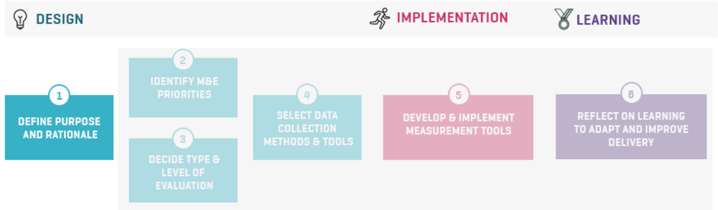
MEASUREMENT AND EVALUATION

GUIDANCE TOOLS & RESOURCES

SPORT ENGLAND



Logic Model

INPUTS

Inputs include…

- Financial resources
- Human resources
- Facilities & equipment
- Knowledge or expertise

ACTIVITIES

Activities include…

- Workshops
- Sport/exercise sessions
- Marketing & promotions
- Training courses
- Interventions

OUTPUTS

Outputs include…

- Participants & throughput
- Sessions delivered
- Number of people trained
- Improvements to facilities

OUTCOMES

Outcomes include…

- Increase in levels of physical activity
- Improved sport provision
- Changes to attitudes
- Improved health

A logic model is a useful tool for visually illustrating and testing the assumed relationships between inputs, activities, outputs and outcomes.

A logic model can support in clarifying the purpose and rationale of your project; selecting the most relevant activities or interventions to reach your target audience; and defining your outcome indicators in Step 2.

Tip: It is often easiest to start a logic model with the outcomes you are aiming to achieve – allowing you to work back and identify the most relevant outputs, activities and inputs to achieve these outcomes

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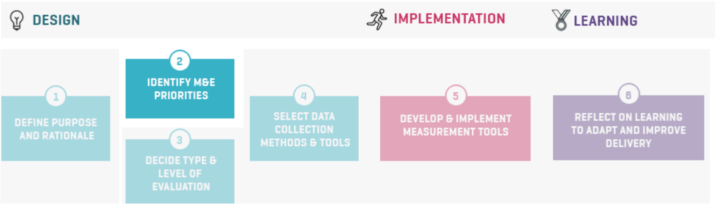
Logic Model Template

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES

Tip: Start the logic model with the outcomes you are aiming to achieve – then work back and identify the most relevant outputs, activities and inputs to achieve your outcomes



Outcomes Hierarchy

An outcomes hierarchy helps you define relevant 'outcome indicators' that can be used to measure the impact of a project. Indicators are the things you will measure to assess if a project's outcomes have been achieved

PRIMARY OUTCOME
Describe the project's primary, longer-term objective(s)

What things would best demonstrate success in achieving these outcomes?

SECONDARY OUTCOMES
Break down the project's primary outcome(s) into component parts – describe the things you hope to change that will help to deliver the primary outcome(s)

What things would best demonstrate success in achieving these outcomes?

OUTCOME INDICATORS
Break down the project's secondary outcomes into a range of 'indicators' – these are short-term, quantifiable changes that demonstrate impact towards the project's secondary and primary outcomes

Tip: Start with the primary outcome and work down the hierarchy, identifying what changes your interventions are aiming to deliver to achieve the outcomes above

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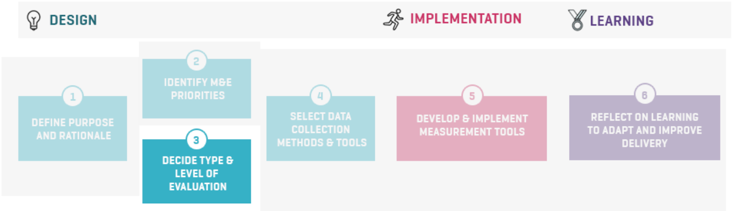
Outcomes Hierarchy Template

