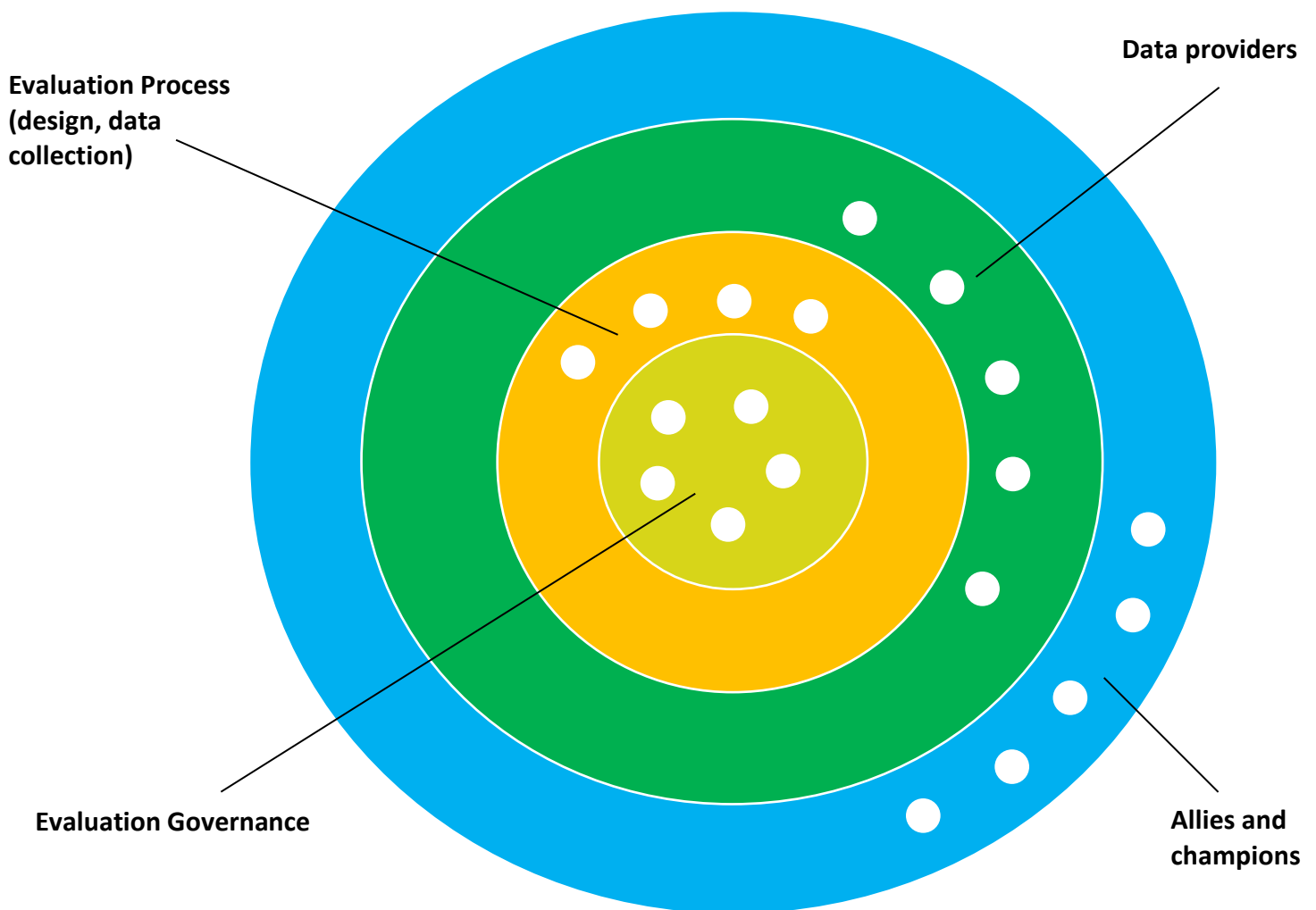
GROUP EXERCISE 1-B

Purpose: Clarify your end-users and purpose. Determine whether you will pursue strategic learning and summative decision-making evaluation in addition to this coaching series.

1. Fill in the chart below with your team and have a discussion that identifies: who the most important people are to be sharing your impact with; what information they need to make decisions; how that information needs to be presented to them so that it is digestible; and what kind of timeframe they need to receive the information.

Table 1: Users/Use Matrix

Primary Audience	What do they want to know about our results?	What are their preferences for how we share that information and when?	What are the implications for timeframe?
1. Ex. City Council	o *People supported by programs/projects* o *Return on investment* o *Overall city poverty rates* o *Poverty indicators on Indigenous people*	o *Council Report provided annually, probably 10 pages in length using a City format.*	o *Annually*
2.			
3.			

2. Given the targeted focus of this project on tracking outcomes and impact data for basic monitoring and communication purposes, how would you like to approach your measuring efforts for the rest of this year?

