

Home Office Indicators of Integration framework 2019

Applying Theory of Change **Guide notes** Part B

May 2019



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Introduction

Introduction

The purpose of this document (Part B) is to guide practitioners and organisations in using a Theory of Change (TOC) for Integration framework and developing their own theories of change for programmes and strategies. This guide can be useful particularly for smaller organisations with minimal resource, charities and local government.

A TOC for Integration introduced in Part A of these guidelines illustrates how a desired change is anticipated to happen. Part B of the guide combines theory and practice and provides a practical tool in the annex 1. In addition to practical examples provided in Part A, this section provides further tips for using a TOC as a methodology to help design, measure impact of, and evaluate, a project. Organisations can choose to reference their Theories of Change to the high-level TOC for Integration.

These guidelines refer to two other concepts in the accompanying resources:

- The Indicators of Integration (IOI) Framework which sets 14 indicators of integration in the Home Office report (2019a).
- Individual Outcomes of the Indicators of Integration in which each of the 14 indicators of integration comes with individual outcome indicators for measurement. Most of the indicators are supported by questions for data collection and tools, e.g. interviews and surveys, sourced from the existing official data and national statistics (2019b).

How to use the TOC for Integration

All Theories of Change depend on the context, the nature of the interventions and views of those involved in its development. Each organisation will see how change can happen specifically in their contexts and within organisational priorities. Therefore, implementing agencies are likely to need more detailed Theories of Change to support their decision-making, implementation, monitoring and evaluation, and programme management.

Designing a project

The TOC for Integration and the accompanying documents, including the IOI Framework (Home Office, 2019a) can be used to support planning of programmes and projects.

A TOC can help to understand how intended activities will support integration and develop assumptions (hypotheses) about how a project will work. A TOC can help to identify outcomes and outputs for measuring impact and evaluation. A complex or a simple diagram of a TOC may be needed, depending on the nature of the programme it is designed for and the level of details.

To build a TOC, it is beneficial to hold a workshop with people involved in the programme including staff, trustees, beneficiaries, partners, funders, and other useful stakeholders. Analysis of the context (e.g. situational analysis¹) and research underlying your analysis should be done before convening a planning workshop.

To begin creating your TOC, respond to the following questions:

Impact

- What is the overall aim of your programme and who are the people your programme aims to reach out to?

Hint:

Domains of integration can help you define the area/s of your desired programme aim. An impact statement should describe what long-term difference you wish to see happen. An impact statement can be placed in a wider context and link project work to broader priorities.

In the next step, work backwards thinking about the changes that need to happen to achieve the desired impact.

Outcomes

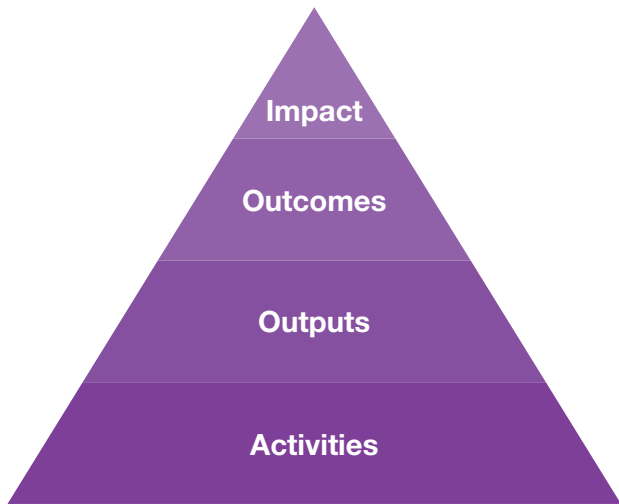
Outcomes are the changes that happen as a result of your work. They describe changes you wish to create, not the work to be done.

- What outcomes would need to happen to help achieve the aim?
- What results do you want to see?

Hint:

Each outcome should contain one measurable idea. A TOC for Integration presents some examples of outcomes. Specific outcomes are better than complex ones.

¹ Situational analysis is the process of assessing a complex situation within a broader context, gathering information, identifying the key issues, capacities and needs of migrant population in order to inform the planning processes of interventions in an integrated and systematic manner.



See Table 1 for a list of changes usually considered at an outcome level.

At this stage it is important to define assumptions, which are hypothesis behind your beliefs as to how change can happen.

Assumptions

- What assumptions have you made about how outcomes will be achieved?

What are the contextual and environmental factors that may impact on the achievement of outcomes?

Hint:

Assumptions will help identify some of the critical success factors and these should shape the way services are delivered. It is useful to base assumptions on existing literature, practice and expert knowledge. They can be tested as part of a project evaluation. See Assumptions (hypotheses) on page 5.

Once you have defined your outcomes and assumptions, think about what change, as an output, would be needed before an outcome can happen.

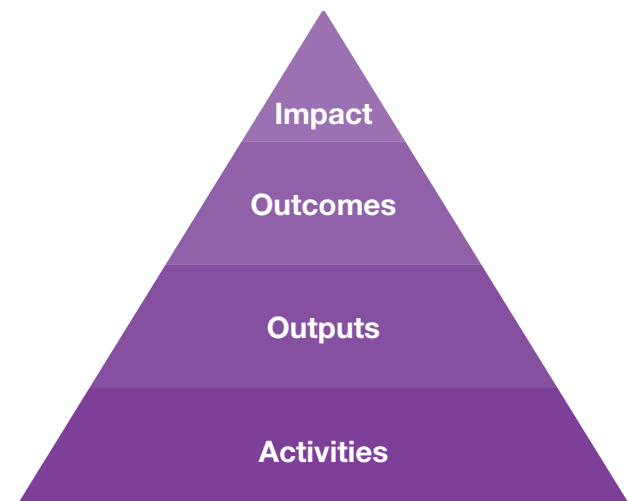
Outputs

At this point, consider what outputs are necessary to bring about the desired outcomes.

