

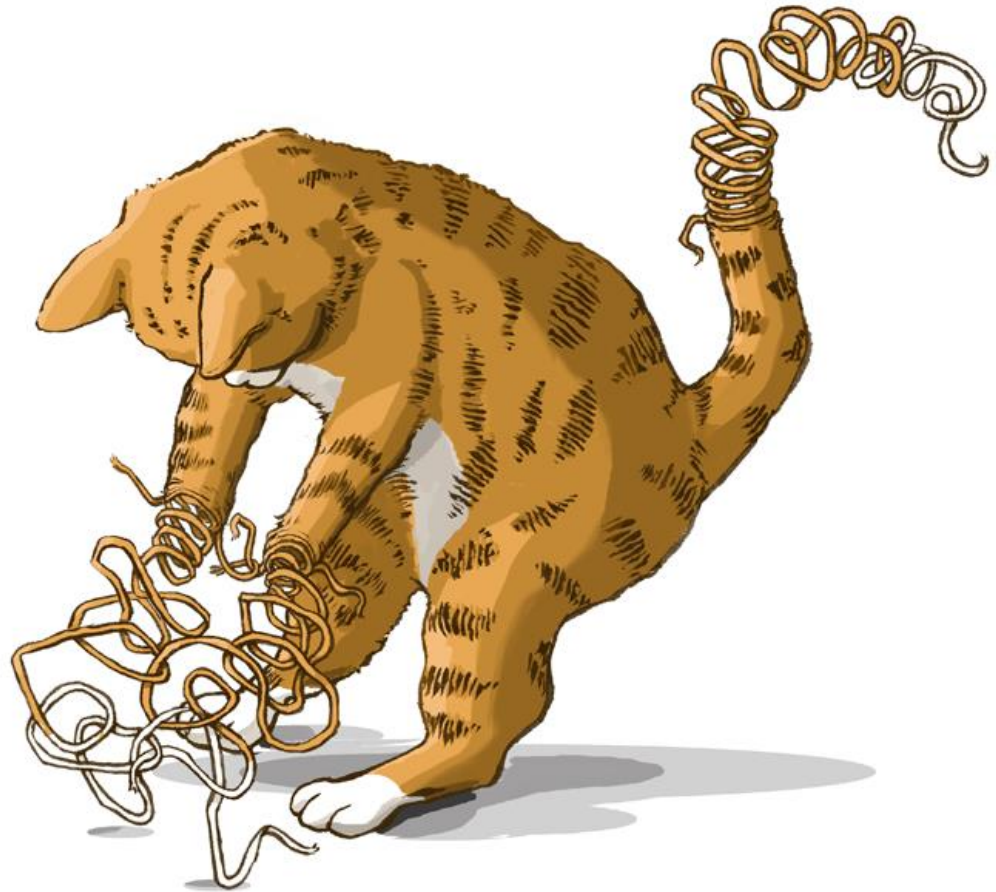
Overview of Rainbow Framework for Evaluation

Irene Guijt, Learning by Design



Why focus is needed

Overwhelming number of decisions
in any evaluation



Options galore

WAGENINGEN UR PARTICIPATORY PLANNING, MONITORING & EVALUATION
MANAGING FOR IMPACT

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Staying focused

Easily, 'Impact' becomes that illusive dream we never seem to get closer to or that nightmare of reporting requirements. What if it is more of a shared inspiration that helps align our efforts? For this, we need to work with a different idea about 'Impact' than what many of us are used to. The impact perspective is to provide meaning and motivation not just at beginning (design) and end (evaluation), but continuously along the way.



Welcome to the new Managing for Impact portal about participatory planning, monitoring & evaluation

Managing for Impact in Rural Development
A Guide for Project M&E Annex D

Methods for Monitoring and Evaluation

This Section is Useful for:

- Managers
- M&E staff
- Consultants
- IFAD and Cooperating Institution Staff

Table of Contents Annex D - Methods for Monitoring and Evaluation

D.1 Sampling-Related Methods

This Annex summarises 34 methods you might find useful for specific M&E tasks. For ease of use, the methods have been grouped in seven categories:

1. Sampling-related methods
2. Core M&E methods
3. Discussion methods (for groups)
4. Methods for spatially-distributed information
5. Methods for time-based patterns of change
6. Methods for analysing linkages and relationships
7. Methods for ranking and prioritising.

Learn MandE

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M&E Resources

The 2013 Pan Asia-Africa RBM&E Forum will be held from 16-18 October 2013

These pages introduce the basic building blocks of Results-based Monitoring and Evaluation (RBM&E). They also highlight current issues and trends in M&E and provide links for further readings.



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Tools and Resources for Assessing Social Impact

FIND TOOLS TO ASSESS YOUR ORGANIZATION'S IMPACT.



FIND A TOOL

Find ready-to-use tools and learn what leading nonprofits, foundations, and others are using to measure their impact.

GO >
E.g., survey, logic model, microfinance

MEASURE THE EFFECTIVENESS OF YOUR PROGRAMS.



WHY ASSESS YOUR IMPACT?