    ☐ We will focus on gathering outcomes and impact data for tracking and communication purposes this year, and focus on learning, summative decisions, and/or field building next year.

    ☐ We will also be using the knowledge, tools and impact results we gain from this series toward learning, decision-making, and/or research this year.

    ☐ Other

    Why? _____
    _____
    _____
    _____

RESOURCES

Dip

[Three Templates for Communication Planning](#) (Better Evaluation)

[Identifying the Intended Users and Uses of an Evaluation](#) (International Development Research Corporation)

Dive

The Center for Evaluation Innovation and Foundations Strategy Group have a variety of excellent resources on evaluation for learning, including:

- [Center for Evaluation. Strategic Learning](#)

- [Foundations Strategy Group. Building a Strategic Learning and Evaluation Systems for Your Organization](#).

The Better Evaluation website has a variety of resources on traditional summative evaluation or impact evaluation. See: [Impact Evaluation](#)

[Overview of Data Collection and Analysis Methods in Impact Evaluation](#) (UNICEF Webinar)

PRINCIPLE 2: ACCEPT THE IMPERFECTION OF POVERTY MEASURES

Embrace the reality that whatever measures of poverty reduction you choose, they are only a working proxy for the real thing…poverty is a very complex, highly debated, experience that defies simple measurement.

As poverty is multi-dimensional, there are no one-dimensional solutions nor a perfect measurement system that will describe each community's outcomes and impacts. However, there are several existing measurement frameworks that can help you establish parameters for talking about the difference between living in poverty or not, and how we know when poverty has been reduced.

GROUP EXERCISE 2

Purpose: Understand the strengths and limitations of your measurement framework.

1. ***For members with an existing measurement framework*** - What is the framework your table is using to define poverty and poverty reduction? What are the strengths and limitations of this framework?

2. ***For members without a measurement framework*** – What are you looking for in a measurement framework? What are the most important aspects for the framework measure and communicate?

RESOURCES

Dip

[Approaches to Measuring Less Poverty in Communities](#) (Tamarack Institute)

Dive

The following resources describe the more typical frameworks for measuring reductions in poverty.

Intervention-level measurement frameworks:

- [The Self-Sufficiency Matrix](#)

- [Deprivation Index](#)

- [Sustainable Livelihoods](#)

- [Social Determinants of Health](#)

Population-level measurement frameworks:

- Income-based measures (ex. [LICO](#), [LIM](#), [MBM](#))

- [Deprivation Index](#)

- [Dimensions of Poverty Hub](#)

- [Canadian Index of Wellbeing](#)

PRINCIPLE 3: ALIGN MEASUREMENT TO YOUR PLAN

Create a results framework that aligns your outcomes and impact with the priority areas in your plan.

Communities Ending Poverty members that have developed – or are developing – a poverty reduction plan, focus on a number of different priority areas that the community feels must be addressed in order to move the needle on poverty. This may include addressing income and employment, transportation, housing, etc.

The participants in your network – the people that support this work – expect to get updates on the progress that has been made in these specific areas.

The Multi-Level Framework provides a method to communicate outcomes in three distinct but inter-related scales of work for each priority area:

- **Niche innovations** – concrete projects, programs, initiatives that generate immediate benefits for people (e.g., better employment, increased savings, avoided costs).

- **Systems & policy change** – changes in policies, regulations, resources, and/or practices required to support better services or programs (e.g., living wage by-laws, changes in social assistance regulations).

- **Community awareness & buy-In** – shifts in the public's and civic leaders' awareness, understanding and support for work in this priority area.

Multi-Level Perspective for Poverty Reduction
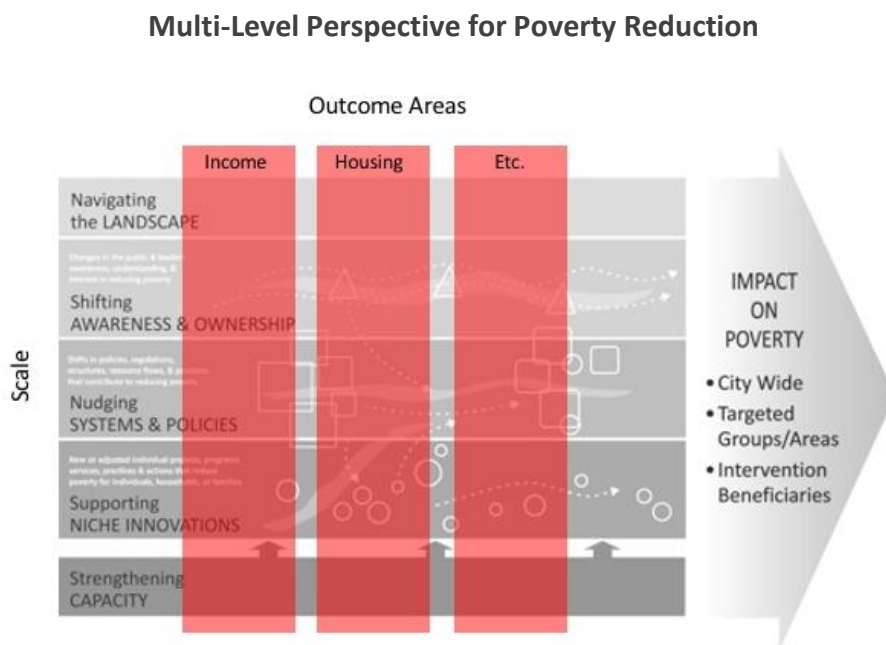
GROUP EXERCISE 3

