

Planning, Monitoring, Evaluation and Learning Program

Program Description

Engineers Without Borders – USA



This document describes the approach that EWB-USA has taken to evaluate the impact of their community-driven development programs. This program was developed specifically for use with the existing processes for EWB-USA projects. It is assumed that others would first analyze their own processes to determine the appropriateness of borrowing components from this model. This document may be freely used or reproduced for any non-commercial purpose.

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ENGINEERS WITHOUT BORDERS-USA PLANNING, MONITORING, EVALUATION AND LEARNING PROGRAM

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1.0 INTRODUCTION AND PURPOSE

Our Mission is to support community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects while creating transformative experiences and responsible leaders.

Our organizational Vision is a world in which the communities we serve have the capacity to sustainably meet their basic human needs and that our members have enriched global perspectives through the innovative professional educational opportunities that the EWB-USA program provides.

To that end, we have successfully designed and implemented hundreds of engineering projects throughout the world. However, we need to know if and how the projects in our programs really result in improvements in peoples' lives. Therefore, EWB-USA is expanding our focus on results and how well we contribute to meeting the goals of our partner communities.

To support this strategic shift toward results, EWB-USA recognizes the need for a strong and coherent planning, monitoring and evaluation framework that promotes learning and improved performance. The framework must be simple and user-friendly enough for all chapter members and organizational partners to use in flexible ways that ultimately enhance the development effectiveness of the organization as a whole. This Planning, Monitoring, Evaluation and Learning (PMEL) Program has been developed to ensure that the work we do through our community-driven development model contributes to meeting our mission and vision and positive changes in our partner communities.

The purpose of this document is to clearly describe our organizational approach to measuring our impact in our partner communities worldwide. It provides an overview of the terminology that we use, our approach to planning and simple straightforward guidance on how to plan, monitor, evaluate and assess the impact of our development efforts. A general theory on the process of effectively planning, monitoring, evaluating and learning from our work is included along with processes and reports that are specific to EWB-USA's policies.

This resource is written for all those who are involved in developing, monitoring or evaluating EWB-USA programs and projects in any way. It is important to note that references to "EWB-USA," "we," and "our" include the EWB-USA Headquarters (HQ) staff and the thousands of EWB-USA members who spend countless hours designing and implementing projects that we hope will create the lasting change our community partners seek. The same guiding methodology that informs our organizational learning applies to the chapter's individual program and project level as well. In this way, proper planning, monitoring, evaluation and learning at each step in the EWB-USA community-driven development model will significantly contribute to the long-term success of our organizational reach.

Each chapter program will identify a PMEL Lead for their team. This person will be responsible for understanding the information contained in this PMEL Program description, participating in EWB-USA-produced webinars on the PMEL Program and incorporating the elements of assessing impact into the project processes and reporting documentation. Information on the qualifications and requirements for this position are outlined in the 904 – PMEL Lead Qualifications document, which is available by logging in to the myEWB-USA pages of our

website: www.ewb-usa.org. All Project (500 series) and PMEL (900 series) related documents are located under the Project Process tab, on the Sourcebook Downloads page.

2.0 EWB-USA THEORY OF CHANGE

2.1 Introduction

In early 2013, EWB-USA Board of Directors, staff and major donors came together to develop a Theory of Change for the organization. This was prompted by a strong commitment to improve the ways in which we monitor and evaluate our programs and projects and to develop a robust methodology for measuring the impact of the work we do through our community-driven development model.

On January 17th, approximately 40 attendees from the EWB-USA Board, Corporate Leadership Council (CLC) and staff participated in an engaging program intended to create a common understanding of the terminology we will use to define EWB-USA's impact in the world and to identify our organizational Theory of Change.

The results of this workshop are presented in the remainder of this section. The two diagrams, and the accompanying texts, are in draft form. They will be tried and tested as a framework for planning and assessing the impact of future EWB-USA programs and projects over the course of 2013 and will be revised and finalized as appropriate towards the end of 2014.

What is a Theory of Change?

Theory of Change (ToC) takes its origin from the philosophy of Paulo Freire which claims that poor people are empowered by being involved in decisions that affect their lives. It has been used extensively since the 1990's, especially in the United States, as an effective way of planning for and reporting on complex social change. Essentially, it is a theory (a system of ideas intended to explain something) about how change happens and how we intend to work to influence these changes through the work of our organization.

Four interconnecting elements of a Theory of Change:

1. **Understanding how change happens and our potential role in this:** This analysis is big picture thinking that looks beyond our own interventions and considers all the factors that need to be in place for a vision of change to be realized. It also identifies those areas where we might be able to influence change both directly and indirectly.
2. **Our organizational change pathway:** Based on the analysis in step 1, and our organization's vision and mission, this change pathway charts our organization's unique route to achieving desired changes. This includes information about who we will work with and how in order to achieve or influence both short and long term changes and the assumptions that guide these choices.
3. **Our impact assessment framework:** This is informed by both of the components above. It provides a robust way of understanding, assessing and reporting on our organization's contribution to change. It also enables us to test and adapt our ToC.



4. **A reflection and adaptation process leads to a revised ToC:** This last step assesses the organization against stated short/medium/long term changes and tests the assumptions underpinning the ToC. As a result, reflection of and adaptation to the current ToC will ensure that future work incorporates an improved understanding of how change happens and will inform a revised change pathway.

EWB-USA uses this framework in order to understand and improve our contributions to change. We plan and assess our program and project efforts within this framework. The following diagrams and explanations summarize the first two key elements.

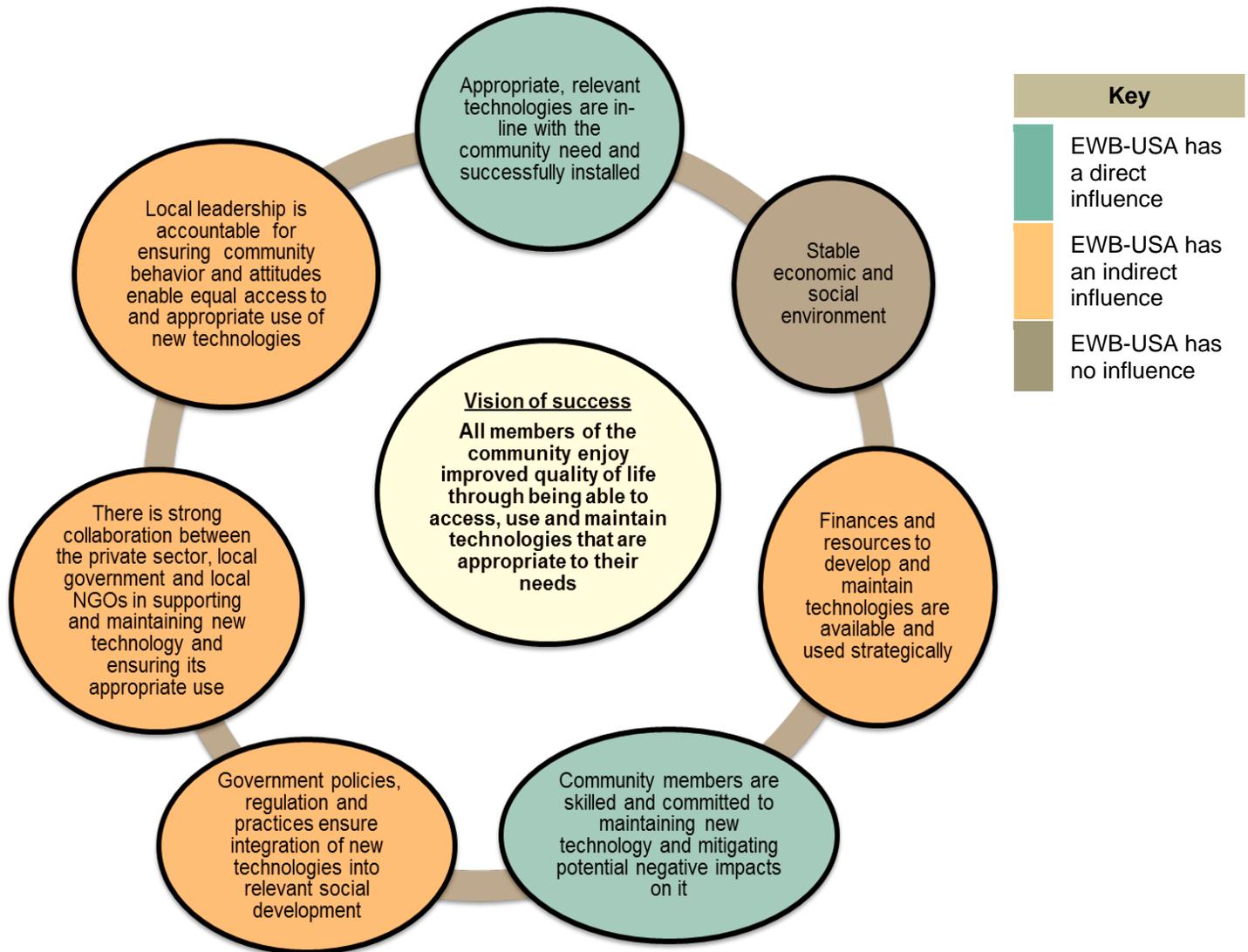
2.2 EWB-USA's Vision of Success for Partner Communities

Our **Vision of Success** for all members of any partner community is that they will enjoy an improved quality of life through being able to access, use and maintain technologies that are relevant to their needs (see diagram on the following page).

If this vision is to be realized, we believe that a number of factors would have to be in place. We call them **critical success factors**. These are the statements in the outer circles of the diagram. Equally, we know that we can only influence or achieve some of these critical success factors. The different colors illustrate areas where we feel that our programs and projects have a **direct influence** (blue) and where they have only some or **indirect influence** (orange). We recognize that some factors are **beyond the scope of our interventions** but might indeed affect whether or not we achieve of our Vision of Success (brown).

The EWB-USA Board, HQ staff and CLC collaborated in developing the following diagram, which illustrates what we believe success would look like for members of our partner communities. This is intentionally generic to ensure that it translates well across all continents and communities where we work. This vision helps us to plan our development work intelligently and to be clear about what changes we can realistically support in those efforts.

Our Vision of Success for Our Work and Our Potential for Supporting This Vision



2.3 EWB-USA’s Change Pathway

We have further developed the Vision of Success to describe in more detail exactly how we will work to achieve change. Our organizational **Change Pathway** (included at the end of this section) is a representation of our collective contribution to changing lives in our partner communities. EWB-USA HQ staff members, chapter members, in-country partners and local communities all have varying levels of influence over the changes the individual members of the community will experience as a result of our partnership.

Together we bring innovative technical solutions to meet the needs of local communities. We all have different, but complementary, roles in this process. If each of us, as members of the partnership, understands our specific contributions, we are likely to ensure more effective

results. Each contributor to the implementation of the projects within a program is responsible for assessing the progress of those elements over which they have the most influence. The Change Pathway illustrates what each stakeholder in the process does and how this contributes to changes in the community.

Through the study of our Change Pathway, a specific focus on our organizational impact has been developed. Identifying where we have the most direct influence over change in the community helps us determine where to allocate resources to the development of additional tools and methods for improving our services. This pathway to change will guide the development of all future planning, monitoring, evaluation and impact assessment tools to ensure that we are continuing to assess the changes in our partner communities over which we have the most direct influence.

It is our intention that each stakeholder in the program will identify their most direct sphere of influence and identify ways they can study the efficacy of their contributions to the change the community seeks. For example, a community has expressed that one of their goals for the program is to be more engaged in follow-up support on the implemented projects. EWB-USA chapter members can employ participatory methods in getting community feedback about design alternatives with the intention of making it easier for the community to engage in support of the final design. If the chapter notices that the community is not engaged in ongoing project support, they can address their methods of getting community feedback as one tool to improve community support for the project. In this way, the chapter has identified a direct link between an action on their part and a desired change in the community. This will allow them to continue to study that aspect of their work and make changes throughout the life of the program as needed to maximize their efficacy in achieving the changes that the community wants to experience.

