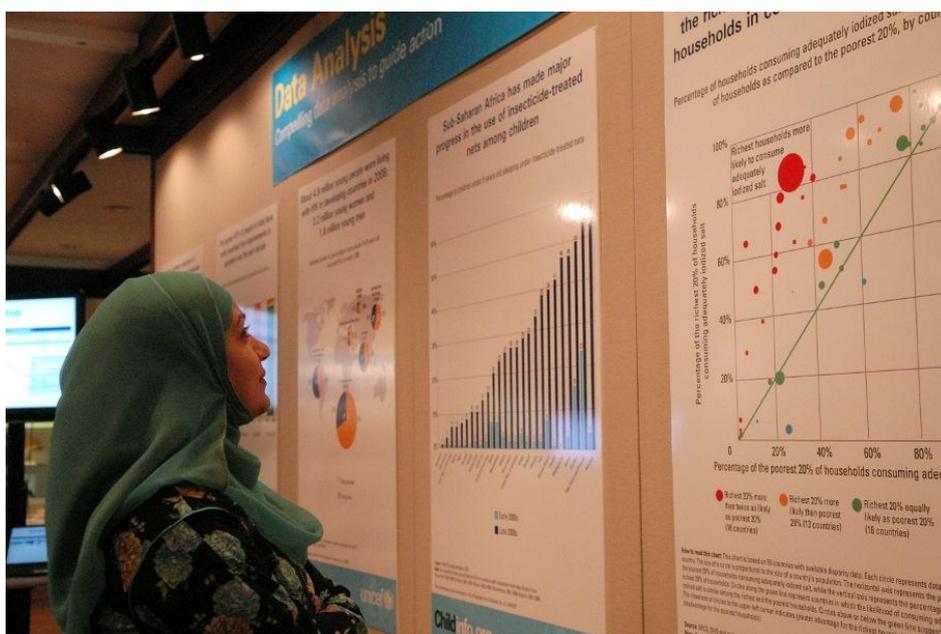**United Nations Inter-agency Project toward a Resource Pack on:**

Research, Monitoring and Evaluation in Communication for Development

Part II

Outline of

A Guide to Designing the Research, Monitoring and Evaluation Process for Communication for Development in the UN

Prepared for the UN Inter-agency Group on Communication for Development by

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7 February 2011

Contents

A Guide to Designing the Research, Monitoring and Evaluation Process for Communication for Development in the UN

Introduction

This document is an initial outline of "A Guide to Designing the Research, Monitoring and Evaluation Process for Communication for Development in the UN" (heretofore referred to as 'the Guide') that aims to provide practical and useful information to country-level UN staff and their programme implementation partners who are involved in designing and implementing research, monitoring and evaluation (R, M&E) of Communication for Development (C4D) programmes and initiatives. It also aims to provide a better understanding of the particular M&E needs of C4D programmes to 'mainstream' M&E specialists, managers and others in the UN. It has a particular focus on impact assessment since there is a significant need to increase the number and quality of impact assessments of C4D programmes.

This initial outline of the Guide was prepared as part of the UN Inter-agency R, M&E Resource Pack for C4D Programmes project which was funded by UNICEF and conducted in collaboration with Teresa Stuart and Paula Claycomb from UNICEF's C4D Unit in New York. This Guide draws on a major literature review and consultations with 11 C4D Focal Points or M&E specialists from seven UN agencies and a 15 member Expert Panel (see Lennie & Tacchi, February 2011). They provided suggested revisions to a draft of this Guide which was discussed at a series of meetings at UNICEF headquarters in New York in December 2010.

There are many different approaches to designing R, M&E and many valuable M&E Guides that already exist. Those consulted agreed that it would be better not to create another toolkit and to take a 'less is more' approach. They felt that it was important not to duplicate existing resources but to include recommendations for high quality evaluation tools and Guides such as 'Essentials for Excellence' (Parks et al., 2008).

This Guide requires further development through a process of consultation and testing with country-level UN staff and their partners in appropriate pilot sites. We envisage that it will be continually revised and updated as it is used and feedback on its usefulness is obtained. This process needs to be dynamic and flexible and appropriate to the focus and local context of the programme and local culture, social norms and capacities.