Purpose: Test the value of the Multi-Level Framework against your priority areas of work.

1. Select *one* priority area of your poverty reduction plan (e.g. income & employment, transportation, housing) and take five minutes to <u>roughly </u>map your collaborative's activities and outcomes under this priority area using the Multi-Level Framework

   o What are the number and type of 'niche' innovations underway in this area?

   o What types of systems change activities (e.g., research, advocacy campaign) and outcomes (e.g., policy, regulations, investments) have emerged (or you hope will emerge) so far?

   o What types of activities (e.g., working with media, networking with civic leaders) and shifts in public awareness and will to address poverty (e.g., public perception surveys) have emerged (or might emerge) so far?

2. To what extent do you feel that this simple way of mapping outcomes can help you better think about and communicate your progress in this priority area?

PRINCIPLE 4: PRIORTIZE WHAT TO MEASURE

Prioritize the results you want to track … you cannot measure everything and trying to will just create noise and confusion.

No matter how much capacity your initiative has, it is not possible nor useful to try to measure everything. While you and your partners may be curious to do so:

- Not all outcomes and impact are created equal. Focus on understanding a few results well, rather than going a mile wide and inch deep on many of them.
- Many data tracking systems become so comprehensive and complex that they are infeasible.
- At some point, too much data becomes 'noise' rather than 'signals' as people become overwhelmed with too much information to review and make sense of.
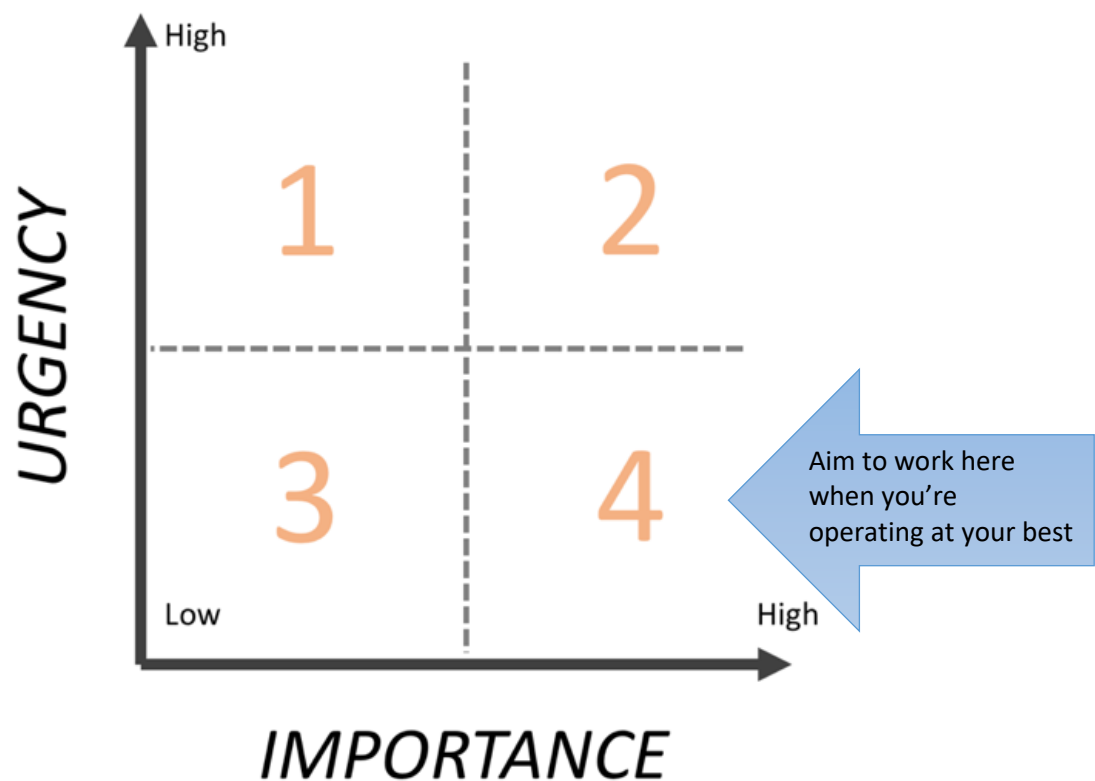
The key question in developing an impact report is deciding: what are the most *important* outcomes and impacts to communicate in the coming year?