2.4 Dimensions of Change

Theories of Change are further developed by identifying **Dimensions of Change** to which all organizational efforts will contribute. These dimensions form the backbone of our impact assessment process. They are inter-related so that any one program or project might be supporting changes in one or more of these dimensions. Equally, all organizational interventions should be explicitly working towards changes in one or more of these dimensions. They are usually designed to be interpreted according to regional and national contexts, but broad enough to be able to facilitate comparability across different regions and countries as the organization studies its overall impact through different programs. Progress against these dimensions is assessed through monitoring, evaluation and impact assessment processes.

In the Change Pathway on the next page, an example Dimension of Change is the capacity of the community to operate and maintain the project sustainably. This is one dimension that project work activities within a program might support.

EWB-USA CHANGE PATHWAY





3.0 PLANNING, MONITORING, EVALUATION AND LEARNING IN EWB-USA

3.1 Introduction

Good planning, monitoring and evaluation establishes clear links between past, present and future initiatives and development results. The process helps EWB-USA to better understand and account for the extent to which our efforts are going in the right direction, whether progress and success can be claimed, whether we are making the changes we hoped to make, and how future efforts might be improved.

We have two very strong reasons for effective planning, monitoring and evaluation:

- **Learning:** We want to understand how effective our programs are and what we can do to improve them to make a greater difference for the communities we support. We will share our findings both internally and with key stakeholders in order to guide future decision making and program development planning.
- **Accountability:** We are accountable to many different stakeholders, including our donors, our chapter members and, most importantly, the communities that we serve. We should be able to report accurately on our activities, on the effectiveness, efficiency and relevance of our efforts and the impact we have made.

This section provides a brief overview of the definitions of the elements of PMEL, the different purposes that each of the functions in the program serve, EWB-USA's guiding principles in developing the program and an indication of when each should be carried out and by whom.

3.2 Definitions

3.2.1. Planning: The process of identifying and understanding a set of issues or problems and planning a series of actions to deal with it. In relation to EWB-USA interventions this includes conducting a situation analysis in the community, identifying program and project goals and strategies, collaborating with partner organizations and developing a plan for monitoring and evaluation.

3.2.2. Monitoring: The systematic and continuous assessment of the progress of a project over time, which checks that things are "going to plan" and enables adjustments to be made in a methodical way. Monitoring is an integral part of the management system. It should be a communication system designed to improve management and policy decisions for different stakeholders. Monitoring information is also essential for evaluation and impact assessment.

3.2.3 Evaluation: The periodic assessment of the relevance, performance, efficiency and impact of a program or project with respect to its stated objectives. An evaluation is usually carried out at some significant stage in the program's or project's development, e.g. at the end of a planning period, when moving to a new phase or in response to a particular critical issue. An evaluation measures progress the program or project has made, not only in completing activities but also in achieving its objectives and overall goal. Evaluation looks backwards at what has been done and can be used to analyze and learn from the experience, to understand reasons for successes and failures, to communicate experience to others and to see how the money has been spent.



3.2.4. Impact Reviews and Assessment: The systematic analysis of significant and lasting change – positive and negative, intended and unintended – in the lives of target groups which is brought about by a given action or a series of actions. Impact assessment complements processes of evaluation but the focus is on change rather than the achievement of plans. It is designed to determine if the completed program work did or did not have any direct influence on the changes experienced by the community members.

3.3 Guiding Principles in the EWB-USA PMEL Processes

We aim to ensure that our processes and systems for assessing our impact are:

- **User-friendly:** The developed tools will build on the existing good practice that EWB-USA chapter members currently employ through our existing project reporting.
- **Proportionate:** Monitoring and evaluation (M&E) and impact assessment processes need to be proportional to the program and project work carried out. The costs of carrying out M&E and impact assessment must not be allowed to outweigh the benefits.
- **Honest:** We will strive to create a culture in which planning, M&E and impact assessment work is carried out and reported in an honest and transparent way. We will also seek to develop relationships with other stakeholders to create an environment in which information is openly analyzed, debated and reported. This principle is the cornerstone of a good M&E framework.

3.4 Roles and Responsibilities of EWB-USA HQ Staff and EWB-USA Chapters

Each component of a complete PMEL program contributes to a sound and recognized system for working effectively through programs and projects. They are inter-dependent. Each is carried out at a specific point in time and feeds into the other functions. Different members of EWB-USA HQ staff and chapter project teams will be responsible for carrying out and reporting on some or all of them.

For example, in a project to increase flow through a water distribution system with a local community, project **monitoring** activities would relate to determining if materials were purchased and the system was implemented according to the design plans; whereas an **evaluation** would assess the results of these efforts, e.g. studying if the design was effective and if the quantity of flow has improved through the system implementation. These elements of PMEL are best conducted by the EWB-USA project team while team members are in-country and actively working on the project.

However, it is possible to have a well-functioning system which provides more water to the community users, but which is of no use to the community because the water is contaminated. If we stopped our study of the project at the evaluation phase, we would consider the project a success (because there is more water reaching the community) without the understanding that the community does not have an improved water situation since it is contaminated. There are thousands of “successful” projects in the world which fail to make a positive impact on the lives of the people they aim to serve. Some projects even result in negative impacts. **Impact assessment** addresses the issue of how people’s lives have changed in relation to our areas of work. Our commitment at EWB-USA HQ is to further study the work we are doing through consideration of our impact on changes in the community long after the chapter project team has closed out their involvement with the program.



The chart below summarizes the relationship between the different functions and who is primarily responsible for carrying them out for EWB-USA.

Planning	Project Monitoring	Evaluation	Impact Reviews and Assessment
Based on a sound analysis of the context and need; provides a clear road map of what will be done, by whom and when, and what changes will result	Measures ongoing activities as described in the plan	Measures performance against planned objectives	Assesses change in people's lives – including positive and negative, intended and unintended changes
Developed and shared before the start of the program and each project	Carried out for all projects during the life of the program on each site visit and through remote contact with community partners	Carried out in the middle and/or at end of the program	Interim Impact Reviews will be conducted while the program is still active. Closeout Impact Reviews will be conducted at program closeout. Impact Assessment will be done at least five years after close out of the program.
Focus is on program and project plan	Focus is on the program or project activities	Focus is on the program or project activities	Focus is on the lives of the affected population
Focus is on changes to target community	Focus is on outputs	Focus is on outcomes and impact	Focus is on impact and change
Responsibility of the program's PMEL Lead	Responsibility of the program's PMEL Lead	Responsibility of the program's PMEL Lead	Responsibility of EWB-USA HQ staff; Impact Reviews conducted by volunteer Impact Review Teams; Impact Assessments involve consultants



4.0 PLANNING EWB-USA PROGRAMS AND PROJECTS

4.1 Introduction

In EWB-USA our work is organized in **programs** and implemented through **projects**. A program represents the overarching commitment between a chapter and a community to collaborate on community-driven projects. Within a program, chapters will often partner with the community to implement multiple projects which address the needs identified by the community. For example, a slow-sand water filter project followed by the construction of composting latrines are two separate projects within the same program aimed at improving sanitation in the community.

Taking the time to **understand a set of issues and plan the activities** of both the overarching program goals and the individual project implementation tasks in relation to the organizational Change Pathway is a crucial step for ensuring that our work has a positive impact in our partner communities. The focus on PMEL should be applied by chapter teams at the program level as well as at the onset of each project.

This section describes the key steps to take in developing an effective plan for program and project work. At the end of the section are the tools EWB-USA has developed to guide our chapter members in creating their program and project plans.

4.2 Key Steps in Planning

Circumstances and situations may result in EWB-USA programs being planned in a number of different ways, but some key features should be present in all planning processes.

4.2.1. Involve the community in all aspects of the planning process: In order for EWB-USA projects to succeed, communities must be highly organized and motivated to contribute to the work of the program. This means that they should be actively involved in all aspects of the planning and design processes. To involve the communities requires time and careful planning. It is all too easy to think that token consultation with local decision makers is good enough. Key questions which should inform our plans include:

- Which different groups are included in this community?
- What existing power structures exist? How might they help or hinder participation of all groups in the community?
- How can we ensure that the views of all the different groups are/have been included?
- How will we know that they have been included effectively?

Certainly, we will need to consider a series of meetings with different sectors of the community at each stage of the program development, project design and implementation and through efforts to study long-term impact in the future. A description of the various levels of engaging community partners is included as [Levels of Community Participation – Appendix A](#) to assist chapters in determining the appropriate level of involving the community members at each phase of the program development.



4.2.2. Conduct a situation analysis: No program or project should be developed without first involving the community in conducting a thorough situation analysis. This will result in a clear and shared understanding of the situation in the community context; the problems that the community faces, and their underlying causes; stakeholder involvement and priorities and other relevant information. This information enables sound planning and provides valuable information for setting baselines against which progress can be measured and assessed.

4.2.3. Develop a clearly articulated plan which has the following elements:

- **A goal statement:** A clear statement of the community's overarching goal(s) gives focus to the work and direction to program planning and design. This goal will relate directly to EWB-USA's overall Vision of Success and Change Pathway. It will also describe the longer term impact the program and project are expected to produce.
- **Outcomes or objectives:** A description of what the work is trying to achieve so we can design activities accordingly and so that all stakeholders can tell whether or not we are succeeding accordingly. Objectives themselves may need to be changed in response to change from outside factors or to our changing understanding of the community context.
- **Activities:** A detailed description of what we plan to do in order to achieve the community's goal and program objectives through project implementation. There may be several possible ways of achieving the goal and objectives. The best alternative should be chosen based on the situation analysis, available resources and overall goal of the project.
- **A set of indicators at each of these levels:** These are markers to assess progress. They will be used for monitoring and evaluation and for assessing the impact of our efforts. EWB-USA has developed a list of indicators that all chapters will use to measure the functionality of the projects implemented (activities completed), whether or not the community is maintaining the projects (resulting outcome) and whether or not knowledge about the project has been effectively transferred to the community (sustainability goal achieved).
- **A clear monitoring and evaluation plan:** The way in which a project will be monitored and evaluated must be considered at the design and planning stage. See the following sections for more guidance on this.
- **Relation to Organizational Change Pathway:** As mentioned in section 2.3, our Change Pathway will guide the development of all PMEL elements. All program and project plans should relate to the stated intentions described in the EWB-USA Change Pathway. For example, the chapter could plan to select appropriately qualified team members for the project, develop a realistic funding plan and include participatory methods to encourage community engagement. Each of these is listed in the EWB-USA Change Pathway.

4.3 EWB-USA Planning Requirements

EWB-USA has developed multiple tools intended to guide chapters in their efforts to create effective plans for their program and project work. All of these resources are available by logging in to the myEWB-USA pages of our website: www.ewb-usa.org. All Project (500 series) and PMEL



(900 series) related documents are located under the Project Process tab, on the Sourcebook Downloads page. Each document template is presented with accompanying instructions on how to accurately complete the required report.

Within the context of EWB-USA, program and project planning are conducted by the chapters before and during their first trip to the community to assess the program or new project work.