TRASI

CHOOSE A SECTION

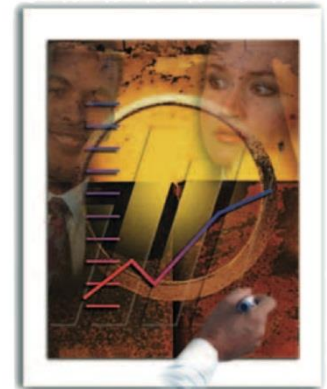
CONNECT WITH PEERS TO LEARN WHAT WORKS.



JOIN THE COMMUNITY

Connect with a network of peers and experts engaged in assessment.

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*W.K. Kellogg Foundation
Evaluation Handbook*

Community Sustainability Engagement

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Independent Evaluation Group (IEG)

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Home > Independent Evaluation > Evaluation Capacity > Monitoring and Evaluation Tools, Methods...

Building Government M&E Systems Home

What is M&E?

M&E Tools, Methods and Approaches

Conducting Quality Impact Evaluations Under Budget, Time and Data Constraints

Influential Evaluations

Why is it Important to Institutionalize M&E Systems?

Diagnostic Guides

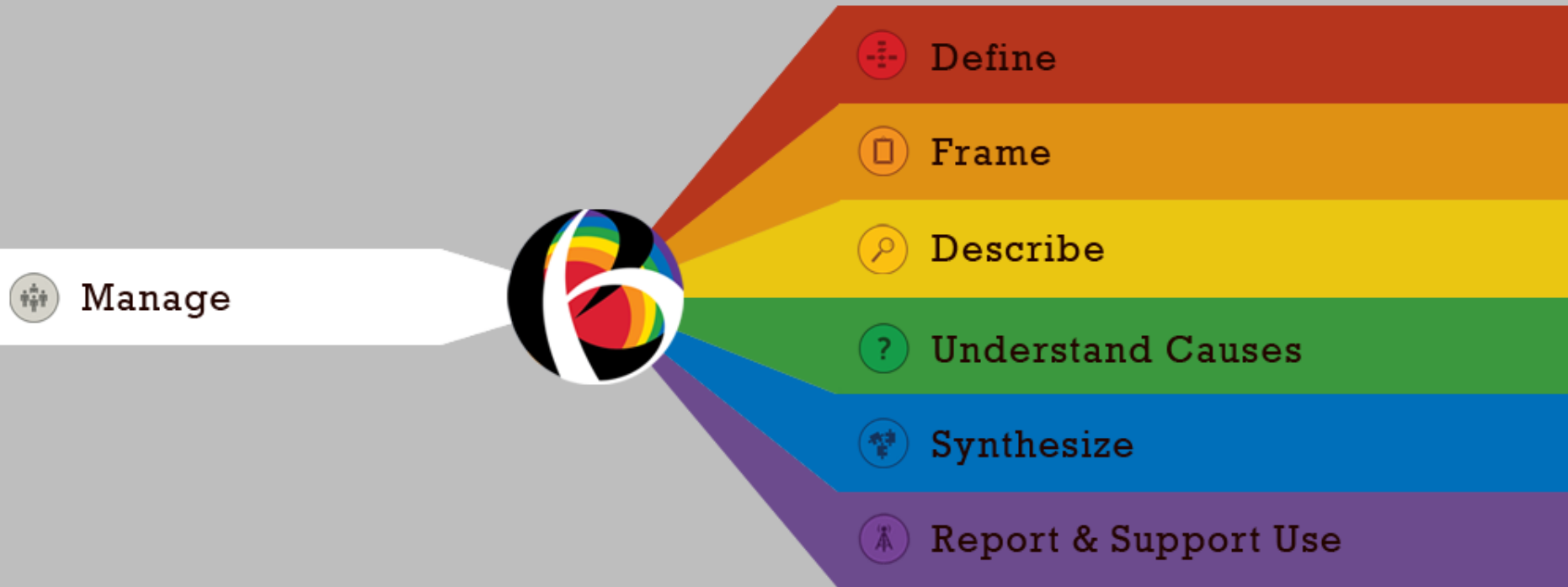
Monitoring and Evaluation Tools, Methods and Approaches

Download paper in: [English](#), [Arabic](#), [French](#), [Portuguese](#), [Russian](#), [Spanish](#)

Government officials, development managers, and all ECD Publications are increasingly aware of the value of monitoring and evaluation (M&E) of development activities. M&E provides a better means of learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders. Yet there is often confusion about what M&E entails. This booklet therefore presents a sample of M&E tools, methods and approaches, including several data collection methods, analytical frameworks, and types of evaluation and review. For each of these, a summary is provided of the following: their purpose and use; advantages and disadvantages; costs, skills, and time required; and key references. The booklet discusses:



The Rainbow Framework







Define



Frame



Describe



Understand Causes

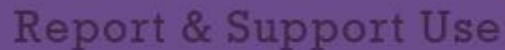
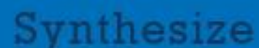
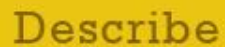


Synthesize



Report & Support Use

1. Develop initial description
2. Develop program theory or logic model
3. Identify potential unintended results



1. Develop initial description

[illegible]



Define



Frame



Describe



Understand Causes



Synthesize



Report & Support Use

1. Develop initial description

The screenshot shows the 'BetterEvaluation' website with the 'Define' section selected. The main heading is 'Develop program theory/logic model'. The page content includes a definition of a logic model, its purpose, and various options for developing one. The right sidebar contains a 'Contribute Content' button and a list of related resources.

