

## GLOBAL MONITORING AND EVALUATION POLICY

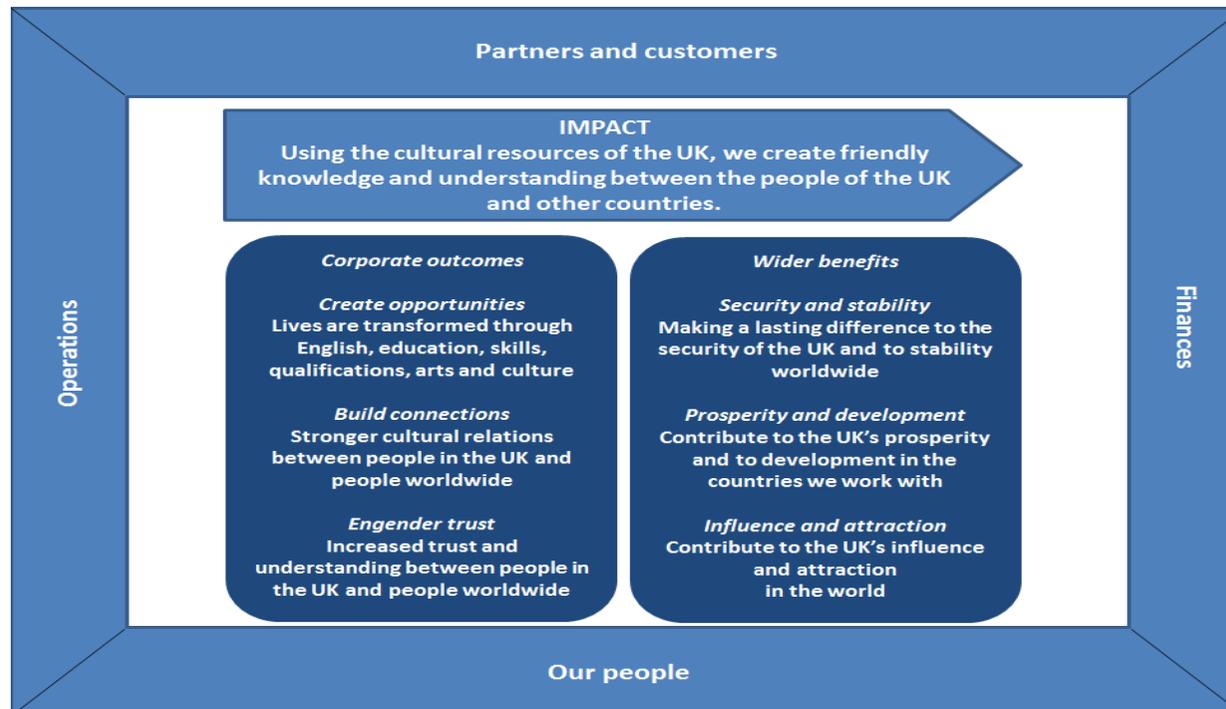
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The purpose of this policy is to outline our approach to monitoring and evaluation (M&E) in the British Council and how this supports our organizational priorities. The policy sets out the core principles and standards which guide this approach. It is not a comprehensive list of standards that we need to follow, but provides links to the main documents in this area.

### WHY WE EVALUATE OUR WORK

The British Council is committed to providing high-quality (M&E) and analysis of the impact we achieve. We invest in this area so that we can:

- demonstrate how we create benefits for the UK and the world, and how we create opportunities, build connections and engender trust



- tell our narrative of impact effectively to satisfy external scrutiny at the corporate and programme levels
- use evidence to continuously improve the way we deliver our programmes
- deliver our work efficiently and effectively, demonstrating value for money.

## WHAT WE EVALUATE:

Our evidence priorities are outlined in our central M&E document – the Results and Evidence Framework in **Annex A**. This M&E policy refers to Levels 1, 2 and 3.

*Main definitions we use in this area:*

**Monitoring** We define monitoring as a continuous process of **systematic data collection**, to inform managers and key stakeholders on progress in relation to planned inputs, activities and results, as well as the use of allocated resources. Monitoring is structured around indicators, which are measures of performance of the input, activity or results (outputs or outcomes).

