



2020MAY26 LAW SOCIETY PROGRAM LOGIC REPORT FINAL

Developing a Program Logic for the Law Society's
Education and Community Services

Prepared by the Centre for Social Impact, The University of
Western Australia



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- Dean Curtis
- Aine Whelan
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- Annie Warburton

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Introduction

In late 2019, the Law Society of Western Australia (LSWA) engaged the Centre for Social Impact, University of Western Australia to develop program logics for the Law Society's Education and Community Services (ECS) – the Francis Burt Law Education Programme, Old Court House Law Museum and the Mock Trial Competition. For the Law Society of Western Australia, this represented the first step in measuring their social impact in a systematic way. The purpose was to demonstrate the impact and social outcomes achieved in their engagement with the community and education sectors.

It is well-established that Program Logics are most powerful when they are created within an 'authorising environment' (English & Kaleveld, 2003). This ideally means that the people helping to develop the Program Logic will include those engaged in the operational activities as well as leaders and managers, the beneficiaries, other stakeholders and partners of the organisation. The LSWA and Centre for Social Impact (CSI) designed a collaborative process that included a wide range of stakeholders, using various participation options.

Not only did this create a Program Logic that incorporated the diverse perspectives of various stakeholders, it is also hoped that this comprehensive process will also ensure an ongoing sense of ownership, shared purpose and relevance of the Program Logic. This initiative was not intended to be an evidence based research project, but a collaborative co-design process with engaged stakeholders.

The purpose of this document is to present the Program Logic for the Law Society of Western Australia. This report will include details of the collaborative, co-design process that was utilised to develop the draft logics, as well as the finalised logics, and options for next steps.

Background

Law Society of Western Australia

The Law Society of Western Australia is the peak professional association for lawyers in Western Australia. The LSWA represents its members through enhancing the legal profession, and contributes to law reform, enhancing access to justice and rule of law.

Education and Community Services

Within the Law Society, there is an Education and Community Services (ECS) stream. The Law Society's role in regard to the ECS is governance.

Funding of the ECS is sourced from the Public Purposes Trust through triennial grant agreements. Other ECS income is secured through ECS sponsorship, Francis Burt Law Education Programme and Mock Trial Competition participation fees and visitor donations to the Old Court House Law Museum. A key action identified in the ECS 2019/20-2021/22 Business Plan is diversifying income sources and attracting foundation, private, philanthropic and/or bequest support for the activities of the ECS.

The ECS is unique within the Law Society as the primary target audience is the broader community beyond the legal profession whilst the other business areas of the Law Society focus exclusively on the servicing the legal profession. As per the ECS Business Plan, it is pleasing to note that the Law Society is committed to the on-going delivery of the ECS which reflects the value that the Law Society

sees/places in broader community engagement by the legal profession. This is reflected in the ECS being *The community voice of the legal profession of Western Australia*.

In line with this function, the ECS which implements programs to engage the wider community, and ensure a greater diversity of the community are aware of the legal profession, and have access to knowledge and participation in law. It is this branch of the Law Society that is especially suited to social impact measurement due to its outreach, awareness raising and empowerment functions.

The Education and Community Services stream consists of three main programs of activity:

1. Francis Burt Law Education Programme
2. Mock Trial Competition
3. Old Court House Law Museum

Francis Burt Law Education Programme

The Francis Burt Law Education Programme seeks to advance the Western Australian community's understanding of the law, legal principles and the court system. The Programme operates on the principle that all people must understand the law and the legal system, which affects their daily lives. Housed in the Old Court House Law Museum, qualified Education Officers present structured legal education programmes.

The Programme offers school and community group tours, which include court visits observing a real court in session (Supreme Court, District Court or Magistrates Court), an empty court activity and participation in scripted trials based on fictional scenarios and historical West Australian cases.

Education resources have been developed and are mapped to the WA curricula. The program also includes:

- Professional learning for teachers;
- Lawyer Visits to Schools Network;
- Subsidised School Visits Programme;
- Cluedunnit Kids Competition;
- Youth Civics Leadership Day; and
- The Sir Ronald Wilson Lecture.

Mock Trial Competition

The Mock Trial Competition allows secondary school students to participate in a simulated court case in which teams contest a fictitious legal matter presented in the Western Australia court system. The cases are presented by two teams – a prosecution/plaintiff team and a defence/defendant team – made up of students playing the roles of barristers, solicitors, witnesses and court officials.

