WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

RESULTS-BASED MANAGEMENT TOOLKIT

RESULTS-BASED MANAGEMENT TOOLKIT

ACRONYMS AND ABBREVIATIONS

ABC	Action on Body Confidence
FBM	Free Being Me
GG/GS	Girl Guides and Girl Scouts
GPT	Global Programmes Team
GPN	Girl Powered Nutrition
ILD	Innovation and Leadership Development
M&E	Monitoring and Evaluation
MO	Member Organisation
NGO	Non-Governmental Organisation
OECD-DAC	Organisation for Economic Cooperation and Development - Development Assistance Committee
PMT	Programme Management Team
QPR	Quarterly Progress Report
RBM	Results-based Management
SDGs	Sustainable Development Goals
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
STV	Stop the Violence
TOR	Terms of Reference
UNDP	United Nations Development Programme
VAV	Voices Against Violence
WAGGGS	World Association of Girl Guides and Girl Scouts

FOREWORD BY
Miguel Camacho

In our fast-changing and competitive world, organisations need more than ever strong evidence to prove their credibility and relevance to the lives of young people. The question is: Does WAGGGS and its Member Organisations have a robust system to do this?

This Results-based Management toolkit helps you to capture the evidence and learnings in your respective programmes, initiatives or projects; and to foster an evidence-based and learning culture within WAGGGS and Member Organisations. In addition, this warrants an effective knowledge management system within the organisation to ensure that all the learnings captured in the process will not be put to nothing.

The value of having a robust planning, monitoring, evaluation, and learning system is determined by how much the information collected in each stage is actually being used by the organisation in its decision-making. Having this system in place will allow WAGGGS and Member Organisations to improve performance, enhance accountability, and increase transparency and credibility. This, at the end of the day, is to ensure that all girls and young women in the Girl Guiding/Girl Scouting Movement are having a quality youth experience, and to keep our Movement thriving, united and growing.

ACKNOWLEDGEMENTS AND DISCLAIMER:

This toolkit is developed by Miguel Camacho of the WAGGGS Global Programmes Team. The thoughts and views expressed on this document are those of the author and do not necessarily reflect the position of any entity. Special thanks to Cristal de Saldanha,
Paul Bigmore, Andii Verhoeven and Jason Pollard for their feedback.

WELCOME TO THE RESULTS-BASED MANAGEMENT TOOLKIT!

This 'Results-based Management Toolkit' seeks to provide guidance for the planning, monitoring, evaluation, and learning processes of global programmes and other initiatives or projects of the World Association of Girl Guides and Girl Scouts (WAGGGS) and its Member Organisations (MO). Based on the principles of Results-based Management (RBM), this Toolkit offers practical steps and examples towards the fulfilment of the core components of a results-based programme.

The **OBJECTIVES** of this Toolkit are:

- To provide basic understanding of the RBM processes (planning, monitoring, and evaluation) within the WAGGGS context;
- To provide knowledge of the fundamental elements of a results-based programme: analysing core problems, developing a robust results framework with SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) indicators, and setting up and operationalising a monitoring and evaluation (M&E) system;
- To capture evidence of the impact outcomes, and learnings from WAGGGS' programmes, projects and initiatives to improve both internal and external accountability, transparency, and credibility;
- To promote a results-based culture and evidence-based decision-making in the current and future work of WAGGGS and MOs.

This Toolkit is intended to various **AUDIENCES**:

- Global Programmes Team (GPT) staff, who directly manage and measure the programmes including the Programme Management Team (PMT), Innovation and Leadership Development Team (ILD), and M&E Team;
- Other WAGGGS Teams, who are part of the programme including the Communications Team, Advocacy Team, Fund Development Team, Member Engagement Team, Human Resources and Finance Teams;
- Member Organisations and World Centres, who will be involved in the delivery of WAGGGS benefits and services;
- At times it may also be appropriate to share in part or entirely with some stakeholders and partners, including Girl Guides and Girl Scouts, communities, government, and other NGOs.

This Toolkit is divided into three RBM processes: **Part 1 on Planning**, **Part 2 on Monitoring**, and **Part 3 on Evaluation**. Each part will have the recommended steps that each new programme at WAGGGS should fulfil. For situations where a programme is already established, steps are labelled **REQT (required, with set tools)**, **REQN (required, without set tools)**, and **OPT (optional)**. Recommended tools and additional resources for each step are presented after each step.

This Toolkit is a working document and will be updated based on learnings from programme implementation. For any **feedback or questions**, kindly contact the WAGGGS Global Programmes Team at miguel.camacho@wagggs.org, or contact the WAGGGS World Bureau at wagggs@wagggs.org and ask for the programmes team.

PART 1 PLANNING

PART 2 MONITORING

PART 3 EVALUATION

WHAT IS RESULTS-BASED MANAGEMENT (RBM)?

Planning, monitoring, and evaluation constitute the Results-based Management (RBM) processes (Figure 1). RBM is defined as "a broad management strategy aimed at achieving improved performance and demonstrable result" (UNDP 2009). It is a continuous process of constant feedback, learning and improving.

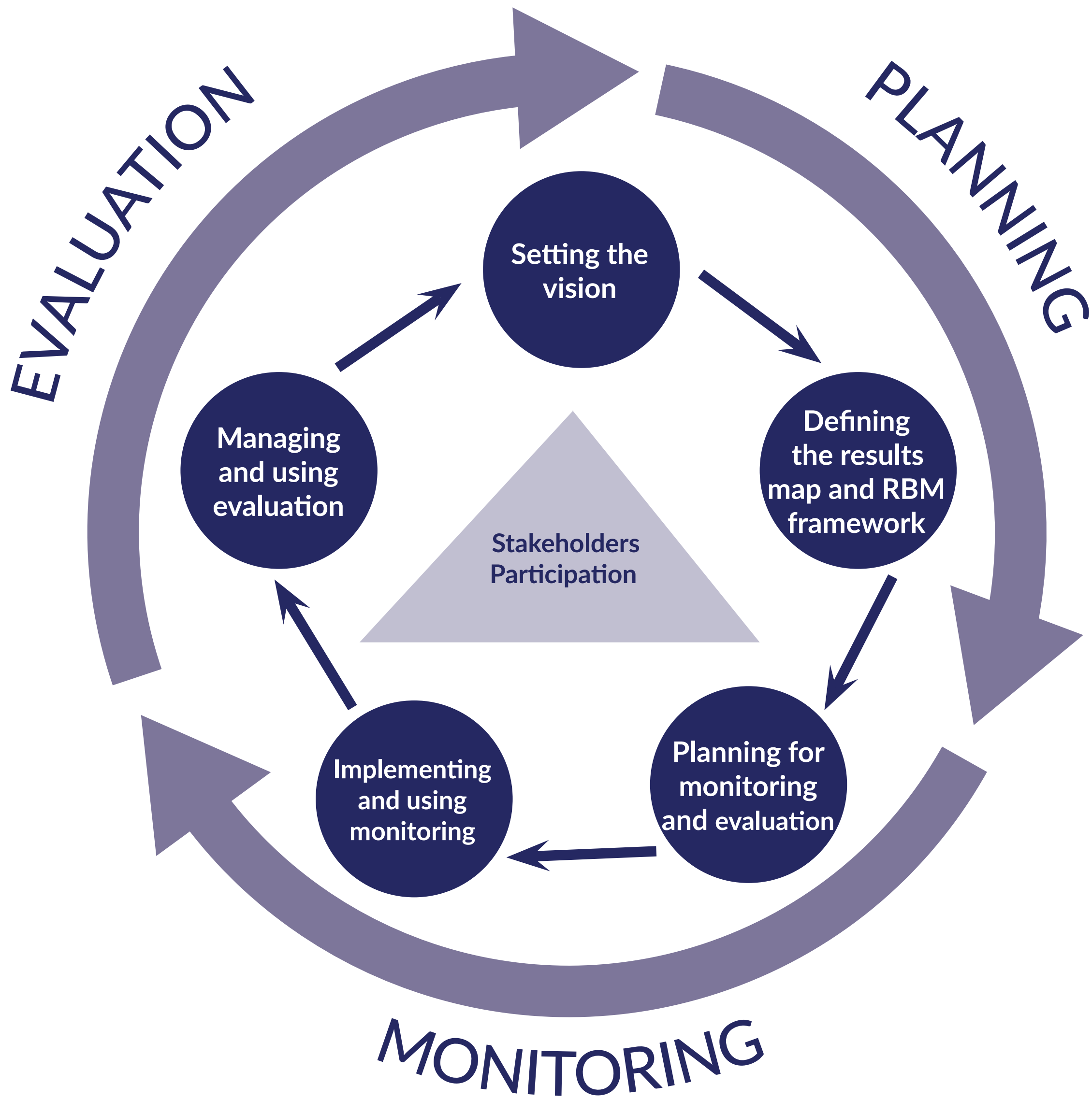


Figure 1. RBM programme life-cycle approach (UNDP 2009)

It should be noted that Figure 1 mainly depicts the interconnectedness of planning, monitoring and evaluation. These processes should not necessarily have to occur in an orderly sequence. Evaluation, for example, does not necessarily need to happen only at the end of the programme as you can have evaluation throughout the programme cycle.

Primarily, RBM helps an organisation to have robust learning, accountability and risk management. Effective RBM requires an evidence-based culture and strong accountability for results amongst key people within the organisation.

PART 1
PLANNING

PART 1 PLANNING

The first step in RBM is planning. Planning involves setting goals, objectives, strategies, and allocating resources for the programme. Briefly, planning gives us the overall direction of the programme; hence, it is expected that a significant amount of time should be spent on good planning. Results-based planning allows for the team to focus only on the medium- and long-term objectives that matter.

THE FOLLOWING ARE THE RECOMMENDED STEPS TO ACHIEVE GOOD PLANNING:

STEP 1 - Conduct a Stakeholder Analysis

REQN

TIME REQUIRED: *few hours to few days*

DEFINITION:
Stakeholders are the people, organisations, and entities who will benefit from the programme, project and initiative, or who can influence the decisions on the issue(s) addressed by any of these. They include but are not limited to MOs, government, NGOs, private organisations, communities, schools, and girls.

One of the most common reasons of programme failure is the limited engagement of stakeholders. Effective programme planning, implementation, monitoring, and evaluation are achieved when relevant stakeholders participate meaningfully and openly. Hence, they should be involved throughout the whole programme cycle.

Stakeholder analysis is important to know the level of participation the various stakeholders should have in the programme cycle and to ensure that they have ownership of the programme. This can be done using simple tools and process.

First, list the different types of stakeholders (internal and external), and their roles in the programme.

Second, rate the level of their importance in relation to programme objectives and the level of influence they have in the programme from a scale of 1 to 5 (5 as highest). Plot these ratings in a stakeholder matrix (Figure 2).

Third, identify the type of information each stakeholder need, and how frequent do they want this information.

Remember that the primary stakeholders of WAGGGS are always the Member Organisations.

NOTE

YOUTH PARTICIPATION:
WAGGGS is strengthening the participation of young people within the organisation, particularly in governance and decision-making (Motion 32, 36th World Conference 2017). For global programmes, youth participation are being mainstreamed in new initiatives such as the Girl Powered Nutrition (GPN) where teenage girls have been involved in co-creating the content of the badge curriculum and community activities. The strategy will be formalised once the Youth Participation Framework has been developed.

ACTION!

