Planning, Monitoring and Evaluation Toolkit

Developed by
Association for Stimulating Know-How (ASK)

For Breakthrough

Breakthrough is a global human rights organization

seeking to make violence and discrimination against women and girls unacceptable. Working out of centers in India and the U.S., we use the power of arts, media, pop culture, and community mobilization to inspire people to take bold action to build a world in which all people live with dignity, equality, and justice.

We create groundbreaking multimedia campaigns that bring human rights issues into the mainstream and make them relevant and urgent to individuals and communities worldwide. These, along with our in-depth training's of young people, government officials, and community groups, have ignited a new Breakthrough Generation of leaders sparking change in the world around them.

Supporters

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Acknowledgements

Introduction

In 2010, Oxfam Novib, Puntos de Encuentro, Breakthrough, the Soul City Institute of Health and Development communication and The Communication Initiative formed a global partnership in social communication and Edutainment which aims to scale up Edutainment strategies.

Many civil society organizations supported by Oxfam Novib have indicated they want to explore the potential of Edutainment to achieve their goals. The global Edutainment partnership is keen to invest in global learning on Edutainment. It aims to make new media accessible to mass audiences, in order to foster social change, strengthen alliances and build social movements.

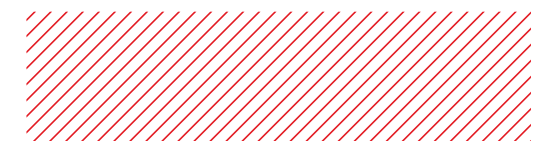The expert Edutainment organizations (Puntos de Encuentro, Breakthrough, the Soul City Institute) share their knowledge, tools and strategies with civil society organizations in 11 countries: Afghanistan, Pakistan, Bangladesh, Vietnam, Egypt, Niger, Nigeria, Sudan, Somalia, Mali, and Rwanda. The Communication Initiative will support the linking and learning component through their EE online platform (www.comminit.com).

The purpose of the global partnership is to help develop high quality, tailor-made edutainment strategies in combination with community mobilization strategies.

The global Edutainment partnership for social change has consistently added value to existing experiences. It does not seek to replace national in-country initiatives, but complement and strengthen them.

Global collaboration creates space for debate and learning and provides economies of scale, a global network to address common issues, coherence of approach, and opportunities to share and exchange ideas and information.

Contents

Chapter I: Introduction

Rationale behind this toolkit

This toolkit is the product of experiences that Breakthrough has had in managing its program and projects on tackling violence against women (VAW). Hands-on knowledge has been juxtaposed with theory to provide practical and useful insights for organizations and people who want to work on the issue of VAW.

The toolkit attempts to systematically take users through the steps of managing a project through its life cycle. It is meant for agencies working on VAW and domestic violence with a process-oriented approach. The toolkit could also be useful for agencies funding, supporting or facilitating interventions, and for such organizations, a session-by-session plan for conducting a workshop or training has been prepared. The actual content can be divided into 2-3 training workshops.

Research on VAW has always been a challenge, because of the shroud of secrecy that veils it. Even women who suffer often stay silent as they feel they will be blamed for instigating violence through their own behaviour. Violence is also considered acceptable by society. For women to open up requires a great deal of time and a bond of trust. This is hard to create as there are very few organizations working on this issue. This also means that secondary data is not easy to find as incidences of violence are under-reported. Yet it is necessary to break this silence if the issue, in its full magnitude, is to be understood and addressed. It is also not easy to ascertain if violence has indeed reduced, since those involved are reluctant to volunteer information about something so private and considered shameful.

These are the areas with which this toolkit aims to help, emphasizing results of projects and interventions. This is important because focussing on results helps articulate the change we are working towards. It helps measure if change is actually being achieved, while promoting a flexible and dynamic approach in our strategies and activities.

1.1 Session 1: Situational Analysis and Formative Research, method and process

By the end of the session:

1. Participants should be able to understand the different stages of a project life cycle.

2. Participants should be able to understand the link between project cycle and RBM.

Method:
• Plenary discussion followed by inputs from facilitator through presentation.

Material required:
• Meta cards, white board, marker and LCD projector.

Steps:

1. Introduce the topic to the participants (2-3 minutes).

2. Ask participants to identify two or three stages of a project before, during and after implementation, and write each down on a piece of card paper (5 minutes).

3. Categorize each response according to the different stages of a project cycle and arrange them in order -- situational analysis, planning, implementation, monitoring to evaluation (5 minutes).

4. Display the project cycle graphic in a presentation and explain how each phase is linked to the others (10 minutes).

5. Explain how skipping any of the stages can disturb the entire process (5-7 minutes).

6. Display the results as the focal point of the project cycle and discuss why it is important to concentrate on them at each stage (5–7 minutes).

7. Discuss the story of Hardy & Smarty (5 minutes).

8. Conclude the discussion with a few words on how by focussing on results at each stage, we are following the principle of RBM (5 minutes).

Total time for the session: 50 minutes.

Key messages:
• Each stage of the project cycle is vital. Skipping any stage has repercussions on the other stages.

• All stages of the project cycle are closely linked and if there are errors or compromises made at any stage it can affect the others. For example if a clear situational analysis is not done at the beginning it may be difficult to map the changes during the evaluation stage.

• A focus on results must be there at each stage for effective RBM.

Tips to the trainer:
• There may be varied responses on stages and the facilitator should be clear on where they all come in to the project life cycle.

• Be prepared with examples from daily life that participants can relate to in order to initiate discussion on phases of project life cycle. For example, before shopping for groceries you may assess what you have and then decide what you need, plan how and when to get it all given constraints of time, budget etc.

Reading material for Session 1

An effective project management system ensures teams work in a result-oriented manner and are able to monitor and document both qualitative and quantitative outcomes. Results need to be understood as being more than mere targets. Here is a guide to the stages of a project life cycle:

1. Situational analysis/Formative research: Any new project must be preceded by situational analysis or formative research, conducted in a scientific manner so the findings can be used in the proposal.

2. Proposal formulation (planning): Based on the findings of the situational analysis or formative research, the project will be planned. This involves identification of stakeholders, selection of strategy to work with each group of stakeholders, identification of results, planning of activities, working out budgets, timelines etc. The proposal will also include the monitoring plan.

3. Development of a monitoring system: Before starting implementation, a result-oriented

monitoring system should be prepared.

4. **Project implementation:** Based on the proposal, the implementation team will conduct the activities of the project to achieve the desired results.

5. Project monitoring: This should happen alongside implementation, once again focusing on results and identifying course correction strategies to ensure the goals are achieved.

6. Evaluation: The project cycle ends with the evaluation of the project to analyze the extent of results achieved.

This toolkit takes up each of these stages and describes them in detail, together with the experiential learning from Breakthrough teams, providing a practitioner's perspective at critical points.

Results Based Management (RBM): RBM runs through each stage of the project cycle in the following ways:

• **RBM at the planning stage:** This involves articulating clearly expected results and planning strategies, activities, timelines and resources (financial, human, material) to achieve them. All of these components together form the project plan. In the context of the project, different levels of results are achieved: outputs, outcomes and impact, and these have been addressed in detail in the chapter on Logical Framework Analysis (LFA), a process of systematically developing a plan for a project.

• **RBM at the implementation stage:** This calls for ongoing results-oriented thinking on a regular basis. All team members at every level and across functions should bear in mind the objectives of the intervention and not just the day-to-day activities.

