



SAVE THE CHILDREN UK

GLOBAL IMPACT MONITORING GUIDELINES 2004

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We hope you find these updated *Guidelines* useful in conducting your impact assessment process, and preparing your GIM reports.

The GIM framework is the same, but we have included a lot of new practical guidance on using it. In reading the reports for 2003 we realised that there were aspects of impact assessment generally, and of how to apply the GIM framework, that many people found difficult. This limited what could be learnt from the process. The updated *Guidelines* highlight these points, so we hope they will make the process easier, and also more productive.

Policy & Learning team, February 2004

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Introduction

The purpose of these Guidelines is to help you use Save the Children UK's approach to monitoring and evaluation. They provide staff and partners who will be involved in Global Impact Monitoring (GIM) in 2004 with guidance and practical ideas on:

- SC UK's way of doing impact monitoring and assessment (GIM)
- How to use the dimensions of change
- How to collect *quality* data and how to use it
- How to perform Impact Review meetings – and learn from them
- How to complete Impact Reports

Monitoring, assessment, and evaluation

Annex 1 gives a quick introduction to what we mean by these terms. We also strongly encourage you to use the new edition of SC UK's publication, *Toolkits* (available in all SC UK offices.) It is an excellent guide, much sought after by staff in other agencies, and all SC UK staff are expected to be familiar with it.

These *GIM Guidelines* are more specific: they give practical guidance on the way we apply the general principles of assessment in SC UK.

Child Rights Programming

Our approach is based on the principles of Child Rights Programming. A key aspect of this is that we do not seek only to implement changes ourselves (although this may be part of a programme's objectives) but to use this to bring about lasting changes so that children's rights are more likely to be realised. We use the tools of Child Rights thinking to analyse where children's rights are being violated, and who are the 'duty bearers' who have a degree of responsibility, and could change the situation. Using this approach, the GIM process selects five 'common dimensions of change' where we seek to have impact.

Diversity/non-discrimination

A central feature of a rights approach is that rights apply to all. This is sometimes termed 'Equity', 'Universality', or 'non-discrimination'. Child rights apply to all children, and it is the responsibility of an organisation working for child rights to see that its own work reflects that. In much of its programme work SC UK does this by choosing to focus on the children whose rights are least realised, 'marginalised' groups of children. But even within these groups there are some who are more likely to be discriminated against. The GIM approach puts on us the responsibility to be aware of the impact of our work on different groups. In SC UK we now also use the term 'Diversity'. This reflects our understanding that children do not belong to a simple category (girl, disabled, etc) but that anyone's identity is complex, made up of many aspects, and that this affects how others see them - and therefore the degree of discrimination they may suffer. We recognise that it is not simple to monitor impacts in equity/non-discrimination, but we have to begin to do so more rigorously than we have up till now.

Children as Stakeholders

Good development practice is increasingly aware of the need to be accountable to 'stakeholders'. For SC UK children are our most important stakeholders, for it is they who are intended to benefit from the work. SC UK has made a commitment to become more accountable to children, both directly and indirectly, by involving them in the development, implementation and monitoring of programme, policy and advocacy work directly relevant to their lives. The Global Impact Monitoring process offers a key opportunity to put this into practice by involving children as primary stakeholders in an open and transparent analysis of the impact of our work, and acting on their views. (see Children as Stakeholder policy in Annex 4.)

SC UK's way of doing impact monitoring and assessment (GIM)

The purpose of the Global Impact Monitoring process is to analyse, at different levels, the impact of Save the Children's work and the progress made towards achieving the changes we are working for. Looking at the bigger picture and understanding how change has occurred is crucial in helping us think strategically about shaping the future and identifying our strengths and weaknesses. The Global Impact Monitoring process is a framework for doing just this.

- Global Impact Monitoring is an **ongoing process** that should be taking place throughout the lifecycle of an intervention (project or programme) – it is not something that is done only at the end of an intervention.
- Good quality impact assessment requires **change objectives** to be set at the beginning of an intervention, and they need to be simple, realistic and measurable. Evidence collected throughout the intervention will aim to provide the information necessary to examine the extent to which change objectives have been fulfilled.

In 2003 several countries selected one thematic area (e.g. Education, Child Protection, etc) to assess in depth, rather than trying to assess the impact of all SC UK's work in that country. This worked well, and all countries will be doing that in 2004.

What is GIM?

Key characteristics in SC UK's Global Impact Monitoring are:

A focus on impact

➤ What has changed as a result of our work?

GIM requires selecting meaningful questions that look at how we have made changes in the lives of children, their families and their communities. As it is not possible to review and report on every single aspect of our work, it is important to focus on some key questions, like

- Has there been change over time?
- How significant was it?
- For who?
- Will it last?

A focus on key processes leading to changes

➤ What made it happen?

Focusing on the impact of our work does not mean ignoring the processes leading to it. These are related and in order to understand the nature of change it is vital to identify and understand what the key processes are leading to it. In GIM reporting mechanisms we aim to address both what changes occur as a result of our work as well as how such changes occur.

Positive and negative changes

Change can be positive or negative, expected (e.g. clearly stated in an objective) or not. Consider all relevant examples, paying particular attention to negative and unintended impact as these are so often overlooked and yet can provide useful learning for improving our work and making us more accountable to those we work with. The GIM system promotes open and honest analysis of our work. No one will be penalised for showing negative impacts; rather, we want to encourage countries to be as transparent as possible so that they and the organisation as a whole can learn from our experiences.

A flexible system

GIM is a system and process that identifies enough general dimensions of change to facilitate some comparability across country programmes and regions within an area of work. It is a simple system that builds on already existing mechanisms and processes but that is flexible enough to be used to look at changes we have made in the wide variety of work that SC UK undertakes.

GIM is also flexible enough to allow for revisions and improvements to the framework as a consequence of our experiences of using it¹.

An inclusive process

➤ What do stakeholders think?

GIM involves key internal and external stakeholders at all levels. This makes SC UK more accountable to the people with and for whom we are working, since it makes us directly answerable to our beneficiaries (as opposed to, say, donors or governments). Involving key stakeholders also helps us uncover impacts of our work which we may otherwise have never thought to examine. If stakeholders participate, not only do they understand more about the work we are doing, but they are more likely to 'buy in' to the programme. GIM also has the potential to build capacity amongst beneficiaries since it helps them analyse their situation, reflect upon it and come together to discuss it as a group.

Beneficiaries and especially children and young people who are to be involved in monitoring, evaluation and impact assessment, are entitled to receive feedback on what has been done with their contributions.

Learning

There is no point in finding out what worked and what didn't if we don't learn from this, and adapt our work according. So the GIM approach requires us to indicate what will be revised in our programmes as a result – and to share that with the stakeholders who took part in the process.

For information on key stages in the GIM process, see Annex 2.

¹ Impact Monitoring was always (and will always) be envisaged as a 'work in progress'; as we learn more about how to do it better, it will change to accommodate this learning.

Why GIM is important

- It allows us to **compare** our work across countries to gain a better global perspective on what we are achieving and what gaps exist.
- It facilitates **institutional learning** by providing us with the evidence necessary to feed into programming, policy and advocacy work. This will enhance the quality and impact of our work in the future.
- It helps us examine our work from a **child rights** based perspective.
- It allows us to **share** our achievements and the processes that have led to these with others (both internally in SC UK and with other agencies), so that they can improve their work.
- It improves our **accountability** to all relevant stakeholders, including children, young people, our partners, and their communities as well as trustees, donors and management at all levels.

Most country programmes will have monitoring requirements for donor-funded projects, which are different from GIM. Double-reporting is onerous, but there are ways of getting the different systems to work together. The log frames and other monitoring data produced as part of donors monitoring provide raw material for the more evaluative process in GIM. And the GIM approach should be used proactively in negotiating requirements with donors (i.e. by agreeing indicators based on the dimensions of change, by inviting donors to impact review meetings, etc).

The GIM common dimensions of change

A central feature of GIM is that it examines the impact of our work under five 'common dimensions of change'. These dimensions of change are described below. They were selected to give concrete expression to the three Child Rights Programming principles of equity, accountability and participation. They have been central in determining what types of change SC UK values, as a child rights organisation, and therefore what types of impact we will evaluate. Each dimension is defined by the type of change and the way in which it relates to children's rights principles.

The common dimensions of change represent different areas in which we expect change to occur as a result of our work. They are not additional objectives or activities, but should help you to analyse whether activities result in positive (or negative) impact for children.

The dimensions of change are necessarily broad and generic. This is because they are designed to be applied in very different contexts and at different levels. This does not mean that your examples of impact should be generic. The idea is that you adapt the dimensions to your particular context, by identifying what change would look like in your particular context and by providing specific examples and data of how the programme is contributing to such changes or what progress is being made. For example, in a particular country programme changes in discrimination may be specifically related to girls' access to education, and measured by changes in girls' school attendance rates. For further guidance on using the dimensions see 'Using the dimensions of change' below.

Common dimensions of change of SC UK work

Changes in the lives of children and young people

Which **rights** are being better fulfilled? Which rights are no longer being violated?