**Evaluation** We use the OECD DAC definition of evaluation: “the **systematic and objective assessment** of an on-going or completed project, programme or policy, its design, implementation and results in relation to specified evaluation criteria.”

**Impact** The term ‘impact’ is used in different ways. For the purposes of this policy, we use a slight modification of the OECD DAC definition: ‘Positive and negative, primary and secondary long-term effects produced by an intervention or activity, directly or indirectly, intended or unintended.’ It is about *change*, causally connected to our programmes. It is not just about reach or level of participation.

## THE LEVEL AND DEPTH OF OUR MONITORING AND EVALUATION EFFORTS

Monitoring and evaluation should be proportional to the scale and significance of a programme. At a basic level all activities should be **monitored** and subject to performance review, and should demonstrate value for money (VFM). We have recently developed VFM guidance, which should be referred to in the development and delivery of all British Council activities.

## CRITERIA FOR DETERMINING WHEN AND TO WHAT EXTENT WE MONITOR AND EVALUATE OUR PROGRAMMES

**Size** Level of expenditure on or income generation from the programme, over the full lifecycle.

**Strategic importance** Significant ODA expenditure, potential for transformational change, high visibility or ability to demonstrate substantial value to the UK.

**Scale** Number of countries in which the programme is delivered, number of end users and participants, and numbers of beneficiaries.

**Innovation** Proofs of concept, and where we can generate evidence of “what works”.

**Risks** Programmes that are recognized to be of high risk, such as those delivered in unstable countries, or in new areas of work.

For our paid services, especially teaching and exams, the focus is on collecting, analyzing and acting on data, particularly concerning quality of delivery and customer satisfaction. Our work in teaching and assessment will be evaluated periodically to demonstrate its contribution to our corporate outcomes and purpose. In regard to contract work, we must also be cognizant of clients’ reporting requirements.

## **EVALUATION PLANNING**

All programme business cases must consider whether an evaluation will be conducted, using the criteria above. A decision on when and what to evaluate must be made while a programme or activity is being designed, and M&E plans taken into account at programme approval. The Results and Evidence Framework provides details on our evidence priorities in terms of what needs to be monitored and evaluated across our SBUs and Regions.

Monitoring and evaluation should be undertaken *from the outset* of the programme, and not just at the end. We have specific [corporate standards](#) for Official Development Assistance, which mirrors the standards established by the UK’s agency for evaluating UK aid, the [Independent Commission for Aid Impact \(ICAI\)](#).

## **PRINCIPLES**

If it is decided that evaluation is to be conducted the following principles must be considered:

1. **Independence** We recognize the importance of evaluations being independent, to ensure the credibility of the findings. All grant-in-aid / partner-funded programmes with total programme costs over £1m (over the programme lifecycle) should include an external independent evaluation. Independent evaluation should also be built into our bids for full cost recovery programmes. This is in addition to internal monitoring, gathering of feedback and other evaluation activities required by our Results and Evidence Framework. External

evaluators should be procured, following best practice. Guidelines on procurement are in the process of being developed and a link will be attached to this document.

2. **Transparency** Evaluations should reflect the British Council's full commitment to transparency in our decision-making processes, how we work and the programmes and services we provide. Evaluation findings and lessons learned should be shared with senior responsible officers and those on the programme team. Findings and lessons should normally be published and / or shared more widely with the wider evaluation network, making full use of different media.

Through the Foreign and Commonwealth Office, the British Council is signed up to the International Aid Transparency Initiative (IATI) , an international agreement to report and share ODA expenditure and programme information; this includes making findings from evaluations public.