• **RBM in monitoring and evaluation (M&E):** RBM at the M&E stage means gathering feedback on the achievement of results, analyzing reasons for success or failure, drawing learning points for the future and arriving at strategies to ensure results are achieved.

HARDY AND SMARTY

There were two workers in a paper mill, Hardy and Smarty. Both had to cut trees, the wood from which was used for making paper.

A man named Hardy would work for 10 hours each day and cut 8 trees. There was a woman named Smarty would work for only 8 hours and cut 10 trees.

At the end of the year, Smarty got a higher increment as she had cut more trees. But Hardy, who didn't know how many trees Smarty had cut despite working fewer hours, complained to the supervisor.
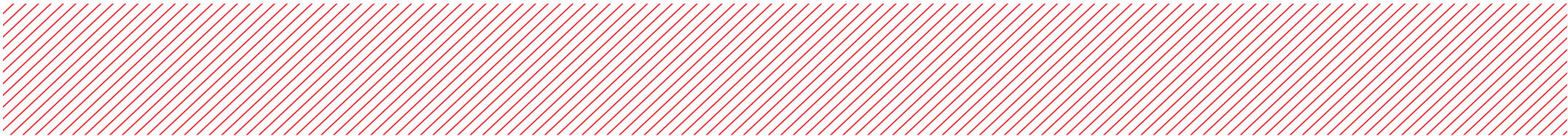
The supervisor called both Hardy and Smarty and asked them to talk about their own styles of working. "I come in the morning and, without wasting a moment, get on with the job of cutting trees. I don't rest till lunch time," said Hardy. 'And yet I see Smarty resting every once in a while – she has no strength and is in the wrong job." Hardy accused the supervisor for favouring women workers even though they work fewer hours and lack physical strength.

Then Smarty spoke. "I come in the morning and look at the trees I have to cut," she explained. "I then cut for one hour with a pause every 15 minutes to see where I should cut next. After one hour, I rest for five minutes and sharpen the axe while resting. Obviously I cut more trees and that is what matters."

Adapted from the book "You can win" by Shiv Khera

This story illustrates RBM. It is about keeping the result in sight, constantly thinking and finding ways to achieve the result and not just perform the action. So it is not enough for a field worker to plan a field visit, it is important to be clear about the result expected out of that visit. Similarly coordinators

should have their eyes on the results and should not just think of implementing activities. The project manager must have an overview of the desired project outcome(s) and attempt to achieve them, constantly thinking and rethinking strategies as necessary.

2.1 Session 2: Situational Analysis and Formative Research, method and process

By the end of the session:

1. Participants should have a clear understanding of situational analysis (SA) and of the difference between situational analysis and formative research (FR).

2. Participants should know the methods and tools for conducting SA and FR.

3. Participants should understand the systematic process for conducting SA and FR.

Method:
Plenary discussion, presentation, demonstration by the facilitator, practice by participants, group exercise and presentation, observation and feedback by the facilitator.

Material required:
White board and markers, meta cards, chart paper and markers for methods, white sheets for ballots, LCD projector.

Steps:
Concept of situational analysis (20 minutes)

1. Ask participants what they understand by the term situational analysis.

2. List all the responses on the white board and segregate the correct from the incorrect responses (10 minutes).

3. Discuss the correct responses and conclude the discussion with a presentation on situational analysis (10 minutes).

Need for situational analysis (45 minutes)
4. Ask the participants why they feel it is important to conduct SA or FR and list responses on a white board (15 minutes).

5. Discuss the correct responses and conclude the discussion with a presentation on the need and importance of situational analysis. Include Breakthrough's experiences while making the presentation (30 minutes).

Methods of situational analysis (4 hours)

6. Discuss the various tools and methods that can be used for conducting a situational analysis such as secret ballot, focus group discussion, socio-gram – use the reading material from this session to explain these methods (30 minutes).

7. Demonstrate these methods through a practical session with the trainer acting as the data collector and participants being the community (1 hour).

8. Divide participants into groups of 5-6 members and ask them to prepare tools or a checklist on various methods (30 minutes).

9. Facilitate the presentation of the checklist prepared by the groups and provide feedback for further sharpening the tools (30 minutes).

10. Conduct a practice session on how to use the tools. Have the participants demonstrate the methods while the trainer observes and provides feedback (1 hour).

11. Make a presentation including the name of the method, expected results, type of respondents, process of conducting the exercise and tools (if any). Lead the discussion and consolidate the discussion points (30 minutes).

Conducting a situational analysis or formative research (45 minutes)

1. Have the steps involved in conducting situational analysis or formative research written on cards, one step per card.

2. Divide the whole delegation into 2 or 3 groups. Shuffle the steps under each set of cards and distribute one set to each group.

3. Ask the group to arrange the steps in sequential order, from first to last, in 10 minutes (15 minutes for all the above).

4. Ask the groups to put a number on each card according to the sequence they arrive at.

5. Collect the cards from each group and place

them on the board or on the floor (5 minutes).

6. Present a slide show of the steps in conducting a situational analysis and ask the groups to match their sequence with it.

7. Describe what each step means, why it is placed there, how it is linked to the previous and next step of the process and the importance of the step (25 minutes).

Total time for the session: Around 6 hrs

Key messages:

• Situational analysis focuses not only on understanding the problems of an issue in the community but also on understanding the positive elements that can play a pivotal role while planning an intervention or campaign.

• The quality of situational analysis has a critical impact on the subsequent phases of a project cycle.

• The selection of methods for SA depends on the issue, target group, expected results, time, resources and existing information from other sources or recent related project experiences.

• The findings of the SA have to be vetted by the community. The role and participation of the community should not just be as a source of information but also as decision makers.

Tips to the trainer:

• The trainer should be clear about various concepts such as Problem Tree Analysis, stakeholder analysis and sampling, which are an integral part of the SA process.

• The trainer should be clear about matching the method to the kind of information that may be required to analyze the situation.

• The trainer should be clear about how different methods can be used to extract information.

• The trainer should know how to develop different tools required for collecting information.

• The trainer should have a broad and in-depth view of analysis.

• The trainer should be open to understanding different perspectives.

Reading material for Session 2
Before planning an intervention on preventing VAW, SA and FR must be undertaken.

The SA involves in-depth analysis of the problem that is in focus, the causal factors, the status and perspectives of stakeholders and the positive elements that exist -- resources, capacities, potentials and possibilities – and could support the intervention.

SA may be conducted in an exploratory manner if an organization goes into the community with an

open agenda or is unsure of the issue it wishes to address. Since the agenda of organizations working on preventing VAW is quite clear, the SA will be topical or thematic.

Formative research, according to the California Department of Public Health (http://www.cdph.ca.gov/programs/cpns/Pages/FormativeResearch.aspx), "is the basis for developing effective strategies, including communication channels, for influencing behaviour change. It helps researchers identify and understand the characteristics -- interests, behaviours and needs - of target populations that influence their decisions and actions. Formative research is integral in developing programs as well as improving existing and ongoing programs".

Breakthrough's experience of SA and FR
Breakthrough conducted formative research in the year 2007 for the campaign 'Is this Justice?' This was India's first multimedia campaign focusing on the stigma and violence faced by women living with HIV and AIDS (WLHAs). The first level of research was a desk review of secondary sources of data on gender-based violence and HIV and AIDS to identify indicators of stigma. It was found that there are not many studies on the subject of stigma and discrimination faced by HIV-positive people. Most examples are Africa-based, so in order to get context-specific information and to create effective messages, formative research was conducted to explore women's

vulnerability and stigma and discrimination against those affected and infected by HIV.