See Tool 1 (stakeholder analysis template) to conduct your stakeholder analysis. However, you may choose other tools to do this as long as they allow you to make decisions on how these stakeholders should be engaged in the programme cycle.

Figure 2. Stakeholder matrix

IMPORTANCE		
	Group 2: High importance/Low influence stakeholders • Needs emphasis to consider their interests and voices be heard	Group 1: High importance/High influence stakeholders • Key stakeholders • Should be involved in the planning and implementation process
	Group 4: Low importance/Low influence stakeholders • Unlikely to play a major role in the overall process	Group 3: Low importance/High influence stakeholders • Can create constraints to programme implementation • Needs to have their support for the programme
	INFLUENCE	

PART 1 PLANNING

STEP 1 - Conduct a Stakeholder Analysis

TOOL 1 Stakeholder Analysis Template

STAKEHOLDERS		ROLE
		A. INTERNAL
1	*(write stakeholder name here)*	
2		
3		
4		
5		
		B. EXTERNAL
1	*(write stakeholder name here)*	
2		
3		
4		
5		

	IMPORTANCE (scale of 1-5)	INFLUENCE (scale of 1-5)	INFORMATION NEEDED

STEP 2 - Conduct a Problem Analysis (aka Problem Tree)

OPT

TIME REQUIRED: *several hours to several days*

Identifying and understanding the problems to be solved should be done before developing the programme goals and objectives. These problems should reflect what is faced by the MOs, communities, or girls; not problems that WAGGGS thought of without prior consultation or investigation.

Depending on the programme size, the problem analysis can be done through a series of workshops (for large programme) to few focus group discussions and stakeholder consultations (for smaller programmes). Regardless, key stakeholders in Step 1 should be involved to have a shared understanding of the problems and causes. Reviewing existing literature and/or collecting primary data must be done before undertaking a problem analysis. Steps in problem analysis are as follows:

TECHNICAL ADVICE!

It is recommended to *bring together* in one place the key stakeholders identified in Step 1 to facilitate different perspectives during the discussion. This is vital in building stakeholder consensus, which is crucial in developing a common vision and strategy.

First, identify the main problems in a particular area. Focus on what is happening now and to whom. State the problems in broad negative conditions or realities that would facilitate thorough analysis, rather than specific things that are unavailable.

For example, *(a) girls do not receive iron supplements versus (b) girls experience double/triple burden of malnutrition.* In the first example, the problem is stated on what is specifically missing, i.e. iron supplements, and might lead the group in coming up with a solution on iron supplementation. This problem statement (a) might not allow for a more comprehensive analysis of all factors (gender, cultural, health, economic, etc.) affecting girls' nutrition as opposed to problem statement (b)..

Second, from the numerous problems identified, organise and prioritise the problem your team wants to solve by considering its value (significance of the problem to the MO, communities, or girls); support (various partners who will support the work in addressing the problem); and capacity (WAGGGS/MO capacity and comparative advantage to work on this problem).

Once the priority problem has been identified, a problem tree can now be done. It is important that all stakeholders involved in the process have read and reviewed available studies and data about the problem to ensure a thorough discussion. At the end of the analysis, a problem tree should be developed showing the priority problem as the trunk, the causes as the roots, and the major effects as the leaves.

Third, identify first the major causes of the priority problem. One way to do this is to use the technique called Five-Whys: asking 'Why…?' five times in succession (Better Evaluation, 2018a). The answers to the first Why are the major causes that are attached to the trunk of the tree. For each major cause, identify sub-causes by asking "Why has this happened?" four times or until no more reasons can be identified. Repeat this process for all the causes identified. Sub-causes contributing to the same cause should be linked as necessary.

Fourth, complete the upper part of the tree by identifying the most direct effects of the problem; this would comprise the first layer of leaves. And then, identify the indirect effects of the problem, which should branch out from the direct effects.

Fifth, review the draft problem tree whether they depict a good understanding of the problem. Add and revise the tree as necessary.

Figure 3 shows an example of a problem tree developed by the Girl Powered Nutrition (GPN) team.

PART 1 PLANNING

STEP 2 - Conduct a Problem Analysis (aka Problem Tree)

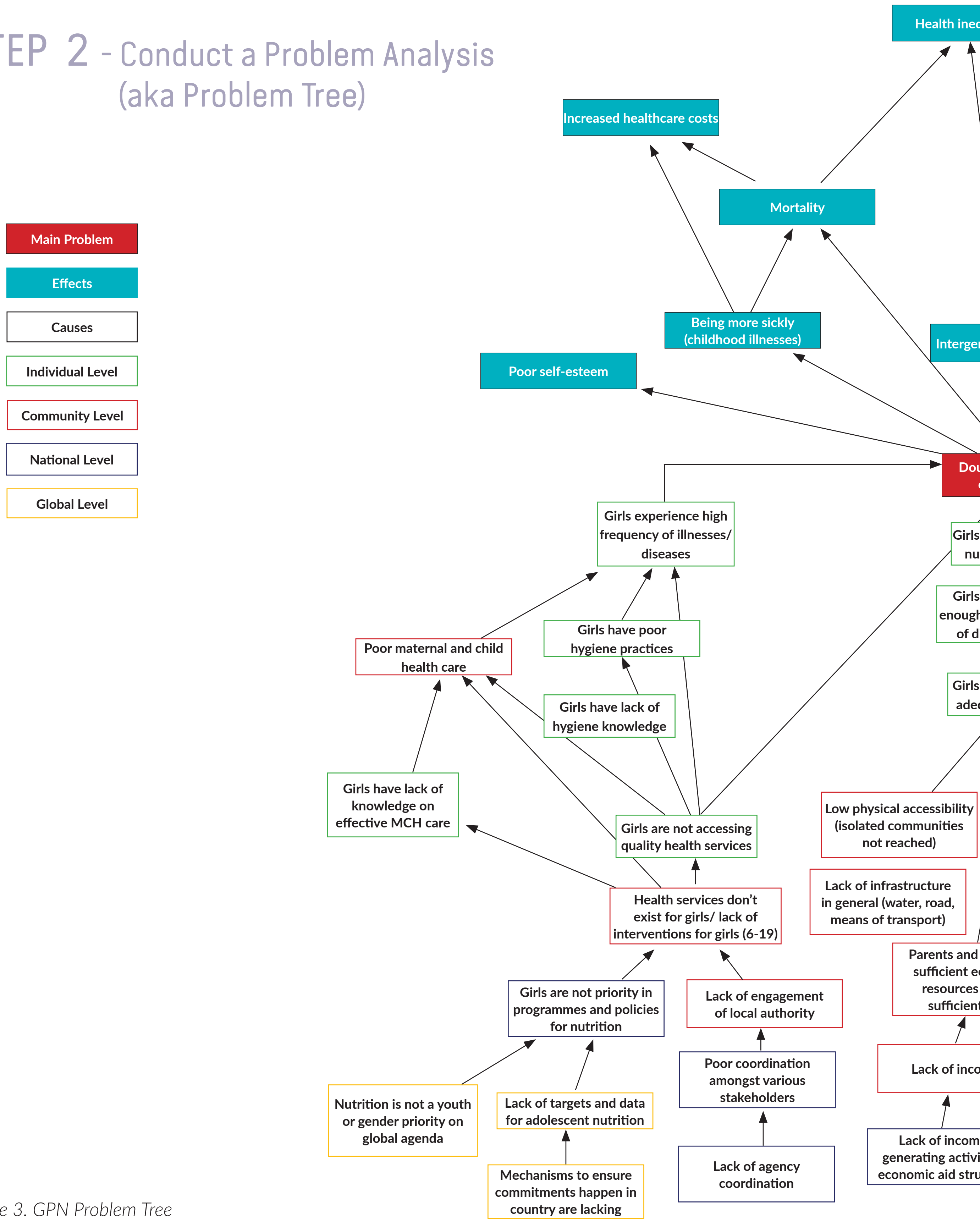
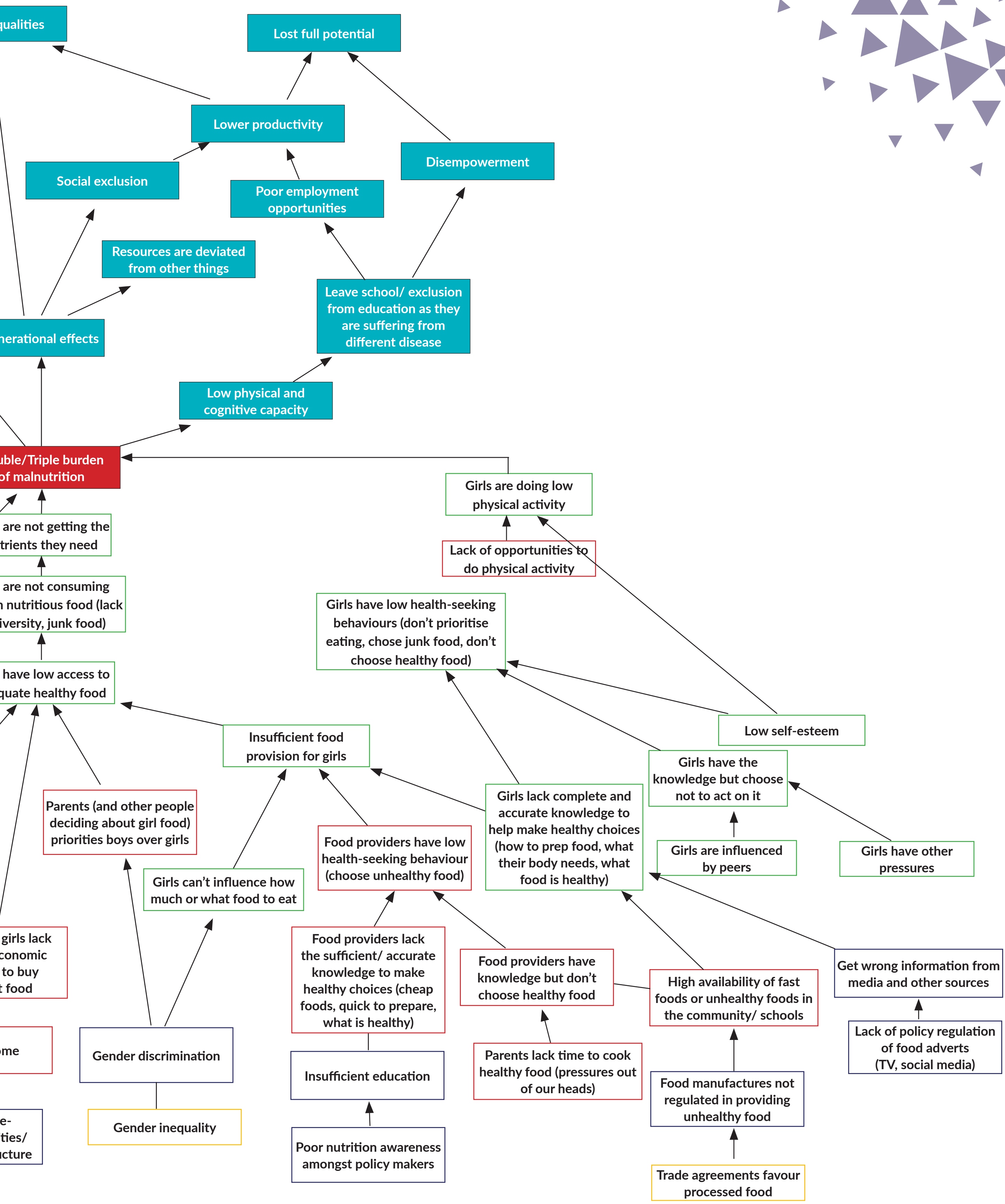