3. **Evaluation Quality Standards and Methods** All evaluations must follow defined quality standards and criteria, such as the OECD DAC quality standards for evaluation.<sup>1</sup> All programmes must have a theory of change and baseline against which to evaluate. Monitoring and evaluation should use rigorous and transparent methods, and undergo external quality assurance. The types of programmes we undertake mean that longitudinal evidence collection and / or contribution analysis may be required. Best methodological practice should be used, and guidance sought where necessary – some principles are set out here and are developed further in the 2017 Evidence Strategies. In some cases, operational and action research may be linked to evaluation, to generate robust evidence and add to knowledge. We are currently developing an overall corporate scoring system methodology for high level reporting. To ensure quality, all evaluations must have appropriate governance arrangements including stakeholder engagement. Guidance on setting up Steering committees and other relevant mechanisms is being developed.
4. **Ethics** The needs of participants are a high priority, and use of participants' data must always comply with the British Council's [Data Protection policy](#) and any local governance and regulations. A culture of integrity and openness is central to monitoring and evaluation, and conflicts of interest should be avoided. This is to support our credibility and transparency in this area, and ensure that we maintain our [British Council values](#).
5. **Gender** The Results and Evidence Framework requires disaggregation of gender in face-to-face activities. Gender will be included as a theme in all evaluations.

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<sup>1</sup> <https://www.oecd.org/development/evaluation/qualitystandards.pdf>

6. **Quality assurance** Quality assurance is essential in order to ensure consistency in evaluation standards across our regions and SBUs. A process will be established to ensure the quality of British Council evaluations. This will cover both Terms of Reference and evaluation delivery and management.
7. **Procurement** All evaluations should be commissioned using best commercial practice and appropriate transparent competition and consultants should be procured through our [Global Strategic Procurement Framework](#).
8. **Utility** Every evaluation should have a clear purpose and audience, reflected in its design. Evaluations can strengthen the basis for managing results, fostering learning and knowledge generation and support accountability. Evaluations should be planned to report when information is needed to inform key decisions. The results of evaluations should be widely communicated in a relevant and timely manner across all stakeholders and where possible beneficiaries. Every evaluation completed should have a management response outlining how we will respond to the key evaluation recommendations. Those leading on evaluation are responsible for ensuring that learning is captured and incorporated into new programmes. Further guidance and support is currently being developed.
9. **Resourcing evaluation** We recommend 2 to 5% of total overall programme budgets should be dedicated to monitoring and evaluation. It should be higher in programmes which are innovative and / or piloting new initiatives, and could be up to 10%. Further guidance will be developed on this.
10. **Professionalism of our staff** Evaluation is increasingly recognized as an area of technical specialization – in particular for ODA expenditure, so that we can ensure that development funding is used efficiently and effectively. It is central to good programme management and it is essential that our staff have the right level of knowledge and experience. We are developing an evaluation competency framework to define what is required for each level of specialization (foundation, competent and skilled), and to support staff development. All staff in specialist posts should be at Level 3 (skilled) and those managing evaluations should seek to be at Level 2 in the competency framework. An Evaluation Community of Practice will support embedding best practice across the British Council.

This policy is a living document, and will be reviewed after 12 months.

## Annex A: Results and Evidence framework

In 2017 we introduced a results and evidence framework for the collection and presentation of evidence showing the impact of our cultural relations work. The framework has been piloted for a year and has been embedded into planning and reporting. Dashboards are in development to monitor progress against these areas. We will undertake review during quarter 2 with teams to learn from experiences in the last year. This will include a review of guidance published on our intranet to ensure consistency of measurement and permit meaningful aggregation of results.

**Level 1 Global results:** this level provides aggregation of evidence where possible from across the framework and uses survey methodologies and studies to evidence the way our work is contributing to building trust, opportunities and friendly knowledge and understanding. It focuses on how the totality of our work provides benefit to the UK and the countries where we operate.