The research helped develop the intervention strategy and evaluate the forms of stigma and discrimination faced by WLHAs in India. In the process, new stigma indicators were identified and measured in the monitoring and evaluation system, during baseline and endline testing. These include:

- **Blame** – 'If the husband gets HIV from a sex worker, the wife is to blame. Her inability to sexually satisfy him made him go to another woman.'

- **Shame** – A woman living with HIV stops visiting her natal home.

- **Enacted stigma** - A woman has to stay and take care of her HIV-positive husband. She does not have the right to leave.

- **Self-stigma** – A woman with HIV stays away from religious and social functions.

As a result of Breakthrough's communication intervention, there were significant attitude shifts measured as per some of the indicators. For example, there was an 18% drop in the number of people who thought women were to blame for not sexually satisfying their husbands, and a 22% drop in the number of people who thought women should stay with and take care of their HIV-positive husbands.

Methods and tools for conducting SA and FR
In order to make the SA and FR robust, a combination of methods and participatory tools such as surveys and Participatory Rural Appraisals can be used. However VAW being a sensitive issue, participatory processes may not reveal much unless focus group discussions with specific stakeholders are held. Also, methods such as secret ballot or sociogram can be useful to unearth sensitive information.

Name of the exercise: Secret ballot

Expected results:
Stakeholders, particularly women, adolescent girls and adolescent boys, will share information about

a. Whether they witness violence against women and girls in their village and houses.

b. The nature and frequency of this violence.

Process:

- Give a chit of paper and a pack of red and black bindis (decorative dots worn on the forehead by women) or two different colours of paper clips to all respondents.

- "Have you seen or heard of women in the village being subjected to physical violence, verbal abuse or sexual innuendos?" This is the sort of question you can frame. Whisper it into the ear of each re-

spondent or write it on a chit (one chit per person), fold it and give it to the respondents if they are literate.

- If the answer is "Yes", they should put a red bindi or paperclip on the chit, and a black one if it is "No".

- Tell the respondents they are not to discuss the questions and answers with each other.

- Ask all respondents to put their chit in a box or bag.

- Ask more questions and collect the responses.

Socio-gram
This is another method to elicit sensitive information in an open environment. Involve participants in a game in which several questions will be asked or statements made. If their answer to the statement is "yes", they should move to one corner of the room, and if it is "no" they should move to another corner.

The investigator begins by making simple statements such as 'I had my breakfast today' or 'I took a bath this morning' and gradually goes on to more serious statements such as 'I had a fight with my husband this week', and then 'It is alright if a man beats the woman of the house' or it is a woman's lot to silently put up with violence'. Another researcher must carefully note the numbers of women moving

to each corner.

Some other methods that can be used while conducting the SA and FR:
- Transect walks
- Focus group discussions
- Seasonality diagrams
- Daily schedules
- Time trends
- Interviews.

Additional notes
1. Interaction with different interest groups can help achieve a thorough understanding of the issue.

2. More facts are likely to emerge as the relationship between organizations and communities grows stronger. So plans will have to be flexible to respond to new facts that the organization may discover as program implementation gets underway.

3. The SA does not generate data to serve as the baseline. The baselines will have to be created based on the articulation of desired results.

4. Secondary data on gender ratio, female literacy rate, ratio of girls in schools vis-à-vis boys are important as they reflect the status of women and indirectly indicate violence against women.

For example, the gender ratio is a direct reference to female infanticide. The number of reported cases of abuse and violence is also important.

5. Data will also have to be gathered on the working of various agencies such as the police, judiciary, panchayats and local media as this reveals existing potential allies and agencies that need to be sensitized.

6. Media consumption habits in conjunction with the media available, including folk media, and the reach of these, should be studied before a media strategy for dissemination of important messages can be developed.

THE STEPS TO SA AND FR
Identification of geographical area: The geographical area is identified based on secondary data such as gender ratio, female literacy rate, ratio of girls in school compared to boys and reported cases of abuse and violence.

Design of the SA: The point to be considered are
- Data collection
- Sample size
- Methods and tools to be used
- Designing and pre-testing tools
- How data will be compiled
- Preparing the broad framework of the report

- Deciding a timeline for the process.

Problem Tree Analysis: This is the process of drawing a causal diagram of the problem, its causes shown as roots and effects shown as branches and fruit. A Problem Tree Analysis (PTA) may help decide data collection requirements about specific causes and effects to ascertain that the assumptions are correct.

If a PTA is used, there should also be sufficient space for open-ended enquiry to ensure that causes not previously identified are explored. One way to improve the overall outcome is to conduct the analysis with community participants and leaders, if the implementing organization already has a rapport with them.

To do a PTA:
- Decide a problem statement and put it at the top of your tree.
- Identify direct, immediate (1st level) causes of the problem and place them directly below the problem. If there is more than one cause, place them next to each other.
- Explore the causes for each of these causes and place these below.
- Carry on in this manner till you think you have reached the root of the problem. If you reach a cause that is outside the scope of the work you

intend to do, stop the exercise. For instance, if you are examining the causes of a disease such as diarrhoea and you encounter low income as one of the sub causes, then exploring in this direction will take you off course.

- You may also need to stop the exercise if the causes you identify seem to be aspects of human nature. Say for example you have identified as a cause the lack of willingness of people to do something about a problem. You may find that past cultural or traditional practices are responsible for this, but delving deeper into this might not provide insights relevant to your intervention.

- To ensure the PTA is done correctly, it can be checked through the 'if and then relation' exercise.

- If the PTA is turned on its head, it becomes the outcome tree or the solution tree.

Here is a PTA on sexual harassment in public places, done by partners in Bangladesh. This tree examines in detail one cause leading to the problem. Similar exploration needs to be performed for each of the causes of harassment:

SEXUAL HARASSMENT IN PUBLIC PLACES

| Girls and women cannot resist and must accept or avoid sexual harassment | Boys and men commit acts of sexual harassment | Parents and guardian remain silent do not resist or act | Community at large remains silent and takes no action | Educational authorities do not take appropriate action | Coaching centers do not deal with the issue of sexual harassment | Police and local authorities do not take action |

| Sense of subordination — women accepted as weaker | Sense of guilt— for not following the norm | Fear of -Being misunderstood -Restrictions on mobility -Bad name to the family -Problems in | Risk to life | No response from law | Not informed about action that can be taken |

Socialization

No priority in the eyes of the law

Stakeholder analysis

Another exercise that may help identify the areas of enquiry in the SA is the stakeholder analysis.

Steps:
• Identify all the possible stakeholders influencing the cause(s) and effect(s).

• Identify the positive and negative influence(s) on the project or target group based on stakeholder identification.

• Describe the influences, assess the degrees and types (positive or negative) and interactions with each other. Here are some examples.

Type of stakeholder: Husbands

What kind of influence: Commit violence against women

May not cooperate with the project implementers or obstruct the project

Type of influence: Negative

Level of influence: Very high

Type of stakeholder: Police

What kind of influence: Do not file complaints, especially in cases of violence against those perceived to be lower caste women by perpetrators perceived as being higher caste

May not cooperate in filing complaints

Type of influence: Negative

Level of influence: High

Type of stakeholder: Youth

What kind of influence: Maintain silence on the issue of VAW

Can possibly speak up against VAW if sensitized

Type of influence: Neutral

Level of influence: Moderate

Data collection can be used to verify assumptions made. Another option is to conduct the stakeholder analysis together with community residents and other stakeholders. If data collection directly with communities is not possible, the implementing organization may try to mobilize information from local grassroots NGOs or CBOs.

