

Workshop: Het meten van je activiteit

RODE DRAAD

- Naar welk soort betrokkenheid streef je (kennis/ houding/ gedrag) en hoe ga je dat bereiken?
- Wat is het verschil tussen output, outcome en impact?
- Hoe meet je de verandering van kennis/ houding/ gedrag bij je deelnemers?
- Wat zijn de elementen in een meetplan?



Geef jezelf een cijfer

Op een schaal van 1 tot 10

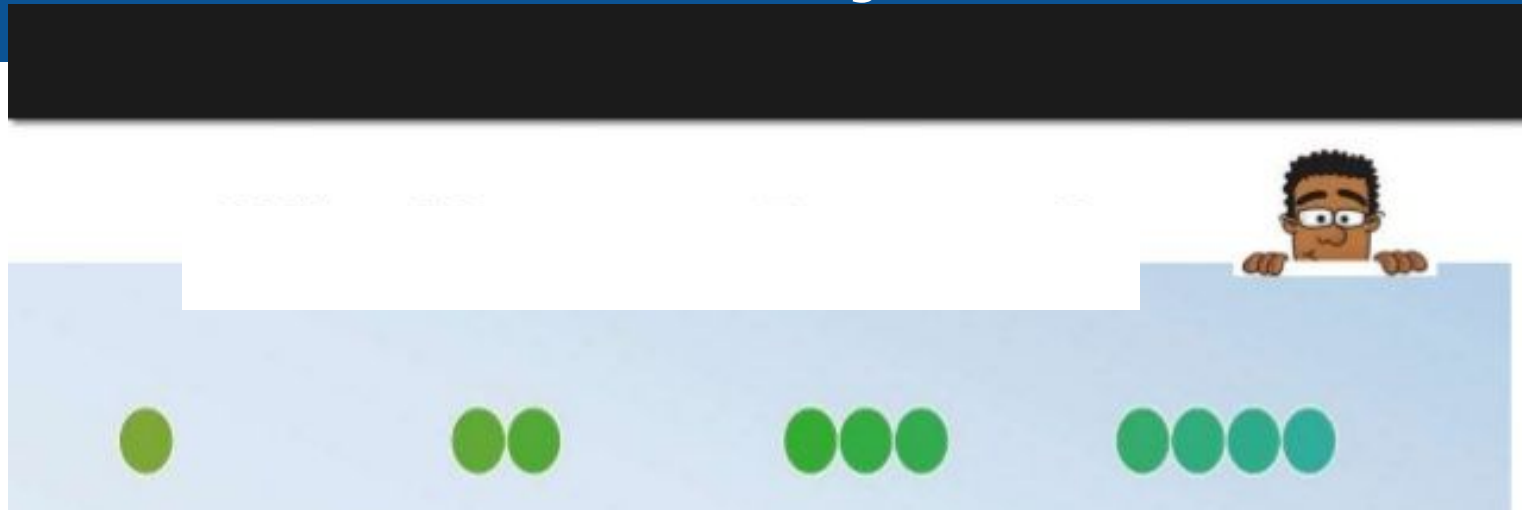


F **R** **A** **M** **E**
V **O** **I** **C** **E**
R **E** **P** **O** **R** **T** **!**



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Waarom zou je meten?