<b>Level 1: Global reach and engagement</b>	
<b>Opportunities: Lives are transformed</b>	# people we worked with directly and indirectly across the world to provide new opportunities
	% of people we work with who report gaining new knowledge or skills
	% of the people we engaged with face to face who were women and girls
	# of visitors to our exhibitions, festivals and fairs
	# of people we reached through publications and broadcast material
	# of users of our digital social media and learning
	# of visitors to our websites
	# programme participants in the UK
<b>Connecting: Stronger cultural relationships between people in the UK and worldwide</b>	% of people we work with who have stronger relationships and connections with the UK as a result of our work
	# of stronger partnerships and links between UK and overseas institutions resulting from our work
	# of countries we worked in
<b>Building trust: Increased trust and understanding between people in the UK and worldwide</b>	% of programme participants who are more favourable towards the UK as a result of our work
	% of the people we have interacted with who have a greater understanding of the UK and its culture as a result of our work
<b>Economic value for the UK</b>	£ gross value added to the UK economy
	# of organisations we worked with in the UK and the direct value (£) of our work with them
	% of our grant-in-aid spent on the UK's Official Development Assistance and £ value
<b>Value for money</b>	£ total income of which % was earned income
	% of total income spent on program activity
	£ from surplus from commercial activity spent on other cultural relations activity

**Level 2: Participation and customer satisfaction** This level focuses on 8 result areas each with their own result statements as seen below. The approach is narrative in structure and impact oriented. The statements provide data on the volumes of institutions and people who work with us and participate in our activities. They also provide data on customer satisfaction. All our programmes map to result areas as well as SBUs. There is a new focus on women and girls and youth at Level 2, as these cross-cutting themes are significant to the impact we seek to generate. Each result area has a result owner.

<b>Level 2: Opportunities created and thematic results</b>	
<b>Arts</b> People's lives are enriched by arts and culture and cultural heritage is valued.	We reached an arts audience of x people face to face, x people online and x people in print and broadcast media in x countries.
	We partnered with x UK- based artists and x UK- based arts organisations.
	We partnered with x artists and x arts organisations outside the UK in x countries.
<b>English</b> Good English teaching helps people to study and work and to develop careers, confidence and networks.	We supported x people in x countries to learn English face-to-face and x people to learn English online and x people to learn English with printed and broadcast materials in x countries. .
	We supported the professional development of x teachers of English in x countries.
	We achieved a customer satisfaction rating for our English teaching services of x%.
<b>Higher Education and Science</b> People in tertiary education and research institutes get opportunities for partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies.	We reached an HE and science audience of x people face to face, x people online and x people in print and broadcast media in x countries, promoting the value of education and science and technology, including UK approaches and institutions.
	We supported x UK researchers and x worldwide, x HE students in the UK and x worldwide and x tertiary education professionals in the UK and x worldwide with mobility and training.
	We supported x collaborations between x tertiary education and research organisations in the UK and x organisations in x countries.
<b>Skills and enterprise</b> People have the skills to be employable and to build inclusive and creative economies which support stable and prosperous societies.	We supported x creative entrepreneurs and x social entrepreneurs in x countries to build more inclusive and creative economies.
	We supported x collaborations between x UK skills and enterprise organisations and x organisations in x countries.
	We helped x skills education leaders and practitioners in x countries to develop their ability to improve skills education.
<b>Young people</b> Young people (aged 4 – 30) have the skills, resilience and networks to find pathways to better lives.	We supported x young people between the ages of 16-30 to increase their confidence, purposefulness, adaptability, and ability to build networks.
	We supported x influencers and leaders to develop their ability to include young people in decision and policy making.
	We supported x teachers and x head teachers in x countries with training that will help improve and enrich teaching and learning. This included x teachers and x head teachers in x schools in the UK.
	We supported x young people in x countries to develop skills to improve their employability.

<b>Women and girls</b> Women and girls participate in, and benefit from, decision making and social change.	We supported x women and girls in x countries to improve their lives and address gender imbalances.
	We supported x leaders to develop skills to influence social change and address gender inequalities of whom x% were women.
	The women and girls participation rate in all our programmes globally was x%.
<b>Civil Society and Justice</b> Citizens interact with states in ways which encourage collaboration and create stable societies that work better for people.	We supported x people in x countries to be greater advocates for positive change within their communities and with local and national agencies
	We built the capacity of x community and civil society organisations to enable them to be better advocates for change
	We built the capacity of x official organisations and institutions of governance in x countries to respond more effectively to citizen needs
	We enabled x people in x countries to benefit from improved service provision
	We worked with UK and international partners to deliver x social action projects in x countries that addressed social issues and brought people from different communities together to work on common agendas
<b>Testing and Assessment:</b> Students and professionals get internationally recognised UK qualifications for study, life and work.	We delivered a high quality examinations service which enabled x people in x countries to take UK tests and qualifications.
	We delivered x exams round the world on behalf of x UK examining boards.
	We achieved a customer satisfaction rating for our exams services of x%.