Changes in policies and practices affecting children's and young people's rights

Duty bearers are more accountable for the fulfilment, protection and respect of children's and young people's rights. Policies are developed and implemented and the attitudes of duty bearers take into account the best interests and rights of the child.

Changes in children's and young people's participation and active citizenship

Children and young people claim their rights or are supported to do so. Spaces and opportunities exist which allow participation and the exercise of citizenship by children's groups and others working for the fulfilment of child rights.

Changes in equity and non-discrimination of children and young people

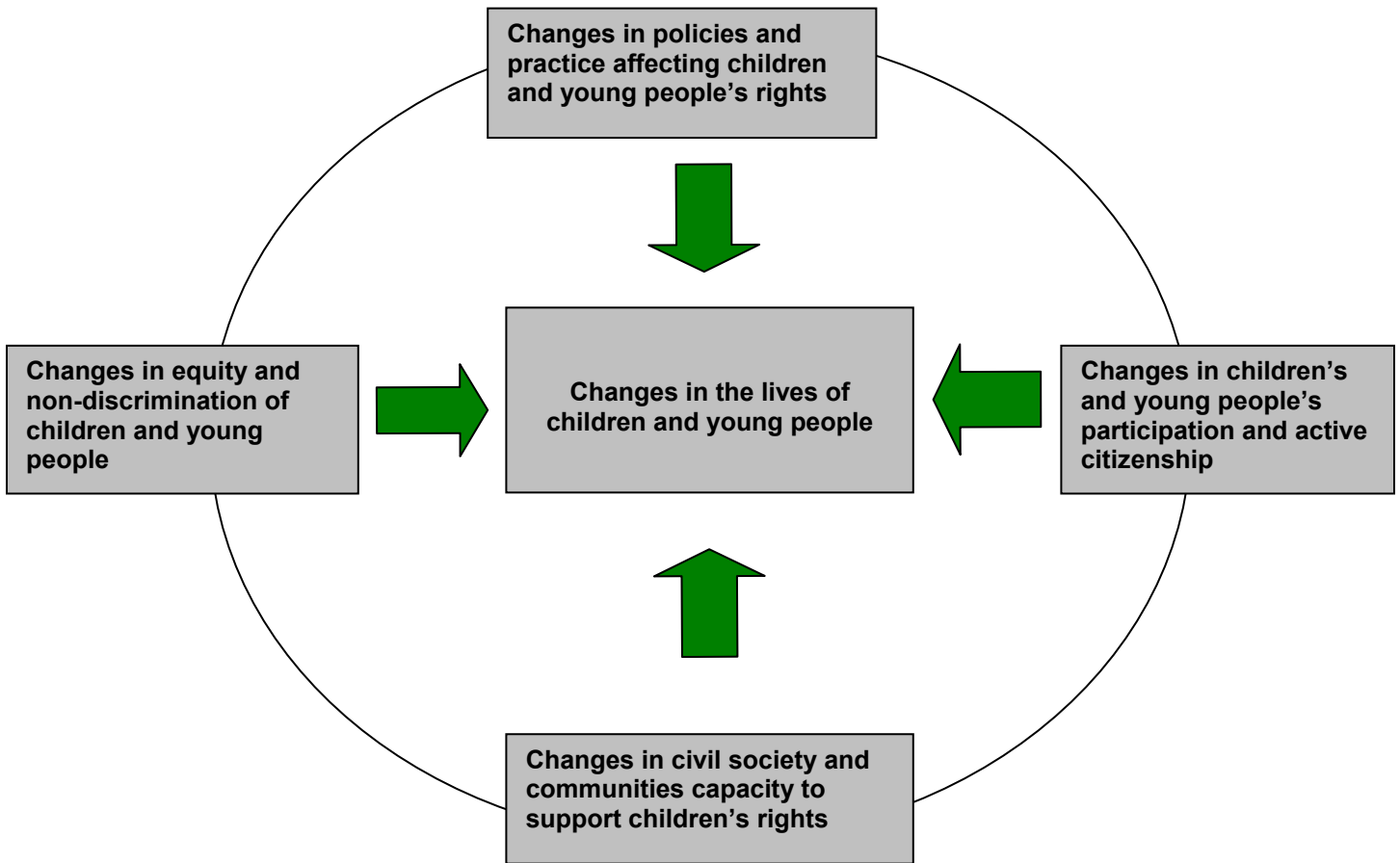
In policies, programmes, services and communities, are the most marginalised children reached?

Changes in civil societies' and communities' capacity to support children's rights

Do networks, coalitions and/or movements add value to the work of their participants? Do they mobilise greater forces for change in children and young people's lives?

How the dimensions of change relate to each other

The diagram on the next page illustrates how the dimensions relate to each other. The ultimate aim of SC UK's work is to contribute to the realisation of children's rights, which would be reflected in positive and lasting changes in the lives of the children and young people. This is Dimension 1, and we have put it in the centre of the diagram. All work resulting in changes under the other four dimensions should ultimately contribute to changes in children's and young people's lives. For example: increased budget allocation for health services as a consequence of SC and other agencies advocacy (Dimension 2) result in more children accessing health services and enjoying their right to health (Dimension 1). As far as possible, make it explicit to which extent changes under the other four dimensions result or are likely to result in positive changes in the lives of children.



As the diagram shows, all five dimensions are related. For example, a children's organisation is represented in the union in a factory employing children and young people (Dimension 3). As a result of consultation with the union, a code of conduct is agreed safeguarding the rights of children workers, including their right to a good quality education (Dimension 2). Children's working times are adapted so that they can attend school. Another example: a new national coalition of civil society organisations and community based organisations is formed to campaign for child centred economic policies within the national Poverty Reduction Strategy Process (Dimension 5). The coalition is able to mobilise powerful forces for change, gains greater access to policy makers and successfully pressures for increased budget allocations for basic services for children (Dimension 2).

In your impact analysis and when writing your report, make it explicit to which extent changes under the other four dimensions result or are likely to result in positive changes in the lives of children. Also highlight how changes under each dimension are inter-linked, and as far as possible make these relationships explicit².

² Further guidelines will be produced in early summer to further help clarify the conceptualisation of the current dimensions of change. This should help reporting and make our impact assessment more meaningful.

How to use the dimensions of change

The dimensions of change should be used to summarise and analyse how work has contributed to change (or not) for the particular thematic area your country has chosen to focus on. Please avoid describing the activities that have taken place or their immediate outputs. Instead concentrate on the outcomes and implications of them.

Not all dimensions of change are necessarily relevant to the particular thematic area you have chosen, i.e. your chosen thematic area may not aim to achieve changes in all of the dimensions. Consequently, it may not be possible to report against each of the dimensions. However, if you are not going to report against a particular dimension, a reasonable explanation must be provided for why this dimension is not relevant to your work. This should also help you think about whether this is an area the programme could aim to tackle in the future.

Impact assessment first timers

Indicators can be helpful to guide your assessment and to verify if change is occurring in the way you predicted (or not). However, you may find that your existing indicators, whether at project or programme level, may not be the most useful for assessing change and processes leading to it (e.g. indicators that focus on activities, like the number of training initiatives taking place, or the amount of food being distributed). If this is the case, use the GIM pilot as an opportunity for identifying useful and less useful indicators and to review them as a result. Develop a small number of **change indicators** under each dimension of change, indicating what change would look like in that particular context. For example, under 'changes in equality and non discrimination', you may select an indicator like: 'The level of school attendance for ethnic minority children is increased by 20%'.

This will be a useful exercise because it will help you identify the types of information you will start needing to collect from now on, in order to carry out a quality GIM next year. Many country programmes reported that impact assessment has really helped them think about their programmes from a child rights perspective, and helped them think about what they are ultimately trying to change with their programmes.

For countries who have already carried out impact assessment

Those countries that carried out an impact assessment using the dimensions of change last year should already have identified their change objectives and indicators and should have been collecting the information necessary to assess progress being made towards these objectives. However, as always, there will be room for improvement for next year. Therefore, please be noteful of any information that would have helped you further improve your impact assessment³ this year, so that you can feed this into next year's monitoring and evaluation plans³.

³ Please see note at the end of the guidelines concerning how we can help each other learn from the GIM process to make it easier to carry out in future and to improve our impact assessment.

General questions for each dimension

Selecting meaningful questions is crucial for understanding and assessing change. In discussions with partners and young people or while analysing existing data from monitoring systems, reviews and evaluations, the following generic questions may help your analysis. These apply to all of the dimensions of change:

- Has there been change over time?
- How significant was it?
- For whom?
- Was it intended or not, good or bad?
- What made it happen?
- What are the key processes leading to change?

Similarly, it is helpful to clarify the different types, scale and nature of impact. For example:

- Number of children (out of how many?), number of policies, number of partners etc. and how they increase or decrease. How do they compare with the situation before the programme started? (See section on 'Collecting quality evidence and how to use it', below).
- Sustainability of impact (e.g. certain children may have access to a particular service now, but for how long will this be the case? What resources need to be in place for this to happen?)

