MANAGING FOR LEARNING AND IMPACT

KING BAUDOUIN FOUNDATION PROJECT MANAGEMENT GUIDE

King Baudouin Foundation
Working together for a better society

ABOUT THIS GUIDE

This is the fourth edition of the King Baudouin Foundation (KBF) Evaluation Guide, which like its predecessors will be periodically improved upon and updated based on input from colleagues. It builds heavily on the prior versions from 2010, 2009 and 2008. As the guide has evolved, it has become clear that it covers more than just evaluation, thus it has been recast as a project management guide.

Many colleagues and external advisors have played a role in developing this guide over the years, including Stef Steyaert, Participant; Mark Hongenaert, Momentum Consult; Tinne Vandensande, King Baudouin Foundation; Wouter Van den Berghe, Tilkon; and most recently Valerie Bockstette, Marc Pfitzer and Hallie Preskill from FSG.

The biggest changes since the 2010 version of the guide include:

- Structuring the contents more clearly along a continuum of learning
- Drawing clearer connections between evaluation activities and taking action on the results
- Creating more cohesiveness between the tools and templates used at KBF to manage for learning and impact
- Connecting all of the forms in one place through an excel tool
- Shortening the main contents of the guide by moving more of the tools to the Appendix and using the symbol shown on the left to guide readers to the appropriate places in the Appendix

Publisher:
Luc Tayart de Borms
Managing Director
King Baudouin Foundation
Rue Brederodestraat 21
B-1000 Brussels, Belgium
T: +32-2-511 18 40
F: +32-2-511 52 21

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The Importance of Evaluation at KBF

Working together for a better society. This is what the King Baudouin Foundation is all about. A fundamental ingredient of working together for a better society is also working together for a better understanding of our assumptions, activities and impact. Thus, learning and evaluation are absolutely critical at KBF.

Specifically, we evaluate for three key reasons:

To gauge our progress and impact	Evaluation provides the core information needed to justify the **output, impact and relevance of what we do**, both within the organisation and to society at large. Evaluation therefore contributes to social responsibility and responsibility for our own actions.
To improve our strategies and activities	Evaluation is a learning process that **leads to better ways of doing things**. It entails systematically analysing and reflecting on actions and measures (projects, activity domains) and testing their merits, in an effort to improve them and understand the causes of successes and failures.
To strengthen practice in our activity domains	Evaluation provides us with valuable **learnings that can contribute to other stakeholders' and organizations' efforts** in our activity domains. We will actively seek to share our lessons learned with others, to help build their own knowledge and practice in the fields we care about.

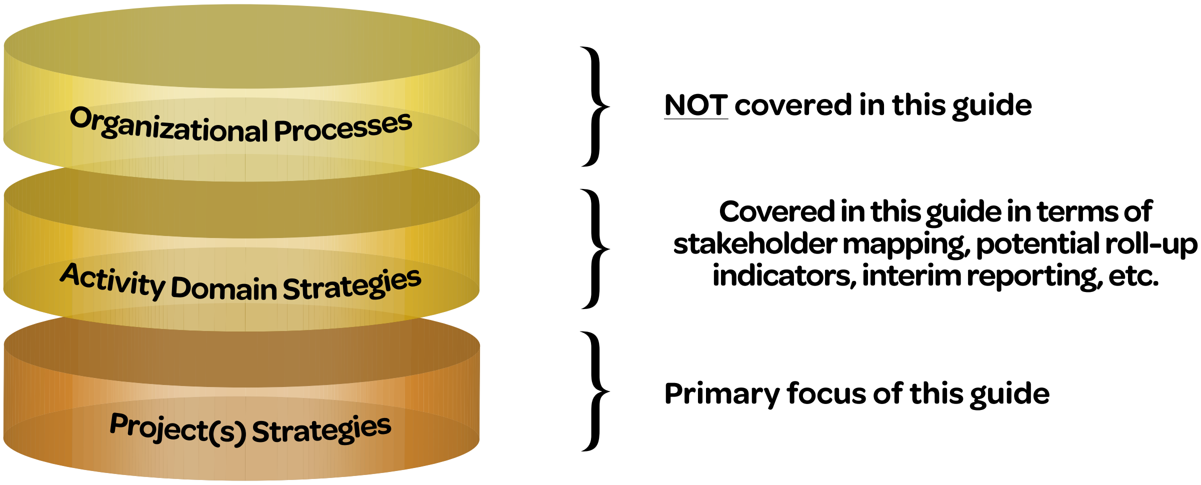
Effective evaluation generates knowledge and understanding about what is successful and what is less successful, which methods and project approaches work and which do not, the reasons why, and what could be done better. Evaluation, especially systematic evaluation based on a consistent approach, allows knowledge gathering and regular reporting on what is being learned. It therefore constitutes an integral part of KBF's knowledge management approach. **Evaluation ultimately is about asking important and relevant questions about our strategy, and learning how to refine and adjust it for greater impact.**

Impact at KBF means effecting a desired and lasting change, defined as one or more specific, achievable goals in a KBF project or action plan. Impact can be achieved through any change in terms of capacity building, knowledge (enhancing knowledge and understanding), opinions (changing views and attitudes) and policy actions (launching new initiatives, measures, methods, etc.) among relevant actors (stakeholders, decision-makers, general public, etc.).

Scope and Role of Guide

Evaluation in the context of a foundation can mean many things. First evaluation can concern internal organizational processes. Second, evaluation can concern the impact of the foundation, which happens at various levels. Therefore, it is important to clarify which aspects of evaluation at KBF this guide covers, and which it does not. The diagram below illustrates the levels of KBF activity that are covered in this guide. While the levels not covered in this guide are also important to the foundation, they require a set of tools and processes that are beyond the scope of this guide.

Evaluation of KBF:



In addition, it is important to note what this guide does and does not seek to achieve. This guide:

- Will give you a step-by-step overview of the steps required to successfully manage your projects for learning and impact.
- In doing so, it will not mandate the exact content of the templates, but instead, it presents you with options that can be tailored to your specific needs.
- Will provide you, especially in the Appendix, with a range of sample indicators, but it does not prescribe anyone of these, since they are meant to be illustrative only.

It is important to acknowledge that evaluation is not a one-size fits all activity. The instruments in this guide are designed to foster a more conscious approach to evaluation from the outset of a project. They are primarily intended to assist and inspire.

A note on Evaluation Culture

This guide in and of itself will not transform KBF into being more of a learning organization. It is living the principles and practices of continuous learning that will ensure that KBF is "learning for impact". This guide can provide you with tips and templates, but a mindset of active learning must come from within each KBF staff member, and should be increasingly encouraged across different projects and activity domain areas.

Overview of KBF Project Management and Learning Processes

Given its importance in understanding how well a strategy and project is working to achieve KBF's goals and mission, evaluation should be an integral aspect of project management. A focus on evaluation should be an underlying attitude, an ever-present commitment to learning and testing. The diagram below is meant to illustrate how evaluation takes place at KBF along the entire lifecycle of a project.

	EVALUATION				
KBF Project Management Steps	**Board Approval Phase**	**Project Development and Planning Phase**	**Project Implementation & Monitoring**	**Interim Updates**	**Project Conclusion**
Description	Creating theories of change and high level project development	Creating more in-depth project plans, including associated evaluation plans	Overseeing the project's progress and actively seeking learnings	Providing KBF staff and Board with an interim assessment of progress and impact	Providing KBF staff and Board with a final assessment of progress and impact
Evaluation Activities	Understanding the nature of the issue KBF is focused on, including the relevant stakeholders	Developing evaluation questions, indicators and evaluation plans	Engaging in continuous learning and project monitoring	Conducting analysis to assess interim progress and impact to inform project and domain strategies	Conducting analysis to assess final progress and impact Providing input into next strategy
Standard KBF Forms*	First 3 pages of Go/No-Go for Board approval	Additional 5 pages of Go/No-Go for project approval	Project Monitoring Sheet (optional)	Interim Update Forms (project level and activity domain level)	Project Closing Report
KBF Learning Activities	Engaging with staff and experts relevant to the project topic to develop and discuss the theory of change	Engaging with staff and experts to discuss fit and design of potential projects	Engaging grantees and project partners in continuous learning Peer reviews	Sharing learnings with the KBF staff and Board Selectively sharing learn-ings externally	Sharing learnings with the KBF staff and Board Systematically sharing learn-ings externally

While there is a logical sequence to planning and implementing evaluation activities, it is important to recognize that evaluation is a continuous process that can and should change as a project progresses. Further, whilst there is a broad consensus that continuous evaluation is important, there can also be no doubt that it is desirable for the evaluation approach to be tailored to project scale and complexity. Projects and funds in which small grants are awarded call for a different – often 'lighter' and simpler – evaluation approach than large-scale projects involving a raft of interventions. Very generally speaking, the greater the scale and complexity of the project, the more evaluation questions, methods, and resources will be needed.

** All standard KBF forms are in the Appendix of this guide (pages 30-42).*

Brief Overview of Guide Chapters

The rest of this step-by-step guide is structured to help you follow the evaluation journey at KBF.

II. DEVELOPING PROJECTS FOR LEARNING AND IMPACT

This chapter helps you with the most critical aspect of actionable evaluation: determining which questions you want your evaluation efforts to answer. In a step-by step fashion, the chapter explains how to develop a robust theory of change, including the role of stakeholders, and how to move from this theory of change to goals and evaluation questions for specific projects.

III. DESIGNING AND CONDUCTING EVALUATIONS

This chapter helps you navigate the practicalities of collecting both quantitative and qualitative data that will help you answer the questions you developed in the prior step. The chapter will help you create a tailored evaluation plan for your specific project and provide you with considerations around indicators, evaluation methods and data collection logistics. Your evaluation approach may shift over the course of the project, so it's a good idea to revisit this section as you evolve your evaluation questions.

IV. GENERATING AND USING INSIGHTS

This chapter helps you move from evaluation findings to actionable knowledge. It provides you with ideas and tips on how to generate insights and more importantly, use them to shape your projects and build knowledge and practice within KBF and beyond. The nature of the chapter should not imply that you only consider its contents towards the end of a project. Rather, as learning is meant to happen continuously, you should consider generating and using insights real-time as they become apparent and relevant.

V. APPENDIX

This chapter provides you with templates for planning and communicating your efforts, as well as sample KPIs that you can adapt to your specific project. It has been structured to be a rich and comprehensive resource, thus it contains a lot of information. Do not view it as a strict recipe for what you need to follow, but as a tool-kit that you can turn to as needed.

II. DEVELOPING PROJECTS FOR LEARNING AND IMPACT

This chapter helps you with the most critical aspectof actionable evaluation: determining which questions you want your evaluation efforts to answer.

"If you don't know where you are going, any road will get you there"
Alice in Wonderland

The chapter helps you with this important task in three steps:

- Creating a Theory of Change
- Developing Project-Specific Goals
- Generating Evaluation Questions

These three steps will help you fill out the Go/No-Go for Board and Project Approval. Note that there are two different models of Go/No-Go processes:

1) The Go/No-Go process and forms are developed **for one large project**

2) The Go/No-Go process and forms are developed for a **bundle of projects** – in some cases this bundle **represents an entire so-called "sub-domain"**

Both of these models are common at KBF and all make sense in different project situations. Before starting the development of Go/No-Go forms for an individual project, do ensure that it doesn't make more sense to look at a bundle of projects and create an overarching theory of change for that bundle.

Creating a Theory of Change

A theory of change is a critical building block of managing your projects for impact and learning. Though several other labels exist (e.g., logic model, framework for change, blueprint), a theory of change essentially asks you to do the following:

- Define the issue with supporting data
- Formulate the overarching aim of the work in this area – what specific change do you hope to achieve?
- Determine why this issue should matter to KBF and the unique role that KBF can play in making this change
- Describe your logic on how this change will occur, as well as the stakeholders that will be directly and indirectly involved
- Note the external forces that may affect the planned / anticipated changes

Elements of the Theory of Change

Issue Definition	Supporting Data
Overarching Aim	
KBF Motivation and Role	
Change Logic	Stakeholders
External Forces	

The following pages provide you with tips and examples for creating a theory of change along these lines. The theory of change is a critical component of the first three pages of the Go/No-Go, which will go to the Board. You can find this form in the Appendix on pages 30 to 32.

Creating a Theory of Change (Cont'd)

Defining the issue, including supporting data

Crisply defining the issue that KBF wants to address in a project or project bundle is key. To help you think about defining the issue, consider the following questions:

- Describe in detail, what exactly is problematic about the existing situation.
- What are the positives and negatives of the situation?
- Who has the most to lose? Who (if anyone) has the most to gain?
- How has the situation developed or arisen?
- Have causes already been examined and / or solutions devised or implemented?

Example from the Intergenerational Relations project:
"The population is aging yet many social structures, including the labour market, housing and pensions, have not adapted accordingly. For example, people are living for 20 years on average after entering retirement, but society has not yet adjusted to this situation. Mental models are outdated: the polarities "young – old", "active – non-active", "independent – dependent" are becoming less and less meaningful, but alternative concepts are not in existence or in use. This may result in tensions between the generations."

Adding data to support the issue definition is helpful for three reasons:

1. it strengthens your argument for engaging in this area
2. it can start to point to indicators that you can track over time to see if the issue is getting addressed
3. it may point to a data deficiency that KBF could consider addressing as part of its engagement on this topic – in this case, specify how the missing statistic could be calculated or obtained over the course of the project.

There are many types of data points that can be used, for example:

- the number of people affected (divided up, where possible, into categories (e.g., clinical pictures))
- financial data relating to the issue (e.g., investments, budgets, income)
- figures on relevant behaviour (e.g., number of doctor visits, school truancy figures, exam pass rates)

A note on Gender Mainstreaming

A

As you analyze the situation and develop the theory of change, do keep in mind if gender plays a role and if so, state that explicitly. Also, when you map stakeholders, differentiate between male and female if relevant. For more information, see the "Gender Mainstreaming Annex" on pages 67-71.

As you add data to your theory of change, please note the following three categories: description, value and source.

Description of Statistic	Value	Data Source
E.g.: # of illegal minors	E.g.: 25%	E.g.: Federal database

Creating a Theory of Change (Cont'd)

Formulating the overarching aim

Once you've defined the issue, the next step is articulating the overarching aim of KBF's involvement – the change you are hoping to see.

Here are some examples from other KBF projects:

- We aim to get more children (aged 4 to 18) of illegal immigrants into school
- We aim to get people living in poverty in Belgium to eat more healthily
- We aim to lower the barriers to PC use so that more older people in this country actively use computers
- We aim to create possibilities for improving good governance in the non-profit sector, make the sector more accountable and promote this view of the sector externally

These aims, which can be thought about as the ultimate, long-term and lasting impact of KBF's work, should be aspirational. Not every project or bundle of projects will lend itself to measuring these aims directly; however, that should not stop you from articulating these. If they prove to be too difficult to measure for specific projects, you will measure the outcomes and project-level impacts that you believe will lead to the overarching aim you've articulated.

The more specific you are in formulating the overarching aim, the easier it will be to

1. decide which projects / activities fit into the theory of change
2. formulate your evaluation questions and indicators
3. determine if progress is being made against the issue

Determining KBF's unique motivation and role

Given the issue you want to address and the overarching aim you seek what unique role will KBF play? To answer this, consider:

- When did the issue start to attract attention?
- What triggered this? How did it become acute?
- How does this project relate to the general vision, mission (working together for a better society) and values of KBF?
- Why should KBF, rather than some other body or organisation, carry out this project? (This has to do with the KBF's reputation: it must take care not to become an over-dominant actor.)
- What specific activities could KBF undertake? Note: these activities can include grantmaking, but also relate to KBF's role as a philanthropic intermediary

Creating a Theory of Change (Cont'd)

Articulating your change logic

Now that you know what the issue is, the desired result you seek, and the rationale and role for KBF, you need to think about how this change will come about. What are the interventions that will lead to the overarching aim?