- What outputs from activities, services and products, that you will provide, need to happen to help achieve the outcomes?

Hint:

Outputs in the TOC for Integration can inform and help you to adapt or define your project outputs. If you are creating a TOC for an existing project, include your existing outputs and activities. Include outputs collaboration with other organisations and services.



See Table 1 for a list of changes usually considered at an output level.

Initiatives

To achieve project outputs, consider what project initiatives are needed. Each initiative should correspond to your defined project outcomes/outputs and indicators.

- What initiatives would need to happen to help achieve the outputs?

Hint:

Initiatives will lead to outputs, and outputs will achieve outcomes.

Activities

Finally, consider what activities your programme will do to implement the initiatives.

What are the actions and tasks that a project or organisation will carry out?

Hint:

Consider what needs to be done to implement initiatives. Allocate responsibilities to specific actions and tasks. Define timelines and monitor progress on regular basis.

Overall checklist:

- Does the TOC make sense as a response to the analysis of context, the problem and changes needed?
- If not, are further analyses of the context and problem planned to narrow down what intervention is needed?

- Is the TOC clear enough?

Hints:

The TOC should be clear. Avoid congested boxes containing several outputs and outcomes. Present the specifics not just generic information about the project. Highlight a complex, research-influenced change process. Elaborate links in detail.

In other words, the longer term changes (impact) are supported by intermediate changes (outcomes), which are underpinned by short term changes (outputs) that are normally achieved as results of the undertaken activities.

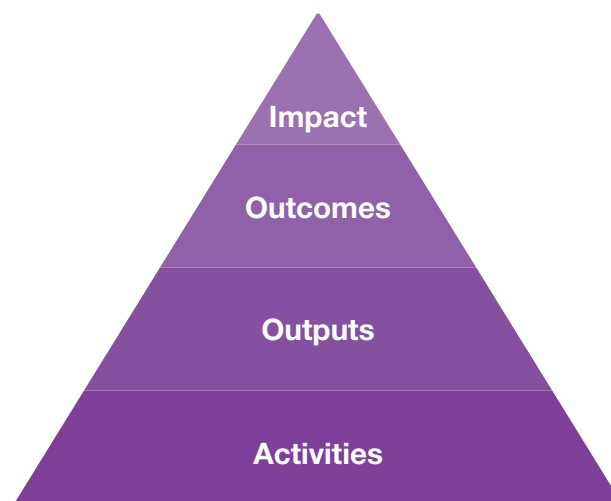


Table 1 presents examples of possible results on various levels of the project logical framework that can guide planning of a TOC. In simple terms, activities lead to outputs, outputs to outcomes and outcomes to impact.



Table 1: Changes at different levels of expected results

IMPACT Longer term changes	<ul style="list-style-type: none"> • Situation (housing, employment etc.) • Social • Cultural 	<ul style="list-style-type: none"> • Economic • Political • Environmental • Civil society
OUTCOME Intermediate changes will lead to impact	<ul style="list-style-type: none"> • Well-being • Behaviour • Social action • Decision-making • Policy • Practice 	<ul style="list-style-type: none"> • Social norms • Efficiency • Effectiveness • Competencies • Services • Partnerships
OUTPUTS Short term changes will lead to outcomes	<ul style="list-style-type: none"> • Awareness • Knowledge • Opinions • Abilities • Skills • Experiences 	<ul style="list-style-type: none"> • Feelings • Attitudes • Aspirations • Motivation • Processes • Access
ACTIVITIES These will lead to outputs	<ul style="list-style-type: none"> • Organise workshops • Meetings • Train • Evaluate • Action plans 	<ul style="list-style-type: none"> • Facilitate • Media engagement • Procure • Recruit • Engage

Assumptions (hypotheses)

Assumptions explain how project initiatives, outcomes and impact connect. The strength of the assumption will depend on the quality of evidence supported by research. Similarly, as a TOC makes it explicit why integration can work, the assumptions in any intervention explain why an organisation believes an intervention can work. Therefore, it is important to voice clear hypotheses of change.

Hints:

- Collect robust data and quality evidence from well-recognised sources to inform your assumption statements.
- Establish assumptions at the start of the needs assessment to feed into project design and baseline studies to ensure the overall logic and adequacy of an intervention.
- Check the strength of the evidence assessed for each hypothesis.

- The stronger the evidence base, the more likely assumptions illustrate the links between project results.
- Assumptions can help capture evidence on causality.
- Recognise the limitations of your assumptions or evidence related to the data available.
- Test how assumptions play out in practice through ongoing monitoring, evaluation and learning.
- If assumptions have a weak evidence base, verify them in evaluation by formulating questions aiming to check the assumptions.
- Document assumptions on a regular basis to help review and adjust project outcomes, as an organisation learns what works or new research is published.

An example of an assumption:

Self-reported good health and an adequate access of refugees and migrants to specialised NHS services assumes that refugees and migrants will be in good health if they access medical services; however, this would be just a possibility given the clarity of assumptions made at first.

Checklist:

Are assumptions made explicit in the diagram or text about the causal links, implementation and context, and external factors?

Are causal pathways well mapped in a diagram?

Is there a narrative assessment of the evidence for each key hypothesis?

A few points to note:

The environment in which your project works can change.