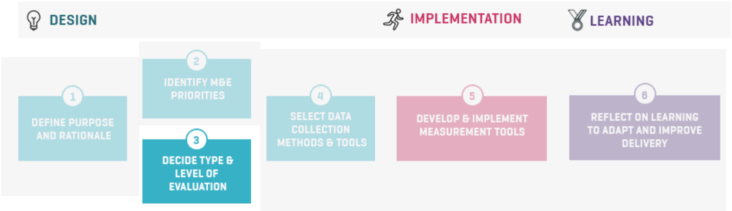
PRIMARY OUTCOME	
SECONDARY OUTCOMES	
OUTCOME INDICATORS	



Data Collection Requirements

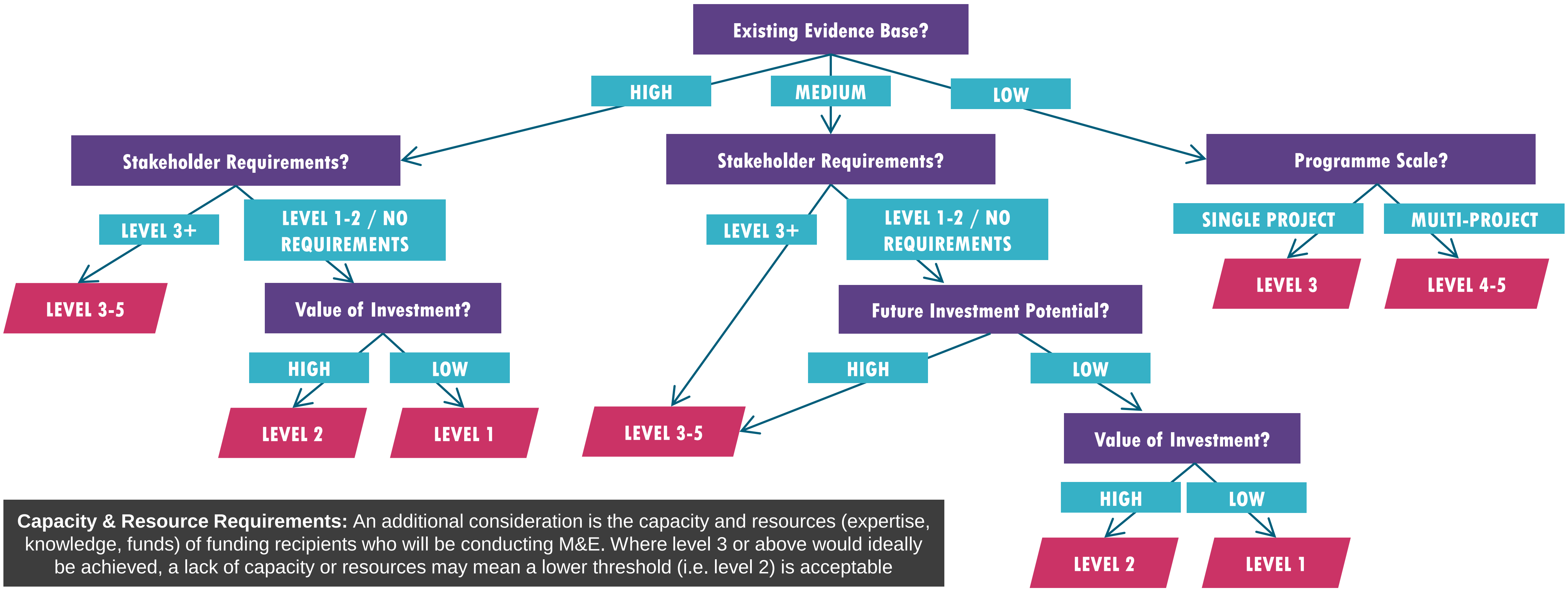
This table sets out what type of data collection Sport England would expect to see for each level of impact measurement

Type of Data Collection	Level 1	Level 2	Level 3-5
Written progress reports from project / delivery teams	Yes	Yes	Yes
Recording basic characteristics of projects and the people involved (*e.g. gender, age, disability)*	Yes	Yes	Yes
Recording the number of participants and attendance figures at the start of the intervention	Yes	Yes	Yes
Recording outcome measures at the start of an intervention ('baseline') (*e.g. activity level, subjective wellbeing)*	No	Yes	Yes
Measuring basic outputs achieved (*e.g. participants, throughput / total attendances)*	Yes	Yes	Yes
Measuring short-term outcomes at the end of an intervention *(e.g. sustained activity level, subjective wellbeing)*	No	Yes	Yes
Measuring medium and long-term outcomes after the intervention (*e.g. self-efficacy, social trust)*	No	No	Yes
Tracking one or more control group or setting (a similar group or setting outside of your funding stream or project)	No	No	Yes
Using an independent evaluation supplier	No	Maybe	Yes

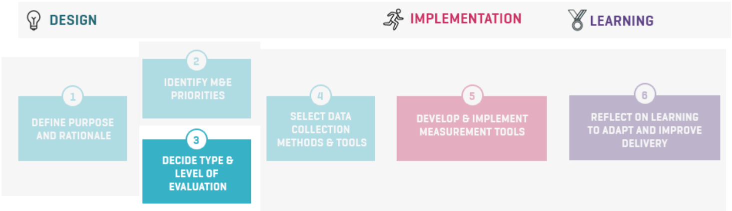


Level of Measurement Decision Tree

Use the decision tree as guidance to decide what 'level' of impact measurement is required for your project or funding stream

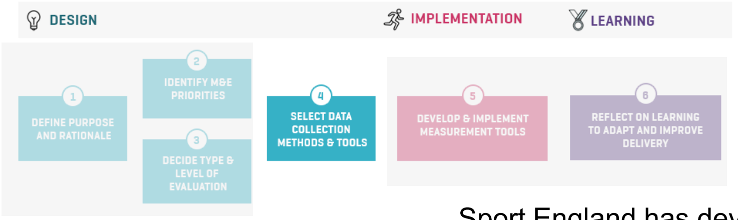


Capacity & Resource Requirements: An additional consideration is the capacity and resources (expertise, knowledge, funds) of funding recipients who will be conducting M&E. Where level 3 or above would ideally be achieved, a lack of capacity or resources may mean a lower threshold (i.e. level 2) is acceptable