Beheer van je project

Vergroot begrip van je impact

Sterkere communicatie over de waarde van je werk

Meer aandacht voor de maatschappelijke, economische en milieuwaarden

spelregels

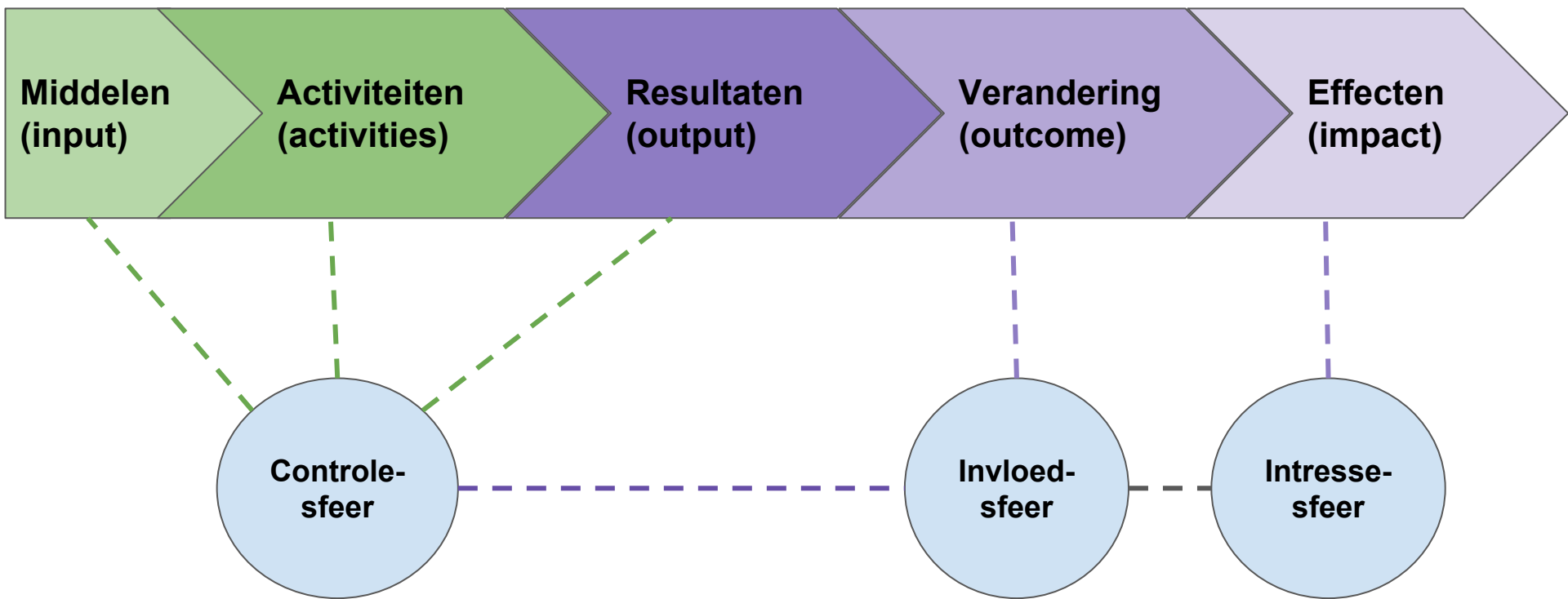


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Tot waar reikt jouw invloed?



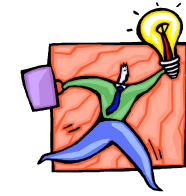
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Outcome =

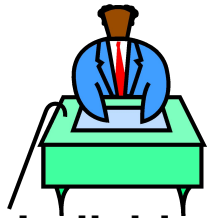
een zichtbare en significante verandering
in gedrag, relaties, acties, beleid, of toepassing
van een sociale actor
... en beïnvloed door de change agent.