Where it is not possible to establish counterfactual in the projects, small organisations can monitor and evaluate their assumptions and draw on lessons learnt.

It is helpful to interpret project findings in light of lessons learnt and update a project framework in order to improve the effectiveness of interventions.

It is always useful to learn from experiences and practices of other organisations and broader sector by reviewing publicly available learning and evaluation reports. Such reports share good practices, lessons learnt and recommendations for improvement.

Reviewing assumptions and adjusting interventions is about finding what works best to adequately assist the targeted segments of population.

Measuring impact

In reality, it is difficult to claim that all change was established through one intervention in the presence of multiple actors. This is often referred as ‘the counterfactual’. Measuring change takes time during which other actors and factors contribute to longer-term changes. For example, changes in the job market and government policy can affect change.

To demonstrate an impact, the project needs to show evidence for the role it has to play in making a difference. This involves showing an understanding of how other organisations and wider factors created change in the longer term, as well as how change could have happened regardless of the project’s contribution. A robust approach to evaluation and data collection is needed. Good practice is to build a TOC first, as it can provide a framework for monitoring and evaluation.

Evaluating a project

Once it is clear what a project aims to achieve and the TOC is developed, establishing indicators for outcomes and outputs in the TOC sets out a useful monitoring and evaluation framework. A tool for evaluation planning of integration programmes with reference to a TOC for Integration is provided in Annex 1.

Even a TOC needs indicators suited to what it intends to achieve. Outcome and outputs indicators are specific information that should be collected to report on what a project is planning to deliver.

Outcome indicators should be prioritised based on what is crucial in one’s work and what can represent the end result and unlock other outcomes. Outcome indicators keep track of the difference your project is making and how much change has occurred.

Outcome indicators tend to collect long-term data over a longer period of time. This is because outcomes, as intermediate changes, require time to happen. Long term data could rely on monitoring official data and national statistics over time or undertaking independent longitudinal studies that combine repeated data collection with the same researched target group over of period of time.

Outcome indicators should inform the development of data collection tools; for example, survey questions or topics for focus groups discussions should include questions directly linked to outcome indicators, to help measure them. They can include measures such as ‘level of’, ‘number of’, ‘type of’ and ‘how often’.

Hints:

- Combine numbers (quantitative data) and descriptions or narrative (qualitative data) for a better picture of what has changed.
- Combine different perspectives, subjective (e.g. people's perceptions and opinions) and objective indicators (e.g. number of attendants, percentage of applications etc.).
- If you are using existing scales or tools, you can include them as indicators.
- Pick up the hypothesis of a weak evidence base in evaluation questions.

Examples of outcome indicators:

Outcome	Outcome Indicator
Migrant and settled communities are cohesive and safe in their local areas	<ul style="list-style-type: none"> • % reporting experience of racial, cultural or religious harassment or incidents • % reporting a hate crime • % reporting that people of different backgrounds get on well in their area

Output indicators provide information about what outputs a project delivered, who benefited from these outputs and how satisfied users were.

Output indicators tend to collect short-term data over a shorter period of time. This is normally possible because outputs represent short-term changes as the results of project activities.

Hints:

- Set realistic priorities for measurement.
- Limit the number of output indicators to essential ones.
- Disaggregate collected data by sex, age, ethnicity, disability and other meaningful identity markers to ensure people of all backgrounds can benefit from a project.

- Consider specific indicators for processes, e.g. team working, scope of meetings with other organisations, level of contact with the media.
- Ensure the monitoring and evaluation framework is integrated with the TOC of a programme.

Examples of output indicators:

Output	Output Indicator
English language sessions provided to incoming migrants	No of sessions delivered No of people attending classes, disaggregated by sex, age, ethnicity, disability etc. Level of user satisfaction

Adapting the outcome indicators of integration

As the TOC outcomes and outputs reflect the individual outcomes of the IOI, they can be evaluated using their measures. However, some more specialist areas of intervention can rely on the individual outcomes of the IOI as proxy indicators or can be adapted to other programme-specific indicators.

The bank of the Individual Outcomes of the Indicators for Integration, which a project can adapt to its needs, is provided in Annex 2.

In fact, most outcomes and outputs from the TOC for Integration model can be matched against the specific outcome indicators from the IOI Framework. Table 2 presents an example of how outputs from the TOC for Integration reflect and use individual outcome indicators from the IOI Framework.

Table 2: Example of using outcome indicators of integration (Home Office, 2019b) for measuring outputs of a TOC. Domain: Employment

Outputs in Theory of Change (adapted (full version))	Outcome indicators of integration taken directly from the IOI Framework
Adequate access to pathways to work opportunities (e.g. apprenticeship, work experience)	% participating in pathways to work (e.g. apprenticeships, work experience or mentoring/shadowing schemes)
Refugees and migrants are granted the right to work	% (eligible/able to work) in paid work
Employment opportunities commensurate to skills and qualifications	% employed at a level appropriate to skills, qualifications and experience % employed across diverse range of employment sectors (commensurate with qualifications, skills and experience) Perceptions of employment opportunities and barriers to securing employment
Different employment contracts available to all	% holding different kinds of employment contracts (zero-hours, part-time; self-employed; temporary etc.)
Local business start-up initiatives available to migrants	% individuals (eligible/able to work) using services of local enterprise company business start-up initiatives
Migrants earn national annual average	% earning national average annual earnings
Sufficient financial household security	% individual and/or households who are economically independent
Adequately satisfying employment	% reporting satisfaction with current employment
Adequate participation in unpaid or voluntary work	% in unpaid or voluntary work

Collecting data and evidence for evaluation

There are different types of evidence that can help measure impact and evaluate a project. Projects will often draw on a range of different data sources for evaluation. These may be data sources that already exist and are collected for different purposes (e.g. pupil attainment data) or data collected specifically to evaluate the project (e.g. feedback forms or dedicated surveys).

