LSTM
— CENTRE FOR —
CAPACITY RESEARCH

Centre for Capacity Research

Advancing the science of capacity strengthening for sustainable development

How to measure research outcomes and impact (O&I)

Tuesday 13th July 2021

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Session Outline

Training Objectives

- Planning for outcomes and impact from the beginning of a project
- Careful selection of indicators for O&I that are meaningful to partners and funders, and measurable
- How to show your project is on a trajectory to achieve impact

Session Structure

- Three sections: logic models & ToCs, a logic model example, solutions to complex evaluation conditions
- 45 minute presentation + Q&A/30+ minute ‘clinic’
- ‘Useful resources’ presented at end

Measuring Research Outcome and Impact

Logic Models & Theories of Change

The ‘Logic Model’

Inputs	Activities	Outputs	Outcome	Impact
• Resources needed to implement proposed activities	• What will be done with the available resources	• Tangible products, capacities or deliverables that will result from the activities	• Changes that occur in people or conditions because of the activities and outputs	• Long-term, ‘higher-level’ outcomes

Time: Short > Mid > Longer-Term >
Attribution: More > Less >

Theories of Change

IMPACT: ENHANCED HEALTH, WELLBEING, ECONOMIC DEVELOPMENT IN LMICS

Accelerated development of self-sustaining, responsive, high quality, multi-level research systems in LMICs

Advancement of RCS science leading to evidence-informed RCS intervention in LMICs

OUTCOMES	Increased demand for high quality evidence to inform RCS design and implementation	Increased supply of high quality evidence to inform RCS design and implementation	A larger, more cohesive community of multi-disciplinary RCS scientists with equitable LMIC participation
	RCS stakeholders value and apply RCS evidence and fund dedicated, implementation-focused RCS research projects	RCS funders and implementers have access to a high-quality, continually growing evidence base to inform RCS design and implementation in LMICs	Scientists interested in RCS research have a recognizable identity, lexicon, and purpose, and forums for intellectual change
ACTIVITIES	**RCS RESEARCH DEMAND**	**RCS RESEARCH SUPPLY**	**RCS RESEARCH COMMUNITY**
	Advocate for evidence-informed RCS intervention & funding for implementation-focused RCS research RCS stakeholder networking & advocacy Compile and communicate RCS evidence and resources	**Conduct high-quality, implementation focused RCS research** Conduct research in accordance with CCR priority research agenda	**Foster and support a global community of RCS scientists with equitable LMIC participation** Foster RCS networks and platforms for exchange Support development of LMIC RCS research partners Develop and advance RCS theory and concepts
PROBLEM	RCS investment and intervention informed by anecdotal experience and supposition. Minimal funding available to support the generation of robust RCS evidence.	Shortage of high quality, implementation-focused research to inform RCS design & implementation in LMICs	Fragmented and sparse RCS research activity exacerbated by the absence of a recognizable RCS research 'community'

Pace and scope of progress is dependent on level of stakeholder engagement and complementary activities. CCR activities are insufficient in isolation