Project Planning Resources for Chapters

Name of Resource	Purpose of Resource	When to be Submitted for Review	Application to Key Steps in Planning
Pre-Assessment Trip Report (document 521)	Outlines team’s plans to conduct all assessment activities for the project	<ul style="list-style-type: none"> • Before assessment trip per deadlines on the website 	<ul style="list-style-type: none"> • Goal Statement • Situation Analysis • Description of Objectives • Description of Activities
Post-Assessment Trip Report (document 522)	Documents what happened on the assessment trip and establishes current status of project development	<ul style="list-style-type: none"> • After assessment trip per deadlines on the website 	<ul style="list-style-type: none"> • Situation Analysis • Defined Set of Indicators • Developed Monitoring Plan • Description of Project’s Relation to Change Pathway
Project Monitoring Indicators (document 906)	Provides project indicators for outputs, outcomes and sustainability goals	<ul style="list-style-type: none"> • Project indicators identified in the 522 submittal 	<ul style="list-style-type: none"> • Defined Set of Indicators
Project Partnership Agreement (document 902)	Defines roles and responsibilities of community, EWB-USA chapter and local partner (NGO or government) in project planning phase	<ul style="list-style-type: none"> • Draft with 521 submittal • Final/signed version with 522 submittal 	<ul style="list-style-type: none"> • Description of Activities
Logical Framework Template (document 905)	Enables teams to establish results or objectives statements and a way of planning to achieve them	<ul style="list-style-type: none"> • This document is only required for review at the program level; however, it is a useful tool for chapters to plan their project work as well 	<ul style="list-style-type: none"> • Goal Statement • Description of Objectives • Description of Activities • Defined Set of Indicators • Developed M&E Plan • Description of Project’s Relation to Change Pathway



Program Planning Resources for Chapters

Name of Resource	Purpose of Resource	When to be Submitted for Review	Application to Key Steps in Planning
Program Plan and Baseline Study (document 901)	Assists chapters in gathering data to facilitate the study of impact in the community over the life of the program	<ul style="list-style-type: none"> • Final with 522 submittal after first assessment trip 	<ul style="list-style-type: none"> • Goal Statement • Situation Analysis • Description of Objectives • Description of Activities • Defined Set of Indicators • Developed M&E Plan • Description of Project's Relation to Change Pathway
Logical Framework Template (document 905)	Enables teams to establish results or objectives statements and a way of planning to achieve them	<ul style="list-style-type: none"> • With 522 submittal 	<ul style="list-style-type: none"> • Goal Statement • Description of Objectives • Description of Activities • Defined Set of Indicators • Developed M&E Plan • Description of Project's Relation to Change Pathway

5.0 MONITORING EWB-USA PROGRAMS AND PROJECTS

5.1 Introduction

As stated in the PMEL definitions section, monitoring is a system for collecting information which **tracks program or project progress against stated plans**. It is an on-going activity which should be documented as project tasks are completed. Monitoring information is essential to inform any evaluations that are conducted. It is often a good idea to develop standard reports in order to make the collection of this information as routine and consistent as possible.

It is important to plan for monitoring at the beginning of the program or project to establish the baseline situation against which all monitoring activities will be compared. In order to do this, we first need a clear understanding of what is involved and then we will need to plan how to build these activities into our work. The following table summarizes who should be involved in monitoring and when it should be conducted. This table relates specifically to project work, but the elements of effective monitoring that are outlined below apply to program-related efforts as well.



When to conduct monitoring activities	On each visit to the community; throughout the project process to assess if planned tasks are completed
Scope	Trip-related activities; previously completed project tasks
Main participants	Project teams and community members using the project
Reporting formats	Regular reports and updates to community members, management and donors

This section describes the key steps to take in developing an effective monitoring approach for program and project work. At the end of the section are the tools EWB-USA has developed to guide our chapter members in creating their program and project monitoring plans.

5.2 Key Steps in Monitoring

5.2.1. Develop/refine indicators to track progress against plans: Part of our management responsibility is to be able to track and record how well our planned activities are being implemented. In order to do this we need to develop a set of indicators that will be used to collect and analyze the information we need. Indicators should be measurable and observable. They should reflect back to the goals of the project and allow our team to assess whether or not we are on target to meet those goals through the activities that we are undertaking.

Indicators are signs or pointers that something has happened or is happening. For example, if there is an increase in available drinking water after we have completed a project which added a new water source to the distribution network in a community, this is an indication that our implementation of that project might have contributed to the community's goal of improved access to clean water.

We have developed a list of indicators to be used on all of our projects, **EWB-USA Project Monitoring Indicators** (document 906). Because we design and implement a multitude of projects through seven different project types (water, sanitation, civil works, structures, energy, agriculture and information systems), chapters are instructed to select three indicators from the list that relate to their project for each of three different metrics. Although the specific indicators will be unique to the project, the indicators are grouped into three different categories which represent common metrics that apply to all of our project types. These metrics are:

- **How well the project is functioning as it was designed to function** – These indicators will document what has been implemented and if it is still in operation. This metric relates to outputs.
- **If there has been a demonstration of maintenance being performed** – These indicators will document that the community members had the knowledge, financial capacity and interest to keep the system operational. This is a key objective for all EWB-USA programs. This metric relates to outcomes.
- **If there has been a demonstration of knowledge transfer** – These indicators will document that the community can sustain the project into the future without



outside assistance. This is a key objective for all EWB-USA programs. This metric relates to outcomes.

5.2.2. Collect and record this information: As monitoring is an on-going activity, it is important to record results as activities take place. Consistent documentation of the status of the program or project work over time is essential for an effective evaluation of impact later on.

5.3 EWB-USA Monitoring Requirements

EWB-USA has developed multiple tools intended to guide chapters in their efforts to create effective monitoring plans for their project work and for monitoring their impact through the goals of the overall program. All of these resources are available by logging in to the myEWB-USA pages of our website: www.ewb-usa.org. All Project (500 series) and PMEL (900 series) related documents are located under the Project Process tab, on the Sourcebook Downloads page. Each document template is presented with accompanying instructions on how to accurately complete the report.

Within the context of EWB-USA, project monitoring and program impact monitoring are conducted by the chapters on each visit to the community.

Project Monitoring Resources for Chapters

Name of Resource	Purpose of Resource	When to be Submitted for Review	Application to Key Steps in Monitoring
Post-Monitoring & Evaluation Report (document 531)	Documents what happened on the M&E trip and establishes current status of project development	<ul style="list-style-type: none"> After M&E trip per deadlines on the website 	<ul style="list-style-type: none"> Developed Monitoring Plan Defined Set of Indicators Documentation of Current Status
Post-Assessment Report (document 522)	Documents what happened on the assessment trip and establishes current status of project development	<ul style="list-style-type: none"> After assessment trip per deadlines on the website 	<ul style="list-style-type: none"> Defined Set of Indicators Documentation of Current Status
Post-Implementation Report (document 526)	Documents what happened on the implementation trip and establishes current status of project development	<ul style="list-style-type: none"> After implementation trip per deadlines on the website 	<ul style="list-style-type: none"> Defined Set of Indicators Documentation of Current Status
Project Monitoring Indicators (document 906)	Provides project indicators for outputs, outcomes and sustainability goals	<ul style="list-style-type: none"> Project indicators identified in the 522 submittal 	<ul style="list-style-type: none"> Defined Set of Indicators
Logical Framework Template (document 905)	Enables teams to establish results or objectives statements	<ul style="list-style-type: none"> This document is only required for review at the 	<ul style="list-style-type: none"> Defined Set of Indicators Developed Monitoring



	and a way of planning to achieve them	program level; however, it is also a useful tool for chapters to monitor project work	Plan • Documentation of Current Status
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Program Impact Monitoring Resources for Chapters

Name of Resource	Purpose of Resource	When to be Submitted for Review	Application to Key Steps in Monitoring
Program Impact Monitoring Report (document 901B)	Assists chapters in gathering data to facilitate the study of impact in the community over the life of the program	<ul style="list-style-type: none"> • With each post-trip submittal, 522, 526 and 531 	<ul style="list-style-type: none"> • Situation Analysis • Defined Set of Impact Indicators • Developed M&E Plan • Description of Project's Relation to Change Pathway
Logical Framework Template (document 905)	Enables teams to establish results or objectives statements and a way of planning to achieve them	<ul style="list-style-type: none"> • With each submittal of the 901B 	<ul style="list-style-type: none"> • Goal Statement • Description of Objectives • Description of Activities • Defined Set of Indicators • Developed M&E Plan • Description of Project's Relation to Change Pathway

6.0 EVALUATION of EWB-USA PROGRAMS AND PROJECTS

6.1 Introduction

Evaluations measure the progress that the program or project has made, not only in completing activities but also **in achieving its objectives and overall goal**. Evaluation looks backwards at what has been done and can be used to analyze and learn from the experience, to understand reasons for successes and failures, to communicate experience to others and to see how well the funding for the program or project has been managed. Evaluations require a baseline against which to assess change and continuous monitoring of that change to be able to evaluate progress over time.

Standard practice in conducting evaluations recommends that the following criteria be used when evaluating the program or project:

- **Relevance** – The extent to which the program or project is suited to the priorities and policies of the target group, recipient and donor.
- **Effectiveness** – The extent to which the program or project attains its objectives.



- **Efficiency** – Efficiency measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which signifies that the team's intervention uses the least costly resources possible in order to achieve the desired results.
- **Impact** – The positive and negative changes produced as a result of the program or project intervention.
- **Sustainability** – The extent to which the benefits of the program or project are likely to continue after the withdrawal of donor funding or EWB-USA technical support. Environmental, social, economic and technical sustainability are all considered as equally important.

Evaluations usually involve people who are not directly engaged in the day to day running of the project, as well as a wide range of stakeholders. Often an evaluation might be led by someone external to the program but sometimes it is more appropriate to have an internal evaluation run by project leads or staff. Regardless of who leads the evaluation, those engaged in the effort should include all the stakeholders, especially community members as project users, involved in all stages from design to implementation.

Preparing for an evaluation requires considerable thought and planning. If the design of the program's PMEL plan is strong, there is a much greater chance that the results will be useful for learning and accountability. This section describes the key steps to take in developing an effective evaluation protocol for studying the outcomes of program and project work. At the end of the section are the tools EWB-USA has developed to guide our chapter members in creating their program and project evaluation tools.

6.2 Key Steps in Evaluation

- 6.2.1. **Define the purpose, audience and uses of the evaluation:** There are a number of reasons for conducting an evaluation. They include demonstrating success, justifying spending, learning to improve performance and being accountable to the communities which with we work. It is important to clarify the primary purpose of the evaluation, as this is likely to affect its design. Equally, it is important to specify the target audience for the evaluation and how they will use the results as this will also inform the design and the reporting methodology.
- 6.2.2. **Define the scope and scale of the evaluation:** Decisions will need to be made about the breadth and depth of the evaluation. Determining scope and scale will typically be dictated by the resources available for the evaluation, as it is clearly not possible to interview every individual stakeholder impacted by our work.
 - **Scope** is a question of the breadth of focus of the evaluation. This is where consideration of the organization's Vision of Success is important in determining how much evaluation to do on components of the implementation that are not directly influenced by our work. Key questions to answer are: Does the evaluation study need to cover the entire range of measures taken by the program? Which areas of change should it cover? For example, should it cover the whole country or only those districts where the project work was focused?



- **Scale** is a question of the depth of focus of the evaluation. Again, consider the Vision of Success and decide which elements we have the resources to evaluate, those we had a direct influence on or those that we were indirectly influencing. Key questions to answer are: How ambitious should, or can, the evaluation be in probing the areas of change in focus? For example how many key informants should be interviewed for a particular evaluation question? How many localities should be sampled to understand the level and types of changes that have resulted?

6.2.3. Develop the evaluation framework:

- **The high-level focus of the evaluation:** This will be informed by the key planning documents – the Theory of Change and/or the Logical Framework.
- **Develop key questions to be asked:** Evaluation questions give detailed direction to an impact assessment. They state in more precise terms what we need answers to and what we need to measure or validate. Evaluation questions can be descriptive, normative or cause-effect.
- **Identify the data sources and the methods of collection:** Decisions about methods to use for data collection will be made on a case-by-case basis but are likely to include semi-structured interviews, focus group discussions, participatory mapping and observation as well as stories of change. Data collected must include that which was included in the Baseline Study.

6.2.4. Information Collection and Analysis:

- **Methods for collecting data:** Evaluators will prepare forms and formats for collecting and analyzing data which will ensure clarity and comparability across different communities and localities.
- **Approaches to sampling:** With reference to scope and scale above, practical decisions need to be made on sample size in order to be able to predict the level of rigor and accuracy with which results can be reported.
- **Lists of key informants and target groups:** It is an essential part of the evaluation planning process to decide exactly who should be included as key informants and how suited they are to be able to answer the questions we need answers to.