GROUP EXERCISE 4

Purpose: Start to distinguish your priority results for monitoring and reporting impact.

1. Identify 10-12 outcomes and impacts that your team feels like it should address in your Impact Report.

2. Place the outcomes in one of the four categories in the Urgency-Importance Matrix (3 = low importance and urgency).

3. Which of these do you want to include in your Impact Report? What other results would you like to add to this year's report? Why?

RESOURCES

Dip

[Sometimes to Hear the Music you Have to Turn Down the Noise: A Game-Changer Approach to Poverty Reduction Strategy and Evaluation](#) (Tamarack Institute)

Dive

Sophisticated rating scales offered by Better Evaluation and the CDC on prioritizing evaluation questions, can be adapted to help you prioritize which results to track:

*   [Prioritize and Eliminate Questions](#) (Better Evaluation)
*   [Focus the Evaluation](#) (Centre for Disease Control)

PRINCIPLE 5: NO NUMBERS WITHOUT NARRATIVE, NO NARRATIVES WITHOUT NUMBERS

*It is difficult to understand impact without qualitative
and quantitative data, so we employ a mixed method
approach.*

Using qualitative and quantitative methods to track and describe the results of your poverty reduction efforts is important. Neither approach on their own provides a complete picture of progress.

Examine the differences between qualitative and quantitative data.

Qualitative Data	Quantitative Data
Overview: • Deals with descriptions. • Data can be observed but not measured. • Colors, textures, smells, tastes, appearance, beauty, etc. • Qualitative → Quality	**Overview:** • Deals with numbers. • Data which can be measured. • Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. • Quantitative → Quantity
Example 1: *Oil Painting*	**Example 1:** *Oil Painting*
Qualitative data: • blue/green color, gold frame • smells old and musty • texture shows brush strokes of oil paint • peaceful scene of the country • masterful brush strokes	**Quantitative data:** • picture is 10" by 14" • with frame 14" by 18" • weighs 8.5 pounds • surface area of painting is 140 sq. in. • cost $300

GROUP EXERCISE 5

Purpose: Practice describing your impact using numbers and narrative.

1. Consider a recent initiative – a program, project, policy, or process – that generated some kind of positive result or benefit for people in your community.   Take ten minutes to reflect on the following questions.

Qualitative	Quantitative
How many people were affected by this initiative?	Who were the different types of people involved in the initiative? Why did they participate?

What is the measurable difference in their lives (e.g., more money, fewer expenses)?	How are their lives different because of the initiative? What can they do now that they could not do before?
How much have things improved (e.g., 5% more income, 8% less on housing cost)?	What were (if any) the unanticipated outcomes – positive or negative – that emerged for them?

2. To what extent do you feel that this mixed method approach provides a more fulsome understanding of the results for this initiative than using only quantitative data alone?

1	2	3	4
No more understand	A little more understanding	Somewhat more understanding	A lot more understanding
Why?			

3. What other kinds of qualitative and/or quantitative data might you add to get an even better understanding of results?

RESOURCES

Dip

A short book review that challenges the emphasis on 'quantitative measures' as the only way to understand impact. Resource Review: The Tyranny of Metrics.
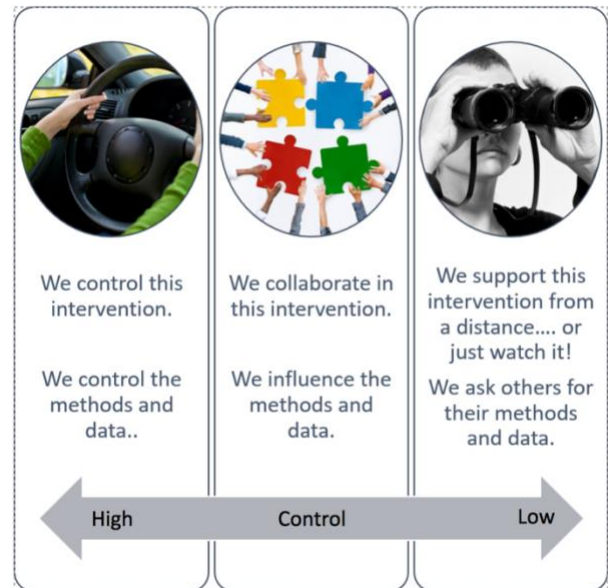
Dive

A brief about the typical ways that organizations employ mixed methods design. Conducting Mixed Methods Evaluation. (United States Agency on International Development)

PRINCIPLE 6: WEAVE TOGETHER A PATCHWORK OF DATA TO CREATE A COHERENT PICTURE

Weave together a patchwork of data sources to make a coherent results story … your ability control or influence what data is collected, how and by whom varies depending on strategy and structure.