Where to find available data?

Some official data of government departments and national statistics are available online. The IOI Toolkit presents the sources of data available against each Indicator of Integration (Annex 2). Data can also be requested from the local authorities through the Freedom of Information Act 2000 (c. 36) which entitles the public to access information held by public authorities.

Hints:

- Establish a baseline to know where the project is starting from and be able to show progress.
- Collect all materials that you already have, such as the programme proposal, statistical data, research reports, press report and minutes of initial project meetings etc.
- Regularly collect action plans, programme workplans, minutes, project reports, records of attendance at project events and services provided.

Collecting project evidence

To demonstrate project impact, the collection of evidence and specific data against the project's monitoring and evaluation framework is required. Different types of evidence should be collected for evaluation including:

- numbers (e.g. no. of people benefiting from your project, changes in crime levels, no. of stories in the press, etc.);
- people's opinions, perceptions and experiences (e.g. case studies of people's experiences in your project, photos, people's views and their feelings, e.g. feelings of safety, feelings of being respected in community etc.).

Evidence is the material which will be used to show that your project made a difference. For instance, in a community cohesion project, evidence could be seeing events attended by people from across community who were previously in conflict or having recorded stories of how conflict was resolved (Taylor et al., 2005). The views of different people can be equally important as the numbers used to record change.

Collection of data can be done using traditional and non-traditional research methods, for example through formal interviews, mapping and secondary data; or through focus groups, informal interviews and observation. Table 3 presents an overview of data collection methods.

Smaller organisations or organisations with minimal resources can conduct independent and small-scale studies with project beneficiaries to ascertain level of progress, for it is essential to first collect baseline data. Participatory methods such as co-production² and peer research³

2 In co-production practitioners, researchers and community members work together in generation of knowledge, sharing power and responsibility.

3 In peer research members of the researched communities become active researchers and interview their peer groups.

can also help to collect data at relatively low cost. Ideally, baseline data should be collected at the beginning of a project, mid-term and end-line of the project in order to be able to record change, compare results from the beginning to end-line of the project and monitor progress throughout the project cycle.

Table 3: Methods of data collection for evaluation

Methods of data collection	Types	Procedure	Analysis
Primary data collection Qualitative methods (words, feelings, emotions, sounds) and Quantitative methods (based on maths such as mean, mode, median)	Interviews	Specific questions can be asked and explored; rich data can be obtained with interviews; interviews can have a smaller number of respondents Interviews could be audio recorded with consent of participants Try to talk to diverse people for different perspectives	Audio recordings should be written down Read through interviews and identify common ideas that come out
	Focus group discussions	Group discussions with about 7 to 12 people on topics you wish to explore	Notes taken during discussions
	Observations	Observe who contributes to meetings or comes to your services and whether this changes over time Notes to be taken Observations can be videotaped/ photographed with consent	Notes taken during observations
	Questionnaires/ surveys	Questions could be open ended (based on the respondent's answer) or close ended (provide multiple choice answers for respondents to choose from or tick boxes) Surveys can help to find out about views and experiences of users	Responses to questions could be counted to find out the number of people who answered a particular question in a particular way
	Feedback forms	Collect information about how people found your training and other events The form should be short – could ask about what was most and least helpful, what could be improved	Feedback forms can be analysed electronically or manually
	Case studies	Explore details of selected project components and main objectives	Stories of people should be recorded
	Diaries	Participants of the project could be asked to keep diaries of their involvement in the project	Diaries should be recorded marking a date, activities and reflections

Examples of advanced data collection (subject to availability of resources)	Longitudinal studies	Involve several observations of the same group of population over a period of time (sometimes over many years)	Data collected at intervals should be compared to detect changes over time
	Quasi experimental studies	Empirical studies, with an experimental design, to estimate the causal impact of a project on target population	Helps with causality better than other methods, but target groups of population may not be comparable at baseline
	Cross-sectional studies	Collect data and compare different population groups at a single point in time. Lack of insight to cause-and-effect relationship of a phenomenon as it does not look at data before and after data collection	Allows to compare many different variables at the same time
Secondary data collection	Already collected and published data from online sources, journals, books, NGOs	Secondary sources may be designed for different purposes, but one can go through the data and pick up aspects relating to their research and analyse them Secondary data easier to attain than primary data	Depending on how the data is collected, specialist software like SPSS, STATA or EXCEL can be used if data is quantitative