Define
Develop program theory/logic model

A logic model demonstrates how an intervention (a project, a program, a policy, a strategy) is understood to contribute to positive or valued impacts. It can include positive impacts (which are beneficial) and negative impacts (which are detrimental).

Logic models can be developed before a program starts, and used for planning, to develop monitoring systems, and for evaluation and reporting. They can also be developed during implementation and even after a program has finished.

They can be developed by program staff, by an external evaluator, by program designers, or collaboratively with the community.

Logic models can be drawn in different ways. Sometimes they are shown as a series of boxes (inputs, processes, outputs, outcomes, impacts), sometimes they are shown as a flow, sometimes they are shown as a series of circles, with activities occurring alongside them rather than just at the start.

There are many different terms used for logic models and people sometimes use the same word but mean different things.

A logic model can be used for a single evaluation. It can also be used to bring together evidence from multiple evaluations (see Poster Synthesis).

If you are co-designing an evaluation (manager or commissioner) a logic model can be a useful way of bringing together existing evidence about a program, and clarifying where there is agreement and disagreement about how the program is understood to work, and where there are gaps in the evidence.

Advice for using some of the options linked to this task

Consider the format that will be familiar to the people who will be using the logic model. Many development organizations expect to use a flowchart.

- Results chain** logic models are most appropriate when all the activities are at the beginning of the process, and the rest of the process is a series of activities through which the program passes through a program.
- Logic models** have a very specific format, with only 4 boxes. Using them requires a lot of effort to represent the program's complexity.
- Result maps** only focus on one side of the chain. While they provide better insight into the flow, they often need to be a series of them or they need to be used along with other types of logic models to show the entire process.

Ensure you have some way of considering possible negative impacts of a program when developing a logic model. The Results Chain Tool provides a way of including positive and negative impacts in the one diagram.

Options

Ways of developing logic models

- Backcasting** - working backward from a desired future, to the present in order to determine the building of the plan or program.
- Flow Maps** - using flowcharts in order to explore the cause and effect relationships that create underlying problems.
- SWOT Analysis** - reflecting on and assessing the Strengths, Weaknesses, Opportunities and Threats of a particular strategy in order to decide how it can best be used.

Resources

- The Logical Framework Approach
- Evaluation Library: how to use an impact map and develop a logic model
- Theory of Change Community
- Empowering Program Performance with Logic Models
- What is Evaluation?

Options:

- Peak Experience Description
- Thumbnail Description

Approaches:

- Appreciative Inquiry



Define



Frame



Describe



Understand Causes



Synthesize



Report & Support Use

1. Develop initial description

The screenshot shows the 'Develop program theory/logic model' page on the BetterEvaluation website. The page includes a navigation bar with links like HOME, START HERE, FIND OPTIONS, APPROACHES, THEMES, FAQs, ABOUT US, and CONTACT US. The main content area is titled 'Define' and 'Develop program theory/logic model'. It explains that a logic model demonstrates how an intervention is planned, a program, a policy, a strategy is intended to contribute to positive or desired impacts. It also mentions that logic models can be developed before a program starts and used for planning, to develop monitoring systems, and for evaluation and reporting. The page includes a sidebar with a 'Contribute Content' button and a list of 'Examples' such as 'The Logical Framework Approach', 'Evaluation Entry Point', and 'Theory of Change Community'.

Options: - Peak Experience Description

The screenshot shows the 'Peak Experience Description' page on the BetterEvaluation website. The page includes a navigation bar with links like HOME, START HERE, FIND OPTIONS, APPROACHES, THEMES, FAQs, ABOUT US, and CONTACT US. The main content area is titled 'Evaluation Option' and 'Peak Experience Description'. It explains that this option provides a succinct and coherent description of a program, project or policy when it is operating at its best. It also mentions that this option is important in terms of the information it produces and the effect of the evaluation process itself. The page includes a sidebar with a 'Contribute Content' button and a list of 'Examples' such as 'The Logical Framework Approach', 'Evaluation Entry Point', and 'Theory of Change Community'.

1. Develop initial description

BetterEvaluation Beta

Sharing Information to Improve Evaluation

HOME START HERE FIND OPTIONS APPROACHES THEMES PAGE ABOUT US CONTACT US

Home Home Blog Resources New Content Items

Define

Develop program theory/logic model

A logic model demonstrates how an intervention (a project, a program, a policy, a strategy) is understood to contribute to positive or actual impacts. It can include positive impacts (what are beneficial) and negative impacts (what are detrimental).

Logic models can be developed before a program starts, and used for planning, in developing monitoring systems, and for evaluation and reporting. They can also be developed during implementation and even after a program has finished.

They can be developed by program staff, by an external evaluator, by program designers, or collaboratively with the community.

