

We monitor the impacts of our programmes in order to assess what changes they have made in children's lives. The Global Impact Monitoring (GIM) five dimensions of change help us to define impact, and the process of reflecting and learning through GIM helps us to improve our programmes.

What are 'Learning' and 'Impact Assessment' and 'GIM' and why are they important?

Learning: Learning is an on-going process that can happen formally, via training, evaluations and impact assessments, and informally, via our own experiences and interactions with other people. It helps us to constantly improve the quality of the programmes we deliver for children.

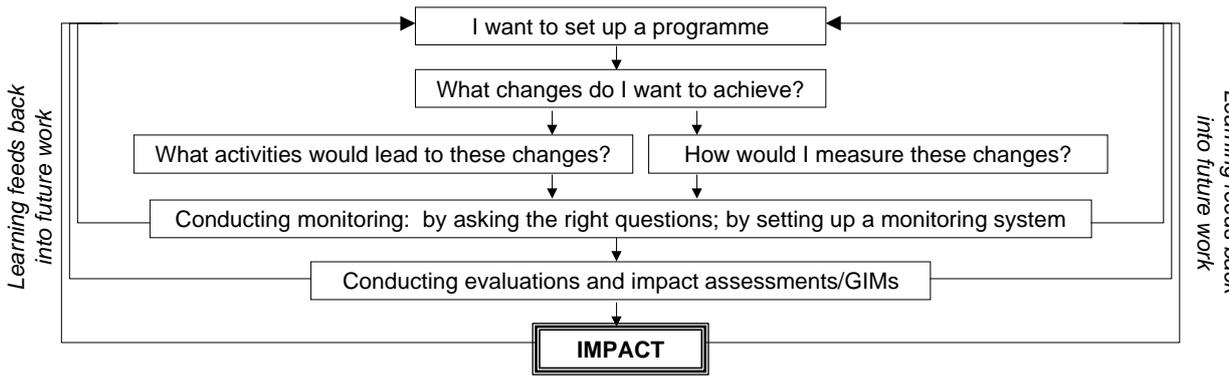
Impact Assessment: Impact assessment is informed by the on-going collection of data, by monitoring our progress against milestones and by producing periodic evaluations and impact reports. It is important in three main respects:

- *For learning* - taking the time to define what we are trying to achieve and monitoring our efforts towards it helps us to understand the relationship between our work and changes in children's lives. If this information is recorded we can share our successes and avoid future failures.
- *For accountability* - assessing the impact of our work provides us with reliable evidence that demonstrates the value of the work we do. We share this evidence with stakeholders to be accountable to those we work with and for (including children and young people) and it helps us to generate funds to continue the work.
- *For decision making* - information gathered from impact assessments supports us in making and justifying decisions about how to achieve the greatest impact from a programme.

Global Impact Monitoring (GIM) is Save the Children's framework for conducting impact assessments and it is designed to measure the kinds of changes that we value in terms of fighting for children's rights. GIM asks staff to report on five 'dimensions of change':

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

The Learning & Impact Assessment Cycle: For learning, impact assessment and GIM to have a positive effect on our work, it needs to form part of a learning cycle that informs future programme work. The diagram below is an attempt to illustrate this cycle:



Learning and Impact Assessment and Effective Programmes

A child rights programming approach is the basis for Effective Programmes and, as these rights are enshrined in law, they require demonstrations of accountability. Save the Children can demonstrate its accountability through rigorous reporting of impact and by building learning into future programmes.

The GIM framework requires programmes to report specifically on impacts related to participation and diversity/non-discrimination as well as requiring impact assessment procedures themselves to be participatory and inclusive. You can see below how each of the GIM dimensions of change relate directly to different aspects of Effective Programming and therefore provide a good means to monitor the overall quality of our programmes.

Global Impact Monitoring (GIM)

Global Impact Monitoring (GIM) requires programmes to monitor and report on our impacts under each of five dimensions of change that relate directly to aspects of Effective Programming:

GIM Dimension One	Changes in the lives of children and young people	Corresponds to work under <u>pillar one of child rights programming</u> , practical actions on violations and gaps in provision
GIM Dimension Two	Changes in policy and practice affecting children and young people's rights	Corresponds to work under <u>pillar two of child rights programming</u> , strengthening structures and mechanisms
GIM Dimension Three	Changes in children's and young people's participation and active citizenship	Corresponds to work on <u>participation and Children as Stakeholders</u>
GIM Dimension Four	Changes in equity and non-discrimination of children and young people	Corresponds to work on <u>diversity/non-discrimination</u>
GIM Dimension Five	Changes in civil society and communities' capacity to support children's rights	Corresponds to work under <u>pillar three of child rights programming</u> , building constituencies

A distinction should be drawn between:

1. GIM reporting: which is the production of GIM reports at appropriate points in the cycle to document impact.

These reports are based on a combination of qualitative and quantitative material from on-going data collection and from stakeholder meetings (including with children). The emphasis is on long term impacts and changes rather than on our activities and short-term outcomes.

2. Impact assessment and GIM as an on-going process, relevant throughout a programme cycle, in:
 - planning - through setting objectives and indicators under the dimensions of change;
 - implementation - through conducting work under the dimensions of change; and
 - monitoring - through collecting information to measure progress towards objectives.

By using GIM and the five dimensions of change as a framework when designing our programmes, we are able to focus from the beginning on the kinds of impacts we value and expect to achieve from our work. Moreover, it is easier to report on the dimensions of change if a programme has been designed to bring about changes specifically in those areas from the start.