Below are some suggestions for some key questions you may use to select evidence and guide your impact analysis for each dimension. Please note these are only examples, and may not be relevant to all contexts.

1. Changes in the lives of children and young people

Positive impact means significant improvements in children and young people's lives, relevant to their needs and resulting in respect and fulfilment of their rights. E.g. their health has improved; girls report that they feel safer.

- What rights are no longer violated?
- In what ways have their lives improved (e.g. access to a particular service; protected from certain risks).
- How many children and young people's lives have improved (as a percentage of our target population; as a percentage of the overall population)
- How does the situation compare to last year/before the intervention started?
- What children still don't enjoy their rights? Why? Do they belong to particular groups?
- What would we change about our work to improve the situation (further)?

Remember: We are interested in looking at changes (for the better or worse) in children's lives. Positive outputs (e.g. increased school attendance) do not always entail improvements in children's lives (e.g. children learn more or have access to quality education). Please try to distinguish between an output and the consequences it has had on children's lives.

2: Changes in policies and practices affecting children's and young people's rights

This dimension refers to the accountability of duty bearers, how they are made aware of their responsibilities and obligations to children and young people, and how they act upon them. This dimension can be divided in to three key types of impact:

- *Change in policies:* These may be at different levels - e.g. new legislation or changes in existing legislation; new rules for delivery mechanisms; new/changed rules for composition committees that influence children's issues; creation of a new/change in consultation mechanisms; creation of a code of conduct.
- *Change in implementation:* As a result of policy change, new policies and procedures are implemented (e.g. new legislation is put into practice; quality of services improves; changes in resource allocation that affect children and young people; clearer accountability structures exist between governments and civil society; implementation of a code of conduct).
- *Change in attitudes and beliefs:* In the process of influencing policy and practice change, have people changed their attitudes, beliefs and behaviour? For example:
 - Better understanding of the situation of children and issues that affect them.
 - Clearer responsibility for respect, fulfilment and protection of children's rights.
 - Increased capacity to act in the best interest of children (e.g. child centred teaching; creating a child friendly environment; listening to children and prioritising children's views, etc) as a result of the above.
 - Other organisations are adopting child focused and rights based approaches.

Remember to look at whether the policies we are seeking to influence actually do make a difference to children's lives. Apart from being useful in itself, it would also help us assess the extent to which our advocacy goals are on the right track.

3: Changes in children's and young people's participation and active citizenship

Allowing children to participate and to have their voices heard, respected and listened to is critical, and should be central to all the work SC UK does. Attempting to measure the impact of our work in relation to children's participation and active citizenship, needs to be considered in two ways:

1. *Children and young people's direct involvement in our programmes:* This includes children and young people helping design, implement, monitor, evaluate and assess the impact of a programme. We should report on what ways this has happened, the extent to which this has happened, what impact this had on the programme and how we could make it happen more. Types of impact include:
 - Children influence the design of the programme to make it relevant to their concerns and interests..

- Children learn new skills and abilities as a consequence of learning from their involvement in (the implementation of) the programme
 - The programme changes as a result of children's input into monitoring, evaluation and impact assessment.
 - Children provided with a safe environment to voice their opinions resulting in more self-confidence as a result of being listened to and taken seriously by the programme.
2. *Children and young people's ability to influence beyond the project/programme level:* We need to examine the extent to which our work improves their ability to play an active role in their society. This can be measured in relation to their ability to access relevant information, demand their rights and to influence decisions that affect them. Types of impact include:
- **Impact of participation on children:** On children's abilities, self confidence, independent decision making, problem solving skills etc. The quality of children's participation can be analysed, for example, by using the "ladder of participation".
 - **Impact on adults and the wider community:** Relationships between adults and children, attitudes of adults and the wider community. Changes in the spaces that communities, institutions, and society provide for children's participation.
 - **Impact on the external environment:** Children and young people's recognition in public debates and their ability to influence policies and regulations that affect them. Children's involvement in decision making processes in which they previously had no say. Children's ability to raise issues of concern to them and request changes that will improve their lives (e.g. initiative to clean up streets; use of public space for a youth centre, budgets are allocated to priorities identified by children).

Note that impacts under 1) above can contribute to impacts described in 2) above.

It is important to look at the links between participation and other impacts. Participation is both an end (achieving children's right to participate) and a means (achieving impacts in the other four dimensions of change).

4: Changes in equity and non-discrimination of children and young people

Dimension 4 also needs to be considered in two different ways:

1. Targeting and including the most marginalised and vulnerable children and young people is critical to all the work we do. Therefore, under each of the other dimensions of change, we need to ask ourselves 'for which children have we made changes?' We are not only interested in the overall target group (e.g. internally displaced children); we are particularly interested in the sub groups we have identified whose rights are most violated. Some key questions are:
 - Which marginalised and vulnerable children have we targeted? (E.g. girls, disabled children, children from minority ethnic communities, religious minorities, linguistic minorities, etc.)
 - Are we reaching the most marginalised groups?

- Which changes have we made for these children and have they all benefited equally? If not, why?
- Which children and young people have we not reached?
- In what aspects of the programme are different groups of children included?
- What can we do to improve our targeting of the most vulnerable and marginalised?

In order to answer these questions it is helpful to disaggregate data by gender, age, disability, ethnicity, caste, wealth, religion, language and all other relevant differences.

2. How does the programme challenge discrimination and inequality in society? We need to look beyond which children we target and look at how our work has endeavoured to change societies' (including children's) perceptions and reduce discrimination against marginalised and vulnerable children.

5: Changes in civil societies' and communities' capacity to support children's rights

This dimension looks at holding duty bearers to account. Communities have a key role to play to demand children's rights and to support children to do so⁴. This is possible, in particular by working through networks, coalitions and movements that can mobilise greater forces for changes in children's lives. Children and their communities are therefore supported to mobilise and advocate, as well as to monitor and enforce their rights.

Some examples include:

- Other organisations are active in demanding children's rights
- Community groups and individuals are more aware of violations of children's rights, are able to identify duty bearers and to hold them accountable
- Participation in coalitions, networks and movements grows, with increasing levels of trust, consensus building and capacity for joint action
- Coalitions and networks are increasingly decentralised and different members are able to take on responsibilities and tasks
- Coalitions and movements are created which gain greater access to policy makers and duty bearers (e.g. by developing a campaign or joint initiatives which are effective in influencing policy)
- SC UK partners are able to take on project and programme management and to identify potential for scaling up

Remember to not just report under each dimension, but to also look more closely at the links between the dimensions of change. Also remember to report on what changes are required to improve our impact under each dimension in the future.

⁴ This is closely related to Dimension 3. Consideration was given to merging these two dimensions, but it was decided to keep them both in order to maintain the focus on coalition and constituency building. This is in recognition of the importance of promoting spaces for participation and citizenship, while building the capacity of children, young people and communities to effectively use these.

How to collect *quality* data and how to use it

Our aim is to banish ever hearing ‘we have this really excellent programme...’ when there is not evidence to back up this statement!

Evidence should be collected throughout the lifecycle of an intervention (project or programme) through ongoing monitoring and periodic reviews and evaluations (see *Toolkits*.) There may also be evidence available from other sources, such as government statistics, studies carried out by other NGOs, school data, health clinic data, etc. All of this evidence should be analysed and reflected upon during stakeholder meetings to assess impact. The impact report should draw on both this evidence and the evidence collected at stakeholder meetings.

When reporting on changes it is essential that a precise sense of the scale of the impact is given. How much change has the programme created? How much more could it have created?

Quantitative and qualitative evidence

Quantitative evidence can tell us a lot about the size of our impact (please see ‘using numbers’ below). However, but it can miss out by not capturing subtleties that are caused by contextual or cultural factors. Qualitative evidence is very good at picking up things that the researcher had never thought of and for giving a bigger or deeper understanding of the nature of the problem and of the change the programme has caused. For qualitative indicators, give detailed examples, providing a longer description of the change that has taken place. However, qualitative data can suffer from being too anecdotal resulting in unsubstantiated opinion and not being able to provide ‘hard facts’.

For GIM, both together provides the best solution. Figures can be put into context (and often given meaning) with qualitative analysis; the peoples’ perspective can be backed up with figures. Quantitative and qualitative evidence need to complement one another so that ultimately, the sum is greater than the parts.⁵ Therefore, GIM requires using both quantitative and qualitative data.

Please remember that both types of evidence need to be collected throughout the programme’s life cycle.

Baseline data

One very effective and accurate way of measuring change is to compare a situation before and after intervention. This requires the collection of baseline data. What information should be collected as baseline data? If we have defined our objectives in terms of change, and have made these objectives realistic (i.e. not too broad, achievable within the proposed time frame, meaningful, measurable, etc.) then the information required to measure change against these objectives will be obvious. It is when objectives are too wide or unclear that it becomes difficult to know what data or evidence would determine whether or not they had been achieved.

⁵ We should also remember that participatory tools (which are often viewed as qualitative) can be used very effectively to capture quantitative data.

Even if this year you do not have baseline data, think about how you could collect this from now on for future impact assessments.