We envisage that it would be based on the R, M&E for C4D framework and the principles for effective, appropriate and sustainable R, M&E of C4D outlined in Lennie and Tacchi (2011). This framework and associated principles have been simplified for this initial outline and would be referred to throughout the final version of the Guide. They can be adapted as necessary. Feedback on the framework and principles will need to be sought from a sample of users of the Guide and revisions made as necessary. The aim here is to increase ownership of the R,M&E for C4D process so as to increase its success in terms of staff and community participation, inclusion and empowerment and strengthened evaluation capacities.

This Guide can be seen as part of an ongoing, long-term capacity development process, which was identified as a key need in our consultations. Those we consulted suggested that this Guide could be used in conjunction with an internal 'Ask an Expert' site on the internet and the development of an online community of practice.

The R, M&E Resource Pack for C4D Programmes

Once it is more fully developed, this Guide will be a key component of the Research, Monitoring & Evaluation Resource Pack for C4D Programmes. This Resource Pack is being developed as part of an ongoing series of strategies that aim to institutionalise C4D within the International Development Agenda, demonstrate the contributions and impacts of C4D, and thereby strengthen C4D's institutional position within the UN. It is seen as part of an advocacy strategy that targets managers, planners and senior staff in the UN and helps to develop the evaluation capacities of those involved in C4D from field to management level, as part of an ongoing, long-term process. Various strategies for this capacity development process were suggested during the consultation meetings in December 2010.

The Resource Pack aims to:

- Demonstrate the benefits and rigour of a participatory mixed methods approach to R, M&E of C4D to mainstream 'outcome-oriented' M&E specialists in the UN.
- Lead to a better understanding of the particular M&E needs of C4D programmes.
- Show that assessing the impacts of C4D programmes is more complex and presents many more methodological challenges than for other development programmes.
- Assist in further developing the capacities and knowledge of country-level UN staff and their programme implementation partners in effectively designing and implementing R, M&E of C4D.

Along with this Guide, the Resource Pack currently includes:

- A literature review and detailed findings from a research and consultation process (Lennie & Tacchi, 2011).
- The executive summary to the literature review, which UNICEF will publish as a stand-alone document.
- An extensive electronic bibliography of publications, reports, toolkits and other resources related to C4D and R, M&E of C4D.
- An initial directory of consultants who can provide training and advice on R, M&E of C4D.

Proposed users of this Guide

Given the participatory mixed methods approach to R, M&E that has been proposed as a result of our consultations and the literature review, we believe that the most appropriate primary users of this Guide are country-level UN staff and their programme implementation partners. They are engaged in collaboratively planning, designing and implementing R, M&E of C4D programmes and therefore need a better understanding of this process and the principles that underpin this process. However, those involved in funding and approving M&E work at a head office level also need to be aware of the process and may need to be convinced of the rationale for using a participatory mixed methods approach to R, M&E that is based on the framework and principles outlined in Lennie and Tacchi (2011). This is because this approach may appear to challenge top-down, largely quantitative, M&E approaches that are often widely used in the UN.

Proposed focus of the Guide

Gives answers to fundamental questions

Feedback from consultations indicated that the Guide should answer the fundamental, pragmatic or 'mundane' questions that those with less M&E knowledge need to know the answers to and that are repeatedly asked at the field and country level. It will also include questions and criteria about the various issues that need to be considered in deciding which approach, methodologies and methods will be used in the R, M&E process. Each section of the Guide will suggest how the four main C4D 'trends' would affect this process, the type of M&E questions asked, and possible responses to these questions. It will emphasise using a mix of methodologies and methods that are complementary and fit well together and are most appropriate for the particular context and the people, skills, funding, time and resources that are available.

Provides information relevant to C4D

The aim of this Guide is to provide information that is particularly relevant to the C4D area. This will likely require drawing on and adapting some existing Guides that are particularly useful. The Guide may initially need to be focussed on the evaluation of Behaviour Change Communication and Communication for Social Change programmes but later versions could include processes and information that are more relevant to media-based C4D programmes.

