



Video Transcript

SU 5.2.3

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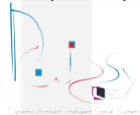
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Sub-Unit:	5.2.-EVALUATION APPROACHES IN CULTURE AND TOURISM. 5.2.2.-Design a process for planning an evaluation project.
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Design a process for planning an evaluation project.

Once we understand the context and the resources we can count on, we have to deal with measurement. So we need to define our design process, understand the learning cycle and select the right tools to gather data and evidence.

From this point we can build our tailored impact measurement and monitoring project.

As we go into the tools we will need to answer, how decisions will be made? What will be evaluated and how decide the purpose and scope?

Firstly we need to think about what success would look like, what is the change we want to achieve, and then we can move on to what to measure.

Measuring is like a learning process to improve how we are doing things and getting closer to our vision. A measurable action is not an end in itself. It needs to be part of a circular programme of learning through evidence.

To start our measurement design, we must look for tools that assist us to understand the purpose. We also need to know level of performance regarding measurement and identify key people who will be able to use this information to make an improvement; they are, therefore, the real agents of change.

If we consider this process as a journey, experience in other sectors tells us that it takes about 10 years to reach an expert level.

The starting point is to have a clear vision of the intended strategic change and to start tracking basic internal data.

The following step is a quantitative and qualitative jump, moving from data to insights and improvements and collecting evidence on a routine base.

Therefore, first-level indicators and evidence should be in line with the expected change and then with the widely used methodology of the theory of change.

A first approach to frame this theory can be made by answering questions such as; who are our beneficiaries? what benefits do our programs create? how do we define success? what won't we do? or what would make us obsolete?

In developing this questioning process, the role of the coordinator is key as a professional with soft skills rather than technical. Their profile is closer to a facilitator, since part of the success is related to involving people, observing evidence or simplifying a complex reality.

Next is looking for the tools that best fit what we want to achieve and the resources we have. We can go through “better evaluation” platform, which has more than 300 tools and approaches.

There are two main options for using this repository. On one hand, they have developed a step-by-step guide for a logical development process, and a second approach is on how to select tools according to the nature of the tasks, such as; Manage, Describe, Understand Causes, Synthesise, or Report.

First of all, tools should help us decide how the evaluation will be managed, what will be evaluated and what framework and standards will be used.

Focusing on first stages, we’ve select three tools to put into context the strategic part of the evaluation, knowing well; who are the people involved and the decision-makers, what is the scope of the measurement and what are the terms of reference for the evaluation.

Therefore, we need to know who will be involved in the evaluation project and in what role: for example, stakeholders and intended users should be heard and involved in the process, and decision-makers should be selected.

Once we know who is involved in the project, we need to clarify how decisions will be taken, so it is necessary to define responsibilities. A useful tool is to draw up a decision matrix, giving roles to each of the actors at each stage of the process.

Thus, the role of the coordinator is key, and his or her tasks should include: having access to meaningful information for analysis, developing a plan and overseeing it, reporting information to stakeholders, and promoting implementation.

Once we have detailed who is part of the evaluation, we must focus on purpose and scope. Like the design of a project it has a rationale, a scale, and a time frame.

To narrow down the type of intervention, we can decide the priorities of the evaluation, because it is not the same to evaluate the return on investment as to generate evidence of the strategy and values.

Evaluation type also depends on the timing, whether it’s before, during or after implementation. Describing our evaluation project will help us with the actions we need to develop.

A useful tool for deciding both, the scope of the evaluation and the methodology, are key evaluation questions.

These are the questions that, asked at the beginning, provide us with information about the data to be collected, how to analyze and communicate them. These questions should be answered through the evaluation.

They should be between 5 and 7 and should answer if the results obtained are positive. They allow us to cover different aspects of the intervention, and should be open-ended, because other types of questions will focus on specific outputs and outcomes.

Measurement should be understood as a continuous learning process to incorporate changes in management. The idea is to analyze in order to take action. As in the design of a project, it is important to know the resources, the timeframe and people involved.

We have selected strategies or tools to approach first steps; to reflect on who will be involved, decision matrix can be developed, to define the scope, we can classify our measurement according to different types of motivation or by the timing and to narrow down the evaluation we can ask Key Evaluation Questions.

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