Assessing impact without baselines

Baseline surveys can be difficult to conduct, require expertise and can be expensive. As a result, they are often not available. Lack of systematic baseline data does not mean that we cannot reflect on, analyse and to some extent assess key changes occurring as a result of our work. There are at least two ways in which this can still be done.

There are other ways of establishing the key characteristics of the population and the social context that we aimed to change as a result of our interventions. These include situation analysis, analysis of existing secondary data from a variety of sources, needs assessments and community surveys. One or some of these data collection/analysis activities are integrated in most of our projects/programmes. We can compare the current situation against what these sources of data tell us about how things were before our intervention.

Alternatively, if no other data is available, another way of measuring change in an intervention group is to compare it to another group who are the same (or as similar as possible) in all characteristics, but who have not received the intervention. For example, take two neighbouring villages; these are similar in most ways (e.g. socio-economic status, livelihoods, etc, etc), but in one of them SC UK trained teachers in child-friendly teaching methods. The comparison group is often referred to as a control group. These villages could then be compared in terms of educational achievement, parental and child attitudes towards education, and all the other things that the intervention had hoped to achieve. Changes made could then be attributed to the intervention.

Note that in comparing villages it is crucial that we have sufficient evidence to justify a claim that they are similar. For example, in the above scenario, it could be possible that children in the intervention village have always done better at school and that improved school achievement is not a consequence of the intervention. For methods to ensure the robustness of your data, please see 'triangulation' below.

However, wherever possible, collect baseline data from the outset of a programme. This makes monitoring, evaluating and impact assessment much easier and much more robust.

Disaggregating data

As an organisation dedicated to changing the lives of the most vulnerable and marginalised children, it is important that we can report on exactly which children we have targeted and which we have reached. In order to do this, we need to collect data that is disaggregated by gender, age, disability, ethnicity, caste, wealth, religion, language and all other relevant differences. Ideally, we should also use sub-categories, such as disabled boys, or young poor girl.

When considering issues of diversity, we should not see each dimension as standing alone. We need to recognise the complexity of diversity and how different elements may interact. For example, a disabled girl who speaks a minority language may receive more language discrimination than would otherwise be the case because she is disabled and has little access to, for example, school, where her minority language is accepted. By looking at each element of diversity independently of the others, we may miss the bigger picture and never understand (and hence never target) the underlying causes of discrimination.

Even if this year you do not have disaggregated data, think about how you could collect this from now on for future impact assessments.

Numbers, scope and cost

It is important to use numbers. How we use them determines how much they can tell us. When reporting numbers (proportions, percentages, or absolute numbers) always refer to

- a) a baseline (i.e. how the situation was before an intervention), and
- b) the characteristics of the overall population

For example, a statement that after SC UK's work, 40% of girls now go to school, does not in itself help us to understand the extent of our impact. It is essential to also report both how many girls went to school before the intervention (to give have an idea of the size of change the intervention may have created), and to report on the size the target population is. For example, are we talking of 40% of girls in a population of 200 people, or 2 million people? Of course, it is also important to look at other changes that may have resulted as a consequence of these girls now going to school.

The numbers will also not mean much unless the reader knows the scope of SC UK's intervention. Sometimes this information seems obvious to people working in the programme, so they don't think to mention it, but it needs stating for others who will use the report and draw conclusions from it. For instance, if you report that food aid has reached 90% of the population in need of food aid, we do not know what that '90%' means without contextual information. Does it refer only to the districts where SC UK is responsible for distribution, or to the whole drought stricken area? And if only to the districts is SC UK involved in, how many is that, out of what total?

It is also relevant to give an idea, however rough and ready, of how much it cost to achieve a particular impact. Our current financial reporting systems don't allow us to do this consistently across different programmes, but it's important to give some indication. A project with high level of staff time and material inputs can obviously achieve a lot compared to one on a much slimmer budget, so we need an idea of scale of spending before we can reach conclusions about which approaches deliver good impacts. The level of spending is also relevant because of its implications for sustainability in realising children's rights. Except in immediate aftermath of emergencies, we are not aiming to deliver things/services ourselves, but to support local structures to get closer to realising children's rights. The level of additional funding needed to achieve a certain impact should therefore take into account the

local resource level, and the possibilities of that initiative being carried on once SC UK no longer leads it.

Triangulation

One way of making sure your evidence is robust is by looking at whether different sources of information all give you the same answer. This is called 'triangulation'. For example, if you want to know whether work to decrease the number of children doing harmful work has been successful you can

- Ask employers whether they still employ child labourers in the same positions and how this has changed over time
- Ask children whether they are still employed in harmful work
- Ask children who is now employed in the harmful work that they used to do
- Ask parents whether their children have changed their types of work
- Look at government statistics on work force populations
- Go to places of work and witness the types of child labour
- Go to hospitals and see whether there has been a decrease in incidents of children who have been harmed at work

If all of the sources give you the same answer, the likelihood is the evidence is robust. However, if they give you different answers, you need to look into why this is the case. In the above example, it could be that the children who no longer carry out harmful work have simply been replaced with other children. So whilst the children may tell you they no longer work in harmful places, this will not be corroborated by the other sources of evidence.

It is also important to have more than one type of person analyse the available evidence. If both (or all) people come to the same conclusion, it is more likely to be correct.

Primary evidence

Using quotes can be an effective way of summing up a change that has occurred. It has the added advantage of putting the change into context and making it more 'real' to the reader. Quotes in reports also provide an opportunity to ensure the voices of children are heard. However, when using quotes, you must make sure there is sufficient evidence to back them up – they should not just be one person's unsubstantiated opinion.

Using evidence

A fundamental problem with some of last year's impact assessment reports was that too much activity was described, and not enough impact. What we are interested in is the changes that have resulted from our work.

When explaining change, be specific. Any change claimed must be supported by evidence demonstrated through examples. Avoid general statements, unless they can be backed up by sufficient evidence and examples to make them credible.

Every time you make a statement claiming change has occurred, ask yourself, is there any possible alternative explanation for this change which I have not

considered? If there is an alternative explanation, this should also be reported, along with the reasons for why you think this explanation is less credible than the one you have chosen. Ultimately, reporting change is all about being able to back up what you say with enough concrete evidence, data and examples that the reader has little doubt that what you are saying is the truth.

It is also important when reporting on change to discuss the extent to which this change is *attributable* to SC UK's work. Often, SC UK will have *contributed* to change, but will not be the only agency or factor responsible for this change. Try to unpick what SC UK has contributed and identify other factors that have also contributed to the change. This will not only give us a better understanding of the impact of SC UK's work, but will help us further understand the process behind the change.

Annex 2 provides a checklist for collecting quality evidence, and improving both impact assessment and analysis.

How to perform Impact Review meetings

Impact Review meetings are at the heart of the GIM process. This section details why they are important, what they involve and gives some ideas on how to structure, organise and facilitate them. An Impact Review meeting checklist is also provided in Annex 5.

What are Impact Review meetings?

Impact Review meetings provide an opportunity for a range of stakeholders to share experiences and reflect upon the positive, negative, intended or unintended impacts of SC UK's work. They also offer an opportunity to discuss how our work can be improved in the future. They offer a chance for joint analysis and learning and aim to collect and analyse information and examples that can be used to complete the Impact Report .

Format of the meetings

Impact Review meetings can be in a variety of formats, depending on what is realistic and suitable for each thematic programme. The basic requirement is that a selection of stakeholders (see 'who should be involved' below) are involved. This might involve a series of decentralised thematic meetings involving local stakeholders. Alternatively, it may be more realistic to hold a centralised meeting to which different a variety of stakeholders are invited. In some cases, it should be possible to accommodate Impact Review meetings into existing meetings with partners and other stakeholders.

Experience from impact assessment pilots illustrates the range of approaches. In Bulgaria it was felt that regular meetings with partners meant no additional meetings were required to elicit views on impact. In the Philippines impact review meetings were integrated in to pre-existing arrangements for partners meetings. In China and the Democratic Republic of Congo, the size and scope of the country/programme dictated several distinct geographical foci. In Laos, a large centralised multi-stakeholder meeting involving partners, children and young people and government ministers was held. Therefore, each country programme must organise their Impact Review process based on the particular situation in their country.

Who should be involved?

In theory, the wider spectrum of stakeholders that can be involved in impact assessment processes, the better. In practice for Impact Review meetings, it is vital that all participants are able to make a meaningful contribution. This entails ensuring all participants have enough knowledge of the programme, that enough time and space is made available for a meaningful discussion and that the meeting is not over-crowded. Bearing this in mind, participants might include:

- SC UK staff operating at different levels in the country programme
- SC UK staff from other country programmes with knowledge of the work
- Children and young people directly involved or knowledgeable about the work
- Adult community members in project and programmes areas

- Partner organisations (local NGO and INGO representatives and government officials)
- Donor representatives

Consideration should be given to who might give varied perspectives and experiences, whilst taking into account factors such as gender, ethnicity, age, caste/class, rural/urban divisions which can have a significant bearing on getting an overall understanding of impact. Where it is not possible to directly involve 'beneficiaries', try to involve key informants or stakeholder representatives who can articulate their perspectives.