Mock trials take place at the Supreme Court of Western Australia, Stirling Gardens, Barrack Street, Perth and if required, at the Mandurah Courthouse. The Grand Final is held at the Supreme Court of Western Australia.

The Mock Trial Competition provides an enjoyable, dynamic way of introducing students to the law. It provides students with an opportunity to learn valuable skills in research and in the development and presentation of a persuasive argument.

The Mock Trial Competition is endorsed by School Curriculum and Standards (within the WA Department of Education) as a Provider-developed program. The competition is open to students enrolled in Years 10, 11 and 12 aged under 18 years as at 31 December of the year of the competition.

Lawyers and law students volunteer their time and are appointed to each school to coach the students in courtroom advocacy, etiquette, procedure and presentation and preparation of case material. Volunteers also adjudicate the mock trials, acting as the judge. For impartiality, no-one can be both a judge and coach in the same year.

Old Court House Law Museum

The Old Court House Law Museum is one of only a few law museums in the world. The museum is housed in the City of Perth's oldest building, constructed in 1836, next to the Supreme Court of Western Australia. The museum promotes an understanding of the law, legal issues and the legal profession in Western Australia's community and preserves the history of the law and the legal profession in Western Australia.

The museum's interpretive displays, *Small Court House Big Stories, People and The Law* and *From the Past to the Present* are accompanied by an audio overview which take visitors on a journey through Western Australia's legal and social history.

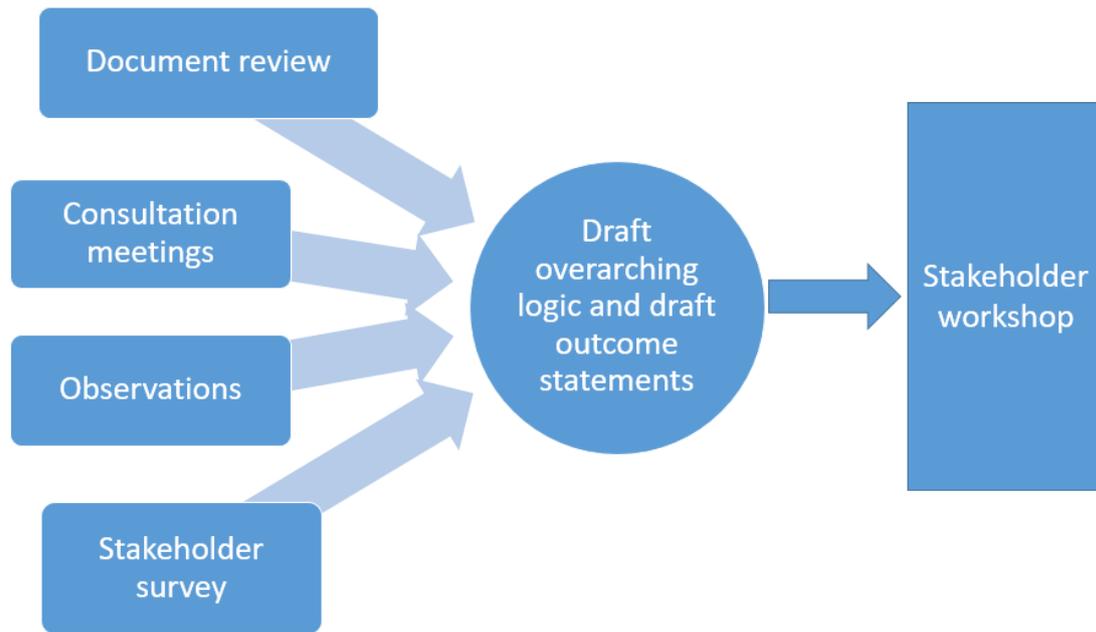
Methodology and process

The CSI worked closely with the LSWA to design a process for developing the program logic collaboratively. The most important principle in designing the process was to ensure all stakeholders were invited to have a voice in this process, and to provide a sound starting point for consideration at the one day Workshop, in order to maximise the value gained from the Workshop session.

The process involved several steps:

- Document review
- Consultation meetings across service streams
- Observations of activities
- Development and implementation of a stakeholder survey
- Drafting an overarching logic and outcomes statements for use in the Workshop
- Conducting the Workshop to draft program logics
- Revisions and finalisation.