6.2.5. Roles and responsibilities of those involved with the evaluation: This usually takes the form of a matrix which is shared and negotiated with all those involved in planning and conducting the evaluation.

6.2.6. Assumptions, risks and challenges for the evaluation: The team should identify potential challenges to effectively completing the evaluation. Anticipation of what could negatively affect the evaluation results can assist the team in considering multiple alternative methodologies to conducting the evaluation and helps to ensure a feasible back-up evaluation strategy.

6.2.7. A schedule of work: All of the above will then inform the development of a detailed schedule of work which outlines exactly who will be doing what part of the evaluation and when.



6.2.8. Deliverables:

- **Structure of the report(s) and other ways of presenting results:** There are often set formats for evaluation reports which can be tailored to specific audiences. For example, for reporting back to the community, a workshop might be a better way of presenting results. Similarly, those members focused on fundraising might prefer to use stories of change or video footage.
- **Process for quality assurance:** This is the responsibility of the manager(s) of the evaluation process, the PMEL Lead. It involves ensuring that all elements of the plan and the evaluation are being carried out to the highest standard of quality.
- **A plan for using the results for learning and adaptation of the program:** This very essential step is often overlooked. Only too often evaluation reports are left on the shelf and staff and partners fail to incorporate the lessons that they should have learned as a result of the evaluation. A clear plan for feeding the results back into subsequent planning processes is essential.

6.3 EWB-USA Evaluation Requirements

EWB-USA has developed multiple tools intended to guide chapters in their efforts to create effective evaluation protocols for their program and project work. All of these resources are available by logging in to the myEWB-USA pages of our website: www.ewb-usa.org. All Project (500 series) and PMEL (900 series) related documents are located under the Project Process tab, on the Sourcebook Downloads page. Each document template is presented with accompanying instructions on how to accurately complete the report.

Within the context of EWB-USA, program evaluations are conducted by the chapters on their last trip to the community, a Monitoring and Evaluation Trip. After the successful completion of the trip and approval of the accompanying 531 – Post-Monitoring and Evaluation Report, the chapter submits a Program Closeout Report (document 527) and, upon approval, the program is assigned to be scheduled for an impact review (see next section).

Program Evaluation Resources for Chapters

Name of Resource	Purpose of Resource	When to be Submitted for Review	Application to Key Steps in Evaluation
Pre-Monitoring & Evaluation Report (document 530)	Outlines team’s plans to conduct all M&E activities for the project(s)	<ul style="list-style-type: none"> • Before M&E trip per deadlines on the website 	<ul style="list-style-type: none"> • Defined Purpose, Audience and Uses • Defined Scope and Scale • Defined Evaluation Framework • Collection & Analysis of Information • Roles & Responsibilities • Schedule of Work
Post-Monitoring &	Documents what	<ul style="list-style-type: none"> • After M&E trip per 	<ul style="list-style-type: none"> • Defined Purpose,



Evaluation Report (document 531)	happened on the M&E trip and establishes current status of project development	deadlines on the website	<p>Audience and Uses</p> <ul style="list-style-type: none"> • Defined Scope and Scale • Defined Evaluation Framework • Collection & Analysis of Information • Roles & Responsibilities • Schedule of Work • Deliverables
Program Closeout Report (document 527)	Documents that the community is properly prepared to take over responsibility and ownership of the project(s) implemented in the program	<ul style="list-style-type: none"> • After review and approval of the last 531 submitted for the program 	<ul style="list-style-type: none"> • Situation Analysis • Learning to Inform Future Programs
Final Program Impact Monitoring Report (document 901B)	Assists chapters in gathering data to facilitate the study of impact in the community over the life of the program	<ul style="list-style-type: none"> • With the 527 submittal 	<ul style="list-style-type: none"> • Situation Analysis • Defined Set of Impact Indicators • Developed M&E Plan • Description of Program's Relation to Change Pathway
Logical Framework Template (document 905)	Enables teams to establish results or objectives statements and a way of planning to achieve them	<ul style="list-style-type: none"> • With each submittal of the 901B 	<ul style="list-style-type: none"> • Goal Statement • Description of Objectives • Description of Activities • Defined Set of Indicators • Developed M&E Plan • Description of Project's Relation to Change Pathway

7.0 IMPACT REVIEWS AND ASSESSMENT

7.1 Introduction

Impact assessment complements processes of evaluation but the **focus is on change rather than the achievement of plans**. Impact assessment is essential for accountability to the organization's donors, to the communities on the ground and for learning. It involves the systematic analysis of significant and lasting change – positive and negative, intended and unintended – for all stakeholders involved in program efforts. It is designed to ask (and answer) the “so what” questions. For example, we have completed our program or project successfully:



- So what has actually changed in the community?
- For which people?
- How significant have these changes been for different target groups?
- How did these changes come about? What are the factors contributing to them?
- What, if anything, did our program contribute to these changes?
- So what should we do differently next time? How should we adapt our program delivery model as a result of this study?

All impact assessment strategies are informed by the relevant program's Theory of Change and its Change Pathway, but the focus is not solely on our intended plans to create a specific change. This element of PMEL takes the broadest look at the situation in the community and our role in that situation. The impact assessment focus steps back from the accomplishment of specific project work and looks at the differences in the community now compared to when the work began. After identifying what has changed, we will start to look at the reasons for that change. This comprehensive analysis will allow us to determine if our work had any lasting impact in the community. The goal is not to identify only positive change that we contributed to directly. The study should be designed to collect information to inform our future programming efforts. This is best accomplished with an honest, comprehensive assessment of the real situation in the community in relation to the work we have completed.

For example, a team is partnering with a community to address their goal of improved health through a safer drinking water supply. After implementing a new water distribution and treatment system, the team conducts monitoring and evaluation studies to determine that the system was built well and that the community has the capacity to maintain it. Five years later, an impact assessment team arrives to learn about what has changed in the community. They discover that the community members are experiencing fewer incidents of waterborne illness – this is the change in the community – and they initially assume the situation is a direct result of the project implementation. However, when they investigate the system the project team implemented, it is non-functional. The impact assessment team identifies that a government program has increased efforts to provide each household with adequate drinking water supply through another means. The study concludes that there was significant change for all of the community members, but that the project did not have a direct contribution to that change. Therefore, it is extremely important to conduct a thorough analysis of **what** has changed, for **whom** and, most importantly, **why** to be able to better inform the future program efforts of the organization.

7.2 Different Strategies for Assessing Impact

There are various and interconnecting approaches to impact assessment which relate to the purpose for carrying it out and who has requested the study. The quality of the impact assessment is vastly improved if a number of different strategies are employed. Some or all of the following could be used to assess the impact of a program:

- 7.2.1. Impact monitoring:** the ongoing assessment of progress against planned changes. One way to incorporate this strategy is to build tools for ongoing monitoring of impact into M&E reporting formats. Impact data will then be gathered routinely alongside other M&E data.



- 7.2.2. Impact reviews:** the bridge between impact monitoring and a comprehensive impact assessment. This strategy provides a regular analysis and update of the information collected through impact monitoring, and possibly dedicated field visits, to ensure that the impact assessments are informed by a sound body of regularly updated analysis. If done throughout the life of the program, this study can also be used to make adjustments to programs resulting from the analysis. It enables critical reflection on progress towards planned changes for different stakeholders. Typically, these impact reviews take place at regular intervals throughout the life time of the program (*interim*), but can also be done at the end of a program (*closeout*) before a full impact assessment is scheduled.
- 7.2.3. Target group tracking studies:** a study of how identified sample groups are changing and developing as a result of on-going program efforts. These studies are done throughout the active program.
- 7.2.4. Impact assessments:** a more in-depth assessment of the changes that have occurred in relation to the program. This strategy studies to what extent the program did actually contribute to changes experienced in the community. It is usually conducted by an external evaluator sometime after the completion of the program.

7.3 EWB-USA Approach to Impact Assessment

As part of the development of our organizational PMEL Program, the study of impact has been incorporated into our existing program and project reports. This allows chapters to enhance their existing monitoring protocols and begin to collect more useful data to monitor their individual projects. In addition, chapters create baseline studies, write program plans and perform ongoing impact monitoring which will also be done as part of the work they do with the community through our existing community-driven development model. The collection of this additional information will inform our organizational process for studying our collective impact in the communities with which we partner.

7.3.1. EWB-USA Impact Reviews:

EWB-USA HQ will determine a strategic approach to categorically conduct periodic interim impact reviews on programs that are still in progress. Factors to be considered will be the desire to improve programming resources for specific project types or in a particular region. Also, an interim impact review could be conducted at the request of a donor to assess the contribution to change their funding has provided so far as the program is still in progress. These interim impact reviews will usually involve a systematic review of the program impact monitoring reports submitted by the chapter. With additional funding, an interim impact review could include field visits to collect additional information. EWB-USA HQ is currently developing an in-country coordinator program that will provide staff in regions where we work. These in-country coordinators would be essential to carrying out more frequent and more informed interim impact reviews.

After a chapter closes out their involvement in a program, they submit a 527 – Program Closeout Report. This submittal includes a final 901B - Program Impact



Monitoring Report and provides a current situation analysis of the change experienced by the community. When a program is closed out by the chapter, and long before it is included in a comprehensive impact assessment, it is scheduled for a closeout impact review. Annually, EWB-USA HQ staff will lead teams of volunteers to conduct closeout impact reviews on completed programs in the field. The structure of these reviews will be determined by the category of the programs being studied, e.g. by project type, by geographic region or in response to donor requests for accountability.

The [Impact Reviews Terms of Reference – Appendix B](#) was developed to guide the framework of our impact reviews.

7.3.2. EWB-USA Impact Assessment:

Impact assessment builds upon impact monitoring and impact review efforts. It is primarily designed to enhance organizational learning and to demonstrate our rate of success to donors and the public. Impact assessments will be coordinated by EWB-USA HQ staff, but require the consultation of outside professionals to develop an appropriate framework to conduct the assessments. The frequency and scope of our impact assessments is resource-dependent. However, we plan to do at least one comprehensive impact assessment on a particular category of programs annually. Our intention with each impact assessment is to study a group of programs that have been operated and maintained solely by the communities for a minimum of five years.

The [Impacts Assessment Terms of Reference – Appendix C](#) was developed to guide the framework of our impact assessments.

8.0 ORGANIZATIONAL LEARNING

8.1 Introduction

Learning is a developmental process that integrates thinking and doing. It provides a link between the past and the future which requires us to look for meaning in our actions and give purpose to our thoughts on making changes in plans. In order to remain a leading organization in international development, we must not only learn from our experiences, but incorporate those lessons into the improvements we make in our policies and practices. We must be open to change based on what we learn is working, and what is not, from our partners. Learning is central to organizational effectiveness, to developing the quality of our work and to organizational adaptability, innovation and sustainability. Learning can only be said to have occurred when it results in action.

Organizational learning is the process by which an organization creates and applies collective knowledge to the challenges it faces and to its own development. Organizational learning enables the organization to continually improve, achieve its goals and attain new possibilities and capacities by creating and harnessing collective learning processes that are embedded in the organization's structures, systems and culture.



An *organizational learning strategy* provides a framework for enabling and directing collective and individual learning by balancing 1) a planned approach that builds learning into the organization's plans, procedures, standards and resource allocation with 2) creating an organizational environment that encourages emergent learning through honest and clear reporting.

8.2 Learning within the PMEL Framework

Once an organization has established a strategy for planning, monitoring and evaluating the impact of their work, the systems are in place to effectively incorporate learning into the review and improvement of the program delivery model. While the description of the learning element of a well-developed impact assessment program is often included after the discussion of planning, monitoring and evaluation, important lessons learned can and will inform improvements at each phase of the process. If an organization remains open to identifying improved methodologies for delivering on their mission and vision, it will create an environment which encourages learning at the onset of the program and will facilitate enhancements in the process throughout the program development.