Figure 3. GPN Problem Tree


qualities
Lost full potential
Lower productivity
Disempowerment
Social exclusion
Poor employment opportunities
Resources are deviated from other things
Leave school/ exclusion from education as they are suffering from different disease
nerational effects
Low physical and cognitive capacity
uble/Triple burden of malnutrition
Girls are doing low physical activity
are not getting the trients they need
Lack of opportunities to do physical activity
are not consuming n nutritious food (lack iversity, junk food)
Girls have low health-seeking behaviours (don't prioritise eating, chose junk food, don't choose healthy food)
have low access to quate healthy food
Insufficient food provision for girls
Low self-esteem
Girls have the knowledge but choose not to act on it
Parents (and other people deciding about girl food) priorities boys over girls
Girls lack complete and accurate knowledge to help make healthy choices (how to prep food, what their body needs, what food is healthy)
Food providers have low health-seeking behaviour (choose unhealthy food)
Girls are influenced by peers
Girls have other pressures
Girls can't influence how much or what food to eat
girls lack conomic to buy t food
Food providers lack the sufficient/ accurate knowledge to make healthy choices (cheap foods, quick to prepare, what is healthy)
Food providers have knowledge but don't choose healthy food
High availability of fast foods or unhealthy foods in the community/ schools
Get wrong information from media and other sources
me
Gender discrimination
Insufficient education
Parents lack time to cook healthy food (pressures out of our heads)
Lack of policy regulation of food adverts (TV, social media)
Food manufactures not regulated in providing unhealthy food
e- ties/ cture
Gender inequality
Poor nutrition awareness amongst policy makers
Trade agreements favour processed food

STEP 3 - Build a Results Map (aka Solutions Tree, Theory of Change)

OPT

TIME REQUIRED: *several hours to several days*

After having a clear understanding of the problem in Step 2, the team should now think of solutions to this problem.

First, do a visioning exercise of the future should the identified problem be solved.

The **VISION STATEMENT** should be clear, SMART, and reflect the positive changes the MO, community, or girls would experience within a given period of time (usually 5 to 10 years). Suggested questions to formulate the statement include: ***"If we were successful in dealing with this problem, what would the MO, community, or girls be like in five years?"; "What would have changed?"; "What would we see happening on the ground?"***

Second, draft the Results Map or Solutions Tree by answering: "***What must be in place for us to achieve the vision we set?"*** A common practice to do this is by reversing the problem tree: firstly, by rewording each major cause in the trunk of the tree into a positive result. For example, if a major cause of malnutrition is ***girls are not consuming enough nutritious food,*** the immediate positive result would be ***girls consume more nutritious food.*** The team can continue doing this by rewording all the sub-causes in the problem tree. This approach usually works and is an easier way of developing a results map.

An alternative (and more recommended) approach is by doing the same first step: reword each major cause in the trunk of the tree into a positive result. But for the subsequent steps, the team would try to answer the question: ***"What must be in place (conditions or prerequisites) to achieve these first positive results we have identified?"*** This is expected to bring more creative and new ideas in the discussion. The team should compare the identified conditions or prerequisites with the sub-causes in the problem tree in Step 2 as they should be closely related (but not entirely the same). For example, in order for the girls to consume more nutritious food, ***girls need to have accurate and complete knowledge about nutrition (condition)***. Conditions contributing to the same result should be linked as necessary.

NOTE

THEORY OF CHANGE (TOC):

A TOC is a tool that describes your programme pathways towards change, which usually is depicted through graphs and narratives. Ultimately, it should answer the question: "Why and how your interventions will lead to the positive changes (results) you identified?" A TOC must have: (1) desired changes, i.e. impact, outcomes; (2) strategies (interventions, prerequisites) you will employ; and (3) connections to show the interconnected pathways from the interventions to the desired changes. All these components are present in your results map; hence, you can easily develop your TOC when you have a results map. A simple results map can be your TOC; for complex ones, it is advisable to simplify your results map by identifying the main changes your programme wants to achieve.

Third, identify the necessary interventions to achieve the results. In the example above, girls having accurate and complete knowledge about nutrition may require ***an educational curriculum on nutrition, or a global/ national campaign on nutrition***.

Like the problem tree, developing a results map or solutions tree should be a team effort. It can be time-consuming yet valuable. If done properly, the process can help the team identify the main results the programme wants to focus on, including the conditions and prerequisites that must be in place to achieve these results. These main results are usually the first or immediate positive results attached to the trunk of the tree. However, this is not always the case and the team should identify the main results you want to achieve once the results map has been completed.

The results map is a working document and should be updated once new information has been obtained.

Figure 4 shows an example results map/solutions tree developed by the GPN team.

PART 1 PLANNING

STEP 3 - Build a Results Map (aka Solutions Tree, Theory of Change)

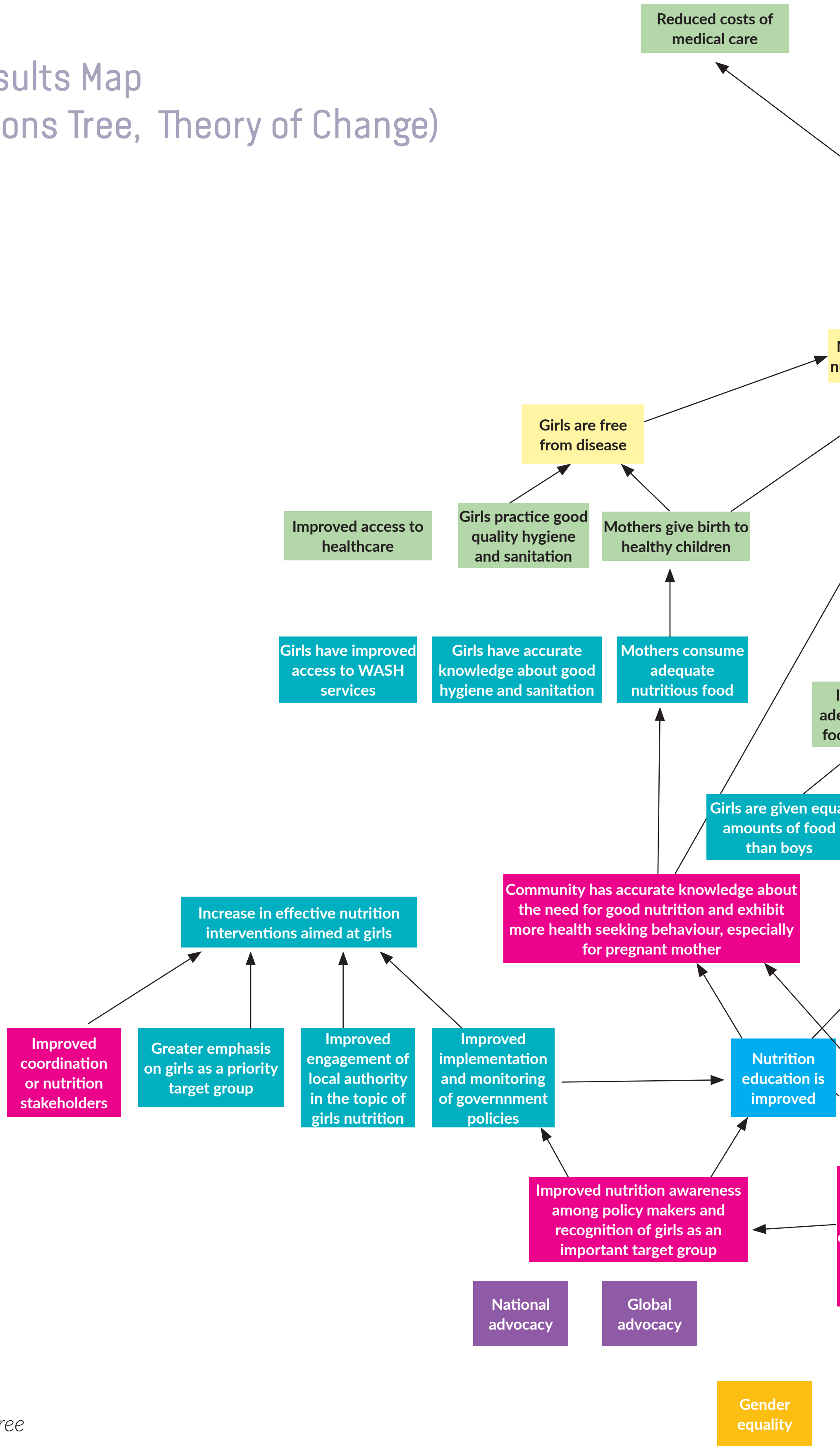
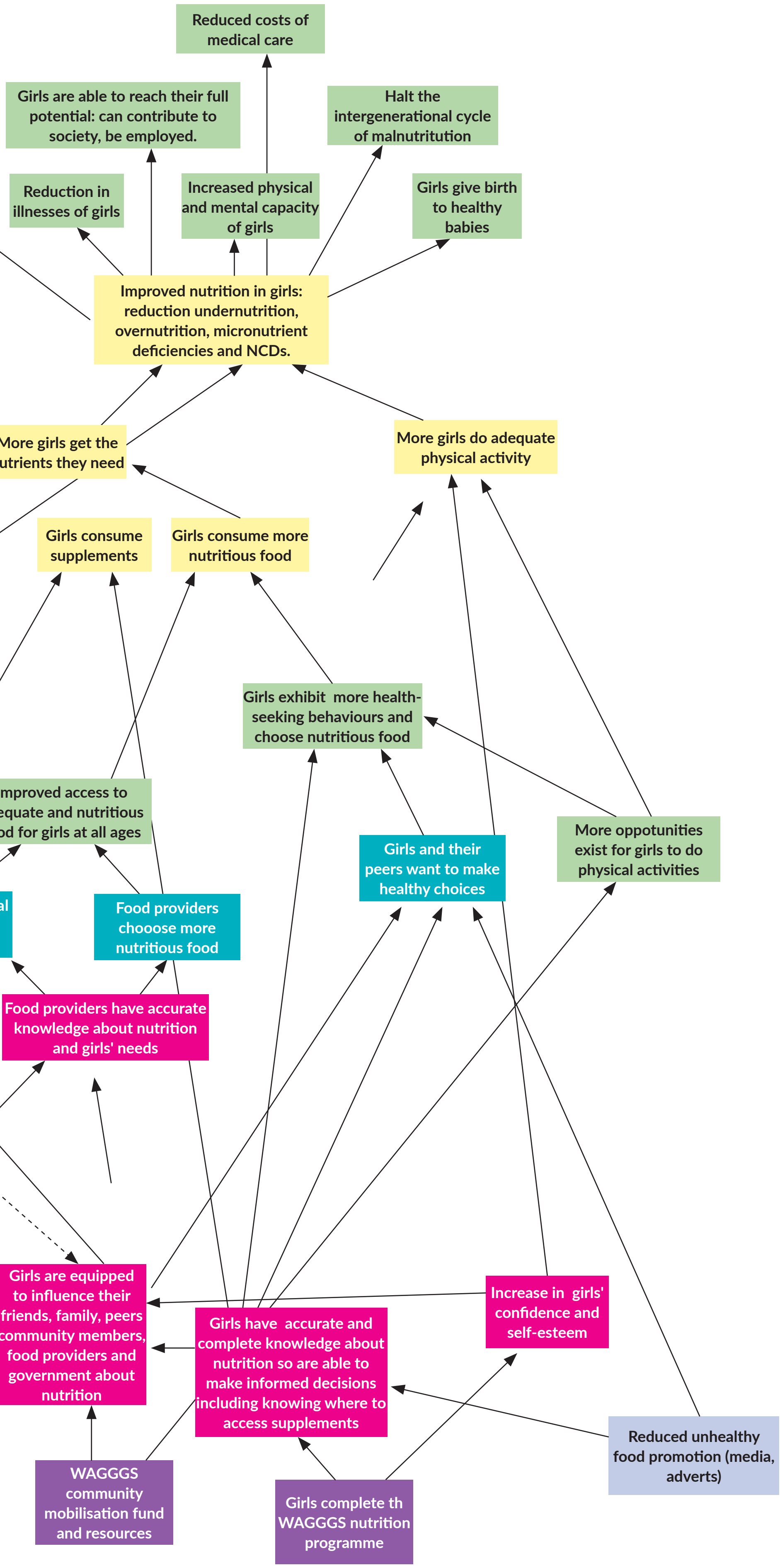


