Monitoring and Evaluation

A How-to Handbook for Grassroots Women's Organizations

HUAIROU COMMISSION
Women, Homes & Community

WLA
Women's Land Link Africa

MONITORING AND EVALUATION: A HOW-TO GUIDE FOR GRASSROOTS WOMEN

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1 ICA Lambassa, Association des Femmes pour l'Education et le Bien être des Enfants Orphelins (AFEBEO), ITERAMBERE, Ntankah Village Women Common Initiative Group (NVWCIG), Grassroots Sisterhood Foundation (GSF), GROOTS Kenya, International Women's Communication Center (IWCC), Rwanda Women's Network(RWN), Land Access Movement of South Africa (LAMOSA), Maasai Women Development Organization (MWEDO), Action for Women and Awakening in Rural Environment (AWARE-Uganda), Slum Women Initiative for Development(SWID), Uganda Community Based Association for Child Welfare (UCOBAC), Katuba Women's Association, Zambia Homeless & Poor People's Federation /People's Process on Housing & Poverty in Zambia, Ntengwe for Community Development Trust, Seke Rural Home Based Care, GROOTS Zimbabwe/ Ray of Hope, Zimbabwe Parents of Handicapped Children Association (ZPHCA).

Huairou Commission

The Huairou Commission develops strategic partnerships and creates linkages among grassroots women's organizations, advancing their capacity to:

> *Collectively influence local to global political spaces on behalf of their communities and*

> *Enhance their sustainable, resilient community development practice.*

The **Huairou Commission**, established in 1995 at the 4th World Conference on Women in Beijing, is a global membership and partnership coalition[1] that empowers grassroots women's organizations to enhance their community development practice and to exercise collective political power at the global level. Driven by grassroots women's organizations from around the world, the members and partners of the Huairou Commission believe it is in the best interest of local communities and the global development field for grassroots women leaders to expand their participation and leadership in community development work on the issues that affect their daily lives. Huairou Commission members and partners believe grassroots women's participation in local to global decision-making is a reliable route to achieving gender equitable, pro-poor policies and investments.

The Huairou Commission is a collaboration among development professionals and locally focused women's networks that aims to highlight and upscale the effective local development approaches of grassroots women's groups and to establish development policies and programs that foster their replication. Organizing their work by thematic areas, Huairou Commission members focus on network building, knowledge sharing, and advocacy activities associated with three crosscutting themes:

- Sustaining grassroots women's leadership in redeveloping families, homes, communities, and economies in crisis situations (disaster, post-conflict, and HIV/AIDS);
- Local governance and asset-securing approaches that anchor grassroots women's participation;
- Collaborative partnerships that strengthen and upscale grassroots local knowledge and advance alternative development policies.

Network members and organizations organize around securing basic needs and

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1 Huairou network members are GROOTS International, Information Center of the Independent Women's Forum (ICIWF), International Council of Women (ICW), Women & Habitat Network-LAC, Women & Peace Network, Women in Cities International

human settlement issues committed themselves to campaign initiatives organized around four themes:

- Governance
- Community Resilience
- AIDS
- Land and Housing

These themes, identified bottom-up from the work of grassroots women's organizations, concretize and advance the contributions poor women are making to reduce poverty, meet basic needs, re-establish collective self-help approaches, and change local decision making to include them. The Huairou Commission's core goal is to *win the development community's recognition that grassroots women's groups' participation in local planning, implementation, and evaluation is a prerequisite for effective poverty reduction and decentralization.*

The Huairou Commission's Global Land and Housing Campaign
Empowering women working at the grassroots is essential to increasing poor women's access to land, housing and property.

The Huairou Commission's Global Land and Housing Campaign emerged as a response to the work of grassroots women's organizations in securing tenure for women, reversing evictions, securing titles, curbing disinheritance and fighting discriminatory land tenure policies. The Land and Housing Campaign works with grassroots women's groups to identify innovative on-the-ground strategies and practices that women are using to fight for their rights to land and property at the local, national and international levels.

The Land and Housing Campaign seeks to:
- Increase voice and visibility of women so they can CLAIM land and housing
- Facilitate opportunities for knowledge building and sharing to encourage grassroots women to GAIN land and housing
- Enhance the capacity of grassroots women to hold stakeholders accountable and to increase grassroots women's participation in decision making in order to MAINTAIN their land and housing

Our focus is to build the capacity of grassroots women's groups and to highlight the strategies and practices they are implementing to improve women's social, economic and political status within their communities. Campaign supports grassroots women's driven activities around the world, to engage in peer learning through exchanges and Land Academies; facilitating women to engage with advocacy, from local to global; and supporting women to hold governments and

other stakeholders accountable to their obligations. The Huairou Commission is focused on grassroots women as the initiators of actions and the problem solvers within their communities, rather than as the recipients of legal or financial aid.

The Women's Land Link Africa (WLLA)[2] is a joint regional partnership driven and led by grassroots women that supports and strengthens linkages between regional stakeholders focused on improving grassroots women's access to, control over and ownership of land, housing and property in Africa.

The WLLA, as an integral part of the Huairou Commission's Global Land and Housing Campaign, has adopted the Campaign's mission that grassroots women are able to claim, gain and maintain land, housing and basic services.

The overall objective of this joint partnership is to ensure the involvement of grassroots women and their organisations as essential stakeholders and to increase knowledge transfer. The role of the Huairou Commission within WLLA is to involve women-led grassroots organisations and grassroots non-governmental organisations into a regional network and peer learning community focused on housing, land and property issues. As of 2009, the Huairou Commission has involved over 30 grassroots member organisations from thirteen countries in Sub-Saharan Africa.

Integral to the Land and Housing Campaign, the Women's Land Link Africa initiative is centered on organizing a PLATFORM FOR ACTION AND ADVOCACY - as a regional network for grassroots women to gain and maintain land and housing is the core objective of the strategy of the Huairou Commission's Land & Housing Campaign. WLLA action and advocacy activities are cross cutting across all WLLA activities. Surrounding or supporting this primary principle are the objectives of:

- Increasing grassroots women's VOICE AND VISIBILITY
- Facilitating grassroots women's KNOWLEDGE BUILDING AND SHARING
- Supporting grassroots women to MONITOR AND HOLD DECISION MAKERS ACCOUNTABLE

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2 Recognizing the similarity of housing and land issues that exist for women throughout Africa, representatives from four organizations involved in land issues, the Huairou Commission, the Centre on Housing Rights and Eviction (COHRE), the UN Food and Agriculture Organization(FAO) Southern and Eastern Africa Regional Office, and UN-HABITAT Secure Tenure Branch, envisioned this initiative in 2003 to address the growing need to link organizations and share information on the issues of housing and land rights for women throughout Africa. It is now fully coordinated by the Huairou Commission together with local grassroots groups and NGO partners.

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1. M&E: WHY IT MATTERS TO GRASSROOTS WOMEN[1]

Monitoring and evaluation matters to grassroots women's groups because it allows them to learn from their own experiences, to share their good practices and challenges, to enhance their plans and strategies, and to inform their future decisions[2]. Grassroots groups are committed to monitoring and evaluating their work because they know their work on the ground is translating into real results, and they want to be able to demonstrate this impact. Grassroots groups who participate in Women Land Link Africa (WLLA) have applied monitoring and evaluation (M&E) techniques in their own right for some time, and they collectively agreed it was time to develop a manual to refer to and track the impacts, successes and challenges they were encountering, and how they could use the information collected to improve their work. WLLA groups agreed that a deeper, more practical understanding of M&E would allow them to better illustrate the strength of their work, the long-term changes they were making, and to thereby better articulate the support they wanted to gain from the community and local leaders.

This manual also intends to empower its users to conduct M&E in such a way that meets the needs of their grassroots groups and communities. When grassroots groups can collect data and evidence of the long-term impact of their work, they are better able to influence their communities and local and national decision and policy-making processes. **This manual was developed to support grassroots women's groups in understanding, evaluating and demonstrating the impact of**

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1. WLLA member groups contributed to the development of this manual, and two of the groups who tested the Manual are featured here. Slum Women's Initiative for Development (SWID), based in Uganda, used the M&E Manual to test their rotational loans scheme, whereas GROOTS Kenya used this opportunity to specifically test the manual for its friendliness to grassroots users. Suggestions made by both groups were incorporated directly into the manual
2. 3rd Annual WLLA Land Academy report

their work. It is meant to serve as a flexible guide and act as a set of suggestions for grassroots women's organizations to implement M&E activities. Furthermore, it is a manual whose tools are both adoptable and adaptable across grassroots communities. Removed from the often complex and top-down language some M&E systems impose, this manual lays out a simple yet comprehensive set of M&E steps and tools that grassroots groups have tested and have agreed are useful for their work. It will:

- **Allow grassroots groups to measure the number** of women gaining access and control over land, housing and property;
- **facilitate a greater exposure of WLLA achievements**, and greater perception of grassroots women's work and achievements;
- **demonstrate grassroots women's results** supporting and positioning them with stronger voice and ability to talk about issues concerning and affecting grassroots women's lives;
- provide **evidence women can use** in negotiating with local leaders to press for actions based on demonstrated results

Objectives

The objectives of this handbook are to:

- provide an overview of some of the basic concepts and central issues in M&E;
- introduce an overall framework that will help grassroots women implement an M&E system appropriate to their context;
- introduce a number of concepts and tools to help grassroots women engage in a practical approach to monitoring and evaluation.

How to use this handbook

You can use this handbook in a number of different ways.

- **Proactive learning:** You might be reading this handbook, alone or with your peers, to learn more about M&E.
- **In response to a problem:** You might be looking for ways to improve your organisation's ability to monitor and learn from experience.
- **In response to an opportunity**: You may be preparing for a new community-based initiative and are considering how to include monitoring concepts and tools into the work. You may be interested in practical ideas that can be part of your approach from the beginning.

How this handbook is structured

This handbook will take you through five steps:

1. **Getting started** – this section explores a number of important issues in monitoring and evaluation - who does it? When? Where and how?
2. **Gathering the information** – how to collect information on an ongoing

basis – what to look for and how to gather it?

3. **Analysing the information** – making sense of the information collected – what happened and why it happened?

4. **Acting on the analysis** - drawing on the information you are able to decide what follow-up action should take place.

5. **Developing monitoring and evaluation capacity** – strengthening good monitoring and evaluation activities within your organisation or community group.