Involving Children and Young People

To get an understanding of if and how SC UK's work is affecting the lives of children and young people their perspectives must be fed into the GIM processes. It is imperative that we have children directly or indirectly affected by our work closely involved in identifying which impacts are important. However, careful consideration must be given to the ethical and practical aspects of involving children and young people. SC UK has a rich and wide experience of involving children in research, consultation, decision making and assessment processes and there is plenty of information available on the ethics of, and tools and methodologies for, engaging children in research and evaluation processes both internally and externally. For further information, see Annex 6.

Facilitating Impact Review meetings

The success of the GIM process depends on an honest assessment of our work and its implications. This requires the creation of 'safe spaces' for dialogue where stakeholders feel able and encouraged to talk about experiences, successes, and failures, relating to our work. This is not easy. Cultural norms, politics, organisational or cultural hierarchies, personal relationships, power and funding relationships may make a free and frank discussion difficult. It is critical in planning any impact review process and meetings to carefully consider creating the right physical and psychological environment for the meeting. Some ideas are provided in Annex 5.

Collating and analysing data

Impact Review meetings are aimed at analysing existing data on the impact of our work and at collecting the views and perspectives of the participants. Therefore, relevant information sources (such as project reports, evaluation and review findings of particular projects/programmes, monitoring data collected during the year, findings from other research activities carried out during the year, national statistics, baselines and situation analysis, etc.) should be collated and shared prior to the meeting so that they can be reviewed and discussed by participants. Use both quantitative and qualitative data. Use formal (e.g. national statistics) and informal (a conversation) data to broaden your evidence base. If available, use visual and non-written data (a video, a play).

Content of Impact Review meetings

The meeting should focus on one thematic area. However, where possible it would also be good to discuss other areas to give a greater overall picture of the work you

are doing and to put the theme into context. Decisions will need to be taken on what aspects of the work to focus on (e.g. projects coming to an end, areas where strategic decisions need to be taken, work that needs to be documented for transition purposes, etc.). A key factor in this selection will be to ensure enough coverage of the specific area of work being assessed by GIM.

Structure of Impact Review meetings

At the heart of the meeting will be using the five dimensions of change both as a guide for the discussion and as a structure to synthesise the outcome of the discussions. The discussion and impact analysis of the chosen thematic area (e.g. Health, Education) should be organised and summarised around the five dimensions of change and key questions (see 'Using the five dimensions of change' above and Annex 3). This should include not only a discussion of the impacts our work has had, but also of how our work should be modified to have a greater impact in the future.

Remember that some of the dimensions might not apply or be relevant to the thematic area under discussion. However, it is essential that where there is the case, an explanation for why the dimension is not applicable or relevant is given.

Significant changes may not occur within a piece of work on a convenient annual basis. As we are dealing with assessing impacts within long-term processes of social change, it does not always make sense to restrict the review period to an exact calendar year. Use the most sensible timeframe for the piece of work being examined.

Some ideas on tools and techniques for selecting examples of change and to think about what kind of changes they produce within the five dimensions are contained in Annex 3.

How to complete Impact Reports

GIM reporting aims to synthesise the overall impact achieved by indicating what those involved in SC UK work consider to be the most significant changes to have occurred and identifying which ones can reasonably be attributed to SC UK interventions. It also aims to identify ways of improving our work in the future.

Changes that have occurred should be reported under each of the dimensions of change. These should be presented in three ways:

- A selection of examples (e.g. specific case studies illustrating significant changes);
- Numerical data (e.g. number of children accessing a service compared with number of children accessing the service before the intervention);
- Narratives analysing what main lessons/conclusions can be drawn from these examples and data. Remember to report on both the scale and extent of the impact and on its sustainability.

Remember that the report should concentrate on **impact** and **change** (positive and negative), not on activities. Equally important is the need to discuss the processes that led to change. The language used should also be precise, clearly specifying what has been achieved and what our contribution has been to this achievement.

Narratives should also be given of what SC UK's work has not managed to achieve. This is both for its current programme, but also for areas that are beyond SC UK's current work but that affect it.

Indications should also be given of how the learning that has resulted from GIM will be used to improve work in the future to further our impact under each of the five dimensions of change. Use of vague language should be avoided; the reader should gain a clear sense of exactly what the programme plans to do in the future as a consequence of the learning (sometimes referred to as 'actionable recommendations').

For information on the report structure, please see Annex 7.

How we can learn from impact assessment

There is no point in carrying out an impact analysis if learning and change are not going to take place as a result of it. Learning refers to two things:

1. The ability and capacity to use the results of monitoring, evaluation and impact assessment to improve our work. This not only includes learning from positive findings (by e.g. scaling up), but also from unexpected findings and negative findings.
2. Learning between and across groups. This might be a project in village x learning from a project in village y, or programmes in Africa learning from Asian experiences, or across thematic areas, e.g. an education project learning from a nutrition project.

Therefore, during the impact review meeting it is important to discuss what will be done with the results of the impact assessment work, including how lessons learned will be integrated into future work. This includes how we will respond to unintended and negative change.

Annex 1: Monitoring, evaluation and impact assessment

Some definitions

The terms monitoring, evaluation and impact assessment are often used interchangeably, and whilst they are related, they do actually refer to slightly different things. Below, a very brief description is given of each, trying to tease apart why they are different.

Monitoring: This refers to the continuous collection and analysis of relevant data which will enable one to determine whether the programme is 'on track' or not. Good quality monitoring means adjustments can be made when necessary to ensure ongoing quality.

Evaluation: There are generally two types of evaluation conducted – process evaluations and impact evaluations (impact evaluation should not be confused with impact assessment, which is discussed below). Process evaluations examine whether the programme is being implemented as anticipated (e.g. Were the desired number of teachers trained? Was the training carried out according to plan?, etc). If a programme is not achieving its required objectives it is important to know whether this is because it is not being implemented effectively, or whether it is because it simply has not worked! Process evaluations also allow us to identify constraints that exist for programme implementation.

Impact evaluations look at whether a programme has achieved its objectives at pertinent points during the programme cycle (e.g. midway through, at the end). Usually a set of indicators will have been developed against which you can measure a programme's achievements.

Evaluations often use the data that has been collected during monitoring as a baseline against which to compare the current situation, and hence judge whether the predicted outcomes have occurred or not.

Impact Assessment: GIM is all about assessing our impact. Impact assessment goes beyond evaluation in that it is concerned with the wider picture and the longer term. It is less concerned with the outputs and predicted outcomes of the programme, and more interested in the lasting or significant changes the programme has made – including unexpected, unintended and negative consequences – in the lives of children, young people and their communities. Rather than simply asking "Did this programme achieve its objective of increasing girls' school attendance by 50%?", it asks, "What has been the (wider) impact of this programme, for example, on the school, on the quality of education, on the children's lives (girls and boys), on the community, on attitudes towards education, etc. in the medium and long term?"

Sometimes the impact of a programme may be quite unexpected, as the following example shows.

Output: a child gets her birth certificate as a result of SC UK programme.

Impact: as a consequence, this child now attends school and will take her GCSE exams next year. Her friend will also get her birth certificate because her parents told other families about SC UK project.

Impact assessment is also interested in looking at the processes that led to this change, since it is the processes that we learn from.

Impact assessment can use the information collected and analysed for evaluations as a starting point. However, it also requires asking the people whose lives we think we may have changed about what they think we have achieved. Both of these elements are essential.

What monitoring, evaluation and impact assessment all have in common is that, to carry them out effectively, you need to have good research skills and an ability to analyse the problem you are trying to examine in order to find an appropriate way of assessing it. Ultimately, whilst be able to carry out effective monitoring, evaluation and impact assessment requires some technical skills and knowledge of appropriate tools, the vast majority of what is done is common sense. Critically, it requires appropriate planning from the very outset. Doing an evaluation after the event is very much harder than if it had been planned from the outset so relevant data could have been collected throughout the programme lifecycle. Consequently, it is of immense importance that we include monitoring, evaluation, impact assessment (and learning, which will be discussed further below) in all our thoughts on programming.

What information do I need?

There are two principal information sources that need to be used to assess impact.

- 1) a) Any reviews, evaluations and other research studies that have been carried out during the year (or passed years).
- b) Any other available information about projects, programmes and advocacy initiatives (for example, information collected in an ongoing way through monitoring systems that has not [yet] been used for evaluation).

This information can be more or less formal and can have been collated in a variety of ways.

- 2) The judgements of those directly involved in our work, particularly children, young people directly and indirectly affected by our work, partners, and SC UK staff. These are particularly important. These stakeholders should be informed about the information in 1) above so that they can reflect on the issues emerging when discussing our impact.