Measuring Research Outcome and Impact

A Logic Model Example

The PNG NMCP Evaluation 2008-2017

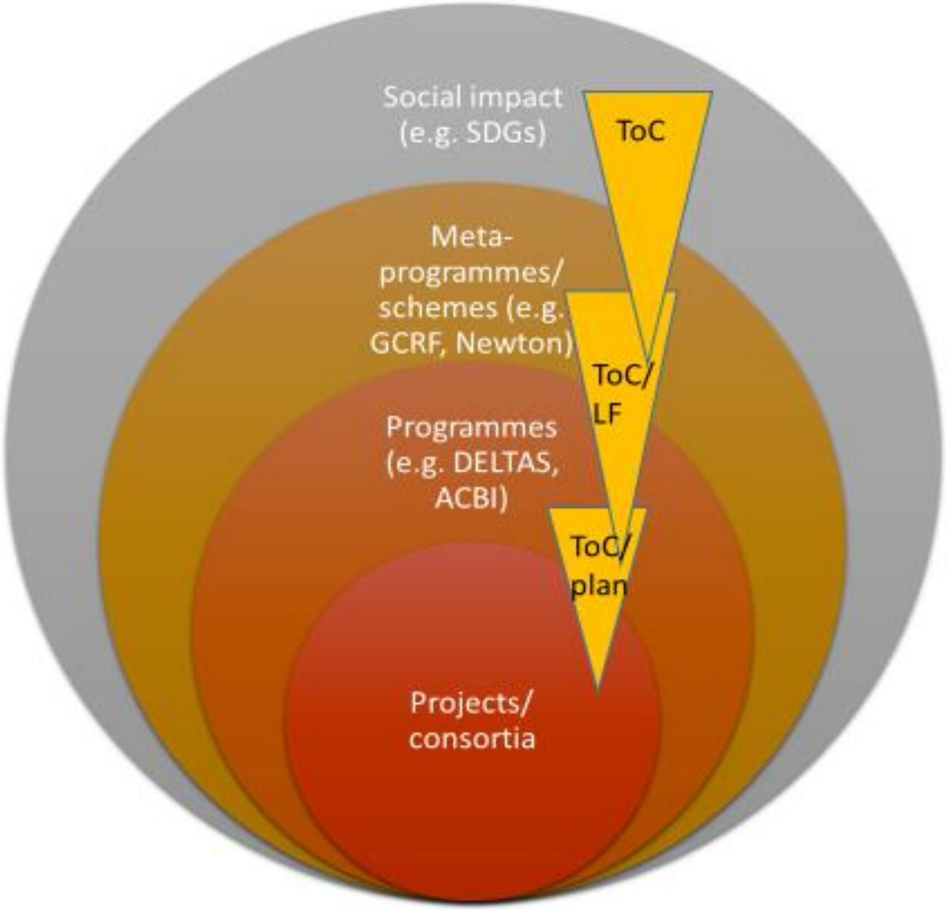
Inputs	Activities	Outputs	Outcome	Impact
• LLINs • Human resources • Funding	• Countrywide LLIN mass distribution campaigns (3 year cycle)	• Number of LLINs delivered	• Proportion of households with at least two LLIN • Proportion of pregnant women who slept under an LLIN the previous night	• Parasite prevalence: The percentage of children aged 6-59 months with malaria infection • Annual parasite incidence: Number of malaria cases detected per 1000 population/year • All-cause mortality rate among children under five years of age

Highly favourable evaluation context:
Time: Long-term continuous programme
Money: Multi-million USD evaluation
Technical Capacity: Multi-disciplinary team
Measures: Standardised, recognised indicators available
Data sources: Existing sources poor, but £, time and expertise afforded a solution
Objective: clear and (somewhat) linear
Attribution: No competing malaria interventions

Measuring Research Outcome and Impact

Solutions when evaluation conditions complex

Solution One: the 'Nested' ToC



Detailed 'lower-level' ToC/logic model

Aligns with 'higher-level' ToCs/logic models

Impact measured at the higher levels

Outcomes 'contribute' to higher level impact

Measurement objectives/methods appropriate to project scale

Khisa et al. A framework and indicators to improve research capacity strengthening evaluation practice. APHRC & LSTM, June 2019.

Solution Two: Qualitative Indicators

- A qualitative indicator – as defined here – is **not numeric**
  - Should not be expressed as a number, should not be calculated by statistical methods
  - Nb. qualitative indicators are sometimes defined as measures of people's perceptions or judgements, e.g. '25% increase in reported satisfaction with the training provided'. This is not what we are discussing today as it is still expressed numerically
- Rather, **a qualitative indicator is expressed by words, pictures or stories** (incl. audio and film). E.g. "stories of the improvements in LLIN use that have occurred as a result of your project. With attached data collection being: visual (e.g. photographs, video) and/or written (e.g. case studies)"
- The purpose of the indicator is to 'capture' experience and/or to add depth or 'life' to your reporting. Qualitative indicators may be used as either a complement, or an alternative, to quantitative indicators. '**Measurement**' in this sense is understood within a qualitative frame.
- Qualitative indicators are neither intrinsically better or worse than quantitative indicators; they are just better suited for some purposes in some contexts.