Level of Measurement Examples

	Level 1 You can describe what you do and why it matters logically, convincingly and coherently	**Level 2** You capture data that shows positive change, but you cannot confirm you caused it	**Level 3** You can demonstrate causality using a control or comparison group
	Small Grants (2016)	**This Girl Can (Phase 1)**	**Get Healthy Get Active (Rounds 1 and 2)**
Description of approach	Basic monitoring	Tracking of: • Population participation rates (APS) • Women's awareness of the campaign, attitudes to sport/exercise and participation (TNS Quant Tracker) • Women's exposure, attitudes and behaviours (Future Thinking Qual Study) • Media Effectiveness (Comms Agency)	Individual project evaluations led by external academic/ evaluation teams to improve the evidence base for sports role in tackling inactivity and improving health. Research questions are agreed with Sport England prior to the project commencing. Tracking of the following using validated tools at baseline, 3, 6 and 12 months: • Physical activity levels; Sport levels Individual projects are also monitoring: • Mental wellbeing; Quality of life; Health condition specific outcomes
Collection of narrative progress reports	Funding recipients provide one progress report at the end of the funding period	Regular progress updates from agency partners to Sport England	Bi annual reporting from investment recipients. Interim and Full evaluation reports submitted as agreed in the approved evaluation plans.
Measurement of basic intervention and audience characteristics	Organisation, project and participant details captured in online application and reporting	Audience characteristics monitored via TNS Quant Tracker	Screening for Inactive participants is completed using the Single Item Measure. Demographic details captured through participant registration forms
Measurement of basic output baselines	Throughput and Participants baselines collected in application	Reach, awareness and engagement baselines measured prior to campaign launch via TNS Quant Tracker	• Number of people engaged with projects (number of people projects talked to, to find inactive people). • Number of inactive people engaged with projects (including demographics).
Measurement of outcome baselines	No direct measurement of outcomes	Population activity level baselines collected via APS and TNS Quant Tracker	Baseline data collected for: • Physical activity levels; Sport levels Individual projects are also monitoring: • Mental wellbeing; Quality of life; Health condition specific outcomes
Measurement of basic outputs achieved	Throughput and Participants numbers achieved collected via online reporting	Reach, awareness and engagement tracked via TNS Quant Tracker and media effectiveness analysis	• Number of inactive people engaged • Number of inactive people who get active at 1 x 30 minutes of sport.
Measurement of short term outcomes	No direct measurement of outcomes	Population activity level outcomes collected via APS and TNS Quant Tracker	3 month data collected for: • Physical activity levels; Sport levels (No of inactive people active at 1 x 30 mins) Individual projects are also monitoring: • Mental wellbeing; Quality of life; Health condition specific outcomes
Measurement of medium and longer term outcomes	No direct measurement of outcomes	Population activity level outcomes collected via APS and TNS Quant Tracker	6 & 12 month data collected for: • Physical activity levels; Sport levels (No of inactive people active at 1 x 30 mins) Individual projects are also monitoring: • Mental wellbeing; Quality of life; Health condition specific outcomes
Tracking of control or comparison groups	No tracking of control or comparison groups	No formal control or comparison groups, but evaluation includes some 'counterfactual' analysis (i.e. analysis to estimate what would have happened without the campaign) e.g. based on monitoring trends over time, and comparing trends among the target group (women) with others (men)	Six of the projects are using control group approaches to determine causality of the outcomes. The approaches being taken include: • Randomised Control Trial (people randomly assigned to full intervention or control group where no intervention is offered) • Usual Care control group (compares physical activity intervention with care options that do not include physical activity) • Waiting control group (a group of participants are assigned to a waiting list where data is collected for a set period of time)
Involvement of an independent evaluation supplier	No independent evaluation supplier	Two independent research agencies managed by Sport England, one for quantitative and one for qualitative evaluation (with additional data collection by media/comms agencies)	19 academic/evaluation specialist organisations are evaluating the projects. A list of the research questions being considered by the research team can be accessed in the appendix of the GHGA learning report that was published in October 2016.

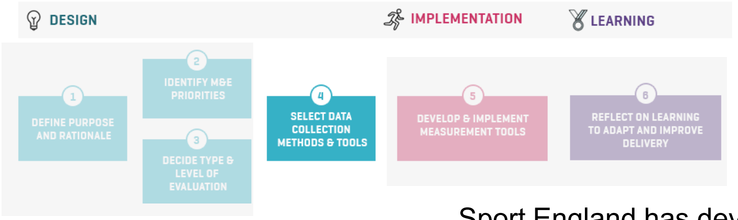


Sport England Question Bank

Sport England has developed a standard 'Question Bank' for use by partners and the wider sport sector. If the information or outcomes detailed here are relevant to your project, please use the questions and response options provided to collect this data

