# LASER

**Legal Assistance for Economic Reform**

The why, what and how of monitoring and evaluation: guidance for providers of international pro bono legal assistance

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# 1. Introduction

*Every day, smart and dedicated people who care about the world get on aeroplanes and fly to distant locations. Their hope and intent is to help people overcome poverty, resolve, save and restore the environment, and achieve basic human rights. An elaborate apparatus of agencies funding mechanisms, and legislative choices recruits, funds, supports and enables the work of these individuals. The international assistance community spans all borders and represents a valued solidarity, generosity and concern for others.*

*At the same time every day, smart and determined people in distant locations receive these people and their efforts to be helpful in the forms of funding, programmes and projects, advocacy campaigns and partnerships. Many in receiving locations also devote their time, energy and work to the programs international assistance supports.*

*In spite of the energies and efforts of both givers and receivers, many on both sides see that the aid has many flaws.[1]*

1.1  The UK legal profession sees pro bono assistance as an ethical duty and an integral part of being a member of the legal profession.  Just as the UK legal services sector has undergone a profound transformation in the past 25 years so has the delivery of pro bono services.   From ad hoc, individualised services, dispensed informally, pro bono services have become increasingly coordinated, structured and professionalised. At the same time, in parallel with the globalisation of legal practice, there has been an increased internationalisation of pro bono work.

1.2  The UK legal pro bono community – from multinational law firms, bar associations, and legal NGOs to the judiciary - has played an increasing role in delivering international assistance on all areas of law - from the commercial (e.g. advice on international trade agreements and cross-border corporate transactions) to more traditional domains focusing on human rights and rule of law issues.

1.3  Monitoring and evaluation of projects/activities has become an increasingly important tool in ensuring that those providing their time and skills free of charge, deliver the impact they seek. It provides a better way to plan and manage work, to listen more closely to what recipients[2] and partners have to say, and to minimise the risk of failing and/or unintended consequences

1.4  This guidance note aims to demystify some of the concepts around monitoring and evaluation (M&E) and to demonstrate its value for those delivering pro bono services internationally.

1.5  We will illustrate why M&E is important for those delivering international pro bono legal assistance, provide a step by step introduction to M&E, and offer some useful tools to organisations wishing to improve both the impact of the work they do and their understanding of how change comes about. Additional information is provided in annexes A and D on some of

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[1] Time to Listen – Hearing people on the receiving end of international aid - Mary B. Anderson, Dayna Brown and Isabella Jean, December 2012

[2] equivalent terminology would be client or beneficiary

the key current thinking on measuring the impact of international development assistance for those interested in further developing their work in this area.

1.6     This guidance is produced by the Department for International Development's (DFID) Legal Assistance for Economic Reform (LASER) programme.  Through a focus on commercial law and justice issues, LASER's objective is to improve investment climates in developing countries.  A key goal of LASER is matching developing country demand for support with the supply of high quality, developmentally appropriate legal assistance; including that provided on a pro bono basis.

# 2. Why does M&E matter?

2.1 First of all what is M&E. Monitoring and evaluation is how we assess the quality and impact of our work or, to put it another way, how we make sure that we are doing the right things and that we are doing them in the right way. Thinking about M&E right from the beginning – when you are designing a project or activity – helps ensure that your chosen activities or inputs are the right ones to contribute to the desired impact or change, guides the way in which you will track progress towards it and helps you understand how you will know that you have achieved it.

**Box 1: Definition of Terms**

> **Monitoring:** *Putting in place the systems to enable us to measure what we're achieving*
> Observe and check the progress or quality of something over a period of time; keep under systemic review
> **Evaluation:** *Did it work? What did we achieve?*
> Making a judgment / assessment about the amount, number, or value of something

2.2 The UK pro bono community is far from uniform. The type of organisation supplying pro bono legal services - from academia, NGOs and bar associations to multinational corporate law firms and regulators determines not only the capacity, resources, and specialist nature of expertise offered, but also the motivators driving the pro bono work. These drivers are important as they help us understand how M&E can add value to both the service provider as well as the recipient of the assistance.