Figure 4. GPN Results Map/Solutions Tree


Reduced costs of medical care
Girls are able to reach their full potential: can contribute to society, be employed.
Halt the intergenerational cycle of malnutritution
Reduction in illnesses of girls
Increased physical and mental capacity of girls
Girls give birth to healthy babies
Improved nutrition in girls: reduction undernutrition, overnutrition, micronutrient deficiencies and NCDs.
More girls get the utrients they need
More girls do adequate physical activity
Girls consume supplements
Girls consume more nutritious food
Girls exhibit more health-seeking behaviours and choose nutritious food
mproved access to equate and nutritious od for girls at all ages
Girls and their peers want to make healthy choices
More oppotunities exist for girls to do physical activities
Food providers chooose more nutritious food
Food providers have accurate knowledge about nutrition and girls' needs
Girls are equipped to influence their friends, family, peers community members, food providers and government about nutrition
Girls have accurate and complete knowledge about nutrition so are able to make informed decisions including knowing where to access supplements
Increase in girls' confidence and self-esteem
Reduced unhealthy food promotion (media, adverts)
WAGGGS community mobilisation fund and resources
Girls complete th WAGGGS nutrition programme

PART 1 PLANNING

STEP 4 - Create your Results Chain (aka Logframe, Programme Logic)

REQT

TIME REQUIRED: *one or more days to months*

DEFINITION:
A **RESULT** is a measurable change stemming from a cause-and-effect relationship. You have by now identified in your results map (Step 3) the various levels of results – goal, effects, interventions, actions, preconditions – which you can all linked to form a **RESULTS CHAIN** (or commonly known as **LOGFRAME** or **LOGIC MODEL**): inputs → activities → outputs → outcomes → impact

The results chain is a simplified and more linear version of the results map; hence, it is a very practical and effective tool in programme management when used dynamically. It facilitates engagement of partners in clarifying objectives, and helps communicate what the programme wants to achieve to different stakeholders.

As shown in Figure 5, the long-term effect, goal, or vision statement you have formulated is the **IMPACT** of the programme; the short- or medium-term effects to achieve your vision are the **OUTCOMES**; the interventions needed to reach your outcomes are the **OUTPUTS**; the specific actions you have to do for each output are the **ACTIVITIES**; and the resources you need to do the activities are the **INPUTS**.

TECHNICAL ADVICE!

The linearity of results chain is also its main limitation as it does not depict the complexity of the environment where the programme operates. Given this, a Theory of Change, with sound interconnected pathways, is a more useful tool when conducting an *impact* evaluation.

First, revisit your vision statement in Step 3. This will serve as the programme's overall Impact.

Second, revisit the high-level, intermediate positive results in your results map (Step 3); these would be your Outcomes.

Third, revisit the main interventions necessary to achieve these intermediate changes that you have identified in Step 3; these would be your Outputs.

Well formulated results statements are critical for proper monitoring and evaluation. Table 1 are some suggested questions to help you achieve this. If results statements are of poor quality and unclear, monitoring and evaluation of the programme will be challenging.

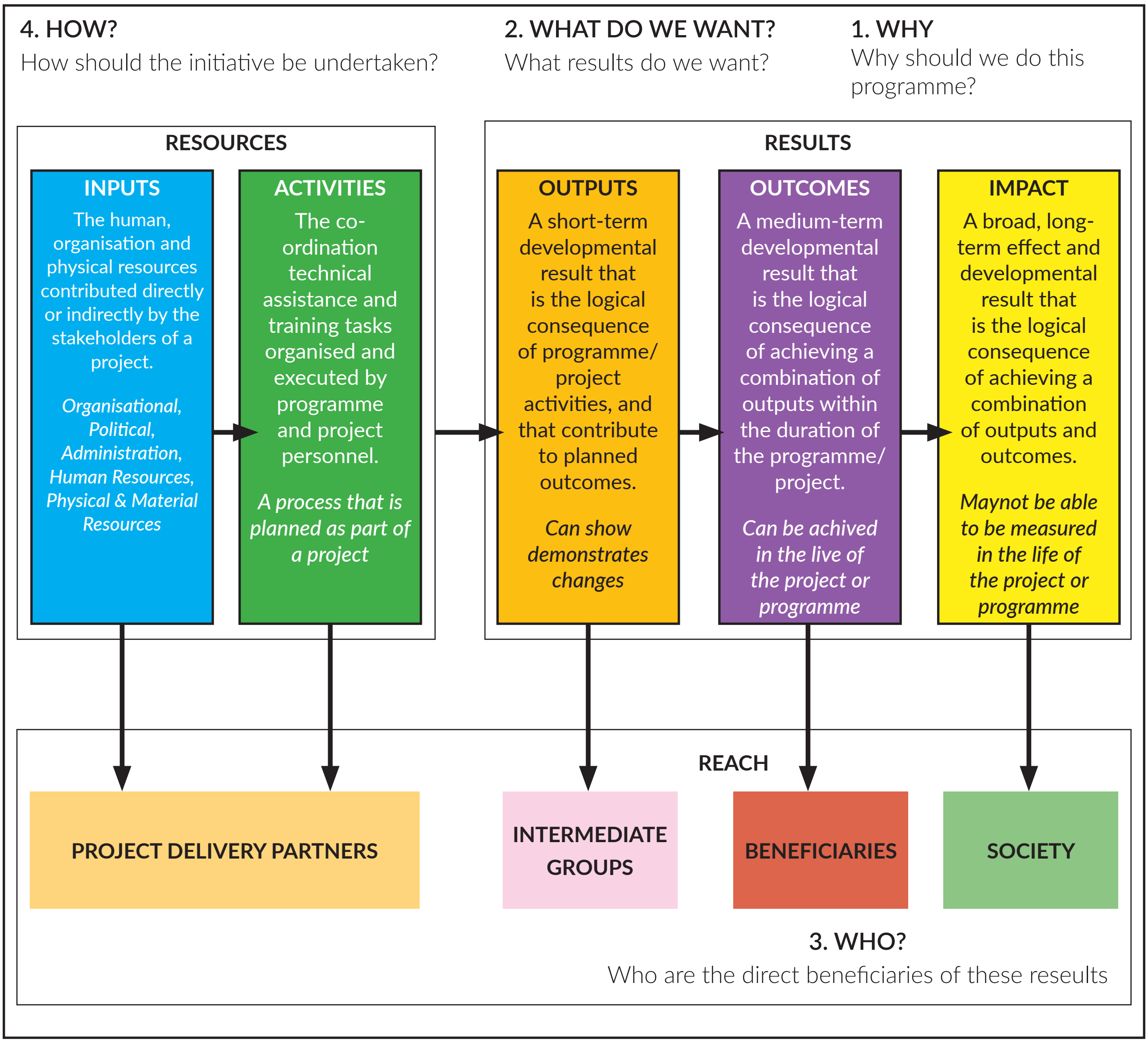


Figure 5. Results Chain (Source: GPT)

NOTE

FOR EXISTING PROGRAMMES WITHOUT RESULTS CHAIN, it is impractical to go through Steps 2 and 3 given that the programme results have been already identified. In such instances, these results can be easily transferred to the recommended template (Tool 2) to form your results chain. If the programme results are not clear, the team can use the suggested questions in Table 1 to properly formulate the elements of the results chain.

PART 1 PLANNING

STEP 4 - Create your Results Chain (aka Logframe, Programme Logic)

Table 1. Suggested questions to draft a results chain (UNDP 2009)

ELEMENT (similar terms)	SUGGESTED QUESTIONS
IMPACT (vision, goal, longer-term outcome, long-term results)	What are we trying to achieve? Why are we working on this problem? What is our overall goal?
OUTCOME (short-term effect, medium-term effect, first positive result, immediate result, objectives)	Where do we want to be in five years? What are the most immediate things we are trying to change? What are the things that must be in place first before we can achieve our goals and have an impact?
OUTPUT (interventions) Products, services)	What are the things that need to be produced or provided through projects or programmes for us to achieve our short- to medium- term results? What are the things that different stakeholders must provide?
ACTIVITY (actions)	What needs to be done to produce these outputs?
INPUT (resources)	What are the financial, time, and technical resources to conduct the activity? Who is the responsible person or unit for achieving the results?

Table 2 is an example results chain from some components of the WAGGGS Free Being Me (FBM)/Action Body Confidence (ABC) programme. The first three levels of results (impact, outcome and outputs) are usually needed to satisfy internal requirements. However, it is advisable that the team has an extended version including all the activities and inputs.

TECHNICAL ADVICE!

Your programme must contribute to the GPT's Departmental Strategy, which *must* be connected to the overall WAGGGS Strategic Plan. This would ensure that your programme results contribute to the overall goal(s) and outcomes of WAGGGS.

ACTION!

See Tool2A (Results Chain template) to create your programme's results chain. To take it further, link your programme's results chain to the WAGGGS Strategic Framework and the Sustainable Development Goals or SDGs (see Tool 2B).

Once you have finalised the programme results, it is recommended to set the initial TIMELINE on when these results are intended to be achieved. This is commonly done using a GANTT chart that you can do on your own through Microsoft Word or Excel. There are also widely available tools online like Google Docs, GANTTER or ASANA that can be updated real-time as compared to offline documents.

ACTION!

Create your programme timeline using an offline (See Tool 3) or online tool of your choice! Just ensure that this working document is updated regularly.