‘Types’ of qualitative indicator

Data Sources:

- Interviews
- Group discussions
- Stories
- Photos
- Pictures
- Film
- Diaries/logs
- Observation
- Documents
- +++

Analysis:

- Single or multiple data sources
- X-sectional or longitudinal
- Robust, but not necessarily ‘qualitative research’
- Diverse team members & stakeholders can contribute

Products:

- Case studies
- Vignettes
- Photo stories
- Short films/clips
- Audio clips
- Testimonials
- +++

Considerations in qualitative indicator design

- How does it fit within the wider evaluation framework/plan
  - A complement or an alternative to a quantitative indicator?
- Why do you think it is necessary? Will it add value?
  - Depth, intangible, purpose
- What type of qualitative data might it be possible to collect in the programme context? When, where and by whom?
  - Qualitative data for evaluation vs qualitative data for research
- What expertise/resources are available to support both collection and reporting of the qualitative data?
  - Internal vs external

Solution Three: Participatory Evaluation

Participatory monitoring and evaluation (PM&E) is a process through which stakeholders at various levels:

- Engage in monitoring or evaluating a particular project, program or policy
- Share control over the content, the process and the results of the monitoring and evaluation activity and
- Engage in taking or identifying corrective actions.

(WORLD BANK 2010)

Conventional vs. Participatory M&E

Conventional

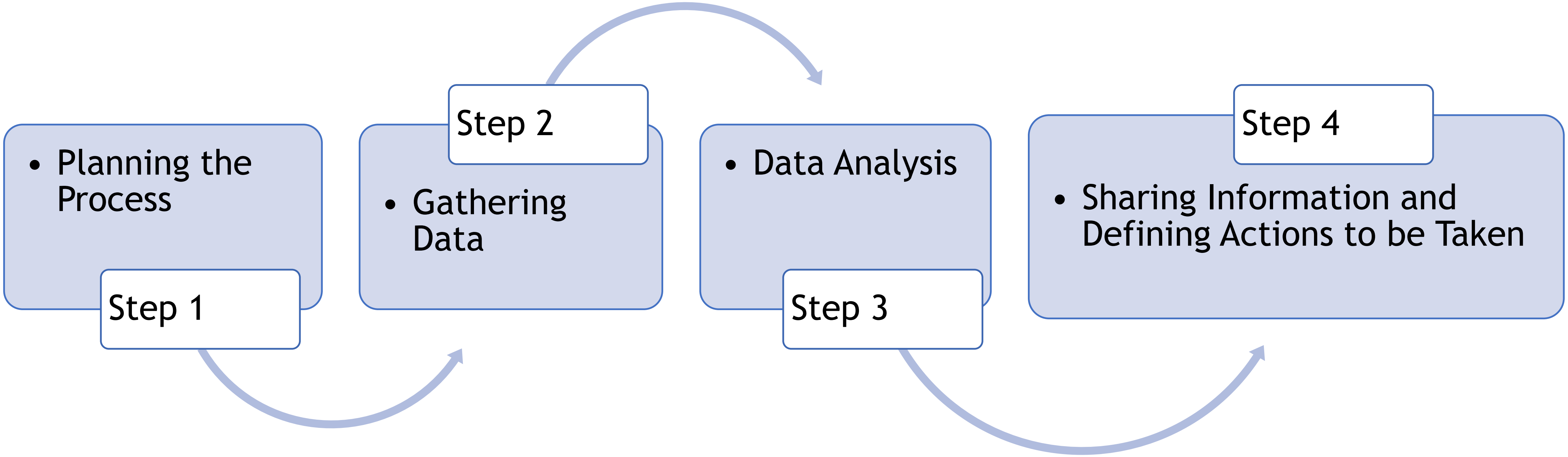
- Experts measure performance against pre-set indicators
- Use of standardised procedures and tools