There are many ways to categorize the series of interventions that can lead to change. KBF has adapted the TAMI framework* reflecting on the nature of projects and initiatives at KBF to suggest four different intervention categories most relevant to our work:

Impact Dimension	Typical Activities
Supporting capacity-building actions	supporting third-party actions or grantmaking (e.g. through project support, grants, prizes)
Raising knowledge	research and analysis; assessment; informing; social mapping
Forming opinions / attitudes	awareness raising; agenda setting; stimulating public debate; mediating; bringing parties together and offering them support
Initialising policy actions	strategic planning; scenario building; policy advice; advocacy or lobbying in the general interest; supporting advocacy work undertaken by associations

Not all of these will be relevant for each project or bundle of projects.

Mapping stakeholders

Mapping stakeholders is a critical part of articulating a strong theory of change. While this process has always taken place at KBF, in the past it has been a process largely isolated from the overall theory of change development. However, since these are highly linked to another, it makes sense to integrate these. As with the whole theory of change process, it makes sense to conduct stakeholder mapping for bundles of projects if relevant.

Developing your change logic will greatly help you narrow down with stakeholders to target and engage as you carry out the types of activities listed in the table above.

There are two types of stakeholders that are important to map for KBF's work:

- Direct stakeholders: these are people or groups of people that your project work will directly involve or benefit. You might consider these the immediate targets and partners of your work.
- Indirect stakeholders: these are people or groups of people that have a high interest in or influence on your projects and activities. It will be important to prioritize the most important stakeholders in this group and manage them closely.

Stakeholder mapping and action planning occurs in four steps, as shown on the next page.

** More information on TAMI is in the Appendix on page 43.*

Creating a Theory of Change (Cont'd)

Mapping stakeholders (cont'd)

Step 1: Determine potential stakeholders,
for example with the following questions:

- Who is directly involved with the issue? Who will be affected if the situation changes as desired (be better off, worse off, need to change the way they work or live, etc.)?
- Who stands to gain from a change in the situation? Who stands to lose out?
- Who is in control? Who (if anyone) is affected by, but has no control over, the existing situation?
- Who has the power to really change things? Who is in the driving seat?
- Who is more distantly involved with the issue, e.g. because desired changes will affect them indirectly?

Step 2: Prioritize:
A brainstorming session based on these questions is likely to result in a long list of stakeholders, which will need to be prioritized.
One aid for prioritizing stakeholders is a framework used in the KBF's Governance Programme:

		Interest	
		Low	High
Power	High	Keep Satisfied	Engage Actively *Include in Go/No-Go*
Power	Low	Monitor, minimal effort	Keep Informed

Most important **(engage actively)** will typically be stakeholders who are both capable of exerting heavy (political) influence on the issue dealt with by the project(s) and extremely interested in the issue.

For these stakeholders you will develop engagement plans as part of the Go/No-Go, for example inclusion in a Steering Group, on-going face-to-face meetings, inclusion in an expert pool or closed workshops, advocacy and media plans, etc. Typical examples include key policymakers, specialist academics, relevant professional civil-society organisations and influential journalists or opinion-makers. For the others **(keep satisfied or informed)**, consider keeping them informed via newsletters, public conferences, training courses, project publications, etc. Finally, for the last group **(monitor, minimal effort)** you do not need to do anything proactively but you should ensure they can access quality information if they so desire (website, newsletters, etc.)

Step 3: Create high-level plan,
as part of the Board Approval process. Included in the theory of change for the Board is a high-level overview of which stakeholders will play a role in the change logic.

Step 4: Create detailed plan,
as part of the Project Planning process. The more detailed Go/No-Go form will ask for specific engagement plans for major categories of stakeholders, including information on the stakeholder's viewpoints, their degree of influence and your specific general engagement, advocacy or communications plan to involve them in the project(s).

Noting external forces

Your projects and initiatives don't exist in a static world. There are many external factors and developments that could influence the results you are hoping to achieve, and more importantly, your theory of change for getting there, for example:

- Outcomes of key stakeholder convenings (for example COP conferences in climate change)
- Shifts in the ruling political party or parties in a focus country or region
- Passage or defeat of legislation that supports or hinders a project issue

It is important to note these so you can be aware of them and also so you can consciously adapt your theory of change as these external forces play themselves out.

Creating a Theory of Change (Cont'd)

Theory of Change Development – Practical Considerations

✓ Don't consider this a static document – **revisit it over time,** especially as you see how your assumptions and external forces unfold – it is perfectly ok to evolve your theory of change as you learn.

✓ **Develop this in collaboration**, which will happen naturally if you are developing this for a bundle of projects, but even at the individual project level, work with colleagues, partners and experts as relevant.

✓ If stakeholders will be critical to the success of the project(s), consider forming a **Steering Group**. See Appendix (page 44) for more information about why this could be important, and how you think carefully about selecting members, as well as for more general **stakeholder management tools**. A

✓ This process **does not have to be overly complicated**. In essence, you are answering straightforward questions:

- What is the issue and what change would we like to see?
- How can the issue be addressed, and by KBF specifically?
- Which stakeholders will be directly involved in our projects and activities? Which influential stakeholders will we manage?
- What forces could get in the way?

Developing Project-Specific Goals

Once you've developed the theory of change for one or several projects, the next step is to articulate project specific activities and goals. Think of this as the operational roadmap for your project(s). You will ultimately want to fill out a table like the one below. This information will be included in the first 3 pages of the Go/No-Go (Board portion) and it will form the basis of the more detailed workplan you will develop for the next 5 pages of the Go/No-Go as you get approval for specific projects (see Appendix pages 30 to 37). A

Impact Dimension(s)	Project Activities	Project Goals	Stake-holders	Deliverables
Supporting capacity-building actions				
Raising knowledge				
Forming opinions / attitudes				
Initialising policy actions				

Developing Project-Specific Goals (Cont'd)

Impact dimension(s) -> project activities

As previously noted, the four listed on the prior page are the most common impact dimensions at KBF. Your project(s) will most likely not employ all of these at once. The table called "Possible Project Activities per Impact Dimension" in the Appendix (page 45) will help you figure out which impact dimension you are shaping your project around, and relatedly, which specific activities you will pursue.

To meet project goals, you will opt for specific methods and interventions ("activities") in your project design. There are a wide range of methods available to assist foundations with their work: both financial instruments and methods (e.g., microloans, grants, loans, investments in social enterprises) and non-financial instruments and methods (e.g., information and awareness campaigns, interactive and participatory methods, research, scenario development). The success (and therefore the impact) of a project is largely determined by the method chosen, which will depend on a wide variety of factors, including the project goals themselves and the interventions planned; whether you wish to work directly (own project) or indirectly (call for projects); available budget, time and manpower. None of these factors alone will determine the choice of method. Sometimes, the ideas associated with a particular method or approach will inspire the launch or design of a project. For more information and resources see: Participatory Methods Toolkit or the book People and Participation.

Project activities -> project goals

Once you have mapped your activities, you can articulate the project specific goals. **Note that activities and goals are different. An activity might be: "organize a round table" but the goal is "increase awareness of the importance of an issue among the attendees of the round table". A goal is always about change.**

You will want these goals to be **SMART**:

Specific: as precise as possible, not overly general. A good goal is not capable of too broad an interpretation.

Measurable: it must be possible to determine whether or not the goal has been achieved or not, or to what extent.

Acceptable: the relevance of the goal must not be open to dispute by the stakeholders involved.

Realistic: the goal must be achievable, given the available resources, the timeframe and the 'inertia' of those involved

Time-bound: it must be clear by when, or within what timeframe, the goal must be achieved.

A sample SMART goal is shown below

Developing Project-Specific Goals (Cont'd)

Stakeholders

The project(s)'s stakeholders have usually already been specified in the theory of change processes. They could include:

- individuals;
- organised citizens or civil-society organisations;
- the general public;
- the beneficiaries (for whom the project is intending to serve);
- companies;
- authorities;
- the press and media

Deliverables

Once the operational project activities and goals have been formulated, you need to determine the deliverables. A deliverable is the concrete, tangible output (e.g., products, services, plans) of an intervention. Every project goal should have one or more associated deliverables.

Examples of deliverables are: publishing a report, organising an event, enlisting participants, organising a demonstration, producing a guide or training kit.

The following questions may be useful when defining a deliverable:

- How does the deliverable relate to the operational project goal?
- Who will use (apply, deploy, etc.) it?
- What will be used to make (deliver, compile, etc.) the deliverable?
- When must the deliverable be delivered?
- Who is responsible for delivery?
- Is it an interim or a final deliverable?
- How does it relate to other deliverables?

It is advisable not only to work with final deliverables (i.e. those scheduled for the end of a project) but also to define interim deliverables, as and when these are necessary or desirable. A deliverable is not the same as the project impact, but it does contribute towards it: achieving the deliverable is a necessary step towards creating the impact. Describing the deliverables in detail also often helps to pinpoint the operational project goals as well as being a stepping stone towards determining evaluation questions.

Generating Evaluation Questions

Once you've developed the detailed project plan you are ready for the final critical step of setting up your projects for learning and impact – generating your evaluation questions. **Evaluation questions are simply what their name implies: the questions you want your evaluation efforts to answer.** These questions in turn, will drive which indicators you seek to track and how you design your evaluation, including methods and data sources. Taking this extra step between goals and indicators allows you to be focused and ensures that you are only gathering data that will answer the important and relevant evaluation questions.

Generating Evaluation Questions (Cont'd)

An **evaluation question should come directly out of your theory of change and project plan**. The list below is **not a list of all evaluation questions you need to answer**. Rather, it is meant to inspire you and leave you with ideas. For any given project or even bundle of projects, you probably should not have more than 3-8 evaluation questions, otherwise you will end up with too many KPIs to manage (see next chapter), and create an unnecessary drain on time and resources.

Theory of change related evaluation questions

- Does the change logic for the project(s) work in reality? In other words, do the activities we planned lead to the outputs and outcomes we hoped for?
- Is KBF engaging on the issue in the best way?
- Have external forces or stakeholder positions shifted, causing our theory of change logic to warrant revisiting?
- Are our methods for "actively engaging" our most important stakeholders working effectively?

Implementation related evaluation questions

- Has the project partner used our funds in the manner we agreed upon?
- Does the project partner have the capacity to deliver on the project goals? If not, how can the partner be strengthened?
- Has the project partner created the deliverables that were agreed upon?
- To what extent have the deliverables reached the audiences as planned?

A note on "Need to Know" versus "Nice to Know"

There are potentially dozens of questions you may wish to answer through evaluation. However, keep in mind that both your time and resources, and those of your project partners, are finite. Thus, make sure you settle on evaluation questions that you "need to know" and be disciplined about excluding those that are merely "nice to know".

Progress & Outcome related evaluation questions

1. Supporting capacity-building actions
   - How have our capacity building efforts helped the grantees and partners of those efforts?
   - To what extent are the grantees and partners satisfied with our capacity building efforts?
2. Raising knowledge (in a specific target population)
   - To what extent has the amount of knowledge increased?
   - To what extent has the quality of knowledge increased?
   - To what extent has interest in the topic increased?
3. Forming opinions / attitudes
   - To what extent are opinion leaders engaging with our content / events?
   - What % of opinions / attitudes in our target group have we changed? How?
   - To what extent and how have opinions / attitudes in the political arena or the popular media shifted?
   - To what extent and how have shifts in opinion / attitudes led to shifts in action?
4. Initialising policy actions
   - Has policy in fact changed?
   - How are policy makers engaging with our content / events? How many?
   - How are stakeholders beyond the direct stakeholders of our project, embracing and advocating for the policy recommendations we've made?
   - To what extent are members of parliament making public statements about the issues we're promoting?

Generating Evaluation Questions (Cont'd)

If your project(s) lend(s) itself/themselves to measuring **ultimate lasting impact**, i.e. the overarching aim that you articulated at the beginning of the theory of change process, you should certainly develop evaluation questions along those lines, for example:

- Has the standard of living for target populations increased?
- Has the level of healthcare treatment for target populations increased?
- Are more children in Belgium benefitting from school, job opportunities, etc.?

Now that you've crystallized your evaluation questions, you are ready for the next step: developing and implementing your evaluation plan. The next chapter provides you with guidance on how to accomplish this. **However, keep in mind that over time, your evaluation questions will evolve. You can revisit these and augment them as needed.**

NOTE: while the first three pages of the Go/No-Go (those that are needed for Board approval) do not require a detailed evaluation plan, they do require an initial idea of the KPIs that will be used to answer the evaluation questions. Thus, you may want to read ahead about developing KPIs before you complete the Board portion of the Go/No-Go.

End of Chapter Check-List

✓ You've developed a **theory of change** that includes a data-supported snapshot of the situation, an overall aim, a specific motivation and role for KBF, a clear sense of the change logic and associated stakeholders, as well as an explicit understanding of external forces at play

✓ You've created a **detailed project plan** that includes activities, goals, stakeholders, and deliverables

✓ Based on all of the above, you've developed a set of **important and relevant evaluation questions** that you will seek to answer through your evaluation activities

✓ You've **documented** all of this in standard KBF Go/No-Go forms

✓ You're conscious that all of these documents are **living documents** that should be revisited regularly as you learn

From Evaluation Questions to Indicators

The chapter is structured along the following steps:

Evaluation Questions	Indicators	Methods	Logistics	Insights
-> Prior chapter	What you will measure	How you will measure it	Who, when, how often	Next chapter ->

First, this chapter will provide tips on specifying indicators – typically referred to as key performance indicators or "KPIs'" at KBF. Second, the chapter will explore options for how the data will be gathered and analyzed. Third, the chapter will provide considerations on the logistics of collecting data, including responsibilities, timing and frequency. The chapter also includes examples of worksheets and templates you can use, as well as a list of best practices and tips & tricks.

In the previous chapter you developed your project(s) in great detail, including a theory of change with stakeholder considerations, activities, goals, and deliverables and the specific evaluation questions you will want to address through your data collection activities. You can now develop indicators to help you express the answers to your evaluation questions. It is important to know that indicators can be both quantitative and qualitative (numbers and / or words).

A The table below helps you think about the types of indicators that go with different evaluation questions. In the Appendix (pages 49-54) you will find typical indicators related to KBF's four impact dimensions that you can use / adapt for your purposes.

Are our theory of change assumptions correct?	Is the project meeting its deliverables?	Is the project making progress?	Is the project achieving its outcomes?	Is the project reaching ultimate impact goals?
Evidence of change logic working or not working in practice Stakeholder level of interest Stakeholder engagement patterns Changes in external forces	Number of events Number of publications Number of downloaders / readers Number of stakeholders reached Number of target beneficiaries involved	Increase in capacity Change in knowledge base Change in awareness Change in motivation Number of mentions of key issues by politicians or in the media	Whether or not a policy has changed Agenda-setting by decision-makers Structural financing	Increase in the number or % of a target group receiving a certain benefit (higher income, more schooling, better health coverage)

From Evaluation Questions to Indicators (Cont'd)

Important considerations

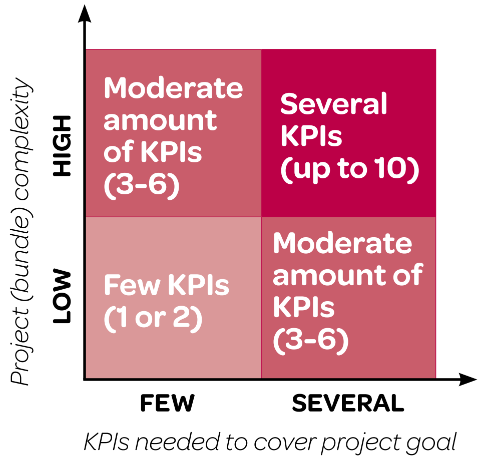
The "right" number of KPIs

There is no such thing as the exact right number of KPIs for a project / projects. In the past, KBF projects have typically had anywhere from 1-10 KPIs.

This is driven by two factors:

- The complexity of a project (e.g., number of impact dimensions, diversity of target groups, variety of deliverables, how many projects are bundled in one Go/No-Go)
- The number of KPIs needed to cover a project goal (for example if an "ideal" outcome indicator cannot be calculated and several proxies are needed)

Think about your project along these two axes to help you decide on the appropriate number of KPIs.