Roundtables coordinating a flat, distributed network of organizations, collaboratives and volunteers - all working on different aspects of poverty reduction, will have difficulty with partners giving them *any* data, never mind consistent data.

Roundtables are less 'Masters of Shared Measurements Systems' and more 'Data Weavers' who piece together a variety of different data sources and try to create a coherent picture of activities and results of their diverse and active community.

We control this intervention.

We control the methods and data..

We collaborate in this intervention.

We influence the methods and data.

We support this intervention from a distance…. or just watch it!

We ask others for their methods and data.

High   Control   Low

GROUP EXERCISE 6

Purpose: Determine your approach for gathering data and weaving together your impact story

1. Reflect on your current situation gathering data on poverty reduction results in your community.

   - What is one example in which you *control* the results-data being measured? How?

   - What is one example in which you *influence* the results-data being measured? How?

   - What is one example in which you depend on others to provide data on a result?

2. Now that you have a sense of the different types of control you have over the development and implementation of data tracking, describe how you will approach putting together your Impact Report.

Gather whatever we can from the network and weave it into a coherent impact story		Provide our network with a common framework for methods and data but allow people to pick whatever works best for them. Then gather and weave that data into a coherent impact story.		Get everyone in the network to use the same methods and same indicators
1	2	3	4	5

Why?

RESOURCES

Dip

A nuts and bolts guide to developing a Collaborative Outcomes Report - [Developing a Performance Story](#) (Better Evaluation)

[Report on outcomes and get everyone involved: The Participatory Performance Story Reporting Techniques](#) (J. Dart, conference presentation)

Dive

Triangulation facilitates validation of data through cross verification from more than two sources - [Triangulation](#) (Better Evaluation)

Options for synthesizing data across evaluations - [Synthesize Across Evaluations](#). (Better Evaluation)

PRINCIPLE 7: MATCH METHODS TO YOUR CAPACITY

Match the sophistication of your methods to the capacity of your group … and ensure that other people know that this influences the rigour of your results.

Your collaborative's human and financial resources will ultimately determine how thorough you can be in measuring your results, and this has implications for how rigorous your results are. In the table below, find rough guidelines on what your collaborative should expect to be tracking and reporting, at a minimum, based on your capacity, as well as the limitations you should expect in the data.

Note: We do not recommend undertaking a less sophisticated measurement process than you are capable of. If you have the capacity to put more rigour into your methods, despite your budget and expertise, we encourage that you do!

Table 3: Capacity Implications

	Convener Capacity	Approach	Implications for Methods
Level 1	1-2 FTE staff, very little budget, little to no evaluation expertise	Basic monitoring tools that describe likely impacts in a coherent manner	Should be easy to develop and employ but only hint at impact
Level 2	3-4 FTE staff, evaluation budget, some evaluation expertise	Participatory methods that provide 360 perspective on impact	Stronger base of evidence; strong engagement benefits
Level 3	5-6 staff, good evaluation budget, evaluation coordinator	Multiple indicators and methods that offer	More robust data and analysis

GROUP EXERCISE 7

Purpose: Get a sense of the level of rigour your results will have based on your capacity.

1. What level of capacity does your group have right now?

2. To what extent are you satisfied with the level of rigour that your capacity allows for?

1	2	3	4	5
Very Dissatisfied	Somewhat Dissatisfied	Uncertain	Somewhat Satisfied	Very Satisfied

Why?

3. Where and how might you strengthen your data measuring and reporting capacity in the future?

RESOURCES

Dip

Decide Which Method to Use (Better Evaluation)

Dive

Evaluation on a Shoestring (Better Evaluation)

PRINCIPLE 8: ADAPT, ADOPT OR BUILD YOUR MEASURES AND METHODS

Be realistic about your capacity and make informed choices about your measurement approach …collaboratives have three options to choose from when measuring impact, each with their own strengths and limitations.

There are only three broad options that collaboratives have in developing and employing indicators and methods to track their outcomes or impact: adopt an existing one, adapt an existing one, or build a new one from scratch.

Table 4: Adopt, Adapt, Build-Your-Own Approaches

Options	Description	Strengths	Limitations
Adopt	Find and use an existing set of indicators, methods and data.	Credibility of a tested approach; Relatively inexpensive; Deep expertise may not be required.	May not reflect what you unique need May not exist.
Adapt	Find an existing set of indicators, methods and data and adjust them to suit your needs.	Relatively inexpensive and quick to do.	Requires some expertise and resources.
Build	Develop, test and refine your own customized set of indicators, methods and data.	Most likely to capture your unique impact	Takes time, money and expertise to develop well.