QUESTION BANK - STRATEGIC OUTCOMES

OUTCOME	QUESTION(S)	RESPONSE OPTIONS
Physical wellbeing (activity level): ***1. Single item measure (SIM)***	In the past week, on how many days have you done a total of 30 mins or more of physical activity, which was enough to raise your breathing rate? This may include sport, exercise and brisk walking or cycling for recreation or to get to and from places, but should not include housework or physical activity that is part of your job.	0 days; 1 day; 2 days; 3 days; 4 days; 5 days; 6 days; 7 days
Physical wellbeing (activity level): ***2. IPAQ***	The 'International Physical Activity Questionnaire' (IPAQ) is a more detailed measure of an individual's physical activity over the last 7 days. Click **here** to open the questionnaire. *Note: Sport England is currently reviewing a range of physical activity measures and will provide further guidance on how to collect this information later in 2017*	
Mental wellbeing (subjective wellbeing)	On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays? On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday? On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday? On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?	0 (not at all satisfied); 1; 2; 3; 4; 5; 6; 7; 8; 9; 10 (completely satisfied); Don't know; Prefer not to say 0 (not at all happy); 1; 2; 3; 4; 5; 6; 7; 8; 9; 10 (completely happy); Don't know; Prefer not to say 0 (not at all anxious); 1; 2; 3; 4; 5; 6; 7; 8; 9; 10 (completely anxious); Don't know; Prefer not to say 0 (not at all worthwhile); 1; 2; 3; 4; 5; 6; 7; 8; 9; 10 (completely worthwhile); Don't know; Prefer not to say
Individual Development (self-efficacy)	To what extent do you agree with the statement 'I can achieve most of the goals I set myself'?	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know; Prefer not to say
Social & Community Development (social trust)	To what extent do you agree or disagree that most people in your local area can be trusted?	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know; Prefer not to say
Economic Development	Data required to measure economic development cannot be obtained via individual self-report measures. The best way to measure this outcome would be to commission a specific study to calculate the contribution of a project or intervention to the economy.	



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QUESTION BANK - DEMOGRAPHICS

DEMOGRAPHIC	QUESTION(S)	RESPONSE OPTIONS
Gender	What is your sex?	Male; Female; Other; Prefer not to say
Age	What is your age?	*Entered by respondent*
Ethnicity	Which one of the following best describes your ethnic group or background? (Please select one option)	White; Mixed; Asian or Asian British; Black or Black British; Other Ethnic Group
Disability	Do you have any physical or mental health conditions or illnesses that have lasted or are expected to last 12 months or more? Do these physical or mental health conditions or illnesses have substantial effect on your ability to do normal daily activities? Does this disability or illness affect you in any of the following areas?	Yes; No; Prefer not to say Yes; No; Prefer not to say Long term pain; Chronic health condition; Mobility; Dexterity; Mental health; Visual; Breathing; Memory; Hearing; Learning; Speech; Behavioural; Other; None of these; Prefer not to say
Religion	What is your religion, even if you are not currently practising?	Christian (including Church of England, Catholic, Protestant and all other Christian denominations); Buddhist; Hindu; Jewish; Muslim; Sikh; Any other religion ; No religion; Don't know; Prefer not to say
Identity	Which of the following options best describes how you think of yourself?	Heterosexual or straight; Gay or lesbian; Bisexual; Other; Don't know
Socio-economic status	What is your postcode?* **Postcodes can be used to find out the IMD deprivation status of the area where a person lives using this **online tool***	*Entered by respondent*

DESIGN | IMPLEMENTATION | LEARNING

1 DEFINE PURPOSE AND RATIONALE
2 IDENTIFY M&E PRIORITIES
3 DECIDE TYPE & LEVEL OF EVALUATION
4 SELECT DATA COLLECTION METHODS & TOOLS
5 DEVELOP & IMPLEMENT MEASUREMENT TOOLS
6 REFLECT ON LEARNING TO ADAPT AND IMPROVE DELIVERY

Data Collection Methods & Tools

Use the interactive toolbox below to help identify the most relevant data collection methods for your project or funding stream

Click on a box to learn more about the data collection method.

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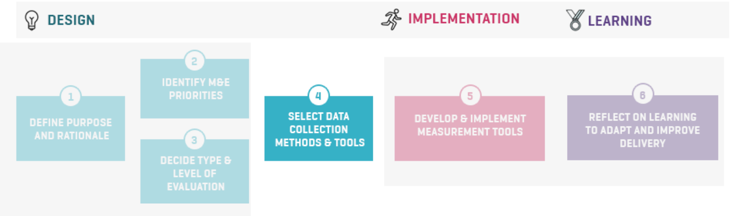
Process Evaluation	PARTICIPATION & ACTIVITY RECORDS	MEETINGS & CONVERSATIONS	ETHNOGRAPHY & OBSERVATION
	SURVEYS & QUESTIONNAIRES	INTERVIEWS	DIARIES
Impact Evaluation	OFFICIAL DATA / STATISTICS	FINANCIAL / ECONOMIC ANALYSIS	FOCUS GROUPS
	Quantitative		**Qualitative**

These are the most commonly used methods within M&E



Participation & Activity Records

WHAT IS IT?

- Records of participants, activities and throughput (total attendances), including the number and nature of activities and participant demographics (age, gender)
- Participation and activity records form the basis of the process evaluation helping to ensure a project is going to plan
- The data collected enables any issues or problems to be identified, raised and addressed at an early stage

WHEN SHOULD IT BE USED?