8.3 EWB-USA's Approach to Learning

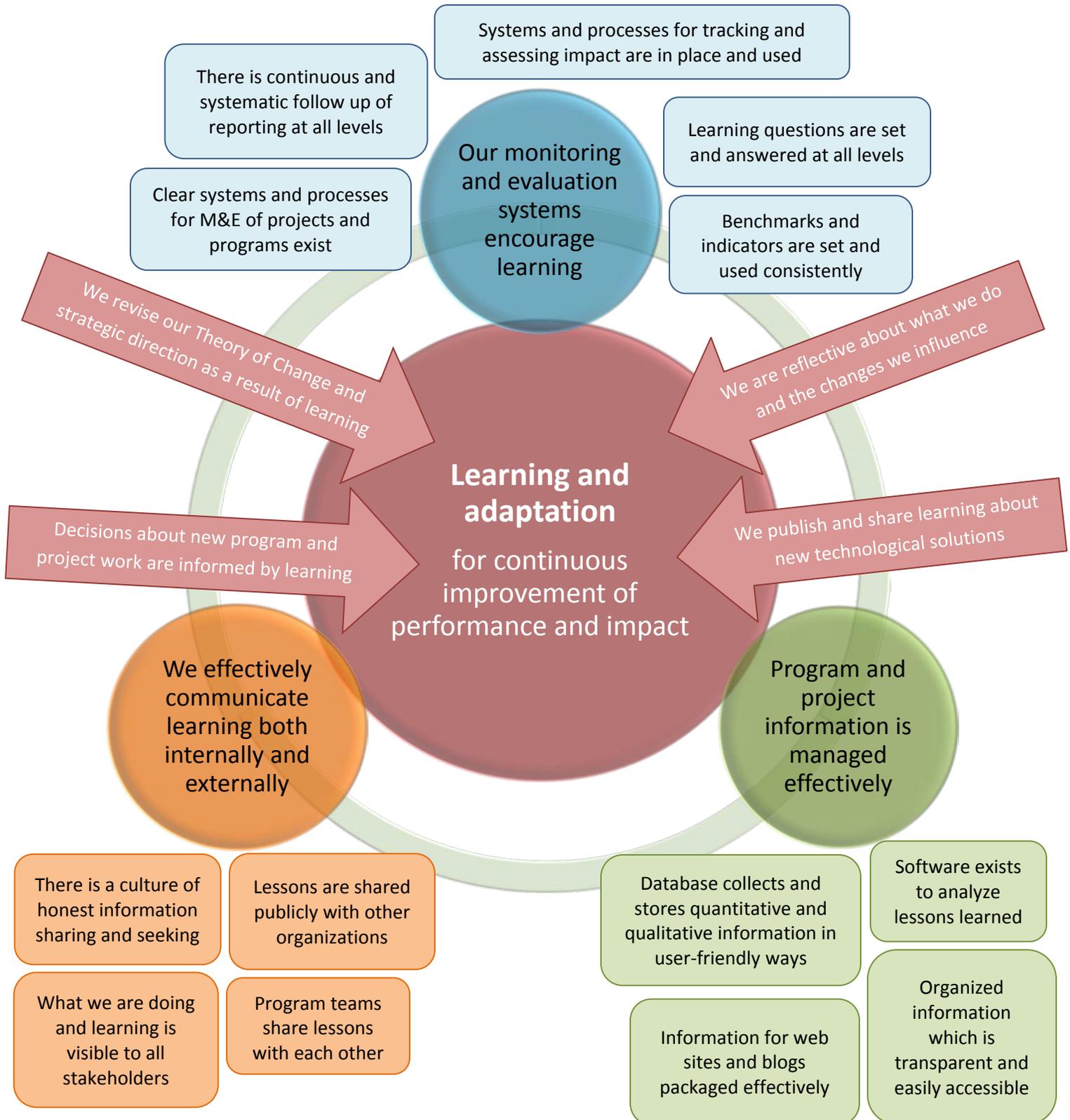
8.3.1. Overview and Objectives

Within EWB-USA, effective learning must take place at each level of the organization and in multiple ways. This includes:

- understanding the impact and effectiveness of our program efforts to achieve and influence change through robust monitoring and evaluation processes and systems;
- developing a knowledge management system that effectively collects, analyses, stores and packages data and reports in a way which can be easily accessed and used;
- ensuring that lessons learned about what has *not* worked in addition to what has worked are systematically embedded in our structures and systems at all levels so that we can sharpen our practices and improve the impact of our efforts;
- and developing processes which enable us to communicate lessons both internally for improved organizational performance, and externally to contribute to the ongoing search for effective technical solutions which serve to improve the lives of people living in poverty.

In order to build learning into our organizational culture, our goal is to involve our stakeholders in each phase of our learning strategy. We believe that learning is the most exciting and meaningful way to make informed and continual improvements to the work we do. All of our members have the opportunity to apply the learning from their individual projects to the policies and processes of the organization. Only when all stakeholders are involved will we truly be able to take the appropriate steps to improve our model. The diagram on the next page summarizes our approach:

EWB-USA LEARNING FRAMEWORK





8.3.2. How Different Groups within EWB-USA will Apply Learning

EWB-USA is truly committed to applying our learning and, therefore, we must ensure that different stakeholders are applying the lessons learned effectively. Board members, senior management, headquarters staff, project team members and volunteer members have different but overlapping roles and responsibilities in the process:

- Members of the Board use learning both to influence strategic direction and to communicate lessons learned externally to a wide range of stakeholders (including donors, other NGOs and development practitioners, academic institutions, etc.) as appropriate.
- Senior management ensures that regular reflection of EWB-USA's Theory of Change feeds directly into the organization's understanding of how change happens and how best they can support this with their partner communities. They make decisions that result in all programs and projects being explicitly linked to planned changes in our model. They will also communicate lessons learned externally to a wide range of stakeholders (including donors, other NGOs and development practitioners, academic institutions, etc.) as appropriate.
- Members of headquarters staff will ensure that systems and processes for planning, monitoring and evaluation and reporting are being used effectively. These staff members will actively contribute to the learning process by communicating lessons learned internally and externally and ensuring that the lessons feed back into new planning cycles.
- Project team members will play a critical role in contributing to the development of improved policies based on their learning from field work. Importantly, their ongoing learning throughout the project development phases will allow for continual assessment of their approaches to meet their community partners' needs and inform modifications to their plan that will further contribute to achieving the change the community seeks.
- Volunteer members of the technical content and project review committees will ensure that lessons learned through project implementations will regularly update organizational recommendations for sustainable development projects.

Our strategy for incorporating lessons learned into our policies and procedures relies upon all organizational stakeholder groups making a commitment to the strategic study of our impact through learning. Whether the individual member is engaged through the implementation, review or support of our delivery model, each of us bears a significant responsibility to ensure that we are improving our processes through an informed and systematic review of our work in the field. Members at all levels of engagement should embody the organizational spirit of



reflection and flexibility to remain open to improvements in our process for the benefit of our partner communities.

8.4 EWB-USA's Learning Strategy

8.4.1 Description of organizational learning strategy: Our organizational learning strategy has been developed as a result of an analysis of what the organization already has in place. The strategy builds on the elements of good practice which currently exist and focuses on ways to strengthen these.

Element 1: Understand the effectiveness and impact of our programs through robust M&E processes and systems.

This element is comprised of all of the processes for planning projects and program work in addition to collecting, analyzing and reporting on the progress of outcomes and impact achieved.

- What we have in place:
 - Guidance and reporting tools to facilitate the planning of projects and program work
 - A monitoring system which tracks the functionality of the implemented projects and the capacity of the community partners to operate and maintain the projects
 - A set of benchmarks and indicators which collect project-specific data on the performance of the implemented project
 - A developed impact monitoring system which will track progress against planned changes for different target groups within the partner community
 - A balanced system of collecting both qualitative and quantitative data
- How we need to strengthen this learning element:
 - We need to be more analytical and systematic about the data we collect.
 - We want to catalog monitoring data more effectively and document progress against change for impact monitoring.
 - We need to develop specific learning questions for our programs which will support more in depth reflection about our Theory of Change and the assumptions that we make in designing programs and projects.
 - We need to ensure that there are clear methodologies and opportunities for feeding learning into future plans.
 - We must develop the protocol for addressing issues of project failure directly with our partner communities after the chapter has closed out their involvement in the program.

Element 2: Develop processes which enable us to communicate lessons learned more effectively both internally and externally.

Clear, consistent and honest internal communication is essential for improving organizational performance. Externally-focused communication builds our profile and credibility and contributes to the ongoing search for effective technical solutions which serve to improve the lives of people living in poverty.



- What we have in place:
 - We collect feedback from an on-line forum which provides some useful information.
 - We have informal internal systems to share learning across different programs.
- How we need to strengthen this learning element:
 - We want to build a sense of joint responsibility for learning across the organization.
 - We want to share our approach to learning with chapter members so that they understand their crucial role in embracing this learning strategy. We want to encourage them and the community partners who report on program work to provide honest feedback which accepts and learns from mistakes.
 - Currently, the learning from EWB-USA HQ team members who review program work is specific to the particular situation in review. Feedback for learning across our program portfolio is not well documented. We need to develop more systematic ways of providing useful feedback on programs to relevant stakeholders.
 - We need to find ways of facilitating the sharing of lessons between project teams directly.
 - We want to engage in an exchange of our lessons learned with other relevant organizations.
 - More effective ways of packaging information that can be used on ours and other websites, blogs and appropriate social media will be explored.
 - We want to be able to report progress of projects in real time to the public.

Element 3: Develop a knowledge management system that effectively collects, analyses, stores and packages data and reports it in a way which can be easily accessed and used.

This element is an essential pre-requisite for both of the above. Without clear systems and protocols for collecting, sorting and analyzing data, and packaging it in ways which are easily accessible for a number of different stakeholders and purposes, our ability to make effective use of our learning is compromised.

- What we have in place:
 - Information on individual projects is captured through the existing project reporting process. This information is updated with each visit to the community and documented in post-trip reports.
 - All project reports are archived on our servers at EWB-USA HQ. These are accessible to HQ staff to review the most recently reported status of a project at any time.
 - A project records system which provides high level data on the number of reports submitted per project type, project phase, country and chapter.
- How we need to strengthen this learning element:
 - We need to develop systems which allow us to access project reports and updates more easily and systematically.



- A dedicated storage space which holds lessons learned is needed. This information should be accessible by project type, project team, country, community, reported significant change, project phase and other categories to facilitate the specific study of common lessons learned.
- More sophisticated data storage and analytical software which will allow us to analyze the chapter-reported data and identify common lessons learned and stories of change.
- We want to develop more transparent ways to present findings to members, donors and the public.

Element 4: Ensure that lessons learned are systematically embedded in our structures and systems at all levels so that we can improve the impact of our efforts on the ground and across the organization.

Decision making about adapting and developing projects and programs must be based on lessons learned, while also linked coherently to our overall Theory of Change. Opportunities for reflection and adaptation should be systematically built into our program and project cycles. Organizationally, we should reflect on and adapt our Theory of Change in line with each strategic plan review cycle.

- What we have in place:

At the project level

- Annual review and revision of the project reporting documents based on member feedback and the need to clarify the questions about the data we seek for organizational reporting.
- Each EWB-USA Project Manager (PM) applies lessons learned from chapters he or she works with to other projects they review.
- Many chapters apply lessons from one project to similar projects within the same program.
- Chapter members report on project lessons learned through presentations at regional and international EWB-USA conferences.

At the community program level

- We have developed a program to collect stories of change that relate back to the community's stated program goals.
- EWB-USA PMs often exchange lessons learned at the program level during weekly team meetings.
- High level changes to program policies are often based on an informal review of the efficacy of our programs and on a study of best practices in the development sector.