Specifying targets & baselining

Often, the absolute value of a KPI alone is usually not enough to draw conclusions about the impact. Does a figure of 68.9% indicate a high or a moderate impact? Is it a resounding success to have reached 42% of the stakeholders in a particular project? For this reason, it is important to define a reference value (or reference scale) for each KPI, against which the value of the KPI can be compared. Options to do so include:

- Results of similar projects: a similar project may have yielded results that you can use as a reference, for example the % of people that did something with the knowledge created.
- Results from a baseline or interim measurement: You may gather data at the outset of the project that you can then compare change against. The Appendix (page 49) has more information on carrying out a retrospective baseline if it was not feasible to do so at the beginning of the project.
- An target of your own: Sometimes there is no available basis for comparison (no similar projects and no baseline). In this case, you will need to be able to propose a target based your best judgement of what is feasible given the project budget and activities.

If you cannot set a target at the outset of a project, you can always add it later on when you have the necessary information.

Indicator variety

Often, a combination of quantitative and qualitative indicators is needed to achieve a balanced set of KPIs. In this connection, it is useful to understand the difference between 'leading' and 'lagging' KPIs. Lagging indicators are result indicators: they show the difference between the planned result and the actual result. The drawback of lagging indicators is that they generally provide no information about how you are achieving results or impact. For this you need leading indicators. Leading indicators provide information about the 'driving forces' involved in achieving a result. Consequently, they are more often linked to underlying operational project goals and the interventions.

KPI form

The raw data you collect will not automatically translate to the KPI you want to track. As you develop indicators, consider from the outset what kind of mathematical form the indicator will be in (e.g., sum, average, median, % of, % change, % of respondents answering a certain way, etc.)

Determining Evaluation Methods

There are many ways to collect the data that will support your indicators. The table below provides a basic overview of six methods. Keep in mind that in many cases you will want to use several of these methods (**"mixed methods"**) in your evaluations. The method used will depend amongst other things on the nature and size of the group to be surveyed. If, for example, it is a small group of key individuals (decision-makers, journalists, etc.), interviews, focus groups or telephone calls are a more appropriate method. In the case of larger stakeholder groups (> 30), you might consider using focus groups and online surveys. With large groups of 50 or more, an online survey is the most suitable method.

	Example Types	Advantages	Disadvantages
Records & Documents 	*Records:* Participation rates, transcripts, election records *Documents:* Grantee reports, meeting minutes, annual reports, press releases *Existing Databases:* Census data, economic data, websites	✓ Easy and often cost effective ✓ Unobtrusive ✓ Credible ✓ Data on quantity or frequency	× Many not always be available × Review can be time consuming × May be incomplete × May require complex analysis
Observation 	Full and Partial Participant Non-Participant ***Written notes, videos, drawings, photographs can be used by observer to record observation***	✓ Data easy to collect ✓ Allows evaluator to observe patterns across several observations ✓ Provides context	× Evaluator's bias could interfere × Need several to ensure solid patterns × Can be costly and time-consuming × Training required
Surveys 	Attitude or Opinion Surveys Behavioural or Skill Surveys Employee Satisfaction or Organizational Climate Surveys Knowledge Surveys ***See Appendix (pages 59-62) for Survey Tips*** A	✓ Easy to administer ✓ Easy to aggregate data ✓ Efficient ✓ Helps to establish relationship with stakeholders	× Take time to develop × Varied interpretation of questions × Participation bias × Forced responses can be inhibiting × Open responses take time to analyze
Interviews 	Individual In-Person Interviews Telephone Interviews Focus Group Interviews	✓ Can probe for details ✓ Can uncover unexpected info ✓ Group interaction during focus groups can enrich quality of data	× Expensive compared to online survey × Requires skilled interviewer × Scheduling logistics × Interviewer's biases
Tests 	Paper Simulation Exercises Computer-Based	✓ Scored objectively ✓ External validity ✓ Can test large numbers of people ✓ Can obtain results quickly	× Complex and time consuming to develop × More summative than formative
Media 	Newspapers Magazines Television Blogs Wikis Twitter	✓ Variety of sources for data ✓ Up-to-date information ✓ Relatively inexpensive	× Quality and accuracy inconsistent × Data biased or incomplete × Social media may only represent sample of population with technology access

Determining Evaluation Methods (Cont'd)

You will have noticed on the table on the prior page that several of the evaluation methods rely on existing data sources – for example:

Publically available data: It is sometimes surprising how much data is freely available (with a bit of detective work) in public databases, government documents, data released by interest groups, and so on. Such data is often rather non-specific, illustrating broad trends and phenomena. They are particularly useful for determining background data and / or the baseline, but can sometimes be used as a reference value for measurement (e.g. attitude of the target group compared with that of the total population).

Grantee data: Many grant recipients keep a wealth of data for their own operational purposes, and this can be a very valuable source of evaluation data for KBF, e.g.:

- data that you keep yourself as project manager;
- data contained in the project reports;
- data you request through specific grantee surveys.

Information contained in project reports is probably the most cost effective way of gathering data for indicators. In view of this, think carefully about the format and the questions to be answered in the project reports (interim reports and evaluation reports at the end of the project) to match these to your desired indicators and evaluation questions. If the grantees are organisations that act as intermediaries between you and the final beneficiaries, you could contractually oblige those organisations to collect data from the beneficiaries and include the data in the project reports.

Planning Evaluation Logistics

You've determined indicators and evaluation methods, now you need to determine the details of the data collection process. This includes three components:

Who – who will collect the data? Whether or not you have decided to leverage existing data sources or determined to conduct custom evaluation activities, you need to specify who will be responsible for gathering and analyzing the data. Most often, you will decide to carry the evaluation out internally (i.e. by the project manager); however, for larger or more complex evaluations you may choose to contract an outside evaluator. For planning and budgeting purposes it is important that you determine this upfront.*

When – when will you need to collect data on each indicator? Will the indicator be reported on for the interim evaluation? Or not until the final evaluation? Or both. Or rather, will the indicator be tracked more frequently, for example each quarter, or after specific deliverables, for example after the hosting of an event or the publication of a report.

How often – at what points will data be collected to help inform the indicator? Even if an indicator is associated with measuring impact, and thus not relevant until the end of the project, you may still need to gather data intermittently, for example to establish a baseline or to track change overtime to enable course corrections.

** Note that publicly available data or data provided directly by grantees and partners should be used as much as possible. However, at times KBF has highly specific, focused goals for which freely available figures or measurement indicators are inadequate. In such cases, project managers must investigate whether they can acquire the desired information for a reasonable price. In some cases, the project manager can also have surveys of grantees and / or stakeholders carried out by a third party. This option is generally very expensive (in relation to the cost of the project) and, for KBF, is likely to be justifiable only with very large projects where data collection is extremely complex and / or the independence of evaluators is an absolute necessity. Other situations which may justify subcontracting out data collection include: if you wish to measure the impact (e.g., attitude forming)* ***across multiple projects*** *(e.g. a particular activity domain); if your evaluation design includes a* ***control group****; and / or if an evaluation has to encompass a* ***broad group*** *(whose contact details you do not have) from which an appropriate sample is to be surveyed. This requires a specific approach that can usually only be properly implemented by specialist market research companies.*

Planning Evaluation Logistics (Cont'd)

In an ideal situation, KPI measurements may be taken at the following times:

- before the project begins (ex-ante measurement)
- when the project begins (the baseline)
- during the course of the project (one or more interim measurements, 'in itinere')
- at the end of the project (final measurement)
- after the project (ex-post measurement)

In practice, it is very rare that all these measurements will take place, not only for practical reasons but also because they would have a minimal added value (i.e. the differences in the measurement values would be too small to be significant). Nonetheless, you should aim to carry out at least two or three measurements per project. It is best to decide in advance when the measurements will take place.

Interim measurements are extremely useful – and sometimes necessary – with multi-year projects or projects featuring regular calls if:

- the data will be used for formal interim reporting;
- the data are essential in order to monitor the project;
- the data may be used as the basis for adjusting the project.

Naturally, the efforts (e.g., time, cost) involved in the interim measurements must be justifiable within the context of the project budget.

Finally, it should also be noted that interim measurements do not usually need to be as accurate as final measurements (a small sample will often suffice). An interim measurement may lead not only to an adjustment of the target, but even to new or adjusted operational project goals and associated KPIs.

Now you will be able to create a detailed evaluation plan for the project, using a standard template. The template, covers the following fields. Each of these information pieces is needed for the Go/No-Go form.

Project Activities	Project Goals	Evaluation Questions	KPIs	Methods	Logistics
Organize a convening among policy makers about the importance of [social issue]	Raise awareness of the importance of the issue among policy makers by 50%	To what extent has our convening increased awareness of the importance of the issue?	50% increase in the perceived importance of the issue among policy makers	Pre: Survey attendees through event registration process Post: Interview attendees during week after the event	Who: Project Manager When: End of project How often: Pre and post event (need baseline)
	Provide policy makers with actionable ideas for changing related policy	To what extent do policy makers have concrete ideas for changing policies on [social issue]?	75% of policy makers that attend the convening report that they've taken home concrete ideas for action	Post: Interview attendees during week after the event	Who: Project Manager When: End of project How often: Post event

Planning Evaluation Logistics (Cont'd)

This kind of table is comprehensive, but is not well suited as a management tool. Thus, it might be more useful to create a project calendar that shows, either monthly or quarterly depending on the length of the project, when specific evaluation activities and project deliverables will take place. This can become a tool for Managing for Learning and Impact, and help you in the ongoing monitoring of your projects:

	Q1	Q2	Q3	Q4
Year 1	● Baseline Survey		▲	Grantee site visit ●
Year 2		▲	Interim Survey ●	
Year 3	● Grantee site visit		▲	Final Survey ●

▲ *Project deliverable* ● *Evaluation activity*

It is important to note that the data gathered often has to be analyzed before it can be translated into the indicators you are tracking. Both quantitative and qualitative data can be analyzed, using different tools:

Quantitative data: For quantitative data, you will perform mathematical calculations, for example sums, medians or averages, % of, % change over time, etc. If it is a large sample, for example from an extensive survey, you might want to use specialized software to determine standard deviation ranges and statistical relevance as required.

Qualitative data: For qualitative data, you will want to explore themes and patterns using a systematic and rigorous approach. There are experts on qualitative data analysis you can consult, and there are even software tools you can use, for example NVivo or ATLAS.ti to support you. You may choose to categorize your data in binary terms (Yes / No; Agree / Disagree; Successful / Unsuccessful; Satisfied / Dissatisfied) and calculate the number and or % in each category. However, often you are exploring more complex questions and you will develop customized categories and determine which % of your sample size in each question falls into each category.

As you develop findings and learnings, you can track these in the Project Monitoring Sheet, the Project Interim Report (for projects and at the activity domain level) and the Project Closing Report, all of which are shown in the Appendix (pages 38, 39, 40-42 and 48). These sheets allow you to:

- Track the operational progress of deliverables
- Record KPI related data (baselines, interim measurements, final measurements)
- Document successes, challenges, lessons learned and next steps

Further, the Appendix also contains more information about ongoing monitoring of your projects and partners and considerations on impact measurement (pages 46-47), as well as tips for evaluating and using KPIs across multiple projects (pages 55-57).

Best Practices / Tips & Tricks

☑	**Less is More with KPIs** You don't need to come up with dozens of indicators you want to track – only the most meaningful ones that are linked to your evaluation questions.
☑	**Pursue "Actionable" Indicators** It is never worthwhile to measure things that won't help you make decisions. For each indicator you want to track, ask yourself: will the answer result in learning and action? If not, don't bother.
☑	**Work with Your Grantees and Partners** Evaluation should never be done *to* your grantees and partners, but *with* your grantees and partners. Consult them as you develop your evaluation plan for a project
☑	**Keep it Simple** This chapter provided you with a range of methods. However, keep in mind that for many of your projects, a structured phone call or meeting with your partners every quarter can suffice to get the information you need.
☑	**Contribution vs. Attribution** It may be tempting to want to ***precisely*** determine the link between a specific project intervention and an improvement in the situation. However, this is often challenging. In this case, it is ok focus evaluation only the project's ***contribution***.
☑	**Consider the Cost Benefit** Evaluation should never cost more than knowing the answer is worth. If you find yourself designing an expensive evaluation, ask yourself if it is really necessary.
☑	**Don't Reinvent the Wheel** It will be beneficial if you track the same metrics as your colleagues in your activity domain and / or peer funders. This will make it much easier for your grantees and accelerate learning.
☑	**Think Visual from the Start** Think about compelling visuals to show your KPIs – the Appendix lists some ideas (page 58). A

Getting from Data to Findings

Once you've collected data through your evaluation activities – be it at the beginning, middle, end or throughout the project, it is time to take that data and turn it into actionable findings. If you took the time to develop evaluation questions before diving into indicators and data collection activities, you will be able to do this easily, as your data will generate insights based on your evaluation questions.

"Knowledge is of no value unless you put it into practice"

Anton Chekhov

Your insights will fall into the following categories:

	Data related to theory of change	Data related to project deliverables	Data related to project progress	Data related to project impact / outcomes
Types of insights	✓ Extent to which assumptions made upfront in the theory of change (incl. stakeholders) are correct	✓ Extent to which the project partner is implementing according to plan ✓ If not, why not	✓ Extent to which the activities of the project are leading to their desired outcomes, and why / why not	✓ Extent to which the project reached its goals and why or why not
Ways to act on the data	✓ Refine the theory of change for the project ✓ Provide insight into the theory of change for the activity domain ✓ Refine the stakeholder management approach ✓ Revise the project activities (if possible / warranted) ✓ Provide insight into KBF's overall strategy development	✓ Intervene if the project partner is not delivering on activities ✓ Course correct if the activities and / or deliverables no longer seem to be the best use of resources ✓ Decide if the project partner should be considered in future years	✓ Refine activities if needed ✓ Spread lessons learned on successes and challenges within KBF and beyond as relevant ✓ Convey interim results to stakeholders that can use that data for their own decision making and acting	✓ Demonstrate KBF's impact to its internal and external constituents ✓ Spotlight successful projects and approaches ✓ Convey final results to stakeholders that can use that data for their own decision making and acting

A note on "Failed Projects"

For a variety of reasons, sometimes projects don't go as planned and fail to meet their goals. Does this mean it was a wasted effort and should not be evaluated or reported on? Absolutely not. You can often learn as much (even more) from projects that don't meet their goals. Take the time to understand why. Was the impact logic wrong? Did external circumstances shift drastically? Was the partner lacking the capacity to carry out the planned activities? It is worth exploring these questions and providing answers for yourself and your colleagues. Indeed, evaluation is critical to understanding why projects fail.

Showcasing Results

There are many ways to showcase the lessons and results of your projects. One way to think about showcasing results is to think about how you want your results to affect your audience. FSG has developed a useful framework to distinguish between communication tools that inform your audience, all the way to those that trigger action. The Appendix has examples for all of these tools (pages 62-65).

Informing → Taking Action

Tool	Tagline	Purpose	Description	Delivery
Fast Fact	Get Stats	Convey one piece of information in a simple, direct way	✓ Very brief ✓ Includes one outcome metric	Brochure, annual report
Fact Sheet	Get Smart	Provide a brief education or talking points about a particular issue	✓ 1-4 pages long ✓ Provides a focused, high-level overview on one issue ✓ Supporting outcome data	Brochure, annual report, website, press release, poster
Profile	Get Smarter	Provide more granular detail and data about an issue in a subset of a larger group (e.g., region, program)	✓ Focused on an issue in a particular subset of a larger grouping ✓ Often developed as a series	Brochure, video, website, issue report
Story	Get Emotional	Bring the issue to life by portraying the experience behind the numbers and connecting with the audience	✓ Up to a few pages long (if written) ✓ Narrative account of an experience with an issue	Video, audio, show at convenings
Issue Brief	Become Involved	Educate the reader about an issue and encourage them to become advocates by providing ways of getting involved	✓ Up to 8 pages long ✓ Focused on one issue ✓ Overview of topic ✓ Encourages active engagement	Round-tables, convenings of key actors
Map	Make Comparisons	Assess relative performance or status across geographies; indicate target areas for more focused intervention	✓ Comparison of geographies on one or several indicators ✓ Color-coded regions show differences	Website, show at convenings of key actors
Diagram of Forces	Make Connections	Make the connection between many themes and trends affecting a certain overarching issue	✓ 2-dimensional chart plotting a variety of outcome and trend data ✓ All data influence one overall issue	Interactive presen-tation at working sessions
Dashboard	Make Progress	Track progress against goals and assess overall performance or improvement of selected outcomes	✓ Focused on one theme but can include many pieces of data ✓ Mostly graphics, charts, and data ✓ Includes targets and goals	Working sessions (Board, key stake-holders)

Leveraging Learnings within KBF

Evaluation results are rarely useful when they are locked in a drawer. What you learn through your projects, both day-to-day and as you evaluate results toward the end of the project, is very valuable to others in the foundation. Sharing your learnings should take place organically and naturally; however **structuring specific learning events deliberately** can help institutionalize this practice. It will be up to every group within KBF to structure these ideas for their own use, but the following are some suggestions.