Things to look out for:

	Tools In each section of the handbook you will find a number of tools and ideas to help you with the practical 'how-to' aspects of monitoring and evaluation
	Examples In order to illustrate the application of various ideas and tools there are a number of examples throughout the handbook
	Definitions In each section you will be introduced to a number of key terms related to monitoring and evaluation

Monitoring and Evaluation at the Grassroots: GROOTS KENYA

GROOTS Kenya has piloted innovative processes that empower grassroots women to generate information from their communities to use in planning, implementing, monitoring and evaluating grassroots women's groups' responses to development challenges. Women's lack of access to land and housing is one of the biggest issues GROOTS Kenya members have responded to in the past 10 years. As members of WLLA, GROOTS

Kenya supported the process of testing the Monitoring and Evaluation handbook in two of its networks' regions, Kakamega and Gatundu. The testing was conducted using focus group discussions. The participants were provided with copies of the handbook before the focus group discussions to get a chance to read and identify points of discussion. The process was entirely grassroots-led to ensure GROOTS Kenya obtained their authentic reactions to the document, and GROOTS Kenya Secretariat supported the coordination of the testing and writing of the final report.

As a major part of their feedback on how to make this manual more useable for grassroots women (many of whom are low-literacy), the focus group participants wanted to ensure that community mapping was highlighted as a key grassroots-driven M&E methodology. Through the process of community mapping (more fully described on page #), members of GROOTS Kenya have documented major issues in their communities, and generated concrete information to press for community-based solutions to those issues in partnership with government. The mapping process is also a dialogue and relationship-building process, in which community based organization members are able to reach out to members of the community including opinion leaders, local government officials, and other women and men.

During the testing of the manual, members of GROOTS Kenya in Kakamega first agreed that they needed to improve on monitoring and tracking the progress of the members. The home-based caregivers spent time debating the issue of sustainability, and how to best measure sustainability as part of the on-going monitoring and evaluation of both the community group itself and the impact of the group on the community. For instance through mapping, Watch Dog Group members could keep track of its membership levels, or of how many members were sitting on local government councils; it could also keep track of how many women had possession of title deeds, or how many women and orphans were being evicted from their land. For members of GROOTS Kenya, there is an important difference between what donors are driven by – the accomplishments that are evaluated – and the on-going monitoring process that allows the community to advocate for responses to on-going changes and emerging needs. Both aspects are important and left the testing groups feeling that they wanted to use this Manual to strengthen their own M&E.

2. UNDERSTANDING MONITORING AND EVALUATION

What is monitoring and evaluation?

Monitoring **is the ongoing assessment of a community-based initiative performance and environment.** It means discovering what exists and finding out what is really happening. It is mainly an internal process done by those managing the initiative to ensure the work being done stays on track. Monitoring addresses such questions as:

1.   How are resources being used?
2.   What progress is being made?
3.   What are the results of the work?
4.   How are the results being used? Are there any important changes in the initiative's context?

Evaluation **is a periodic assessment of the performance of an initiative.** It is a process of identifying and reflecting upon the effects of what has been done, and judging the value of it. It is concerned with the relevance, effectiveness, efficiency, impact and sustainability of what has been done. It may be done by those responsible for managing the initiative (self-evaluation) or by external evaluators. Evaluations takes place **at the end** of the initiative or at a pre-defined stage. Evaluation addresses such questions as:

1.   What has happened as a result of the community-based initiative?
2.   Has the initiative made a lasting improvement in the issues it was trying to address?
3.   How many people have been affected?
4.   Is the change attributable to the initiative's efforts alone?

> When GROOTS KENYA organized a focus group to evaluate the manual, a group of grassroots leaders agreed that an equally important definition of monitoring is: an ongoing set of activities and processes to track progress and level of performance whether it is positive or negative, done by the community initiatives. For evaluation, Grassroots groups agreed that evaluation is: a measurement of the work done to date, and this evaluation can best be carried out when people understand its objective and use.

What are the objectives of monitoring and evaluation?

A challenge facing community based groups is the belief that monitoring and evaluation can be time-consuming and question whether it is worthwhile. However, monitoring and evaluation can bring a number of benefits to organisations and community groups (Box 1). Three objectives of monitoring and evaluation are to: promote learning, provide accountability and inform decisions.

Learning - Monitoring and evaluation is about learning and sharing lessons so that future activities can be done better. By assessing what has gone well and what has not throughout the initiative you are able to identify improvement opportunities.

Accountability[1] - Stakeholders, including community members, local leaders, community organizations, and donors, are provided with regular updates on the initiative's progress. This helps to maintain their support and interest. Reports can be made on how resources are being used.

Inform decisions - Monitoring allows the initiative to stay on track. Through timely and relevant information it helps the initiative to identify problems and allows the team time to decide how best to deal with them. The results can be fed directly back into the planning process and any necessary changes can be made.

Evaluation enables you to reflect on what has or has not been achieved. You can discover an initiative's strengths and weaknesses, its successes and failures, and come to a judgement on whether the activity has been worth the cost and effort involved. This can inform future work.

It ensures that all the people who need to know about the initiative are adequately aware and properly informed. Day-to-day management decisions are informed by monitoring and evaluation activities.

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1. Accountability – demonstration that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans.

Box 1: Why is M&E important?	
Example: **Viewpoints from the Women's Land Link Africa (WLLA) Land Academy 2009**	**Why is monitoring and evaluation important?** "To assess the community's level of satisfaction with the activities." "To monitor resources to be sure they are being used according to plans." "To ensure the work being done is having an impact." "If it isn't documented, it hasn't happened. While groups and communities are aware of what is happening, funding agencies and decision-makers and community members are not aware of it." "Monitoring ensures transparency and lessens corruption – groups receive money and have to be accountable for it."

The Monitoring And Evaluation Cycle

Monitoring and evaluation follows a logical process - the *monitoring and evaluation cycle.* This cycle has four main stages:

1. Deciding the goal and objectives of monitoring and evaluation
2. Collecting the information
3. Analysing the data
4. Using the data

By following this cycle, monitoring and evaluation activities can provide useful insight into the performance of your work, inform stakeholders on the use of resources and promote learning to guide future activities.

Monitoring and evaluation: a central part of what you do

Monitoring and evaluation are an important part of managing community-based initiatives. *The programme cycle*[2] shows how monitoring and evaluation feed back into the planning of work as parts of a continuous process. This mechanism ensures that you:

o   think about what you are trying to achieve before you start;
o   develop the most effective plan of action;
o   ensure that you monitor how effective you are being;

2. Programme cycle – the succession of activities throughout the duration of the project or programme

    o   take action to address any problems that arise along the way;
    o   take every opportunity to learn from experience and;
    o   feed the learning back into future work.

In other words, good management of community-based initiatives, follows the cycle:
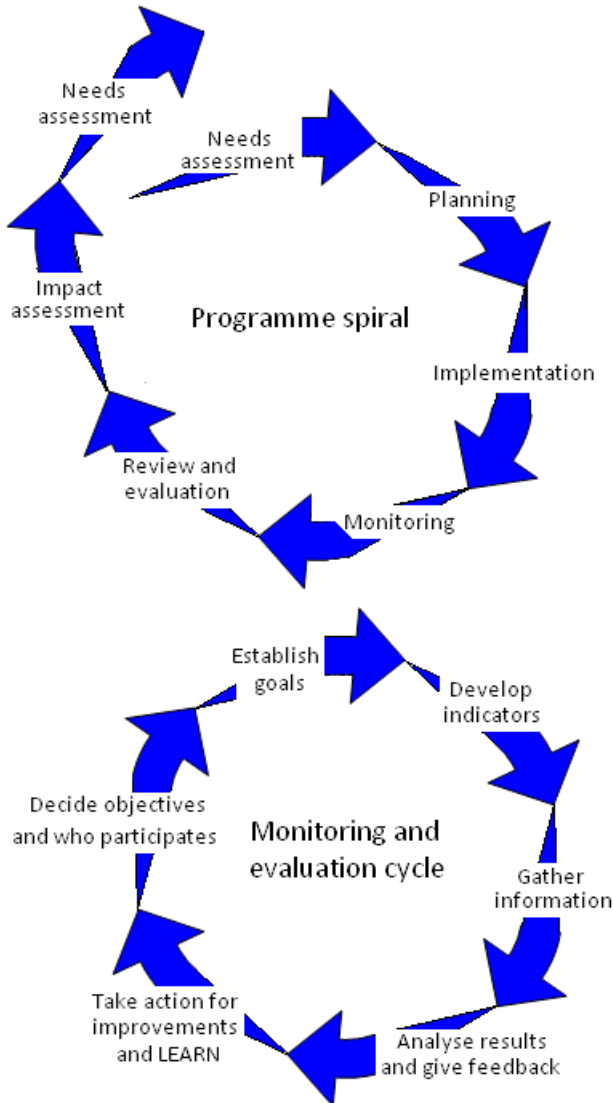
For monitoring and evaluation to be a seamless part of your work, details of both monitoring and evaluation processes should be written into the planning for any initiative right from the start. If a tool such as the logical framework (explained below) is used for planning, the work done in identifying the scope of work and indicators of progress will give a flying start to your ability to monitor and evaluate the initiative as it progresses.

SLUM WOMEN'S INITIATIVE FOR DEVELOPMENT (SWID), UGANDA
M&E Reveals the Gains Made by SWID's Loan-Savings Scheme

The Process:
SWID agreed to test the Monitoring and Evaluation Manual in 2010, and took it upon themselves to carry out an M&E process to evaluate the impact, successes and challenges of the savings schemes they established in 2006. SWID has a total membership of 150 grassroots women, and having grown from 40 women, who have been a part of the rotating loans scheme since its inception. Seven SWID staff members developed questionnaires and they reached out to 40 respondents and conducted focus group discussions over a 5-day period. After they had collected the data from the focus groups, they carried out a short analysis among the group members with the guidance of SWID officers. They began by undertaking a baseline survey at the beginning and after their M&E process. They also conducted a questionnaire administered by their trained staff and grassroots women. They held a three-day training in Monitoring and Evaluation Skills. 40 questionnaires were developed, a short analysis was carried out among the group members with the guidance of SWID officers following the questionnaires.

The questionnaire examined the positive outcomes, challenges, people's perceptions of the scheme, and what they were able to achieve given their involvement in the loans scheme. They also set out to learn about how members acquire group loans, what procedures are used to identify those who will receive loans, and how to improve or adjust these procedures.