Sampling

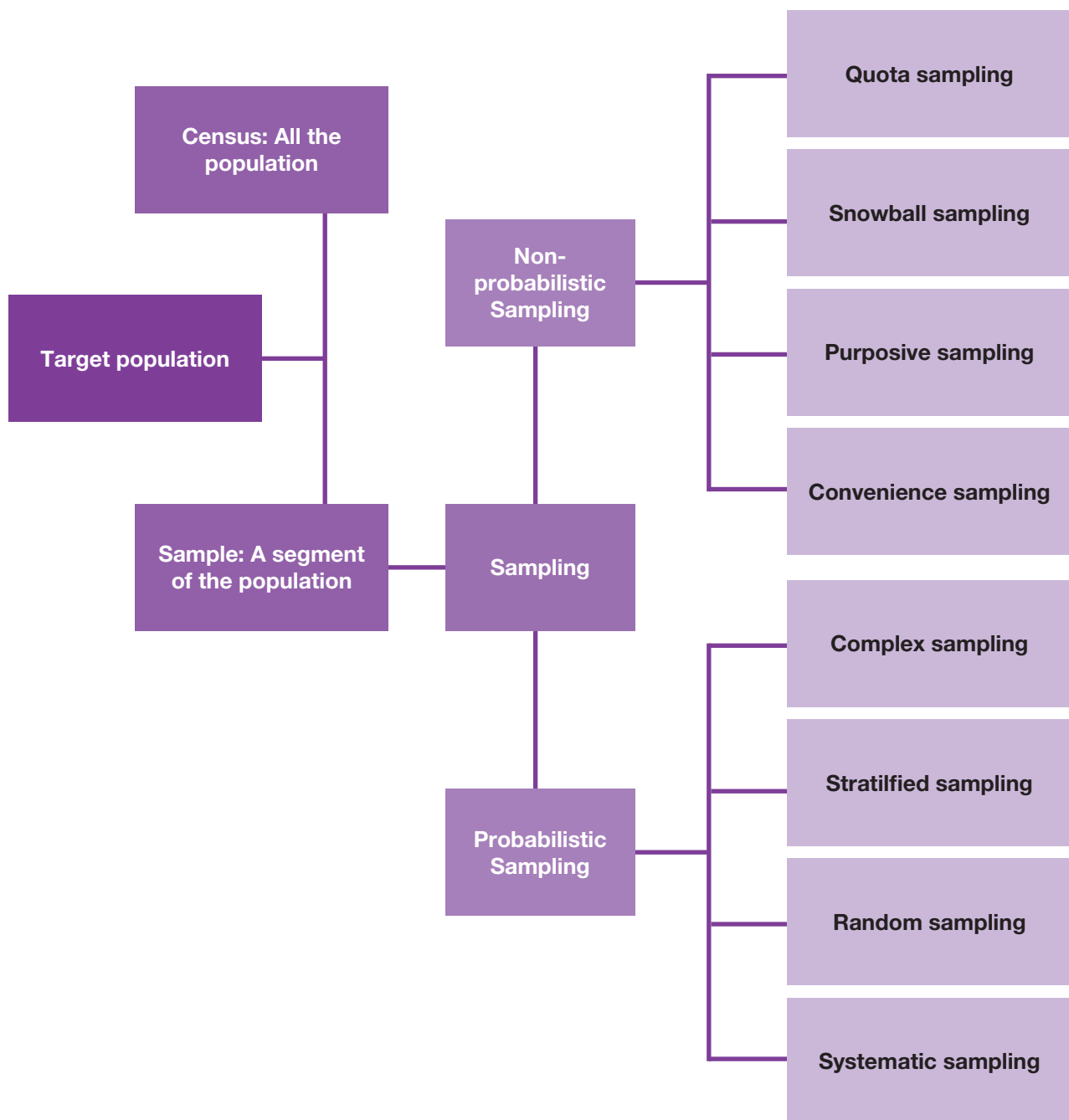
The results of any collected data inevitably depend on sampling methods used. It is important to pay attention to the selection of the right sample method which can be key in mitigating research bias. In social studies, two types of sampling are recognised:

1. non-probabilistic sampling which includes convenience sampling, purposive sampling, snowball sampling and quota sampling;
2. probabilistic sampling which includes systematic sampling, random sampling, stratified sampling and complex sampling (Figure 1).

Hints:

- Ensure a sample is as diverse as the population itself.
- Random sampling may be less susceptible to bias.
- Adjust sampling in evaluation methods carefully to prevent unintended bias.
- Recognise that samples and locations of data collection come with limitations of representativeness (see Table 4).

Figure 1: Sampling methods used in scientific studies (adapted from Martínez-Mesa et al., 2016)



When working within a resource constraint, sampling can help to study the population of a larger geographical area or to find out more about a given population in a greater depth using a smaller sample. The way sampling is conducted can determine any potential bias

and data distortions, since some members of the targeted population may be more likely to be excluded from the sample than others. For example, if snowball or convenience sampling are used to collect data, an issue of representativeness of the sample might emerge.

Table 4: Examples of sample frames and potential limitations concerning representativeness (Martínez-Mesa, 2016)

Sample frames	Limitations
Population census	If the census was not conducted in recent years, areas with high migration might be outdated
	Homeless or itinerant people cannot be represented
Hospital or health services records	Usually include only data of affected people
	Depending on the service, data may be incomplete and/or outdated
	If the lists are from public units, results may differ from those who seek private services
School lists	School lists are currently available only in the public sector
	Children/teenagers not attending school will not be represented
	Lists are quickly outdated
	There will be problems in areas with high percentage of school absenteeism
List of phone numbers	Several population groups are not represented: individuals with no phone line at home (low-income families, young people who use only cell phones), those who spend less time at home etc.
Mailing lists	Individuals with multiple email addresses, which increases the chance of selection compared to individuals with only one address
	Individuals without an email address may be different from those who have it, according to age, education etc.

Validating data

The type of data collected is key to research results. As the findings and conclusions of research or evaluation depend on the quality of collected data it is recommended to validate data by using different data collection methods and so compare the results obtained. In social research such process is called 'triangulation' which combines quantitative and qualitative data collection methods, for instance surveys, observations and interviews.⁴

Triangulation can involve:

- the use of several perspectives in the analysis of the same data in order to better understand a phenomenon under investigation;
- multiple and neutral observers or interviewers in a particular study, in order to remove the potential bias and ascertain the reliability of data collection and analysis;
- helping to establish accurate research results and a better understanding of a cause-effect relationship through the comparative analysis of two or more interpretations of results.