Gedrag



Relaties



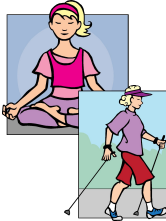
Individu



**Gemeenschap
of groep**



**Beleid en
toepassing**



**Acties en
activiteiten**



Instituut

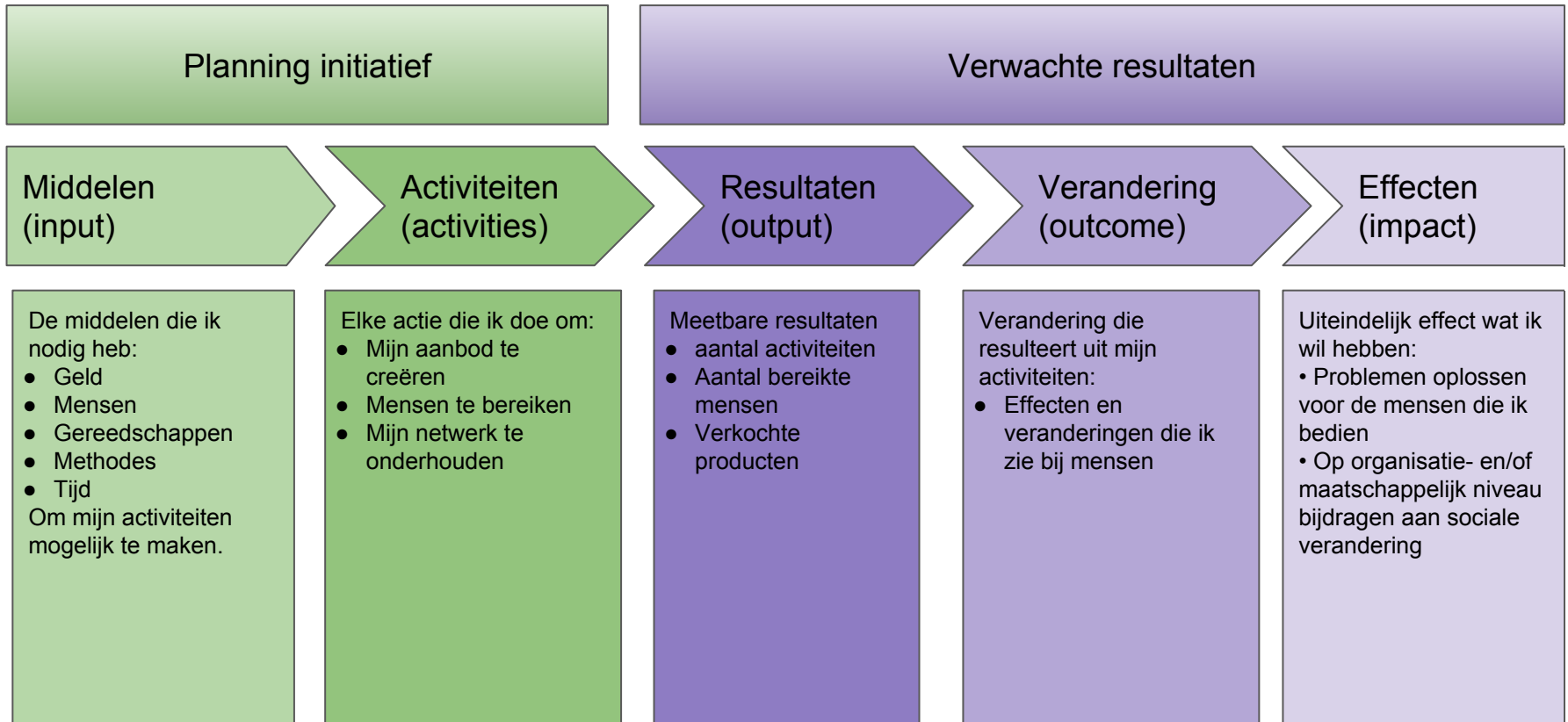


Organisatie



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Verandertheorie (Theory of change)



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Een meetplan

Monitoring & Evaluation (M&E) Framework Template - www.tools4dev.org



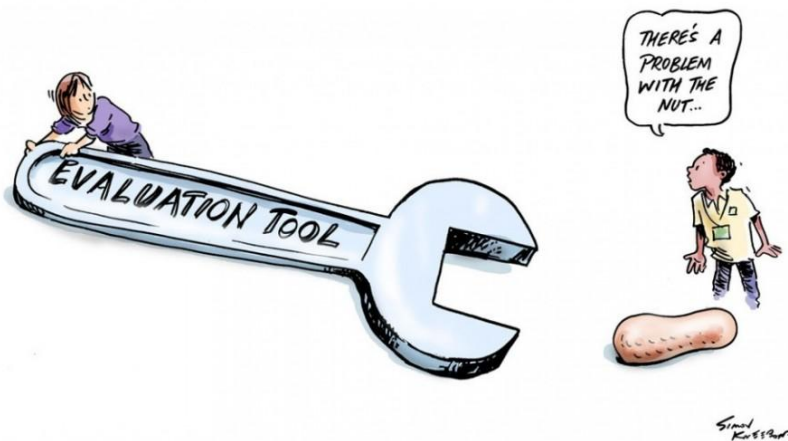
Monitoring & Evaluation (M&E) Framework Example

| INDICATOR | DEFINITION How is it calculated? | BASELINE What is the current value? | TARGET What is the target value? | DATA SOURCE How will it be measured? | FREQUENCY How often will it be measured? | RESPONSIBLE Who will measure it? | REPORTING Where will it be reported? |
|-----------------|---|--|-------------------------------------|---|---|-------------------------------------|---|
| Goal | Percentage of Grades 6 primary students continuing on to high school. | Number of students who start the first day of Grade 7 divided by the total number of Grade 6 students in the previous year, multiplied by 100. | 80% | 80% | Primary and high school enrollment records. | Annual | Program manager Annual enrollment report |
| Outcomes | Reading proficiency among children in Grade 6. | Sum of all reading proficiency test scores for all students in Grade 6 divided by the total number of students in Grade 6. | Average score: 47 | Average score: 57 | Reading proficiency tests using the national assessment tool. | Every 6 months | |
| Outputs | Number of students who completed a summer reading camp. | Total number of students who were present on both the first and last day of the summer reading camp. | 0 | 500 | Summer camp attendance records. | End of every camp | |
| | Number of parents of children in Grade 6 who helped their children read at home in the last week. | Total number of parents who answered 'yes' to the question 'Did you help your child read at home any time in the last week?' | 0 | 500 | Survey of parents. | End of every camp | |