2.3 For lawyers, judges, and other legal professionals undertaking pro bono work and offering their time and personal commitment for free, drivers might include:

- wanting to ensure that they do the best work possible with optimal results

- ensuring work they are doing is carried out to highest professional standards

- creating feedback loops to learn from past experience

2.4 For law firms, businesses or NGOs offering their lawyers the opportunity to do international pro bono work they want to be able to measure the impact of their work, drivers include:

- offering employee engagement – as a tool to recruit and retain talent

- providing opportunities to engage and involve commercial clients

- forming part of a wider corporate social responsibility strategy

- internal accounting of resources used

- acting as the "selling point" for accessing external funding

- developing local intelligence and as tool for stakeholder engagement

- presenting themselves as a market leader

2.5     For the recipients of pro bono initiatives they will want to ensure that projects are as good a use of their time, and often scarce resources, as possible. Key drivers for them are:

- ensuring that pro bono services offered match national or organisational needs in a particular jurisdiction (and not just the skills of the lawyers providing the services)

- that the opportunity cost of being involved in an initiative does not lead to unforeseen negative consequences

2.6     For donors – particularly Governments and multilateral agencies – financing pro bono legal work, key drivers are:

- effective use of funds and public accountability

- value for money for the overall international development budget and taxpayer

- ensuring that work undertaken is delivering demonstrable outcomes and impact and contributing to wider international development objectives

- systematic collection of lessons learned and best practice which can be used by policy makers to improve the design and performance of future projects and work

2.7     Relevant to all of those involved is the fact that the M&E process can add value in a number of ways:

- **Adding value to the project** - by developing internal knowledge and information about what is going on and to help a project reflect on progress, successes and failures

- **Adding value to the service provider -** M&E will help a law firm or NGO meet its internal as well as external reporting requirements.  For law firms engaged in internally funded pro-bono work, M&E can help track time commitments and case/project successes.

- **Influence a sector** - M&E is in part about collecting evidence. This evidence can be used to influence change.   As an organisation gathers information and evidence on project success this can be used as a foundation for wider sector advocacy and policy influence.[3]

- **Encourage accountability ensuring recipient needs are met** - Providers of pro-bono legal services have the same burden of responsibility to recipients of assistance as they would to commercial clients; with respect to quality of advice, provision of accurate information, fair representation and due process, etc. Accountability, within the context of pro-bono legal services, could be defined as the responsibility of the service provider to do the best job possible.

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[3] The programme; LASER is trying to accomplish exactly this to find out what works and what doesn't work in deploying pro bono assistance, and how to better align pro bono assistance to developing country priorities.
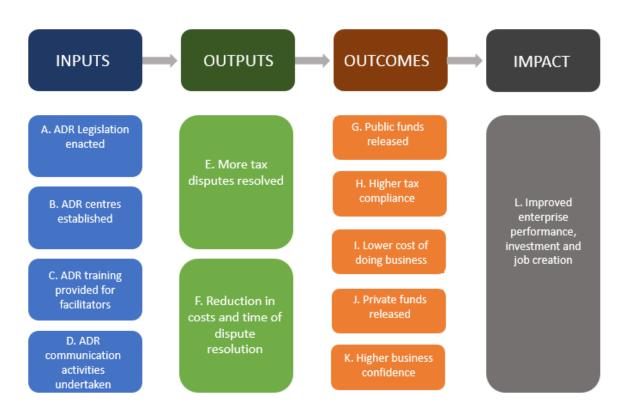
# 3. M&E step by step

3.1 This section describes some of the key steps in developing and implementing an M&E plan. Your plan will guide you through what it is you should evaluate, who you are evaluating for, and what information you need to collect. Depending on the detail of your plan you can then identify the people responsible for different tasks as well as timelines involved. An M&E plan should ideally be developed at the planning stages of the project, before you commence implementation. It is something that can be picked up by anyone involved in the project at any time.

## ➢ Step 1: Plan your project

3.2 The starting point is to plan your project. The deeper the understanding you have not just of the problem you are trying to address but the wider context in which the project operates, the easier it then becomes to choose appropriate activities both to implement, and to monitor and evaluate your project goals.