If the interpretations of various methods or sources are consistent, one can assume the robust results of a particular study or evaluation.

Further reading

National Council for Voluntary Organisations (NCVO). NCVO KnowHow website. Available at <https://knowhow.ncvo.org.uk/organisation/impact> [accessed 03/04/2019]. For example:

- 1) Choosing Your Collection Methods <https://knowhow.ncvo.org.uk/organisation/impact/measuring-your-impact/choosing-your-collection-methods-for-measuring-impact/choosing-the-right-collection-methods>
- 2) Evaluation and Impact Reporting <https://knowhow.ncvo.org.uk/organisation/impact/evaluation-and-impact-reporting-1>

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⁴ Methodological triangulation uses two or more methods of data collection in a study within one method and between methods, for example using different strategies in analysing the survey data to ascertain a level of convergence in the emerging findings.

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Vogel, I. and Stephenson, Z. (2012) *Appendix 3. Examples of Theories of Change*. DFID. Available at: https://assets.publishing.service.gov.uk/media/57a08a66ed915d622c000703/Appendix_3_ToC_Examples.pdf [accessed 03/04/2019]

Annex 1: Evaluation planning

Use this table to record the outcomes from your programme's Theory of Change (TOC) for putting together an evaluation plan. You can match your outcomes to outcomes from the TOC for Integration Outcomes Framework that is relevant for your programme and beneficiaries. From the Indicators of Integration Toolkit, you can use the question bank to add indicators in the third row or survey/interview questions in the fourth row. You can also add any sources of data that are not in the Indicators of Integration Toolkit, such as programme management information.

Table 5: Source: Adapted from Taylor et al., 2005 and Financial Capability, n.d.

Your Theory of Change Outcome
Theory of Change for Integration Outcome
Indicators
Data source and frequency of data collection, questions (What information do you already have? What additional information will you need?)

Data collection methods/related activities
(What methods will you use to gather additional information?)

Sample (How many individuals you will collect data from?)

Responsibility
(Who will collect this data?)

Data collection and analysis process
(Which activities of your programme will help to achieve a particular outcome)

Timeline (When this needs to be done by?)

Annex 2: The bank of Outcome Indicators of Integration

Source: Home Office, 2019a

Work

- % participating in pathways to work (e.g. apprenticeships, work experience or mentoring/ shadowing schemes)
- % (eligible/able to work) in paid work
- % employed at a level appropriate to skills, qualifications and experience
- % employed across diverse range of employment sectors
- % holding different kinds of employment contracts (zero-hours, part-time; self-employed; temporary etc.)
- % individuals (eligible/able to work) using services of local enterprise company business start-up initiatives
- % earning national average annual earnings
- % individuals and/or households who are economically self-supporting and independent
- % reporting satisfaction with current employment
- % in unpaid or voluntary work
- Perceptions of employment opportunities and barriers to securing employment
- % with retirement plans
- Awareness of key institutions, rights, supports and pathways to participation

Education

- % achieving specified key stages at primary level (or equivalent educational attainment of children between the ages of 5 and 11 years old)
- % achieving five or more GCSEs / Standard Grades at 9-4 (A*-C) (or equivalent educational attainment of children between the ages of 12 and 16 years old)
- % achieving two or more 'A' level or Advanced Higher passes (or equivalent educational attainment of children and young people aged 17 and 18 years old)
- % students excluded from school
- % young people and adults achieving admission to tertiary education
- % individuals completing vocational qualification (e.g. National Vocational Qualifications / Scottish Vocational Qualifications or equivalent)
- % completing Access to Higher Education Diploma
- % young people and adults achieving admission to university
- % dropping out of university / further education
- % children participating in pre-school education
- % children participating in lunchtime and after school clubs
- Representation of diversity of local population in schools (index of dissimilarity)
- Students' self-reported feeling of belonging at school
- % not in employment, education or training (NEET)
- Awareness of key institutions, rights, supports and pathways to participation

Housing

- % homeless
- % living in owner-occupier/secure or assured tenancy conditions
- % living in overcrowded housing
- % of eligible individuals living in social housing
- % receiving housing benefit
- % receiving discretionary housing payment
- Average length of time spent in temporary accommodation
- Reported satisfaction with housing conditions
- Reported satisfaction with neighbourhood (e.g. community safety, social cohesion and availability of necessary amenities)
- Awareness of key institutions, rights, supports and pathways to participation

Health and social care

- Healthy life expectancy at birth (male and female)
- % registered with a GP
- % registered with a dentist
- % registered with NHS optician for eye test
- % having free NHS eye-tests
- % utilising specialised services (through the NHS where available) (e.g. antenatal care, mental health services, support for domestic abuse victims and victims of trauma)
- % utilising prevention services (e.g. immunisation, health, antenatal care and cervical and breast screening, sexual health clinics)
- % eligible individuals successfully accessing incapacity, carers and other benefits
- % utilising health visitors services
- % children and young people with access to school nurses
- Infant mortality rates
- Neonatal mortality rates