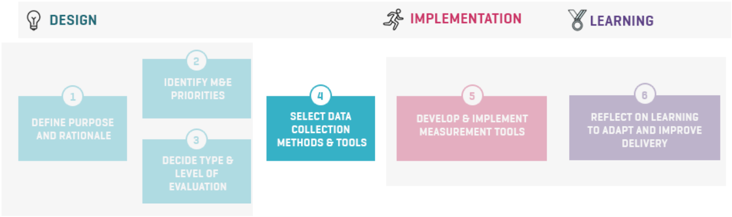
- Recording of activities and participants should take place throughout the implementation of a project or programme
- Records should be kept for all types of activities (e.g. training, workshops) as well as sport / exercise sessions and events
- The amount of data you collect will depend on the nature of the project – and what you want to learn from the project

HOW TO DO IT

- Create registration forms, session registers and any other tools you will need to keep records of activities and participants at the outset of the project
- Collect as much information as is feasible, including:
  - **Participant registration details**
  - **Number of activities conducted & hours of provision**
  - **Participant attendance at each session (‘throughput’)**
  - **Participant demographics**

TIPS FOR GETTING THE MOST OUT OF IT

- ✓ Plan ahead! Create the templates & registration forms you need at the outset of the project
- ✓ Use Sport England’s ‘Standard Measures Question Bank’ for collecting demographic information
- ✓ If you are targeting a particular group – make sure your M&E tools enable you to identify them!



Surveys & Questionnaires

WHAT IS IT?

- Surveys enable data to be collected relatively quickly and easily by asking a series of questions to a group of people, such as project participants
- Surveys can be used to track behaviours, opinions and attitudes over time, or at different points in time – this can be really useful for evaluating the impact of a funding stream or project
- Surveys can be conducted online, by post, in person or by telephone

WHEN SHOULD IT BE USED?

- Surveys can be used to find out a range of information about a group of people, including attitudes, behaviours and opinions
- The data that surveys produce is good for identifying patterns or common themes and for analysing trends or changes
- Surveys are very flexible and can be used for process evaluation and for impact and outcome evaluation

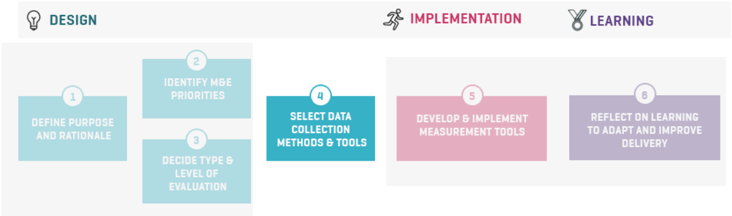
HOW TO DO IT

- Be clear about what you are trying to measure and the data you need to collect
- Develop a set of simple, concise, easy to understand questions that will provide you with the information you need
- If you are using surveys for impact evaluation, you may need to conduct the same survey at the start and again at the end of the project, so you can identify any changes that have occurred

TIPS FOR GETTING THE MOST OUT OF IT

- ✓ Be clear about what 'population' you want to find out about – this might be a demographic group (e.g. Men 65+) or just the participants of a specific activity
- ✓ Use Sport England's 'Standard Measures Question Bank' if you are measuring any of the standardised physical activity outcomes
- ✓ There are free online survey tools available (e.g. Survey Monkey, Google Forms) that can make designing surveys and collecting survey data quicker and easier

4.1a Data Collection - Guidance



Interviews

WHAT IS IT?

- Interviews involve asking a series of questions to one person (or a small group) to gain in-depth information about a chosen topic
- Can be conducted in person, over the telephone or online
- Interviews allow respondents to explain and expand upon answers to questions, allowing richer data to be collected about individual's attitudes, behaviours and experiences

WHEN SHOULD IT BE USED?

- Interviews should be used when in-depth information about a group/audience is required to provide more detailed understanding than a basic survey can provide
- Interviews are often used to complement quantitative data collected through other methods (e.g. surveys)
- Interviews can be used for process evaluation and outcome evaluation – to support both learning and measuring the impact of a project or programme

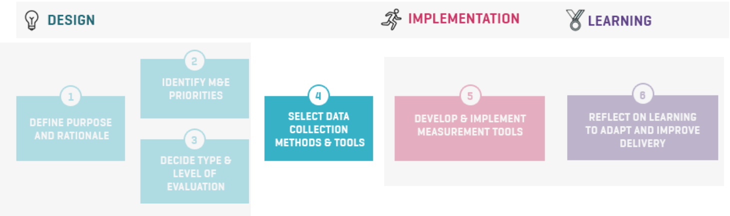
HOW TO DO IT

- Develop a question guide so all interviewees are asked the same questions – but be flexible in the interview and allow the discussion to progress naturally
- Ask open questions that encourage respondents to discuss a topic in detail and explore their thoughts and feelings
- Create a comfortable environment for respondents so they are more willing to open up and be honest

TIPS FOR GETTING THE MOST OUT OF IT

✓ Be clear about what you want to learn from the interviews – and the style of questioning (open or closed questions) that will give you what you need

✓ Be aware of the limitations: findings from a few interviews may not be representative of everyone, but can uncover things that other methods will not



Meetings & Conversations

WHAT IS IT?