Table 2. Example results chain of the Free Being Me/Action Body Confidence linked to WAGGGS Strategic Plan

<table>
<tr><th>IMPACT (WAGGGS)</th><th>IMPACT (Programme)</th><th>OUTCOME (WAGGGS Strategic Objectives)</th><th>OUTCOME (Programme)</th><th>OUTPUTS</th></tr>
<tr><td rowspan="4">Vision 2020 Goal 2: Empowered girls and young women as agents of change in the world through the programmes and methods based on the fundamental principles of Girl Guiding and Girl Scouting</td><td rowspan="4">In 5-10 years, confident girls with high self-esteem are able to reach their full potential and are empowered to take actions to create a world free of appearance-related anxiety.</td><td rowspan="4">Strategic Theme 1: More Opportunities for More Girls

Objective 1.4: Enriched the lives of girls and young women through the Girl Guiding or Girl Scouting experience</td><td rowspan="2">Outcome 1: Girls and young women have improved body confidence and self-esteem.</td><td>Output 1.1. FBM curriculum delivered to girl guides and girl scouts</td></tr>
<tr><td>Output 1.2. ABC curriculum co-created with, and delivered to girl guides and girl scouts.</td></tr>
<tr><td rowspan="2">Outcome 2: Girls and young women have the skills and confidence to influence their community members and decision makers to change their perceptions and take decisions towards a world free of appearance-related anxiety</td><td>Output 2.1. ABC curriculum delivered to girl guides and girl scouts</td></tr>
<tr><td>Output 2.2. Advocacy training opportunities are facilitated to young women at events such as CSW and YWAF (Young women's advocacy forum)</td></tr>
</table>

PART 1 PLANNING

STEP 4 - Create your Results Chain (aka Logframe, Programme Logic)

TOOL 2 Results Chain Template

A. Programme Results Chain

IMPACT	OUTCOMES	OUTPUTS
[Write your programme vision statement here]	1 [Write your programme outcome here]	1.1 [Write your programme outputs here under your Programme Outcome 1]
		1.2
		1.3
	2 [Write your programme outcome here]	2.1 [Write your programme outputs here under your Programme Outcome 2]
		2.2
		2.3
	3 [Write your programme outcome here]	3.1 [Write your programme outputs here under your Programme Outcome 3]
		3.2
		3.3

GENERAL GUIDANCE:

- This document is useful to communicate your programme logic to both external and internal stakeholders.
- You may add additional rows to reflect the number of outcomes, outputs and main activities in your programme, i.e. you may have more than one outcome linked to WAGGGS Outcome; more than three outputs for each outcome; and more than two activities for each output.
- If you don't have specific Input information for each activity, you can lump the total resources (financial, time, material) for each output or outcome. Also include the responsible person or unit in achieving that particular result.

MAIN ACTIVITIES	INPUTS
1.1.1	
1.1.2	
1.2.1	
1.2.2	
1.3.1	
1.3.2	
2.1.1	
2.1.2	
2.2.1	
2.2.2	
2.3.1	
2.3.2	
3.1.1	
3.1.2	
3.2.1	
3.2.2	
3.3.1	
3.3.2	

PART 1 PLANNING

STEP 4 - Create your Results Chain (aka Logframe, Programme Logic)

B. TAKE IT FURTHER - Linking your Programme Results Chain to WAGGGS Strategic Framework

SDG IMPACT	WAGGGS Impact (link to the Vision 2020 Strategic Framework	Programme Impact
[Write the SDG goal and targets your programme contributes to]	**GOAL 1**: Provide more opportunities for girls and young women to grow and lead through the programmes and methods based on the fundamental principles of Girl Guiding and Girl Scouting **GOAL 2**: Empower girls and young women to be agents of change in the world through the programmes and methods based on the fundamental principles of Girl Guiding and Girl Scouting	*[Write your programme vision statement here]*

GENERAL GUIDANCE:

- This document is for **INTERNAL** (WAGGGS) use only.
- Ideally, all programme results should be linked to the wider WAGGGS Vision 2020 Strategic Framework (Impact and Outcomes). For the current triennium (2018–2020), the outcomes were grouped into three strategic themes as reflected in the above template. You may want to reflect the specific sub-objectives found in the **2018–2020 Global Strategic Plan** under each theme.

WAGGGS Outcomes (link to the Vision 2020 Strategic Outcomes	Programme Outcomes
Strategic Theme 1: More Opportunities for More Girls 1 Increased and diversified membership	*1 [Write your programme outcome(s) related to WAGGGS outcome 1 here]*
4 Strengthened the quality of Girl Guiding and Scouting experience	*2 [Write your programme outcome(s) related to WAGGGS outcome 4 here]*
Strategic Theme 2: Greater Global Influence 2 Improved image and visibility of Girl Guiding and Girl Scouting at every level	*3 [Write your programme outcome(s) related to WAGGGS outcome 2 here]*
3 Influenced issues that affect girls and young women	*4 [Write your programme outcome(s) related to WAGGGS outcome 3 here]*
Strategic Theme 3: Strong and Vibrant Movement 5 Built leadership capacity at every level	*5 [Write your programme outcome(s) related to WAGGGS outcome 5 here]*
6 Increased funding	*6 [Write your programme outcome(s) related to WAGGGS outcome 6 here]*

STEP 4 - Create your Results Chain (aka Logframe, Programme Logic)

TOOL 3 GANTT Chart Template

No.	ACTIVITIES	RESPONSIBLE PERSON / UNIT
OUTPUT 1		
1		
2		
3		
4		
5		
OUTPUT 2		
1		
2		
3		
4		
5		
OUTPUT 3		
1		
2		
3		
4		
5		
OUTPUT 4		
1		
2		
3		
4		
5		
OUTPUT 5		
1		
2		
3		
4		
5		

TIMELINE (put the weeks here for the implementation)	IMPLEMENTATION STATUS (Pending, Ongoing, Completed)	NOTES

STEP 5 - Identify Risks and Assumptions

REQT

TIME REQUIRED: *hours to several days over month.*

Once you have identified your results chain (Step 4), it is important for you to know the underlying assumptions in your programme logic, and the risks that could hinder the planned results.

DEFINITION:
ASSUMPTIONS are the necessary prerequisite conditions to successfully achieve different level of results. That is, if the assumptions are not met, then achievement of planned results may be compromised. These assumptions are also helpful in identifying additional results, inputs, and risks in your programme.

First, identify the assumptions in your programme.

Suggested question for formulating assumptions is: ***"If we say that having X in place should lead to Y, what are we assuming?"*** (UNDP 2009). For example, in the Voices Against Violence (VAV) programme, if we say that the curriculum can improve the knowledge of girls on violence against girls and its root causes, we are assuming that it is delivered in high quality, i.e. delivered by qualified trainers/leaders in an effective, engaging, and fun way.

DEFINITION:
RISK is defined by WAGGGS (2017) as a "threat that an event or action will adversely affect an organisation's ability to achieve its objectives and to successfully execute its strategies." **Risk Management** is "the process by which risks are identified, evaluated and controlled."

Second, identify the risks in your programme.

Whilst assumptions are the conditions your programme should have for successful delivery, risks are negative events that can jeopardise this. WAGGGS adopts a three-step approach to risk management: (1) identify the risks; (2) analyse the risks; and (3) mitigate the risks, which is applicable to all programmes. Table 3 presents guide questions to conduct each risk management steps.

Table 3. Suggested questions to risk management (WAGGGS 2017)

STEP	SUGGESTED QUESTIONS
1. Identifying risks	What could go wrong? How could it happen? What would be the effect? It is useful to use the phrase "If... then..."For example if key staff leave WAGGGS employment then the remaining staff may not have the appropriate skills to provide the service required.
2. Analysing risks	How likely is the risk scenario to occur (probability)? How severe would the consequences be (severity)? In order to assess risks, WAGGGS uses a 5x5 matrix to analyse and evaluate the WAGGGS exposure to risk in terms of its impact and likelihood. Risks should be ranked in terms of the controls that are known to be working at the time of prioritization.
3. Mitigating risks	How can they be eliminated? How can they be avoided? How can they be made less likely? How can they be made less costly? Even when all reasonable practical measures have been taken to eliminate or reduce risk, there will always be a residual risk that has to be addressed. The programme must consider how the residual risk is managed and this can be done through commercial insurance i.e. transferring the risk or tolerating the risk as it stands.

ACTION!

See Tool 4 (Risk Assessment template) to complete your programme's risk management plan. For more information, WAGGGS staff can refer to the WAGGGS Corporate Risk Management Policy (Section 4 and 5).

STEP 5 - Identify Risks and Assumptions

TOOL 4 Risk Assessment Template

#	RISKS	DESCRIPTION
1		INTERNAL
1.1		
2		EXTERNAL
2.1		

Ratings

PROBABILITY	SEVERITY
Remote	Insignificant
Unlikely	Minor
Moderate	Moderate
Likely	Major
Almost certain	Catastrophic

PROBABILITY	SEVERITY	ACTIONS TO MINIMISE RISK
RISKS		
RISKS		

STEP 6 - Develop your Results Framework (aka M&E Framework)

REQT

TIME REQUIRED: *Several days to months*

The last step before your programme implementation is to develop your **Results Framework or Monitoring and Evaluation (M&E) Framework**, which is also the first step in setting up your M&E system. It is important that you have a clear programme results (Step 4) before you start drafting your results framework.

First, discuss how you are going to measure each outcome and output in your programme. You can do this by addressing the elements in an M&E Framework (Figure 6).

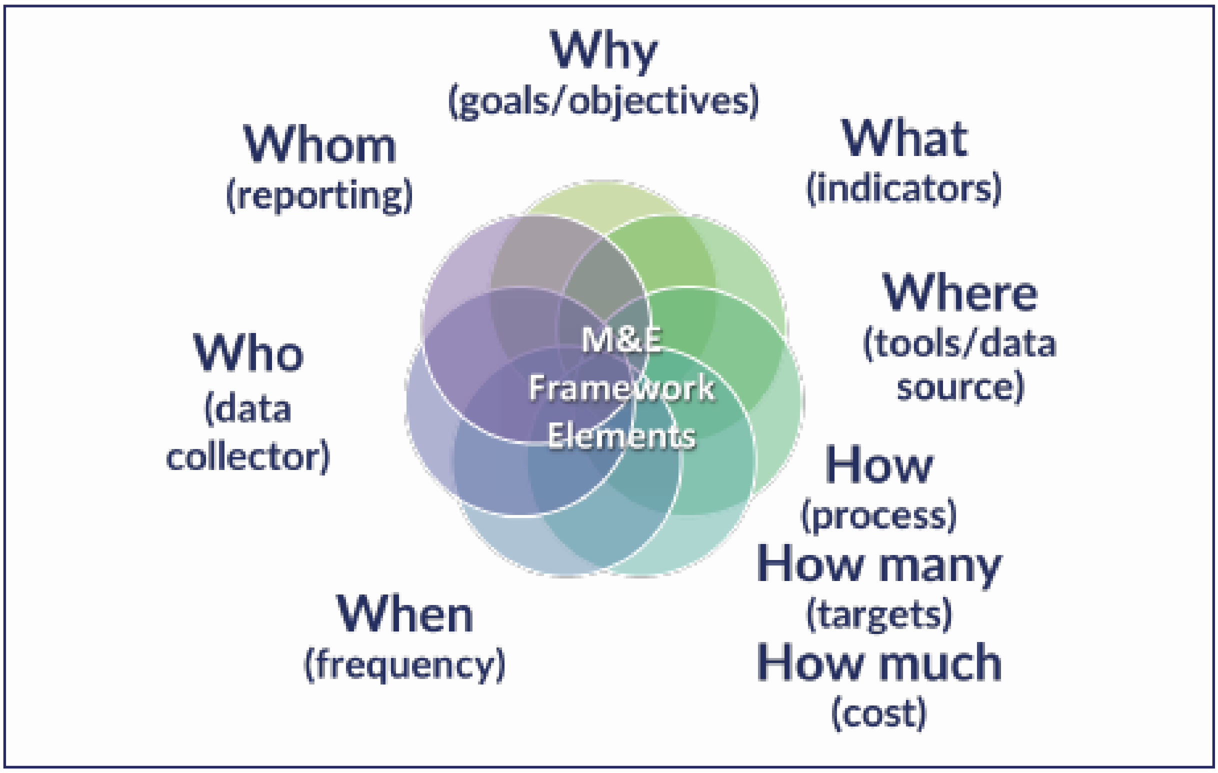


Figure 6. Elements of an M&E Framework

Figure 6 presents the elements of an M&E Framework:

- WHY – why are you doing this, i.e. programme results (impact, outcomes, and outputs)
- WHAT – what is the metric to measure your results, i.e. indicators
- WHERE – where will these data come from, i.e. tools and/or data sources
- HOW – how the primary data collector will collect the data
- HOW MANY – how many is the baseline before, and target values after the implementation
- HOW MUCH – how much is the cost of doing the data collection
- WHEN – when or how often do you need to collect this data
- WHO – who is person primarily collecting the data
- WHOM – to whom and how will this data be reported to the MO Headquarters

Critical to a results framework are **indicators** or measures of progress.