Participatory

- Project stakeholders (including the local community) are active participants, not just source of information
- Stakeholders evaluate, outsiders facilitate
- Focus on building stakeholder capacity for analysis and problem-solving
- Process builds commitment to implementing any recommended corrective actions

(RIETBERGEN-McCRACKEN et al. 1998)

The 4 Steps of a PM&E Process



Session Summary

Logic Models and Theories of Change are perhaps the ‘default’ approach to outcome/impact measurement.

Determine evaluation ‘conditions’ early on in project design – time, complexity, resources, indicator availability, data sources etc.

‘Nesting’ and qualitative indicators can increase feasibility of logic model/ToC-based evaluation when conditions less favourable.

Participatory approaches represent a viable alternative, especially useful when outcomes less tangible (and standardised indicators unavailable)

Useful Resources

- Global Health Research: Designs & Methods https://read.themethodsection.com/ghr.html
- WHO 100 Core Health Indicators https://www.who.int/healthinfo/indicators/2015/100CoreHealthIndicators_2015_infographic.pdf
- UK Government guidance to logic models https://www.who.int/healthinfo/indicators/2015/100CoreHealthIndicators_2015_infographic.pdf
- Richards, R. (2019). The Value of Theory of Change at the Portfolio Level in Large-Scale Projects. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/14817
- Centre for Theory of Change https://www.theoryofchange.org/

Previous Seminars

Designing research capacity strengthening (RCS) components within proposals
Dr Justin Pulford
09:30-11:00, Tuesday 4th May

How to create and use a 'Pathway to Impact',
Prof Imelda Bates
09:30-11:00
Tuesday 18th May & Tuesday 22nd June

How to manage research consortia
Nadia Tagoe (KEMRI-Wellcome Trust)
09:30-11:00, Tuesday 1st June

Teamwork to prepare and submit grant applications
Lorelei Silvester, Imelda Bates, Susie Crossman
09:30-11:00, Tuesday 15th June

How to optimise multi-disciplinary research collaborations
09:30-11:00, Tuesday 29th June
Dr Yan Ding

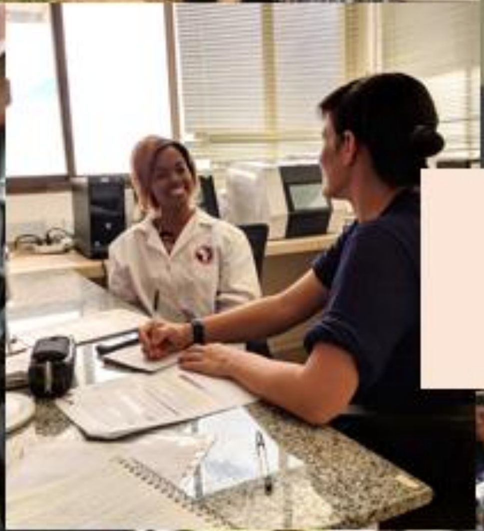
Forthcoming Seminars

How to measure research outcomes and impact (O&I)
09:30-11:00, Tuesday 13th July
Dr Justin Pulford

Community Engagement
09:30-11:00, Tuesday 27th July
Dr Tara Tancred

Incorporating PhD studentships into projects: how to enhance the students' experience
09:30-11:00, Tuesday 14th September
Dr Taghreed El Hajj

PLEASE COMPLETE THE EVALUTION FOR TODAY'S SESSION: LINK TO BE PROVIDED



Questions

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