Figure 1: Outline of the Pre-workshop Co-design process



Pre-workshop co-design process

Document review

The CSI reviewed various documentation to better understand the activities and purpose of the ECS activities. The document review included the following:

- The 2019/20 to 2021/22 Law Society Education and Community Services Business Plan
- [Law/Lore](#) pitch document
- [Statement of Significance of the Old Court House Law Museum](#), Perth, by Dr Joanna Sassoon (Community Heritage Grant Scheme, March 2019)

Meetings and observations

The first step was for CSI to meet with the Education and Community Services team to become familiar with the activities of the Law Society of Western Australia across its three activity streams (Old Court House Law Museum, Mock Trial Competition, and Francis Burt Education Programme).

Members of the Education and Community Services team were interviewed to gain an understanding of their programs and some of the individual benefits and social outcomes that might be achieved. CSI attended meetings with sub-committees (ECS team, Sub-Committee and Advisory Committee) to ensure all people involved in operations and oversight of the three programs had input into the early development of the process, before the Workshop.

The CSI attended formal and informal meetings and events in October 2019, including:

- Museum Sub-Committee on 14 October 2019
- Informal meeting with Education and Community Services staff on 18 October 2019
- Attending the Mock Trial Competition Grand Final Trial on 23 October 2019

- Visit to the Museum, observing the exhibition and observing a student group participating in the Francis Burt Education Programme
- Francis Burt Law Education Programme and Museum Advisory Committee meeting on 28 October 2019

Stakeholder survey

A survey was developed to seek feedback from a wider range of internal and external stakeholders inclusive of:

- The Law Society Executive
- Members of the legal profession
- The judiciary and court administrators
- Educators
- Representatives from the education, museum, and cultural heritage sectors

Beyond the 65 stakeholders that we collectively identified and approached, the LSWA also forwarded the survey to the 400+ teachers on the FBLEP mailing list, the Mock Trial Competition teachers, and volunteers from the legal profession which is about another 200. The survey was open for 14 days and a total of 136 respondents completed the survey.

The survey was distributed to stakeholders using an anonymous link (hosted on the Qualtrics platform). To keep the survey anonymous little profiling information was collected, although we do know that respondents came from the following backgrounds:

Professional background	% of respondents *
Judiciary and court administration	14.71%
Education	53.68%
Museum and/or cultural heritage	13.24%
Other	18.38%

**Based on 136 respondents to this question*

In general, a greater number of respondents were more familiar with the Mock Trial Competition and the Francis Burt Law Education Programme than the Museum, which is reflected in the fact that most of respondents (over half) were from the education sector. This discrepancy reflects the established stakeholder networks of each of the services. The Museum’s stakeholder reach is currently more limited than the other services and a goal of the ECS social impact measurement initiative is to expand the Museum’s collaboration and engagement with the cultural heritage industry.

Drafting overarching program logic and outcome statements

The draft overarching logic was prepared based mainly on discussions with LSWA staff, who could articulate in different ways the purpose and intent of the ECS. The survey also provided valuable

information that was used as a starting point for the Workshop Program Logics. For example, the following outcome statements were lifted from the survey responses:

- *Disadvantaged communities more empowered through understandings of legal principles and role*
- *Understanding of legal processes and principles*
- *Enhancing the personal and interpersonal development of participants*
- *Catalysing healing through recognising historic injustices*
- *Pathway for young individuals to take an interest in and study law*

The outcome statements that were offered by respondents in open-ended survey questions, or that were offered to respondents and received a high level of agreement about their importance and relevance, were then used as starting points for the Workshop.

While detailed analysis of the survey was not in scope for this project, a copy of the survey responses was provided to the LSWA.

Stakeholder Workshop

A Stakeholder Workshop was held to develop the program logics (overarching Education and Community Services program logic, and individual program logics for each service that feed into the overarching program logic).

The one-day workshop was held on Friday, 22 November 2019 from 9am to 2.30pm at the Law Society of Western Australia. The Agenda is attached as Appendix A.