Suggests adaptations to mainstream M&E tools

While a participatory approach will be emphasised, the Guide is based on an awareness that standard M&E tools such as the logframe that does not fit very well with a participatory M&E approach are still likely to be required and would need to be adapted or enhanced to make them more useful and effective for the evaluation and impact assessment of C4D programmes. For example, a table showing the differences between the logframe and a Theory of Change approach could be included to increase understanding of the limitations of the standard logframe approach and what adaptations may be needed (see Appendix 2 in Keystone Accountability, 2009 for an example of such a table).

Provides links to useful resources and information

The Guide will explain the process of developing a tailored R, M&E plan depending on your specific needs; it will not explain how to use particular methodologies and methods/tools. However, links (with small summaries) will be provided in each section to relevant toolkits and Guides, and other useful information. They will need to be vetted first to ensure that they are good quality. An outline of the strengths and weaknesses of the resources could be provided and resources categorised according to communication types such as radio. Details about the strengths and limitations/constraints of various methodologies and methods will also be included. Some information on this is provided in Section 7 of the report by Lennie and Tacchi (2011).

Proposed contents of the Guide

The following sections could be included in the Guide.[1] The actual sequence of the steps indicated below may vary, depending on the particular R, M&E approach used, and the particular requirements and constraints placed on the process by UN standards and different UN agencies and the particular C4D approach used. This section will also emphasise the importance of taking the

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[1] This outline is partly based on an M&E framework developed by Anne Markiewicz in 2007.

wider context of the evaluation and impact assessment into account. It would also include a checklist of actions to be taken in conducting R, M&E in different C4D contexts.

1. Understanding the proposed R, M&E for C4D framework

This section will provide a brief overview of the proposed R, M&E for C4D framework which incorporates the principles for effective, appropriate and sustainable R, M&E of C4D outlined in Table 1 below, which are presented in more detail in section 2 of the report by Lennie and Tacchi (2011). This framework can be summarised as follows:

Conceptual framework

- A holistic perspective that takes the wider context into account
- Focuses on gender, power and social norms
- Takes a holistic approach to evaluation capacity development that aims to develop learning organisations
- Evaluation is seen as an ongoing learning and programme improvement process
- Takes a long-term, sustainable perspective on evaluation and evaluation capacity development.

Methodological and reporting framework

- Takes an open, flexible approach to designing evaluations and selecting methodologies and methods
- Uses participatory approaches as appropriate
- Uses a mixed methods approach and triangulation
- Impact assessment includes assessing the contribution of C4D programmes to change, and uses a dynamic, moving theory of change
- Makes more use of qualitative and participatory indicators
- Evaluation is independent and learns from 'failures' and negative results
- Open communication and feedback systems are established.

2. Understanding key principles for R,M&E of C4D programmes

This section will provide a simplified version of the principles that are set out in more detail in Section 2 of Lennie and Tacchi (2011). They are shown in Table 1.

Table 1: General and specific principles for effective, appropriate and sustainable R, M&E of C4D

General principles	Specific principles
Is consistent with the underlying values and principles of C4D and appropriate for different types of C4D initiatives	Uses a participatory approach (wherever possible) that respects, legitimises and draws on the knowledge and experience of local participants. Methodologies and methods selected are culturally appropriate, complementary, and the most appropriate for different issues and purposes, different types of C4D initiatives, and the aims of the evaluation.
Is meaningfully participatory and inclusive	As far as possible, facilitates active participation of stakeholders in all stages of the evaluation and ownership of the initiative and its evaluation. Is as inclusive as possible of a diversity of groups; addresses issues of gender and other difference and unequal