Pre-testing of tools

During this stage pre-testing of the designed tools should be conducted in the field to ensure they are relevant and the appropriate method is selected for gathering data. If changes are needed, they can be made before the actual work begins.

Data collection

Before work begins, roles of team members must be decided and clear instructions given so there is no duplication of data and authentic data is

gathered. During this stage, the finalized tools and methods will be used with the sample population and data will be collected. Senior personnel who understand facilitation dynamics and data should conduct rigorous monitoring of the facilitation process. If there are gaps, immediate corrections should be made.

Compilation

A compilation framework should be developed, based on availability of software and the capacity of the team to use it. The compilation tool should cover all the variables in the data, and both quantitative and qualitative data.

Analysis of data and findings

Data has to be analyzed to reach the findings that may be matched against the SA. It should investigate:

- whether the causes and effects identified in the PTA are valid.

- areas of strength within the community and other stakeholders.

- threats that may be potential risks for any intervention.

- opportunities and potential available within and outside the community to address the causes and the effects.

Sharing findings with the community

This is the last stage of SA. This brings clarity of information and also encourages the community to work on the issue.

Final documentation

It is essential to document the findings of the SA so it can be used for planning.

2.2 Session 3: Sampling

By the end of the session:
• Participants should understand sampling and have developed basic skills to take sampling decisions.

Method:
• Plenary discussion, presentation and demonstration.

Material required:
• White board, markers.

Steps:
1. Ask participants what they understand by the term sampling and list all responses (15 minutes).

2. Discuss the points raised by participants and give inputs on the concept of sampling (15 minutes).

3. Describe the steps involved in sampling and factors that influence sampling decisions (20 minutes).

4. Make a presentation demonstrating different methods of sampling (20 minutes).

5. Demonstrate different ways of calculating the sample size (20 minutes).

Total time for the session: 90 minutes

Key messages:
• Various factors and elements should be considered while taking sampling decisions as the sample should fulfil the conditions of representativeness, adequacy and independence.

Tips to the trainer:
• Clarity regarding different types of sampling and how to calculate a sample size is critical.

• The trainer should have experience in the subject.

Reading material for Session 3
Sampling means selecting the respondents of a study from the whole universe, and the sample should depict the character of this universe. A good sample is sizable and mixed in representation. Different methods can be adopted for the selection of a sample, and it involves three steps:

a) Finalizing the universe

b) Identifying the sample size (%)

c) Deciding the type of sampling (random/stratified/ purposive).

Sampling is not haphazard selection. It calls for applying definite rules to be a true representation of the entire population. In other words, sampling is a tool that helps to know the characteristics of the universe or population by examining only a small part of it.

ESSENTIALS OF SAMPLING
Sampling is influenced by at least three aspects: size of the population, cost involved in obtaining the elements, convenience and accessibility of the elements. The three watchwords are:

• **Representativeness:** A sample should be selected in a manner that it is truly representative of the universe. If not, the results obtained will be misleading. Random method of selecting the sample should be used to ensure representativeness.

• **Adequacy:** The size of the sample should be adequate; otherwise it may not represent the characteristics of the universe.

• **Independence:** All items of the sample should be selected independent of each other and each item of the universe should have an equal chance of being selected in the sample.

Major sampling methods
• **Simple random sampling:** A simple random sample may be defined as one in which every individual of the population has an equal chance of being included in the sample. Also, the selection of one individual is in no way dependent upon the selection of another. All possible combinations of samples of fixed size have an equal probability of being selected.

• **Stratified random sampling:** The population is divided into two or more strata. This may be dependent on a single criterion such as education (yielding two strata: graduates and undergraduates), or upon a combination of two or more criteria such as graduation and sex (yielding four strata: male

HOW TO CALCULATE THE SAMPLE SIZE

Sample size can be calculated by using the following formula :

$$ss = \frac{Z2 * (p) * (1-p)}{c2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)
P = Percentage picking a choice, expressed as decimal (.5 used for sample size needed)
C = Confidence interval, expressed as decimal (e.g., .04 = ±4)

Confidence level and confidence interval, two important concepts, are described below:

• The confidence interval (also called margin of error) is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you have a confidence interval of 4 and 47% percent of your sample picks an answer, you can be "sure" that if you had asked the question of the entire relevant population that between 43% (47-4) and 51% (47+4) would have picked that answer.

• The confidence level tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain while the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level.

When you put the confidence level and the confidence interval together, you can say that you are 95% sure that the true percentage of the population is between 43% and 51%. The wider the confidence interval you are willing to accept, the more certain you can be that the whole population answers would be within that range.

2.3 Session 4: Challenges of the SA process

By the end of the session:
• Participants should be aware of challenges and difficulties in the situational analysis process.

Method:
• Group discussion, presentation by participants and presentation by facilitator.

Material required:
• Chart paper, markers, LCD, tape and scissor or binder.

Steps:
• Divide the participants into groups of 5-6 members each and allocate a time of 15 minutes for group discussion and preparation of a presentation.

• Ask the groups to discuss and identify challenges in conducting SA. Facilitate these discussions (20 minutes).

• Facilitate the presentation by each group and discuss the points raised (15 minutes).

• Make a presentation explaining the challenges (10 minutes).

Total time for the session: 45 minutes.

Key messages:
•There will be a number of challenges in completing the SA process but it is important to anticipate such challenges and prepare to deal with them.

• Most challenges can be successfully addressed with some thought and planning.

Tips to the trainer:
• The facilitator should be able to categorize whether the challenges identified by the participants in a group really are challenges or not.

• The facilitator should have real-life examples to share about challenges faced during an SA process and how to deal with them.

• The experience of participants can be used as entry points to evolve strategies to deal with the challenges.

Reading material for Session 4
Data collection challenges in situations where the organization has not yet developed a rapport with the community: VAW is a sensitive and taboo subject. People and communities do not wish to talk about it and it takes time to get them to open up about the issue. Respondents may give politically correct answers that are not a true reflection of reality. It is also necessary for researchers to maintain confidentiality of the respondents.
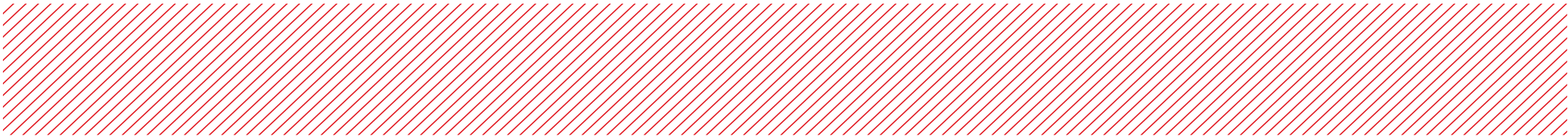
Some of the ways to break through this silence:
• Enter the community with a known organization.

While your organization may be new to the area, there may be an existing NGO that already has built rapport. Once this organization understands the purpose and focus of the work and agrees to participate in the program, it can help gain entry in an effective manner.

• Build rapport – it takes time. Do not be in a hurry to get your information. Start out by talking about daily life, jobs, preferences or relationships within the community. Spend the initial few visits exploring. You may show a video or presentation on the issue of VAW to get people thinking and help them open up. Subsequently, discussions that delve deeper into issues related to VAW are likely to be more useful and yield credible information.