We measure how our customers and beneficiaries of our programmes view the quality of our work in the following ways:

- Across our paid services (teaching, exams and contracts)
  - Scores from a customer satisfaction survey distributed at face-to-face events and online
  - A net recommendation score, which is a measure of the willingness of participants to recommend others to work with us or use our services. The net score is calculated from advocates minus detractors
  
- Across all our work
  - Sample surveys of customer satisfaction via centrally managed surveys and with a focus on priority countries

We also measure how our partners and senior stakeholders rate our performance through centrally managed surveys In the UK and overseas

**Level 3: Impact** Captures evidence of impact at programme and thematic area through methodologically rigorous evaluation gathered, through breadth and depth of analysis of the best possible evidence. To help with implementation, we have launched eight 'evidence strategies.' Those involved in programme delivery will be familiar with concepts of monitoring and evaluation at this level involving theories of change, and associated methods, quantitative and qualitative, used to generate evidence over time.

<b>Level 3: Impact</b>	
<p><b>Arts</b> People's lives are enriched by arts and culture and cultural heritage is valued.</p>	<ul style="list-style-type: none"> <li>• Individuals have improved social outcomes, contributing to greater social inclusion and social engagement.</li> <li>• Cultural professionals and artists develop their knowledge, artistic practice, skills and networks contributing to greater prosperity.</li> <li>• Arts and cultural organisations in the UK and target countries raise their profile, showcase UK arts and increase the economic value of their partnerships contributing towards UK's influence and attraction in the world.</li> <li>• The arts and cultural infrastructure and creative economies of the UK, cities and target countries are strengthened through investment and collaboration.</li> <li>• The UK's international reputation is enhanced through experiences of arts and culture, contributing to our cultural relations and soft power approaches.</li> </ul>
<p><b>English</b> Good English teaching helps people to study and work and to develop careers, confidence and networks.</p>	<ul style="list-style-type: none"> <li>• British Council and UK research and innovation provide evidence of 'what works' in English language teaching and learning and contributes to the development of the English Language profession worldwide.</li> <li>• British Council professional insight and advocacy contribute to the development of context-appropriate, equitable and resource-efficient English language policy.</li> <li>• Learners of English achieve their education, career and life goals.</li> <li>• Education system change has a sustainable and positive impact.</li> <li>• Teachers and teacher educators improve their students' learning outcomes.</li> </ul>
<p><b>Higher Education and Science</b> People in tertiary education and research institutes get access, partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies.</p>	<ul style="list-style-type: none"> <li>• Students, teachers and researchers in the UK and partner countries have access to partnerships, training and collaborations which develop their careers and produce high quality teaching, learning and research.</li> <li>• Internationalisation and systems development delivers long term benefits for the UK and partner countries.</li> <li>• Partnerships, training and collaboration between students, teachers and researchers in the UK and overseas improves their careers and help produce high quality teaching, learning and research.</li> <li>• Public engagement activities with partner countries produce deeper engagement between science and wider society, increasing the reputation of the UK Science sector.</li> <li>• Engagement with UK higher education and research organisations positions the UK as a leading global provider of science and HE.</li> </ul>
<p><b>Skills and enterprise</b> People have the skills to be employable and to build inclusive and creative economies which support stable</p>	<ul style="list-style-type: none"> <li>• People are more employable, entrepreneurial and successful because of the skills they acquire.</li> <li>• Institutions and organisations implement more effective approaches to skills and enterprise development.</li> <li>• Stakeholders have the knowledge required to support effective approaches to skills and enterprise development.</li> </ul>