They collected recommendations on how to improve the effectiveness of their schemes and drew conclusions based on the focus group discussions they held. SWID reported a very positive experience using the Monitoring and Evaluation tool, and felt that it was important for

SWID at both the local and national levels to be able to showcase their work and demonstrate what they have achieved and what collaboration they are seeking from partners with concrete data. The questionnaires traced the evolution of the loans scheme, which started as a rotational borrowing system consisting of 10 women who had joined to improve their living conditions, and it eventually transformed into a revolving loan scheme. The scheme also led to the development of training the members in micro-credit skills which increased their capacity to save and borrow.

The Findings:
Originally the group had rotational borrowing system which consisted of 10 women who each contributed 10,000 shillings per month, which was given to one member, in addition to savings which the majority of members participated in. At first women were free to save as much as possible and as result internal lending system was started and it worked very well until 2007, when they received international funding. At this point the internal lending system was transformed into a revolving loan scheme. It even started with training the members in Micro-credit skills which increased their capacity to save and borrow. This revolving scheme resulted into two types of loans: one for purchasing land in Jinja Municipal Council and one for boosting business.

SWID also surveyed the respondents around the challenges of the scheme and found that low savings was the most significant challenge among respondents, as a result of low income and limited capacity by SWID to lend the overwhelming number of borrowers. Women also reported that they were reluctant to put their names into loan agreements or joint agreements with their husbands for fear of retaliation.

Prior to becoming members of the loans circle, women at community level reported feeling as though they were in an inferior position, and expressed feelings of vulnerability, voicelessness, and extreme fear. Since joining the scheme, they have started to come out to contest for leadership positions to hold their leaders accountable to manifestos previously presented to the electorate. Women demand for their socio-political rights by dialoguing with government and political heads to provide the social infrastructure necessary for a human environment.

In short, becoming involved in the loans scheme was fundamental in transforming the lives of the respondents, by supporting them to

improve and invest in their local businesses, increase the savings rate among members, and supporting them to complete their loan re-payments and receive certificates of completion by the Jinja Municipal Council. SWID learned all the respondents also benefited from the capacity-building workshops SWID offers, including Business Manage-ment and Marketing Skills, Local to Local Dialogue Skills, Paralegal trainings, Leadership, Civil literacy, and Savings and Credit Manage-ment skills. SWID concluded that the revolving fund mechanism has been fundamental in reaching their key objective of supporting grass-roots women to access land, housing and property.

The two approaches above have enabled SWID and its members to kick-start their housing construction program and pave the way for peaceful dialogues in the community that have seen a great change, such as the provision of social services by the local government to the community and claiming for the rights of women.

Recommendations
The M&E process allowed SWID to draw some important conclusions to continue and strengthen their work:

1.   Need to fundraise to support more families to become in-volved;
2.   Hold regular meetings for members and limit registration while funds are low;
3.   Support grassroots women that own land individually or jointly and do have legal documents with them to prove ownership;
4.   Hold more trainings and workshops to further equip women with savings and credit management skills, leadership and dialogu-ing;
5.   Hold additional dialogues around issues like multi-plot al-location to individuals and sewerage lines crossing through other peoples plots.

Conclusion
SWID reported that the respondents in the M&E process were very co-operative and supportive in this exercise of data collection and pre-test-ing of the Monitoring and Evaluation tool. This tool is very helpful and will see a great change in the performance, presentation and reporting of work done as regards project activities. This Monitoring and Evalu-ation Tool is very vital to both the grassroots and their organizations because it has a systematic approach that starts with activity planning,

implementation, Monitoring and Evaluation. SWID recommended the continued use of the manual for all grassroots organizations. In pre-testing the Monitoring and Evaluation Tool, they also noticed the challenge of the language barrier existing amongst the grassroots women. They recommended that it be translated into the popular languages used in the community for widespread use, so that a wider group of people could adapt and adopt it into their practices. "Through such innovations, we shall see the corruption rates reduced thus leading to the awakening of women to improve or increase their participation and decision making in community activities and mainstream politics of their country."
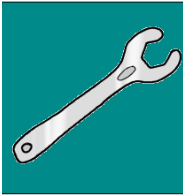
Tools:
The SWID case study illustrates the use of several tools in this Manual. SWID utilized focus groups discussions, questionnaires, and tracked the outcomes of their activities.

3. The M&E PLAN (LOG-FRAME APPROACH)

For monitoring and evaluation to be a successful part of the programme spiral it is important that a framework is set out. **A *framework* is an overview of the monitoring and evaluation system developed during the design phase of your initiative**. Developing a clear framework can mean that you will:

- have greater clarity on *why* you are conducting monitoring and evaluation work and *who* will use the results of this effort;
- be aware of the feasibility and suitability of the tools used to assess the progress of your work;
- identify the resources and time you will need;
- have a shared understanding among people of the objectives and process of monitoring and evaluation work.

A framework is a document detailing: what the objective is, what tools will be used[1], who will use the information, who will participate, when it will take place and how the system will be managed. It is usually a short document shared within the participating community-group or organisation and amongst people interested in the initiative. Subsequent sections provide guidance on how to answer the questions raised in the framework.

The M&E Plan (log-frame) is a tool used to strengthen the design, implementation, monitoring and evaluation of initiatives. It is a 4x4 matrix (four columns and four rows) which summarises what an initiative intends to do and how, examines how one step will lead to another and notes any external risks that may influence success and failure. Log-frames:

1. Information on "what tools to use" is provided in section 4

- bring together in one place a clear, concise and accessible explanation ofall the key components of an initiative;
- clarify how the initiative is expected to work and what it is expected to achieve;
- identify the main factors related to the success of the initiative by summarising in the final column both the assumptions and risk that those participating in implementing the initiative will need to manage;
- clarify how initiative progress and success will be assessed (qualitative and quantitative), providing the basis for monitoring and evaluation.

Part 1 - Narrative summary

The first stage in developing an M&E PLAN (log-frame) is to write a description or develop a plan of what you are planning to do, showing how one step will lead on to the next. This is normally done by working from *activities* at the bottom of the matrix to the goal at the top. Activities are actions taken or work performed

Box 2: Narrative Summary		
Example	Goal	Increase number of land, property and housing titles, deeds or wills in hands of women
	Purpose	Women to have formal documentation of their ownership and tenure over land, property and housing
	Output	Increased number of titles, deeds and wills
	Activities	Engage local authorities in community meetings, engage community in awareness-raising sessions about importance of documentation, issue title deeds and wills for female and child family members

in an initiative to produce specific outputs by using *inputs* (financial, human and material resources). The goal is a statement of intent – what the intervention intends to contribute. Diagrams, pictures and drawings are also an option, as long as a plan is developed.

The example above (Box 2) shows the direct link from one step to the next. If you have the necessary inputs, you can start the work. If the work is done, then you can expect the outputs – the immediate and intended results produced by the inputs e.g. goods, services or infrastructure. If the outputs are there you should be able to achieve the purpose, and then the ultimate goal.

To develop a log-frame you should include assumptions in the 4th column of the matrix.
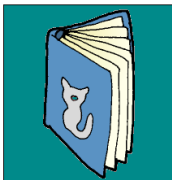
Box 3: Defining Terms		
Definition	Goal	What it is you want to, or will try to, achieve. For example, "Increase number of land, property and housing titles, deeds or wills in hands of women"
	Purpose	Why the goal is important- why do you care about the goal (this will help you make sure the goal is really important) - what is the purpose of the goal? In our example, we care about increasing the number of housing titles for women, as then women have formal documentation of their ownership and can better protect it.
	Output	The tangible (easily measurable, practical), immediate and intended results as a result of a well-laid M&E Plan. Examples of outputs include goods, services or infrastructure meant to help realise its purpose.
	Activities	actions taken or work performed in a project to produce specific outputs.
	Assumptions:	In the above example of ensuring women are equipped with the necessary documentation to maintain access and control over land and housing, there are several assumptions being made, and these need to be valid if the ultimate goal is to be realised.

Example	Assumptions: Households will have reliable and sustainable access to food security when women have guaranteed access to and control over land and property, or development is more effective when grassroots groups are equal partners. One stage of the plan will only lead to the next if certain assumptions are true.

Part 2 - Indicators and Source

Once you decide to develop an M&E plan, your group can develop a set of **indicators.** Indicators are quantitative or qualitative signs or yardsticks which mark progress towards the change you are trying to achieve. Indicators provide a reliable basis to assess achievement, change or performance. If your indicators are on track then you are very likely to achieve your overall outputs, objectives and purpose. Box 3 provides an example of a complete log-frame – the combination of the narrative summary, assumptions, indicators and sources.

Box 3 provides guidance on how to develop a log-frame relevant to the work you do. The log-frame is a flexible tool and it is important to adapt it to fulfil your needs. If the log-frame does not meet your needs then you may produce another sort of document detailing your work and the purpose of that work - this is as equally good.

Box 3: An M&E Plan (log-frame)				
 Example	**Narrative summary**	**Indicators**	**Source**	**Assumptions**
Goal	What wider problems will the initiative project help to resolve?	What indicators tell us whether the problems have been resolved?	What information is available? What is needed? How will it be obtained	**Goal:** What external factors are needed for long run sustainability?
Example	Increase number of land, property and housing titles, deeds or wills in hands of women	# of documents produced	Registration with local leadership or government	Documents will provide security for women

Box 3: An M&E Plan (log-frame)				
Purpose	What immediate effects are intended for the project target group?	What are the indicators (or other evidence) to judge the project's immediate effects?	What information is available? What additional information is needed? How will it be obtained?	Purpose to Goal: If objectives are achieved, what external factors affect achievement of the goal?
Example	Women to have formal documentation of their ownership and tenure over land, property and housing.	50 women in 2 communities will have documentation	Archives of documentation	Local leadership or government will maintain record of documentation
Outputs	What outputs will the project produce so it can achieve its' purpose?	What quantity of outputs and by when will they be produced?	What information is available? What additional information is needed? How will it be obtained?	Output to Purpose: If the outputs are produced, what external factors will affect achievement of the objective?
Example	Committees established to support women in writing wills, obtaining documents, registering land	# of CWDs involved in # of workshops held to raise awareness on the uses of documents	Community watchdog reports Development of advocacy materials around steps needed to obtain documents	Women sitting on committees, or involved in process will mean the committees meet women's needs

Box 3: An M&E Plan (log-frame)				
Activities	What activities must be undertaken to produce outputs? By when?	Inputs/ resources: What materials, equipment or services are to be provided by donors and recipients, when and at what cost?	What information is available? What additional information is needed? How will it be obtained?	Activity to Output: What external factors must be realised to produce the planned outputs on time?

How does the logical framework support monitoring and evaluation?