Each option has clear strengths and limitations. While nearly everyone dreams of a shared measurement system, there are often very few of them from which to pick, and those that are available are often too 'cookie cutter' to reflect your unique context or strategy. On the other hand, many people would like to create their own customized set of methods and indicators that are most relevant to their work; this, however, takes more time, money and expertise to do well.

Because there is no perfect way to develop indicators and methods for your unique poverty reduction efforts, it is best to become comfortable with being informed about your options for doing so, and the strengths and limitations of whatever approaches you embrace.

GROUP EXERCISE 8

Purpose: Get a sense of whether you want to adopt, adapt, or build-your-own measurement system based on your capacity and the strengths and limitations of each approach.

1. Identify three examples from your poverty reduction efforts where you have used each of the adopt, adapt, or build approaches to using indicators and methods to track your poverty reduction results.

2. For each example, describe what has worked well and not well.

	Your Example Result	What worked out well	What worked out not as well	Continue or Pivot Approach this year	Why?
Adopt					
Adapt					
Build					

3. Knowing that no option is perfect, do you feel you would like to continue with this approach for each example or pivot? Why?

RESOURCES

A comprehensive list of resources on developing indicators and methods, including examples and case studies - Use Measurement, Indicators and Metrics (Better Evaluation)

PRINCIPLE 9: ESTIMATE CONTRIBUTION

Seek to understand the contribution – rather than attribution – of your efforts to evaluate outcomes and impact. Changes – particularly policy and systems-level changes - are often due to multiple factors beyond your intervention.

At the same time as your collaborative poverty reduction effort is implementing its strategy, there are a multitude of other individuals, groups, associations and organizations also affecting the socio-political and economic environment. Determining the 'real value' of your efforts on any one change is a dilemma as attribution analysis requires extraordinary conditions that collective impact poverty reduction initiatives tend not to have.

Contribution analysis moves beyond trying to prove that your intervention caused an outcome, acknowledging that the intervention is just one of many factors behind a community change and seeks to assess the relative contribution of the intervention.
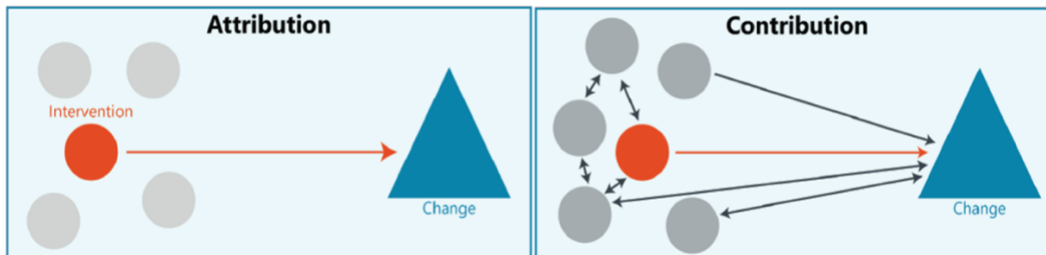
A contribution mindset allows multiple stakeholders to 'claim credit' for generating a change or result, while also asking them to sharpen their thinking about how much of a contribution they actually made given all the other factors in play. The image below depicts how a collaborative's initiatives/actions may only contribute in a few – but important – ways to the overall outcome.

Our contributions to poverty reduction
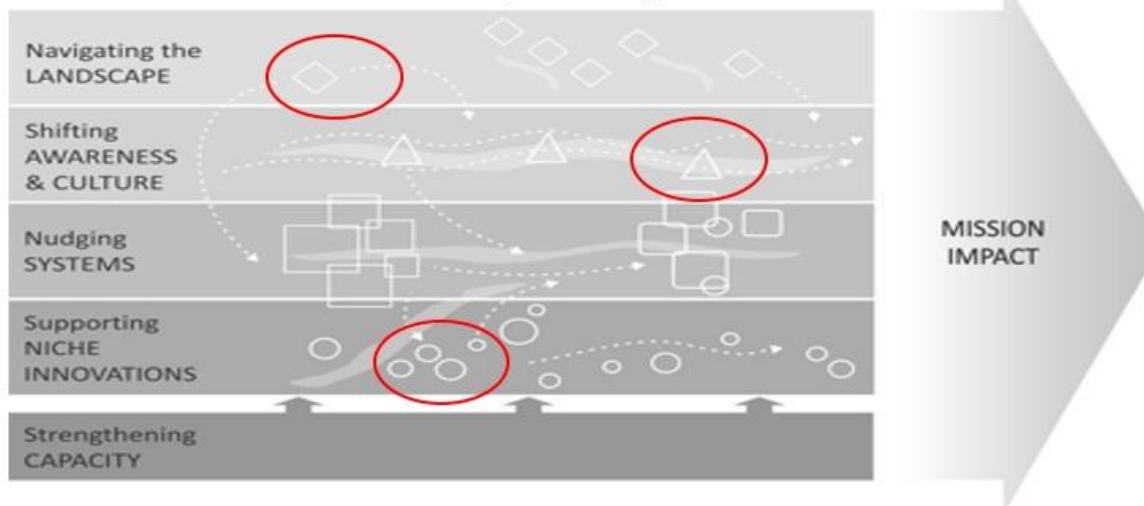
GROUP EXERCISE 9

Purpose: Practice analyzing your collaborative's contribution(s) to outcomes.