• Maintain confidentiality and dignity. Once this bridge is built, do not discuss questions related to VAW in open platforms. FGDs must be held with women alone or other homogenous groups where trust already exists. Sometimes interviews or confidential questionnaires may be more successful. Assure respondents that you will not be releasing their personal information into the public domain.

• Ask indirect questions to create a sense of comfort and safety. For instance, ask if women in the village or community experience violence, as opposed to asking if they themselves have faced violence.

- Generally it is better for women to discuss matters with women, and men with men, to ensure the greatest trust between investigators and respondents.

Conclusion

The SA and FR should answer all those questions that are relevant and necessary for the preparation of the project plan. They should lead to an understanding of the problem, its root causes, identification of stakeholders, the potential and possibilities in the community, habits of the people and more.

Decision points for those planning to conduct an SA or FR

- What is the design for the SA or FR?

- Do you have in-house expertise or do you need training and support from another organization? Do you wish to sub-contract this process to an outside agency?

- What resources do you have for this exercise?

2.4 Session 5: Difference between a project and program

By the end of the session:
1. Participants will be able to differentiate between a project and a programme.

Method:
• Plenary discussion and facilitator's input with examples.

Material required:
1. White board and marker.

Steps:
1. Ask the participants what they understand by the term project and the term program. Ask them to differentiate between the two.

2. List all responses and pick the correct responses to build a discussion (10 minutes).

3. Provide inputs on the differences between a program and a project (10 minutes).

4. Provide an example of a program and a project related to the work area(s) of the participants (10 minutes).

Total time for the session: 30 minutes.

Key messages:
1. A program is a combination of different projects.

2. A program focuses on long term, broader change, whereas a project focuses on midterm and immediate change.

Tips to the trainer:
1. The facilitator should be clear about the difference between program and project.

2. The facilitator should have relevant examples differentiating a program from a project.

3. Participants may have a different understanding of these terms to begin with, but it is important to explain that this is the widely accepted definition.

Reading material for session 5
We are ready to plan our project if we have completed our SA or FR. The project should be part of a well thought out program. A program is a long-term process with long-term strategy, approach and intended impacts (long-term societal change). Prevention of Violence against Women is a program which might have specific projects dealing with female foeticide, domestic violence or women in conflict with law. One program may have several medium-term projects.

2.5 Session 6: Results Based Management (RBM)

By the end of the session:

1. Participants should be clear about the concept of RBM and the need for RBM in development interventions.

2. Participants will have reinforced their learning on the importance of RBM at different stages of the project cycle.

Method:
• Plenary discussion, presentation.

Material required:
• Meta cards, white board and markers

Steps:

1. Take some meta cards and distribute amongst the participants.

2. Ask them to write down their understanding of RBM on a card.

3. Place all the responses on the board and categorize them into correct and incorrect ones (15 minutes).

4. Discuss the correct responses (10 minutes).

5. Conclude the session with a presentation on RBM (10 minutes).

6. Hold a plenary discussion on why RBM is important for any organization (15 minutes).

7. Make a presentation with the key points (10 minutes).

Total time for the session: 1 hour

Key messages:

1. The focus in RBM is achievement of results.

2. RBM is a means of improving management, effectiveness and accountability.

3. It is not enough to think of what needs to be done: it is important to focus on the change you want to see and what must be done to achieve that change.

4. RBM ensures a complete change process that is sustainable. It is NOT a temporary solution.

Tips to the trainer:

1. Queries may arise on why RBM is better than other management approaches and this needs to be explained.

Reading material for session 6

According to the Canadian International Development agency (CIDA), RBM is a comprehensive, life-cycle approach to management that integrates business strategy, people, processes, and measurements to improve decision-making and to drive change. The approach focuses on getting the right design early in a process, implementing performance measurement, learning and changing, and reporting on performance.

The Asian Development Bank (ADB), believes RBM is the way an organization is motivated and applies processes and resources to achieve targeted results.

The International Trade Center feels RBM allows an organization to ensure its processes, products and services contribute to the achievement of clearly stated results. RBM provides a coherent framework for strategic planning and management by improving learning and accountability. It is also a broad management strategy aimed at achieving important changes in the way institutions operate by defining realistic expected results, monitoring and evaluating progress towards the achievement of these results, integrating lessons learned into management decisions and reporting on performance.

RBM means keeping the results central to the focus through the project cycle.
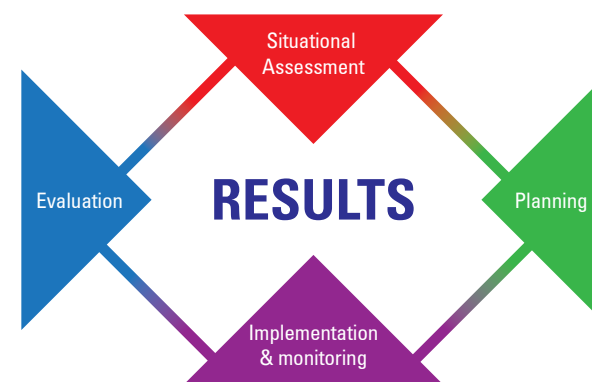
This means:

- Articulating clear expected results at the stage of planning, emphasizing what change (result) is to be achieved and only then thinking of what is to be done (activities) to achieve the change.

- Keeping the result in mind while implementing the project – on an annual, quarterly, monthly, even daily basis. So team members must think daily what is to be achieved by the end of the day and not what is on the to-do list. (Refer to the story of Hardy and Smarty as an example.)

- Monitoring must occur alongside implementation and the focus of monitoring should be on

o If the result planned was achieved.

o the reasons behind the results.

o the learning for effective functioning in the future.

- Finally, while evaluating the project, the reference point should be the change that is to be achieved– whether or not they have been achieved and why, and learning for the future.

Why adopt RBM?

A big concern is the management and utilization of public funds. When governments use taxpayers' money or international grants or loans, they must use them effectively and efficiently. Similarly when international, national and grassroots development organizations and NGOs use grants and donations from the general public, they should produce results in an efficient manner. RBM, if adopted throughout the program/project cycle, allows organizations to be flexible and adaptive to achieve results and creates the possibility of constant learning and innovation. Accountability ('proving') and learning ('improving') are the two pillars on which RBM is based.

The difference between a results-oriented approach and a target-oriented approach.

A results-oriented approach is often confused with a target-oriented approach. Take for instance the following statement: "By the end of 3 years, all 1,000 families in the village will use a sanitary toilet".

If this result is to be achieved, a whole set of actions will have to take place first. Work has to be done to construct the toilets, before which people must be made aware of the need for sanitary toilets. Many people are not accustomed to the idea of using a small, closed space as a bathroom, and there could also be a number of other reasons for resistance. If a change in mindset is to be created, the process needs to begin before the toilets are constructed. This is an example of a results-based approach, because at the end of the activity, a change of behaviour should be achieved. Often, results are ignored during implementation in favour of meeting targets. However, without a proper process, the construction of 1,000 toilets will not guarantee their use.

2.6 Session 7: Problem analysis

By the end of the session:
- Participants should know how to design projects in a result-oriented manner.

- Participants should know how to link problem analysis with an intervention plan and budget.

Method:
- Presentation, group work, feedback.

Steps:
1. Introduce the topic.

2. Start with a presentation on tips for preparing problem analysis (15 minutes).

3. Display a sample problem analysis (10 minutes).

4. Divide participants into groups and ask them to prepare a problem analysis (1 hour).

5. Give feedback on the group assignments.

Total time for the session: 1 hour 30 minutes.

Key messages:
- Problem analysis should be supported by facts and figures.