Annex 2: Improving the quality of evidence - checklist

- Have we set simple, clear and realistic change objectives?
- Have we set up, in advance, systems for collecting both quantitative and qualitative data throughout the programmes lifecycle?
- Are these systems being implemented effectively?
- Have I disaggregated my data in a meaningful way?
- Have we collected relevant quantitative and qualitative baseline data?
- Are we monitoring our quantitative and qualitative baseline data?
- Are we changing the quantitative and qualitative data we collect by learning what is most relevant as we go along?
- Are we carrying out periodic evaluations (both process and impact)?
- Are we collecting evidence from other sources as we go along (e.g. government statistics, evaluations from other NGOs, health clinic data, school data, etc.)?
- Where baseline data is not available, have we compared our intervention group with a control group?
- Are we discussing impact and change, not activities?
- Are we capturing the processes that lead to change?
- Are we expressing the extent of our impact by putting it into context (e.g. We fed 3000 *out of* 5000 children in one refugee camp. However, we did not reach any of the other three refugee camps because we did not have the necessary resources to do so).
- Have we listened to our stakeholders and in particular the voices of children?
- Have we been clear about what it is that SC UK has contributed to the change, and what other factors are also responsible?
- Are we being sufficiently critical of our work?
- Have we identified unintended and negative changes, not just positive changes?
- Have we identified the processes that led to the changes?
- Have we triangulated our data? Have we cross-checked data from different perspectives? And from different sources?
- Are we using evidence? This can be existing data (e.g. national statistics, previous reviews and evaluations, data from monitoring systems, the record of a discussion or a video footage). Without evidence, we are making an unsubstantiated subjective judgement.
- Have we spent as much time analysing our data as the time spent collecting it?
- When you are confident about your data, do not hesitate to formulate an informed judgement.
- Have we avoided generic statements? Where we have used generic statements, have we substantiated them with example of evidence (e.g. a case study, a relevant statistic or both)?
- In the analysis, have we looked for patterns, trends (e.g. a number of people agreeing on the same issues or mentioning a particular example), differences and gaps in the data? These should be used to illustrate consensus or lack of it in relation to the impact of our work.

- ❑ Have we used quotes (especially from children) and other forms of primary data, as well as our analysis and conclusions? These help give some 'reality' to the changes we describe.
- ❑ Have we used both qualitative and quantitative data? GIM is not a qualitative framework. Social change is complex and is best investigated using different methods and tools.
- ❑ When using numbers (absolute, percentages and proportions) have we provided baseline information (or an estimate of initial situation), and characteristics of the whole population?
- ❑ Before writing up the report, have we kept a record of what most (if not all) participants in the GIM process have contributed?
- ❑ Have we built trust? Have we asked participants to comment on the report before it is finalised in order to make sure that it represents their views?
- ❑ When statements have been made or examples provided, can the reader challenge them? The more the reader can challenge them, the less robust our claims are.
- ❑ Have we avoided vague language by being precise, clearly stating what we have achieved and reflecting the situation accurately? For example, rather than saying "we 'supported' ...", specify what sort of support, e.g. funding, training, etc.
- ❑ Have we given the reader all the relevant information in order to understand the change?
- ❑ Have we respected anonymity where necessary?
- ❑ Avoid long tables or over long bullet-point lists. Better to give explanations and illustrate those with appropriate examples.
- ❑ If you have relevant indicators use them. If not, take GIM as an opportunity to develop them.

The more boxes you can tick, the better the quality of your evidence, the easier it is to carry out an impact assessment, and the more credible your impact analysis.

Annex 3: Checklist for good quality Impact Review meetings and stakeholders' participation

Pre-meeting

- ❑ Assign someone specific responsibility for **co-ordinating** the Impact Review process.
- ❑ Identify and begin **collecting relevant data**, reports, evaluations, observation data and other information that will be useful for the Impact Review meetings. Translate key materials in relevant languages and produce child friendly information – remember that this may take some time
- ❑ **Group dynamics**. In considering who to invite and how to run the meeting, think carefully about group and personal dynamics. Remember to take into account gender, ethnicity, age, caste/class, rural/urban divisions etc. Consider not only stakeholders relationships with SC UK and its staff but also with other stakeholders. Is it appropriate for different stakeholders to meet together or in separate meetings? Ensure invitations are sent out in plenty of time.
- ❑ **Ask invitees to think in advance** about a mix of positive and negative impacts they have observed. (The matrix in Annex 5 provides a useful tool for selecting these examples and to think about what kind of changes they produce within the five dimensions, what are the key processes leading to change and what has been [or will be] the timeframe for such changes to occur).
- ❑ **Select facilitators**. Facilitators should be able to guide discussion, but must be seen as neutral/impartial. Would an internal (i.e. SC UK) person or an outsider be more appropriate? What kind of style (directive, non-directive) would best suit stakeholders? Have factors of language, culture and gender been taken into account? In general, a skilled external facilitator(s) is often more appropriate, particularly for larger multi-stakeholder meetings. Set aside enough time to work with them.
- ❑ **Venue**. Ensure the venue chosen is appropriate, comfortable for all participants and conducive to open discussion.
- ❑ Think about how **learning** will be captured and shared, and who will do it.

In the meeting

- ❑ **Involvement of SC UK staff**. One of the key aims of the process is to encourage joint analysis and learning. However, it may also be appropriate to give partners an opportunity to deliberate separately.
- ❑ **Language**. In order to elicit participants' genuine comments, they must be comfortable with the language in which the workshop is being run.
- ❑ **Explain the purpose of the meeting carefully**. Emphasise that this is an opportunity for reflection and learning, not SC UK judging the work of its partners, and that the focus will be on impacts not activities. Also explain that this is an opportunity to discuss how to improve our work in the future.
- ❑ **Explain SC UK's long-term or thematic objectives**. Often stakeholders are familiar only with a specific project or programme and not aware of the scope and objectives of our wider work.

- ❑ **Explain the 5 dimensions of change.** It may help to explain that SC UK is a child rights based organisation and what this means. Child rights may be a sensitive issue to discuss, so make sure you explain it in culturally appropriate ways.
- ❑ Explain that **negative and unintended impacts** are important, and critical to the learning and development processes, and examples will be welcomed not penalised.
- ❑ Establish ground rules for the meeting: Discuss and agree how **issues of confidentiality** and attribution will be dealt with at the outset.
- ❑ Get the group to **agree rules** for participation in the meeting that encourage openness, respect for each others opinions and non-threatening behaviour.
- ❑ **Facilitate carefully.** Try to encourage stakeholders to speak and do not let SC UK dominate.
- ❑ **Encourage 'weaker' voices** to speak out and avoid domination by individuals through careful facilitation. For example, make use of small groups, monitor contributions, refer back to the ground rules when these appear to be broken.
- ❑ **Use elicitive techniques** where appropriate. Techniques should be used that the participants are already familiar with. Some ideas of ways of eliciting examples of change are given in Annex 5. Other ideas that might be considered include the use of drama or video.
- ❑ It might make sense to **divide participants** into parallel working groups to look at the thematic area under all of the dimensions, or for groups to focus on a specific dimension for the thematic area. Use a mix of plenary and group work and think carefully about small group composition.
Allow enough **time for reflection and debate**, whilst bearing in mind other considerations. More time will be needed where stakeholders have not engaged with SC UK on strategic issues in the past.
- ❑ **Evaluate the meeting.** Ask participants if they found it a useful discussion, what they liked about it, and how it could be improved in future.
- ❑ **Discuss follow up:**
 - How will any lessons learned be built upon and suggestions actioned?
 - How will any 'outputs' from the meeting be shared with all those involved?
 - How can the GIM principles be better integrated and institutionalised in our work?

Follow Up

- ❑ If a series of meetings are being held, try to ensure someone is involved in all the different meetings to **pass on learning** from previous meetings.
- ❑ **Be transparent.** Ensure any written or other outputs relating to the meeting are shared.
- ❑ Use the data collected throughout the life of the programme along with discussions and examples from the Impact Review meetings to inform the writing of the **Impact Review** report.

Make sure you can tick the majority of the boxes before going ahead with the Impact Review meeting.

Annex 4: SC UK Children as Stakeholders Policy
and
Further information on child participation

**SAVE THE CHILDREN UK
CHILDREN AS STAKEHOLDERS POLICY**

1. Introduction

SC UK fights for children’s rights and delivers immediate and lasting benefits to children. It serves disadvantaged and excluded children in the UK and across the world and believes that children are actors of their own development, rather than passive recipients of programmes, and have the right to influence the decisions that affects them.⁶ This includes influencing and shaping work of SC UK that is directly relevant to them.

Over the years, SC UK has learned that involving children in its work helps the organisation to deliver better programmes for children. Children are able to better identify what concerns them and develop innovative solutions to many of their problems; they can better reach their peers and are strong advocates for themselves and other disadvantaged children.

Children, on their part, have benefited from their involvement by developing their skills and confidence and have enjoyed the opportunity to participate and act as citizens.

With the aim of strengthening the voice of children in its work, SC UK intends to become more accountable to children who are intended to benefit from its work by recognising and acting on their contribution.

2. Policy statement

SC UK is committed to become more accountable to the children who are intended to benefit from its work, both directly and indirectly, by involving them, as primary stakeholders, in the development and implementation of programme, policy and advocacy work directly relevant to their lives.

