

## Measurement That Matters

This worksheet is meant to help you think through a learning agenda. The types of questions you will reflect on here also support the development of evaluation frameworks and plans.

### Things to keep in mind:

- Your stakeholders and partners, and their information needs
- Any existing requirements (e.g. required indicators or measures)
- The “critical few” (priority questions and measures)

## Part I

### Reflect on key questions you have for the work.

Consider the program component (e.g. the objective or outcome with which it most closely aligns). Consider what type of learning this might be. See the next page for more information on the types of learning questions that may be important to your work and your partners.

Question	Program Component/ Objective	Learning/Question Type
1.		
2.		
3.		
4.		
5.		

## Types of Learning Questions

- **Contextual Fit:** Questions about contextual fit consider how the program may need to adapt to fit the needs of a certain population or groups or people, and how the various environmental factors influence the implementation and outcomes of a particular innovation.
- **Process:** How is the program being implemented? How appropriate are the processes compared with quality standards? Is the program being implemented correctly? What has been done in an innovative way?
- **Acceptability/Appropriateness:** How satisfied are program participants/clients, and which program participants/clients (also falls into process)? To what extent does the program address an identified need? How well does it align with the priorities of local government or that of the agency?
- **Behavioral:** Seeks to understand the behavior and change of that behavior that played a role in a mindset shift, policy change, or the adoption of a new innovation. These types of questions seek to understand how the actions and attitudes of key stakeholders or implementation team members are contributing to a change that is being observed.
- **Fidelity:** Seeks to understand the degree to which an evidence based program was implemented as prescribed or intended. *\*Also falls into process*
- **Effectiveness:** Considers the extent the program is achieving the intended outcomes in the short, medium, and long term. Sometimes questions are phrased to understand if the program is producing worthwhile results and meeting its objectives. When you design this with a learning mindset you also seek to understand what was going on at the time or how the work was implemented that may have contributed to those objectives being realized or not realized.
- **Cost/Efficiency:** Do the outcomes of the program represent value for money? To what extent is the relationship between inputs and outputs timely, cost-effective and to expected standards?
- **Reach:** Are participants being reached as intended? *\*Also falls into process*
- **Scalability:** Will you be going to scale and what do you need to learn from doing this? These questions provide information you need to know before scaling out to new locations, or scaling new innovations in existing locations.
- **Sustainability:** This will depend on how you are defining sustainability (e.g. financial, ability to transfer responsibility to new entity, etc.). Maybe your question is about how various stakeholders would define sustainability for the initiative. Maybe your question is related to whether sustainability was well planned for, and of that plan what is being realized?

**Resource:** The types of learning above come from input provided by evaluation experts and resources available from [betterevaluation.org](http://betterevaluation.org). For more information, visit the Better Evaluation website at:

[www.betterevaluation.org/en/rainbow\\_framework/frame/specify\\_key\\_evaluation\\_questions](http://www.betterevaluation.org/en/rainbow_framework/frame/specify_key_evaluation_questions)

## Part II

### How can you answer these key questions?

Once you are satisfied with your list of questions and want to take your thinking further, reflect on the following for each question you identified above.

**Note:** IF you are working on this during team time on Tuesday Feb. 25, please note that you will have time to revisit this at the end of the week during the session “How Will We Know When We Get There”?

Question	What information is needed?	What is the information source?	How often do you need the information?
1.			
2.			
3.			
4.			
5.			