In relation to our organizational Theory of Change and Strategic Plan

- Quarterly reports to the Board of Directors require reflection of our policies and documentation of progress in meeting the goals outlined in our Strategic Plan.
- HQ staff is open to changes in policy that will enhance our community-driven development model.



- How we need to strengthen this center element of our learning approach:

At the project level

- We want to encourage project teams to report openly on the successes and failures of their project work so that lessons can be learned and applied to similar projects across the organization.
- We need to continue to facilitate a more direct connection between chapter teams working on similar projects, or in common regions, so they can learn from each other.
- We want to develop more systematic and documented ways of sharing the learning from project reporting across the reviewing PM team so that lessons learned are incorporated into the review of all project teams.
- We review project work in response to a report being submitted. We would like to develop a way of learning about the real-time status of all projects at a given time regardless of the last report submittal date.
- We want to be able to provide real-time updates of all projects in a transparent way for the public.

At the community program level

- We would like to have more systematic review of progress within programs to inform collective decision making about changes to our model.
- Lessons learned at the program level need to be stored and analyzed to effectively incorporate the learning into new program policy changes.
- Decisions about changes to our program implementation model must be documented and accessible in a transparent way for our members and the public.

In relation to our organizational Theory of Change and Strategic Plan

- Tools to help anticipate the effect of changing policies would incorporate an element of strategy into our decisions about the community-driven development approach.
- We would like to make organizational decisions and data analysis more accessible to the membership and the public on the main pages of the website or in a more organized format on the member pages of our website.
- We would like to maintain an openness to change within all levels of the organization and remain flexible to improvements in our delivery model. Currently, changes to the processes feel reactionary. We would like to add strategy to the way we incorporate learning into our approach.
- We want to celebrate those stakeholders who contribute to our organizational learning through project status reporting, feedback on our programmatic approach and documentation of how the impact of our work informs revisions to our Theory of Change.



8.5 Learning Strategy Implementation Plan

8.5.1. Implementation Plan: Our planned strategy to incorporate learning into our organizational culture represents a substantial investment of energy, time and resources. Therefore, we have developed a realistic implementation plan for the next two years. Having considered and prioritized all elements of our organizational learning strategy, we present the following implementation plan for 2014-2015:

What needs to be in place	By when
Develop more robust M&E systems and processes	
<ul style="list-style-type: none"> • Develop specific learning questions for our programs to support reflection about our Theory of Change. • Establish timeline for the review and analysis of data collected in program and project reporting. • Identify ways to document results of data analysis and impact monitoring in a systematic way. • Develop methodologies and opportunities for incorporating learning into future plans. • Develop the protocol for addressing issues of project failure after chapter has closed program involvement. 	<p>Summer 2014</p> <p>Summer 2014</p> <p>Summer 2014</p> <p>Summer 2014</p> <p>December 2014</p>
Develop processes to communicate lessons effectively	
<ul style="list-style-type: none"> • Encourage chapter members and communities to provide honest feedback which accepts and learns from mistakes. • Report project progress in real time to the public. • Facilitate the sharing of lessons between project teams. • Package information on lessons learned effectively for websites, blogs, etc. • Exchange our lessons learned with other organizations. • Develop more systematic ways of HQ providing feedback on programs to all members. 	<p>Summer 2014</p> <p>Summer 2014</p> <p>December 2014</p> <p>December 2014</p> <p>Summer 2015</p> <p>Summer 2015</p>
Develop our knowledge management system	
<ul style="list-style-type: none"> • Acquire data storage capabilities and develop analytical software to identify common lessons learned and stories of change. 	<p>Summer 2014</p>



<ul style="list-style-type: none"> • Develop more transparent ways to report to members, donors and the public. • Acquire systems to access project reports easily. • Dedicate storage space for lessons learned reporting. 	<p>Summer 2014</p> <p>December 2014</p> <p>December 2014</p>
Ensure that lessons learned are systematically embedded into our systems	
<ul style="list-style-type: none"> • Remain flexible to strategic improvements in our delivery model. • Celebrate those stakeholders who contribute to our organizational learning. • Create a culture of learning across the organization. • Develop process to learn real-time status of all projects. • Clearly defined and applied strategies for sharing the learning from project reporting across the reviewing PM team. • Document organizational decisions about policy changes on the website in an organized way. • Make lessons learned accessible for review as new program policy changes are considered. • Develop tools to help anticipate the effect of changes policies. 	<p>Ongoing</p> <p>December 2014 and ongoing</p> <p>Summer 2014</p> <p>Summer 2014 December 2014</p> <p>December 2014</p> <p>Summer 2015</p> <p>December 2015</p>

8.5.2. Risks to Learning Strategy Implementation Plan

Risk	Mitigation
<p>EWB-USA member willingness to participate is weak as they feel this is extra work in an already heavy reporting process.</p>	<ul style="list-style-type: none"> • Facilitate collaboration with chapters which find the PMEL Program to be of high value in developing their program's path and their community partnerships. • Encourage chapters who have identified the benefits in working through the program's documents to reach out to chapters who are new to the impact assessment approach. • Continue to rationalize the PMEL Program's intent to clarify the reporting required. • Highlight the usefulness of the results and analysis in project development decision-making and fund raising at the chapter level. • Demonstrate the connection between the results of the chapters' field work with enhancements in our community development program delivery model.
<p>Programs close before we can get the level</p>	<ul style="list-style-type: none"> • Begin PMEL reporting now.



of engagement needed for thorough analysis of results and parameters.	<ul style="list-style-type: none"> Utilize existing reporting to develop an informal understanding of the changes in communities over time.
Project reporting focuses on the implementation results that have been achieved and misses the learning from failure.	<ul style="list-style-type: none"> Review and revise reporting documents to reflect the encouragement of failure analysis.
The analysis is either so general or project specific that stakeholders will not be able to identify ways to incorporate the reported results.	<ul style="list-style-type: none"> Provide detail on the context of each analysis and include approaches to utilize results. Ensure that the program reports link to the lead of the PMEL Program who can expand on the analysis.
Human and financial resources do not currently exist to fully develop the Impact Analysis Department that will be responsible for the PMEL Program, which would enable the strategy above to be implemented.	<ul style="list-style-type: none"> Develop a diverse departmental budget that incorporates multiple forms of funding. Work directly with Public and Donor Relations staff to identify strategies of marketing this program to donors. Remain vigilant in identifying efficiencies gained by maximizing department staff resources.

8.6 Quality Assurance

The development and implementation of this learning strategy is the responsibility of the Impact Analysis Department who reports to the Executive Director of EWB-USA.

Regular reviews of progress will be conducted through:

- Stakeholder feedback through the on-line PMEL Program Feedback forum on our myEWB website,
- Periodic meetings with the Faculty Leadership Council, the Council of Regional Presidents and Premier Chapters for targeted feedback on program developments,
- Headquarters staff meetings to collect departmental feedback quarterly,
- Executive Director reviews with Impact Analysis Director.

An internal evaluation of the strategy will be conducted at the end of 2015, the results of which will feed into the development of the organizational learning strategy for 2016-2017.

9.0 FINAL WORD AND FURTHER READING

Our hope is that this guide will support the improvement of the EWB-USA PMEL process. The purpose of all of this work is to ensure that we are providing the best support in the best way possible to our partner communities and that they enjoy a better quality of life as a result. For more information and guidance please contact us at projects@ewb-usa.org.

The following reading list provides further materials and guidance on planning, M&E and impact assessment.



- GrantCraft: Mapping Change: Using a Theory of Change to Guide Planning and Evaluation, ©2006 GrantCraft, Mackinnon, A., Amott, N., and McGarvey, C.
Link: <http://www.grantcraft.org/index.cfm?fuseaction=Page.ViewPage&pageId=1542>
(Last accessed: September, 2013)
- Impact Assessment: Understanding and assessing our contributions to change, O'Flynn, M., INTRAC (M&E Paper 7)
Link: <http://www.intrac.org/resources.php?action=resource&id=695>
(Last accessed: September, 2013)
- A Guide to Assessing our Contributions to Change, Timlin A., Roberts A., and Zeese W., ACT Development
Link: [http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution to change](http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution%20to%20change)
(Last accessed: September, 2013)
- Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment, Gosling L., and Edwards M., Save the Children
Link: <http://www.savethechildren.org.uk/resources/online-library/toolkits-practical-guide-planning-monitoring-evaluation-and-impact>
(Last accessed: September, 2013)



10.0 APPENDICES

Appendix A – Levels of Community Participation

Appendix B – Impact Reviews Terms of Reference

Appendix C – Impact Assessments Terms of Reference



APPENDIX A

LEVELS OF COMMUNITY PARTICIPATION

Maureen O’Flynn

It is important to be clear about what level of participation is offered in each decision-making arena. This does not mean that ‘control’ is better than ‘limited delegation’ but it might be. It is important to recognize, for example, that control and limited delegation have quite different implications for participation.

This scale has been adapted from Sherry Arnstein’s “Ladder of Citizen Participation.” It can be used by chapters and partners to better understand at what level the community members are participating with the goal of improving the quality of participation.

Position on the scale	Explanation
1. Ownership	Communities have ownership of all assets – there are no conditions which have to be met
2. Control	Communities have control over all activities, but only within conditions laid out in contractual arrangements
3. Substantial delegation	Partner organizations give substantial control over decision making to communities
4. Limited delegation	Partner organizations give limited control over decision making to communities
5. Advisory input	Communities have a formal advisory role
6. Genuine consultation	Communities are properly and genuinely consulted
7. High quality information	Communities are given high quality information
8. Consultation controlled	Communities are consulted, but only on decision options which have been carefully constructed by those with the power
9. Lip service only	Despite the rhetoric, participation amounts to nothing

APPENDIX B

ENGINEERS WITHOUT BORDERS-USA IMPACT REVIEWS Terms of reference

1.0 INTRODUCTION

Since 2013, EWB-USA has been making a concerted effort to assess the impact of our programs. To this end, and also to link EWB-USA's planning efforts to our assessment of impact more explicitly, the organization has developed a Theory of Change and organizational change pathway which will, in time, inform all program development efforts. The change pathway also forms our overall impact assessment framework.

EWB-USA believes that impact assessment is essential both for accountability to our donors and to our partner communities on the ground, as well as for organizational learning. We are constantly striving to understand how we can improve our programs and projects and to better meet the goals of the people we serve.

Strategies for assessing impact within the organization are emerging and being tested, but currently there are three complementary strategies (all of which are described in more detail in the EWB-USA Planning, Monitoring, Evaluation and Learning (PMEL) Program Description, which is available on our website: www.ewb-usa.org).

- **Impact Monitoring** processes are built into the program planning and evaluation reports (the 900 series). These are carried out by chapter members with review from EWB-USA Headquarters (HQ) Project Management (PM) staff. They are completed after each community site visit that the chapter makes, regardless of the scope of that trip, i.e. assessment or implementation. Information gathered and analyzed in these processes focusses on expected medium and long term changes at the community level and on the extent to which our efforts have contributed to these changes. In addition, they explore unexpected and unintended changes that have been brought about by specific interventions.
- **Impact Reviews** take place on an annual basis. They are designed to check and verify information gathered and reported through impact monitoring, but they go a step further and analyze the extent to which chapters and partners have influenced changes recorded in impact monitoring reports and other changes observed at the community level. There are two types of impact reviews in our PMEL Program. The first type is an Interim Impact Review. These will be carried out by EWB-USA HQ staff and include review of the reports that chapters submit while the program is still active. The second type is a Closeout Impact Review. These will be conducted by EWB-USA HQ staff and a group of trained volunteers after the chapter has closed out their involvement in the program. These Closeout Impact Reviews will include field visits and rely on the development of in-country staff programs to be conducted.
- **Impact Assessments** build on both of these processes. They are designed to take place a minimum of five years after the completion of a program and to interrogate and reflect upon our whole impact pathway with the intent of being able to refresh our Theory of Change. This exercise will be carried out intermittently and will be conducted by an



external consultant evaluator. Completion of impact assessments will require funding outside of our typical operating budget.