- An informal method of obtaining information about how a project is progressing
- It is often overlooked, but regular meetings and conversations with the delivery team and other stakeholders can raise issues, unexpected outcomes and learnings that can be logged and feed into the process evaluation
- Speaking to participants can also provide an insight into how project delivery could be improved

WHEN SHOULD IT BE USED?

- Collecting data via meetings and conversations is suitable for process evaluation on any project or programme
- It is best used in conjunction with quantitative methods, such as participant and activity records, to provide context and understanding to numeric data
- Not generally suitable for impact and outcome evaluation

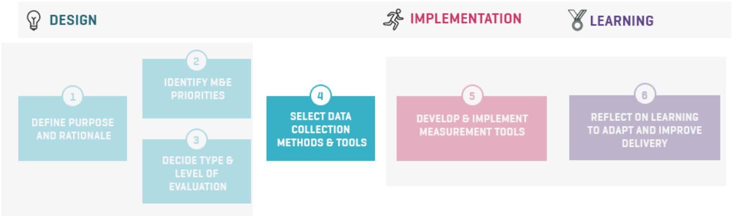
HOW TO DO IT

- Identify at the outset who are the most important people to talk to – schedule meetings or set time aside to speak to them
- Specify important topics and structure meetings or conversations around these discussion areas
- Take the time to document what is discussed so findings from meetings and conversations can feed into the process evaluation

TIPS FOR GETTING THE MOST OUT OF IT

✓ Identify the best people to speak to – those close to activities, such as participants and co-ordinators, can often provide particularly useful insight

✓ Try to speak to a range of people to develop a clear picture of how the delivery of the project is going



Focus Groups

WHAT IS IT?

- Group discussions involving 6 to 12 people who share similar attitudinal or behavioural characteristics
- Run by a facilitator, focus groups enable discussions to develop, with everyone encouraged to give their opinions
- Provide rich, qualitative data about a group of people's attitudes, behaviours and ideas about a particular topic

WHEN SHOULD IT BE USED?

- Focus groups are most suited to outcome evaluation
- Particularly appropriate where certain outcomes relate to participants attitudes, opinions or experiences
- This type of data collection produces in-depth, qualitative data – this is great for understanding an audience, but will not provide comparative, statistical data about a population

HOW TO DO IT

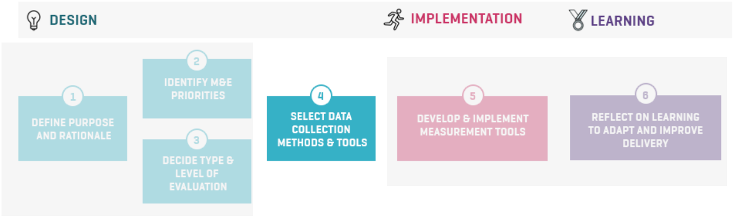
- Identify a facilitator and develop a discussion guide to provide a structure
- Recruit participants and break them into groups of between 6 and 12 based on their attitudinal or behavioural characteristics
- Make the groups feel as comfortable and natural as possible
- Record the group's conversation or have someone taking notes (preferably not the facilitator) on the discussions taking place

TIPS FOR GETTING THE MOST OUT OF IT

✓ Cover the most important topics first and encourage everyone to get involved in the group discussions

✓ Be careful not to ask leading questions – ask open questions, then probe for further information

✓ As a facilitator, don't make assumptions about what participants mean – if it's unclear, ask for clarification



Ethnography & Observation

WHAT IS IT?

- A way of gathering data through the observation of people in a natural setting
- Ethnography can be purely observational or participatory (when a researcher participates with the people they are observing)
- Ethnographic methods help to understand people's motivations, behaviours and experiences 'in context' – uncovering things that participants may not realize they do or be unwilling to talk about in interviews or focus groups

WHEN SHOULD IT BE USED?

- In M&E, ethnography and observation is usually used for process evaluation
- It can be useful for refining project activities by identifying ways to better meet audience needs and can help establish what has gone well and what hasn't gone well with a project
- Ethnography is most effective with small groups, where participant experience is a key element of the project

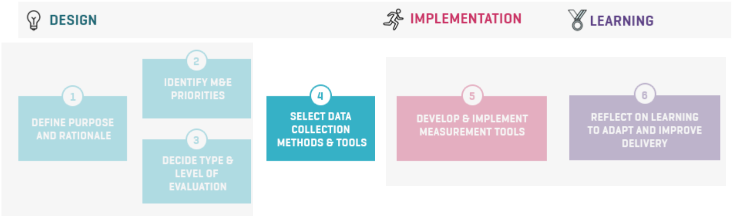
HOW TO DO IT

- You should inform the people you want to observe about what you are doing – there are ethical issues with conducting 'covert' observation of other people
- Get to know the people that you are studying – the more comfortable they are around you, the more natural they will be
- Develop pre-set questions to help focus your observations and field notes around the topics you are most interested in

TIPS FOR GETTING THE MOST OUT OF IT

✓ Think about what types of information you can collect – quotes, stories, photos and videos can help to bring findings to life

✓ Be aware of observer bias; our own values and beliefs influence the judgements we make about others



Diaries

WHAT IS IT?