	power and voice.
Is integrated into the programme cycle from the conception, design, and planning stages	Uses openness, freedom and flexibility in developing evaluation frameworks and plans. This process begins by agreeing on the initiative's objectives and outcomes and clarifying the evaluation's purpose and participants' expectations.
Is provided with sufficient funding, time and resources	Takes a long-term view of the process and the benefits of a participatory, mixed methods approach and the use of longitudinal studies to assess impacts and outcomes. The evaluation is proportionate to the scale of the programme and timeframes to achieve outcomes are realistic.
Aims to lead to sustainable outcomes, including strengthened organisational systems and evaluation capacities and more effective policies, strategies and programmes that address development goals.	Staff at all levels is involved in long-term capacity development which focuses on organisations as a whole and the development of learning organisations. Evaluation capacity development aims to increase understanding of the fundamentals of R, M&E, and provides practical guidance and simple, user-friendly information for managers, field staff and community members.
Goes beyond a focus on individual behaviour to consider social norms, policies, gender and power relations, culture and the specific and general development context	Takes the wider social, economic, political, cultural and communication context, issues and barriers into account, the complexity of social systems, and the interrelationships between different interventions. Data is disaggregated by gender, age, ethnicity and other relevant differences.
Attempts to understand how and why social change happens, using a rigorous participatory, mixed methods approach	Involves developing locally and externally derived indicators and a dynamic, moving theory of change. Considers the short-term, intermediate and long-term impacts of initiatives. Adjusts baseline information to recognise changes in the context. Triangulates findings to increase rigour and ensure that a diversity of voices and views are included.
Involves continuous reflection and learning. Includes an action component and a process of continuous improvement through feedback loops as a programme is implemented.	Engages in continuous monitoring of the communications environment and seeks continuous feedback on C4D programmes. Identifies process outcomes to learn lessons. Learns from negative findings, weaknesses and 'failure' and looks for unplanned and unexpected results. A range of appropriate, effective and open communication and feedback systems are established to share findings, learning, outcomes and experiences.
The evaluation is based on a high level of independence, integrity and honesty	Positive, negative, intended and unexpected findings are shared openly and honestly with participants, donors and funders and the larger development community.

3. Understanding definitions of key R, M&E terms

Those involved in our consultations in New York suggested that this Guide should provide an 'authoritative Guide for R, M&E definitions (of terms such as 'approach', 'methodology' and 'method') and glossary of terms with footnotes'. They thought that it may also be useful to explain how others have used these terms. We have proposed that this section will include definitions of the key terms: research, monitoring, evaluation, impact assessment, approach, methodology and methods. Agreement on these definitions will need to be reached from a wider consultation process before they are included in this Guide.

Our consultations highlighted a particular need for clear definitions of the terms 'approach', 'methodology', and 'methods' as they relate to evaluation, since they are sometimes used in conceptually confusing ways. We have defined these terms as follows:

By '**approach**' we mean conceptually distinct ways of thinking about, designing and conducting evaluations. Examples of evaluation approaches are the results-based management approach (exemplified by the logical framework approach) and stakeholder-based participatory approaches.

By '**methodology**' we mean the process, design or framework that underpins your choice of methods. In some cases you may be informed by more than one methodology. The methodology you use affects decisions about the most appropriate methods to use in achieving your desired outcome.

By '**methods**' we mean techniques or tools used to plan an evaluation, gather and analyse data. More than one method will usually be used in an evaluation plan, chosen according to the methodology.

For example, your methodology might be Participatory Rural Communication Appraisal, and you might use a mix of participatory techniques and focus group discussions as your method (Lennie and Tacchi, 2011: 5).

4.   Conducting an evaluability assessment

This is 'a systematic process that helps to identify whether a programme is in a condition to be evaluated, and whether an evaluation is justified, feasible and likely to provide useful information. Its purpose is ... also to prepare the programme to generate all the necessary conditions to be evaluated' (UN Women, 2009). While programmes do not necessarily have the funding to conduct both an evaluability assessment and an evaluation, programme managers need an awareness of the key elements involved in assessing programme evaluability. These usually relate to the programme design, availability of information, and the conduciveness of the context (UN Women, 2009).

5.   Conducting a needs assessment

This section will include key questions and issues that need to be considered in conducting a needs assessment for C4D as an initial part of planning a C4D programme (this is not necessarily a one off activity); and effective methodologies and methods for researching communication and information needs, barriers and issues (i.e. taking the local context into account).