DEFINITION:

INDICATORS are signposts of change along the path of development (UNDP 2009), helping your team to track intended programme results. There are two types of indicators: quantitative (number, percentage, rate, ratio) and qualitative (satisfaction, influence, understanding, quality, perception).

If possible, it is important that you develop your indicators with relevant stakeholders to increase ownership. It is also important to keep your indicators simple yet robust, i.e. few (not more than three per outcome/output) indicators that can best capture your results. Some guide questions in formulating indicators can be: ***"How can we measure the results we intend to achieve?"***; or "***What data/information can show positive change?"*** Table 4 shows an example M&E Framework from the Girl Powered Nutrition programme.

TECHNICAL ADVICE!

It is more effective if you have both quantitative and qualitative indicators per result. Quantitative indicators quantify the changes brought by your programme, whilst qualitative indicators give you stories on these changes.

PART 1 PLANNING

STEP 6 - Develop your Results Framework (aka M&E Framework)

Table 4. Example M&E Framework (Outcome 1): Girl Powered Nutrition

RESULTS	INDICATOR	INDICATOR DEFINITION
Outcome 1: Girls and young women have improved knowledge to make healthy choices on nutrition	% of GG/GS with correct understanding of having a balanced and diverse diet (key message 1)	Numerator: # of GG/GS who have correct understanding of key message 1 Denominator: Total # of respondents
	% of GG/GS with favourable attitude towards having a balanced and diverse diet (key message 1)	Numerator: # of GG/GS who replied "slightly agree" or "strongly agree" on key message 1 Denominator: Total # of respondents
Output 1.1: Nutrition curriculum delivered to girl guides and girl scouts	# of GG/GS (disaggregated by age) who completed the badge	Completion means that girls have done: (1) 6 core sessions (2) Individual curriculum actions (3) Pre- and post-evaluation activities

ACTION!

See Tool 5 to develop your programme's results/M&E framework. Make sure to complete your table by filling in the elements of all the outcomes and outputs in your results chain!

Second, identify the specific activities that you need to do during programme implementation.

After completing your M&E Framework, your team can now plan for your programme implementation work plan: identifying the specific activities to accomplish your agreed outputs, which hopefully will contribute to achieving your programme outcomes.

ACTION!

Use Tool 6 as WAGGGS standard template for programme work plan. This is to ensure that activities are aligned with each programme outputs and outcomes!

BASELINE	TARGET	FREQUENCY	DATA SOURCE	RESPONSIBLE FOR DATA COLLECTION
60%	80%	Prior to first badge session and after completion of the last badge session	Badge surveys (in the activity pack)	Trained adult leaders
60%	80%	Prior to first badge session and after completion of the last badge session	Badge surveys (in the activity pack)	Trained adult leaders
0	195,000	Monthly	Quarterly Progress Report	Country Project Managers

NOTE

GLOBAL VS NATIONAL M&E FRAMEWORK AND WORK PLAN:

Since MOs deliver some WAGGGS programmes, it should be noted that the results framework at WAGGGS (global) and MO (national) level will be slightly different, particularly on the process on how the data will be collected. Make sure to ask your implementing MOs to adapt the global results framework to their national and local contexts. The same is true for your work plan at the global (activities done by the global team) and national (activities done by the national team).

STEP 6 - Develop your Results Framework (aka M&E Framework)

TOOL 5 Results Framework Template

RESULTS	INDICATOR	DEFINITION	BASELINE	TARGET
Outcome 1...				
Output 1.1...				
Output 1.2...				
Outcome 2...				
Output 2.1...				
Output 2.2...				

FREQUENCY	DATE SOURCE	RESPONSIBLE PERSON	REPORTING	NOTES (e.g. cost)

PART 1 PLANNING

STEP 6 - Develop your Results Framework (aka M&E Framework)

TOOL 6 WAGGGS Reporting Template

(You can expand this depending on your results chain)

OUTPUTS *(based on Results Framework)*	PLANNED ACTIVITIES *(activities that will contribute to the achievement of output)*	PROCESS INDICATORS *(Activity indicators, e.g. number of …)*	[YEAR]		
			1Q Target *(desired accomplish-ment for the quarter)*	1Q Progress *(actual accom-plishment for the quarter)*	1Q Progress % *(progress over target)*
GOAL:					
Outcome 1					
Output 1.1	Activity 1.1.1	# of (activity)			
	Activity 1.1.2	# of (activity)			
	Activity 1.1.3	# of (activity)			
Output 1.2	Activity 1.2.1	# of (activity)			
	Activity 1.2.2	# of (activity)			
	Activity 1.2.3	# of (activity)			
Outcome 2					
Output 2.1	Activity 2.1.1	# of (activity)			
	Activity 2.1.2	# of (activity)			
	Activity 2.1.3	# of (activity)			
Output 2.2	Activity 2.2.1	# of (activity)			
	Activity 2.2.2	# of (activity)			
	Activity 2.2.3	# of (activity)			

	[YEAR]		
Narrative Analysis (Provide detailed explanation for the following: a) under- or over-achievement of targets; b) facilitating & hindering factors/challenges in completing the activity; c) catch-up plan next quarter if the activity is still not completed; d) how the activities contribute to the outputs)	TOTAL Target	TOTAL Progress	TOTAL Progress %

You are now done planning for your programme!

The next step is to communicate all the documents you produced during the Planning stage to relevant stakeholders to increase awareness and ownership of the programme. These documents shall be regularly reviewed and updated, and shall be used for your team's decision-making along the way. You are now ready to start implementing, monitoring and evaluating your programme.

PART 2
MONITORING

PART 2 MONITORING

Monitoring and Evaluation are critical components of RBM once you start your implementation. Before implementation, it is important that your M&E system has been set-up at both the global and MO-level (Step 6).

DEFINITION:
MONITORING is defined as a routine, systematic collection and analysis of information to track progress against your plan (IFRC 2011). Monitoring mostly captures the data/indicators at the output level of your results framework (since outcome and impact usually takes time to happen and are usually addressed in the evaluation [see next section]).

Monitoring is important to help your team to identify trends and make necessary revisions in your programme during the implementation. Key questions in monitoring include:

- Are budget, time, and human resources sufficient to deliver the activities?
- Are activities being implemented on time and on budget?
- Are activities contributing to intended outputs?
- Are outputs contributing to intended outcomes?
- What are the factors causing delays, and what can you do to address this?

THE FOLLOWING ARE THE RECOMMENDED STEPS TO ACHIEVE GOOD MONITORING:

STEP 7 - Gather information on programme progress (aka Data collection)

REQT

TIME REQUIRED: *1-2 weeks*

In this step, you have to think of both the data collection process and quality. Your results framework (Step 6) specifies how and what data (indicators) you want to collect in your programme.

First, finalise the data collection process within the MO and WAGGGS.

When developing your results framework (Step 6), you should have identified the process (tools, frequency, responsible person, and data flow) on how the MOs will collect these indicators. It should be made clear that the identified responsible person in each implementing MOs should collect and submit the programme progress to WAGGGS on agreed frequency. Frequency varies depending on the data needs of the programme, but is usually set up every quarter.

To ensure results-based monitoring, it is important that the MOs collect only the data based on the agreed (global) results framework. Figure 7 shows the ***proposed*** quarterly progress reporting process of WAGGGS Global Programmes Team.

NOTE

GLOBAL VS NATIONAL DATA COLLECTION: Data collection at the global and national level varies considerably in terms of complexity. Global data collection happens directly from the MOs to WAGGGS. However, national data collection is more complex considering the organisational structure of each MO: girls → adult leaders → council/regional commissioners → national headquarters. It is important that each implementing MO knows their data collection system; ensuring that the agreed programme indicators will be captured in this. As part of the Capacity Building Framework, WAGGGS should assist each MO to develop/strengthen their M&E system.

ACTION!

Use Tool 6 as MO's standard reporting template to WAGGGS (same work plan template). This is to avoid using different templates in each different programme that can cause confusion to the MOs!

Second, establish mechanisms within the data collection process on how to ensure good quality data.

Throughout the whole data collection process, data accuracy (measuring what is intended to be measured), completeness (completely filled out), and timeliness (data are up-to-date, and submitted on time) should always be considered. This is to ensure that the data you collect is of quality that you can rely on in your decision-making. It is important that mechanisms are in place to ensure good quality data in your programme.

TECHNICAL ADVICE!

There are many ways to ensure data quality. Some include having a clear indicator definition, standardised tools, and clear reporting instructions and timelines.

STEP 7 - Gather information on programme progress (aka Data collection)