- A way of collecting qualitative data by asking individuals to keep a record of their experiences and feelings over a period of time
- Participant diaries can be structured or un-structured depending on what type of data is required
- The key advantage of using diaries is that experiences are recorded as they happen, so there is less reliance on recall

WHEN SHOULD IT BE USED?

- Most appropriate for projects with a longitudinal element, where participant's experiences, opinions and feelings over time are an important source of understanding
- Data from diaries are useful to support either process or outcome evaluation, but are most effective used in conjunction with quantitative data collection methods

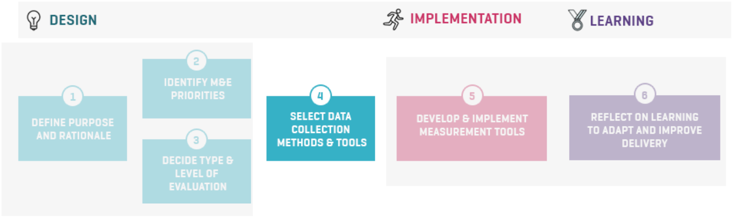
HOW TO DO IT

- Find/recruit a selection of participants who are happy to keep a diary about the activities or events they are taking part in
- Develop a diary structure – this might be specific questions you want answering or a set of general guideline topics that you want participants to write about
- Put time aside for analysing the data – this can take a long time, especially if diary entries are unstructured

TIPS FOR GETTING THE MOST OUT OF IT

✓ Provide clear instructions to diary-keepers about what they should write about and when they should write their diary entries

✓ Try to ensure that participants keeping diaries are a good representation of the audience you are interested in, so you avoid focusing on one perspective



Official Data & Statistics

WHAT IS IT?

- A variety of organisations collect and publish data and statistics that can be utilised in measurement and evaluation
- Public organisations such as Sport England and Public Health England produce data on a range of topics including physical activity, health and wellbeing
- Many official statistics hold data at region or local authority level, so they provide information on local statistical trends

WHEN SHOULD IT BE USED?

- Using official statistics as an evaluation tool is only appropriate for large-scale, long-term programmes that have the potential to impact large populations – even then, statistics should be used with caution and knowledge of their limitations
- Official statistics should only make up one component of a programme's outcome evaluation – results are only indicative of a programme's impact and do not provide proof of causation

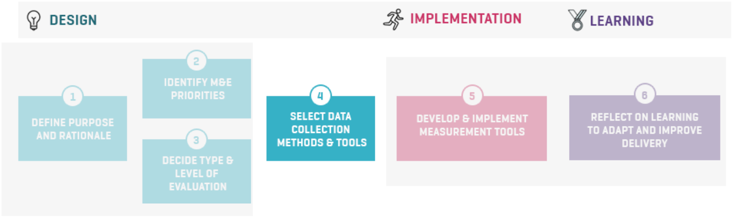
HOW TO DO IT

- After identifying your project objectives, carry out some research to see if any official statistics can be used as relevant measures for the outcomes you are trying to achieve
- Use the most recent data release as a 'baseline' – future releases can then be monitored to view trends within the locality where the project is operating

TIPS FOR GETTING THE MOST OUT OF IT

✓ Bear in mind that most official statistics track very large populations – this means they are often not appropriate for measuring project impact

✓ Most official statistics are only released once a year, so they will not give a short-term view of impact



Financial & Economic Analysis

WHAT IS IT?

- A method of collecting financial data to measure and evaluate the success of financial or economic outcomes
- Provides the data that allows commonly used financial analyses to be conducted, such as a 'cost-benefit' analysis
- Often involves a variety of other data collection methods – surveys, focus groups etc. – to collect data that can be converted into, or expressed in, monetary terms

WHEN SHOULD IT BE USED?

- Financial or economic analyses are relevant to project's that aim to deliver one or more financial or economic outcomes
- It is only appropriate to conduct financial impact analysis when outcomes can be calculated in monetary terms
- Primarily used for impact and outcome evaluation, but the data collected may also support process evaluation

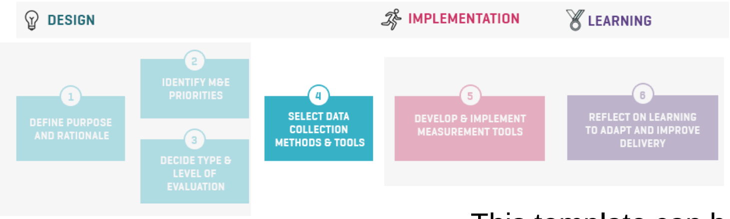
HOW TO DO IT

- Define your intended financial outcomes at the outset of the project
- Be clear about how success will be measured and whether a financial model (e.g. cost-benefit analysis) will be used to do this - Sport England has developed its own '<u>Local Economic Value of Sport Model</u>' which is a good place to start
- Identify the data that is required to calculate the financial value of the project and develop the tools required to collect this data