SC UK will establish open and transparent dialogues with these children as stakeholders on issues that are relevant to their lives, of interest to them and on which children and the organisation can effectively work together to deliver greater benefits for children.

3. Scope

SC UK will start with strengthening its accountability to children in our project and programme work and will pilot their involvement in other areas (eg the involvement of children in the development of policies and the recruitment of staff working most directly with children) to test their practicality and effectiveness.

⁶ SC UK adopts the UN Convention on the Right of the Child as a guiding framework for its work and Article 12 “children’s right to influence the decisions that affect them” and Article 17 “children’s right to information” are most relevant for this policy.

The scope of the policy is evolutionary. The involvement of children in shaping the work of the organisation will increase as learning is acquired. Children, staff and other key stakeholders (communities, partners, donors, supporters, regulators and trustees) will assess progress made against increased impact of the organisation's work.

The policy is relevant to children of an age that allows them to participate in a meaningful dialogue with the organisation. Mechanisms appropriate to the children's age and evolving capacities will be adopted in implementing this policy. Special efforts will be made to include boys and girls, younger and older children and, especially, disadvantaged groups of children to reflect the diversity of the children the organisation intends to serve. Care will be taken to engage with children in a manner which ensures their safety and best interest.⁷

In seeking the views and advice of children, SC UK will need to identify in projects, programmes and policy development mechanisms for selecting a representation of children whom are intended to benefit from its work. These children should be involved in developing criteria for selection and as much as possible should be supported to select their own representatives.

FURTHER INFORMATION ON CHILDREN'S PARTICIPATION

A good place to start is the Children and Participation Recommended Reading List held by the Programmes Resource Centre in London (prc@scfuk.org.uk). This is a detailed and comprehensive list divided into sections of texts on the principles, ethical issues, methodologies of involving children, including practical examples from country programmes. Several useful references are given below, all of which are available from the Programmes Resource Centre:

Wilkinson, J. (2000) "Children and Participation: Research, Monitoring and Evaluation with children and young people". SC UK.

This publication is aimed at practitioners wishing to include children and young people in research projects and in monitoring and evaluating their on-going work. The main sections cover good practice, ethics, methods and tools. It also provides guidance to other sources of information and includes a detailed bibliography.

SC UK (updated 2003) "Safeguarding Children: Information and Resources for the Protection of Children"

This CD ROM focuses on wider protection issues, but includes a section on the ethical and protection aspects of involving children in research/assessment processes.

Boyden, J. and Ennew, J. (Eds) (1997) Children in Focus – A Manual for Participatory Research with Children. SC UKSweden (Radda Barnen)

This is a comprehensive, reader-friendly and practical training manual designed for programme and project staff in child-oriented NGOs. Includes introductions to:

⁷ The implementations of SCUK's child protection policy and good practice in children's participation are relevant to this context.

conceptual frameworks on participation and childhood; ethical considerations; participatory child-focused research methods; analysis of data; future activities in applied research (policy research, assessment and advocacy).

Henk van Beers (2002) "Children's participation – experiences in capacity building and training". SC Sweden.

This publication analyses experiences from capacity-building and training in children's participation in project contexts. It examines the results of training adults and provides detailed examples of different ways to involve children. It may be of specific use for agencies and professionals who work in different socio-cultural contexts where the concept of children's participation may be seen as alien to existing societal norms and values.

Annex 5: Ideas on eliciting examples of change

1. Matrix on steps leading to change in different dimensions of work

This matrix was first developed and used in a series of workshop on Global Impact Monitoring carried organised in the Central America and Caribbean region. It is a practical tool which can be used in group work to identify specific examples of programme work highlighting how changes (i.e. from early outcomes to impact) occur in different dimensions of work and what are the key steps (i.e. processes) leading to change.

Used in conjunction with the GIM guidelines, this matrix proved to be a useful tool for providing Impact Review meeting participants with a practical common framework for identifying and discussing examples of impact and change processes drawn from a variety of projects and activities. It became clear during the meetings that in order for a discussion on impact to develop, it was necessary to place examples of changes occurring as a result of SC UK work in a continuum of activities and results (i.e. processes) of which change and impact is not necessarily the end point, but rather an integral part.

Please note that this matrix is useful for identifying significant examples. However, more in depth discussion among stakeholders as well as evidence (i.e. data) on the actual impact or process that this example is meant to highlight is needed in order to distil useful information for the Country Impact report.

Dimensions of change	Early outcomes	Interim outcomes	Impact
1. Changes in the lives of children & young people			
2. Changes in policy and practice			
3. Changes in participation and active citizenship			
4. Changes in equity and non-discrimination			
5. Changes in civil society and communities capacity to support children's rights			

2. Selecting Significant Stories of Change

A number of international development agencies have recently experimented with a process of eliciting examples of change from their work, known as the Most Significant Change approach. In essence it is a simple, participatory approach to monitoring and evaluation based on the collection and participatory interpretation of stories of significant change.

The basic process involves asking each stakeholder in a project/programme to record what they feel is the Most Significant Change that has occurred as a result. This is entirely subjective, and it is up to the stakeholders themselves to decide what most significant means. These 'stories' of change are then collected, discussed and filtered to eventually produce a small number of examples of change that those involved in the process feel are the most significant, and these form the basis of impact reporting.

Stage 1: Selection

Participants describe an example of change relating to the work being considered that they feel is most significant. At this stage, participants might be external project stakeholders (e.g. partners, extension workers, beneficiaries), or the organisation's own project staff. Usually, this is done on an individual basis, but a group of stakeholders equally could agree on some most significant examples.

Stage 2: Filtering

The stories of change are then collected by agency staff. A meeting is then convened with relevant staff to discuss the examples given, and decide upon which examples (a limited number only) are the most significant. These are then passed 'up' the organisation, to country programme or regional programme level, where a similar process is repeated to 'filter' down to a limited number of examples of change felt to be the most significant. Scoring and weighting mechanisms can be used to compare stories based upon fixed criteria of importance to the organisation.

This process is supposed to ensure wide participation in identifying significant change and make room for different perspectives. It also aims to ensure learning from the examples through discussion and filtering. While the GIM process takes a different approach in some respects, the principle of identifying, discussing and agreeing on examples of significant change can be used within GIM to highlight changes to feed into Impact Review meetings and Impact Reports.

For more information on significant change approaches see:

<http://www.swan.ac.uk/cds/rd/ccdb.htm>

<http://www.ballarat.edu.au/alarpm/docs/Dart, J - Paper.doc>

or contact Charles Owusu in the Policy & Learning team, c.owusu@scfuk.org.uk

3. Appreciative Inquiry

Another technique for eliciting examples of change from participants called "Appreciative Inquiry" (AI) has also been found useful by some development agencies. Appreciative inquiry identifies the best of "what is" (i.e. examples of positive change), and encourages pursuit of "what could be." The appreciative approach involves collaborative inquiry, based on interviews and affirmative questioning, to collect and celebrate the positive examples of change. As with Most Significant Change a technique like AI could be used to identify (in this case only positive) examples of change with stakeholders to feed into GIM processes.

For ideas and guidance on AI, see <http://iisd1.iisd.ca/ai/default.htm>

Annex 6: The GIM process key stages

Whilst the identification, collation and analysis of information that feeds into the GIM process will eventually become a continuous process, there are several key points in the GIM process:

Stage 1 is the collation of all relevant monitoring and evaluation documents, all relevant reviews and any other relevant information. This will be used to help write the report, and also for discussion in the impact review meetings.

Stage 2 is the convening of Impact Review meetings. These draw together a variety of stakeholders to discuss and analyse the impact of SC UK's work under the five common dimensions of change using the information collated in Stage 1 above. Guidance on structure, content and practical aspects of Impact Review meetings is given in Section 5 and a checklist for organising meetings is in Annex 1.

Stage 3 is the compilation of Impact Reports. The reports are based upon the impact analysis carried out in the Impact Review meetings as well as evidence from other sources. The format for the Impact Report is contained in Annex 4. Responsibility for the production of Impact Reports lies with Programme Directors.

Stage 4 is the Regional Impact Analysis. Following the completion of all the Country Impact Reports, a meeting is convened to look at all the Country Impact Reports as a whole, to analyse the main findings including regional trends and gaps and to identify potential for greater synergies across the region to maximise impact. These will be drawn together in a Regional Impact Report, incorporating a regional perspective, and drawing on selected examples from the Country Impact Reports. Responsibility for the production of Regional Impact Reports lies with Regional Directors.

Stage 5 is the Global Impact Analysis. Goal team and Policy & Learning advisors will use the regional and country reports to analyse SC UK's impact and learning across each thematic area. These will be drawn together in a Global Impact Report, presenting an overall analysis of SC UK's work from a global perspective, drawing together key examples of impact and lessons learned from across SC UK's whole portfolio of work. The Learning and Impact Assessment Adviser, in collaboration with the heads of Policy & Learning, Goal teams, and Regional Directors are responsible for the Global Impact Report.