Logic models can be shown in different ways. Sometimes they are shown as a series of boxes (inputs-recesses-outcome-impacts), sometimes they are shown as a table, sometimes they are shown as a series of circles, with activities occurring alongside them rather than just at the start.

There are many different terms used for logic models and people sometimes use the same word but mean different things.

A logic model can be used for a single evaluation. It can also be used to bring together evidence from multiple evaluations (see Results Synthesis).

If you are addressing an evaluation (planning or commissioning) a logic model can be a very useful way of bringing together existing evidence about a program, and clarifying where there is agreement and disagreement about how the program is understood to work, and where there are gaps in the evidence.

Advice for using some of the options linked to this list

Consider the format that will be familiar to the people who will be using the logic model. Many development organizations expect to use a hierarchy.

- Results chains** logic models are most appropriate when all the activities are at the beginning of the process, and how useful when there are a series of activities throughout a program's passage through a program.
- Lifelines** have a very narrative format, with only 4 boxes. Using lifelines is appropriate for different audiences, but not for all audiences.
- Results narratives** only focus on one step in the chain. When they provide better insight into the story, there often need to be a series of them or they need to be used along with other types of logic models to cover the entire process.

Ensure you have some way of connecting positive and negative impacts of a program when developing a logic model. The Results Chain Tool provides a way of including positive and negative impacts in the one diagram.

Options

Ways of developing logic models:

- Backcasting:** working backward from a desirable future, to the present in order to determine the feasibility of the idea or project.
- Flow Maps:** using questions in order to explore the issues and often understand what underlies underlying systems.
- SWOT Analysis:** reflecting on and assessing the Strengths, Weaknesses, Opportunities and Threats of a particular strategy in order to discover how it can best be

Contribute Content

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1 Storage Evaluation (2011)

2 Define (2011)

3 Planning (2011)

4 Describe (2011)

5 Understand Causes (2011)

6 Synthesize (2011)

7 Report and Support Use (2011)

Resources

- The Logical Framework Approach
- Evaluation online how to ensure management and use government that supports during time of problems
- Theory of Change Framework
- Developing Program Frameworks with Logic Models
- What's Evaluated?

Options: - Peak Experience Description

BetterEvaluation Beta

Sharing Information to Improve Evaluation

HOME START HERE FIND OPTIONS APPROACHES THEMES PAGE ABOUT US CONTACT US

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Evaluation Option

Peak Experience Description

View PDF Resources

This option provides a succinct and coherent description of a program, project or policy when it is operating at its best. This can then be used to develop a logic model (program theory) and to develop an evaluation plan to investigate how often it operates like this and how this can happen more often.

The description is developed by asking individuals a series of related questions. These descriptions can then be combined to create a single description of the program, or they can be used to show different perspectives on what success looks like.

This option is important in terms of the information it produces and the effect of the evaluation process itself. It can be very useful in terms of identifying desired impacts, and suggesting aspects which should be addressed in developing a logic model. It is also a good way of engaging stakeholders in the evaluation, especially those whose previous experiences of evaluation have been negative.

This option is an important component of the approach 'Appreciative Inquiry' and can also be added to evaluations which are not using the full approach.

Examples

An example taken from Pissard (2007) presentation on Using Appreciative Inquiry in Evaluation Practice

Your High Performance Computing Center (H4PCC) Appreciative Inquiry Organizational Survey

Peak Experiences: In your work here, you have probably experienced ups and downs, some high points and low points. Think about a time that stands out to you as a high point (a time when you felt most fulfilled, most effective, most engaged. It might have been recently or some time ago).

- What was going on?
- Who were the significant people involved?
- What were the most important factors in the H4PCC that helped to make it a high-point experience? (e.g., leadership qualities, rewards, structure, relationships, skills, etc.)

Advice

Advice for CHOOSING this option (ups and traps)

- Ensure that the use of this option is complemented by options which will empirically investigate the program or policy.

Advice for USING this option (ups and traps)

- Make sure you ask a range of people to provide a peak experience description. Facilitate the conversation carefully to ensure that important differences are not lost.

Contribute Content

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1 Storage Evaluation (2011)

2 Define (2011)

3 Planning (2011)

4 Describe (2011)

5 Understand Causes (2011)

6 Synthesize (2011)

7 Report and Support Use (2011)

Resources

- Using Appreciative Inquiry in Evaluation Practice
- Guide to Lifelines, a Tiny Tool

Suggest a Resource

Ask a Question

[Join the Forum](#)

Resources:

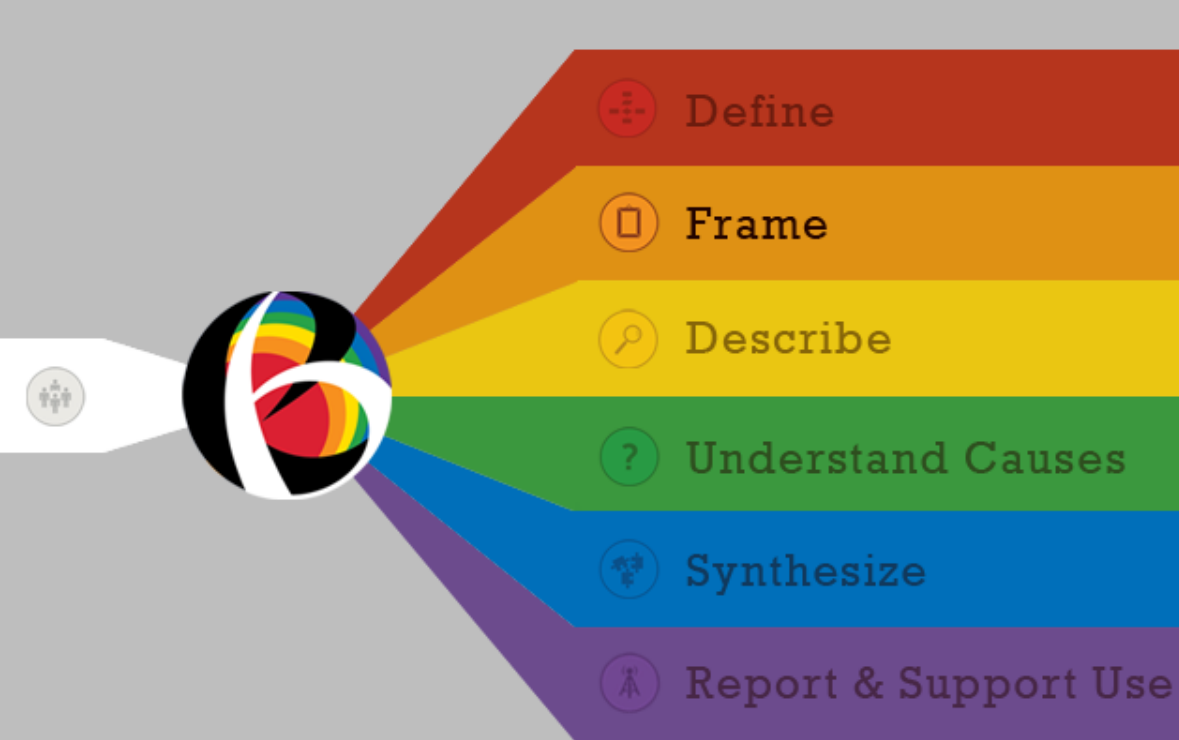
- Using appreciative inquiry in evaluation practice