2.0 ORGANIZATIONAL CONTEXT

Our Mission is to support community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects while creating transformative experiences and responsible leaders.

Our organizational Vision is a world in which the communities we serve have the capacity to sustainably meet their basic human needs, and that our members have enriched global perspectives through the innovative professional educational opportunities that the EWB-USA program provides.

EWB-USA is currently working on 389 community-driven development programs in 47 countries around the world. Our HQ staff administers the work of over 300 active chapters comprised of over 13,800 members participating in our mission and vision. Collectively, we are driven by our organizational Principles of Development to meet the expressed needs of our community partners.

1. All EWB-USA projects are engineering related.
2. All EWB-USA programs are community based.
3. EWB-USA chapters develop a partnership with a community that lasts at least five years.
4. EWB-USA chapters are required to comply with the established project process to ensure high quality.
5. EWB-USA chapters shall hold paramount the health, safety and welfare of the public in all aspects of their work.
6. EWB-USA chapters shall perform services only in their areas of expertise.
7. EWB-USA chapters partner with communities to implement proven technologies that are appropriate for the community.
8. EWB-USA chapters partner with communities to implement infrastructure technologies that are sustainable by the community.
9. EWB-USA chapters will have an in-country partner organization that assists with the non-engineering aspects of the program.
10. Education is an important part of the EWB-USA approach to development work.

The projects our chapters implement through their program work in the field are guided by our organizational Theory of Change and impact pathway. This is illustrated in the graphic on the next page.



EWB-USA CHANGE PATHWAY





3.0 PURPOSE OF IMPACT REVIEWS

As stated above, the impact reviews have two main purposes:

1. To triangulate and verify information gathered and analyzed through regular impact monitoring reports.
2. To explore the changes local partners and chapters have experienced as a result of EWB-USA efforts and consider to what extent we have influenced changes at the community level.

The results of these reviews will be used for accountability to donors and to communities themselves. They will also be used for internal learning by EWB-USA HQ staff and chapter members.

4.0 IMPACT REVIEW SCOPE AND SCALE

The impact reviews will typically take place after a chapter is approved to close out their involvement in an active program (through the approval of a 527 – Program Closeout Report). The scope of the review will depend on the size of the program itself, the size and capacity of the review team and available funding for conducting the review. It is anticipated that the review will make use of appropriate sampling where necessary. Decisions on these factors will be made after a thorough review of the relevant chapter reports and on a case-by-case basis.

The impact review will focus, as appropriate to the particular program, on the following Dimensions of Change and Areas of Inquiry:

Dimension of Change	Areas of Inquiry
Chapter capacity to support and guide community partners	<ul style="list-style-type: none"> • Chapter capacity to plan, budget, deliver, monitor and evaluate projects • Technical capacity to train community partners on operation and maintenance of the implemented projects within the program • Ability to communicate effectively with community partners
Partners working relationships in the community	<ul style="list-style-type: none"> • Partners' presence and reputation in the community • Partners' capacity to work with and support communities to articulate priorities and access new services • Partners' capacity to build community capacity to operate, maintain and sustain projects • Working relations between partners and chapter
Appropriateness and relevance of the community projects	<ul style="list-style-type: none"> • Shifts in community capacity to: <ul style="list-style-type: none"> - source necessary materials locally - operate and maintain projects - sustain projects financially and technically • Shifts in levels of access to projects by all members of

	the community
Changes recorded within the community	<ul style="list-style-type: none"> • Changes in some or all of the following as appropriate: <ul style="list-style-type: none"> - Public Health - Environmental Health - Behavior - Access to Services - Technical Knowledge Related to Projects - Community Organization - Community Self-Advocacy

4.1 Impact Review Key Questions

The general list of questions which will apply to each Dimension of Change (using the specific Areas of Inquiry as probes) is as follows:

1. What has actually changed? *This question is designed to get the reviewers to consider all relevant change experienced in the community, positive and negative, intended and unintended.*
2. For whom? *This question is designed to explore how recorded changes have affected the various stakeholders differently. For example, how were girls affected? People with disabilities? Marginalized groups? etc.)*
3. How significant are these changes to the different stakeholders?
4. To what extent are the recorded changes lasting?
5. How did EWB- USA's program and project work contribute to the recorded changes? *This question is designed to explore what other actors and factors might have contributed to the recorded changes.*

4.2 Information Sources and Methodologies

The impact reviews will rely heavily on the Program Plan and Baseline Study (document 901) and Program Impact Monitoring Reports (document 901B) which provide detail of the program context, program plan, relationship with partners, impact baseline information collected at the outset of the program and regularly updated status on monitoring changes in the community.

Throughout the impact review process, it is expected that there will be high levels of consultation with all stakeholders in the program partner community population. Individual teams of reviewers will make final decisions about the methodologies that they will use to collect and analyze information. These methodologies are likely to include some or all of the following:

- Secondary data analysis¹
- Partner self-assessment processes
- Semi-structured interviews
- Focus group discussions
- Participatory rural appraisal techniques
- Stories of change

¹ Resources for further study on the importance of assessing impact are listed in [Further Reading](#).

5.0 IMPACT REVIEW PROCESS AND DELIVERABLES

Each impact review will be organized to categorically assess our organizational impact. The categories of programs reviewed will be strategically determined by EWB-USA HQ staff on a case-by-case basis. Programs to be reviewed will likely be grouped by project type, geographic region or a donor-prescribed scope. It is anticipated that regardless of the category of the programs in review, the following process and deliverables will be produced.

5.1 Impact Review Process

Each impact review will consist of the following phases, with agreed timelines:

- Setting up and planning the review
- Training the review team and piloting methodologies
- Field visit to collect data
- Analysis of the data
- Report writing
- Presentation of results

5.2 Impact Review Deliverables

Deliverables will include:

- A full Impact Review Report, approximately 20 pages in length, of publishable quality,
- Executive Summary, approximately 4 pages in length, which is a stand-alone document that can be communicated to a wider audience, and
- Potential workshops, meetings or other media to share findings with donors, partners and other interested stakeholders (this will be discussed and agreed upon on a case-by-case basis).

6.0 IMPACT REVIEW RESOURCES

6.1 Management and Logistics

Interim Impact Reviews and Closeout Impact Reviews will be coordinated by a member of the EWB-USA HQ Impact Analysis staff. This department is in development and will include a Director, an Analyst and a Coordinator. More will be determined about the administration of each review when the positions exist within the organization. It is anticipated that a member of this department and/or the Projects department who has been trained in impact assessment will participate in each Impact Review to ensure consistency of data collection and analysis to facilitate organizational learning.

Impact Review teams will be comprised of a representative from the EWB-USA HQ staff, volunteers from the EWB-USA membership and representatives from the partner communities with programs being reviewed. It is also anticipated that



the planned position of EWB-USA in-country staff will be involved in a significant way with trip coordination and follow-up work in the community. The teams will be restricted to no more than five travelers so as not to overwhelm the community and to limit the budget. The volunteers will pay a fee to participate in a Closeout Impact Review to cover the administrative costs and in-country support. The amount of this fee is to be determined. Additionally, members of the Impact Review Team will be required to pay for their travel expenses and acquire appropriate travel insurance and sign organizational travel waivers.

6.2 Required Skills and Experience

The review teams will likely consist of:

- EWB-USA HQ staff – to be determined by the development of the EWB-USA Impact Analysis department and to be specifically trained in impact assessment methodology.
- Three volunteers who have been specifically trained in impact assessment methodology. They should have the following core skills:
 - Understanding of the fundamentals of the EWB-USA model of community-driven development
 - Current EWB-USA member
 - Minimum of two years of active experience with EWB-USA project work
 - Minimum of two years of post-bachelor degree work experience in the engineering discipline of the programs to be reviewed
 - Experience working and/or living overseas, including trips with EWB-USA
 - Team player who is willing and able to take responsibility when asked
 - Strong and proven analytical skills
 - Ability to write clear and concise reports
 - Capacity to communicate across language and cultural barriers
 - Sensitivity and respect for local culture and history
 - Ability to work well with diverse groups and facilitate meetings
- A representative from the local community who can support with logistics, translations and cultural sensitivities. Until the EWB-USA in-country staff program is fully implemented, local partners in the region of study will be engaged to assist with the impact reviews.

6.3 Budget of Time Estimate

Job Description	Tasks Involved	Estimate of Time Required	Responsible Party
1. Setting up and planning the review	Decisions about location, sample size, timing Selection and recruitment of volunteers Decisions about	Up to 5 days	EWB-USA HQ staff



	<p>methodologies and type of reports</p> <p>Development of forms, guidelines and reporting formats</p> <p>Developing a training plan for the volunteers</p>		
2. Training of review team and piloting methodologies	<p>Pre reading for volunteers before training</p> <p>1st meeting: Taking volunteers through the process and practicing using methodologies</p> <p>Volunteers to pilot methodologies locally and provide feedback</p> <p>2nd meeting : Feedback, revision of methodologies or report formats, logistics, etc.</p>	2-3 days	EWB-USA HQ staff and impact review team volunteers
3. Analysis of program-related reports and secondary data	<p>Review existing reports related to programs which are part of the impact review</p> <p>Review of secondary data, including additional reading on impact assessments as provided by EWB-USA HQ</p>	2-3 days	EWB-USA HQ staff and impact review team volunteers
4. Field visit	Conduct reviews per the EWB-USA-prescribed methodologies of data collection	This will depend on the scope of the impact review. Expected to be 7-14 days.	EWB-USA HQ staff representative, impact review team volunteers and local, in-country support
5. Analysis of collected impact review data	Compiling data gathered in the field and analyzing the results	Not less than 5 days	Impact review team volunteers
6. Report writing and/or other media prep	Documentation of impact review data and conclusions	Not less than 5	Impact review team volunteers,



		days	EWB-USA HQ staff to provide final review
7. Presentation of results - Meetings and other forums to share feedback	This will depend on the purpose of the impact review.	Depends on purpose of review	EWB-USA HQ staff

7.0 FURTHER READING

The following reading list provides further materials and guidance on planning, M&E and impact assessment.

- GrantCraft: Mapping Change: Using a Theory of Change to Guide Planning and Evaluation, ©2006 GrantCraft, Mackinnon, A., Amott, N., and McGarvey, C.
Link: <http://www.grantcraft.org/index.cfm?fuseaction=Page.ViewPage&pageId=1542>
(Last accessed: September, 2013)
- Impact Assessment: Understanding and assessing our contributions to change, O'Flynn, M., INTRAC (M&E Paper 7)
Link: <http://www.intrac.org/resources.php?action=resource&id=695>
(Last accessed: September, 2013)
- A Guide to Assessing our Contributions to Change, Timlin A., Roberts A., and Zeese W., ACT Development
Link: [http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution to change](http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution%20to%20change)
(Last accessed: September, 2013)
- Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment, Gosling L., and Edwards M., Save the Children
Link: <http://www.savethechildren.org.uk/resources/online-library/toolkits-practical-guide-planning-monitoring-evaluation-and-impact>
(Last accessed: September, 2013)

APPENDIX C

ENGINEERS WITHOUT BORDERS-USA IMPACT ASSESSMENTS Terms of reference

1.0 INTRODUCTION

Since 2013, EWB-USA has been making a concerted effort to assess the impact of our programs. To this end, and also to link EWB-USA's planning efforts to our assessment of impact more explicitly, the organization has developed a Theory of Change and organizational change pathway which will, in time, inform all program development efforts. The change pathway also forms our overall impact assessment framework.

EWB-USA believes that impact assessment is essential both for accountability to our donors and to our partner communities on the ground, as well as for organizational learning. We are constantly striving to understand how we can improve our programs and projects and to better meet the goals of the people we serve.