<p>and prosperous societies.</p>	<ul style="list-style-type: none"> <li>• New or enhanced policies and approaches foster skills, employability and (social/creative) enterprise.</li> <li>• Networks and partnerships in skills and enterprise enhance the international flow of information and trust, raising the UK's profile and reputation in this field.</li> </ul>
<p><b>Young people</b> Young people (aged 4 – 30) have the skills, resilience and networks to find pathways to better lives.</p>	<ul style="list-style-type: none"> <li>• Young people experiencing conflict, crisis and rapid transition have increased resilience.</li> <li>• Young people have increased knowledge, skills and understanding which enable them to contribute positively to society, locally and globally</li> <li>• The state works more constructively with young people, enabling them to contribute positively to society, locally and globally.</li> <li>• Education systems, teaching and learning are improved and have better outcomes, through international collaboration and support.</li> </ul>
<p><b>Women and girls</b> Women and girls participate in, and benefit from, decision making and social change.</p>	<ul style="list-style-type: none"> <li>• Women and girls have the awareness, skills, confidence and networks to improve their own and others' lives and contribute economically, socially and/or politically.</li> <li>• Women and girls and men and boys tackle gender norms and attitudes in ways which enable women and girls to participate and benefit in different spheres.</li> <li>• Women and girls get access to services, resources and opportunities that improve their lives.</li> <li>• Partnerships and collaborations address problems faced by women and girls and make progress towards gender equality.</li> <li>• Policy and legislative changes support gender equality and improve the lives of women and girls.</li> </ul>
<p><b>Civil Society and Justice</b> Citizens interact with states in ways which encourage collaboration and create societies that work better for people.</p>	<ul style="list-style-type: none"> <li>• Citizens work in their communities to improve their own and others' well-being, contributing to societies that work for all.</li> <li>• More effective, transparent and consultative citizen-state interactions reduce tensions and conflict in society.</li> <li>• More inclusive thinking is integrated on (i) promoting inclusive growth and (ii) service provision that works for the poorest or most marginalised.</li> <li>• Fairer access to justice and improved rule of law creates more stability and prosperity.</li> </ul>
<p><b>Testing &amp; Assessment</b> Students and professionals get internationally recognised UK qualifications for study, life and work.</p>	<ul style="list-style-type: none"> <li>• British Council and UK research, innovation and thought leadership leads theory and practice in language assessment globally.</li> <li>• Governments, institutions, and individuals are supported to deliver world-class assessment policies, systems and practice through British Council expertise in testing and assessment.</li> <li>• British Council expertise in assessment, test design and delivery ensures that the tests that BC own or distribute are regarded as high quality, secure, compliant and trustworthy.</li> <li>• British Council Testing and Assessment work creates partnerships with institutions and companies to deliver long-term reputational and economic benefits for the UK and countries around the world.</li> <li>• The careers, education, and personal opportunities of test achievers are enhanced through British Council expertise in testing and assessment.</li> </ul>

## Contribution of planned outcomes in the Results and Evidence Framework to wider UK outcomes

The analysis of evidence combined with our research programme will allow us to assess the extent to which our results have contributed to wider UK outcomes. Examples of what we expect to show our work has helped to achieve are included here:

<b>Influence and attraction</b>	The UK has strong and enduring networks and relationships with future leaders and influencers in politics, business, arts and education supported by strong digital and face-to-face channels. A significant percentage of these leaders are women.
	Experience and appreciation of the UK is strong among world leaders, opinion formers and influencers in national government, business, communities and key sectors such as education, the arts and culture.
	The UK is widely acknowledged as a partner and positive contributor to other countries' cultural lives, prosperity, security and development.
<b>Prosperity and development</b>	The English language remains widespread in education and commonplace in business, becoming more prevalent in emerging economies and enabling preferentially strong relationships and trade with the UK.
	Education exports grow to £30 billion by 2020.
	The UK remains in the top two destinations for international students.
	The UK remains a global leader in international and transnational education.
	The UK is seen as the best place in the world for collaboration in science and innovation.
	The UK is a top five destination for international tourism and visits.
	Young people in schools in the UK develop a more international outlook which prepares them better to join a global workforce.
<b>Security and stability</b>	The UK's creative economy benefits from international cultural promotion and exchange.
	The adoption of UK-based standards and qualifications makes it easier for the UK to do business with the world.
	Strong partnerships for the UK which support peaceful societies and help prevent extremism, intolerance and drivers of migration by promoting rights, education, skills, employment and culture.
	The UK provides alternative pathways for young people and potential civil society leaders who may be at risk of extremism to support safer, more secure societies.