- Guide to Lifeline, a TinyTool

- Appreciative inquiry commons

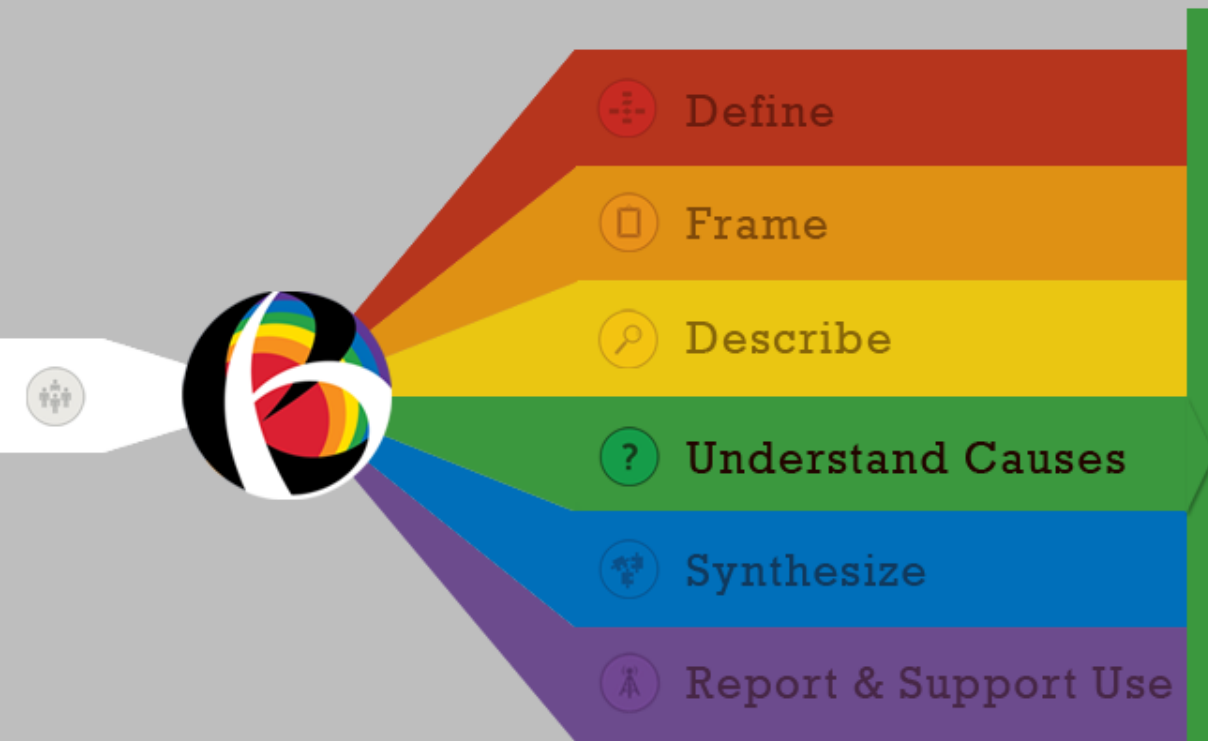
- Appreciative inquiry practitioner

- The Taos Institute newsletter

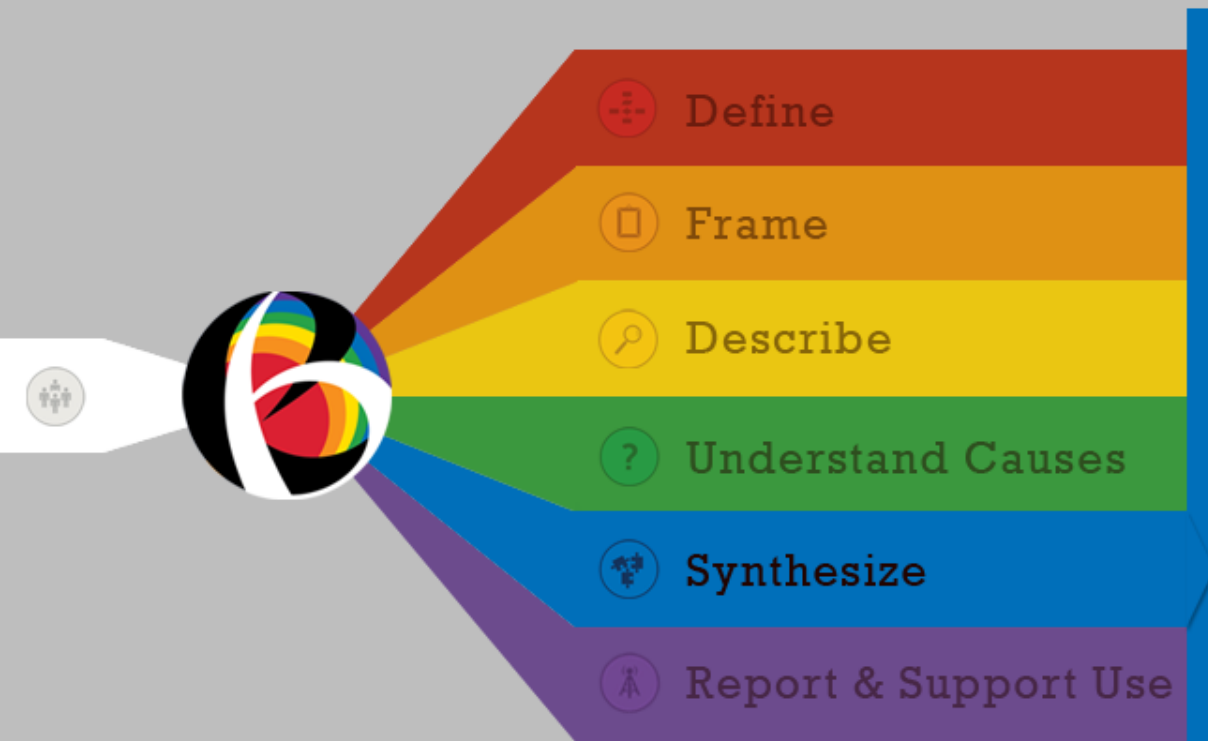


1. Identify primary intended users
2. Decide purpose(s)
3. Specify key evaluation questions
4. Determine what 'success' looks like