Tips to the trainer:
- The trainer should see whether there is a logical relationship between the problem, its causes, and effects on the target community, as mentioned in the problem analysis.

Reading material for session 7

Writing a problem description
The outcome of the situational analysis will be used to understand the problem. During this exercise -

- Start the analysis with a broad perspective of the problem. Use the secondary data to provide a macro picture, including the status of women in the country as a whole, the level of empowerment and if violence against women is endemic to society. Also give the historical, socio-cultural and economic perspective to VAW.

- From the macro, move to the micro situation for a more detailed look at the grassroots level. Examine only the relevant data and use this to shape the qualitative findings of the situational analysis, using experiences, anecdotes and quotes from the community and stakeholders. Graphics representing the data will make the analysis easy to understand. The analysis should correspond to the data presented.

- Identify factors causing the problem or making it worse. For example, how lack of enforcement by the police is leading to reluctance of women to register cases.

- Highlight the negative impact in the target community. For example, how VAW is leading to a falling sex ratio and damaging the self-esteem and confidence of women.

- This narrative needs to follow a logical flow. Think of it as a description of a problem tree with data.

- The statement of the problem should illustrate why the proposed project is needed.

2.7 Session 8: Logical Framework Analysis—results and activites

By the end of the session:

1. Participants should have clarity on – and be able to differentiate between - activity and result.

2. Participants should have gained clarity on different levels of results.

3. Participants should have gained basic skills on developing different levels of results.

Method:
• Interactive, with exercises on differentiating results and activity.

Material required:
• LCD, whiteboard, markers.

Steps:

Results vs. Activities (40 minutes)

1. Write a statement describing an activity and a result on the board and ask the participants to identify which is an activity and which is a result (10 minutes).

2. Ask participants why they made these distinctions and list the reasons. Identify and discuss the correct answers (10 minutes).

3. Make a presentation explaining activities and results (5 minutes).

4. List more activities and results and ask each participant to differentiate between them (15 min-utes).

5. If further clarity is needed, spend some more time on discussion or exercises.

Levels of results (2 hours)

6. Start by asking whether the participants have long-term ambitions in their own lives. To achieve these goals, what do they need to achieve in the mid-term and in the short term? Make a list (15 minutes).

7. Discuss the need for short-term goals on the way to achieving long-term ambitions. Explain how development results have similar stages (10 minutes).

8. Make a presentation on different levels of results followed by an interactive session (15 minutes).

9. Explain the concept of levels of results with examples related to participants' work (20 minutes).

10. Separate them into groups of 5-6 members (if possible, keep together participants working on the same issues). Ask them to identify levels of goals and develop result statements for each level (30 minutes).

11. Presentation by groups and feedback session (20-30 minutes).

Total time for the session: 2 hours 40 minutes.

Key messages:
• Completion of an activity is not a result.

• An activity is the action performed by the organization whereas a result is the consequences of those activities in the community.

• Sometimes many activities may be required to achieve one result.

• The first level of results should contribute to the achievement of the next and so on.

• There should be a logical link between levels of results.

• It is best to plan the results desired and then the activities.

Tips to the trainer:
• Be prepared with a list of clear statements of activities and results.

• There may be confusion about the terminology used to differentiate levels of results, but the trainer should be clear that though different words may be used to describe them, in essence they are always short term, mid-term and long-term results.

• While framing the results, the trainer should check if they fulfil the 'if' & 'then' logic.

Reading material for Session 8

The difference between activity and result

Activities are conducted by an implementing agency; changes that occur in the beneficiary group are the results. These could include -

- Increased awareness, knowledge

- Increased skill

- Change in attitude or commitment to act

- Change in behaviour or action (for example, use of safe water, registering protest against injustice)

- Actual change in status (for example, improvement in health literacy status, access to government schemes).

Completion of an activity is not a result

"Completion of activity" is not "achievement of output". For example, "10 trainings completed for 200 persons" cannot be a statement of output.

Two partial frameworks are presented below to show the relationship between activity and output.

Example 1: Saving and credit program

Objective	
Increased saving and income for marginalized women.	
• 500 women will have saved at least Rs 500,000 through 50 SHGs	
•. Loan recovery will be at least 95%	
• At least 20 SHGs out of the 50 will have increased their income by at least Rs 10,000 per month	
Activity	**Output**
Concept sharing about SHG Follow-up meetings	At least 600 women form 60 SHGs
Training for SHG leaders Follow-up meetings	Women begin to save regularly, attend meetings and begin inter loaning SHGs begin to maintain their own records and calculate profits
Training on record keeping On-the-job input during visits to SHGs	SHGs launch their income generation activities (IGAs) and members begin to perform their responsibilities
Training on skills and business planning	Husbands will agree to support their wives
Meeting with husbands	SHGs learn finer points of running their IGA and begin to market their products
Review of IGAs and training on managing the business Facilitate marketing linkage	

Example 2: Education for children on the street

Objective	
50 children on the street acquire functional literacy	
20 out of the 50 children study in formal schools	
Activity	**Output**
Conducting a needs assessment	Current education status of street children ascertained
Awareness-building on the importance of education	All children aware about the importance of education
Individual and group counselling sessions conducted	SHGs launch their income generation activities (IGAs) and members begin to perform their responsibilities
Networking with schools	70% children motivated to join NFE classes
Preparing children to take the admission tests	At least 70 children appear for admission tests in formal schools
Follow-ups to assist the child in continuing formal education	All 70 children pass the admission test and join school All children attend school and regularly satisfy the minimum attendance criteria set by schools During follow up, at least 60 children found to be participating and performing well.

The matrix below illustrates the difference between output, objectives or outcomes and goal or impact.

Level of results:

Goal/Impact	Ultimate	Long-term	**Beyond the project**
Objective/ Outcome	Intermediate	Medium-term	**By the end of the project**
Output	Immediate	Short-term	**During the project**

Outputs are considered short-term results, while outcomes can be seen in the medium-term and impact in the long term. Project plans usually begin with planning objectives. Several projects of several organizations are sometimes required to achieve the impact, which is long-term change at the societal level.

 Normally goal or impact statements are conceived before the planning of any project, when an organization is planning its program. Goals are decided alongside the vision and mission of an organization. Here are the formal definitions of the terms discussed here.

 Impact: A long-term developmental result that is the logical consequence of achieving a combination of outputs and outcomes. Impacts are achieved 'beyond' projects. Our projects 'contribute' to,

but do not guarantee, the achievement of impact. Impacts are achieved at the societal level. **Outcome:** A medium-term development result that is the logical consequence of achieving a combination of outputs. Outcomes are achieved 'at the end' of the project. **Output:** A short-term developmental result that is the logical consequence of project activities. The outputs are achieved 'during' the project as the activities are completed.

When articulating an objective/outcome statement, take into consideration the program/project reach. The outcomes of a project with a small budget and a short (one year) term would certainly not be the same as those of a five-year project in the same sector and country. The stakeholders of the former might only aspire to raising the level of awareness of staff. Given the additional resources at their disposal, the stakeholders in the latter case might expect change at the community level. The intended beneficiaries reached in the first instance would be the staff, while that of the second would be women and disadvantaged groups.

Sample result statements
Results are change statements. Presented below are some samples of result statements at different levels. It is important for all implementers to keep their eyes and ears open to identify change that occurs in the course of the project. This is particularly true for complex issues such as VAW.