Group	Sample Learning Activities
Individual Project Level	✓ Your project team already **meets regularly** to discuss how the project is unfolding ✓ You should try to make a conscious effort to ensure that project meeting goes beyond updates on project activities and additionally cover project learnings: • Do project partners / grantees have the capacity to implement the agreed upon activities? • To what extent have the deliverables resulted in the anticipated outcomes? • If they have not, how should the project plan be refined? • What challenges are we facing? How do we overcome them? • What are we learning that might benefit the rest of the activity domain team or KBF overall?
Project Bundle or Sub-Domain Level	✓ Consider meeting with **peers in related projects quarterly** to discuss: • To what extent is our theory of change working in practice? Does it need to be refined? Were our assumptions correct? • Have stakeholder interests and influences shifted? What might this mean for all of the projects in that sub-domain / bundle? • Are we learning best practices that can be relevant across all projects in that sub-domain / bundles? • What have been our biggest successes? • What have been some of our mistakes or missed opportunities?
Activity Domain Level and / or KBF Overall	✓ Since activity domains consist of a portfolio of projects or project bundles that don't necessarily form a cohesive strategy, project learnings at the domain level should take place at a more strategic level ✓ Since most KBF projects are shaped around the four impact dimensions, **annual KBF-wide learning events** could be structured around exploring "What is working well / not working well in our efforts on": • Supporting capacity-building actions • Raising knowledge • Forming opinions / attitudes • Initialising policy actions
KBF Board	✓ The KBF Board receives project progress and impact updates through an **interim report** half-way through a strategic plan, as well as at its conclusion ✓ Reporting on the details of every single project may not be advisable for the Board; however at a roll-up level, the Board would be interested in: • Summary of outputs (grant money invested; reports created; stakeholders engaged) • Summary of lessons learned, challenges, and **implications for the next strategy** • Highlights from important impact breakthroughs, such as policy changes

Sharing Learnings beyond KBF

KBF works on important social issues that a variety of funders and actors are also focusing on. Thus, KBF can magnify its impact beyond its immediate projects by letting others share in the learnings generated by KBF. The table below provides a very high level overview of what an external outreach strategy could look like. As KBF develops this further over the coming years, more detail can be added to this.

Interested Parties in KBF's Ecosystem	Grantees Partners	Peer Funders	Issue Drivers	General Public
Why is it important to share learnings with this group?	✓ Enabling grantees and partners to benefit from learnings across KBF projects can **strengthen** their **imple-mentation capacities**	✓ Both KBF and its peers can gain from each other's experiences to **strengthen** their **grantmaking** and project delivery capacities	✓ KBF's projects yield **valuable insights** for influencers and decision makers	✓ Given KBF's **stature in Belgium**, it is important to **demonstrate concrete results**
What kind of learnings are most relevant?	✓ Learnings in specific activity **domains** ✓ Learnings related to KBF's **impact dimensions** ✓ Learnings about effective **stakeholder engagement**	✓ Targeted lessons learned for different issues focused at **funders active in the same issues** ✓ Candid assessments of obstacles and challenges	✓ **Targeted lessons** for different issues, focused at those that can drive change / scale based on KBF's project experiences	✓ **General lessons learned** about what works in triggering progress in KBF's activity domains ✓ Specific **project results** that demonstrate **impact**
How could information be shared?	✓ Inviting similar types of grantees / partners to **workshops** where they learn from each other and KBF's project learnings ✓ Creating online workshops (**webinars**) for grantees and partners, possibly around the four impact dimensions and other cross-cutting topics	✓ Sharing lessons learned and best practices around what works through targeted **convenings** of peer funders in the same space ✓ Sharing relevant learnings at funder **conferences**	✓ Developing targeted **issue briefs** based on KBF project learnings and results ✓ Orchestrating targeted **round tables** to discuss challenges and successes and develop policy recommen-dations	✓ Adding more of a "lessons learned" lens to the KBF **Annual Report** and **Newsletters** ✓ Creating a section on KBF's **website** on "Impact and Lessons Learned"

V. APPENDIX

STANDARD KBF FORMS

GO/NO-GO FORM – BOARD PAGE 1/3

King Baudouin Foundation

Go / No-Go - Board Approval Form: Name of Project

Page 1 of 3

1. Snapshot		
Domain of Action:	Enter Domain here	
Sub Domain:	Enter Sub Domain here	
Project Title:	Name of Project	
Geographical Area:	Enter Geography here	
Project Budget:	Enter Budget Here	
Project from:	Start Date till	End Date
Project Leader:	Enter Name here	
Project Director:	Enter Name here	

2. Short Project Description

3A. Issue Definition	3B. Supporting Data for Issue
What is the exact issue being addressed?	What data exists to support / describe the problem? Include a description, the value, and the source

GO/NO-GO FORM – BOARD PAGE 2/3

King Baudouin Foundation

Go / No-Go - Board Approval Form: Name of Project

4. Overarching Aim
What is the change we want to see?

5. KBF Motivation and Role
Why is this relevant for KBF? How does it fit into our mission? How can KBF uniquely contribute? Which change levers will KBF pursue? How specifically?

6A. Change Logic	6B. Key Stakeholders
Describe your logic on how this change will occur How will change occur through one of the following impact dimensions? Supporting capacity building actions Raising knowledge Forming attitudes / opinions Initialising policy actions	Which stakeholders are most associated with the change logic (those that your stakeholder analysis placed in the "Engage Actively" quadrant)? How will they specifically be engaged / involved?

7. External Forces
What external forces (changes in the political or economic environment for example) could get in the way?

GO/NO-GO FORM – BOARD PAGE 3/3

Go / No-Go - Board Approval Form: Name of Project

Page 3 of 3

8. Project Scope					
Impact Dimensions	Project Goals	Stakeholders	Deliverables	Evaluation Question	KPI Description
Supporting Capacity Building Actions					
Raising Knowledge					
Forming Opinions / Attitudes					
Initialising Policy Actions					

9. Project Budget Summary	
Year 1	
Year 2	
Year 3	
TOTAL	0

GO/NO-GO FORM – PLANNING PAGE 1/5

Go/No-Go - Project Planning Form (Cont'd from Board Form): Name of Project

Page 1 of 5

10. Long Project Description

Go / No-Go - Project Planning Form (Cont'd from Board Form): Name of Project

11. Stakeholder Engagement Plan

Stakeholders to be Engaged Actively:	Stakeholder Group A	Stakeholder Group B	Stakeholder Group C	Stakeholder Group D	Stakeholder Group E	Stakeholder Group F
Names / descriptions of Stakeholders or Stakeholder groups						
What do they stand for? What is their viewpoint?						
How do they relate to the project issue?						
How influential are they? Can they get things moving?						
Do they have access to policy or decision-makers?						
What can they bring to the process?						
General Engagement Plan - How will they be involved in the project?						
Advocacy Plan - Strategic Moments						
Advocacy Plan - Products & Formats						
Communication Plan / Media - Activity						
Communication Plan / Media - Deliverables						
Communication Plan / Media - Indicative Schedule						

GO/NO-GO FORM – PLANNING PAGE 3/5

King Baudouin Foundation

Go/No-Go - Project Planning Form (Cont'd from Board Form): Name of Project

Page 3 of 5

12. Work Plan					
WP	Content of Work Package	Done By	Start Month	End Month	Deliverables

GO/NO-GO FORM – PLANNING PAGE 4/5

Go / No-Go - Project Planning Form (Cont'd from Board Form): Name of Project

Page 4 of 5

13. Evaluation Plan						
KPI Description	Target	Baseline	Method?	Who?	When?	How Often?
o						
o						
o						
o						
o						
o						
o						
o						
o						
o						

Go / No-Go - Project Planning Form (Cont'd from Board Form): Name of Project

14. Budget and Staffing

Integration of Gender and Diversity Aspects
Use the gender notes in the Annex of the KBF Gender Mainstreaming Guidelines to evaluate the project with □ no gender differences known about the problems of this project and no indications that gender might be relevant □ There are possible gender differences and this will be an issue during the project □ There are known gender differences constructively and that the project will take into account Other aspects of diversity on which to focus: □ Ethnicity □ Disability □ Level of education □ Age

Project Team	
Internal Project Team (indicate workload) Director Project Manager Assistant	External Consultant

Budget Items	Year 1	Source | own / external resources	Year 2	Source | own / external resources	Year 3	Source | own / external resources

INTERIM REPORT FORM – PROJECT(S) LEVEL

Project Interim Reporting Form: Name of Project

Project Goals
What are the project's current goals?

Budget	
Budget	0
Budget spent so far	
Source of funds	

Evolution of Goals and Theory of Change
How have the project's goals and / or theory of change evolved over the course of the project? Why?

Deliverables
0
0
0
0
0
0
0
0
0
0

Key Findings

Outcomes / Impact

Next Steps

Lessons Learned

Challenges

INTERIM REPORT FORM – ACTIVITY DOMAIN LEVEL

King Baudouin Foundation
Working together for a better society

Activity Domain Interim Reporting Form

Activity Domain Mission Key Projects or Project Bundles (Sub-Domains)	
Lessons Learned *(Key findings on the level of the relevant projects or bundles of projects)*	
Challenges *(To help inform the next Strategic Plan)*	

PROJECT CLOSING REPORT – PAGE 1/3

Project Closing Form: Name of Project

1. Snapshot			
Budget Code		Budget Spent	
Domain of Action	Enter Domain here		
Project Officers	Enter Name here	Time Period	
Partnership if Applicable			
Project Budget:	0		
Project from:	Start Date		
Project Leader:	End Date		
Project Director:	Enter Name here		

2. Overarching Project Aims, Key Elements and Relevance
What is the change we want to see? How will we get there? Why is this relevant to KBF?

3. Project Progress		
Goals	Modified? Explain if Yes	Achievement Status (Nothing, Partially, Full)
0		
0		
0		
0		
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PROJECT CLOSING REPORT – PAGE 2/3

Project Closing Form: Name of Project

Page 2 of 3 - Project Results

4. Key Actions / Stages in Project		
Action / Deliverable	Status (Complete, Partially complete, Not complete)	If done, milestone / If not done - expected completion date
0		
0		
0		
0		
0		
0		
0		
0		
0		
0		

5. Outcomes			
KPI	Ambition	Value	Date
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		

Other quantitative information in relation to project

Outcomes and Expected Impact

PROJECT CLOSING REPORT – PAGE 3/3

Project Closing Form: Name of Project

Page 3 of 3 - Lessons and Next Steps

6. Follow up activities and dissemination	
7. Specific issues and lessons learned	
8. Overall assessment	
9. Suggestions for future strategies based on project experience	

10. Assessment by Stakeholders

	Project Officer	Steering Group	Advisory Committee	Management Committee	...
Relevance	.../10	.../10	.../10	.../10	.../10
Process	.../10	.../10	.../10	.../10	.../10
Cooperation	.../10	.../10	.../10	.../10	.../10
Overall	.../10	.../10	.../10	.../10	.../10

11. Annexes to include	*Reports* *Deliverables (fully or partially)* *Survey results* *Additional data*

APPENDIX B: OPTIONAL TOOLS AND TIPS

TAMI Framework

The TAMI matrix is a starting point for thinking about impact and has inspired KBF's thinking on evaluation over recent years, featuring as a central element of the guide, albeit in modified form. The TAMI report (or, to give it its full name, Bridges between Science, Society and Policy: Technology Assessment, Methods and Impacts) was published in 2004 by a group of European technology assessment institutions, following two years of
research. It sets out a framework for creating impact, albeit in the context of
technology assessment (TA) projects. One of the TAMI study's key contributions to thinking on impact is undoubtedly its 'typology of impacts', based on three dimensions of impact types (= types of intended changes) and on the three types of issue involved in technology assessment. KBF has kept these three dimensions and added a fourth: "capacity building".

Crossing the impact dimension with the issue dimension creates a matrix of nine impact domains or fields, including agenda setting (forming attitudes on technical and scientific aspects) and policy analysis (raising knowledge on policy aspects):

IMPACT DIMENSION ISSUE DIMENSION	RAISING KNOWLEDGE	FORMING ATTITUDES/ OPINIONS	INITIALISING ACTIONS
TECHNOLOGICAL AND SCIENTIFIC ASPECTS	**Scientific Assessment** a) Technical options assessed and made visible b) Comprehensive overview on consequences given	**Agenda Setting** f) Setting the agenda in the political debate g) Stimulating public debate h) Introducing visions or scenarios	**Deframing of Debate** o) New action plan or initiative further scrutinize the problem at stake p) New orientation in policies established
SOCIETAL ASPECTS	**Social Mapping** c) Structure of conflicts made transparent	**Mediation** i) Self-reflection among actors j) Blockade running h) Bridge building	**New Decision making Processes** q) New ways of governance introduced r) Initiative to intensify public debate taken
POLICY ASPECTS	**Policy Analysis** d) Policy objectives explored e) Existing policies assessed	**Re-Structuring the Policy Debate** l) Comprehensiveness in policies abroad m) Policies evaluated through debate n) Democratic legitimisation perceived	**Decision Taken** s) Policy alternatives filtered t) Innovations implemented u) New legislation is passed

Optional Tools and Tips (Cont'd)

Steering Groups and Stakeholder Engagement Ideas

It is not always possible (or desirable) to assemble a project steering group or support committee but it is definitely worth the effort. A steering group has four main functions which are crucial for creating impact:

- A steering group guarantees ideological and philosophical diversity within the project. Because pluralism is a core value of the KBF, this function should not be underestimated.
- Based on the knowledge possessed by its various members, a steering group or support committee contributes to the design and development of the project in content terms. In this sense, it enhances the quality of the project and its results, which in turn can boost its impact.
- A steering group constitutes a direct link with the situation on which the project aims to act. With long-running projects in particular, a steering group is a way of staying up-to-date with developments in the situation concerned. Actively questioning steering group members about changes and developments in the social context of the project is a very direct way of making an interim evaluation.
- Finally, steering group members can facilitate the implementation and use of project outputs. They can use their influence and any power they may have to effect the desired change(s) based on the results and output of a project. They can almost literally act as drivers of change.

Given the importance of these four tasks, due attention must be paid to selecting and inviting steering group members. Use the stakeholder map to help make your choice. Some key selection criteria, not all of which necessarily have to be met at any one time, are:

- good mix of stakeholders in terms of the project content (consumers / producers, supporters / opponents, etc.);
- the degree to which the steering group members as a whole cover all aspects of the issue;
- representative balance (men / women, regions, political balance, etc.).

Do not underestimate the importance of working with a well constructed steering group. All too often steering groups are viewed as a necessary evil that should be convened as rarely as possible (typically at the start and end of a project). However, if you see your steering group as an important link to the situation on which the project aims to act and its members as key actors in implementing the project results, it can be an important– if not the most important – instrument for creating impact.

Obviously, only a limited number of stakeholders can be included in a steering group. In some projects, they will be enough to cover the field, but this will be the exception rather than the rule. Usually there will be many stakeholders not represented in the steering group. Make sure that the project stays in constant contact with all relevant stakeholders. This can be done in various ways:

- Periodical publication or newsletter
- Stakeholder meetings or forums. Try to bring stakeholders together around the table at relevant times, such as important interim milestones, to inform them about the status of the project and the interim results. Ask for feedback and act on it where possible.
- Be proactive in approaching stakeholders, give presentations about the project, phone them up from time to time, etc.
- Organise a roadshow
- See the rest of this Appendix for sample Communication Tools

In many cases, stakeholders are the people who can build on your results in the field. If they believe in your results – and active involvement is often a way of achieving that – that is an important lever for creating impact.