As a group, consider one outcome – preferably a policy or systems change – that you feel confident that your roundtable has had an obvious part in helping to bring about. Reflect:

1. How did our efforts or interventions add value to the emergence of this change (e.g., convening meetings, influencing leaders, mobilizing resources)?

2. In your opinion, what was the relative contribution level of efforts to that change? Why?

1	2	3	4	5
Our contribution made little to no difference to this change emerging.	Our contribution nudged the change to happen.	Our contribution was one of several important factors in making this change happen.	Our contribution was one of the more significant factors in making this change happen.	Our contribution was the primary reason for this change.
Why did you rate it this way?				

RESOURCES

Dip
An introduction to contribution analysis - <u>Contribution Analysis</u> – (Better Evaluation)

Dive

A more fulsome description of contribution analysis prepared by John Mayne, the person who popularized the approach - <u>Contribution Analysis: An Approach to Exploring Cause and Effect</u> (The Institutional Learning & Change Initiative)

An example of a comprehensive approach to assessing the contribution of advocates to changes in policy - <u>Contribution Analysis in Policy Work Assessing Advocacy's Influence</u> (Center for Evaluation Innovation)

PRINCIPLE 10: ASSESS VALUE OF YOUR RESULTS

Remember to assess the value of your impact … measurements without an assessment of their value and significance do not mean much.

Even when there is a robust understanding of *what* has changed in a poverty reduction effort, we must still "*value*" that outcome in some manner. "Valuing" is the root of the word eVALUation.

There are at least five archetypical ways to 'value' changes in a situation, which are illustrated in the table below, using the example of a parent 'valuing' changes in his/her child's grades in high school math.

Table 5: Five Ways to Value or Judge Results

Value	Reflection	Assessment
Improvement	To what extent do measures show change?	Have my child's grades improved over time?
Goal Achievement	To what extent are making progress on goals?	S/he wanted to achieve an 80% average – at 78%, she is so close.
Benchmarking	How does our progress compare against peers?	Her/his grades are about average compared to his/her peers.
Standards	How does our progress compare against peers?	The grades are close – but not close enough – for him/her to get into the post-secondary program s/he wants.
Perspectives	How do diverse stakeholders value the change from their unique perspective?	S/he, has suddenly turned into a Math convert and wants a 90%; her/his teacher is more than pleased about his/her progress; I am glad s/he is doing better, though I might offer her/him a math tutor to ensure that the grades are good enough to get into that post-secondary program.

Groups that do not make the act of 'valuing' outcomes a key part of their measurement effort leave their audience wondering, "So what does it all mean?" In the worst cases, your stakeholders may ask you to collect even more hard-won data in the vain hope that somehow 'value' and 'meaning' will emerge with more tables and charts.

GROUP EXERCISE 10

Purpose: *Practice ascribing value to your collaborative's results.*

Here is a simple exercise you can do with your team to illustrate the dynamic nature of valuing results.

1. Identify an outcome or result that has emerged from your efforts so far.

2. Ask each member in your group to rate the satisfaction with the result on a scale of 1 to 5, and then ask them to describe why.

1	2	3	4	5
Very Disappointed	Somewhat Disappointed	Unsure or Mixed Feelings	Pleased	Very Pleased
Why?				

3. Theme the different "*why*" reasons that people provided on their ratings.

4. Reflect:

    •   What did you learn about the possible 'invisible' criteria your diverse team members employed when ascribing value to the change in this example?

    •   So, when you produce your impact report on your outcomes and impact for your stakeholders do you want to:

        ☐ Provide our own 'valuation' of these results?
        ☐ Help your stakeholders to 'value' the results presented in a draft report, and then share the results in the public document?
        ☐ Focus only on describing outcomes and impacts to date, allowing report readers to form their own opinion.
        ☐ Other

RESOURCES

Dip

Most Significant Change is an easy to use technique that allows diverse stakeholders to describe what they value most about a change - Most Significant Change (Better Evaluation)

Collaborative Outcomes Reporting (COR) presents a performance story and evidence of how a program has contributed to outcomes and impacts, which is then reviewed by technical experts and program stakeholders - Collaborative Outcomes Reporting (Better Evaluation)

Dive

The education field has pioneered the use of 'rubrics' to help organize and rate performance results in schools and school systems, a technique that is now being used in other fields of social development. While there are no clear examples or templates yet of using rubrics for efforts to reduce poverty, groups can experiment with ways to use them to rate their progress - Using Rubrics (Better Evaluation)

PRINCIPLE 11: MAKE APPROPRIATE CLAIMS

Make appropriate claims about your impact based on the 'rigour' of your indicators, methods and data…you will lose credibility if you slip too heavily into marketing mode and make unreasonable statements.