Annex 7: Impact Report format

Purpose:

There are three purposes of this report:

- To summarise the impacts of SC UK work within a particular area of work (theme) of a country programme, by highlighting examples of changes and processes leading to change, intended and unintended, positive and negative occurred in specific projects or activities.
- To provide an assessment of progress made in the previous year towards achieving the Country Strategic Plan (CSP) objectives for this theme.
- To identify key lessons learned and how they are going to be integrated in future work.

When does it need to be done by?

Deadlines should be agreed between country programmes and Regional Directors. The aim for future years is for Impact Reports to be done on a rolling basis, at times most appropriate to each thematic programme cycle. But some co-ordination is needed to enable regional and global level advisors to analyse impact across a number of countries. For 2004, reports should be completed by no later than beginning of June.

Who is it for?

The impact report is primarily aimed at internal SC UK audiences (national staff, RDs and POs, policy staff at HQ and in the regional office, management in the field and at HQ). But it should also be seen as an opportunity to share findings and issues emerging with other stakeholders at the national level, with particular reference to partners, other agencies working in similar areas, as well as children and young people. Moreover, some of these stakeholders will be involved in the review process leading to the report and should therefore be considered as a main audience for the report itself.

The process for the production of the report

This report is the main output of the Impact Review meeting and should therefore summarise in a concise manner the discussions, reflections and main findings emerging from this meeting. It should also draw substantially on other sources of relevant information, such as evaluations, reviews, and data collected externally (e.g. government statistics, reports from other NGOs, etc.). This report should represent the views and contributions of all those participating in the Impact Review meetings, including SC staff, partner organisations, children and young people and other relevant stakeholders. Examples and data (including specific examples of practice, aggregated quantitative data collected by projects or programmes, video footage, etc.) presented in this report should be drawn from a wide range of sources including:

- Projects and programmes evaluation reports
- Information provided by internal monitoring systems and reviews
- Situation analysis and baseline studies
- Internal discussions, discussions with partners and donors
- Information provided by stakeholders with particular regard to children and young people

The Programme Director has the final responsibility for the production and delivery of the report. The report should be sent to the regional desk in London by the deadline established by the Regional Director.

Structure of the report

There are five sections in this report as well as an appendix.

Section 1: Description of country or sub regional thematic programme

Section 2: Update on major changes in the context of work

Section 3: Impact analysis of the thematic programme work

Section 4: Assessment of progress towards achieving CSP objectives for this theme

Section 5: Lessons learned, conclusions and next steps (including how lessons will be fed into future programming)

Appendices:

- Collaboration with the Alliance
- Internal management and staffing issues
- Support from HQ and regional office

The main body of the report should not exceed 12-15 pages.

Section 1: Description of the Thematic Programme

- 1.1 Number of projects that contribute to this thematic programme
- 1.2 Estimated annual budget (at the beginning of the year)
- 1.3 Actual budget spent so far this year (if very different from estimated budget)
- 1.4 Proportion of sources of funding:
External donors/grants
SC free money
- 1.5 Who are the main donors of this thematic programme? What projects/activities/programmes do they fund?

Section 2: Update on major changes in the context of the thematic programme work

- 2.1 The external environment. This is an update of the situation analysis provided by the CSP. Please highlight only significant changes in the external environment that have had or are likely to have an impact on the thematic programme work.
- 2.2 The internal context. Please highlight key internal events and changes that have had or are likely to have an impact of the thematic programme work.

Section 3: Impact analysis of the programme work

This section should be based on the synthesis of the findings emerging from the Impact Review meetings.

In this section you need to summarise the **impact** (i.e. **changes** occurred as a result of the activities undertaken by different projects/programmes/activities as outlined in the Operation Plan) of the thematic programme over the CSP period. Please use the five dimensions of change and related questions to summarise changes occurred in the thematic area covered by the GIM report.

Save the Children UK's five common dimensions of change

1. Changes in the lives of children and young people

Which **rights** are being better fulfilled? Which rights are no longer being violated?

2. Changes in policies and practices affecting children's and young people's rights

Duty bearers are more **accountable** for the fulfilment, protection and respect of children's and young people's rights. Policies are developed and implemented and the attitudes of duty bearers take into account the best interests and rights of the child.

3. Changes in children's and young people's participation and active citizenship

Children and young people **claim their rights** or are supported to do so. Spaces and opportunities exist which allow participation and the exercise of citizenship by children's groups and others working for the fulfilment of child rights.

4. Changes in equity and non-discrimination of children and young people

In policies, programmes, services and communities, are the most marginalised children reached?

5. Changes in civil societies' and communities' capacity to support children's rights

Do networks, coalitions and/or movements add value to the work of their participants?
Do they mobilise greater forces for change in children and young people's lives?

For each relevant area of work⁸ (e.g. education, health, child protection, etc.) of the CSP summarise the main impacts of the programme under the five dimensions of change listed above.

Please indicate to which **Goal for Children** the programmes or projects are contributing to (e.g. work in health and education contributing towards 'basic services being enjoyed by all children'; work on poverty and PRSPs towards 'child focused economic policies', etc.). The four Goals for Children are:

- Child-focused economic policies
- Basic services enjoyed by all children

⁸ For countries doing a thematic report there will be only **one** area of work covered in this section.

- Children safeguarded in emergencies
- Children protected and respected as citizens

If some of the work does not fit into the four Goals, please highlight this and provide the analysis under a separate heading.

Please note the following:

- These five dimensions of change are aimed at facilitating comparability of information between different areas of work and between information provided by different country programmes. They represent different areas in which we expect change to occur as a result of our work. **They are not additional objectives or activities; they are characteristics of the work in practice.**
- It may not be necessary to cover each dimension for each area of work/core area/strategic issue as **they might not all apply or be relevant.**
- Please **avoid describing the activities** that have taken place and **concentrate** instead **on the changes occurring** as a result.
- Please consider whether there are **examples of (potentially) negative impact** as a result of programme activities.

Section 4: Progress made in 2002 towards achieving the CSP objectives

This section should be completed by the PD.

In this section you need to assess the progress made during 2002 towards achieving the CSP objectives for the chosen theme. **This assessment is to be based on the findings emerging from the impact analysis summarised in Section 3 of the report.** This assessment will be made by scoring the **extent to which progress has been made towards achieving each CSP objective using a 1-10 scale.**

In order to assess progress made for each CSP objective, you need to:

- Formulate your judgement on the basis of the **impact** of the programme as summarised in Section 3, i.e. progress made towards achieving objectives should be based on the **evidence** that changes are happening at different levels. If the impact analysis suggests that the programme is resulting in meaningful changes and yet objectives are not being achieved, it probably means that:
 - the CSP objectives are too ambitious and you should ensure that the new CSP will have more realistic ones,
 - or the circumstances of the programmes have changed, making it difficult to deliver on the original objectives (this should emerge in section 2)
 Similarly, if section 3 suggests limited impact in a particular area and yet you believe that the progress made towards achieving the objectives is satisfactory, it probably means that the objectives were not change oriented and too focused on activities or short term outputs.
- Use the CSP indicators to help you formulate your assessment of progress made. Are these indicators meaningful and useful? If not, consider changing them in the future using the five dimensions of change as a framework.

For each CSP objective, answer the following question by assigning a score between 1 and 10.

On the basis of the impact of the thematic programme (i.e. changes happening under different dimensions), to what extent has progress been made towards achieving the CSP objectives for the chosen theme?

1= No progress 10= Objective achieved

Example:

Education	1	2	3	4	5	6	7	8	9	10
Obj1: to facilitate the adoption of quality approaches to ECD programmes and policy										
Obj2: as above										
Etc.										

Section 5: Lessons learnt, conclusions and next steps

This section is aimed at drawing the **main lessons** emerging from the report and the GIM process and at establishing what needs to be done in order to learn and act on them.

5.1 What are you going to do about those objectives where not much progress has been achieved?

These are the objectives that have scored low (i.e. 1-5) in Section 4. There are different options you may want to consider. Please tick as appropriate and provide a brief explanation for each objective scoring 1-5:

- Nothing will be done. Why? (E.g. too late into the CSP to make any change; too early into the CSP to be able to achieve progress, etc.)
- Review the operational plan to make sure that the necessary activities to make progress next year are undertaken and that the necessary resources are in place (human and financial)
- Review and amend the CSP objective in order to make it more realistic (this might include eliminating the objective altogether if appropriate)

5.2 Are there any **unintended or unexpected** impacts of the programme? Why did they occur? If they are positive, how do you plan to build on them and integrate them in future work?

5.3 Are there any **negative** impacts of the programmes? Why did they occur? Is there anything you could do to mitigate them, e.g. to reduce the harm on children? What can be done to avoid them in the future?

5.4 What are the key **lessons to be learned** from reviewing the impact of programme work? How can these be built upon, shared with others and integrated in future work? NB: This is particularly relevant for countries doing a CSP review and/or developing a new CSP following the GIM process.

Appendixes (max 1 page each)

- Collaboration with the Alliance; main changes, new initiatives or specific projects
- Staffing and internal management issues
- Usefulness, relevance and effectiveness of support from HQ and regional office