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- de indicatoren per niveau per doel
- meetinstrumenten
- (of bron van je informatie)
- 0-meting en doel geplande 1-, 2-, 3-meting
- frequentie van meten



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Meten van outcomes (zie bijlage)

Methoden om informatie te verzamelen.

- Kennisquiz Kahoot
- Evaluaties van activiteiten
- Stellingen (houding)
- Tinytools
- Tijdslijnen voor verandering
- Outcome Harvesting
- Most Significant Change
- Participatory Video



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Maak nu je eigen meetplan

Bedenk:

1. Een SMART outcome doelstelling
2. Een indicator
3. Een methode

Geef jezelf een cijfer

Op een schaal van 1 tot 10



F **R** **A** **M** **E**
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R **E** **P** **O** **R** **T** **!**

www.framevoicereport.eu

VRAGEN?
frame@wildeganzen.nl



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That's all Folks!



Outcome Harvesting



Ricardo Wilson-Grau outcomeharvesting.net

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Participatory Video



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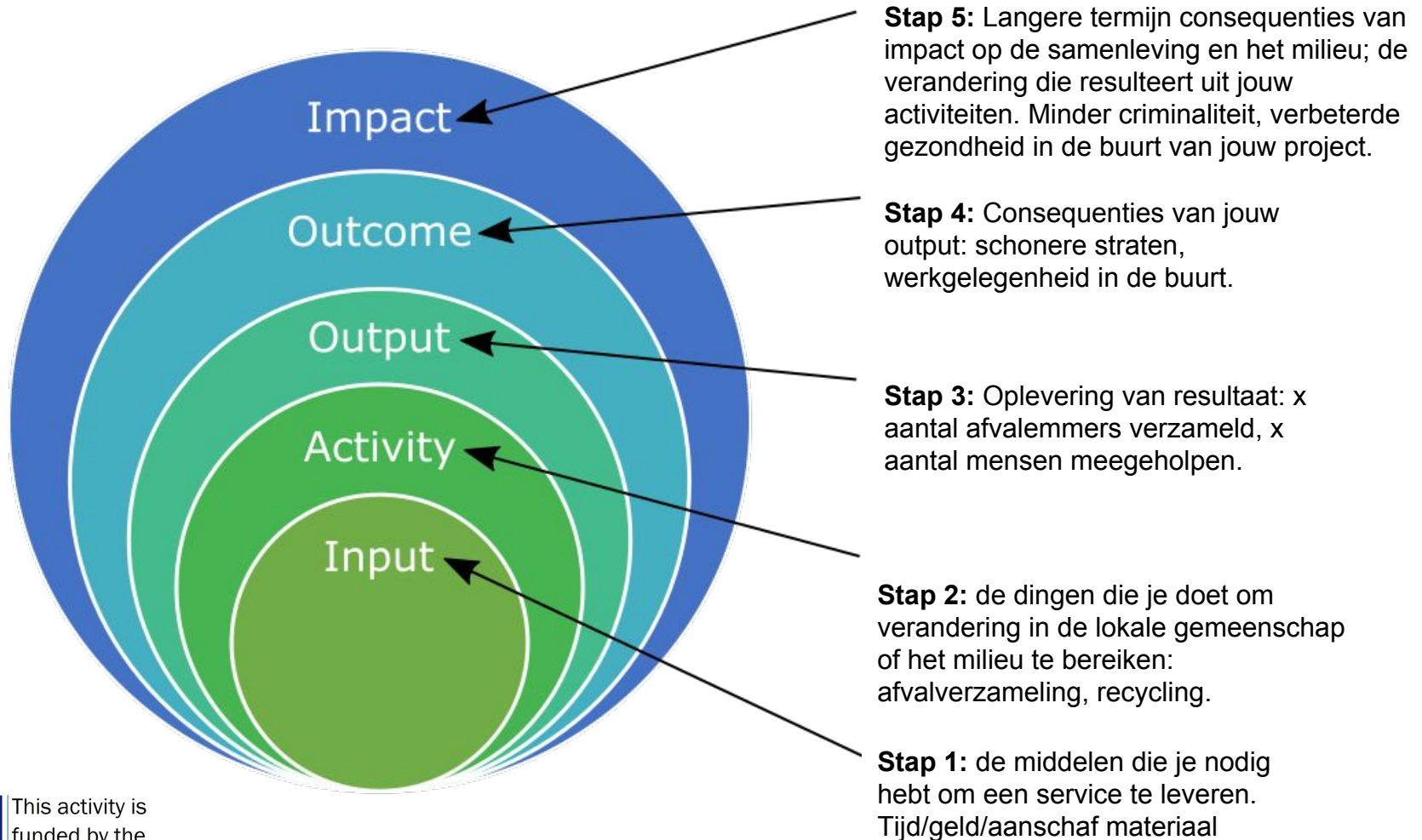


