



Monitoring, Evaluation & Learning

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Overview



1. University of Northampton.
2. MEL Overview – Why, Who, How
3. Developing a Theory of Change
4. Identifying evaluation Aims & Questions
5. What is Your Cultural Context?
6. Methods & Analysis
7. Child/Youth Friendly MEL Tools
8. Disseminating Findings
9. Summary & Breakout Sessions



OVERVIEW

UoN

**University of
Northampton**



**Hello
Waterside**

Changemaker Campus

*Committed to Social
Innovation*

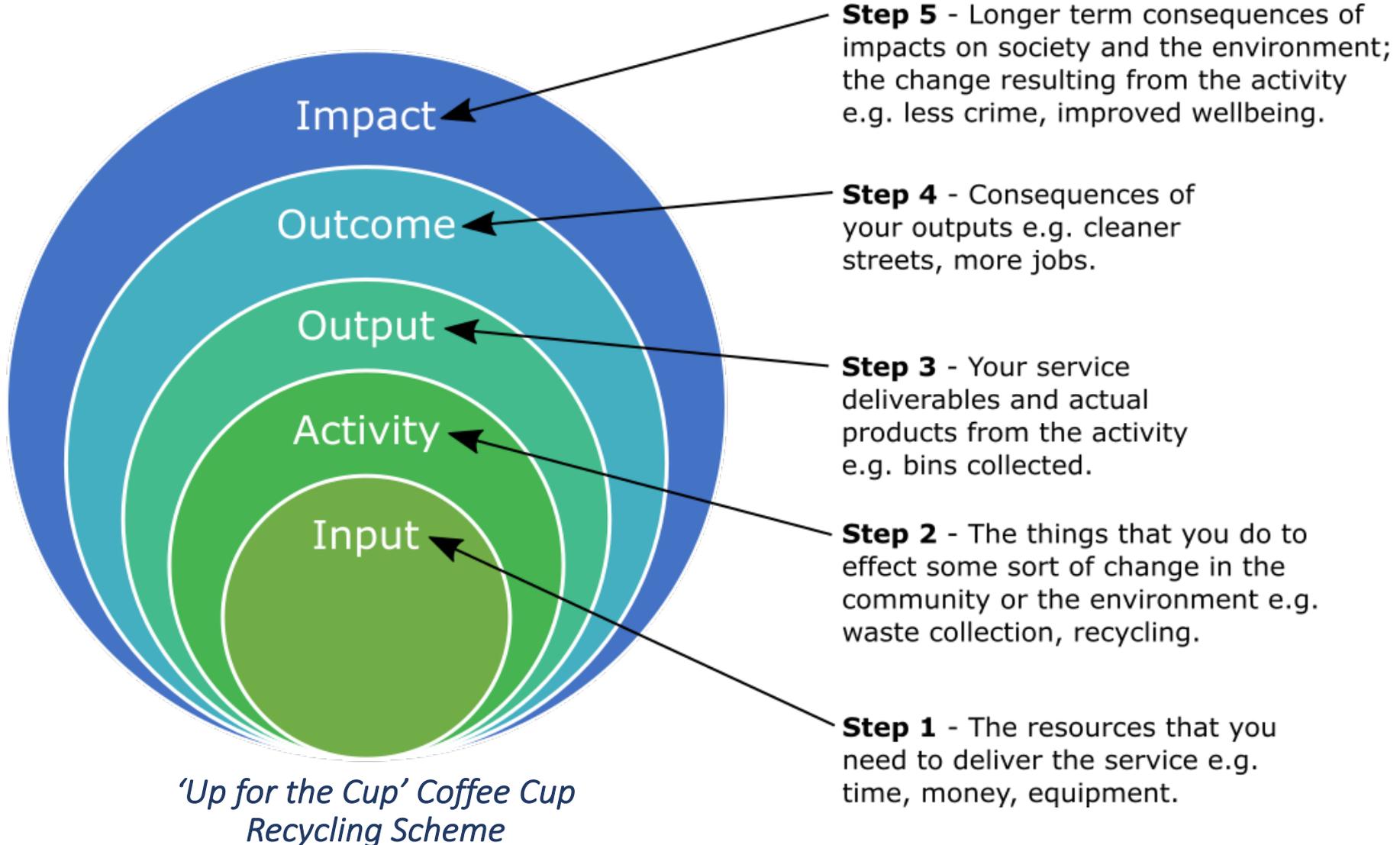
*Community Anchor
Institution*

21st Century University

*Community work informs
teaching*



Theory of Change



Evaluation Aims/Questions



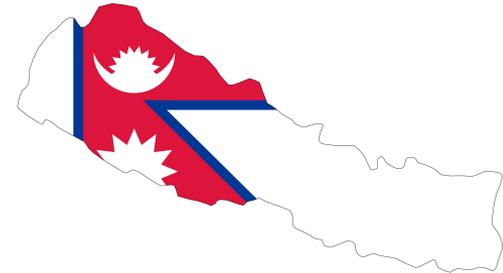
- When conducting evaluation we develop an overarching **research aim** first:
 - What is it that we want to explore?
 - Example: To understand the impact of MAP on communities.
- We then develop **research questions** that allow us to answer this aim:
 - How does MAP deliver impact to young people?
 - How do arts-based methods defuse conflict in communities?
 - What policy impacts do arts-based methods create?
- We can also develop **statements** to be statistically tested. For example:
 - i.e. if a young person engages in MAP, their wellbeing will positively improve.



Cross-Cultural Research Challenges



- Differences in culture are very important when conducting international research.
- Language:
 - Translation
 - Conceptual differences
- Culture & the Individual
 - Body language & emotional expression.
- Institutional differences
 - Institutions, however seemingly similar, are products of a particular culture.



Evaluating Phase 2



- What is the range of methods employed within evaluation & your approach to understanding what is happening?
- What *specific tools* will you use in your research i.e. interviews, focus groups, surveys, photos/videos etc.
- The choices you make directly impact how you can build your evaluation.



Data Collection Methods



Arts-based evaluation

Surveys, questionnaires

Interview/focus group

Participant observation

Archival evaluation

Secondary data collection



Child/Youth Friendly Methods



- Drawing/Arts Methods
- Photos & PhotoVoice
- Videos
- Theatre & Dance
- Presentations
- **What interests you?**



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Example: Story Boards



- The idea of using story boards in evaluation is to **encourage more participatory research** and student input and also to allow for difficult ideas and concepts to be explained.