Invitees included the Law Society Executive representatives and other significant stakeholders, including Advisory Committee and Sub-Committee, such as law firm partners, representatives from funding bodies, museology professionals, teachers, and other relevant sectors. Those who were able to attend represented a mix of internal and external stakeholders. They were as follows:

Surname	First name	Organisation
Eaton	The Hon Philip	Retired District Court Judge
Veyradier	Soula	Cultural Heritage and Arts Sector
Sassoon	Joanna	Cultural Heritage Sector
Baron	Cathy	Lakeland Senior High School, President History Teachers Association of WA
Anghie	Sandy	Historic Heart of Perth
Mohen	Greg	Kott Gunning
Rogers	Brian	Education Consultant
Boswell	Samantha	Dept of Education
Thiveos	Katie	Edith Cowan University, School of Education
McIntyre SC	Greg	Law Society of Western Australia, President
Price	David	Law Society of Western Australia, CEO
Whelan	Aine	Law Society of Western Australia, General Manager - Programmes
Curtis	Dean	Law Society of Western Australia
Iles-Fealy	Rose	Law Society of Western Australia

Warburton	Annie	Law Society of Western Australia
Sikich	Greg	Law Society of Western Australia
Lee	Rebecca	Law Society of Western Australia, Junior Vice President

Note: Professor Sandy Toussaint, The University of Western Australia, was an apology.

Process

The workshop brought together internal and external stakeholders who worked in small groups to develop the Education and Community Services program logics:

- Education and Community Services overarching program logic;
- Francis Burt Law Education Programme program logic connected to the overarching logic;
- Old Court House Law Museum program logic connected to the overarching logic; and
- Mock Trial Competition program logic connected to the overarching logic.

The workshop commenced with an introduction to the program logic / theory of change concept, social impact measurement, its benefits as well as an overview of a recently developed program logic model. Equal quantities of survey feedback for each service were tabled. The focus then shifted to the Law Society's Education and Community Services with internal and external stakeholders identifying the inputs, outputs and impacts of the three services. In the afternoon groups had a chance to consider what existing data would be useful for operationalising the Program Logics and write down suggestions for new possible data collections/indicators and measures.

Post-workshop revisions

The drafts developed during the workshop were then sent to stakeholders for their input.

The Program Logics

Francis Burt Law Education Programme

Activities	Outputs	Short-term outcomes	Intermediate outcomes
Deliver authentic, interactive learning experiences and foster community legal engagement	Community and school group visits Cluedunnit Kids Competition	Improve awareness and understanding of Australian legal processes and principles (dispelling myths)	Faith and confidence in rule of law Interest in law
Develop teachers with professional support and resources	Lawyer Visits to Schools Sir Ronald Wilson Lecture	Facilitate equity of access Sense of social justice	Disadvantaged communities more empowered through understandings of legal principles and role
Design interactive and engaging content and learning experiences	Subsidised School Visits Program	Better understanding of rights and responsibilities	Broader community understanding of the Australian legal system
Engage with professional teacher association	Provide online educational resources that address the WA curriculum	Teachers and schools better resourced to teach civics and citizenship	Active and engaged citizens

	Professional learning for teachers		More diverse legal profession
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Old Court House Law Museum

Activities	Outputs	Short-term outcomes	Intermediate outcomes
<p>Collection management, interpretation and conservation</p> <p>Relationship building and stakeholder engagement</p> <p>Providing public access</p>	<p>Exhibitions and temporary exhibitions</p> <p>Public programs</p> <p>Engagement through community events</p> <p>Variety of voices interpreting WA legal and social history</p>	<p>Space to slow down and reflect</p> <p>Increased awareness of historical injustices</p> <p>Sense of history and sense of place</p> <p>Expanded audiences</p> <p>Shift in perceptions, assumptions and understanding</p> <p>Seeing law as a part of civil society</p>	<p>Increased awareness</p> <p>Reconciliation</p> <p>Increased equitable access to museum</p> <p>More people seeking to participate in the process of achieving justice</p> <p>Signalling greater cultural safety within the legal system</p> <p>Catalysing healing through recognising our history</p>

