

**Torchlight situates Monitoring, Evaluation, Research and Learning (MERL) at the heart of its project management and delivery approach.** This is particularly critical in dynamic and politicised environments such as Lebanon, Morocco and the Maldives, where piloting, experimentation, learning by doing and refinement and adaptation are key to delivery of outcomes over the full project period. Monitoring and evaluation, therefore is not a post-facto exercise but a key component of all of our project management, and built into the project at the design phase to ensure that it (a) serves as an accountability measure to the UK for the efficiency, economy of delivery and cost effectiveness of the project ; (b) establishes shared definitions of success between the project team and beneficiary agencies, leading to fully aligned action in implementation; and (c) enables in-stream adaptation in line with continual monitoring of progress, mitigation of obstacles and leveraging of opportunities which inevitably arise in the course of project delivery.

The proposed Theory of Change, as set out in 1.2.8, is the scaffolding for all input, output and outcome objectives, ensuring project coherence through the results chain. These objectives then set the framework for workplan development and adaptation and for team performance management, linking project strategy directly with day-to-day delivery on the ground. This involves measurement at four levels:

A key challenge in MERL for this project is time. With such an abbreviated delivery timeframe, allied to the latency of the criminal justice system, it will be difficult to collect data that will indicate how change is attributable to this programme. In comparison, during training interventions, by using the Kirkpatrick Method, we can work with the Authority to continue to collect Level 3 data following completion of delivery, enabling HMG to gather evidence on impact and longer-term changes as a direct result of this project.

M&E Level	Indicative Result
Impact	Fairer, higher quality and more human rights compliant CT justice outcomes
Outcome	Increased in use of digital evidence in prosecutions
Intermediate Outcome	Increased demand for use of digital evidence in CT cases
Outputs	Appropriate, cost effective technical solution delivered
	Human Resources have technical and operational skills to use digital investigations techniques and produce digital evidence
	Policy, procedural and management systems in place and functioning
	Increased prosecutors’ and judicial authorities’ awareness and understanding of the value of digital evidence
	Prosecutorial and judicial procedures and management systems in place for use of digital exhibits

### Monitoring and Evaluation Plan

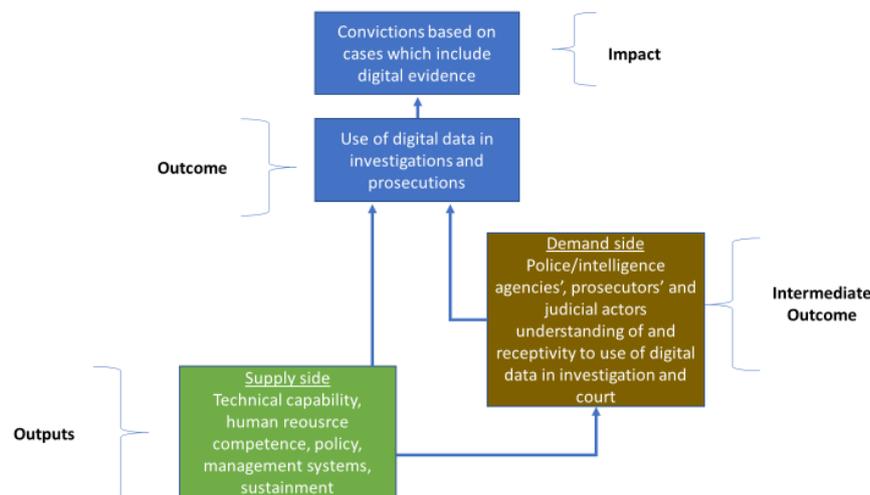
MERL for this project will be overseen by our Project Manager, who will lead the collection and analysis of the data along with the delivery team. The Results Framework will be refined and agreed with the Authority during the Inception Phase. Once agreed and established this will inform the MERL plan; setting out means of verification, frequency, reporting modalities and action responsibilities at each level of results. All results analysis will be incorporated into the Project Completion Report. However, and importantly, MERL in this project is not only summative but formative – continual measurement allows analysis to inform project adaptations, both within target countries and across locations, supporting an iterative and learning approach and leveraging maximum synergy between the three interventions.