- Set out the key questions and issues that are the focus of the needs assessment (make relevant to C4D)
- Discuss strengths and weaknesses of different methodologies and methods that could be used in the needs assessment, including, for example, communicative ecology, a key process used in Ethnographic Action Research (see Tacchi et al., 2007)
- Data collected could become part of a baseline for M&E
- This is a research process that is part of the design of a communication strategy and aims to help understand the context of the C4D initiative and factors that can affect the outcomes of the initiative.

6. Identifying stakeholders

A key step in a participatory M&E process is to identify the key stakeholders or 'boundary partners'. These are the people who are contingent to achieving the changes or outcomes that are sought from the C4D initiative. This process includes:

- Identifying these groups though various stakeholder analysis methods (provide links to useful methods and examples)
- Identifying ways that they could be involved
- Considering the primary and secondary means of involvement

7. Clarifying expectations and outcomes

It is important to clarify what the key participants and stakeholders (including funders) expect from the evaluation. The aim is that evaluation findings are useful to the end users of the C4D initiative and they are used to improve the initiative and understandings about the process of behaviour and social change and the role of C4D in bringing about change.

This step will consider questions such as:

- Who is the evaluation for?
- What is it for?
- Who are the intended users of the evaluation?
- What are the intended uses?
- What expectations do various groups have for the evaluation?
- How will the process itself empower those involved and strengthen wider C4D processes?

This section will set out the list of questions that need to be covered in this initial planning stage and suggest exercises for answering these questions. At this stage, it may be useful to consider how appropriate a highly participatory approach to M&E would be for the particular evaluation (see the short UNICEF (2003) Guide 'Planning a Participatory Evaluation').

8. Identifying key questions

In their Guide to Participatory Impact Assessment, Catley et al. (2008: 12) note that 'The most important and often the most difficult part of designing an impact assessment is deciding which questions should be answered'. They suggest limiting the assessment to a maximum of five key questions and answering these well. Johnson and Onwuegbuzie (2004: 17-18) also advise that research methods should *follow* research questions in a way that offers the best chance to obtain useful answers.

This process will vary depending on whether impact indicators have already been identified with communities at the beginning of an initiative or if a retrospective approach to impact assessment is being used.

9. Clarifying the boundaries and scope of the impact assessment

Depending on the initiative, it may be necessary to define the geographical and time boundaries of the initiative so that everyone is clear about the limits to the areas in which impacts have happened and the time period that is being assessed. This section will highlight issues related to the need to be realistic about what types of impact can be expected within certain timeframes. It will also consider the areas of impact to be assessed, who the impact may be on, and what level the impact assessment will focus on (i.e. individuals, households, groups, organisations, whole communities).

The evaluation should also be proportionate to the scale of the programme. Key questions to consider in relation to the scale and scope of the evaluation and obtaining the most trustworthy and meaningful results are:

- How many participants or respondents are needed?
- Which particular groups of people need to be involved?
- What criteria and methods should we use to select particular case study sites?
- How many communities or sites need to be involved?

10. Developing a programme logic or theory of change

This will include key questions and factors that need to be considered in deciding on the best process to use in developing a programme logic or theory of change for the evaluation and the strengths and limitations of:

- Various programme logic models – this step would involve identifying the inputs, activities, outputs, outcomes and impacts of the programme and what baselines are needed
- The Theory of Change approach (provide links to Keystone tools, which may need to be adapted)
- Causal analysis
- Problem tree analysis

This section will also suggest that a dynamic, moving theory of change is often appropriate for the evaluation of C4D programmes. It will also consider alternatives to a focus on impacts, such as Outcome Mapping (Earl et al., 2001). It will include the following:

- Key questions to be used to determine the best approach for you – for example, do you want to take a systems approach based on complexity thinking? If so, Outcome Mapping would be appropriate to use.
- Discussion of the strengths and weaknesses of the logframe and Theory of Change approaches (use table from Keystone (2009) showing the differences)
- Materials on causal analysis and problem tree analysis (refer to the Participatory Rural Communication Appraisal handbook by Anyaegbunam et al. (2004).