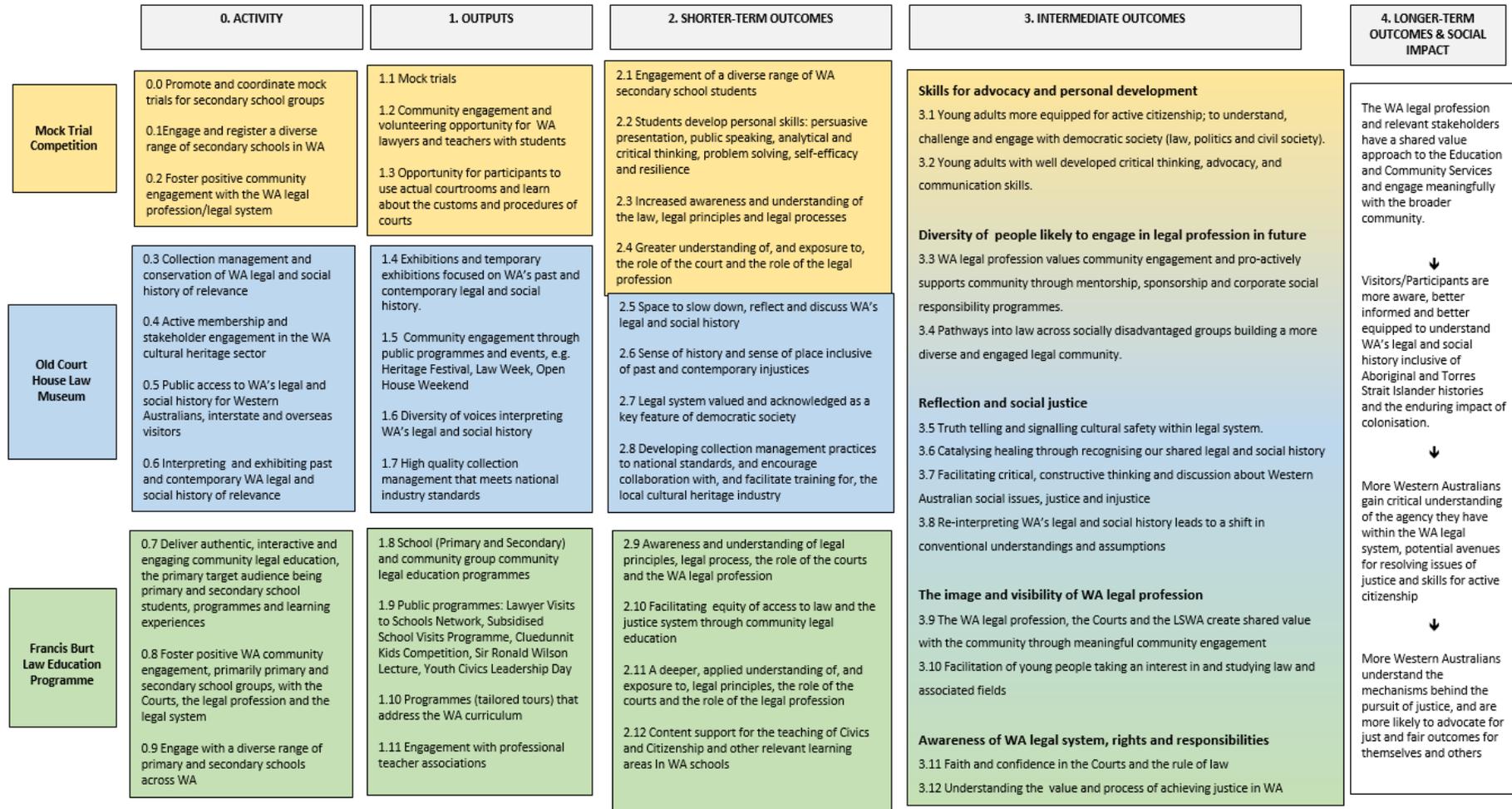
Mock Trial Competition

Activities	Outputs	Short-term outcomes	Intermediate outcomes
<p>Promote trials, engage and register diverse schools across WA</p> <p>Training day for students</p> <p>Ensure program is endorsed to gain WACE accreditation</p> <p>Training module for volunteer lawyers and teachers</p>	<p>Mock trials</p> <p>Coaching sessions between legal professional volunteers and students</p> <p>Engagement and volunteering opportunity for lawyers/teachers</p>	<p>Engagement of students with range of abilities</p> <p>Enhanced skills of students: persuasive presentation, public speaking, critical thinking, problem solving, self-efficacy and resilience</p> <p>Volunteer lawyers get professional learning and accreditation</p> <p>Students who are interested in the legal profession have a greater understanding and exposure</p>	<p>Pathway for young individuals to take an interest in and study law</p> <p>Creating pathways into law across diverse social groups</p> <p>Building more diverse and engaged legal community</p> <p>Enhanced public image of the legal profession and the courts</p> <p>Greater engagement of the legal profession in the wider community</p> <p>Increase visibility of value of law society</p>

			Critical constructive discussion skills on social issues More socially conscious and active citizens
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The overarching program logic

Law Society of Western Australia: Education and Community Services



Theory of Change

The social impact made by the Education and Community Services across all their service streams (Mock Trial Competition, Francis Burt Law Education Programme and the Old Court House Law Museum) is based around core ideas of facilitating reflection, in particular about social justice, supporting the development of active citizenship and creating shared value between the legal profession and the broader community.