People are more apt to believe claims that are cautious, objective and include an explanation about the limitations of the process used to generate the data. They become suspicious, and often dismissive if the language used to share the heavily promotional, overly positive and clearly marketing oriented.

The following table provides a high level, simple checklist of important factors that a collaborative should keep in mind when making claims about the outcomes of their work.

Table 6: Understanding Our Claims

	Rating		
	Weak	**Medium**	**Strong**
1. Long term tracking of results.			
2. Multiple types of data and evidence used.			
3. Clear description of methods used and limitations.			
4. Evidence and data drawn from more than one site.			
5. The evaluator(s) have extensive expertise & credibility.			
6. The evaluation was done by or with external evaluators.			
Appropriate Claim	These outcomes seem possible…	These outcomes seem likely	These outcomes seem probable

GROUP EXERCISE 11

Purpose: Clarify the type of claims you can make about your results based on your rigour.

1. Refer back to the 10-12 sample outcomes and/or impacts you used in Principle 4.

2. Rate the methods used to produce data on that result using the table above:

    What is the 'rough' level of rigour used to produce data on this result?

    What kind of claim have you made in the past about our rigour (if at all)?

    What kind of claim should you be making about this outcome?

RESOURCES

Dip

This book provides a brief summary of how evaluators think about and make claims. Utilization-Focused Evaluation, 4th Edition, Pages 497-500. (Michael Quinn Patton)

Dive

The Canadian version of Evaluation Standards, originally developed by the Joint Commission on Educational Evaluation, this is the most comprehensive (yet difficult to navigate) approach to standards. Interesting for those who want to go 'deep' on this topic - Program Evaluation Standards (Canadian Evaluation Society)

PRINCIPLE 12: LEARN BY DOING

Prepare yourself for a long-term iterative process of learning by doing…there are principles, frameworks and methods to draw from, but you can only really get good at this by doing it <u>a lot.</u>

The only way to get good at assessing the outcomes of your poverty reduction effort is to learn-by-doing. This might be starting small, focusing on only one part of your plan, or starting big and trying to map out the results of the entire initiative. In either case, your group must embrace the mission of 'relentless incrementalism' and 'continual improvement' in your work, engaging in multiple cycles of gathering, analyzing and communicating data on your progress over time.

GROUP EXERCISE 12

Purpose: Assess your collaborative's current tolerance of the learn-by-doing approach and consider how to increase your skills, capacity and support for this method.

1. Individually reflect on your collaborative's current evaluative culture. On a scale of 1-5, where 1 is 'not at all' and 5 is 'frequently', rank the below questions on how well you do:

    - Deliberately seek evidence on how you are progressing against your goals?

    - Make time to engage in genuine dialogue at the table to make sense of the results?

    - Use the results to make strategic decisions, including supporting various initiatives?

    - Support trying innovative approaches and tolerate learning from mistakes?

    - Access appropriate tools to support learning?

2. Compare your answers with other group members. On average, how advanced is the collaborative's culture already on supporting the Learn by Doing approach?

3. What will you do differently to build a stronger tolerance of and support for an evaluative culture? (Hint: Refer to the 'Dip' list in the Resources section)

RESOURCES

Dip

An excellent overview of what evaluation capacity looks like and how to build it - Evaluation Capacity. (Better Evaluation)

A summary of what it means to create a learning and evaluation culture necessary for sustained and robust measurement - Building an Evaluative Culture for Effective Evaluation and Results Management (The Institutional Learning & Change Initiative)

Dive

A comprehensive set of techniques and tools to draw from when building up your team's, organization's, or network's capacity to measure and evaluate outcomes - Building Evaluation Capacity: 72 Activities for Teaching and Training (Hallie Preskill & Darlene Russ-Eft)

REFLECTION

We have just completed a review of 12 principles related to 'measurement' that will influence how you monitor and communicate the outcomes and impacts of your poverty reduction work.

1. What are three insights (or more) to emerge for you and your team in this module?

2. What are three questions (or more) to emerge for you and your team in this module?

3. What are three (or more) new actions you will take to start preparing for developing your impact report?

NOW WHAT?

Once you have completed all of the reflection questions with your roundtable members and have explored the supporting resources, connect with your Manager of Cities to debrief on what you have been able to adapt well, what you are having challenges with, clarify concepts, and connect with peers or resources should you require more information.

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