3.3 A simple theory of change diagram is a useful tool to start with. A theory of change works backwards from the desired impact (grey boxes on the right) to show the pre–conditions necessary to achieve a particular change, and is a firm basis for planning project activities. The example theory of change diagram in figure 1 below relates to a project that seeks to improve the economic conditions in a country (in terms of better performing businesses, high levels of investment and more jobs) through the introduction of alternative dispute resolution for resolving taxation disputes between the national revenue authority and the business taxpayer. Prior to this initiative, all taxations disputes were handled in the courts.

3.4 The theory of change diagram can be used to clarify what information it would be useful to collect to measure (or monitor) progress from left to right as the project is implemented and to judge (or evaluate) whether the project has succeeded.

**Figure 1: Theory of Change for tax ADR in Bangladesh**

Source: LASER

3.5 The development of a theory of change is a very useful discipline, both in terms of planning your project and developing M&E processes. Programmes need to be grounded in good theory and by developing a theory of change it is easier to show that programmes are delivering the right activities for the desired outcomes.

3.6 Essential to the project planning process and to developing a good theory of change is the concept of relevance. In order to prevent project failure and ensure benefits are maximised your project needs, as far as possible, to be aligned with national priorities, be politically informed, and locally led and owned. In the example above conducting a training on ADR will be far more relevant and have a greater impact in an environment where there is a legislative framework supporting ADR, and where the training has been identified as a need by the local legal profession, and not only by the pro bono supplier. Further information on 'relevance' from an international development perspective is provided in annex A. A list of useful references (annex D) also provides links to further information on theories of change and developmental approaches to M&E.

3.7 Many development projects also use a logical framework or 'log-frame' planning tool, as well as or instead of a theory of change. Further information on log frames including a sample log frame (and a simpler results framework format) is provided in annex B.

## ➢ Step 2: Identify your evaluation audience

3.8　To ensure the data you collect is relevant it is important you first identify who the evaluation audience is. These might include a funding agency, internal stakeholders, or recipients. Remember that an evaluation is generally undertaken for accountability or learning or both together. If you have limited resources for M&E you may need to prioritise by identifying who are the most important people your project needs to report to.

## ➢ Step 3: Decide the key issues and questions you want to evaluate

3.9　These should be developed at the outset of the project and ideally in collaboration with the audience you intend to report to. These questions are linked to the project planning process itself since any project should have gone through a process that enables it to consider a problem context and then make logical connections between an identified problem and the actions/activities the project will undertake.

3.10　This can help avoid some of the unintended impacts of activities. A real life example of good intentions having unintended consequences is a leading law firm which delivered training for judges in a developing country, only to realise that the arrangement they had made to deliver the training over a two week period meant that the supreme court and commercial court were closed down during that period, resulting in a worsening of the backlog of cases – an issue that the training had been designed to improve.

3.11　Your evaluation questions are important, as they will help you not only monitor the project but they can help you improve and redesign the project as it progresses and avoid unintended consequences. The broad types of evaluation questions you might want to ask are grouped together by focus area in table 1 below.

**Table 1: Sample evaluation questions**[4]

| Focus of Evaluation | Evaluation questions |
|---|---|
| Process | How well is the project designed and implemented? <br> To what extent did the project meet the overall needs? |
| Outcome | Were there any significant changes and to what extent was it attributable to the project? <br> How valuable are the outcomes of the project to the organisation, other partners and the recipients? <br> What worked and what did not? |
| Learning | What were the intended consequences of the project? <br> Were there any unintended consequences of the project? |
| Investment | Was the project cost effective? <br> Was there another alternative that may have delivered better value for money? |
| What next | Can the project be scaled up? <br> Can the project be replicated elsewhere? <br> Is the change self-sustaining or does it require continued intervention? |

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[4] Adapted from Davidson and Wehipeihana (2010)

## ➢ Step 4: Identify the monitoring questions

3.12 In order to answer the evaluation questions, more specific monitoring questions must then be developed. These will inform what data will be collected throughout the project and monitoring process.  For example take the case of a pro bono provider delivering training on ADR to lawyers.  For an evaluation question of 'What worked and what did not?' you may have several specific questions such as: 'Did the participants report increased understanding of ADR techniques at the end of the training?' Depending on the time scale of your project you might want to consider longer-term questions such as 'Have participants reported an increased use of ADR techniques in resolution of disputes over period'.  A sample monitoring template is provided below populated with the type of questions that would fit our ADR training example:

**Table 2: Sample monitoring template for ADR training**

| Focus of monitoring | Monitoring questions |
|---|---|
| **What do we want to know?** | Did the training increase participants' knowledge and ability to conduct ADR processes? |
| **How will we know it?** | Participants reporting increased understanding and knowledge of ADR techniques |
| | Increased number of cases resolved through the use of ADR techniques over defined timescale. |
| **Where will the information come from?** | Data on number of commercial cases resolved using ADR (quantitative data) |
| | Data on who conducted the training, over how long and how many people trained. (quantitative data) |
| | Pre and post training feedback forms (see table 6 qualitative data) |
| | One-to one interviews with random selection of participants (qualitative data) |
| **Who will collect it?** | Project management team overall responsibility for collection of data into use of ADR |
| | Trainers will collect pre and post training feedback.  (Pre training feedback forms on knowledge levels will also help feed into trainers design and/or modification of training course content) |
| | Project managers will conduct one to one interviews with participants. |
| **When will it be collected?** | Data collected at beginning and end of project on number of cases conducted using ADR processes |
| | Before and after training – (training feedback forms) |

## ➢ Step 5: Identify the indicators and data you will collect

3.13 The next step is to identify what information you need to answer your monitoring questions (indicators) and where this information (data) will come from (see table 2 above). Questions to ask when selecting indicators include the following:

- Will the information be easy to collect and/or is the data available?
- What will the information reveal?
- Will the information be useful in improving the delivery of the service?
- How often will the information be collected?
- Where will the information come from?

## ➢ Step 6: Decide who to involve in different stages of M&E

3.14 It is important to assign responsibility for collecting data at the beginning of the project so that everyone is clear of their roles and responsibilities. This is particularly important in projects that run over significant periods of time as staff involved with the project may change. Collection of data may be at the end of a particular activity e.g. after a training workshop, or at regular intervals throughout the project e.g. on bi-annual or annual basis.

## ➢ Step 7: Collect M&E information

3.15 Information collected for M&E is generally categorized as either qualitative or quantitative. Quantitative data relies on scientific, mathematical or numerical information often collected through surveys, polls or questionnaires – e.g. the number of people trained over a certain period. Qualitative data gathers information that is not in numerical form – e.g. open-ended questionnaires, unstructured interviews and observations.

3.16 There are a wide variety of a ways to collect information and the approach you use will depend on the type of information you need to collect. Annex C contains a toolbox of some commonly used development approaches to assist with information gathering.

## ➢ Step 8: Reporting

3.17 You need to identify who will be pulling together your M&E information, and how they will do it. In most cases reporting will be done by the people managing the project, but in some case you may want to involve other partners and even the recipients of assistance. You may want to outsource a particular part of the evaluation to an external or independent party.

3.18 It is also important to think about how you present the findings to ensure it is in a format that is appropriate to the audience. This might be a formal report in the case of a government donor, as part of an annual review if part of internal reporting procedures, or through a promotional event if you are showcasing learning at the end of a project.

## ➢ Step 9: Review your plan

- It is important to regularly review your M&E plan and processes; particularly in the case of longer projects, bearing in mind the following issues:
- are your evaluation questions still relevant to the project

- check that your monitoring questions remain relevant and avoid the collection of unnecessary information
- how will the information you are collecting be used and reported
- are you working within your budget and other resources

## Annex A: Development principles in M&E

The guiding principles for M&E have been set out by the Development Assistance Committee of the OECD (OECD-DAC)[5] and include **effectiveness, efficiency, impact, relevance** and **sustainability**[6].

The principle of **effectiveness** is a measure of the extent to which an aid activity attains its objectives. Strictly speaking this means did the project achieve its goals in consideration of the plans, inputs, resources used.