The theory of change suggests that the activities facilitated by the ECS produce social benefits as well as benefits to the legal profession (shared value model). This is of significance to the ECS because it justifies the efforts made for the ECS functions to reach broader populations. The following outlines the theory of change envisaged within the ECS program logic.

Reflective practices and spaces created by the ECS, in particular through the Old Court House Law Museum, encourage dialogue about the legal system in contemporary and past Australia, and a critical look at historic injustices faced by Aboriginal and Torres Strait Islander Australians in particular. This space for reflection, and for the legal profession to reflect on itself, signals a commitment to greater cultural safety, and a contribution to reconciliation outcomes, as well as a maturity about how the profession engages with all vulnerable populations.

Through the Francis Burt Law Education Programme and the Mock Trial Competition, school students engage in activities that provoke and develop skills such as persuasive argument, critical thinking and advocacy. The social impact is to facilitate the development of active citizenship, young adults with the knowledge and skills to understand, challenge and engage with democratic society including the law, politics and civil society.

Besides these impacts operating at an individual level, all ECS activities combine to effect change across Western Australia, based on a concept of 'shared value'¹ (Porter & Kramer, 2011). This concept is about recognising mutual benefit. When ECS create opportunities to engage with diverse populations, such as with people from lower socioeconomic areas, this is likely to lead to greater participation in the legal profession of individuals from a broader diversity of social groups. In turn, this ensures the ongoing viability, diversity and relevance of practitioners within the WA legal profession, and its ability to provide quality service at the whole of population level.

Operationalising the program logic

Developing a Program Logic to demonstrate social impact is considered a foundational activity. Once the Program Logic has been established the next steps involve ways to turn concepts into measures and indicators.

For example, in the Mock Trial Program Logic, 'Engagement of diverse range of students' is a **concept**. The **operation** of this concept might involve:

¹ Originally an academic concept, the idea was co-created by Harvard Business School Professors [Michael Porter](#) and [Mark R. Kramer](#) and was introduced in 2011 in the Harvard Business Review in an article called '[Creating Shared Value.](#)'

- Ensuring a broad list of schools from diverse socio-economic areas are invited and encouraged to participate in the Mock Trial Competition
- Any social, cultural or financial barriers to participation from schools are mitigated or actively removed

The **indicator** that this has occurred might be:

- Close to representative sample of private versus public schools enrolled in Mock Trial Competition
- Students from diverse backgrounds (e.g. schools with an [ICSEA value](#) of 1000 or below, outer metropolitan schools) feel comfortable in the competition
- Uptake of mitigation strategies to remove participation barriers

The **measure** that these things have occurred might involve:

- Analysis of participating schools and SES status
- Questions in student feedback survey
- Documentation of mitigation strategies

While this process is complicated and possibly very comprehensive, the LSWA are advised to start small, choose those concepts/indicators/measures that are perhaps easier to define and can utilise pre-existing data. In the process of consultation the CSI engaged in a brief data review process.

A small session at the end of the Workshop allowed time for groups to develop ideas on ways to proceed. The following is provided as a summary.

Data review

CSI reviewed the ECS's existing forms/surveys that sought feedback from Mock Trial Competition and Francis Burt Law Education Programme participants, and the Old Court House Law Museum visitors. Qualitative and quantitative data was reviewed.

There are currently comprehensive methods and tools applied to gain feedback, especially for the Mock Trial Competition where participants are engaged for a longer period of time. The Advisory Committee reports provide the data summaries from those forms.

A very cursory analysis of the data reviewed found that in general much of the data was about activities and outputs, and not linked strongly to outcomes. And that where outcomes were measured, the outcomes were not explicitly linked to program activities, or able to be measured consistently over time. For example, they were more general outcomes such as satisfaction or experience.

Thus, CSI recommends further review of data with the Program Logic as a guide. This will enable the operationalisation of the Program Logics, or at least to ensure some outcome statements are comprehensively measured, and will also in itself provide more relevant and specific data that will enable the LSWA to understand the difference the programs are making.

This question was explored briefly in the Workshop, and some notes and ideas from this activity are documented below.