Optional Tools and Tips (Cont'd)

Possible Project Activities per Impact Dimension

Impact Dimension	Possible Project Activities
Supporting capacity-building actions	✓ support promising initiatives and projects and, if so, which ones ✓ finance ongoing research that you consider to be valuable ✓ support the development or improvement of (sociocultural, ICT or other) infrastructure ✓ build the capacities of (non-profit, social profit or other) organisations or individuals ✓ improve or enhance solidarity and cohesion within particular groups
Raising knowledge	✓ contextualise issues, to create a more coherent picture, i.e. to produce a detailed scientific description of the situation ✓ map the network associated with a particular issue ✓ map the interests and perspectives of the actors involved, i.e. produce a detailed social map ✓ map and analyse an existing policy, clarify its goals, etc., i.e. produce a policy analysis ✓ collect knowledge relating to technical and scientific aspects (and their effects) and make it clearer and easier to understand ✓ inform certain target groups of – newly generated or existing – knowledge and understanding ✓ enable certain groups to share in new understanding ✓ enable certain persons to take actions based on the knowledge that they have acquired
Forming opinions / attitudes	✓ shape or influence political agendas ✓ stimulate, structure and influence social or public debate ✓ develop, prepare and communicate new visions and scenarios ✓ encourage self-reflection among the actors involved, so that they question their own opinions and attitudes ✓ elucidate and tackle problem areas within the issue concerned and bring parties closer together (through mutual understanding of each other's values and opinions), i.e. to mediate and build bridges between parties ✓ expand / strengthen the network around a policy ✓ have citizens and / or stakeholders evaluate current policy on the issue concerned ✓ create more democratic legitimacy for a policy – by organising participation, for instance ✓ make a policy more coherent
Initialising policy actions	✓ support the advocacy work of non-profit organisations ✓ support initiatives aimed at furthering public debate ✓ encourage new or recently created networks, procedures or rules governing interaction, deliberation or decisionmaking ✓ see new policy orientations. For whom ? In what way? ✓ contribute to sustainable structures ✓ create new (financial, regulatory, communication, organisational) policy instruments and measures

Optional Tools and Tips (Cont'd)

Considerations for Monitoring and Impact Measurement

The importance of continuous monitoring
Due to the dynamic nature of the issues KBF works on, it is import to track progress on an ongoing basis, i.e. including during project implementation. Action during project implementation has a direct effect on the situation to be changed, which in turn may result in adjustments to the project.

Continual monitoring may also detect any unplanned effects (which may be positive or negative depending on the project goals). Nonetheless, it is advisable to check at set times whether the situation is developing as desired. Where this is not the case, there is still time to make the necessary adjustments. This may mean changing approach, extending or shortening the deadline, or even modifying the initial goals to take account of the altered situation.

Monitoring, or interim evaluation, does not necessarily mean undertaking large-scale investigations or measures aimed at gaining a detailed view of the situation. Here too, the rule is that each action must be appropriate for the context and the anticipated benefit. For instance, project/budget size is a major criterion in deciding whether the interim evaluation should be larger or smaller in scale. Equally important is the perception of the project manager, the project team or those directly involved in the project. If they feel that everything is running to plan, a brief check (using just a few indicators, say) may suffice. On the other hand, if they feel that things are going seriously wrong, a larger interim evaluation may be considered.

When making interim measurements, it is important to bear in mind the operational goals at all times. Which operational goals are being met comfortably? Which are not? Which, if any, aspects are at risk? Do adjustments need to be made, and if so how? Are certain operational goals not being met because specific deliverables have not been delivered? Are only internal project factors at work or are there also forces and influences over which the project has no control (importance of contact with stakeholders via steering group, for example)?.

The most basic interim measurement consists of **checking whether operational milestones have been achieved and/or the (interim) deliverables** have been delivered on time and are in accordance with expectations. If so, the project is 'on track' and little action is probably needed. You can record in a project monitoring sheet that the deliverables are on track. However, this is often not entirely the case: some project phases get delayed, some deliverables are not ready on time and/or have not turned out as hoped. This may be a reason to adjust the project, move up a gear or alter the target if it has proved to be unrealistically high.

Further, it is good practice to hold **formal or informal meetings with people from the field**. Every project manager must meet regularly with people from the field or situation which his / her project is seeking to address. This may be done at formal, scheduled events such as steering group meetings or conferences, but also in more informal settings such as chance encounters, meetings in another context, receptions, and so on. Whatever the setting, feedback can be obtained on the progress of the project, successful and less successful aspects, etc. Make use of the information you receive in this way. If necessary, write a short report and add it to the project monitoring sheet. As long as the feedback suggests everything is going to plan, you do not need to take further action. If it suggests things are going awry, you might consider making a rather more thorough and formal interim evaluation, e.g. by means of a survey or bringing together those involved in a focus group or peer supervision session.

Optional Tools and Tips (Cont'd)

The importance of continuous monitoring (cont'd)

Based on this feedback you, as project manager, can also make an assessment as to the progress of the project and record this on the project monitoring sheet. If you translate this assessment into a rating on a scale (e.g. very good – good – moderate – etc.), this will provide you with the basis for a subjective qualitative interim KPI.

The methods used for interim and final evaluations are those outlined on the table on page 19, for example:

- Telephone or e-mail surveys with specific questions
- Focus groups or peer supervision sessions with relevant stakeholders
- Processing data from project reports developed by project partners
- Written or online surveys

Essentially, the only difference between a final evaluation and an interim evaluation is the time at which it is performed. In general, the final evaluation will be more thorough and detailed than the interim evaluations. A clear statement must be made about the impact achieved, and there must be conclusions and recommendations for possible future steps.

Estimating the long-term impact

A classic problem with impact evaluations is that at the end of the project the effects are not yet fully visible; most of the impact will only be felt a few years down the line. However, it is often not possible to carry out an ex-post measurement at that time.

In such cases there are, of course, no miracle solutions that will allow you to carry out an impact assessment at the end of the project. However, there are a number of approaches you can take:

- First and foremost, it is important to measure whatever impact there is at the end of the project as accurately as possible. If you are operating in familiar territory, it is often possible – by drawing on academic research, experience from earlier projects, etc. – to make forecasts about the probable consequences a number of years down the line.

- Secondly, you can question stakeholders about their intentions: how much use will they make of the competencies they have acquired, do they plan to do certain things in future, do they think they are capable of taking certain actions, do they anticipate an improvement in their socio-economic situation, and so on.

- The final alternative is an ex-post measurement carried out sometime after completion of the project, at a time when the project's impact should be fully perceptible. This is not easy (since the project has ended) but should be considered if there is a follow-up project.

PROJECT MONITORING SHEET (OPTIONAL)

Project Monitoring Sheet: Name of Project

Deliverables

Description	Scheduled Date	Met yes / no
0		
0		
0		
0		
0		
0		
0		
0		
0		
0		

Budget

Expense Item	Planned Exp.	Already Spent	Balance
Item 1			
Item 2			
Item 3			
Item 4			
Item 5			

KPIs

Description	Baseline	Measurement 1	Measurement 2	Final Measurement
0				
0				
0				
0				
0				
0				
0				
0				
0				
0				

Lessons Learned

Evolution of Goals and Theory of Change

Challenges

Key Document Links

APPENDIX C: WORKING WITH KPIs

More on Baselining

In many projects, it is found to be difficult or impossible to establish a baseline for some KPIs. This may be due to the cost of the measurement or lack of time, or because the target group was not clearly enough defined at the time the project began.

However, in many cases an initial value for the KPI is useful or even necessary, since one wishes to measure the change that has taken place in the initial value by the end of the project, in order to be able to make well-founded claims about the change effected by the project.

This problem can be offset by including in the grantees' final report and / or the stakeholder survey questions about the change that has taken place as well as questions about the final outcome.

Technically speaking, this can be done in several ways:

- Grantees / beneficiaries can be asked directly about the change (as well as about the actual impact). Examples of possible questions include the following:
  - (Yes/No) "As a result of the project, are you now better able than you were before the project began to ..."
  - (Yes/No) "As a result of the project, have you changed your opinion on ..."
  - (Yes/No) "Has the project helped to bring about a major change / improvement in ..."
  - (Scale) "Indicate how the situation as regards ..... has changed as a result of the project" (Significantly worse, Slightly worse, Largely unchanged, Slightly better, Significantly better)
  - (Scale) "To what extent do you agree with the statement that .... Has increased greatly as a result of the project?" (Totally agree, Tend to disagree, Neither disagree nor agree (no opinion), Tend to agree, Totally agree)

- Such questions need not be confined to direct stakeholders. You can also question intermediaries or indirect stakeholders about how much change they feel has been effected in the target group. Indeed, such information is sometimes easier to obtain from intermediaries than from the target group itself, although it is often less accurate and may be subject to a positive or negative bias.

- A useful alternative when questioning third parties is, rather than asking about the degree to which there has been an effect on a target group, to ask about the percentage of the target group that has experienced a (major) effect (or the absolute number).
  - For example: proportion of people in the target that as a result of participating in the project have become more aware of their own talents
    0-20% 20-40% 40-60% 60-80% 80-100%

- Another possibility is something known as **'retrospective pre-testing'** of opinions, attitudes, competencies, etc. This entails asking the same question twice. First of all you ask how the person assesses the situation now (e.g. a question with a scale answer). Then, you tell them to imagine they are back at the start of the project (or at a certain point in the past) and ask them how they would have answered [the same question] then. Certainly in the case of interventions where the grantees have acquired new understanding, such 'retrospective baselines' can often be more accurate than a baseline proper (because, at the start of the project, those involved were not as capable of properly assessing the situation).

Working with KPIs (Cont'd)

KPIs for specific project operational goals

They are largely taken or adapted from the current KBF Strategic Plan. For each example, two or more possible associated KPIs are given, together with the arithmetical dimension in which they are expressed [in square brackets]. These examples serve to illustrate how one or more KPIs can be linked to an operational goal. The more specific the goal, the easier it is to link a KPI to it.

Examples for the "Supporting actions – Capacity building" impact dimension

Operational Goal Example	Possible related KPIs
By the end of the project increase the experience and capacity of Belgian professionals in carrying out international projects	✓ Number of grants awarded [n] ✓ Number of countries in which the international projects are carried out [n]
Offer financial and practical support to organisations that help human trafficking victims so that by the end of the project their capacity increases	✓ Number of organisations supported [n] ✓ Number of people helped by the supported organisations [n]

Examples for the "Raising knowledge" impact dimension

Operational Goal Example	Possible related KPIs
Increase awareness on the interaction between policy plans on climate change and those on social inequality in 4 European countries by 2012	✓ Number of different instruments/approaches inventoried [n] ✓ Number of European countries in which at least one approach was studied ✓ Qualitative assessment of the study by an expert panel [score]
By 2015, encourage better mutual understanding of each other's views and values between white and ethnic minority communities by bringing them together to learn about each other's cultures, values, customs and expectations.	✓ Number of events organised with white and ethnic minority participants [n] ✓ Ratio of ethnic minority to white participants at these events [n/m] ✓ % of participants at these events who say that they understand more about the other group's views and values as a result of their participation [%]
Help patient associations acquire the necessary skills to fulfil the role of patient representative through a training package developed by 2011	✓ Number of patient associations where at least one member took part in the training sessions [n] ✓ % of participants who say that they are better able to fulfil their role as patient representatives as a result of the training sessions [%]

Working with KPIs (Cont'd)

Examples for the "Forming attitudes/opinions" impact dimension

Operational Goal Example	Possible related KPIs
By 2014, make head teachers in Belgium aware of the need to reform secondary education	✓ % of head teachers who say in a survey that the existing forms of education (general / technical / vocational / art-based) need to be reformed [%] ✓ Number of schools applying for a trial project [n]
By 2013, get environmental activists in 7 European countries to understand the possible social consequences of actions on climate change	✓ Number of environmental organisations that explicitly consider the possible social consequences of actions on climate change in at least one press release [n] ✓ Number of environmental organisations that have adapted their strategies to take account of this issue [n] ✓ % of environmental activists contacted who say they will actively take account of this issue in future [%]

Examples for the "Initialising policy actions" impact dimension

Operational Goal Example	Possible related KPIs
Amend the legislation on voluntary work by 2014	✓ The proportion of KBF proposals that were incorporated in the legislation [n/t] ✓ The length of time between the start of the project and the entry into force of the new legislation [No. of years, months]
Put [social] issue on policymakers' agenda by 2011 by organizing a round table	✓ Number of different policymakers that attended the three round-table conferences [n] ✓ % who said in their evaluation of the round-table conferences that they had revised their opinion [%]

Working with KPIs (Cont'd)

KPIs for impact dimensions

Below are some examples of possible KPIs for each of the impact dimensions. For ease of consultation, the KPIs for each impact dimension have been subdivided into categories.

NB: the proposed indicators are not always suitable for use as project outcome or impact KPIs. Some of them are output or process indicators. However, they may well be useful in combination with other KPIs.

Examples for the "Supporting actions – Capacity building" impact dimension

Category	Possible KPIs
Interest	✓ Number of projects submitted ✓ Number of candidates ✓ Number of organisations that submitted a project ✓ % of the target group that submitted a project
Expansion	✓ Number of projects submitted by new organisations ✓ % of projects from new organisations ✓ % of projects from new areas
Scale of the project	✓ Number of projects selected ✓ Number of activities / initiatives supported ✓ Number of people involved / supported
Diversity, complementarity, representativeness	✓ Number of different target groups /cases ✓ % of the target groups/municipalities/cases covered by the project ✓ Ratio between two groups/types of participant ✓ % of selected projects geared towards a target group ✓ % of participants coming from a particular target group
Involvement	✓ Number of participants at events organised by the selected projects [a separate KPI for each type of event – training, conference, workshop, peer supervision session, etc.] ✓ Number of people supported/assisted/helped/trained ✓ % of the people assisted/supported who dropped out during the process
Result, quality	✓ % of selected projects that have met their objectives ✓ % of event participants who are satisfied ✓ % of event participants who say that the aim of the event was achieved [specify] ✓ Number of good practices resulting from the projects ✓ % of the supported organisations that have since adopted a different method/approach ✓ % of the supported organisations that say they can carry out their mission more effectively as a result of the project
Resonance	✓ % of indirectly involved stakeholders who are well informed about the project ✓ Number of mentions in the press ✓ Number of articles in professional literature that refer to the project

Working with KPIs (Cont'd)

Examples for the "Raising knowledge" impact dimension

Operational Goal Example	Possible KPIs
Quality of the knowledge raising	✓ Number of informants, experts, etc. contacted ✓ Number of studies, reports and articles consulted ✓ Number of sub-issues not investigated ✓ Number of independent experts who are positive about - the quality of the analyses (accuracy, correct method) - the originality/added value of the work - the well-founded nature of the recommendations ✓ % of directly involved stakeholders who remained committed throughout the process ✓ Number of references to the project outputs in professional literature
Satisfaction about knowledge generation	✓ Number of stakeholders who are positive about - the clarity, structure, comprehensibility - the usability, applicability, suitability for practical needs, etc. of the developed tools ✓ % of direct stakeholders who are satisfied with the outcome
Sharing knowledge through 'events': training, conferences, study days, workshops [separate KPIs]	✓ Number of events aimed at knowledge sharing ✓ Number of participants who acquired knowledge ✓ % of participants from a particular target group ✓ Number of organisations with a member at the event ✓ % of target groups with a representative at the event ✓ % of event participants who are satisfied ✓ % of event participants who say that they acquired the knowledge they intended to acquire ✓ % of the supported organisations that say they can carry out their mission more effectively as a result of the project ✓ % of trained people gaining a particular score (e.g. > 7/10) in a test of acquired knowledge
Knowledge sharing through other channels	✓ Number of reports sent by the KBF ✓ Number of people who visited an exhibition on the education system ✓ % of visitors to an exhibition from a particular target group ✓ Number of unique visitors to a specialist website ✓ Number of libraries where the report is available ✓ Number of intermediary organisations informed ✓ Number of training courses at which the issue is addressed
Interest in and resonance of the knowledge	✓ Number of questions about the subject ✓ Number of reports ordered ✓ Number of reports downloaded ✓ Number of articles in the popular press ✓ Number of TV reports and debates about the subject
Consequences of knowledge raising, continuity, sustainability	✓ Number of organisations that say they are using a developed tool ✓ Number (or %) of people/groups that use a tool correctly ✓ Number of trial projects, demonstration projects or initiatives launched as a result of the knowledge acquired in the project ✓ Number of events on the subject organised by third parties ✓ % of people in a target group that actually use the tool ✓ Ratio between the number of people actually using the tool and the number that have acquired knowledge as a result ✓ Structural embedding / new or existing body that appropriates a topic [binary KPI: Yes/No]