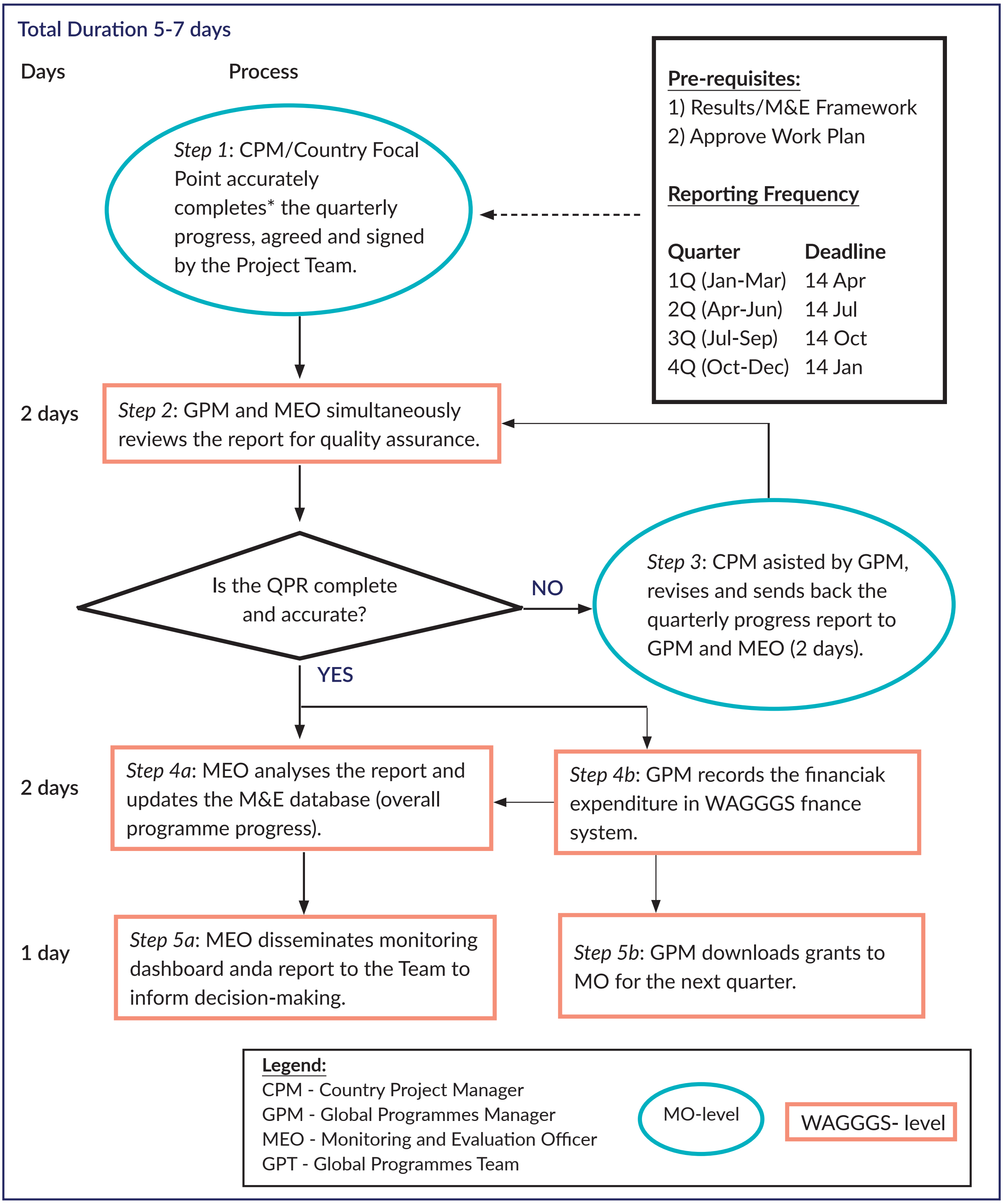


Figure 7. Proposed quarterly progress reporting process

Third, develop a database where you will store all the information you will collect.

Your team should also think how you will store the data you collected in preparation for your data analysis (Step 8). If you have a programme implemented by global staff, you may just use the ***proposed*** WAGGGS Quarterly Progress Report (QPR) to track your indicators (quantitative and qualitative data) per MO (Table 5). However, it is recommended to have a single database to have a global overview of your programme's progress. This is especially true when multiple MOs implement your programme.

Table 5. Example of QPR: First Quarter Progress

OUTPUT INDICATORS	1 Q TARGET	1 Q PROGRESS	1 Q PROGRESS (%)	NARRATIVE ANALYSIS
Output 1.1. No. of girls who completed the Juliette Low Seminar	500	365	73%	*Not on track because of the changes in the training venue which has led to some participants not being able to come. We will do a special online event to be attended by these participants in the next quarter.*

One most common way of recording quantitative data is by using an Indicator Tracking Table. You can design your tracking table in Excel depending on your data needs (you can divide it by quarter, subgroups, or country) but it should have three basic elements: indicators, target, and actual accomplishment. Table 6 shows an example of a tracking table showing annual progress from 10 MOs.

Table 6. Example of Indicator tracking table: Annual Progress

OUTPUT INDICATORS	BASELINE	ANNUAL TARGET	ACTUAL ACCOMPLISHMENT TO DATE	% OF ANNUAL PROGRESS TO DATE
Output 1.1. No. of girls who completed the Juliette Low Seminar	0	1,000	365	37%

For qualitative data, you can have a database (using Excel or Word) with all the key points you gathered coded and organised into categories of trends. The format of your database plays an important role in data analysis (Step 8).

STEP 8 - Make the collected data usable to stakeholder (aka Data Analysis)

REQN

TIME REQUIRED: *1-2 weeks*

Data analysis is about summarising, presenting, and reporting your data that is in usable form depending on your stakeholder. Hence, it is important that you revisit your Stakeholder Analysis (Step 1) to identify how you will analyse your data based on their data needs.

First, summarise the progress reports you get by comparing it with your set targets.

In most cases, regular monitoring captures data on output indicators that can be usually analysed by comparing (or dividing) the current accomplishment against the targets in the work plan (variance analysis). Simple tools like calculator or Microsoft Excel can be used to compute for such analyses.

In addition, common themes (thematic analysis) in the qualitative data from the QPR monitoring reports or visits shall also be identified to understand the reasons for the project progress obtained. Additional analyses (both quantitative and qualitative monitoring data) can be employed such as trend analysis (comparison over time, or clusters) and subgroup analysis (comparison amongst groups or places).

Second, communicate your progress with both external and internal stakeholders depending on their data needs. Revisit your stakeholder analysis for this.

The usual stakeholder that needs to be informed by programmes are the donors; however, it is also important to communicate your results with your internal stakeholders, particularly the girls and the community. External and internal reporting varies in terms of purpose (accountability vs decision-making), frequency (periodic vs regular), content (concise vs comprehensive) and formats (project team-driven vs external audience-driven).

In most instances, you will have to present your data using narratives, tables, graphs[1], or maps. This can be reported in various formats like donor reports, newsletters (WAGGGS Voice), press releases, publications, oral presentation (World/Regional Conferences), infographics, pictures or using the Internet (WAGGGS website and social media). Again, the format of reports is closely linked with your stakeholder's data needs (Step 1).

TECHNICAL ADVICE!

Avoid using 3-D graphs, especially for pie charts as it is hard to visualise the proportions! Always try to present your data in a simple and clear way.

Another important thing to consider in this step is to identify a person who is responsible for each type of report. This can be you, the same person in your team who collects the data, or another team such as Advocacy and Communications. Regardless, you must identify them and ensure that they would stick with the timeline and requirements.

[1] Most common graphs include bar charts (best for displaying frequencies), line graphs (best for displaying trends over time), and pie charts (best for displaying data that total 100%).

STEP 9 - Use your data to inform decision-making (aka Data Interpretation)

REQN

TIME REQUIRED: *dependent on your team meeting*

Using the data that you have collected is the ultimate point of M&E. This can be simply done in your regular meetings and/or other platforms such as project reviews.

First, interpret your data to guide your decision-making for the programme.

Key questions in data interpretation include:

- What is the data saying (findings)?
- Why does it say that (facilitating and hindering factors)?
- What can be done about it (actions)?

It is important to look at both the things that go well (you must continue) and does not go well (you must stop/change). This will allow your team to come up with specific recommendations and action plans that you can implement in the next quarter or phase of your programme. It is useful to appoint one person (either the Global Programme Manager or M&E Officer) to closely follow-up on these actions and recommendations.

TECHNICAL ADVICE!

Check whether the data you are collecting are useful to you and your stakeholders (internal or external). If not, question why you are collecting them!

Given the importance of this process, it is vital that relevant stakeholders are involved in this decision-making process. Make sure you consider the timing of doing this as you should use up-to-date information in making crucial decisions. It is also a good practice that you document major decisions, actions, and lessons learned as part of your **knowledge management** so you can revisit them in your project review to understand your final programme results.

ACTION!

Use Tool 7 to record all the lessons you are learning throughout and after your implementation! This is one way of ensuring that identified lessons are being acted upon!

PART 2 MONITORING

STEP 9 - Use your data to inform decision-making (aka Data Interpretation)

TOOL 7 Lessons Learnt Log

No.	LESSONS LEARNT DESCRIPTION	LESSON IDENTIFIED BY	ACTION TO BE TAKEN TO ADDRESS/ RESOLVE THE LESSON AND INCORPORATE LEARNING

REVIEW DATE (DD/MM/YY)	STATUS	KEYWORDS	DATE POSTED (DD/MM/YY)	ASSOCIATED DOCUMENTS	REMARKS

PART 2 MONITORING

You have now set-up and implemented the monitoring system of your programme!

By now, you should have useful monitoring information that can tell your team about your current progress and what will you do next to better improve your performance. Like your planning documents, you should regularly review your monitoring system to check if the parts of the system (tools, people, process, policies, etc.) still work and whether it still gives you the timely data you need. Once you reach the midway and/or endline of your programme, you are now ready to implement your evaluation plan that you have developed during the Planning stage.

PART 3
EVALUATION

PART 3 EVALUATION

Evaluation is important because it can collect evidence on your programme's higher level results (desired positive change), which is the ultimate reason why you implement a programme. It also contributes to organisational learning to improve your programming, processes or policies. Evaluation mostly captures the data/indicators at the outcome and impact level of your results framework (Step 6).

DEFINITION:
EVALUATION is defined as the identification of the effects and judging the worth of your programme (IFRC 2011). Complementing monitoring, evaluation is an in-depth assessment of your programme: what worked, what did not work, and why.

The following are the recommended steps to achieve good evaluation (adapted from the Rainbow Framework). Due to the technical aspects of evaluation, it is important that a representative from the M&E Team should be involved throughout the whole process.

STEP 10 - Manage your evaluation

REQN

TIME REQUIRED: *few to several months*

This step primarily involves identifying different stakeholders (internal or external) that you want to involve and engage in the whole evaluation process. These stakeholders can be part of your evaluation steering group (making decisions) and/or advisory group (giving advice without making actual decisions).

First, identify who will conduct the evaluation, and how much budget you have.

Most of WAGGGS programmes contract external consultants to do the evaluation such as Voices Against Violence, Surf Smart, and Free Being Me. Evaluation can also be done internally, usually led by a person from the M&E Team to maintain the integrity of the evaluation. This is usually done in WAGGGS trainings like Leadership Trainings by collecting feedback from the participants. Sometimes, it can be a combination of both external and internal evaluation like the Girl Powered Nutrition. In all cases, it is important to secure funding to conduct evaluation activities.

Second, develop an Evaluation Terms of Reference (TOR) to set out what is needed in the evaluation.

It is a good practice to develop evaluation TOR for the evaluation. The TOR might include the evaluation purpose, questions, methodologies, deliverables, timeline, and budget. This information will be covered in the next step (Step 11).

ACTION!

See Tool 8 to see sections of an Evaluation TOR for external consultants. This can also be used for internal evaluation plan.

TOOL 8 Evaluation TOR Sections

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

EVALUATION TOR SECTIONS

SECTION 1 BACKGROUND

Under the background includes the project background explaining the problem, needs to address the problem and WAGGGS' interventions to address the problem. This might also include the (1) programme's goal(s) and outcomes, and where available, theory of change; (2) brief description of WAGGGS and partnership with the donor.

SECTION 2 SCOPE OF WORK

This will include the objectives and sub-objectives of the evaluation. If available, this might also include the main evaluation questions, and specific questions that WAGGGS/MO might require the consultant to answer in the evaluation.

SECTION 3 BACKGROUND

This can include the following: (1) general study design that WAGGGS want the consultant to undertake in the evaluation, whether quantitative vs qualitative vs mixed-methods, longitudinal vs cross-sectional, prospective vs retrospective, traditional vs participatory, etc.; (2) evaluation criteria; (3) sampling of target audiences; (4) data collection plan; (5) data analysis plan; (6) quality assurance plan

SECTION 4 TIMELINE

This includes the overall timeline and milestone of the evaluation project.

SECTION 5 DELIVERABLES

This should have the outputs the consultant is expected to produce at the end of the contract.

SECTION 6 SELECTION PROCESS AND CRITERIA

This explains what and how to submit the proposal, and explain how the selection process would go.