The logical framework approach supports monitoring and evaluation in a number of ways:

1. It provides a base from which to assess ongoing work
2. An output in which revised plans/strategies after the monitoring and evaluation activities can be captured and fed into future programming,
3. Guidance in how to assess achievement, change or performance through detailed indicators.

The log-frame also reflects two levels of focus for monitoring and evaluation activities. These are:

- Inputs and outputs – programme and project inputs and implementation processes, and;
- Outcomes and impact

Who will use the information collected?
It is beneficial to identify who the users of the information are because it can:

- Clarify the objectives of monitoring and evaluation work. Different audiences often have different needs and interests. Who wants to know about what you are doing? What do they want to know for their interest to be satisfied?
- Help focus on what information is appropriate for the selected audience. By being clear about who will be served by monitoring and evaluation activities you can ensure that you collect appropriate information to meet these

needs. This can save you from wasting time and resources collecting information that is of no interest or use.

There are potentially a large number of end-users for information about your project or programme, and each one may use the information in quite different ways:

- Community members may use the information to understand the changes they are experiencing and are part of and to ensure their ownership of the initiative.
- Group members can use the material to deepen their understanding of the context of their work; discover how well they are implementing activities; find how the effects of their actions are perceived by others; learn what problems need to be resolved.
- Local leaders, whether religious, opinion, traditional, or local government, can use the material to learn more about the issues on the ground; to be held accountable to the work grassroots groups are doing on the ground;
- Donors may use the information to satisfy accountability; to decide whether or not to continue funding the work; to learn about the effectiveness of different types of projects and to learn lessons that will influence their support.

There may be other stakeholders – an agency, organisation, group or individual who has a direct or indirect interest in the initiative – who you may want to give attention to. For example, the general public or other community-based groups working in the same field.

Meeting the needs of all potential end-users may be difficult and this could demand more resources than you can make available. As you consider the objective of the monitoring framework you may have to choose between the end-users.

Box 4: Who uses the information?	
  Example	For grassroots women's organisations and community-groups, there may be three levels to share monitoring and evaluation information – donors, project participants, community members and other stakeholders. Information should be shared in a two-way process – both downwards and upwards – between interested parties. Information should also be shared within the initiative implementers and amongst the community.

Box 4 provides an example of the potential end users for a grassroots women's organisations monitoring and evaluation framework.

Who will participate in monitoring and evaluation activities?
Monitoring and evaluation should involve a variety of stakeholders at all levels – from donors to project participants and community members. By including a diverse group of people:

- A wide range of perspectives can be captured;
- The local context can better be taken into account. This can improve the relevance and effectiveness of the work;
- Any lessons and decisions will be locally owned and acted on locally;
- People are empowered knowing that their views, opinions and experiences are taken into account.

Identifying who to involve and when to do so can be difficult - different stakeholders will make contributions at different points throughout the project. The decision about who should participate depends on the answers to the following questions:
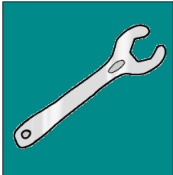
The decision of when to involve stakeholders can vary. Stakeholders can participate in different stages of planning, monitoring and evaluation (See Box 5) The appropriate degree and timing will depend on what is realistic given the resources, needs of the particular project or programme, time available and costs involved.

When should monitoring and evaluation take place?
Monitoring activities should take place throughout the project cycle. However, key monitoring activities traditionally take place quarterly and annually. Information should be collected and analysed simultaneously. Although it is an ongoing process, it is beneficial to schedule specific monitoring activities, and to follow the schedule carefully. This can help to ensure that the information will be available when you need it to inform a review or evaluation of the project or programme. It also supports timely learning, decision-making and accountability. One way to schedule monitoring activities is to design a monitoring and evaluation calendar. A monitoring and evaluation calendar will ensure activities take place throughout the project cycle and timings are convenient for project participants and community members.

If you conduct monitoring activities too frequently, you will end up devoting large amounts of time and other resources to the monitoring process. If you do not review often enough, you may miss important information and trends. If this happens, you may not be able to prepare timely responses for changing conditions.

- • Whose rights are affected by the programme?
- • Who takes decisions about the project?
- • What do you need to know? Whose views, priorities and experience would be relevant?
- • Who has an interest in analysing problems and working out appropriate solutions?
- • Who will be expected to act on the decisions?
- • Whose active support is essential for the success of the programme?
- • Who is likely to feel threatened by the possibility of changes to the programme?

Source: Save the Children (2003): Toolkits. A practical guide to planning, monitoring, evaluation and impact assessment, London: Save the Children UK

Box 5: Participation		
 Tool	Stages when participation can take place	Associated participatory activities
	Developing the monitoring framework	Formulating objectives Formulating indicators
	Analysing the information	Ask stakeholders how they want to document what has happened and what has been achieved What is their interpretation of the information? Group or individual analysis
	Acting on the analysis	Feedback to those involved Influencing decision-making Challenging accountability Learning opportunities
Tips: Ask open, rather than closed questions and allow time for people to genuinely participate in the discussion. An open question is one with no specific answer, allowing the person answering to freely share their perspective; a closed question can usually be answered with "yes" or "no". Get everyone to agree what they want to achieve in a single sentence or short paragraph. Actively seek different groups. You will get different answers from men, women, children.		

What are 'good principles' of monitoring and evaluation?
To maximise the benefits monitoring and evaluation can provide to community groups and organisations there are a number of principles to guide good practice. These include: **Usefulness:** reviews and evaluations should be designed and managed to meet the information and decision-making needs of the intended users. **Cost-effectiveness:** evaluations should be managed as effectively as possible to maximise their benefits while minimising use of scarce resources and unnecessary time demands on those involved. **Accuracy:** reviews and evaluations should identify and convey valid and reliable information and reflect inputs from a variety of people. **Credibility:** credibility depends on the process being systematic, transparent and inclusive, as well as on the skill and experience of those engaged in monitoring and evaluation activities. **Impartiality:** those carrying out monitoring and evaluation activities should make balanced judgements, reporting and analysing success and failure alike. If people have different views this should be made clear and embraced. **Ethics:** monitoring and evaluation should be conducted legally, ethically, and with due regard to the welfare of those involved, as well as those affected by its results. **Participation:** getting out and working with people, structuring the work to hear the views of others and allowing them to be involved. The monitoring and evaluation process should involve the participation of people at all levels of the project – from community members and participants to donors. **Inclusion:** actively work to include the excluded, forgotten and vulnerable.
Source: adapted from Olive Publications (2002): Planning for Monitoring and Evaluation, South Africa: Olive Publications

4 Gathering the Information

Information is the fuel that drives monitoring and evaluation. Baselines and indicators form an important part of collecting information.

Baselines

A baseline is a starting point from which to measure change. Without having knowledge of the situation from the beginning, it is difficult to monitor progress or to evaluate outcomes and impact.
Sometimes identifying baseline data is fairly straightforward e.g. for example, a group can count the number of title deeds women have in the community, and it is fairly easy to follow the number of agricultural outputs overtime or children enrolled in school at the beginning of a school year.

But unfortunately it is not always straightforward. When grassroots and community groups seek to raise awareness, educate people on their rights or create transformative change through advocacy, they might have difficulty in establishing clear baseline indicators against which they can demonstrate the extent of any progress made towards their goals. Therefore it is important that the baseline:

- be strongly linked with the critical aspects of the project M&E overall plan / log-frame;
- provide information so that at the end of the project key aspects of the baseline can be drawn upon to assess project delivery and impact.

To keep baselines simple, it is best to develop a list of questions which will refer to the indicators and objectives you are trying to achieve and have developed in your M&E Plan (Log-frame). The answers to these questions (which can be

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scores or simple text) should accurately show what the current situation is for your specific project.

> Baseline Questions for Status of Women in Community decision making:
>   1. What is the current position of women in the community?
>   2. Do they have voice on issues which concern them?
>   3. Do they equally participate in community decision making?
>   4. Do women sit on any local committees? How many? What are their roles?
>   5. Do they have any influence on these committees? Give examples.
>   6. What are the challenges for women in playing a role in decision making processes?

Indicators

An indicator is something that can be seen, experienced or recorded. They are the examples, signs, yardsticks to help measure performance – whether delivery of an output or a long-term change observed. Indicators, as part of the log-frame approach, should be used at every level – activities, outputs, purpose and goal. Indicators in these groups serve specific purposes, as they each assess different aspects of the project's progress. Box 6 provides examples of indicators at each level.

Indicators may also be assigned to assess the status of assumptions. Such as, are important factors necessary for success, but outside of the initiative's control or previously absent, still in place? Do important factors, present at an earlier stage, continue to be in place? Indicators are one tool of assessing progress within a project. Whilst important they are not the only answer to assess change.

What are good indicators?

When choosing indicators, they should be SMARTE:
- **Specific:** they relate directly to what we are doing, to the goals, objectives, purposes and outputs for which they are set – if an initiative is evaluated against an indicator which is not specific, then it may look as if the initiative is doing very badly even if, in fact, it is doing well.
- **Measurable:** can you assess the indicator either quantitatively, qualitatively or both? Can targets be set for it?
- **Achievable and realistic:** does the indicator relate to something which is capable of change over time, in the particular context of work?
- **Relevant:** does the indicator tell us something useful in terms of whether the initiative is moving towards achieving sustained positive change?
- **Time-Bound:** what period of time is the indicator measuring change?
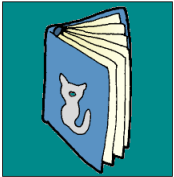
Box 6: Indicators		
Example		
Point of measure-ment	What is measured	Examples (INDICATORS)
Goal or Impact	What changed? What long term changes have resulted due to the project?	Number of policy changes undertaken by government in response to public campaigns on women's land rights. Number of community watch dog groups formed Number of women members in village councils Number of women on land com-mittees or other committees Number of women holding lead-ership positions Number of women participating in village meetings Number of women holding title deeds

Purpose or Outcome	Is the project having any positive influence on the target group and beneficiaries? What actually happened? What is the immediate effect on the initial situation as a result of the effort put into the project? What activities were planned? What activities were actually carried out? Quantity, quality, location, timing, people, efficiency. What were the immediate outcomes? How well did the outcomes meet the original goals? What was the larger/long term impact? What impact did the immediate outcomes have for the organization? The community?	More women have registered plots of land. Grassroots women have greater awareness of their land, housing and property rights Number of registered members and those that have benefited from the loans schemes, or number of partners brought on board through an Alliances
Activities and Outputs	Performance: Has the project met its targeted goal for quantity, quality, timing, location, people? What was done? How much work has been done by the project? Efficiency: Has the project made good use of its resources? Were too many or too few resources used?	Increase in number of meetings held with partners to dialogue and strategise on women's rights to land, housing and property. Improved level of interaction between grassroots groups with local government institutions and authorities. Number of women participating in awareness raising workshops

What time do we intend to have reached targets?
- **Easy to collect:** can information on the chosen indicator be collected within a reasonable time frame and cost?