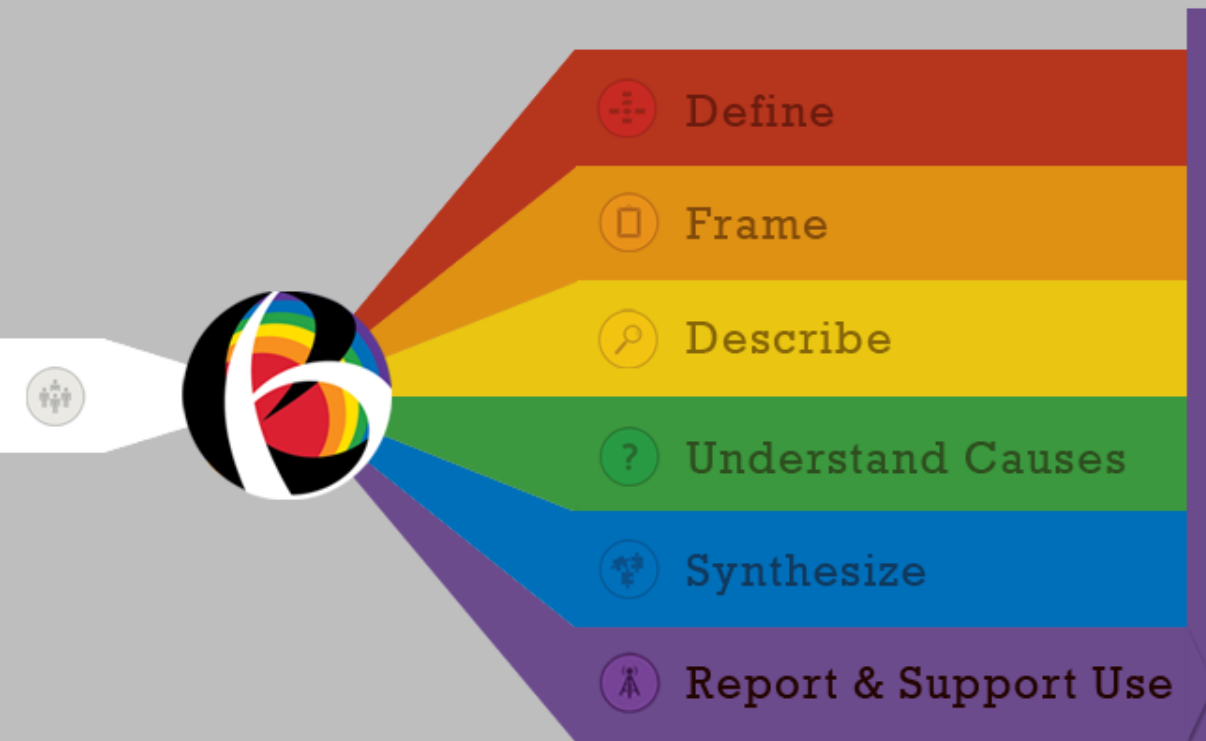




1. Check that the results support causal attribution
2. Compare results to the counterfactual
3. Investigate possible alternative explanations



1. Synthesize data from a single evaluation
2. Synthesize data across evaluations
3. Generalize findings



1. Identify reporting requirements
2. Develop reporting media
3. Ensure accessibility
4. Develop recommendations
5. Support use

1. Understand and engage with stakeholders
2. Establish decision making processes
3. Decide who will conduct the evaluation
4. Determine and secure resources
5. Define ethical and quality evaluation standards
6. Document management processes and agreements
7. Develop evaluation plan or framework
8. Review evaluation
9. Develop evaluation capacity