SECTION 7 RESEARCH TEAM PROFILE

This includes a brief summary of the qualifications and previous experience of the research team

SECTION 8 BUDGET

This includes the total amount of resources for the evaluation project that the consultant is expected to work with.

PART 3 EVALUATION

STEP 11 - Define what is to be evaluated

REQN

TIME REQUIRED: *1-2 months*

This step involves setting your ***evaluation boundaries:*** **intended users, purposes, questions, and the evaluation criteria.**

First, look back at your results chain (Step 4) to see your programme outcomes (and impact) and review the overall programme logic.

This is a good starting point to know what you want to evaluate in your programme. You should also review your results framework (Step 6) to ensure that all outcome indicators you set will be captured in your evaluation (if not captured in your monitoring).

Second, decide with the evaluation team on the intended users of the evaluation results.

To ensure that findings will be used, it is vital that you identify the primary intended users of your evaluation findings, i.e. what information do your stakeholders need. You may refer back to your Stakeholder Analysis (Step 1) to do this.

Third, decide with the evaluation team on the purpose of the evaluation.

Evaluation purposes can range from: organisational learning (to improve current practices and policies), accountability (to donor and primary stakeholders, i.e. girls and young women), advocacy (to demonstrate and lobby our achievements to external audience), decision-making (to identify what needs to continue or terminate), or contributing to wider evidence base (to inform future practice and policies outside WAGGGS).

Fourth, decide with the evaluation team on the criteria to be used in the evaluation.

Minimally, your programme impact and outcomes serve as the evaluation criteria to assess programme success; hence, it is important that you revisit your results chain (Step 4) and results framework (Step 6). Beyond this, there are other criteria and standards you can use as a guide in formulating your questions. Most commonly used in evaluations include the criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability) set by the Organisation for Economic Cooperation and Development - Development Assistance Committee (OECD-DAC); and the SDGs.

NOTE

WIDER WAGGGS AND DEPARTMENTAL EVALUATION STRATEGY:
Review the organisation-wide Evaluation Strategy as well as your Departmental Evaluation Strategy (if available)) to know what information your programme needs to report to these internal evaluation processes. Make sure that this information will be captured in your data collection activities.

Fifth, develop with the evaluation team the key evaluation questions.

There are no rules in setting evaluation questions as long as they will give you the information your team and your stakeholders need to know. It is recommended to only have 5 or 6 key evaluation questions, with sub-questions in each. Example key questions include (Better Evaluation, 2018b):

- DESCRIPTIVE – What has happened? What is the situation? Where has the programme been delivered? What changes have occurred for the girls and community?
- CAUSAL –What were the outcomes and impacts of the programme? What factor contributed or hindered in achieving the programme results (outcomes and impact)?
- SYNTHESIS – Is this good? In what ways can it be better? Is it the best option? Did our programme comply with agreed standards, e.g. GG/GS Educational Methodology? Was the programme cost-effective? What were its strengths and weaknesses?
- ACTION – What actions should be taken? Should the programme continue? What changes could be made to the programme? Should it be scaled-up?

ACTION!

See Tool 9 to start filling in your evaluation matrix! Please note that the last column (data collection) will be completed in the next step (Step 12).

PART 3 EVALUATION

STEP 11 - Define what is to be evaluated

TOOL 9 Evaluation Matrix

KEY EVALUATION QUESTIONS	SUB-QUESTIONS	INDICATORS
1		
2		
3		
4		
5		

[DATA COLLECTION METHOD #]	[DATA COLLECTION METHOD #]	[DATA COLLECTION METHOD #]

PART 3 EVALUATION

STEP 12 - Identify your evaluation methodology and activities

REQN

TIME REQUIRED: *1 month*

Once you have identified your evaluation purpose and questions, the next step is to identify your ***evaluation methodology***: **design, sampling**, and **data collection methods**.

First, decide with the evaluation team on the evaluation design.

Evaluation designs are commonly classified into quantitative, qualitative, or mixed methods (recommended). Other classifications include: experimental vs non-experimental; prospective vs retrospective; cross-sectional vs longitudinal. There are no right or wrong design. The type of design is dependent on your evaluation purpose and questions (Step 11).

TECHNICAL ADVICE!

It is particularly important to involve your M&E team or consultant at this stage and onwards due to the technical aspects of the work!

Second, decide with the evaluation team on the sampling strategy.

Your sampling strategy is dependent on your evaluation design. A sample is a set of observations drawn from your population of interest, which can be girls, community members, decision-makers, MOs, etc. If your evaluation is quantitative design, this means that you want to generalise your findings to the wider world; hence, random sampling is the most appropriate for this. On the other hand, non-random sampling is best for qualitative design where you are more concerned with having an accurate representation of reality.

Third, decide with the evaluation team on the different data collection methods to be used.

The type of data collection methods is highly dependent on your evaluation questions (Step 11). Most common methods include: survey (face-to-face, postal, or online), interviews (face-to-face, telephone, or online), focus group discussion, direct observations, document review, drawings, and photos.

In any method, you **must** ask consent from your participants that all the data you will collect will be shared to WAGGGS. You can do this by incorporating the consent in your tools, or use the standard WAGGGS form.

ACTION!

Use Tool 10 as the standard consent form of WAGGGS to capture data in any form of data collection methods. This is to ensure that we uphold good practice in data protection of our sample.

Fourth, refer back to your evaluation matrix to ensure all evaluation questions will be answered.

You can use the last columns of your evaluation matrix as a checklist. If some of the questions will not be answered, you can either add them into your identified data collection methods or you can create a new one. Table 7 shows the three most common data collection methods used in evaluation..

Table 7. Common Data Collection Methods: Advantages and Challenges (IPDET 2007)

METHOD	ADVANTAGES	CHALLENGES
Survey	• Best when you want to know what people think, believe, or perceive; only they can tell you that.	• May be reluctant to reveal their behaviour if it is illegal or stigmatized. • What people think they do or say they do is not always the same as what they actually do.
Interview	• Can be structured, unstructured, or a combination. • Can explore complex issues in-depth. Forgiving of mistakes: unclear questions can be clarified during the interview and changed for subsequent interviews. • Can last one hour or more, depending on perceived importance and interest. • Can provide evaluators with an intuitive sense of the situation	• Can be expensive, labour intensive, and time consuming. • May not be able to explore why people have different viewpoints. • Selective hearing on the part of the interviewer may miss information that does not conform to pre-existing beliefs • Cultural sensitivity: gender issues.
Focus Group Discussion	• Relatively quick and easy; may take less staff time than in-depth in-person interviews • Provides flexibility to make changes in process and questions • Ability to explore different perspectives. • It is fun! It is different than a group interview	• Analysis is time consuming • Potential challenges include participants might be different from rest of population, • Risk of bias in interpreting the data; and the risk of the group being influenced by moderator or dominant members of the group.

ACTION!

Go back to your evaluation matrix (Tool 9) to check whether all your questions and sub-questions will be answered by your identified data collection methods.

TOOL 10 Consent Form

STEP 12 - Identify your evaluation methodology and activities

CONSENT FORM

WAGGGS use **real stories**, images, **and various studies** to gain support for our work as a global Movement, demonstrate our impact and raise awareness of issues that affect girls and young women across the world. The photograph, story or film of you might be seen in many countries, including your own. We might use them in print, on websites or television programmes.

Assets	Photos ❑ Films ❑ Interviews ❑ Survey ❑ Date ❑ Focus Group Discussion ❑
Location	
Made by	
Notes or conditions (e.g. do not use my real name, or show my face)	

Images, interviews, surveys and focus group discussion results will be used for external purposes, as detailed above, for up to four years. They will be held by WAGGGS in our historical archive for 20 years.

I agree that the World Association of Girl Guides and Girl Scouts (WAGGGS) [and its authorised partners]:

1. may use the pictures or films of me, my story, and any information collected for any purpose, and in any way, that assists WAGGGS' work in keeping their Movement thriving, united and growing;
2. may use, reproduce and distribute all or any part of the photographs, films, interview, or any other data collection methods on any traditional or electronic media format at any time.

I confirm that the above works were made with my knowledge and consent.

You may withdraw your consent at any point. Please e-mail [insert contact person] to do this.

It will not be possible to retract information which may have already been published.

Name		Age if under 18
Address		
Signature		Date
Guardian if subject under 18: I confirm that I am the legal guardian of the child named above and grant permission for this release on behalf of my child:		
Name		
Relationship to child		
Signature		**Date**

STEP 13 - Collect and analyse yourevaluation data

REQN

TIME REQUIRED: *1-3 months*

You should have a completed evaluation plan by now. The next step is for the evaluation team to collect data.

First, find a pre-validated tool or develop a new tool (questionnaire) for your data collection activities.

Using a pre-validated standard questionnaires (available publicly) is always useful and quickest as questions in these tools have been pilot tested already. However, not all issues that WAGGGS and MOs are working have existing validated tools.

TECHNICAL ADVICE!

ALWAYS pilot test the new tools that you have created! Ensure to make the necessary revisions using the pilot test results with at least 10 samples.

In instances where there are no standard tools to get the data you want, you should develop your own data collection tools. It is very important that these tools should be pilot tested to ensure that the questions are clear and will capture appropriate responses.

Second, pilot test all the newly developed tools before starting data collection. Revise these tools as necessary.

Once tools are developed and pilot tested, you are now ready for data collection! Like monitoring (Step 7), data quality and storage should always be considered in evaluation data collection.

Third, collect data based on your evaluation plan. Store this information in your database.

Fourth, analyse the collected data guided by the evaluation questions.

Once you have collected all the data you need, the next step is to analyse them. Again, the principles in analysing and visualising your evaluation data are similar on how you will analyse and visualise your monitoring data (Step 8). However, in evaluation, you may need to employ higher level analytical techniques depending on the complexity of your evaluation questions and sub-questions (Step 11).

For quantitative questions, simple analysis like frequencies (number and percentage) and summary statistics (mean/average, median, and mode) can be done like how you analyse monitoring data. Other techniques that are more complex include: correlation analysis, regression analysis, data mining, and various statistical tests.

For qualitative questions, you can do content analysis (identifying contents that are relevant to your question) and thematic analysis (identifying information that are linked by a common theme).

PART 3 EVALUATION

STEP 14 - Synthetise and report your findings

REQN

TIME REQUIRED: *1-3 months*

The final step in the process is to synthesise all your findings that you have collected both in your monitoring and evaluation activities.

First, consolidate all the findings in your monitoring and evaluation activities. Use this information to make programme adjustments and recommendations.

It is important to combine your quantitative and qualitative data for triangulation and to have an in-depth explanation of your results. You can do the initial synthesis with a small group of people (led by the evaluation lead) to come up with general findings and recommendations.

Second, validate these findings (both successes and failures) and recommendations with the relevant stakeholders you have identified in Step 1.

This can be done in your end-of-project reviews both at the national (MO) and global levels. This step is very vital to ensure ownership and that recommendations will be taken forward and acted upon.

Third, communicate your programme findings and recommendations with both external and internal stakeholders. Revisit your stakeholder analysis for this.

Using the validated findings and recommendations, you are now ready to share your programme results in various formats (Step 8) to external and internal stakeholders depending on their data needs (Step 1).

Finally, go back to Step 9

As the ultimate point of M&E, you must use all the monitoring and evaluation data that you have collected to make evidence-based decision making to improve your future programming. Make sure to apply the lessons you have learnt from your previous experience to deliver high quality programmes that will enrich the Girl Guiding and Girl Scouting Experience!

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