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Evaluatie

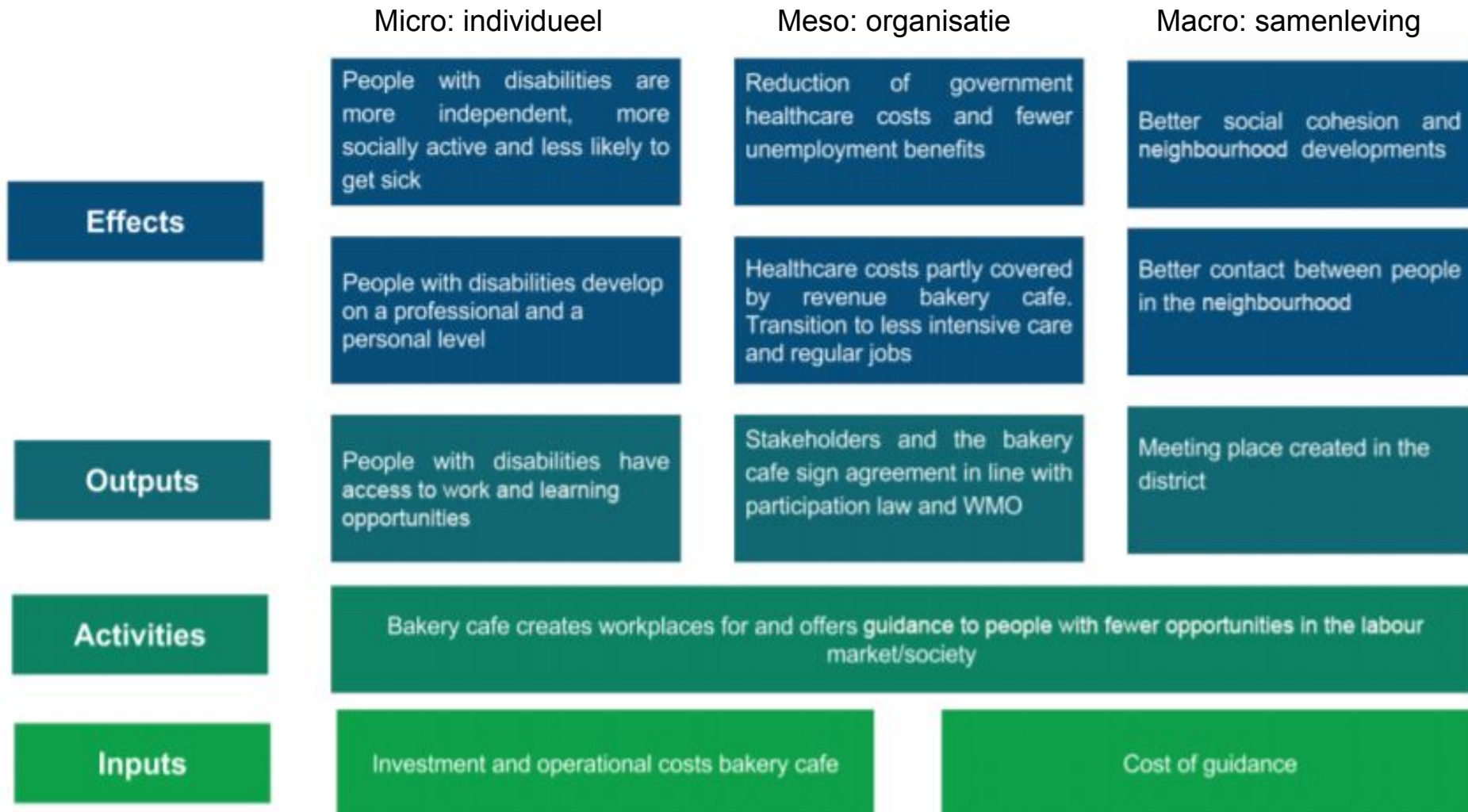
Wat neem je mee van vandaag?