Manage



Use 1. Design and plan an evaluation



Use 2. Check quality of an ongoing evaluation



Use 3. Commission and manage an evaluation



Use 4. Embed participation *thoughtfully* in evaluation

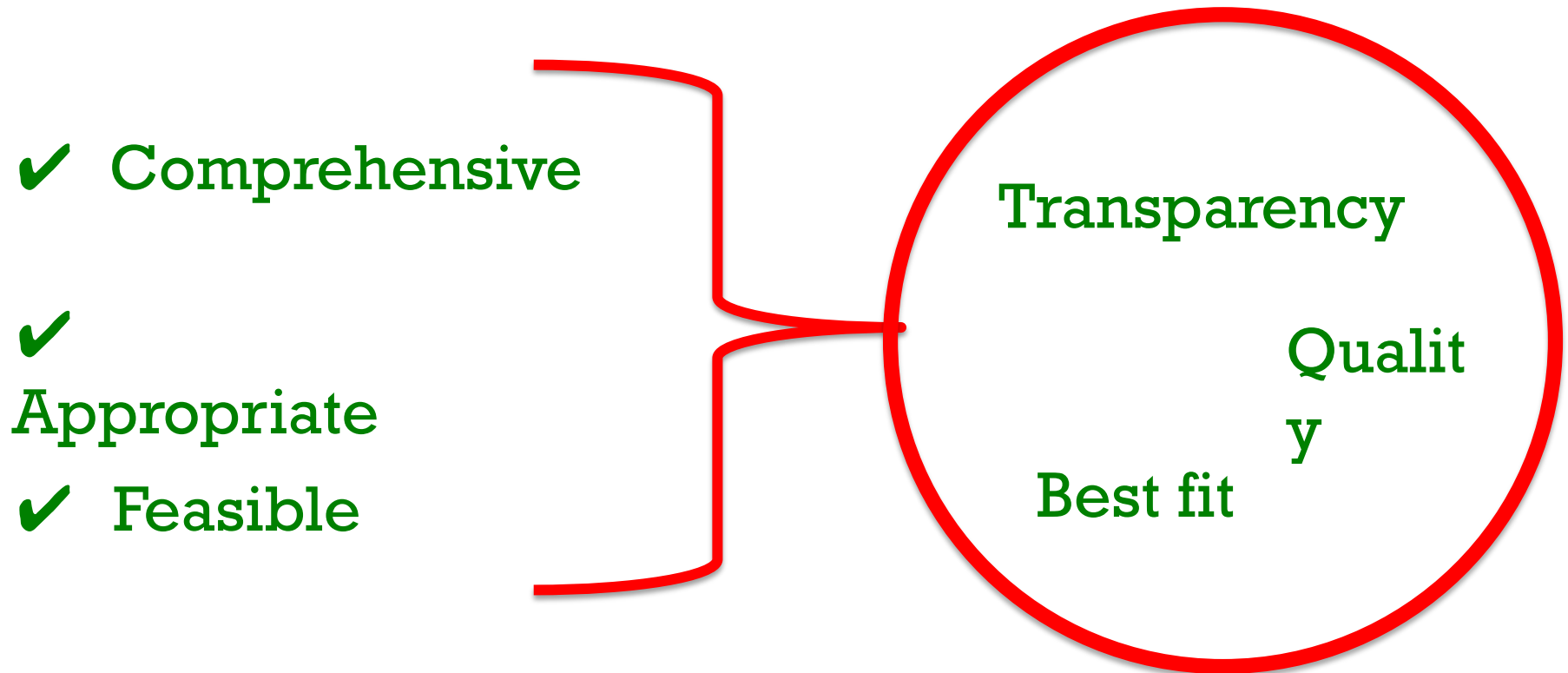


Use 5. Develop evaluation capacity



Illustration by Michael Witte, with permission

It's about thoughtful choices





Further resources

<http://betterevaluation.org/plan>



BetterEvaluation Rainbow Framework of Evaluation Options

This overview of the BetterEvaluation Rainbow Framework can help you to plan an evaluation by prompting you to think about a series of key questions. This can be used to develop an evaluation plan, a Terms of Reference, and other documents. It is important to consider these issues, including reporting, at the beginning of an evaluation. The full document, with all options listed, can be downloaded from our website: <http://www.betterevaluation.org>

1. MANAGE

Manage an evaluation (or a series of evaluations), including deciding who will conduct the evaluation and who will make decisions about it.

Understand and engage stakeholders: Who needs to be involved in the evaluation? How can they be identified and engaged?

Establish decision making processes: Who will have the authority to make what type of decisions about the evaluation? Who will provide advice or make recommendations about the evaluation? What processes will be used for making decisions?

Decide who will conduct the evaluation: Who will actually undertake the evaluation?

Determine and secure resources: What resources (time, money, and expertise) will be needed for the evaluation and how can they be obtained? Consider both internal (e.g. staff time) and external (e.g. previous participants' time).

Define quality evaluation standards: What will be considered a high quality and ethical evaluation? How should ethical issues be addressed?

Document management processes and agreements: How will you document the evaluation's management processes and agreements made?

Develop evaluation plan or framework: What is the overall plan for the evaluation? Is there a larger evaluation framework across several related evaluations?

Develop evaluation capacity: How can the ability of individuals, groups and organizations to conduct and use evaluations be strengthened?

2. DEFINE

Develop a description (or access an existing version) of what is to be evaluated and how it is understood to work.

Develop initial description: How can you develop a brief description of the project?

Develop program theory / logic model: Is there a need to revise or create a logic model (program theory, theory of change)? How will this be developed? How will it be represented?

Identify potential unintended results: How can you identify possible unintended results (both positive and negative) that will be important?

3. FRAME

Set the parameters of the evaluation – its purposes, key evaluation questions and the criteria and standards to be used.

Decide purpose: What is the purpose of the evaluation?

Is it to support improvement, for accountability, for knowledge building?

Specify the key evaluation questions: What are the high level questions the evaluation will seek to answer? How can these be developed?

Determine what 'success' looks like: What should be the criteria and standards for judging performance? Whose criteria and standards matter? What process should be used to develop agreement about these?

3. DESCRIBE

Collect and retrieve data to answer descriptive questions about the activities of the project/program/policy, the various results it has had, and the context in which it has been implemented.

Sample: What sampling strategies will you use for collecting data?

Use measures and indicators: What measures or indicators will be used? Are there existing ones that should be used or will you need to develop new measures and indicators?

Collect and/or retrieve data: How will you collect and/or retrieve data about activities, results, context and other factors?

Manage Data: How will you organize and store data and ensure its quality?

Combine qualitative and quantitative data: How will you combine qualitative and quantitative data?

Analyze data: How will you look for and display patterns in the data?

4. UNDERSTAND CAUSES

Collect and analyze data to answer causal questions about what has produced outcomes and impacts that have been observed.

Check the results support causal attribution: How will you assess whether the results are consistent with the theory that the intervention produced them?

Compare results to the counterfactual: How will you compare the factual with the counterfactual - what would have happened without the intervention?

Investigate possible alternative explanations: How will you investigate alternative explanations?

5. SYNTHESISE

Combine data to form an overall assessment of the merit or worth of the intervention, or to summarize evidence across several evaluations.

Synthesize data from a single evaluation: How will you synthesize data from a single evaluation?

Synthesize data across evaluations: Do you need to synthesize data across evaluations? If so, how should this be done?

Generalize findings: How can the findings from this evaluation be generalized to the future, to other sites and to other programs?

6. REPORT AND SUPPORT USE

Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.

Identify reporting requirements: Who are the primary intended users of the evaluation? What are their primary intended uses of it? Are there secondary intended users whose needs should also be addressed? Is there a specific timeframe required for reporting - for example, to inform a specific decision or funding allocation?

Develop Reporting Media: What types of reporting formats will be appropriate for the intended users?

Ensure accessibility: How can the report be easy to access and use for different users?

Review evaluation: How will evaluation reports be reviewed before they are finalized? Will there be a review of the evaluation process to improve this?

Develop recommendations: Will the evaluation include recommendations? How will these be developed?

Support use: In addition to engaging intended users in the evaluation process, how will you support the use of evaluation findings?

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