Museum

Ideas about what to document and measure

- Partnerships
- Best practice
- Document the activities and events
- Exhibition content
- Public enquiries
- Volunteer feedback (informal)
- Attendance
- Online interest and engagement

Ideas about how to measure it/data sources

- Visitors' book
- Social Media Tracking
- Website analytics
- Survey Monkey (after public programme events)
- Conservation reports
- Collection database

Francis Burt Law Education Program

Ideas about what to document and measure and how to measure it

iPad surveys for students asking what did you know before you did the program/after you did the program

- What has changed about your view of the justice system?
- What surprised you about the justice/legal system?
- What did you like about the programme? Why?
- How can we make this better?
- Has your faith/confidence in the justice system in WA improved? Y /N
- Has your understanding of the legal system changed? Y /N How?

Ideas for using existing data:

- Collect ICSEA value, compare ICSEA values of school participants
- Collect data from the Courts and other stakeholders, e.g., universities faculties (Education, Law, sponsors)

Options for external assistance from CSI to operationalise the Program Logic

A measurement plan can be created by CSI. It is envisaged that, in the interests of starting small, and then slowly building on that to more comprehensive coverage that is guided by initial findings (loosely based on the action research/feedback loop research models), a 'first round' of measurement will be designed for the initial year.

Review of current data collection activities and instruments

This will focus on revising current instruments to focus less on outputs, and more on outcomes, in particular short term outcomes that are quite specified rather than general. A few select intermediate outcomes will also be recommended, prioritising those where there are easy to use, validated measures available.

The revision of tools may also involve a careful look at current participants who provide feedback, and review of who is best situation to contribute to outcomes measurement and in what capacity. The following participants will be considered:

Francis Burt Law Education Programme - students, teachers, Courts, volunteer lawyers, sponsors and Education Department representatives

Mock Trial Competition – students, teachers, volunteer lawyers, Courts, University Law Faculties (sponsors)

Museum – visitors, cultural heritage stakeholders, legal profession and sponsors.

An estimate of this cost will be provided in a separate proposal.

Understanding the impact per dollar spent

Methods to understand the impact of the ECS, and specifically in light of the dollars spent, could also be applied. An estimate of this cost will be provided in a separate proposal.

References

English, B. & Kaleveld, L. (2003). The politics of program logic. *Evaluation Journal of Australasia*. Vol 3(1). Pp 35-42.

Porter, M. & Kramer, E. (2011). Creating Shared Value: How to Re-invent Capitalism – and Unleash a Wave of Innovation and Growth. *Harvard Business Review*. Accessed at:

<https://sharedvalue.org.au/wp-content/uploads/2015/12/Harvard-Business-Review-Creating-Shared-Value.pdf>

Appendix A: Workshop Agenda



Law Society of Western Australia, Education and Community Services

Program Logic Workshop, 22 November 2019

Facilitated by the Centre for Social Impact, University of Western Australia

Agenda

8.45 – Arrival tea and coffee

9.00 – 9.40 – Introduction to Social impact measurement, Professor Paul Flatau (Director, Centre for Social Impact)

Overview: program logic, theory of change, evaluative thinking, social impact measurement

Also a brief overview of the Centre for Social Impact's development of its own program logic, the next steps that CSI is taking to measure its social impact and what CSI aims to achieve as a result.

9.40 – 10.00 – Overview of the Education and Community Services, Dean Curtis, Rose Iles Fealy, Greg Sikich and Annie Warburton

10.00 – 10.45 – Overarching Education and Community Services logic, Lisette Kaleveld and Kathryn Conway (Centre for Social Impact)

Overview: Presenting survey results and a draft logic

Activity: Small group discussions, then sharing of any suggested changes to the draft. Developing a consensus about what is agreed to be important.

10.45 – 11 – Break

11 - 12.45 – Developing logics for the three streams, Lisette Kaleveld and Kathryn Conway

Overview: Writing program logic for your stream, how to write an outcome statement, backcasting

Activity: Small group development within streams to draft logics.

12.45- 1.15 – Lunch break

1.15-2.15 – Operationalising the program logics, Lisette Kaleveld and Kathryn Conway

Overview: Developing an outcomes measurement framework, what is an indicator, what is a measure, using existing organisational and other data

Activity: Small group sessions to map existing measures/indicators and brainstorm new measurement ideas against program logic.

2.15- 2.30 – Next steps and close