It is important to keep indicators simple and not to select too many. Ask yourself whether the indicator measures what you want it to? Is the indicator clear for everyone involved to understand?

Once you have developed indicators, they will tell you WHAT YOU ARE LOOKING FOR and your search for information will be made easier. You will know what information you need to collect in order to understand and track your progress.

The information usually includes some or all of the following:

- Information about the issue: Are women being stripped of their property?
- Information about your work: how the initiative is carried out, what is the wider impact of the work?

It is important to consider what you will do with the information. You should ensure that enough information is collected but that you are not overburdened. It is better to collect a small amount of accurate and useful information, than a large amount of inaccurate information that cannot be used. Think about why you want the information, what you will do with it and how it will be useful.

Quantitative and Qualitative information

Quantitative research is the data you collect that can be analysed in numerical form.

Quantitative techniques are useful when you need to:

- Provide accurate, precise data;
- Have a broad view of a whole population;
- Identify major differences in the characteristics of a population, and find out which sectors of the population are worst affected;
- Test whether there is a statistical relationship between a problem and apparent cause;
- Establish clear baseline information that can be used for evaluating the impact of an initiative later on.

Examples:

Rotating Loans Scheme: SWID in Jinja, Uganda counted the number of women who established the rotating loan fund in 2006. Each year they counted the

number of women who joined, and tracked the amount of funds they were able to save and how many women were able to invest in their small businesses or purchase land titles. This is an example of a basic quantitative measure, to track the growth of a project and what it is able to accomplish.

Home-Based Care Alliance: An Alliance can set out to measure the number of resources coming in to support the work of caregivers; the number of caregivers that are fully registered; and the number of people they are caring for.

Qualitative methods are designed to build up an in-depth picture among a relatively small sample of how the population functions, what the key relationships are, and how different aspects of life are linked together. Qualitative Data is often in the form of a story or real example. Qualitative analysis is useful when:

- Planning an initiative, to understand implications of social change;
- A thorough understanding of a topic in a particular context is needed;
- Information is needed about what people think about their situation;
- Selecting appropriate indicators for qualitative change.

Example: A grassroots group holds several in-depth conversations with the community about the beliefs held around marriage and land and property ownership and control for women. They examine the evolution of holding patterns.

Qualitative and quantitative methods do not exclude each other and are often best used together.

5. TOOLS AND METHODS

A wide range of research methods and tools are available to help you collect monitoring and evaluation information. The sections below provide more in-depth information on a number of tools.

The challenge is to identify relevant and appropriate methods that will help you get the information you need:

- The choice of methods depends on the:
- Purpose of the exercise
- Relevance – will the method provide you with the information you are looking for?
- Availability of resources - will you be using an appropriate level of resources to gather the information?
- Timeline – will you be able to gather the information within the necessary timeframe?

Tools and Methods presented in
this section:

- Community mapping
- Timelines
- SWOT (Strengths, Weaknesses, Opportunities and Threat) analysis
- Spokes
- Interviews
- Focus groups
- Annual Review Exercises
- Surveys
- Most Significant Change
- Bus Journey

The methods described in the section below are widely used for gathering information for monitoring purposes.

Community Mapping

A tool a number of groups have used that is a very strong example of the beginning process of M&E is community mapping. Community Mapping is a grassroots-led, community focused tool whereby grassroots women's groups work to jointly analyze a specific situation or issue in their community, and its direct effect on women. Community mapping is also a leadership tool because it positions individuals or marginalized groups, who are normally excluded from decision-making or research work, to lead the effort. Finally, mapping is a relationship-building tool, allowing grassroots women's groups to develop dialogues with opinion leaders and government officials, involving them from the beginning in a process that is ultimately aimed at making change in the community – a process in which their participation is vitally important. A mapping involves community members methodically moving through an area, talking to other community members through one-on-one interviews or focus group discussions, listening to residents' challenges and desires, and documenting the findings for future advocacy and lobbying campaigns. An important final step in community mapping is a focus group discussion (described below), in which the outcomes of the mapping are fed back to those who were interviewed in the mapping, and during which community members are given the opportunity to provide further input and to validate the findings. This step allows the grassroots women's group to build a base of support to carry forth their agenda based on the information gathered in the mapping process.

For WLLA, community mapping is geared towards the land, housing and property situation for women at the local level. Mapped communities gain an understanding of women's land ownership and inheritance situation, and learn new ways for women to claim, gain, and maintain land and property and how to move towards greater economic empowerment. Women return to their communities and leaders with their findings and a deepened understanding of community challenges and in turn they are perceived as experts. Mapping, in fact, manifests power through the knowledge it produces.

When grassroots groups are organized, working in coordination, supported to analyze their own contexts, and asserting their exceptional knowledge, they are bolstered to develop and implement solutions to community problems and importantly in partnership with local leaders. Through every stage of a community mapping, grassroots groups report that they raise tremendous awareness about the immediate challenges their community is facing, the resources they have available, and the stakeholders they must engage.

<u>**Internal Monitoring and Evaluation: Timeline and SWOT**</u>

To monitor and evaluate your community-based group or organisation – internal monitoring and evaluation- you can use a number of tools, three of which are timelines and SWOT

Timelines
A timeline can provide a clear understanding of an organisation or groups's history such as why it was established, its stages of development and important values. It can be very helpful in discussing a future direction that builds on historic strengths and values. This kind of reflection can be applied to the past, present and future situation of the organisation or group. A timeline can be designed to cover any time period you feel is relevant and appropriate but should illustrate:

- the significant milestones and events in the development of the organisation or group
- the historical trends and influences to which your organisation or group has been required to respond

Strengths, Weaknesses, Opportunities and Threats (SWOT)
Another tool which can be used for internal situation analysis is SWOT. This stands for Strengths, Weaknesses, Opportunities and Threats. The product of this analysis is a clear understanding of what works well and what needs improvement inside your group or organisation. It also provides a clear understanding of the opportunities that exist in the environment that the organisation or group may not be aware of and the threats that need to be dealt with. Box 7 provides a template for SWOT analysis.

Alongside SWOT you may choose to conduct a PEST analysis in the same way. PEST stands for Political, Environmental, Social and Technological forces or issues facing an organisation or group and that need responses from your organisation or group. Through a 2x2 matrix you are able to discuss forces and their actual or potential influence on the work of your organisation or group. You may identify which of these issues are the opportunities that need to be seized and which are threats that need to be addressed.
Tools for assessing outcomes – interviews, focus groups and surveys
To assess the performance of your initiative three commonly used tools are interviews, focus groups and surveys.

Box 7: SWOT Analysis		
 Tool	**Strengths** Those things that have worked. Things that you are proud to say about the project/situation/activities Ex. After a series of aware-ness-raising workshops with Community Watchdogs, 10 women were able to register their property in partnership with their husband	**Weaknesses** Those things that have not worked so well. Times when things could have gone better. Ex. One local opinion leader is still very resistant to women owning land, and has blocked two cases of dispute resolution.
	Opportunities Ideas on how to overcome weaknesses and build strengths. Ex. Elections are coming up in two months, and this will allow the group to mobilize the community around the is-sues that must be dealt with by incoming elected leaders.	**Threats** The threats that exist which reduce the range of opportunities for change Ex. A conservative politi-cal movement is gaining strength in the communi-ty, hampering community based organizations from making gains towards women's political partici-pation

Interviews (qualitative)

An interview is a flexible tool that can be used to collect a wide range of informa-tion. An interview can reveal why problems exist in a community and how an issue affects people in the community. It can be used to understand the attitudes and decisions of individuals, especially for private or difficult issues. There are two main forms of interviews:

1. Individual interviews. These allow you to collect information in a confi-dential manner. This often allows interviewees to discuss issues more openly than they may reveal in a group setting.

2. Group interviews. These allow you to gather information about the experience and perspectives of a large group of people. Group interviews are less likely to reveal sensitive information than individual interviews. However it may provide more detailed information as participants interact with one another and check facts with one another.

When preparing for an interview you can write specific questions to ask each interviewee – a structured interview. Alternatively you can make a list of issues to address for each participant – a semi-structured interview. The interviewer or note-taker will write the answers to the questions and will also note the non-

Conducting an Annual Review Exercise

An Annual Review is a 'stopping' and 'checking' point halfway along the projects lifetime. It is a day where organisations and key stakeholders can sit together and review and reflect about what has happened (achievements and challenges) so far in the project. The learning that comes out of the review and reflection process needs to address future plans and strategies for the final year.

There are several important reasons for an Annual Review:

   • To learn and share learning (successes, achievements, challenges and gaps) so that partners can improve the responsiveness and quality of ongoing work
   • Encourage constructive and robust feedback
   • Support commitment to transparent learning processes
   • Feed into lesson-learning and dissemination of lessons
   • To increase project accountability and transparency to stakeholders

Some possible questions for a reflection exercise:

   1. Is the Baseline analysis / information still relevant?
   2. Are the projects objectives being achieved? Describe the projects objectives and explain how the project is reaching its objectives and any obstacles in the way.
   3. Are the strategies still valid and appropriate? Explain the strategies adopted and how they have evolved over the project's lifetime.
   4. What are the key obstacles or challenges in the way of achieving the intended results?
   5. What have been some of the key lessons or learning from the work so far?
   6. What needs to change or can be done differently?
   7. What are you most proud of with the work carried out so far?

verbal communication expressed by the interviewee.

It is important that the interviewee understands what will be done with the information and is at ease with the process. After the interview you should summarise the findings and ask if the main points accurately represent the feelings of the interviewee. Make sure to thank the participant for his/her time.

Group interviews may need careful preparation to ensure that all members have a chance to express themselves during the interview. If the interview is dominated by a small number of members, it may be possible to hold informal conversation with quieter members at the end of the interview.

Focus groups

These groups are convened for a detailed discussion on specific topics. A variation on group interviews, they bring together people who have had particular experiences, or have an interest in the topic. The facilitator asks few questions and encourages participants to provide longer, more story-like responses. As participants respond to one another, a dialogue can develop.

By asking reflective questions, the facilitator can help the group explore patterns and themes. The stories that emerge will be rich in anecdotes that carry information about indicators monitoring outputs and outcomes.