Working with KPIs (Cont'd)

Examples of KPIs for the "Forming attitudes" impact dimension

Category	Possible KPIs
Among target groups	✓ % of people in the target group who say they have changed their opinion ✓ % of people in the target group who say they will act differently in future ✓ Number of people who agree with a particular statement ✓ Number of organisations that have altered their positions or strategies
Among the general public	✓ % of the population who agree with a particular statement ✓ % of the population who are less polarised on a particular issue ✓ Number of questions that KBF receives about the recommendations ✓ Number of members of social networking groups on the subject
Among other stakeholders	✓ Number of people/organisations that sign up to a particular document/ charter/call/series of recommendations, etc. ✓ Number of General Meetings or joint committee meetings of organisations where the recommendations have been discussed ✓ Number of training courses due to be held in the coming years

Examples of KPIs for the "Initialising policy actions" impact dimension

Category	Possible KPIs
Actions to influence policy	✓ Number of events aimed at policymakers ✓ Number of policymakers who took part in events ✓ Number of advocacy initiatives ✓ Number of formal contacts with ministerial offices
Policy actions – quantitative	✓ Scale of the resources freed up by the policy ✓ Average subsidy or grant received per organisation / individual ✓ Number of political parties that sign up to the proposals ✓ Number of political debates on TV current affairs programmes ✓ The length of time between the proposal and implementation
Policy actions – qualitative *	✓ Follow-up actions, additional initiatives by stakeholders ✓ Inclusion of the topic in stakeholders' action plans ✓ Support among the main stakeholders / target groups ✓ Agenda-setting by decision-makers ✓ Support among policymakers ✓ The project / outputs are considered as a benchmark ✓ Inclusion of project results in policy documents or legislation / regulation ✓ Increased awareness among the general public
Policy actions – binary **	*Limited policy impact* ✓ Presence of key policymakers at events ✓ Reception by policymakers or ministerial staff ✓ Public statements by members of parliament ✓ Inclusion in a current affairs programme on TV *Reasonable impact* ✓ Inclusion in a ministerial policy paper ✓ Financing of (trial) projects ✓ Inclusion in the manifestos of one or more parties ✓ Parliamentary debate *Major impact* ✓ New or amended legislation ✓ Structural financing, budgets ✓ Establishment of a commission/ institute/department ✓ Large-scale awareness campaign

** Many KPIs on policy actions are qualitative. For that reason, we give a number of possible actions. The KPI then measures how far that action has been achieved on a particular scale.*
*** A number of KPIs on specific policy actions are binary, i.e. The action is either achieved or not achieved. A number of examples are given here. However, to differentiate between the KPIs, you can subdivide them into different levels*

Working with KPIs (Cont'd)

Evaluating and using KPIs across multiple projects

Most KBF projects belong to an activity domain or sub-activity domain ("bundle of projects"). It can sometimes be useful to evaluate that (sub-)activity domain in its entirety, which means determining KPIs for that (sub-)activity domain level.

There are three kinds of indicators that can be developed in such situations: 'aggregated indicators', 'meta-indicators' and 'domain indicators'.

'Aggregated indicators' are aggregations of data or of quantitative KPIs from the projects belonging to the (sub-)activity domain. In most cases, this means summations, but averages are sometimes used. Assuming reports are produced in all projects of an activity domain, you can define an aggregated KPI at domain level as "the total number of reports produced across all projects".

Naturally, the aggregated KPI must be meaningful for the domain in question. Furthermore, the following conditions must usually be met:

- The projects or sub-projects involved must be similar in terms of interventions and/or goals and/or deliverables. For example, you cannot simply add together the number of people attending a conference and the number taking part in an intensive training course.

- The aggregated project data must be on a comparable scale. For example, if one project reaches 1,000 people and five other projects reach 20 people each, the sum of these values (1,100) and the average (183) are misleading.

- In the case of summations, there must be no overlap between projects. If the same stakeholders take part in different projects, you cannot add them together to determine the total number of stakeholders affected.

More examples can be found on page 57.

'Meta-indicators' are indicators that are created by processing project-level KPIs (where the processing is not simply a summation or an average). If the projects in the (sub-)activity domain share one or more common goals, it is simple enough to devise a meta-indicator that is the number or proportion of the projects at which a particular goal has been achieved. Examples of such meta-indicators:

- the number of projects that reached at least three different target groups
- the percentage of training sessions at which 80% of the participants were satisfied.

Essentially, this method entails 'binarising' the underlying KPIs, i.e. spitting the values into two categories ('good – not good', 'above – below the threshold', 'adequate – inadequate', etc.) and then summing the number of KPIs with 'good' values.

The meta-indicator methodology can also be used in relation to goal achievement in general. However, one key prerequisite is that all projects are assessed in a common fashion and that the categorisation of that assessment is the same for each project, e.g. 'Not achieved', 'Partially achieved', 'Fully achieved', 'Exceeded'. Two interesting meta-indicators that can be created on this basis are:

- the number of projects where all goals are 'fully achieved' or 'exceeded'
- the percentage of goals (across all projects) that have already been 'fully achieved' or 'exceeded'

Working with KPIs (Cont'd)

Evaluating and using KPIs across multiple projects (Cont'd)

One valuable feature of such indicators is that they can often be calculated during the course of the project and used as a progress indicator. Moreover, they can also be used with projects that are significantly different.

Finally, it is sometimes possible to determine so-called 'domain indicators' at activity domain level. These are indicators that cannot be reduced to an aggregation or processing of project data. After all, the impact of the KBF's interventions may be more than the sum of the impact of individual projects.

There are various kinds of domain indicators. Firstly, there are the so-called 'refined summations'. Items across multiple projects are added together (as with aggregated indicators), but items that occur more than once are only counted once.

Imagine you have 10 projects, each of which reaches 12 different target groups, but some target groups are reached by more than one project. In this case, you cannot simply apply a summation (aggregated indicator) and assume that a total of 120 target groups were reached. A closer analysis may reveal, for example, that a total of 80 different target groups were reached across the projects. This refined summation is then the value of the domain indicator "number of target groups reached".

This kind of domain indicator often requires a thorough analysis of the data and clear arrangements regarding the categorisation and unique identification of items.

A second category of domain indicators is based on the differences and similarities between projects in that domain. It relates to such issues as the diversity, complementarity, representativeness, cover, balance, etc. of the projects as a whole. Examples:

- Suppose that it is important to generate new involvement. You could then count the number or percentage of newly involved organisations across all projects.
- Suppose that it is important for the projects in a domain to display a good geographical spread across a particular area. A possible domain indicator would then be the number of municipalities / regions / provinces etc. where no projects are running.

A third way of determining domain indicators is to survey stakeholders, all of the supported projects, the general public, etc. about specific issues and general, crossproject goals in the domain. In fact, this is no different from the method for determining qualitative KPIs, only here it applies to a domain instead of a specific project.

Sometimes other quantitative indicators at domain level can be used, because they comment indirectly on the impact. An example: the number of questions that the KBF receives in a certain area which are not related to a particular project.

Evaluating and using KPIs across multiple projects – example indicators

Category	Possible KPI's
Aggregated indicators (generic)	✓ Total budget / amount earmarked ✓ Total time allocated (e.g. number of man-months) ✓ Number of events (training sessions, conferences, etc.) ✓ Number of target groups reached ✓ Number of reports ordered/downloaded ✓ Number of mentions in the press ✓ Number of people reached (in total, young people, etc.) ✓ Number of stakeholders involved ✓ Number of participants at events ✓ Number of selected projects /funds
Aggregated indicators (specific)	✓ Average satisfaction level (or median) ✓ Average intention to take action (or median) ✓ Average increase, growth (e.g. in membership, activities, etc.) ✓ Number of tools produced ✓ Number of peer supervision sessions
Meta-indicators (conversion of aggregated indicators)	All aggregated indicators can be converted into meta-indicators if you have a threshold value. For example: ✓ Number of projects with a budget over X ✓ Number of initiatives involving more than X man-months ✓ Number of training sessions with more than 15 participants ✓ Number of projects impacting at least X target groups "Number of" could be replaced with "% of" or "Proportion of"
Meta-indicators (objectives)	✓ % of projects in which a certain goal was achieved ✓ % of projects that delivered a certain deliverable ✓ % of projects that achieved all goals ✓ % of goals achieved across all projects ✓ % of deliverables delivered on time across all projects ✓ % of projects that contribute strongly to a KBF objective "% of" could be replaced with "Number of"
Domain indicators (refined summations)	Many aggregated indicators which are summations fall into this category, where there is an overlap between projects. For example ✓ Number of people reached ✓ Number of stakeholders involved ✓ Number of participants at events
Domain indicators (spread)	✓ % of all sub-topics covered across all projects ✓ % of new organisations across all projects ✓ % of projects in which a certain actor takes part ✓ Number of strands of opinion not represented in any project ✓ % of participants from a particular target group ✓ % of funds on a particular sub-topic ✓ Ratio of budget of particular projects to total budget ✓ Number of specific outputs/outcomes across all projects ✓ Average number of initiatives per target group/ topic
Domain indicators (survey)	Qualitative KPIs (based on a survey) on topics addressed by some or all of the projects in the domain
Domain indicators (other)	✓ The number of questions about the domain posed to the KBF ✓ Increase in donations and legacies for the domain ✓ Extra budget that becomes available for the domain ✓ Number of candidates/submitted projects ✓ Resources available in the medium term ✓ Number of (key) individuals who know about the actions in the domain

Working with KPIs (Cont'd)

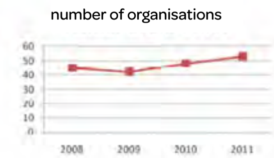
Visualizing KPIs

Unless you are only performing one measurement, it is generally very useful to 'visualise' the KPIs, i.e. display them in the form of a graph. The principal argument in favour of this approach is that a graphic representation is a much more powerful and eloquent method of communication than a table. The key message of a graphic representation (increase, fall, stability, etc.) remains imprinted in the memory for much longer. Also, many people tend to 'understand' graphs better than tables of figures, and are less resistant to them. A second major advantage of graphs over tables of figures is that you can superimpose reference values such as the baseline or target on top of the KPI values.

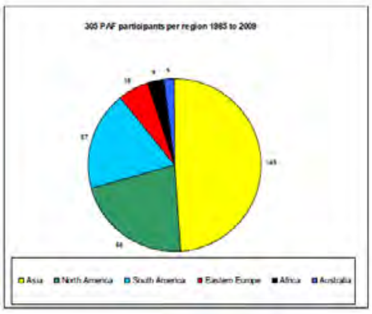
The most suitable methods of graphic representation for KPIs are line charts and bar charts. Bar charts are the most commonly used. With line charts the horizontal axis must always be a time axis, e.g.:

Target group	Number of people reached	Target
A	160	200
B	115	100
C	48	50
D	63	100

Year	Number of organisations
2008	45
2009	42
2010	48
2011	53

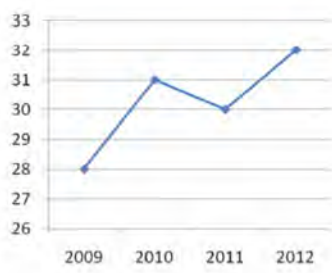


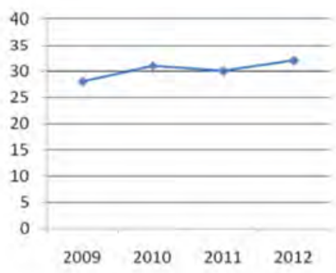
NB: a pie chart, which shows the breakdown of categories of people, activities, deliverables, etc. within a broader whole, is only useful if you only have one measurement. If you have two or more measurements, it is very difficult to represent them concurrently in a pie chart; it is also often difficult to compare multiple pie charts placed alongside one another. Moreover, it is not possible to show the target level in a pie chart. The chart opposite shows a breakdown of the destinations of Prince Albert Fund scholarshipholders.



Important: always ask yourself how the graph will be perceived by somebody seeing it for the first time. Graphs can sometimes be misleading. For example, take a look at the following two charts.

The first conveys the idea of growth and increase while the second suggests stability or minor change.





Always ask yourself, therefore, whether the graph expresses the reality of the situation. Provide points of reference, for example by indicating the baseline and target levels and / or making it clear between which values the indicator could actually vary. You must ask yourself whether, say, an increase of 10% represents a phenomenal rise or a slight increase. If it is a very sizeable increase, make sure that this is conveyed by the graph.

APPENDIX D: SURVEY TIPS

Tips for compiling surveys on attitude changes
Partly based on information contained in an IPSOS presentation

1. Formulate **clear objectives** about what you wish to achieve and measure with the survey. What attitudes are you concerned with? Among which stakeholders?

2. Be aware that an **opinion must always be situated within a context**. An opinion on a subject can vary according to the question. Think, for example, of questions about the environment, social inequality, politics, etc. Differences in the way the question is put and the context can lead to very different answers being given by the same people.

3. Be **reasonable in your expectations**. Changes in attitude are not immediately visible and take some time to become apparent. Other factors beside your project have an influence on attitude changes.

4. **Do not confuse changes in attitude with changes in behaviour**. Even if people have changed their opinion, that does not mean they will necessarily change their behaviour. There is a line Awareness → Familiarity → Favourability→ Call to action → Effective action which has to be traversed. Surveys often only measure the first steps.

5. **Distinguish between 'IMPACT' and 'REACH'**. By REACH we mean short-term effectiveness such as recognition of the value by stakeholders, satisfaction, intention to take action, etc. IMPACT, on the other hand, is about the effects in the (medium to) long term: lasting changes in attitude, actual changes in behaviour. This distinction between REACH and IMPACT is comparable with the distinction between 'Progress' and 'Impact' in Chapter 2 of this guide.

6. **A survey is often insufficient for measuring changes in behaviour**. Often, the most you can measure is the declared intention to take action or change behaviour. Real behavioural change must be measured using other methods such as data analyses, neutral observations and mystery tests.

7. However, if you do wish to measure impact on behavioural intention and actual behavioural change using a survey, make sure that you can **establish a link with the specific role or contribution of your project** in that intention / change.

8. Because surveys on attitudes, views and opinions are always to some extent subjective, **you are advised to supplement them with other measurements or observations** in order to arrive at more objective conclusions.

9. **Choose the right moment** to take the measurement: neither too early nor too late. This may vary according to the target group and the impact stage (awareness, familiarity, etc.) that you wish to measure.

10. Ensure you have a **good mix of generic and specific measurements**. Generic measurements are based on questions that crop up in multiple surveys. They enable a comparison over time and between projects (barometer) and make it easier to determine benchmarks and target levels. In addition, there must be measurements that relate specifically to the project goals.

11. If you have **generic** measurements and indicators, **always stick to the same measuring method**. This is because the type of method used (face-to-face, online, etc.) influences response patterns.

Survey Tips (Cont'd)

1. **Choose the right questions and the right scale or answer options**. A slightly different question or a different scale can make a big difference to the result. Make sure that the questions are neutral and one-dimensional and that the scale used offers respondents enough scope to convey their views. Avoid multiple-choice questions with lengthy lists of possible answers.

2. **Keep open questions to a minimum** as they are difficult to process effectively. In electronic surveys, many respondents do not answer them, which hinders interpretation. Do include an open question if the issue in question is sensitive or delicate or to allow respondents to convey their views effectively. Think in advance how you will process these questions and relate the answers to those of the other questions.

3. **Specify a deadline for replying**. This should be relatively soon after you send out the survey (especially in the case of electronic surveys).

4. Make sure that you have **enough answers** to draw reliable conclusions. This applies not only to the overall number of respondents but also to subgroups of respondents.

5. Make a deliberate choice about the **method you use to measure attitude change** (direct survey on attitude change; survey of third parties on attitude change within the target group; combination of pre and post measurement; comparing the measurement with a control group; comparing the measurement with a benchmark, retrospective pre-testing). All of these methods have advantages and disadvantages. Cost and available time are often determining factors.