Impact level
- Improved/balanced gender ratio
- Reduction in discriminatory and stigma-ridden sexual and reproductive health practices such as STIs and HIV infection, early marriage, sex selection, unsafe abortions
- Reduction in cases of domestic and other violence.

Outcome level
- Women on an individual and group basis begin to resist
- Better response of law enforcers to cases filed by women
- Women, youth and adolescent girls demand better services/rights
- Other stakeholders (doctors, teachers, community leaders) play their respective roles
- Pressure groups demanding action on the issue of VAW
- Vigilante groups monitoring VAW and taking action.

Output level
- Improved understanding on rights and law
- Sensitivity among law enforcers
- Stakeholders develop plans of action

- Media highlighting issues of VAW
- Women regularly discuss VAW and related issues in the community.

2.8 Session 9: Type of results and indicators

By the end of the session:

- Participants should have an understanding of different types of results, the concept of indicators and types of indicators.

- Participants should be able to distinguish between quantitative and qualitative results.

- Participants should be able to identify indicators for both quantitative and qualitative results.

Method:

- Presentation and discussion, example demonstration, practice session.

Material required:

- White board, LCD, list of result statements of different types.

Steps:

Types of results: 1 hour 30 minutes

1. Ask the participants, whether they can identify and state different types of results. Collect all the responses and discuss them, differentiating between right and wrong (10 minutes).

2. Explain the two types of results, quantitative and qualitative, using a presentation (15 minutes).

3. Display the statements of results and ask participants to identify whether they are qualitative or quantitative results (10 minutes).

4. Elaborate on how to differentiate between a quantitative and qualitative result and demonstrate with examples (10 minutes).

5. Give a list 5-10 result statements and ask each participant whether it is a qualitative or quantitative result (15 minutes).

6. Share the correct answers and discuss how to differentiate between quantitative and qualitative results (20 minutes).

7. If required, spend some more time on discussion and exercises for greater clarity (10 minutes).

Indicators: 1 hour 20 minutes
1. Assess the knowledge levels of participants about indicators (10 minutes).

2. Make a presentation on types of indicators. Share examples from daily life (15 minutes).

3. Take up result statements from the earlier session and discuss the possible indicators for these (15 minutes).

4. Assign a group task to find indicators for a pre-prepared set of results (20 minutes).

5. Ask groups to present and share feedback (20 minutes).

Total time for the session: 2 hour 50 minutes

Key messages:

- Decide the type of result on the basis of desired change and not activity targets.

- It is important to identify the difference between quantitative and qualitative results as this will help in setting up the indicators.

- A result and an indicator should be of the same level i.e. if the desired result is a knowledge level change then the indicator should also measure the knowledge level.

- Deconstruct the word "change" to define the indicator for qualitative results.

- Indicators for quantitative results can be derived from the result statement itself.

- Quantitative results will have only quantitative indicators while qualitative indicators can have both quantitative and qualitative indicators.

Tips to the trainer:

- Have a list of result statements ready and explain why each one is considered quantitative or qualitative.

- Sometimes setting indicators for technical issues may require technical know-how that the trainer may not have. In such cases, help is needed from experts.

- Differentiating quantitative and qualitative results sometimes becomes tricky. If the change can only

be measured subjectively, the result is qualitative. If it can be measured objectively, it is quantitative.

• If universally accepted indicators are applicable, they should be included.

Reading material for Session 9

TYPES OF RESULTS
Results can be categorized into two types:

Quantitative results: In which 'change' can be measured/assessed objectively, in terms of numbers, quantity, percentage etc.

> **Tips to remember:**
>
> • **Don't be misled by numbers. The numbers are targets and not results. For example, in the result statement "50 women will have increased their income by Rs 5,000 per month", the result /change is "increase in income" and the numbers 50 and 5,000 are targets.**
>
> • **Targets should be attached to every result statement.**
>
> • **Target setting will help decide the volume of activities and budget.**
>
> • **For some quantitative outcomes, there can be qualitative outputs and vice versa.**

Qualitative results: In which 'change' can be measured/assessed subjectively. In other words, the opinion of those involved in assessment cannot be avoided. These are generally abstract aspects such as self-confidence, awareness and knowledge, team spirit etc.

The next step in the strategy analysis is to identify performance indicators. It is important that the stakeholders agree through logical inference rather than observation on indicators to measure program/project performance. Performance indicators are qualitative or quantitative measures of resource use and developmental results achieved. Quantitative indicators are statistical measures such as number, frequency, percentile, ratios, variance, etc. Qualitative indicators are judgement and perception measures of congruence with established standards, the presence or absence of specific conditions, the extent and quality of participation, the level of beneficiary satisfaction, etc. Here is an example:

RESULT	INDICATOR
All children between 0 and 1 year will achieve normal nutrition status.	Percentage of children in this age group who achieve normal height and weight as per their age.
500 children will complete primary education.	Number of children who pass the 5th standard.

RESULT	INDICATOR
Water User Association (WUA) will manage their water resources effectively.	Number of members who have received water for irrigation as per the initial agreement made in the WUA meeting. Percentage of tail-end farmers who have received water as per agreement. Number and percentage of members who have paid their dues fully. Availability of surplus money (for maintenance of equipment) after meeting all running expenses.

Indicators for quantitative result (statement number 2) emerge easily from the result statement. The key to identifying accurate indicators for qualitative results (statement number 3) is to breakdown or define the result.

Six criteria should be used when selecting performance indicators:

1. Validity: Does it measure the result?

2. **Reliability:** Is it a consistent measure over time?

3. Sensitivity: Will it be sensitive to changes that occur?

4. Simplicity: Will it be easy to collect and analyze the information?

5. Utility: Will the information be useful for decision-making and learning?

6. Affordability: Can the program/project afford to collect the information?

Indicators describe what is to be measured, and is needed to assess progress towards objectives.

DFID's 'How to Note', a practice paper published in January 2011, says that 'good practice suggests that indicators should not include targets, or set direction for progress'. So there's no such thing as a "SMART indicator"!

Some examples of good and bad indicators are given below :

Bad indicators	The problem	Better indicators
Improved gender ratio	The indicator should not include any element of the target (so "improved" should be removed)	Gender ratio
Improved effectiveness of police personnel	Vague. It is not clear how "effectiveness" will be measured. Also, the indicator should not include any element of the target ("improved")	Level of satisfaction of women with response provided by the police.

Steps and tips to identify indicators

a. Segregate qualitative and quantitative results in all three levels of results.

b. For each quantitative result, develop performance indicators that enable monitoring of achievement of all the levels of results. The quantitative results will have quantitative indicators. For example:

Result	Indicator
Sex ratio will have improved in favour of women	Sex ratio

Result	Indicator
Number of complaints filed with police against VAW will have increased from "X" to "Y"	No. of police complaints filed

c. For each qualitative result, develop performance indicators. Qualitative results can have both quantitative and qualitative indicators.

Result	Indicator
Better response of law enforcers in cases filed by women	Number of cases in which: • Investigation has been made • Charge sheet has been filed • Protection has been provided to complainants if required Number of cases of favourable verdict (punishment to the perpetrators)

To develop indicators:

• For a quantitative result indicators can be easily derived from the result statement.