Strategies for assessing impact within the organization are emerging and being tested, but currently there are three complementary strategies (all of which are described in more detail in the EWB-USA Planning, Monitoring, Evaluation and Learning (PMEL) Program Description, which is available on our website: www.ewb-usa.org).

- **Impact Monitoring** processes are built into the program planning and evaluation reports (the 900 series). These are carried out by chapter members with review from EWB-USA Headquarters (HQ) Project Management (PM) staff. They are completed after each community site visit that the chapter makes, regardless of the scope of that trip, i.e. assessment or implementation. Information gathered and analyzed in these processes focusses on expected medium and long term changes at the community level and on the extent to which our efforts have contributed to these changes. In addition, they explore unexpected and unintended changes that have been brought about by specific interventions.
- **Impact Reviews** take place on an annual basis. They are designed to check and verify information gathered and reported through impact monitoring, but they go a step further and analyze the extent to which chapters and partners have influenced changes recorded in impact monitoring reports and other changes observed at the community level. There are two types of impact reviews in our PMEL Program. The first type is an Interim Impact Review. These will be carried out by EWB-USA HQ staff and include review of the reports that chapters submit while the program is still active. The second type is a Closeout Impact Review. These will be conducted by EWB-USA HQ staff and a group of trained volunteers after the chapter has closed out their involvement in the program. These Closeout Impact Reviews will include field visits and rely on the development of in-country staff programs to be conducted.
- **Impact Assessments** build on both of these processes. They are designed to take place a minimum of five years after the completion of a program and will be carried out according to EWB-USA's needs and donor requirements and conducted by an external consultant evaluator. Completion of impact assessments will require funding outside of



our typical operating budget. Three potential reasons that EWB-USA will carry out impact assessments are:

- to assess the impact of an individual program sometime after its completion,
- to assess our efforts in relation to a particular thematic area (for example, water or sanitation),
- or to assess the impact of EWB-USA's efforts to date in a particular region or context.

2.0 ORGANIZATIONAL CONTEXT

Our Mission is to support community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects while creating transformative experiences and responsible leaders.

Our organizational Vision is a world in which the communities we serve have the capacity to sustainably meet their basic human needs, and that our members have enriched global perspectives through the innovative professional educational opportunities that the EWB-USA program provides.

EWB-USA is currently working on 389 community-driven development programs in 47 countries around the world. Our HQ staff administers the work of over 300 active chapters comprised of over 13,800 members participating in our mission and vision. Collectively, we are driven by our organizational Principles of Development to meet the expressed needs of our community partners.

1. All EWB-USA projects are engineering related.
2. All EWB-USA programs are community based.
3. EWB-USA chapters develop a partnership with a community that lasts at least five years.
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5. EWB-USA chapters shall hold paramount the health, safety and welfare of the public in all aspects of their work.
6. EWB-USA chapters shall perform services only in their areas of expertise.
7. EWB-USA chapters partner with communities to implement proven technologies that are appropriate for the community.
8. EWB-USA chapters partner with communities to implement infrastructure technologies that are sustainable by the community.
9. EWB-USA chapters will have an in-country partner organization that assists with the non-engineering aspects of the program.
10. Education is an important part of the EWB-USA approach to development work.

The projects our chapters implement through their program work in the field are guided by our organizational draft Theory of Change and impact pathway. This is illustrated in the graphic on the next page.



EWB-USA CHANGE PATHWAY





3.0 PURPOSE OF IMPACT ASSESSMENTS

As stated above, the impact assessments have two main purposes:

1. They are primarily designed to enhance organizational learning. They will enable EWB-USA staff and chapter members to reflect upon our impact pathway with the intent of being able to refresh our Theory of Change and, as a result, develop more effective ways of working.
2. They will also be used for accountability to donors and partner communities and for fundraising and communication purposes as appropriate.

4.0 IMPACT ASSESSMENT SCOPE AND SCALE

The impact assessments will take place periodically as a result of decisions made by the EWB-USA HQ Impact Analysis department and senior management. We anticipate that there will be one impact assessment conducted per year, as funding and resources will allow.

The scope of each impact assessment will depend on the size and the location of the program(s) to be studied and available funding for conducting the comprehensive assessment. It is anticipated that the assessment will make use of appropriate sampling where necessary. Decisions on these factors will be made on a case-by-case basis.

The impact assessment framework reflects EWB-USA's draft Theory of Change and will explore, as appropriate to the particular program, the following Dimensions of Change and Areas of Inquiry (the hired consultants will be expected to build on this list):

Dimension of Change	Potential Areas of Inquiry
Chapter capacity to support and guide community partners	<ul style="list-style-type: none"> • Chapter capacity to plan, budget, deliver, monitor and evaluate projects • Technical capacity to train community partners on operation and maintenance of the implemented projects within the program • Ability to communicate effectively with community partners
Partners working relationships in the community	<ul style="list-style-type: none"> • Partners' presence and reputation in the community • Partners' capacity to work with and support communities to articulate priorities and access new services • Partners' capacity to build community capacity to operate, maintain and sustain projects • Working relations between partners and chapter
Appropriateness and relevance of the community projects	<ul style="list-style-type: none"> • Shifts in community capacity to: <ul style="list-style-type: none"> - source necessary materials locally - operate and maintain projects - sustain projects financially and technically • Shifts in levels of access to projects by all members of



	the community
Changes recorded within the community	<ul style="list-style-type: none"> • Changes in some or all of the following as appropriate: <ul style="list-style-type: none"> - Public Health - Environmental Health - Behavior - Access to Services - Technical Knowledge Related to Projects - Community Organization - Community Self-Advocacy

4.1 Impact Assessment Key Questions

Each impact assessment will be informed by a sound understanding of EWB-USA's planned change pathway in relation to the program(s) being assessed. This will involve an analysis of:

- the local and national context, including key social, political and environmental conditions;
- key issues to be addressed or the change that the initiative sought to make;
- who it was thought would ultimately benefit;
- the process or sequence of changes anticipated to lead to the desired long-term outcome;
- the assumptions that formed the basis for the anticipated process of change; and
- the other actors who could have significantly influenced the change that was sought, both positively and negatively.

The general list of questions which will apply to each Dimension of Change (using the specific Areas of Inquiry as probes) will include:

1. What has changed for all key stakeholders? This includes the poorest and most marginalized community groups in relation to EWB-USA's efforts and must also include positive, negative, intended and unintended changes.
2. How significant and/or sustainable are these changes for the different target groups?
3. To what extent do these changes compare with baselines and changes that were planned and expected?
4. How, and to what extent, did the EWB-USA program contribute to these changes?
5. Who or what else has contributed to these changes? How?

5.0 IMPACT ASSESSMENT APPROACH AND DELIVERABLES

Consultants interested in working on EWB-USA impact assessments will be asked to tender a short outline methodology of how they would approach this impact assessment, both on a theoretical and practical basis. It is expected that any impact assessment will involve high levels

of consultation and participation with all relevant stakeholders. At a minimum, the consultants would need to include the following:

5.1 Elements of Impact Assessment Approach

- Significant amounts of desk research,
- Interviews and/or focus group discussions with key internal stakeholders (chapter members, partners, EWB-USA HQ staff, etc.),
- Interviews and/or focus group discussions with key external stakeholders including all relevant target groups (communities, NGOs, local government representatives, etc.),
- Field visits,
- Collation of strong evidence and human stories useful for both program evaluation and organizational communication work.

5.2 Impact Assessment Deliverables

The selected consultant(s) would work collaboratively with the EWB-USA HQ Impact Analysis department to refine the methodology and develop a detailed impact assessment plan. Expected outputs include:

- A detailed impact assessment plan, which includes sampling criteria, timelines and detailed methodology. This will be discussed in detail as part of the startup processes.
- A presentation of the initial impact assessment findings. This is a first draft for in person discussion with the EWB-USA HQ Impact Analysis staff and senior management.
- A full impact assessment report, approximately 30 pages, which is of publishable quality.
- An Executive Summary, approximately 4 pages, which is a stand-alone document and that can be communicated to a wider audience.
- EWB-USA might also wish to communicate the impact assessment findings in different forms for different audiences.

6.0 IMPACT REVIEW RESOURCES

6.1 Management and Logistics

Impact assessments will be coordinated by a member of the EWB-USA HQ Impact Analysis staff and conducted by a hired consultant. The Impact Analysis department is in development and will include a Director, an Analyst and a Coordinator. More will be determined about the administration of each assessment when the positions exist within the organization. It is anticipated that a member of this department and/or the Projects department who has been trained in impact assessment will participate in each impact assessment to facilitate organizational learning.

Impact assessments will be primarily led by a hired consultant with expertise in impact assessments within the development sector. The consultant will work

directly with, and report to, the assigned EWB-USA HQ Impact Analysis staff. Impact Analysis staff will involve EWB-USA senior management as appropriate. It is anticipated that the planned position of EWB-USA in-country staff will be involved in impact assessments in a significant way with trip coordination and follow-up work in the community.

6.2 Consultant Profile

Consultant(s) skills and competencies should include:

- A strong record in conducting impact assessments, including those that are relevant to the assessment in question.
- Respect and credibility within the field; excellent knowledge of monitoring and evaluation in theory and practice.
- Demonstrated experience of producing high-quality, credible information sources and methodologies.

6.3 Budget of Time Estimate

Job Description	Tasks Involved	Estimate of Time Required	Responsible Party
1. Setting up and planning the assessment	Decisions about location, sample size, timing Decisions about methodologies and type of reports Recruitment of consultant	Up to 5 days	EWB-USA HQ staff
2. Negotiate work plan with consultant	Meeting with consultant to talk through task and EWB-USA requirements Consultant draws up detailed plan and negotiates agreement with EWB-USA staff Travel logistics and prep for field visit	2-3 days	EWB-USA HQ staff and consultant
3. Analysis of secondary data	Review existing reports related to programs which are part of the impact assessment	3 days	Consultant
4. Field visit	Conduct assessments per the agreed upon methodologies of data collection	This will depend on the scope of	EWB-USA HQ staff representative, consultant and

		the impact assessment. Expected to be 7-14 days.	local, in-country support
5. Analysis of collected impact assessment data	Compiling data gathered in the field and analyzing the results	Approximately 5 days	Consultant
6. Report writing and/or other media prep	Documentation of impact assessment data and conclusions	Approximately 5 days	Consultant
7. First draft of report to EWB-USA and other stakeholders, plus revisions		Approximately 3 days	Consultant
8. Presentation of results - Meetings and other forums to share feedback	This will depend on the purpose of the impact assessment.	Depends on purpose of assessment	EWB-USA HQ staff
** Approximately 25 days needed of consultant time per impact assessment. **			

7.0 FURTHER READING

The following reading list provides further materials and guidance on planning, M&E and impact assessment.

- GrantCraft: Mapping Change: Using a Theory of Change to Guide Planning and Evaluation, ©2006 GrantCraft, Mackinnon, A., Amott, N., and McGarvey, C.
Link: <http://www.grantcraft.org/index.cfm?fuseaction=Page.ViewPage&pageId=1542>
(Last accessed: September, 2013)
- Impact Assessment: Understanding and assessing our contributions to change, O'Flynn, M., INTRAC (M&E Paper 7)
Link: <http://www.intrac.org/resources.php?action=resource&id=695>
(Last accessed: September, 2013)
- A Guide to Assessing our Contributions to Change, Timlin A., Roberts A., and Zeese W., ACT Development
Link: [http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution to change](http://www.actalliance.org/resources/policies-and-guidelines/impact-assessment/IA-Guide-eng-v1.pdf/?searchterm=contribution%20to%20change)
(Last accessed: September, 2013)



- Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment, Gosling L., and Edwards M., Save the Children
Link: <http://www.savethechildren.org.uk/resources/online-library/toolkits-practical-guide-planning-monitoring-evaluation-and-impact>
(Last accessed: September, 2013)