Clarifying the vision, goals and objectives of the programme: This sub-section will include information about the process that would be used in a more traditional programme logic approach and a Theory of Change approach. If the programme logic approach is used, this step would involve working out the goals and objectives of the programme and the outputs and activities associated with each objective. If (for example) the Keystone Theory of Change approach is used, this step

would begin by imagining a vision of success (a short but specific picture in words of the sustainable future that stakeholders wish to help bring about made up of many different specific but interdependent changes. It describes real people, real relationships, institutions and cultures). The aim is to reach agreement on the most valued objectives of the C4D programme that the impact assessment will focus on.

11. Identifying indicators

Again, this process will vary depending on the approach used. This section will provide information on various ways of developing indicators.

- Developing community-defined indicators of change
- Developing qualitative, quantitative, direct and proxy indicators of impact, and possibly media development indicators (this will include questions such as: What is the optimum methodology for developing C4D indicators? Who sets the criteria for indicator development? Who is involved and who decided what type of information will be collected and how it will be used? Who should develop and use these indicators?)
- SMART indicators and SPICED indicators (see section 8, Lennie & Tacchi, 2011)
- Alternatives to indicators such as the collection of Most Significant Change stories and 'verifying assumptions' (see Davies & Dart, 2005; Guijt, 2000 and section 8 of Lennie & Tacchi, 2011)

12. Developing monitoring and evaluation matrices

This section will include examples of various types of matrices that could be used in developing plans to undertake an impact assessment, based on the information gathered in the steps above. For example, the M&E framework developed by Markiewicz (2010) includes a monitoring matrix and an evaluation matrix. The monitoring matrix includes goals, indicators, data sources and data collection methods while the evaluation matrix includes evaluation questions, sources of information from monitoring, sources of information from evaluation, data collection methods and data analysis and reporting methods. Evaluation questions are divided into the following types: effectiveness, efficiency, appropriateness, impact and sustainability.

13. Deciding which methodologies and methods to use

This section will outline the range of factors that need to be considered in selecting the most appropriate methodologies and methods to use in the impact assessment. This section could include links to a 'menu' of methodologies, methods and tools that could be used in the R, M&E process. It could eventually include lift out cards that provide more details, information or descriptions of the methodologies, methods etc., including their strengths and limitations. As well as in Lennie and Tacchi (2011), such information can be found in Clark and Sartorius (2004), Gosling and Edwards (2003), Heeks and Molla (2009) and Westat (2002).

This section could include the following information:

Consistency with C4D approach and M&E for C4D principles: The process of selecting methodologies and methods should be flexible, participatory and consistent with the C4D approach and the principles of R, M&E for C4D proposed in the literature review. Some key general questions

that may need to be considered (depending on the C4D approach used) are: do the methodologies and methods selected:

- Fit the underlying values and aims of the C4D initiative?
- Enable the active, meaningful and inclusive participation of a diversity of audiences and others with an interest in the initiative?
- Provide an opportunity to strengthen R,M&E capacities?
- Provide some understanding of the wider context and larger structural issues that have an effect on the initiative and are of concern and interest to the end users of the initiative?
- Enable you to go beyond a focus on individual behaviour to consider local social norms, current policies, culture and the general development context?
- Enable you to understand how and why social change happens?
- Allow you to look at the issues of concern from multiple perspectives, to understand the micro and macro context and issues, and their interdependence?

Engaging primary stakeholders and audiences: Consideration also needs to be given to how well the methodologies and methods will engage the primary stakeholders and users in the R, M&E process. This includes asking questions such as:

- To what extent is the culture of your organisation receptive to the use of participatory R, M&E approaches?
- What sort of methodologies and methods will most interest and readily engage the primary stakeholders (including programme and communication staff) and participants/users?
- Which methodologies and methods have previously been successfully used in this community or area?
- What sort of methodologies and methods will be most appropriate for the particular groups involved? (i.e. taking into account issues such as the local culture, gender, age, literacy and education levels)
- What sort of methodologies and methods will lead to findings that our primary stakeholders and participants/users will see as trustworthy and credible?