TIPS FOR GETTING THE MOST OUT OF IT

✓ Be very clear at the start about what financial outcomes you want to deliver and what data will allow you to measure if these have been achieved

✓ Define rules and be consistent and transparent with how non-financial data (e.g. improved physical health) is converted into monetary value for analysis



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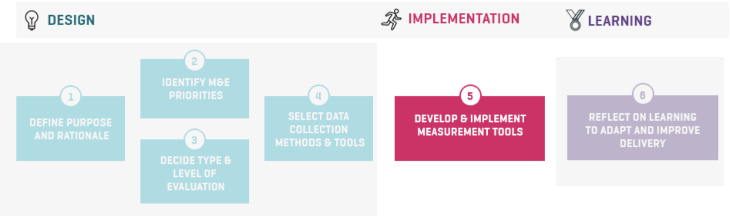
Measurement & Evaluation Plan Template

This template can be used to define and document what M&E data needs to be collected and the tools that will be used to collect it

EVALUATION OF…	PROJECT OBJECTIVES	INDICATOR MEASURES	DATA COLLECTION TOOLS & SOURCES	ASSUMPTIONS & RISKS
Inputs *(Process Evaluation)*				
Activities *(Process Evaluation)*				
Outputs *(Process Evaluation)*				
Outcomes *(Impact/Outcome Evaluation)*				
Economic *(Economic Impact Evaluation)*				



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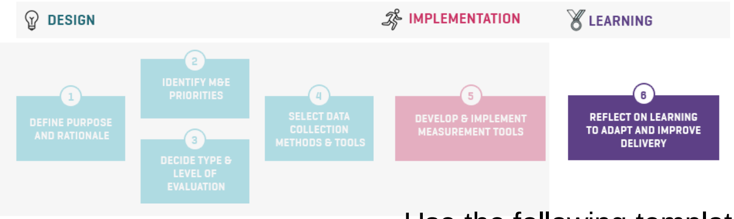
Processes, Roles & Responsibilities Table Template

Use the following table to define data collection processes and identify roles and responsibilities for all required M&E tasks

PROCESS STEPS DATA COLLECTION METHOD	DEVELOP DATA COLLECTION TOOLS	COLLECT M&E DATA	COLLATE / ENTER M&E DATA	ANALYSE & REPORT M&E DATA

Tip: Make sure the completed table is shared with all of the people involved in conducting M&E so everyone is clear about their responsibilities and what is expected of them



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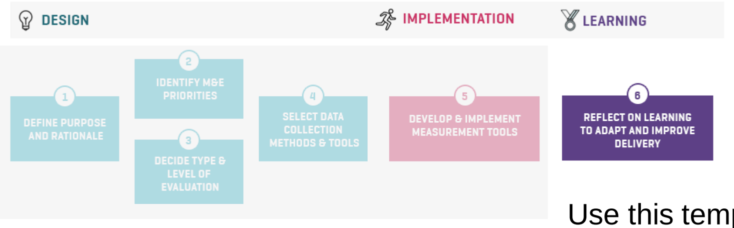
Reflection & Learning Log Template

Use the following template to guide discussions in your reflection workshops and to document the learnings that your M&E has produced

REFLECTION AND LEARNING LOG	WHAT WENT WELL? AND WHY?	WHAT DIDN'T GO WELL?	WHAT COULD HAVE BEEN IMPROVED? HOW?	HOW CAN THIS LEARNING BE APPLIED?
PURPOSE, RATIONALE & SCOPE *Were the outcomes well defined?* *Was the scope clearly defined?*				
GATHERING INSIGHT *Did we gather the insight required to successfully design & deliver the project?*				
PROJECT PLANNING & DESIGN *Did we select the right approach?* *Was enough time & resource dedicated to planning?*				
PROJECT DELIVERY *Did implementation go to plan?* *What challenges were encountered?*				
PROJECT OUTCOMES *Did we achieve the intended outcomes?* *What challenges were encountered?*				
MEASUREMENT & EVALUATION *Was the M&E approach fit for purpose? Did the data collection methods produce the data required?*				
COMMUNICATION *Was communication between deliverers and stakeholders effective?*				



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Learning Dissemination Plan Template

Use this template to develop a plan for how and when key learnings from the project should be shared with others

STEP 1: *Enter details of up to five 'key learnings' in the boxes below.* ***Use your 'Reflection & Learning Log' to select what you think are the most valuable things you have learnt:***

KEY LEARNING 1	KEY LEARNING 2	KEY LEARNING 3	KEY LEARNING 4	KEY LEARNING 5

STEP 2: *Select people, groups or organisations that may benefit from your learning. For each audience, follow the steps below to create a dissemination plan:*

	NATIONAL FUNDING AND COMMISSIONING BODIES	LOCAL COMMISSIONING AND DELIVERY NETWORKS	PROJECT DESIGN & DELIVERY TEAMS
Who could benefit from these learnings?			
Which key learnings are relevant?			
How will they be communicated?			
Who is responsible for communicating?			
When should you deliver communication?			