- Split into three parts:
 - Part 1 – shows where they've **come from**, their backgrounds/parents/homes.
 - Part 2 – shows where they **are now** in relation to the issues discussed above, e.g. at school working hard/bored/focused/confident/in trouble/not attending etc.
 - Part 3 – shows where they **want to be** in the future, say in ten years, e.g. aged 21-28 in relation to the issues above.

1. Where have you come from?

2. Where are you now?

3. Where do you want to be in the future?

Example: PhotoVoice



Provide a creative outlet to process participants' feelings, building resilience



Foster positive relationships



Develop a skill



Create connections for residents in their community



Empower participants to share their perspective with the greater community



Provide opportunities for advocacy

Muhammed, 21, Syrian Refugee

I was only 12 years old when I came to Istanbul as a refugee. I had to work for 7 years for long hours and under undesirable conditions in factories of your most-beloved fashion brands of Zara and Mango. I could not speak up because I needed money. Money can silence you. #stopchildlabour



Dissemination



- It is about selecting the method that you think will be most **impactful** & most **suitable** for your audience.
 - For example, a formal presentation with children might not be appropriate, but an animation or picture show may be.
- Examples are:
 - Reports
 - Infographics
 - Videos/animations
 - Presentations
 - Theatre
 - What would interest you?



Summary



- Your approach to your evaluation is shaped by your:
 - Evaluation aim/questions
 - Theory of Change
 - Personal evaluation skillset
 - Interests of your participants
 - Needs of funders or other stakeholders
- Always ensure that the methods you choose are **appropriate** for your needs as outlined above.
- Make your evaluation **interesting**, it will then grab people's attention.
 - You will also enjoy it.
- Where appropriate, **innovative** methods can be a good thing.
- Ensure you always remain aware of **cultural** differences and sensitivities.



Breakout Session



- For the next 30 minutes, please consider in your teams what data you could collect for your MAP Phase 2 activities. Consider:
 - What do you want to evidence?
 - What are suitable data & tools?
 - How you would like to disseminate your evaluation
- When we return each group to present their ideas back for 5 minutes maximum.
- **Think innovatively and creatively!** 😊