### Outcome Level

Given the short timeframe for this project, it is important that outcome-level metrics are realistic and that they will show some degree of change within and by the end of the project lifetime. We note, however, that in the project timeframe it is not certain that higher level changes (use of digital evidence in court) will be evident for two reasons: (a) the cultural shift to understanding and acceptance of digital evidence in court will take some time; and (b) throughput of CT cases depends on wider investigations, as well as terrorist activity, and is outside project control. We will therefore focus outcome-level MERL efforts at the Intermediate Outcome levels, using qualitative interviews with key stakeholders to assess shifts in prosecution and judicial culture though gauging changes in the demand for digital forensics. The benefits of this approach are:

- a. It provides the evidence base for the Theory of Change, which stresses the requirement for work on both the supply side and demand side of digital evidence capability to generate measurable justice outcomes.
- b. It means that work by HMG to upskill members of the judiciary can be measured using the same framework, offering a single results and evidence base across the contracted and HMG-delivered components of the programme.
- c. It provides a strong proxy indicator for sector-wide outcome-level change, even if no concrete CT casework is processed in the lifetime of the project.

We will baseline prosecutor and judicial actor’s understanding of and receptivity to digital investigations information and the deployment of digital evidence at the start of the project through a semi-structured questionnaire during the Inception, repeating this data capture at the end of the project to provide HMG with a nuanced picture of an initial shift in CT investigations and justice culture.



### Output Level

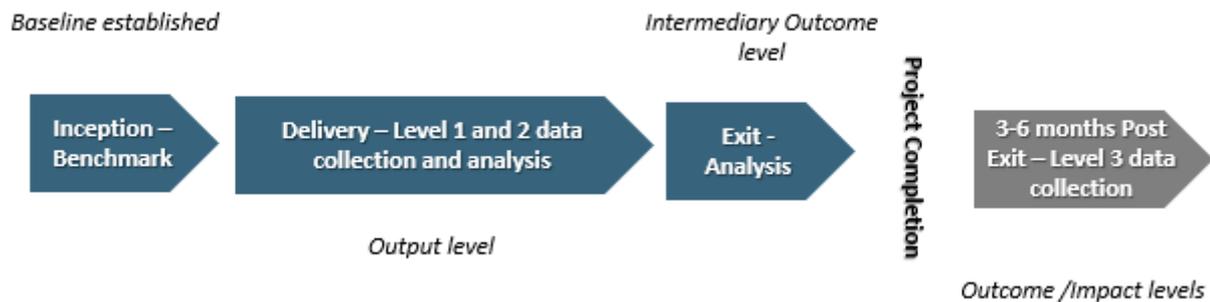
Our principal M&E tool for measuring shifts in technical, human resource and procedural capacity, and their effects, is based on the [Kirkpatrick Model](#). A proven methodology to evaluate the effectiveness of development<sup>1</sup>, this will enable capture of data on numerous levels that can be analysed to better understand the immediate and longer term impact attributable to the training, identify changes that may need to be incorporated into future trainings, and may also provide insights to existing capability gaps that can be addressed in future programmes. We will incorporate three levels of the Kirkpatrick Model into our MERL:

- ▶ **Level 1 – Learner reaction to the training.** This is in the form of a feedback questionnaire that students will be required to complete upon the conclusion of each delivery. This is a standard form which will allow us to analyse the data per location and across the project as composite feedback. This will also include questions that can be used to monitor quality of the training, supporting our quality assurance system.
- ▶ **Level 2 – The extent to which learning has been successful.** This is in the form of assessments and retention of assessment results. Within each module, there will be a minimum of two sets of comparable assessments as knowledge checks (written tests). Our trainers will develop and administer a ‘Prior Knowledge Check’ and a ‘Knowledge Transfer Check’ to provide measurable evidence of the progression of participants. These checks will reflect the primary learning objectives for each of the training modules. These results will also be supplemented by trainer observations, particularly during the practical components of the modules on application of the knowledge, to provide a comprehensive picture of progress by participants.
- ▶ **Level 3 – The measurement of the impact of the training on behaviour in the workplace.** This will be administered through questionnaires. Such data will be collected approximately 3-6 months following the training—this will allow for end users to apply the knowledge learned through this project operationally and reflect on how the training has impacted their work. will occur at a set period after the training. As this will occur after the completion of Torchlight’s delivery, guidance will be passed on to the Authority as part of the Project Closure Report.