The principle of **efficiency** seeks to understand the balance between the **outputs** - qualitative and quantitative - in relation to the inputs. The evaluation process will be particularly useful in linking expenditure to specific activities and ensuring the least costly resources were used to achieve the desired results. Financial tracking is another element of the efficiency principle. *Take for example an international pro bono provider delivering training on various aspects of commercial law over several years. Over the course of the project the training is increasingly delivered and developed with the input of a local law firm thus minimising costs and with the additional benefit of ensuring training incorporates local content.*

The principle of **impact** can be considered the positive and negative changes produced by a project intervention, directly or indirectly, intended or unintended[7]. The collection of M & E, qualitative and quantitative information, will help identify the expected and unexpected impacts from the project.

The principle of **relevance** examines the extent to which the activity is suited to the priorities and policies of the target group, recipient and donor[8]. The type of questions a pro bono provider of training services might ask are: *What are the immediate training needs of partner organizations? What legislative changes are upcoming that might require future training? And what other issues might prevent benefits from training from being maximised. For example for lawyers offering mediation services providing a conducive environment for the conduct of a mediation could be as important a factor in terms of improving service levels as the mediation training itself.*

The principle of **sustainability** considers if the impact of an activity is likely to continue after the pro bono assistance or funding has been withdrawn[9]. Or if the project is designed in such as way that subsequent phases build on previous successes. *Will the change be lasting, or replicate itself?* For example, *a pro bono initiative supporting the development of community mediation services will aim to ultimately ensure the delivery of efficient mediation services but also an increase in citizens using these services and public awareness of mediation as a means of dispute resolution.*

When designing an M&E plan, in conjunction with the planned activities, one should consider the types of data collected, the method in which data is collected, and when information is collected and

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[5] http://www.oecd.org/development/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[6] The *DAC Principles for the Evaluation of Development Assistance*, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the *Glossary of Evaluation and Results Based Management (RBM) Terms*, OECD (2000)
[7] http://www.oecd.org/development/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[8] http://www.oecd.org/development/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[9] http://www.oecd.org/development/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

analysed, who the audience for the information is, what the information seeks to prove, etc. All of these questions should be framed within the principles outlined above.

In addition to the above development principles you will find reference in development projects to the logical framework tool. The log frame is a management tool mainly used for designing, monitoring and evaluating projects. For those unfamiliar with logical framework methodology, a useful analogy might be Strengths, Weaknesses, Threats, and Opportunities (SWOT) analysis used for business planning processes. Log frames make use of the terminology outlined below.

**Outcomes** are statements about the difference or changes the project activities will make in the beneficiaries lives, they are often have a medium-term impact from a project and directly relate to the project goal. For example, does a project seek to improve the human rights for vulnerable groups through provision of legal services? Does the project seek to improve court efficiency through introduction of a case management system?

O**utputs** are the tangible and intangible products that result from project activities[10]. Outputs are often immediate returns from a project or the short-term results. This is not to be confused with the activity itself. The output could be the goods or services produced by an organisation, such as pro-bono training materials or the number of cases referred to support services.

There is a clear distinction between **activities** and **indicators**. Activities are what you'd said you'd do, such as host a capacity building seminar. An indicator illustrates the results of the activity, e.g.: number of training sessions held. For the purpose of M&E there are three types of indicators to consider inputs, output and outcome indicators. Each type indicators has value in demonstrating a project result but can communicate a different type of message for a different audience.

Input indicators measure resources or inputs to the project such as human and financial resources. Inputs indicators can also include measures of the target group or beneficiaries of the project (i.e., number of persons eligible for services). Output indicators measure the quantity of goods and services provided and the efficiency of services (i.e., number of people served, speed of case clearance). Outcome indicators measure the broader results achieved through the provision of those goods and services[11].

**Box 2: Indicators**

> *Indicators are quantitative or qualitative factors or variables that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor* – OECD-DAC[12]

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[10] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304626/Indicators.pdf

[11] http://www.hfrp.org/publications-resources/browse-our-publications/indicators-definition-and-use-in-a-results-based-accountability-system

[12] The *DAC Principles for the Evaluation of Development Assistance*, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the *Glossary of Evaluation and Results Based Management (RBM) Terms*, OECD (2000)

## Annex B: Planning tools

### ➢ Logical framework

The log frame in table 3 below illustrates how the various elements of M&E fit together to tell a 'story'. This story allows us to assess the project's impact, informs its next steps, provides evidence of value for money, and it gives pro bono work legal work credibility.