6. Choose a **suitable method of gathering data on attitudes**. There are various ways of doing this (by telephone, face-to-face, online, on paper, etc.), each with its own advantages and disadvantages. Factors to take into account include cost, question length, perceived obtrusiveness, the availability of contact details and the nature of the subject. A combination of methods is advisable with difficult target groups.

7. Make sure that you **can properly interpret** the data you collect. Is a change in attitude among 70% of people an excellent or a disappointing outcome? How should you interpret the statistical margin of error? Being able to compare the data against a reference value (baseline, target, external benchmark, etc.) is often essential. You must also be able to interpret and clarify differences between the results of different sub-groups (what factors (drivers) are influencing the results?).

8. Measurements, especially on sensitive subjects and attitude changes, have more **credibility** if they are carried out by **independent organisations** (who also have a reputation for independence and expertise to uphold).

Survey Tips (Cont'd)

Determining sample size in a survey

A frequently asked question is how large a sample has to be in order to provide a sufficiently reliable picture of a certain issue. This is an important consideration if the group whose opinion you wish to find out is too big to be surveyed in its entirety or if you have reason to believe that a large proportion of the group will not respond to a survey.

Two key terms in this connection are:

- 'Population' = total number of people in the group(s) being surveyed
- 'Sample' = number of people who replied to your survey

Minimum size of a sample
The following table shows roughly how big the sample must be, given the size of the population and the desired level of accuracy

Population Size	Minimum size of the sample according to the desired level of accuracy			
	Very high	**Quite good**	**Limited**	**Rough Indication**
Margin of Error	*2%*	*5%*	*10%*	*15%*
Reliability Level	*99%*	*95%*	*90%*	*85%*
20	20	20	15	10
50	50	45	30	15
100	100	80	40	20
200	190	130	50	20
500	450	220	60	25
1 000	805	280	65	25
2 000	1 350	235	65	25
5 000	2 270	360	70	25
10 000	2 930	370	70	25
20 000	3 435	380	70	25

Example: if your population consists of 500 people and you want quite a good level of accuracy, your sample must comprise at least 220 answers.

From this table we can conclude that

- the higher the desired level of accuracy, the bigger the sample needs to be (obviously!);
- with small numbers you can only achieve a very high level of reliability if you survey the whole population (and receive answers);
- the bigger the population, the bigger the sample has to be. But: assuming the same level of accuracy is maintained, the size of the sample does not increase proportionately to the size of the population. For a population of 400 or above, a sample of 200 is sufficient to achieve a high level of accuracy.
- If accuracy is not all that important (an estimate or a rough indication will do), the sample can be really quite small. Naturally, an absolute prerequisite – especially where the sample is small – is that the sample should be highly representative of the population.

** See also the sample calculator at: http://www.journalinks.be/steekproef/*

Survey Tips (Cont'd)

The figures in the table have been calculated (and rounded) for a wide spread of opinions (e.g. 50% say 'Yes' and 50% say 'No'). If the spread of answers is small, i.e. a large majority of the sample gives the same answer, then the sample can be smaller still. However, the problem is that you often do not know this in advance (that's why you are doing the survey!).

Response rate considerations

It is advisable to estimate the anticipated response rate in advance so that you can calculate the number of people to be surveyed.

Imagine, for example, a survey where you believe, based on the above table, that a sample of 80 will suffice. You know from experience, or from colleagues, that the response rate is likely to be around 25%. You will therefore need to send the survey to 320 or more people.

Many people think that the response rate, i.e. the proportion of those surveyed who actually answered the questions, is a factor that can affect the accuracy of the answers. However, from a statistical point of view, only the number of respondents is important.

The response rate may have an indirect bearing if:

- a low response rate means that the number of responses in the sample falls below certain thresholds (cf. table above);
- the low response rate points to a distortion in the sample, in other words the latter no longer accurately reflects the population (see also below).

Another consideration is estimating the 'non-response': how different are the opinions of the people who responded to the survey from those of the people who did not respond? Provided you have taken due consideration of spread when carrying out your survey, you can generally assume that there is no significant difference. Of course, you can never prove this. In some cases, it has been found that people who do not respond to a survey have a somewhat less positive view of a particular issue. However, you should definitely not consider this a general principle. With an online or written survey, you can check this out to some extent by comparing the answers of the group that responded within a few days of being sent the survey with those of the group that only responded after one or two reminders.

APPENDIX E: SAMPLE COMMUNICATION TOOLS

Informing -- Taking action

Fast Fact	Fact Sheet	Profile	Story	Issue Brief	Map	Diagram of Forces	Dash-board

Fast Fact

From KBF Publication: ***Who cares? Roadmap for a recommendation to fight child poverty***

"Nowadays, Europe has over 100 million people under the age of 18. Of these, around 20% are at risk of poverty."

Philippe Courard, Belgian Secretary of State

Fact Sheet

KBF Publication: Fund Rare Diseases and Orphan Drugs:
Recommendations and proposed measures for the Belgian Plan for Rare Diseases

The diagnosis battle

- *Before obtaining the correct diagnosis, another diagnosis was given to 44% of Belgian patients with a rare disease resulting in inappropriate treatments in 75% of patients, including medical (36%), surgical (12%) and psychological or psychiatric (7%).*
- *For 78% of Belgian rare disease patients, delays in diagnosis were considered responsible for at least one deleterious consequence, including death (1%); cognitive, psychological or physical problems, birth of another affected child, inappropriate lifestyle and behaviour, lack of confidence in medicine.*
- *During the quest for diagnosis, 22% of Belgian rare disease patients consulted more than five physicians before receiving the correct diagnosis, 7% consulted more than ten physicians.*
- *Diagnosis is expensive for Belgian patients and is rarely free (14% compared to 54% overall in Europe).*
- *A total of 22% of Belgian respondents obtained their diagnosis without receiving complete information on the disease. No psychological support was received by 60% of patients (which is low compared to 91% of respondents who expected this type of support but still represents the best value in the survey).*
- *The genetic nature of the disease was explained to families in 88% of cases, with details about the possibility of other cases in the family in 67% of cases. Genetic advice resulted in the diagnosis or identification of a carrier in the family in 36% of cases. A total of 30% of Belgian families considered the conditions of the announcement to be poor or unacceptable.*
- *In Europe 1 out of 4 patients with Ehlers Danlos syndrome waited for more than thirty years before being given the right diagnosis.*

The medical need

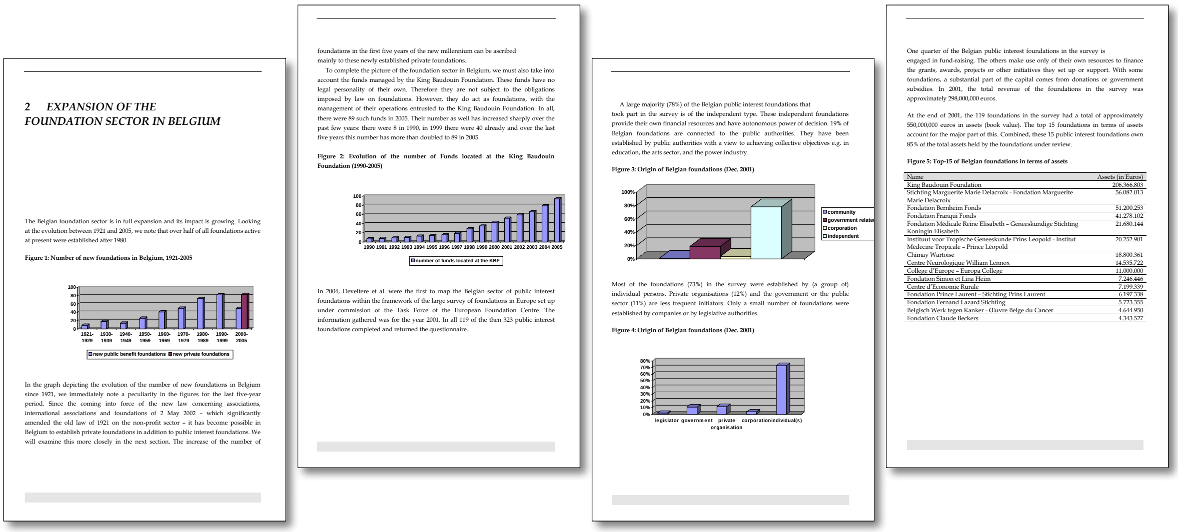
- *Belgian patients need an average of 9.5 different kinds of medical services related to their disease.*
- *Hospitalisation occurred in 47% of patients for an average total duration of 20 days in recent years.*
- *Access to eight services considered essential for each disease was easy in 77% of cases and difficult in 12% of cases and impossible in 11% of cases. This was mainly due to lack of referral (53%), unavailability (18%), personal cost (10%) and location of the structures, including a location too far away (13%), no one to go with (12%) and difficulty in travelling (15%).*
- *The medical services responded to patients' expectations fully (61%) or partially (27%), poorly (9%) or not at all (3%), which were comparable to overall results elsewhere in Europe.*

Sample Communication Tools (Cont'd)

Profile

From KBF Publication:

Foundations in motion. Trends and evolutions in the foundation sector in Belgium



2 EXPANSION OF THE FOUNDATION SECTOR IN BELGIUM

The Belgian foundation sector is in full expansion and its impact is growing. Looking at the evolution between 1921 and 2005, we note that over half of all foundations active at present were established after 1980.

Figure 1: Number of new foundations in Belgium, 1921-2005

In the graph depicting the evolution of the number of new foundations in Belgium since 1921, we immediately note a peculiarity in the figures for the last five-year period. Since the coming into force of the new law concerning associations, international associations and foundations of 2 May 2002 – which significantly amended the old law of 1921 on the non-profit sector – it has become possible in Belgium to establish private foundations in addition to public interest foundations. We will examine this more closely in the next section. The increase of the number of

foundations in the first five years of the new millennium can be ascribed mainly to these newly established private foundations.

To complete the picture of the foundation sector in Belgium, we must also take into account the funds managed by the King Baudouin Foundation. These funds have no legal personality of their own. Therefore they are not subject to the obligations imposed by law on foundations. However, they do act as foundations, with the management of their operations entrusted to the King Baudouin Foundation. In all, there were 89 such funds in 2005. Their number as well has increased sharply over the past few years: there were 8 in 1990, in 1999 there were 40 already and over the last five years this number has more than doubled to 89 in 2005.

Figure 2: Evolution of the number of Funds located at the King Baudouin Foundation (1990-2005)

In 2004, Develtere et al. were the first to map the Belgian sector of public interest foundations within the framework of the large survey of foundations in Europe set up under commission of the Task Force of the European Foundation Centre. The information gathered was for the year 2001. In all 119 of the then 323 public interest foundations completed and returned the questionnaire.

A large majority (78%) of the Belgian public interest foundations that took part in the survey is of the independent type. These independent foundations provide their own financial resources and have autonomous power of decision. 19% of Belgian foundations are connected to the public authorities. They have been established by public authorities with a view to achieving collective objectives e.g. in education, the arts sector, and the power industry.

Figure 3: Origin of Belgian foundations (Dec. 2001)

Most of the foundations (73%) in the survey were established by (a group of) individual persons. Private organisations (12%) and the government or the public sector (11%) are less frequent initiators. Only a small number of foundations were established by companies or by legislative authorities.

Figure 4: Origin of Belgian foundations (Dec. 2001)

One quarter of the Belgian public interest foundations in the survey is engaged in fund-raising. The others make use only of their own resources to finance the grants, awards, projects or other initiatives they set up or support. With some foundations, a substantial part of the capital comes from donations or government subsidies. In 2001, the total revenue of the foundations in the survey was approximately 298,000,000 euros.

At the end of 2001, the 119 foundations in the survey had a total of approximately 550,000,000 euros in assets (book value). The top 15 foundations in terms of assets account for the major part of this. Combined, these 15 public interest foundations own 85% of the total assets held by the foundations under review.

Figure 5: Top-15 of Belgian foundations in terms of assets

Name	Assets (in Euros)
King Baudouin Foundation	206.366.803
Stichting Marguerite Marie Delacroix - Fondation Marguerite Marie Delacroix	56.082.013
Fondation Bernheim Fonds	51.200.253
Fondation Franqui Fonds	41.278.102
Fondation Médicale Reine Elisabeth – Geneeskundige Stichting Koningin Elisabeth	21.680.144
Instituut voor Tropische Geneeskunde Prins Leopold - Institut Médecine Tropicale – Prince Léopold	20.252.901
Chimay Wartoise	18.800.361
Centre Neurologique William Lennox	14.535.722
College d'Europe – Europa College	11.000.000
Fondation Simon et Lina Heim	7.246.446
Centre d'Economie Rurale	7.199.339
Fondation Prince Laurent – Stichting Prins Laurent	6.197.338
Fondation Fernand Lazard Stichting	5.723.355
Belgisch Werk tegen Kanker - Œuvre Belge du Cancer	4.644.950
Fondation Claude Beckers	4.343.527

Story

From KBF Publication:

Bulgaria, Final Report 2001-2004

Case stories

Nine year-old Nikolay Dobrev from Sliven in East Bulgaria says that thanks to the project he took part in, he gained self-confidence and "I even take part in school radio". The most important thing for him is that he has new friends from other ethnic groups, which makes him different from the other boys in the neighbourhood who remain isolated.

Shaban Darakchi, a final year pupil and active participant in the *School: A Better Way To Tomorrow* project in Breznitza, SW Bulgaria, says: "My whole attitude to life and to the world changed. That's a very important project result: a change in consciousness, freeing the mind from the fears and complexes we've accumulated because of our differences as minorities and the attitudes of others towards us".

Subka Mitova, a teacher from Smilyan in South Bulgaria, participated in two IEDHRF projects. She says "It was the first time that I and my colleagues had the courage to say that we were Pomaks. Until recently we were ashamed of our minority origins."

An ethnic Bulgarian literature teacher from Sliven with more than 30 years experience who led the study group on ethnology under the *Developing a School Programme for Inter-Ethnic Cooperation* project stated: "Until now we closed our eyes to ethnic and religious differences among the children and in society as a whole. As if in pretending not to notice them, they wouldn't exist anymore. Now, we've begun to learn not only to notice them, but also to respect them and try to use them as a teaching resource. This is not only useful for minority children, but for majority children as well."

Sample Communication Tools (Cont'd)

Issue Brief

From KBF Publication:

Climate change mitigation and social justice in Europe: striking the right balance – Ideas for Action - Summary

Detailed recommendations in specific policy areas

Buildings

Buildings for residential, office or industrial use are responsible for around 40% of the EU's total energy use, and the energy efficiency of buildings has been a major focus of climate change mitigation policies in recent years.

- Action should be taken to address the problem of energy poverty at EU level (e.g. common definition, reporting, monitoring system, standards).
- An increasing percentage of energy-efficiency subsidies should be directed towards low-income households. This should be linked with incentives and targets for suppliers to achieve greater energy efficiency across the grid.
- Street-by-street energy efficiency roll-out schemes should be launched in all areas, focusing particularly on areas of social deprivation.

Mobility

Given that transport emissions accounting for an estimated 21% of EU greenhouse gas emissions, mobility and transport policies are crucial to the success of climate change mitigation efforts. They also have major implications for social justice, particularly in relation to access to employment, and for social inclusion.

- Closer examination is needed of how to integrate public transport networks and private-sector retail distribution networks to improve access to consumer goods whilst reducing 'last mile' delivery emissions. Regional and local authorities should promote sustainable district logistics plans.
- The EU should promote discussion of the feasibility of car miles trading allowances for private transport, as a way to reduce emissions while ensuring that those on low incomes are not worse off.

Power generation and manufacturing

The move to a low-carbon economy has potentially significant consequences for Europe's industrial and manufacturing base, with consequent impacts on social justice, especially in relation to blue-collar jobs.