Surveys

Surveys are a structured way of obtaining information from a large number of people. They are a useful way to monitor outcomes.

The first step is to develop the survey questions that will go into a questionnaire. Questions usually take two forms – basic or personal (e.g. age, sex) and issue-based (questions decided to gather information on the topic you want to find more about). Box 8 provides examples of survey questions.

A good survey will have a mix of closed and open questions. Closed questions provide participants with options to choose from e.g. multiple choice questions. Closed questions are helpful when you summarise the results. Open questions do not provide participants with options. Responses are mainly qualitative in nature and provide contextual information on an issue.

Generally surveys should be a few pages long and be completed in 10-20 minutes. As questions cannot be changed once the survey starts, it may be necessary to carry out some pre-research to identify what questions to ask.

Box 8: Survey Questions		
	Sample Survey Questions	
Example	**Personal information:** • First and last name • Age • Marital Status • Gender • Level of education • Number of children	**Land:** • Do you own your land? • How much land? • How do you use your land? • If you own your land, do you have a deed for title? • How long have you owned the land? • How long have you lived or farmed the land?
	House/living space: • Do you own your own house or living space? • If so, do you have a deed or title? • Did you build your house? • What is your house made of?	**Evictions:** • Has your community faced evictions or been threatened with evictions? • Do you feel threatened by evictions? • What do community members do to respond?

After creating the survey think about the logistics of administering it. If it is a household survey, how many households will you target? How will you select the households? For example, will you select every house in an area of a village or target every three? Will you split up into teams to administer the survey? How many teams will be needed? What time of day will you conduct the survey? Answering these questions will ensure that administering the survey is both an accurate and smooth process.

Capturing the information
As you gather the information it is important that it is captured in a clear and accessible manner. Ensure that your writing is legible, diagrams are clear and concise and that a number of viewpoints and perspectives have been incorporated.

Example: Over three months, Group A conducted 5 different focus groups around the impact that the Local Dialogues had had. They sat twice with community members, twice with local leaders, and once with everyone together.

Using a range of tools, you will generate many documents that will need to be stored in a secure environment. The primary and secondary material that you collect can play an ongoing role after its initial use. For example, it can be used for comparison purposes and future needs analysis. When storing the information it is useful to:

- Label the material clearly. Include all relevant information such as dates, names and places. File the information. This may be alphabetically, numerically, in date order or by geographic location.
- Store it in an accessible and user-friendly place. It is preferable that related information be stored in the same place or vicinity. This will make it easier for people to access the information when they need it.

Visual information
The conventional form of capturing, presenting and sharing information is in written form. This may take the form of secondary material, surveys, diaries, logbooks and reports. The written form can be distributed to a large number of stakeholders. Templates can provide uniformity and ease for summarising information. It is a useful means of communicating with literate people who are used to digesting and critically analysing written information. However, it excludes many people involved in development work, particularly when reports are written in English. Information does not have to be captured in written form. It can take the form of diagrams, theatre and video, radio plays, photographs, pictures and a combination of all of these. These methods do not depend on a high level of literacy.

Diagrams
A diagram is any simple model that presents information in an easily understandable visual form. They can be drawn on virtually anything: paper, overhead transparencies, blackboards or on the ground. Using diagrams can help to depersonalise a discussion. People concentrate on the diagram, not on each other. It can break down barriers and facilitate communication between groups. Examples of diagrams include community mapping , timelines and spokes. Diagrams greatly simplify complex information and condense a large amount of information into a small space. However, to be successful they should be simple, without too much information.

Photographs
Photographs can be used to record changes over time. The images should be linked to indicators, and suitable intervals identified for taking pictures. By taking pictures at regular intervals, changes can be identified and used to stimulate

discussions with stakeholders to analyse the changes. The changes can also inform questions used in interviews and surveys. The discussion can also focus on what is not visible in the pictures, for example the presence of women.

Analysing the information
Analysing the information is an important step as you prepare to act on whatever lessons are contained in the information you have collected. Analysis is the process of breaking down your information into smaller parts to gain a better understanding of it. In a monitoring system, analysis can be done continuously, periodically or irregularly, depending on the use of the information.

As various stakeholders may be involved in providing, collecting and analysing information you are likely to face disagreements on how the information is understood and interpreted. An important part of the analytical process is acknowledging different viewpoints and interpretations and allowing this to inform your own understanding.

In analysing the information you are trying to make sense of it so that you can make decisions about appropriate action and communication. The most important thing is to ensure that the analysis is accurate and relevant, that it is understood by the people using the findings, and that results are available when they are needed.

By analysing the information, you are trying to understand and learn what is working (or not), for whom it is working (or not), how it is working (or not) and why it is working (or not).

The indicators you have developed will help assess the degree of change that has taken place. If there is not a significant difference between what you expected and what you find, then you can be assured that your initiative is on the right track.

When analysing the information it is important to look at the best and worst cases, not just averages. The best and worst cases provide the greatest scope for learning. One way in which to capture the 'extremes' is through the 'Most Significant Change' technique.

'Most Significant Change'
Assessing indicators and baseline data is the most common way of analysing monitoring information. Another tool widely used is the 'most significant change' technique.

Five key Questions:
When analysing the information gathered during the monitoring and evaluation activities, there are five key questions to answer. These are:
- Effectiveness: how far is the initiative achieving its objectives?
- Impact: what are the effects of the initiative?
- Efficiency: what is the cost of achieving the objectives?
- Relevance: is the initiative relevant? How appropriate is the initiative to the needs of the people it is designed to help?
- Sustainability: will activities and benefits continue after external support is withdrawn?

Source: DAC Criteria for evaluating development assistance, http://www. oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.html

Monitoring and evaluating outcomes
To assess effectiveness and impact it is important to identify what was supposed to be happening at this stage of the initiative and what is actually happening. Among the different techniques for assessing the extent of change are :

Before and after studies
These are based on baseline information. By comparing the current status with the situation at the starting point you are able to determine the extent of change.

With and without studies
An assessment of people who have been involved with the initiative's services and of those who have not been incorporated. By comparing both sets of people you are able to assess whether the initiative is making any positive difference.

Longitudinal studies
An ongoing assessment is made with individuals or groups, selected as representatives of the community targeted to benefit from the initiative. Changes in this sample group are assessed periodically.

Source: Olive Publications (2002): Planning for Monitoring and Evaluation, South Africa: Olive Publications

This tool involves the collection of significant change stories from within your group or organisation, or in the community you are working in. The designated community members and stakeholders are initially involved by 'searching' for initiative impact. Once changes have been captured, various people sit down together, read the stories aloud and have regular and often in-depth discussions about the value of these reported changes.

It is a form of monitoring because is provides information to help people manage the initiative. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the initiative as a whole. Box 9 provides an example of a 'most significant story'.

Monitoring and evaluating outputs
To monitor outputs, you are looking for information about the initiative's progress in implementing its planned activities and achieving the initiative's key results. Analysing output information will seek to answer questions on efficiency, relevance and progress.

As the outputs tend to focus on the activities conducted by your group or organisation, e.g number of focus groups held, much of the monitoring information will be available through internal documentation.

To analyse progress ask if there are any differences. Did you achieve more than you expected to achieve? Did you achieve less than you expected?

To analyse efficiency it is important to analyse two resources over which the initiative has some control – participating community members' time and finances. Did you make better use of resources than expected? Did you make poor use of resources?

Identify reasons for any changes
One purpose of monitoring and evaluation is to help review your work in progress and to see whether or not you need to make any changes in how you are implementing the plan. Before you act it is important to understand what changes have taken place.

There may be many linked reasons why the changes have or have not happened, but it is often difficult to spot the underlying reasons. One way to help understand the causes of change is to think of peeling an onion[1] (Thaw, 1997). Each layer of the onion, when removed, reveals another layer previously not visible. A practical way to uncover the layers is to ask "Why" up to 5 times.

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1   Source: Thaw D. (1997): Organisation Diagnosis, South Africa: Olive Publications   **39**

Box 9: Most Significant Change	
Example	**Bougainville: Osi Tanata (NGO)** **Name of person recording story - Wilson during MSC training** **Name of storyteller - Sebastin Kakau** **Project and location - O'Kerry organic project – cycle 3** **Date of recording - 23th of March** **When did it happen? Over 1 year** Tell me how you (the storyteller) first became involved with Osi Tanata, and what your current involvement is: I used to be a member of a community project. But I Ieft the community project in anticipation of disputes that might occur within the community project. However, upon hearing that Osi Tanata was giving training to grassroots, I attended some of the Osi Tanata training of project management and book keeping and TOT. From your point of view, describe the most significant change that has resulted from your involvement with Osi Tanata (training/support or funding): After the training I went back to my village and mobilized my family members to venture into organic gardening. I decided to set up my own family project on organic gardening. Despite not having funding from any agency I ventured into setting up this small project with only the knowledge that I got from Osi Tanata. We set up our organic garden growing cabbages, capsicums, greens, tomatoes, aibika, chillies and other things. Currently I am thankful for what I learned from Osi Tanata, and am using it. Today my project is progressing well. We have sold much produce from the organic farm. For example, for a bed of cabbage, we are getting around K100. Now we have spent the money to buy clothes and many other basic needs. Apart from generating income the families and the surrounding villages have enough surplus to feed their family and others. Also some of the money is being used to start other projects such as a trade store.

	Why is this significant to you? It is significant to me because at first I had no knowledge to run a project. Today I have a good project running and the income from this project is being used to sustain the livelihood of my family.
Davies, R. and Hart, J. (2005): The Most Significant Change (MSC) Technique. A guide to its use. http://207.210.84.116/~mandeco/blog/?page_id=27	

Issue: Fewer women attended workshops on women's land rights than expected

Why?   We only managed to contact thirty households instead of 50 and we fear some women are fearful of their husbands

Why?   some houses were in far out regions, and 10 women expressed concern about their husbands' opinions

Why?   they did not want their wives to discuss land ownership

Why?   They were worried we might 'cause trouble'

Why?   We mentioned that we wanted to discuss the rights of women.

Uncover as many layers as you need to in order to help understand why the changes have or have not occurred. Wherever possible, verify that the underlying causes are indeed valid.