The log frame in table 3 is for an ADR training project.  While our pro bono provider is only responsible for delivering the training component of the project, we have seen through the theory of change model how it is important to place this output within a wider problem context. This helps the pro bono provider to better understand both if and how the activities it is planning will indeed contribute to this overall goal.

**Table 3: Log-frame for ADR training project**

| Narrative summary of objectives | Indicators | Means of verification (Monitoring tools) | Assumptions |
|---|---|---|---|
| **Overall Goal**<br>To  ensure more tax disputes are resolved through the use of ADR | Higher tax compliance<br>Reduction in costs and time of dispute resolution | Government reports<br>World Bank reports | ADR legislation enacted<br><br>ADR centres established<br><br>ADR training provided for facilitators |
| **Project goal**<br>To  develop a cadre of professionals capable of delivering ADR in tax disputes | Reduced number of cases involving tax ending up in commercial court | Court reports | ADR awareness activities undertaken targeted at businesses, legal profession, and national revenue authority |
| **Project Output**<br>Training in ADR provides an efficient high-quality specialised services | 80 arbitrators trained<br>75%  of participants report  increased knowledge of ADR<br>Increased application by trainees of ADR techniques | Training workshop enrolment & attendance record<br>Feedback form - pre and post training (see M&E toolbox table 5)<br>Baseline study of how many practitioners use ADR techniques.  Follow up survey with trainees on use of ADR on bi-annual basis | Broad range of professionals interested in training<br>Training content is relevant, accessible and high-quality<br>Supportive policy environment<br>ADR centres functioning effectively |

## ➢ Results framework

Similarly the results framework below illustrates (in a simpler way) the different levels of impact of a pro-bono legal services initiative in West Africa. In keeping these different levels of impact in mind for the duration of the project implementation it becomes clear that M&E is needed to better accomplish what the project set out to do.

**Table 4: Results framework for LASER supported pilot pro bono training in Sierra Leone**

| | What is the behaviour or organisational change we would… | | |
| --- | --- | --- | --- |
| | **Expect to see** | **Like to see** | **Love to see** |
| **Issue: Delivering a training programme in Commercial Law and Justice (CLJ)** | • **Key contacts and institutional entry point for training agreed.**<br>• **Target group for training is agreed.**<br>• **Training programme content is agreed through training needs and analysis (TNA).** | • **CLJ training course organised and delivered using pro bono support.**<br>• **Results of training are assessed- numbers trained, etc. by pro bono team.**<br>• **Proposals for TNA and capacity development plans explored by CLJ Programme.** | • **Trainees from the course are assigned by Government Sierra Leone to negotiate and manage contacts.**<br>• **Further work plan for pro bono training support linked to CLJ capacity development strategy and TNA.** |
| **What information will you need to know you're on the right track?** | | | |
| **Project reporting-one off** | **Feedback from partners is recorded. For example completed feedback survey. Prepare storied of change with stakeholders and include in end of term report.** | | |

## Annex C:  M&E Toolbox

In this annex we provide examples of some commonly used quantitative and qualitative development tools that might be useful in developing and facilitating M&E processes.

### ➤ Participatory approaches: participatory impact assessment (PIA)

Participatory approaches combined with traditional statistics provide a well-balanced and comprehensive view of project results.  They also offer a genuine opportunity to improve on project design throughout.

Participatory approaches are often structured around open-ended questions, which gives recipients and project partners the chance to express their views in terms of project utility.     This approach could be used for example to elicit feedback on the quality or relevance of training provided, and to support any quantitative data collected i.e. around the number or type of training participants.