***We are experienced at applying this approach to training delivery on CSSF programmes to provide evidenced evaluations of our deliveries.*** Most recently, we used this for the delivery of training over a period of 18 months to CT prosecutors and judiciary in Pakistan (under the British High Commission’s Counter Terrorism Associated Prosecutorial Reform Initiative ‘CAPRI’ programme). A total of 17 courses were run covering 7 different topics, all with Kirkpatrick Levels 1 and 2 applied and for 11 of the courses, Level 3 was also used. Following each course, the Level 1 and 2 data was gathered, analysed and from the feedback received that was deemed reasonable to use to adjust future courses, this was actioned. The feedback from the Level 3 surveys also proved to be very useful. The BHC set a target of at least 70% of the respondents agreeing that they had used the training in the workplace – we were able to achieve a rate of 100% (from the 94 learners who did respond). They further provided valuable information regarding not only how they were using the skills but also what was impeding them from using them. Such information was gained only through the collection of Level 3 data, highlighting to the BHC that in order for the training to make a meaningful change to the criminal justice system (in this case with regards to applying proper charges), further action would be needed to address the practices of the police and the courts (judiciary). This demonstrates the value of collecting Level 3 information (feedback following the training). We propose to apply the same methodology will be applied to the delivery of the IDEA project.

<sup>1</sup> The Kirkpatrick Model has been used in the training and education sectors since its development in 1959 and was updated in the 2016 book entitled ‘Four Levels of Training Evaluation’.

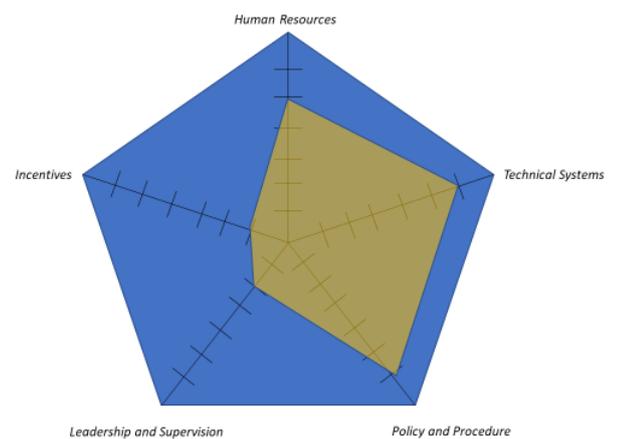
All data gathered will be disaggregated by gender, rank and time in job so that this can be reflected in the analysis. Capturing this background information is important, as it may provide insights into the drivers that may be impacting the performance of the individual learners.



### Measuring sustainability to optimise the transition from outputs to outcomes

Torchlight measures sustainability in all capacity building projects, offering quantified insight to HMG on the extent to which the outputs and outcomes will persist and deepen after project exit while, importantly, highlighting what we need to do in the course of delivery to maximise the chances of full embedding and independent sustainment. We use our proprietary Sustainability Assessment Tool to report on four factors which underpin strong sustainable results:

- 1) Human resource capacity and the indigenous capability to maintain it through staff turnover and succession
- 2) Technical capabilities and the capacity to maintain equipment to a fully operational standard
- 3) Policy and procedure and the extent of embedding in ratified and widely applied organisational work tools
- 4) Leadership and supervision, including first line supervision and tactical leadership which independently oversees and maintains function and standards
- 5) Incentives, including management incentives, reward, promotion and sanction criteria etc which support continued function of the capability.



**Graphic 1. Our Sustainability Assessment Tool quantifies the likelihood of acceptance, maintenance, embedding and use of capability to deliver long term outcomes and value.**

By assessing delivery against these five axes we can make course adjustments to maximise the chances that the capability will ‘stick’; and provide HMG with an evidence-based assessment of long term value, as well as recommendations on what may need to be done after project exit to deepen embedding and continuity of operation into the future. If required by HMG, as a key added value we will explore undertaking a remote assessment 6 months after project exit to further evaluate the extent to which the capability and quality is being maintained.

### Lessons learning for in-stream adaptation and future planning

In line with our commitment to continual learning and recycling of lessons to other project teams, the three teams will conduct lessons sharing sessions after each project phase (inceptions and delivery); and the Exit phase includes an all-of-team workshop in London at the end of the project, ideally attended by Authority representatives. This enables us to record all relevant lessons, conduct comparative analysis of the challenges and solutions in the three locations, and the reasons for variations, to inform future planning, and to ensure that the full knowledge gained throughout delivery is available to the Authority for future planning.

### Ensuring a high level of MERL independence

We will maintain a level of independence through collection of data directly supplied by the end users. The questions have been designed to be objective, eliminating concerns regarding prejudicing the responses. To further mitigate making the end users feel obligated to provide positive responses on the feedback forms (Level 1) or scrutinised on their abilities on the knowledge checks (Level 2), it will be optional to provide any names. This will prevent the ability to attribute the responses to an individual. All the forms will be collected upon completion of the training and included as annexes within the Project Closure Report, providing the Authority will full visibility of the data.