**Level 4: Organisational performance** Level 4 indicators are aligned to our five key strategic enablers within the Corporate Plan. These measures provide us with a summary of performance against our key organisational priorities and gives us clear line of sight throughout the organisation to evaluate our performance.

## To ensure financial sustainability

### Growing and diversifying income and surplus



1. **Priority key performance indicator:** percentage/£ gross surplus.
2. £ income achieved (by workstream).
3. Percentage margins achieved (by workstream).
4. Total exams (by key products) and teaching volumes.
5. Market share IELTS.
6. Performance of new products: percentage revenue of products in market in their first three years.
7. Percentage online conversion rates – browsing to purchase.
8. £ return on partnership costs.

### Improving our operational efficiency



1. **Priority key performance indicator:** indirect costs as a percentage of total costs (UK and overseas).
2. Headcount and FTEs
3. UK headcount by function as proportion of global headcount.
4. £ income per each full time equivalent member of staff.
5. Average cost per member of staff.
6. Number of systems outages affecting customers.
7. Number of programmes and percentage of total in single territories.
8. Percentage of audit actions open (by priority).

### Increasing the capability and effectiveness of our people

1. **Priority key performance indicator:** percentage staff engagement.
2. Percentage women in senior management globally (PB9 above).
3. Staff turnover (voluntary and involuntary outside of major change programmes).
4. Staff who feedback from their line manager helps improve their performance
5. Staff have the learning and development they need to develop the skills that help them perform in their role
6. Employees (band 8 above) who have read and confirmed Code of Conduct compliance

### Creating a digitally enabled organisation



1. **Priority key performance indicator:** digital maturity model score.
2. Percentage customers reached through channels.
3. Digital customer engagement.
4. Number and performance of new digital products.
5. Percentage share of digital product portfolio.
6. £ ecommerce income/surplus as a percentage of total.
7. Percentage customer satisfaction with digital products.

### Strengthening our insight, research and evidence base

1. **Priority key performance indicator:** percentage brand sentiment score in our top 21 priority countries.
2. Percentage of positive digital media coverage.
3. Global Diversity Assessment Framework score.
4. IATI score

## Annex 2

Everything we do should create mutual benefit. The table below illustrates some of these benefits.

<b>WORKING FOR MUTUAL BENEFIT</b>	
<b>Value we create with and for the UK</b>	<b>Value we create with and for the world</b>
We support England, Wales, Scotland and Northern Ireland priorities for cultural, educational, social and economic development.	We support country priorities for cultural, educational, social and economic development.
We support the UK priorities for soft power, Global Britain, Brexit, GREAT and ODA.	We help to improve understanding of, and appreciation for, other countries and their cultures in the UK.
We shape favorable attitudes to the UK as a destination for study, partnership, business and tourism and as a country with a diverse culture and society and a global outlook.	We create safe spaces for dialogue and sharing ideas.
We help to improve learning outcomes, skills and employability.	We help to improve learning outcomes, skills and employability.
We promote UK policies and standards around the world and help them to be shaped by global best practice.	We help to enhance policies and standards.
We create partnerships and insight for innovation, growth and trade with countries around the world.	We create partnerships and insight for innovation, growth and trade with the UK.
We help strengthen institutions and communities and support city and city region priorities for cultural, educational, social and economic development.	We help strengthen institutions and communities and support city and city region priorities for cultural, educational, social and economic development.
We give young people and organisations opportunities to develop an international outlook and opportunities to make international connections.	We give young people and organisations opportunities to develop an international outlook and connect with the UK.
We ensure the UK has a global reputation for cultural relations.	We ensure that cultural relations is valued for its role in keeping the world secure and prosperous.