### ➤ Community / group score cards

Community or group scorecards are qualitative monitoring tools that are used for local level monitoring and performance evaluation of services and projects by the communities and recipients themselves.   Information for a community based score cards is often collected via a focus group

The process attempts to collate feedback on quality of service. The scorecard tool allows for beneficiaries to provide feedback on the effectiveness of service provision, clarifies roles and responsibilities between stakeholders, and can provide a useful way of checking whether activities need to be retargeted even mid-project cycle.   This could be used as a monitoring tool for a project that intends to improve the quality of services at a legal aid centre.

**Table 5: Sample Community or Group Score Card (Legal aid clinic project)**

| Inputs | Activity element | Reality of service provision | Reasons for Gap | Suggestions for improvement |
|---|---|---|---|---|
| Meeting and legal consultations | Punctuality of appointments | | | |
| | Frequency of appointment | | | |
| Quality of legal consultations | Attitude of staff towards persons receiving services | | | |
| | Clarity of legal explanations, offender understanding of their rights and options | | | |
| | Follow-up actions received | | | |

➤ **Feedback form**

Collecting feedback from persons receiving services, staff implementing services, other service providers and/or community leaders can be useful evidence. Qualitative data, or the feedback and views collected, provides the context and can illustrate the impact or change experience by beneficiaries.

In the log frame on ADR training we refer to a feedback form as a means of monitoring the impact of the training delivered. A sample feedback form indicating the type of questions that might be asked for our ADR project is provided below. When you develop your feedback survey you might want to include a rating system and think about whether any form is completed manually or electronically:

**Table 6: Feedback form (ADR training project)**

| What are you measuring? | When are you measuring? | Suggested questions? |
|---|---|---|
| Increased knowledge | Beginning and end of training | Did the training increase your understanding of ADR?<br>Was the course delivered at the right level?<br>Did the training provide you with sufficient information?<br>Give an example of how you will apply what you've learned today in work?<br>Provide any additional feedback that would enhance training for future participants? |
| Applicability to work | End of training<br>End of project | Did the training provide you with sufficient skills to conduct ADR?<br>How useful was the training for your work?<br>What further skills or resources do you need to conduct ADR? |

➤ **Daily case collection template**

Collecting quantitative data, statistic or numbers, can illustrate the efficiency of delivery, for example. This sample data collection template will help project staff collect the relevant information

**Table 7: Daily Case Intake Template (Legal aid clinic project)**

| Actions recommended | Client demographics (M/F, age, etc.) | Case origin (referral state, walk-in, referral from support services) | Topic of case | Duration of Initial consultation |
|---|---|---|---|---|
| Gave legal Advice | | | | |
| Counselling | | | | |
| Mediation | | | | |
| Check-up visit only | | | | |
| Meetings with other service providers | | | | |

# Annex D: Useful references

## Theories of change

Literature review on Theories of Change guidance material – a good introduction to the topic: http://www.lse.ac.uk/internationalDevelopment/research/JSRP/JSRP%20Papers/JSRP-Paper-1.aspx

Recent paper that analyses the Asia Foundation's use of Theories of Change across different country programmes: http://www.lse.ac.uk/internationalDevelopment/research/JSRP/JSRP%20Papers/JSRP-Paper-17.aspx

Blog that kicked off a lot of interest in the above: http://blogs.lse.ac.uk/jsrp/2014/08/18/six-key-findings-on-the-use-of-theories-of-change-in-international-development/

## Monitoring and Evaluation

DFID's International Development Evaluation Policy (May 2013): https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/204119/DFID-Evaluation-Policy-2013.pdf

Project/programme monitoring and evaluation (M & E) guide (IFRC): http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf

## Value for money

DFID's approach to value for money (2011): https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67479/DFID-approach-value-money.pdf

## Pro bono sector specific resources

International Development Law Organisation report exploring the linkages between the rule of law and sustainable development: http://www.idlo.int/insights/publications/doing-justice-sustainable-development

International Bar Association Human Rights Institute country and sector reports on commercial law and access to justice initiatives: http://www.ibanet.org/Human_Rights_Institute/HRI_Publications/Other_HRI_Publications.aspx

American Bar Association Rule of Law Initiative Access to Justice Assessment Manual: http://www.americanbar.org/content/dam/aba/directories/roli/misc/aba_roli_access_to_justice_assessment_manual_2012.authcheckdam.pdf