The Bus Journey

One tool which aids our understanding of why change has taken place is the bus journey. This activity uses the story of a bus journey to build up a history of activities over time and to mark out significant events opportunities and constraints, over the route. The bus needs a driver and it needs passengers. This can tell us who is doing what in relation to the project. Some people may not join the

Participating Community Members and Volunteers make efficient use of their time when:

- they use as much time as was scheduled to complete planned activities
- there is an appropriate number of people working to complete a task
- when people are doing work appropriate to their skills and experience

Efficient use is made of financial resources when:

- the budgeted resources are used to complete a task
- when there are few quality problems that require tasks to be repeated
- appropriate savings are made on unnecessary expenses

bus at the beginning but may come 'on board' later down the road. The road may be smooth or bumpy, someone may pay for new tarmac, the bus may struggle up hill or glide on an easy path. Each journey tells a different story.

The important point is to use probing questions to develop more than just an events timeline. This tool can be used to analyse events and to find out reasons why certain things happened in certain ways. It should identify, for instance, not only what successes where, but also why they were successful – what factors led to success. Similarly, what barriers and failures came about and what we did, or might have done, to alleviate them.

The bus journey may be recorded pictorially or through an oral history or story. Box 10 provides an example of a bus journey as a picture

Box 10: bus journey

Example

Acting on the analysis
Having collected and analysed the information the next step is to use the results. If the findings are not used the whole exercise will have been a waste of time and resources.

To act on the analysis, you should:
- Learn from the monitoring and evaluation process
- Draw out recommendations which may help keep the initiative on track
- Present and discuss your findings and proposed recommendations and
- Implement adjustments where appropriate

Lesson-learning
Learning is a key reason for conducting monitoring and evaluation activities. By being aware of how you do the things you do, and why, you can more easily

engage in continual improvements in your work.

The monitoring process, by drawing your attention to significant changes, is a rich source of potential lessons as you look at what did not go as planned and what went better than expected.

One way to learn from the information collected is through team meetings and workshops. Part of the meeting can be used for reflecting on past activities, making sense of past work and drawing out recommendations to inform future work.

Draw out recommendations

As a result of collecting and analysing information, it should be possible to draw conclusions that can be acted on. By analysing monitoring information, we start to shift our focus from past experiences towards future work. Drawing out recommendations may help keep the initiative on track. One way to decide on steering change is to consider the following four options:

- *No intervention:* no response is necessary when there is no significant change between planned and the actual status of the initiative
- *Corrective action:* there has been a deviation between planned and actual activities requiring an adjustment in certain activities or re-allocation of inputs:
    - Keep doing? Do more of or less of… Do differently?
    - Start doing?
    - Stop doing?
- *Re-plan or adjust the plans:* this change can be introduced when there is significant deviation from the planned status that cannot be corrected immediately.
- *Discontinue the project:* this extreme action may be necessary when the initiative's objectives cannot be achieved with the current strategy and resources.

Recommendations should be based on conclusions and should propose:

1. What course of action should be taken
2. How they should be implemented, by whom, and when
3. What resources, or inputs, are required
4. The constraints or problems that are likely to be involved and how they can be addressed
5. The follow-up that will be needed to make sure the recommendations are acted upon.

Even if this level of detail cannot be achieved, it is still important to provide recommendations for future direction and options.

Change Analysis. You may have a number of different ways you could respond to the significant changes you have identified in the monitoring and evaluation process. Before recommending that any of these responses be carried out, it may be useful to consider whether or not they have a reasonable chance of making the desired difference by doing a Force Field Analysis.

Force Field Analysis can help you examine the different forces that may influence the success or failure of the initiative you are considering. The analysis looks at:
- Positive forces, such as support from community stakeholders, that will support and assist the successful implementation of the initiative and;
- Negative forces, such as limited financial resources, that may oppose and constrain the new initiative from succeeding

Awareness of these various forces, and the relative strengths and influence of each, is important. This can allow you to find ways to develop the positive forces and to block or get around the negative forces. By doing so, you can improve the chances that an intervention may succeed in the way that you intended. By preparing a Force Field Analysis for each initiative you can assess which one will be the most appropriate to implement, given its chances of success with the various factors it will face.

Presenting the findings, analysis and recommendations

It is best to decide at an early stage how the findings will be recorded and presented. It is often beneficial to develop a report format or framework at the beginning of the exercise. Where clear formats are used for reports, this can help the analysis of the information and stimulate discussion about the most important issues. The report should be short, written in clear language, and translated as necessary. It may also be possible to present some of the findings as a series of diagrams.

Whenever possible, the findings should be made available to all the people involved in your initiative, and they should have the opportunity to comment on them. The findings should therefore be presented in a way that makes them as accessible as possible to the people who need them.

Mechanisms and platforms to share lessons
It is important to provide opportunities to discuss the findings with all the people who are interested, including the people affected by the work. Take the time to share your initial recommendations with a range of stakeholders. Participants may include: your team members, community members, participants, volunteers, the development community, influencers (research and policy groups, journal-

ists) and government members.

Care must be taken in how you disseminate information. If lessons and findings are to be accepted and adopted by others, it is better if they identify the relevance of lessons in their own context. Workshops and team meetings are often an effective way of presenting information and allowing discussion and resolving of issues prior to any implementation. Other mechanisms and platforms to share include:

- Learn and share events e.g. in-country exchanges
- Email and newsletter exchanges
- Most Significant Change stories
- Documentation (reports)
- External and internal assessments
- Websites

Box 11: Force Field Analysis
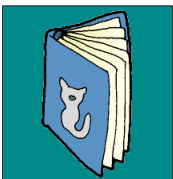
Example

The force field example below provides the forces for and against starting a new campaign on child rights. To illustrate the relative importance of forces you can change the width of the arrow.
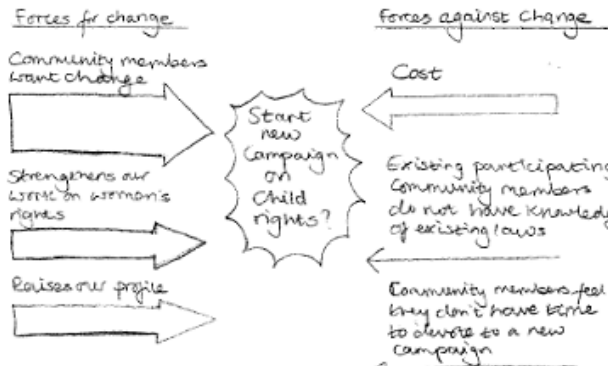
Meetings
Meetings can be used to present the findings of monitoring and evaluation activities to participants. This gives people the opportunity to question findings that they do not agree with, to raise issues which have been missed out and to clarify areas that are unclear.

However, meetings can be difficult to arrange to be convenient for all the different groups who might be interested. Some people will not contribute to group discussions and many people will only find time to attend if they are certain to

get some tangible benefit out of it.

To ensure meetings are a success the facilitator should ensure that different people contribute and that it is not dominated by a few individuals. All major differences should be represented and acknowledged.

Acting on recommendations
If community groups are to implement the recommendations in the ways intended, they need to understand the reasons behind the decisions. This is more likely if they are also involved in the process of collecting and analysing the information. Communication plays an important role in ensuring that people are clear about why decisions have been made, and what is expected of them.

To act on recommendations you may feed back changes into the log-frame. This live document then informs the next stage of the programme spiral. When the decision to approve a recommendation is made, it will be important to identify:
  * Who will carry it out?
  * When should it be implemented by?
  * How will the changes be monitored? (What indicators will be used?)

Developing monitoring and evaluation capacity
Building competence within your community-based group or organisation
Many things can positively influence how monitoring and evaluation are applied in a community-based group or organisation. The foundations of successful monitoring and evaluation in organisations include:

Embracing error
Participating community members do not pretend that they never make mistakes, do not hide their errors either from themselves or from others, and accept that making mistakes is part of life. The important thing is to learn from mistakes, to analyse them and to discover the reason for what went wrong.

Positive culture
Community-based groups or organisations are marked by openness to continuous reflection and inquiry. There is a willingness amongst participants to question assumptions and the purpose and direction of initiatives. Learning is embraced and put to good use in improving activities.

Effective information management
The community-based group or organisation has the capabilities to document its experiences. It is able to make comparisons and synthesise information. Attention is given to disseminating new knowledge through writing and interaction

with community participants.

Skilled community participants
Community participants have developed the necessary knowledge and skills to fulfil various elements of monitoring and evaluation.
Problems that can arise and how to manage them
The right approach and good planning of monitoring and evaluation procedures should make it possible to avoid problems. However, it is important to expect problems to occur from time to time in any process. Issues which may arise include:

Problem: Resentment and resistance
If monitoring and evaluation is seen as external judgement, fault finding and something controlled by people, it is likely to be resented and resisted.

Solution: Communication
If it is sensitively presented as an opportunity for people working together to discover the true value of what has been done, there is likely to be a much more interested and committed attitude of all those involved. If it is presented as an opportunity to improve future efforts there is likely to be a more positive attitude to the process. It is beneficial to discuss and agree the parameters and procedures for monitoring and evaluation before commencing with the work.

Problem: Under-reporting
A responsible decision to select specific areas for active monitoring may lead to others being overlooked. A checklist can be misinterpreted as exempting the user from looking at anything outside the given framework.

Solution: Encouragement
Anyone tasked with a monitoring and reporting task should be strongly encouraged to add any other observations and comments about what is being monitored. It may even be worth insisting that every monitoring report must give at least one example of something that has gone wrong or well, with a brief analysis of the reasons and recommendations for appropriate response to the situation.

Problem: Hard messages
Sometimes the outcomes of an evaluation process require the delivery of critical conclusions. These can cause deep disappointment and even genuine hurt. Such 'hard messages' may be directed towards particular people or sections within your group or organisation.

Solution: Participation of stakeholders and an 'open' approach
If the evaluation process has been adequately participatory, the grounds for such criticism should already be out in the open. If it emerges at a later stage through

analysis and interpretation is should be presented when draft conclusions and recommendations are presented for discussion. At this stage there should always be adequate time and opportunity for the conclusions to be challenged by all those affected. This process can avoid the sense of injustice when people feel unfairly criticised without having had a proper opportunity to present their side of the case.