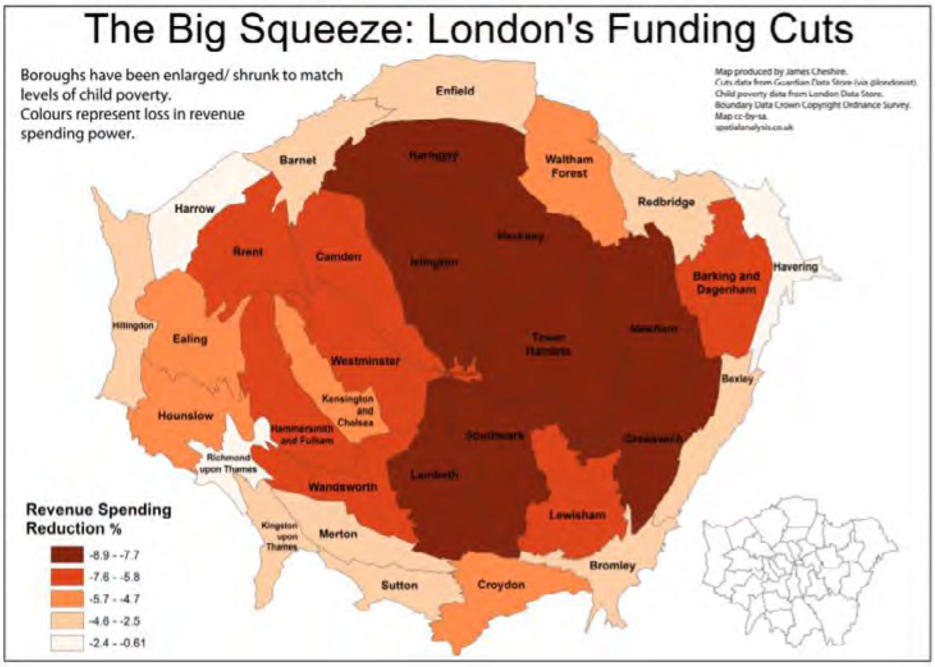
- Community-owned renewable micro-generation schemes should be promoted within existing national renewable schemes, coupled with bulk financing to facilitate access to renewable technologies for those who would otherwise be excluded on the grounds of cost or feasibility.

King Baudouin Foundation CLIMATE CHANGE MITIGATION AND SOCIAL JUSTICE IN EUROPE: STRIKING THE RIGHT BALANCE 15

Map

Map of London's Council Funding Cuts

Source: www.spatialanalysis.co.uk

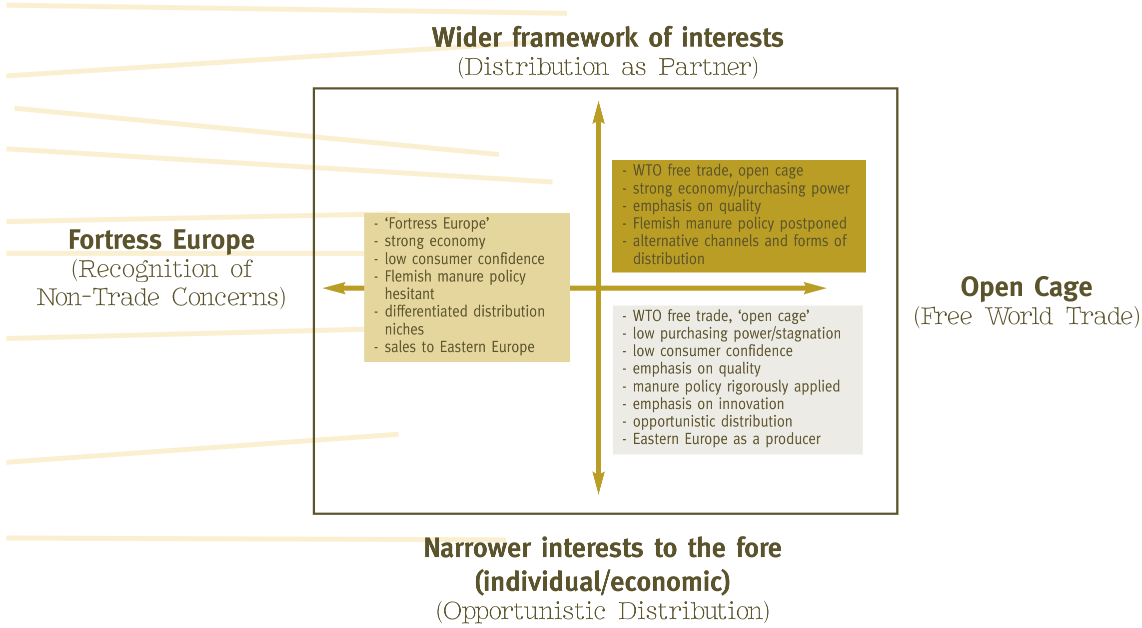


Sample Communication Tools (Cont'd)

Diagram of Forces

From KBF Publication:

Animal production & consumption in the 21st century. Stakeholders develop scenarios



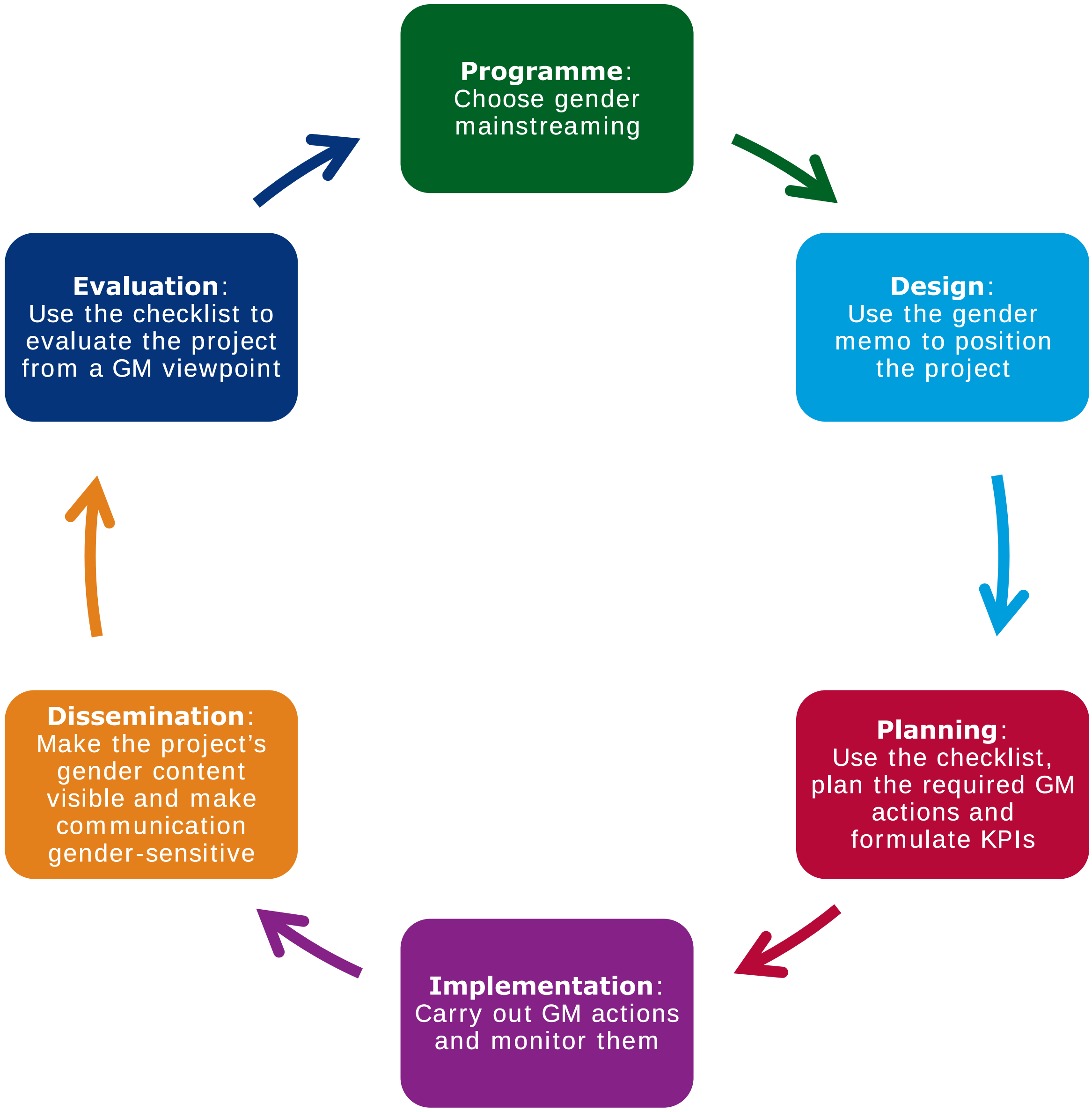
Dashboard

From Indianapolis Museum of Art:

Source: Juice Analytics, "A Guide to Creating Dashboards People Love to Use"

APPENDIX F: GENDER MAINSTREAMING ANNEX

Gender Mainstreaming in the KBF Project Cycle



Gender Mainstreaming Annex (Cont'd)

Gender Memo: Positioning the Project in the Design Stage

KBF is committed to **mainstreaming gender in all its projects.** This means that every project must take account of relevant differences between men and women in both the **way the project is implemented** and the project's **content**. There are **three possible scenarios** with regards to gender mainstreaming in KBF projects; use the questions below to determine which scenario best matches to your project:

All Projects

Are there no known gender differences in the issue tackled by your project and do you have no further indications that gender may be relevant? If this is the case, you need only bear in mind the following four minimum points for attention:

- Attention to balanced female/male representation in:
  1. Panels
  2. Speakers
  3. Target group reached
  4. and so on
- Care taken with gender-neutral (or gender-sensitive) language and images
- Attention to any gender differences that become evident during the project with regard to the content and impact of the project on men and women
- Encouraging e.g. partner organisations, contractors and the experts involved take account of these points for attention

Gender Differences?

Are there possible gender differences as regards the issue tackled by your project, but you are unfamiliar with them or do not know enough about their impact? If this is the case, then you can use this as a focal point, to be developed further during the project by planning one or more of the following actions

- Collecting and analysing available figures on gender differences related to the issue
- Calling on an external expert to study gender aspects in greater depth
- Analysing the target group that was reached during previous project rounds
- Encouraging e.g. partner organisations, contractors and the experts involved take account of gender
- And other actions

Gender Differences!

There are already some known gender differences as regards the issue tackled by your project. Your project can take account of this constructively by planning one or more of the following actions:

- Placing gender issues on the agendas of workshops, round tables etc. and discussing them
- Asking a gender expert to write a report on gender aspects and distributing it to the relevant actors
- Organising a round table with organisations that have experience and know-how regarding the gender dimension of the issue
- Requiring that e.g. partner organisations, contractors and the experts involved pay attention to gender
- Placing special emphasis on gender in the final results (reports, policy recommendations, and so on)
- And other actions

(The four minimum points for attention also apply to all projects falling into these categories!)

Gender Mainstreaming Annex (Cont'd)

Gender Memo: Positioning the Project in the Design Stage (Cont'd)

Examples

All Projects

A Class Apart project call: a brief investigation by the Gender Helpdesk showed that the A Class Apart project call attracted approximately as many women as men, with some variation over the years. Nonetheless, changes were made to communication about the project call: it was made more gender-sensitive by paying special attention to language (consciously directing the project call at men and women) and by adding a photograph of a woman to the project call.
Possible gender-sensitive KPIs for this project:

- Number of male and female candidates

International student exchange: unexpectedly, it turned out that this project mainly involved women, so as the project progressed, attention was paid to this aspect to determine what should be done to include men in the project too.
Possible gender-sensitive KPIs for this project:

- Number of male and female candidates
- Extent to which men/women feel the project concerns them

Gender Differences?

Poverty project calls: it is widely acknowledged that women, particularly single mothers and women with little education, are at greater risk of poverty. For that reason, it was asked whether KBF's poverty project calls reached out to both men and women through the selected projects. Quantitative and qualitative analysis of the call showed that the project call very probably reached a mainly male audience, but that there seemed to have been a positive evolution over the years towards greater balance. Nevertheless, it was still important to pay special attention to this with the project call and the chosen projects.
Possible gender-sensitive KPIs for this project:

- Number of women's organisations receiving project subsidies
- Extent to which the projects are aware and take account of the different needs of their female and male target groups

Child poverty: among children, too, poverty can take on different forms and have different effects on girls and boys, so the project on child poverty decided to study the issue in greater depth during the project and see how relevant these differences were.
Possible gender-sensitive KPIs for this project:

- Number of consulted studies taking account of gender differences in child poverty

Gender Differences!

Climate change: research showed that climate change does not only have different impacts on men and women in developing countries. Gender is a relevant aspect of climate change in Europe too. For this reason, the Climate Change project decided to focus on the subject by consulting external experts, distributing a gender memo among the stakeholders involved and raising the subject on the online forum and ensuring it was mentioned in the policy recommendations.
Possible gender-sensitive KPIs for this project:

- Number of gender-sensitive policy recommendations
- Number of stakeholders with gender expertise taking part in the debate

Gender and disabilities: figures showed that disabled women were less likely to be involved with training and employment organisations for disabled people. To eliminate this imbalance, it was decided that an external expert would be contacted through KBF and asked to perform a quantitative and qualitative study of the sector with a view to mapping the causes of the imbalance and determining the conditions for a better balance.
Possible gender-sensitive KPIs for this project:

- Number of male/female candidates coming forward for assistance

Gender Mainstreaming Annex (Cont'd)

Checklist for Gender Mainstreaming According to Project Stage

Project Design

- Use the **gender memo** to position your project
- When the **situation at the outset is being evaluated**, check whether the problematic situation that the project aims to resolve has a gender dimension:
  1. Collect information about the potential gender dimension
  2. Evaluate for yourself: does the issue involve and affect men and women in the same way? What are the different needs and expectations of men and women?
  3. Ask contacts or gender experts about the gender dimension
- Ensure that the potential gender dimension of the problematic situation is borne in mind **when the strategic aim is determined**.
- Take account of the gender dimension of the problematic situation during **stakeholder** mapping. How can you evaluate stakeholders according to their gender dimension?
- If the stakeholders are people: are they male or female? Do they have any expertise in the domain of gender?
- If the stakeholders are organisations: do they represent men and women, or only men or women? Who has power and influence within the organisation: men and women, or men or women? What is their viewpoint, influence and potential contribution as regards the gender dimension of the problematic situation?

Project Planning

- If necessary, translate the gender dimension of the problematic situation into one or more **operational goals**.
- When **identifying the target groups**, bear in mind the possible gender impact (the project's impact may be different for a male target group than for a female target group).
- Translate the gender content into a concrete output or part of an output when determining the **deliverables**.
- When identifying the **KPIs**, check whether these results indicators are gender-sensitive and would highlight if the project had a different impact on a female target group than on a male target group. If necessary, set different KPIs for the gender actions.

Implementation

- In the **project monitoring system**, monitor the project's gender mainstreaming strategy to:
  1. ensure that the planned gender activities or activities that may have gender content are actually carried out;
  2. make sure that attention is given to balanced female/male representation (e.g. composition of the panel, speakers, target group reached by the project)
  3. ensure that people are careful about gender-neutral (or gender-sensitive) language and images
- During the project, make sure that any (unexpected or new) gender content discovered while carrying out activities is dealt with

Dissemination

- Make the project's gender content visible in the dissemination of the **project's results**
- When presenting the results, pay special attention to **gender-neutral language and images**
- When developing the **communication strategy** for disseminating the project's results, bear in mind gender differences in the target audience (e.g. choice of certain methods, channels and partner organisations)

Evaluation

- Use this checklist to assess the project's gender mainstreaming strategy: where were gender differences taken into account and where were they not? What obstacles and difficulties were encountered?
- Did the project meet men's and women's needs and expectations? Did it have the same impact on men and women?
- Identify the gender-related knowledge and experience gained during this project so that it can be used for other projects.

King Baudouin Foundation

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The King Baudouin Foundation is an independent and pluralistic foundation. We provide financial support to around 1,400 organizations and individuals annually. The Foundation also acts as a forum for debate and reflection and fosters philanthropy. With a starting budget of 30 million euros in 2011, the Foundation wants to look for sustainable ways of contributing to justice, democracy and respect for diversity. We operate out of Brussels, but are active at regional, Belgian, European and international level. Our Board of Governors sets out broad lines of action, which are implemented by some 60 colleagues. The Foundation was created in 1976, to mark the 25th anniversary of King Baudouin's reign.

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