Deciding on the best mix of methodologies and methods: Once the above issues have been clarified, it is necessary to consider which particular mix of methodologies and methods will best fit the evaluation outcomes being sought. This requires becoming familiar with the main purpose of each methodology and method and understanding their strengths and limitations or constraints. This information is provided in section 7 of the report by Lennie and Tacchi (2011) and in other resources listed at the end of the Guide. The aim here is to consider the extent to which any limitations or constraints outweigh the strengths of the methodology or method and how well different methodologies and methods balance or complement each other.

Flexibility and robustness of the design: The design of an evaluation needs to be flexible and open to revision as data is gathered and those involved learn from the process. If some methodologies or methods prove unsuitable or do not yield the results that were sought, other methodologies methods need to be readily available for use. An R, M&E design should allow further exploration of key questions or identification of gaps in the information that is being collected.

Resources and support available

Several different types of resources and constraints also need to be considered before finalising the questions that will Guide your R, M&E work and selecting the methodologies and methods for your evaluation. A key question here is 'Will the particular approach, methodologies and methods provide the type of information that we want, when we want it, and help to answer our particular questions? Other factors include:

Budget and costs involved: You need to consider your budget constraints and the costs involved in tasks such as organising activities, data collection, analysis, gathering feedback and reflections on the evaluation, and reporting to various audiences. As Westat (2002: 46) points out 'To obtain robust findings, the cost of data collection is bound to be high regardless of method'.

Time constraints: The complexity and quality of the data to be gathered affects the time needed for data collection and analysis. As we have noted, the use of participatory and qualitative methods often requires more time than for quantitative methods. However, when this is seen from a long-term perspective that considers the many benefits of taking a participatory approach, this time and other costs involved can be easily justified. A pragmatic mixed methods approach is often effective given that the constraints and limitations of some methods are balanced by the strengths of other methods. Key questions to consider here include:

- How much time to you have to conduct the evaluation?
- How much time would be needed to prepare to use the particular methods or tools?
- How much time would be involved in gathering or recording the data?
- How much time would be needed to analyse and prepare reports or other information on the results?

Scale and scope of the evaluation: The various factors outlined above will determine the scale and scope of the evaluation and what those involved in the process can realistically and practically deal with. The evaluation should be proportionate to the scale of the programme. Key questions to consider to in relation to the scale and scope of the evaluation and obtaining the most trustworthy and meaningful results are:

- How many participants or respondents are needed?
- Which particular groups of people need to be involved?
- What criteria and methods should we use to select particular case study sites?
- How many communities or sites need to be involved to provide meaningful and useful findings?

Skills, knowledge and experience: The capacities of staff and others to undertake the evaluation and to use particular methods is an important issue that must be taken into account. Key questions to consider include:

- What skills, knowledge and experience in particular methods do the staff and others who will take part in the R, M&E process have?
- What sort of training might be required in particular methods to increase the quality of the process, the data collected, and the analysis and reporting of that data?

Organisational support: The support of management, programme and communication staff in conducting the evaluation is very important to success, especially if you would like to use 'non-mainstream' or unfamiliar R, M&E approaches, methodologies and methods. Key questions here include:

- How open is your organisation to the use of 'alternative' approaches to R, M&E?
- If it is not very open to alternative approaches, what strategies could be used to help foster greater support?
- What level of technical and other support can your organisation provide that could help your team to more effectively conduct the evaluation?

14. Data collection and analysis strategy

This section will include questions and issues to consider in ensuring that M&E is undertaken in a rigorous way and meets various UN or donor requirements.

- Reference will be made to the earlier section about who is the research/evaluation for.
- Emphasise the need to carefully plan for data collection, linked to the various steps above. The methods used will depend on responses to sections above as well as the agreed research and evaluation questions.
- It will also include information about ensuring rigour – using multiple methods, involving stakeholders etc, ways of deepening data; capturing complexity where important; considering context and so on. Catley et al. (2008) suggest that repeated and consistent use of various participatory methods is important to obtaining rigorous and valid results.