Voorbeeld ToC:



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Voorbeeld ToC: Brood op de plank



Cialdini en Tabula Rasa

1. Wederkerigheid
2. Schaarste
3. Autoriteit
4. Consistentie (en commitment)
5. Consensus (Sociale bewijskracht)
6. Sympathie

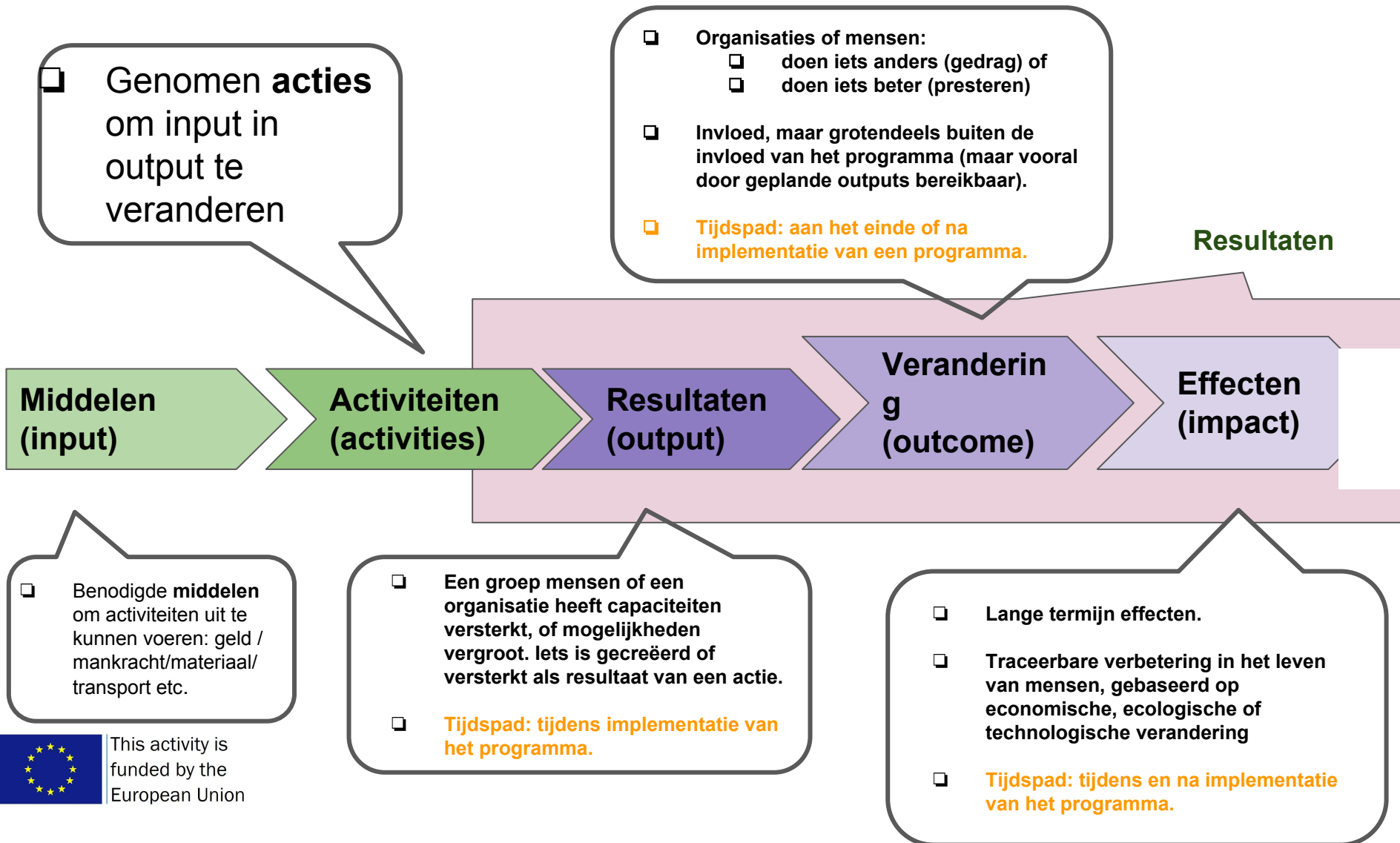


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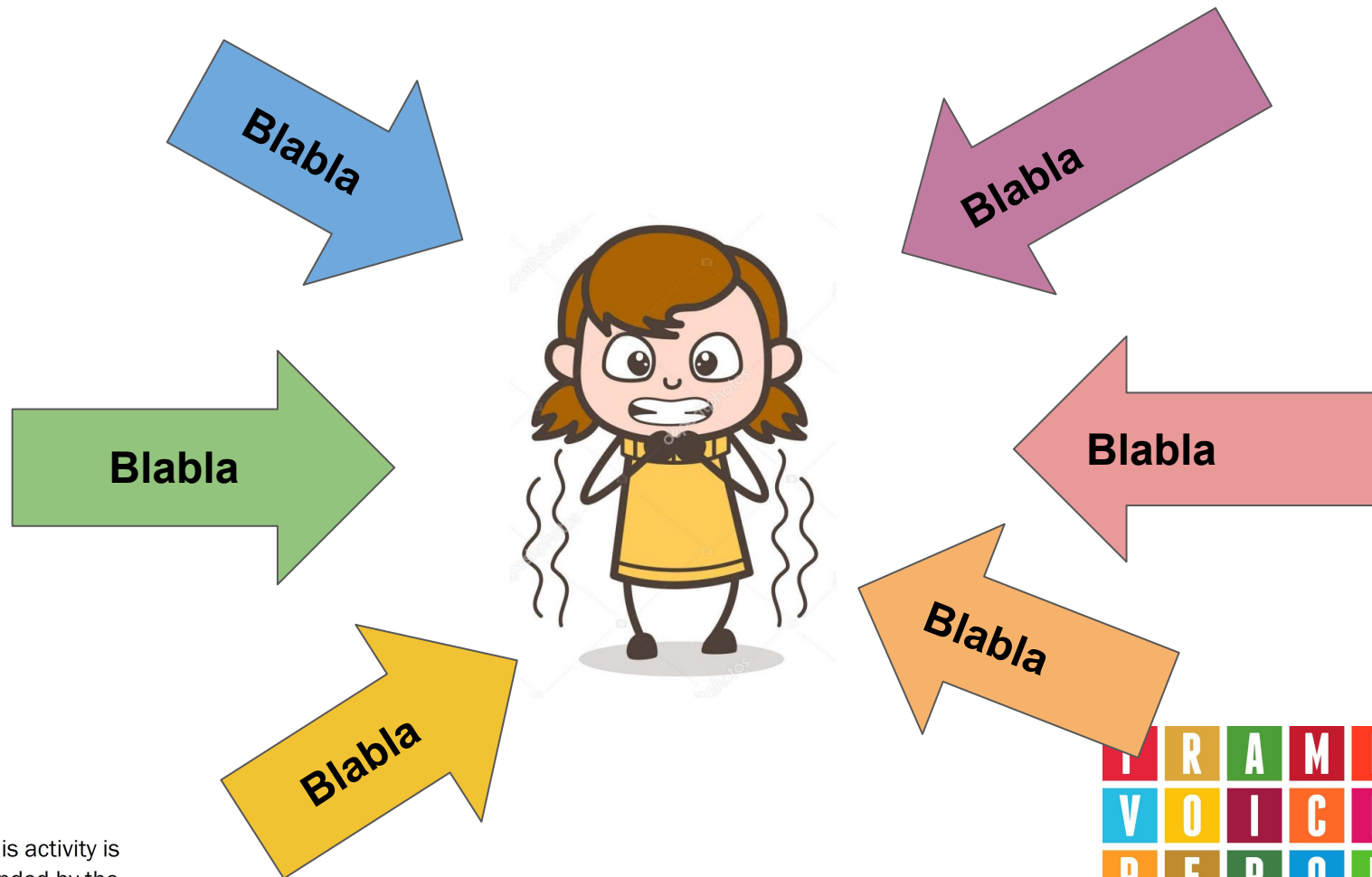


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Wat zijn de doelstellingsniveaus?



Contributie



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Vele invloeden maken het verschil

| | Motivatie | Vaardigheid |
|-------------|-----------|-------------|
| Individueel | | |
| Sociaal | | |
| Structureel | | |

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