- Perinatal mortality rates
 - Maternal mortality rates
 - Mortality rate from causes considered preventable (all ages)
 - % expressing good self-rated health and wellbeing (this should be both for children and young people and 18+)
- Health-related quality of life for older people
- % reporting discussion of mental health problems with their GPs
- % having access to interpretation or translation services during medical appointments
- % referred to NHS Improving Access to Psychological Therapies (IAPT) services
- % accessing NHS IAPT services
- % seen by therapists for trauma-informed care provided by voluntary, community and social (VCS) organisations
- % who did not attend appointments for community-based services of people with mental health problems
- Number of people admitted to hospitals due to physical or mental health problems
- % under 18 psychiatric admissions to NHS specialist Child and Adolescent Mental Health (CAMH) wards
- % (18+) in contact with specialist mental health services
- Total psychiatric inpatient beds per 100,000 population
- Number of days of hospital stays
- % of re-admissions to hospital within 30 days of discharge
- % individuals understanding how to access health and social care (access to services relating to disability, domestic abuse, safeguarding, culturally sensitive advocacy etc.)
- % in residential or nursing care homes
- % individuals aware of preventative health measures (e.g. diet, exercise and quitting smoking, substance misuse)

- % individuals reporting satisfaction with service provision
- Under 75 mortality rate from all causes (male and female)
- % who said they had good experience when making a GP appointment
- % who successfully obtained an NHS dental appointment in the last two years
- % reporting high happiness and life satisfaction
- % 15-year olds physically active for at least one hour per day, seven days a week
- % adults who do any walking, at least five times per week
- Wellbeing in 15-year olds: mean wellbeing (WEMWBS) score age 15
- Young person hospital admissions for mental health conditions: rate per 100,000
- % on GP register for mental health
- Social care mental health clients in residential or nursing care (aged 18-64): rate per 100,000 population
- % service users who say social care services have made them feel safe and secure
- TB incidence (three-year average)
- Domestic abuse-related incidents and crimes recorded by the police, crude rates per 1,000
- % adult social care users who have as much social contact as they would like
- Years of life lost due to suicide
- Years of life lost due to alcohol-related conditions
- Potential years of life lost due to smoking-related illness
- % homeless
- Awareness of key institutions, rights, supports and pathways to participation

Leisure

- % membership of local library
- % membership of local sports facilities
- % participation in local social and leisure groups
- % reporting engagement in at least one preferred leisure activity in the last month
- Awareness of key institutions, rights, supports and pathways to participation

Social bonds

- % reporting that they have someone from own community to talk with when needing support
- % able to use social media to retain or develop social contacts with relatives and friends
- % reporting having friends with similar backgrounds
- % participating in a community organisation or involved in religious group or association
- % people who feel they are able to practice their religion freely
- % reporting sense of 'belonging' to neighbourhood and local area

Social bridges

- % participating in youth clubs, childcare facilities, sports clubs, trade unions and other organisations
- % attending communal spaces (including places of religious worship) where they mix with people from different backgrounds
- % local people reporting having friends from different backgrounds
- % local people (incoming and receiving communities) who report mixing with people from different ethnic or other backgrounds in everyday situations
- % confident to ask their neighbours of all backgrounds for help

- % reporting sense of ‘belonging’ to neighbourhood and local area
- % volunteering/helping in the community in the past month
- % reporting that people of different backgrounds get on well in their area
- Prevalence of residential segregation (by ethnicity) in the local area

Social links

- % assuming office or representational functions with local community organisations or committees (e.g. playgroup board, PTAs, patient group, residents’ association, Neighbourhood Watch)
- % registering to vote
- Representation of minority ethnic groups in UK political parties
- % active within school PTAs, NGOs or governing bodies
- % using statutory and other services
- % having awareness of procedures for complaining about goods and services
- % in leadership/management positions
- Awareness of key institutions, rights, supports and pathways to participation

Language and communication

- Adult literacy rate
- % participating in ESOL (English for Speakers of Other Languages) classes or equivalent adult English language learning
- % regularly attending ESOL classes or equivalent adult English language learning
- % progressing to ESOL Entry level 3 required to apply for British citizenship (B1 on Common European Framework) within two years of receiving status
- % reporting satisfaction with local ESOL provision (or equivalent)

- % people who do not have English as a first language reporting ability to hold simple conversation with a local language speaker (e.g. a neighbour)
- % participating in initiatives to provide language practice outside of classes (e.g. through social activities, with mentors or through volunteering)
- % maintaining native language alongside learning new language
- Awareness of key institutions, rights, supports and pathways to participation

Culture

- % engaging with UK cultural institutions and events (e.g. museums, local festivals, cultural celebrations)
- % reporting that people of different backgrounds get on well in their area
- % reporting being knowledgeable and comfortable with diversity of local social norms and expectations
- % reporting understanding of UK institutional cultures and behaviours (e.g. in work or accessing public services)
- % understanding, and applying, UK law pertaining to everyday life (e.g. parenting responsibilities, employment and property rights, behaviour in public spaces)
- % aware of and adhering to UK law in relation to practices that are not legal in the UK (e.g. drink driving or female genital mutilation (FGM))
- Awareness of key institutions, rights, supports and pathways to participation

Digital skills

- % reporting confidence in using technology to access digital services
- % reporting confidence in using technology to communicate with friends or family (i.e. through the internet)
- % accessing digital training courses
- % with personal access to internet (including mobile data)
- % over 16 with smartphone or computer
- Awareness of key institutions, rights, supports and pathways to participation

Safety

- % reporting trust in the police
- % women reporting sexual victimisation and/or domestic violence
- % reporting feeling fearful or insecure
- Self-reported feeling of safety when walking alone outside during the day/night
- % reporting experience of racial, cultural or religious harassment or incidents
- % reporting a hate crime
- % school-age children reporting experience of incidents of bullying or racist abuse in schools
- % stopped and searched by police
- % arrested and/or charged with a crime
- Awareness of key institutions, rights, supports and pathways to participation

Stability

- % reporting stable (that people can remain) residence in their current housing
- % children moving school
- % accessing permanent employment
- % reporting satisfaction with local area