6. RESOURCES AND GLOSSARY

Basic materials:

- ActionAid International: Critical Webs of Power and Change. Resource Pack for Planning, Reflection and Learning in People-Centred Advocacy, South Africa: ActionAid International
- Huairou Commission: Reports on Land Academies 2008-2011. Available from http://www.huairou.org/library/799
- Olive Publications (2002): Planning for Monitoring and Evaluation, South Africa: Olive Publications
- Save the Children (2003): Toolkits. A practical guide to planning, monitoring, evaluation and impact assessment, London: Save the Children UK
- Taylor, L. (2001): 'Good monitoring and evaluation practice – guidance notes', PARC Document No.1, UK: PARC, available online at http://www.parcinfo.org
- Women's Land Link Africa (2007): Community Mapping: A How-to Handbook for Grassroots Women's Organizations, New York: Huairou Commission, available online at http://www.huairou.org/library/general
- Women's Land Link Africa (2007): Peer Exchanges: A How-to Handbook for Grassroots Women's Organizations, New York: Huairou Commission, available online at http://www.huairou.org/library/general

Good reference websites:

- Women and Human Settlements: A global exchange space: www.womenandhumansettlements.org -An online community of practitioners, researchers, grassroots women leaders and development institutions, created

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for the purpose of sharing knowledge on women's empowerment, gender equality, urbanization and community development.
• Huairou Commission website: www.huairou.org   Includes an extensive resource library of interest to grassroots women's groups and their partners
• M and E news: www.mande.org
An internet based news service orientated towards NGOs. Focusing on developments in monitoring and evaluation relevant to development projects with social development objectives
• The World Bank Group's Poverty Net website: www.worldbank.org/poverty/impact
The site provides resources for people and organisations working to assess and improve the effectiveness of projects and programmes aimed at reducing poverty.
• Monitoring and evaluation capacity development: www.worldbank.org/evaluation/me
• This World Bank website provides an annotated list of a range of documents on building monitoring and evaluation capacity. The World Bank OED website: www.worldbank.org/oed
This is the website of the Operation Evaluation Department of the World Bank. It provides useful information on the department's activities, including country and thematic evaluation reports and evaluation guidelines.
• ELDIS: www.eldis.org
ELDIS is a gateway to on-line information on development in countries of the South.
• PARC: http://www.parcinfo.org/guidelines.asp
A wide range of literature about evaluation guidelines is available at the PARC website, a private sector organisation based in the UK.

References used in the handbook

• Davies, R. and Hart, J. (2005): The Most Significant Change (MSC) Technique. A guide to its use. http://207.210.84.116/~mandeco/blog/?page_id=27
• DAC Criteria for evaluating development assistance, http://www.oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.html
• GROOTS Kenya (2011), "Review of Monitoring and Evaluation Handbook for Grassroots Women's Organizations". Available by request from the Huairou Commission
• IFAD Monitoring and Evaluation Guide, www.ifad.org/evaluation/guide/
• Olive Publications (2002): Planning for Monitoring and Evaluation, South Africa: Olive Publications
• Save the Children (2003): Toolkits. A practical guide to planning, monitoring, evaluation and impact assessment, London: Save the Children UK

- Slum Women in Development (2011), "Monitoring and Evaluation: Why it matters to grassroots women". Available by request from the Huairou Commission.
- Smith, J. (2005): IA Exchanges Special. Sharing our Lessons from ALPS, London: Actionaid
- Shapiro, J. (1995): Financial Management for Self-Reliance, South Africa: Olive Publications
- Thaw D. (1997): Organisation Diagnosis, South Africa: Olive Publications

Glossary

Accountability: obligation of government, public services or funding donors to demonstrate to citizens that contracted work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms. Projects commonly focus on upward accountability to the funding agency, while downward accountability involves making accounts and plans transparent to the primary stakeholders. Ensuring accountability is one part of the function of monitoring and evaluation (learning and management are the other two).

Activity: actions taken or work performed in a project to produce specific outputs by using inputs, such as funds, technical assistance and other types of resources.

Annual review: See review

Assessment: a process (which may or may not be systematic) of gathering information, analysing it, then making a judgement on the basis of the information.

Attribution: the causal link of one thing to another; e.g. the extent to which observed (or expected to be observed) changes can be linked to a specific intervention in view of the effects of other interventions or confounding factors.

Baseline information: usually consisting of facts and figures collected at the initial stages of a project that provides a basis for measuring progress in achieving project objectives and outputs.

Baseline survey/study: an analysis describing the situation in a project area – including data on individual primary stakeholders – prior to a development intervention. Progress (results and accomplishments) can be assessed and comparisons made against it. It also serves as an important reference for the completion evaluation.

Beneficiaries: the individuals, groups or organisations who, in their own view and whether targeted or not, benefit directly or indirectly from the development intervention. In this Guide, they are referred to as the primary stakeholders of a project.

Capacity–building: the processes through which capacity is created. This is an increasingly key crosscutting issue in poverty alleviation projects.

Critical reflection: questioning and analysing experiences, observations, theories, beliefs and/or assumptions.

Downward accountability: the process by which development organisations are accountable to their partners, the poor and marginalised groups. It entails greater participation and transparency in organisations' work.

Effect: intended or unintended change resulting directly or indirectly from a development intervention.

Evaluation: a systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply lessons learned to improve future actions, planning and decision-making. Evaluations commonly seek to determine the efficiency, effectiveness, impact, sustainability and the relevance of the project or organisation's objectives. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help partners and funding agencies make decisions.

Goal: the higher-order programme or sector objective to which a development intervention, such as a project, is intended to contribute. Thus it is a statement of intent.

Grassroots Woman: A grassroots woman is a woman who responds to issues that directly impact her community, friends, neighbours and families. In the Huairou Commission, we generally use the term to refer to women in

poor and marginalized urban and rural communities.

Grassroots Women's International Academy: An intensive teaching/learning workshops which transfer grassroots knowledge, document it, and stimulate policy changes. Their primary goal is to provide an opportunity for grassroots women to exchange development knowledge. Academies are often held preceding major global policy events of interest to grassroots women (such as the World Urban Forum), or in the context of program initiatives, such as the Women Land Link Africa annual Land Academy.

Impact: the changes in the lives of rural people, as perceived by them and their partners at the time of evaluation, plus sustainability-enhancing change in their environment to which the project has contributed. Changes can be positive or negative, intended or unintended. In the log-frame terminology these "perceived changes in the lives of the people" may correspond either to the purpose level or to the goal level of a project intervention.

Impact assessment: the process of assessing the impact of a programme in an intervention area.

Indicator: quantitative or qualitative factor or variable that provides a simple and reliable basis for assessing achievement, change or performance. A unit of information measured over time that can help show changes in a specific condition. A given goal or objective can have multiple indicators.

Input: the financial, human and material resources necessary to produce the intended outputs of a project.

Lessons learned: knowledge generated by reflecting on experience that has the potential to improve future actions. A lesson learned summarises knowledge at a point in time, while learning is an ongoing process.

Logical framework approach (LFA): an analytical, presentational and management tool that involves problem analysis, stakeholder analysis, developing a hierarchy of objectives and selecting a preferred implementation strategy. It helps to identify strategic elements (inputs, outputs, purpose, and goal) and their causal relationships, as well as the external assumptions (risks) that may influence success and failure. It thus facilitates planning, execution and evaluation of a project.

Logical framework matrix: also known as "log-frame" or "log-frame matrix". A table, usually consisting of four rows and four columns, that sum-

marises what the project intends to do and how (necessary inputs, outputs, purpose, objectives), what the key assumptions are, and how outputs and outcomes will be monitored and evaluated.

Means of verification: the expected source(s) of information that can help answer the performance question or indicators. This is found in the third column of the standard log-frame. It is detailed further in the M&E Matrix

Monitoring: the regular collection and analysis of information to assist timely decision making, ensure accountability and provide the basis for evaluation and learning. It is a continuing function that uses methodical collection of data to provide management and the main stakeholders of an ongoing project or programme with early indications of progress and achievement of objectives.

Monitoring and evaluation (M&E): the combination of monitoring and evaluation which together provide the knowledge required for: a) effective project management and b) reporting and accountability responsibilities.

M&E framework: an overview of the M&E system developed during the design phase of a project and included in the project appraisal report.

M&E matrix: a table describing the performance questions, information gathering requirements (including indicators), reflection and review events with stakeholders, and resources and activities required to implement a functional M&E system. This matrix lists how data will be collected, when, by whom and where.

M&E (learning) plan: an overall framework of performance and learning questions, information gathering requirements (including indicators), reflection and review events with stakeholders, and resources and activities required to implement a functional M&E system.

M&E (learning) system: the set of planning, information gathering and synthesis, and reflection and reporting processes, along with the necessary supporting conditions and capacities required for the M&E outputs to make a valuable contribution to project decision-making and learning.

Objective: a specific statement detailing the desired accomplishments or outcomes of a project at different levels (short to long term). A good objective meets the criteria of being impact oriented, measurable, time limited, specific and practical. Objectives can be arranged in a hierarchy of two or

more levels.

Objectively verifiable indicators: a group of criteria (not necessarily measurable) used to verify the degree of accomplishment (foreseen or actual) of the sectoral purpose, the objective, and the inputs and outputs of a project. They can be quantitative, and therefore both verifiable and measurable, or qualitative, and therefore only verifiable.

Outcome: the results achieved at the level of "purpose" in the objective hierarchy.

Outputs: the tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples of outputs include goods, services or infrastructure produced by a project and meant to help realise its purpose. These may also include changes, resulting from the intervention, that are needed to achieve the outcomes at the purpose level.

Output indicators: indicator at the output level of the objective hierarchy, usually the quantity and quality of outputs and the timing of their delivery.

Participation: one or more processes in which an individual (or group) takes part in specific decision-making and action, and over which s/he may exercise specific controls. It is often used to refer specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use.

Primary stakeholders: the main intended beneficiaries of a project.

Qualitative: something that is not summarised in numerical form, such as minutes from community meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours.

Quantitative: something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

Review: an assessment of the performance of a project or programme, periodically or on an as-needed basis. A review is more extensive than monitoring, but less so than evaluation.

Stakeholder: an agency, organisation, group or individual who has a direct or indirect interest in the project/programme, or who affects or is affected positively or negatively by the implementation and outcome of it. In this Guide, primary stakeholders is the term used for the main intended beneficiaries of a project.

Stakeholder participation: active involvement by stakeholders in the design, management and monitoring of the project. Full participation means all representatives of key stakeholder groups at the project site become involved in mutually agreed, appropriate ways.

Sustainability: the likelihood that the positive effects of a project (such as assets, skills, facilities or improved services) will persist for an extended period after the external assistance ends.

Triangulation: use of a variety of sources, methods or field team members to cross check and validate data and information to limit biases.

Work plan: a detailed document stating which activities are going to be carried out in a given time period, how the activities will be carried out and how the activities relate to the common objectives and vision. The work plan is designed according to the logical framework and contains a description in each cell of the work plan table of each activity and output, its verifiable indicators, the means of verification and its assumptions.

NOTES

NOTES