

### III. MEASUREMENT HOW-TO'S

**Introduction:** This section outlines general best practices around how to carry out measurement exercises for literacy programs. It provides guidance and considerations how to carry out measurement activities, but is not designed to be a step-by-step guide to carrying out monitoring and evaluation.

#### FRAMING QUESTIONS

**What sort of resources do you have to dedicate to your measurement exercise?**

While this should not be the primary consideration that influences your measurement approach, it is relevant with regards to the level of effort required, the number of measurement activities carried out and the methodologies used. For example, more experimental approaches and impact evaluations often require more resources, as do more comprehensive measurement exercises that include multiple assessment periods.

**What is the level of expertise and comfort level of your staff with regards to assessment, evaluation, measurement, etc.?** Will program staff need to support your measurement activities and if so, what are their comfort levels? This may help you determine whether you need to bring in outside assistance, as well as what kind of training might be necessary. More complex, experimental approaches require more expertise. Understanding this before starting will help you develop a plan for having a runway leading up to your measurement exercise.

**Who are your intended audiences and how will you use the data you collect?**

Understanding and articulating your goals around usage and dissemination of the data will inform your overall approach. Additionally, identifying the stakeholders who will be consuming the data and/or involved in the process is key.