- % with secured immigration status (i.e. permanent leave to remain)
- Number of families being reunited through family reunion procedures
- % acquiring citizenship
- % reporting familiarity and trust with local people and neighbours
- % reporting intention to remain in neighbourhood for three or more years
- % reporting sense of 'belonging' to neighbourhood and local area
- % reporting financial insecurity
- % reporting financial inclusion

Rights and responsibilities

- % utilising affordable legal advice
- % utilising welfare benefits advice
- % applying for citizenship
- % registering to vote where permitted
- % participating in local civic and political forums and public consultation
- % understanding and applying UK law and social responsibilities (e.g. parenting responsibilities, employment and property rights, behaviour in public spaces)
- % reporting sense of responsibility towards local and UK society
- % reporting sense of equity in access to services and entitlements
- % overall population reporting knowledge of anti-discrimination laws
- % reporting knowledge of rights to interpreting services in public services (across integration domains)
- Awareness of key institutions, rights, supports and pathways to participation

Annex 3: Overview of data sources available

Source: Home Office, 2019b

Data source	Year/Frequency of data collection	Disaggregation
Active People Survey	Annually (2016-discontinued)	Age, Ethnicity, Gender
Adult Psychiatric Morbidity Survey 2014	2014	Ethnicity
Annual Population Survey (Labour Force Survey)	Annually	Primarily Economic Status but also: Age, Sex, Religion, Ethnicity, Country of Birth, Nationality
British Social Attitudes Survey	Annually	Age, Employment Status, Marital Status, Sex
Citizenship Survey (2011-discontinued)	Annually (2011-discontinued)	Age, Sex, Marital Status, Ethnicity
Community Life Survey	Annually	Age, Sex, Marital Status, Ethnicity
Crime Survey for England and Wales	Annually	Age, Sex, Ethnicity, Marital Status, Nationality, Country of Birth
Crime Survey for England and Wales (aged 10-15 years)	Annually	Age, Sex
English Housing Survey	Annually	Age, Sex, Marital Status, Ethnicity
Ethnic Minority British Election Study	2010	Age, Sex, Ethnicity, Religion, Nationality, Country of Birth
Eurobarometer	2006	Age, Sex
European Social Survey	Biennially	Age, Sex, Citizenship, Country of Birth (and more)
Family Resources Survey	Annually	Ethnicity
GP Patient Survey	Dependent on indicator	Region, Ethnicity

Labour Force Survey	Quarterly	Primarily Economic Status but also: Age, Sex, Religion, Ethnicity, Country of Birth, Nationality
National Survey for Wales	Annually	Age, Sex, Marital Status, Ethnicity
Northern Ireland Life and Times Survey 2017	Annually	Age, Sex, Ethnicity, Religion
Personal Social Services Adult Social Care Survey, England	Annually	Region
Poverty and Social Exclusion in the UK: UK Living Standards Survey	1999, 2002, 2012	Age, Sex, Marital Status, Ethnicity, Language, Religion
Scottish Social Attitudes Survey	Annually	Age, Sex, Marital Status, Ethnicity
Skills for Life Survey	2011	Age, Ethnicity, Region, Gender, Index of Multiple Deprivation
Survey of New Refugees in the United Kingdom	2005-2009	Country of Origin, Sex, Time Since Asylum Decision
Taking Part Survey	Annually	Age, Gender, Economic Status, Ethnicity
The Programme for International Student Assessment Survey	Triannually	Age, Sex
The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) (What About YOUth (WAY) survey)	2014-2015	Region
Understanding Society Survey	Annually	Age, Sex, Marital Status, Ethnicity, Nationality, Country of Birth
What About YOUth (WAY) survey	2014-2015	Region
Statistics	<i>Year/Frequency of data collection will vary by individual statistics</i>	<i>Disaggregating variables will vary by individual statistics</i>
Access to Higher Education	2016-2017	Gender, Age, Ethnicity, Disability

Department for Education	Annually	Ethnicity, First Language, Sex, Free School Meals, Year Group
Department for Work and Pensions	Dependent on indicator	Ethnicity, Age, Sex
EMN Synthesis Report for the EMN Focussed Study 2016	2017	Gender
Higher Education Statistics Agency (HESA)	Annually	Age, Institution
Home Office - Gov.uk	Dependent on indicator	Ethnicity, Age, Sex, Country of Nationality, Previous Country of Nationality
Ministry of Housing, Communities and Local Government	Dependent on indicator	Ethnicity, Age, Income, Region
Ministry of Justice	Annually	Age, Sex, Ethnicity
NHS Digital	Annually	Age, Gender, Ethnic Group, Index of Multiple Deprivation, Clinical Commissioning Group
OECD	2016	By country
Office for National Statistics	Dependent on indicator	Age, Sex, Disability, Region, Religion, Index of Multiple Deprivation
Ofqual	Quarterly	None
Public Health England	Dependent on indicator	Region, Gender
UCAS	Annually	Ethnicity, Socioeconomic Status
World Health Organisation	2014	By country
Alternative Sources		
APPG Refugees Welcome Report	2005-2006 / 2014-2015	None
BIS: Evaluation of the Impact of Learning Below Level 2	2013	None
England Shelter	2014	None
ESRC-funded Party Members Project	N/A	Age, Class, Ethnicity

Feasibility Study for a survey of migrants	2011	Age, Sex, Marital Status, Ethnicity, Nationality
OECD/INFE TOOLKIT	2015	Ethnicity, Gender
Start Up Loans Company	Ad hoc	Ethnicity



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