15. Considering attribution and contribution issues

This section will include issues to consider in relation to the assessment of attribution and contribution and ways that these often complex issues can be addressed. This will include links to information on conducting a contribution assessment, which was described by a UN respondent to our survey as 'an analysis of the contribution of a C4D intervention to an overall development outcome, as opposed to a cause-effect relationship ... [It] shows how C4D contributes to an outcome without being directly responsible for it'. These issues are discussed further in sections 5 and 7 in the report by Lennie and Tacchi (2011).

16. Communication and reporting strategy

This will include questions and issues to consider in relation to communicating the findings to different users and participants; the most effective way to present results; and using results and M&E reports on programme impacts and outcomes (as well as other creative or innovative methods) to advocate for M&E and C4D with UN management and mainstream 'outcome-oriented' M&E specialists in the UN.

17. Capacity development and implementation strategy

This would include an outline of the questions and issues to consider in assessing the capacity development and support needs of staff and others who are involved in data collection, and processes to ensure data quality and rigour of the overall M&E process (this would include questions

such as: What type of capacity development is needed, for whom, and at what level? How will evaluation capacity be sustained?)

18. Learning and improvement strategy

This would include key questions and issues to consider in using the R, M&E information to improve, adapt, change or refine the C4D programme.

19. Meta-evaluation strategy

This would include information about how to build in ongoing critical reviews of the effectiveness of R,M&E and capacity development processes and methods in order to continually strengthen and improve them. It could also include information about conducting meta-evaluations of a number of C4D programmes.

Recommendations for further developing the Guide

We would like to suggest the following process, which would need to be undertaken in conjunction with further research and consultation work that has been proposed to develop the whole Resource Pack further:

1. Identify other good quality M&E resources that could be referred to or adapted for use in the Guide and then undertake some further development of the Guide, especially sections with very little detail. This could include adding some relevant examples and case studies to bring the information to life and make the Guide more useful and interesting. Proposed definitions of other key terms will also be added, as well as links with short summaries in each section to relevant toolkits and Guides, and other useful information. These resources will be vetted first to ensure that they are good quality.

2. Identify M&E and programme staff in various UN agencies who are working on C4D programmes and a relevant sample of country and field-level M&E staff and their partners in a number of different countries who are willing to provide ongoing feedback on the Guide and key elements of the Guide such as the R, M&E for C4D principles. Ideally, these staff would be located in UN agencies or particular country offices that are willing to champion the participatory mixed methods approach that has been advocated in the Resource Pack. Since we have already identified Will Parks, Deputy Representative for UNICEF in Nepal as a key champion, this country would be included in this further research and consultation process.

3. Conduct consultations with these staff and some of the implementing partners in various countries. This would focus on gathering feedback on:
   - The more developed version of the Guide
   - The R, M&E for C4D framework
   - The R, M&E for C4D principles
   - Proposed definitions of key terms

   In addition, country and field level staff would be asked to list their top five fundamental, pragmatic or 'mundane' questions about R, M&E and impact assessment that they often need answers to. They could be asked to suggest any other useful R, M&E resources that could be included in the Guide.

The Guide will need to be translated into other languages in order to obtain the most useful and broad-ranging feedback.

4. Develop a further version of the Guide, based on this research and consultation process.

5. Seek feedback on this revised Guide from the country and field-level M&E staff and their partners who were previously consulted.

6. Make any further revisions that are necessary, translate into various languages and make the Guide available in hardcopy, PDF and online formats.

7. Trial the actual use of the Guide in various pilot countries and identify ways that it could be improved or revised to better meet the needs of country and field-level M&E staff and their partners.

8. Revise the Guide based on this trialling process and then publicise it widely. It should continue to be revised and updated as further feedback is received and new ideas on effective R, M&E of C4D emerge.

9. In a parallel process, training modules associated with various parts of the Guide could be developed with input from key trainers and a sample of M&E staff who would participate in this training.

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