• The key to identifying accurate indicators for a qualitative result is to breakdown, define or 'unpack' the result.
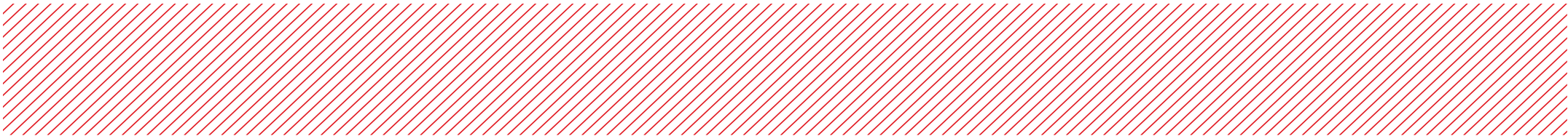
- Any higher level (consequence of the result) or lower level result (cause of the result) will not be an indicator of the given result statement.

- The indicator will be the base for which tools for monitoring will be developed.

Breakthrough's experience: two ways of presenting indicators in relation to objectives

At a workshop in Rwanda, two schools of thought regarding indicators emerged, as did one method of describing objectives.

Result		Indicator	
Intervention logic	Indicators	Intervention logic	Indicators
Overall objective: Gender ratio improved in favour of women by 15% in District X	Impact indicators: Gender ratio	Overall objective: Contribute to improvement of gender ratio	Impact indicators: Gender ratio improved by 15% in favour of women in District X
Specific objective: Operational women self-help group federation with 90 members and a financial turn-over of $1,000; handling 75% of VAW cases within 3 years	Effect indicators: • Number of members • Financial turnover • Level of satisfaction • No. of cases of VAW handled	Specific objective: Contribute to the creation of an effective women SHG federation	Effect indicators: • Federation with 90 members and financial turnover of $1,000 • At least 75% of members satisfied with services

The necessary information is provided in both cases, but the presentation differs. The first option describes objectives in terms of a desirable (and feasible) final situation, instead of using the vague descriptions in Option 2. It also avoids preconceived values for indicators in favour of neutral terms. These two approaches are interchangeable. Select your method based on what your organization and donors are comfortable with.

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[2]Types of results - Indicators: DFID. (January, 2011). How to Note, a practice paper.

Proxy indicators
In most situations, it is advisable to find clearly related indicators of results. However, sometimes it may be difficult to get reliable data to support indicators that are most appropriate. This is often due to hesitation in sharing private and sensitive information. For instance, if you ask respondents whether their husbands or in-laws commit violence against them or if the extent of violence has changed, they may not be forthcoming or objective. In such situations, proxy indicators may be helpful. These are measures of indirect or 'proxy' behaviours or results which reveal change in the area desired. For example, the percentage of women spending longer hours outside their homes or percentage of women making friends of their own choice may be proxy indicators for an increased percentage of women experiencing reduced violence at home.

2.9 Session 10: LFA and LFM

By the end of the session:

1. Participants clearly understand the difference between Log Frame Analysis (LFA) and Log Frame Matrix (LFM).

Method:

1. Plenary discussion followed by facilitator's input session.

Material required:

• White board, marker, LCD projector.

Steps:

1. Find out what the participants understand by the terms LFA and LFM and if they feel there is a difference between the two (5 minutes).

2. Based on this assessment of understanding, explain LFA (10 minutes).

3. Once there is clarity among participants on LFA, explain LFM and present the LFM format (5 minutes).

4. Provide inputs on the differences between the two (10 minutes).

Total time for the session: 30 minutes.

Key messages:

1. Logical Framework Matrix (LFM) is the end product, a matrix that emerges from the LFA process.

2. LFA is a process of systematic analysis and strategic thinking about a problem, stakeholders, objectives, activities and assumptions.

3. LFM is the end product of the LFA process (consolidation of analysis in a structure).

Tips to the trainer:

• The framework for LFM used by various agencies may differ and so participants may have doubts and clarifications. The trainer needs to have a comprehensive understanding that enables integration of aspects of different frameworks.

Reading material for Session 10

Difference between LFA and LFM:

• Logical Framework Analysis (LFA) is the process of systematic thinking and analysis. The process must be well designed and provide space for discussion, exploration among stakeholders, thinking and rethinking and not be restrictive. The emphasis is on the process. Unless there is proper analysis of the problem, solutions cannot emerge. So this important step cannot and should not be ignored.

• Logical Framework Matrix (LFM) is the end product, a matrix that emerges from the LFA. The end product is only as good as the process undertaken to prepare it.

• The emphasis on the difference between these two is critical because sometimes practitioners try to "fill in" the matrix without going through the systematic process. The result looks like an LFM but is unlikely to be a useful exercise or provide appropriate direction.

LFM format:

• A look at the format will help participants. A sample is given below. There are other variations of this matrix but the core logic of all is the same.

Intervention logic	Indicator	Means of verification (MoV)	Assumptions/Risks
Goal/ Long-term objective/ Expected impacts			
Objective/ Purpose/ Short-term objective/			
Expected outcomes Outputs Activities			

In some LFM formats, goal and impact are in different columns, as are objectives and outcomes.

The versions of various agencies

Different agencies use different terms for the results at three levels. Here are some variations :

Agency	3rd level results	2nd level results	1st level results
CARE	Final Goal	Intermediate Goals	Outputs
DANIDA	Development Objective	Immediate Objectives	Outputs
EU	Overall Objectives	Project Purpose	Expected Results
GTZ	Overall Goal	Project Purpose	Results/ Outputs
UN Agencies	Impact	Effect	Outputs
USAID	Final Goal	Strategic Goal	Intermediate results
World Bank	Goal	Project purpose	Outputs

Activity and input are two more terms it is important to understand fully. These are defined as:

Activities: Coordination, technical assistance, training and any other tasks organized and executed by project teams.

Inputs: The human, organizational, physical and financial resources contributed directly or indirectly by stakeholders of a project in order to perform the activities.

Together, the three levels of results and the activities and inputs are referred to as the internal logic of the LFM, as shown in the table ahead.

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[3]Logical Framework Matrix (LFM) format: Ed. Coninck, J. De, Chaturvedi, K., Haagsma B., Griffioen, H., Glas, M. van der. Planning, Monitoring and Evaluation for results and learning in development organizations: Sharing training and facilitation experiences.

Means of verification

The last part of the log frame is means of verification. Means of verification (MOV) are the sources of data or information on one hand and the methods and tools to collect data on the other. Sources may be the site of change, records, those affected by the change or those in a position to comment on this change. The methods may be observation, interviews, FGD, peer assessment and self-assessment. Tools include guides, checklists, interview schedules, formats of rating scales.
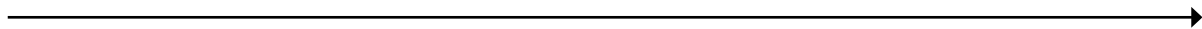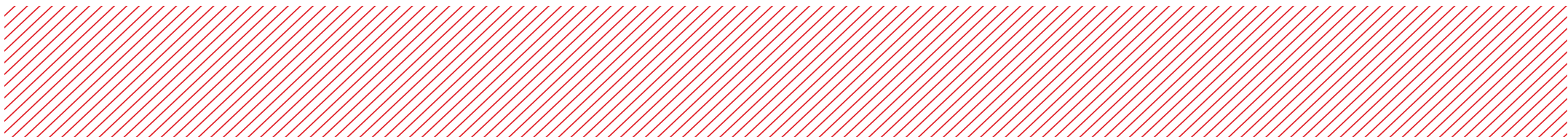
Inputs →	Activities →	Outputs →	Outcomes →	Impact
The human, organizational and physical resources contributed directly or indirectly by stakeholders of a project	The coordination, technical assistance and training tasks organized and executed by project personnel	A short-term development result that is the logical consequence of project activities	A medium-term development result that is the logical consequence of achieving a combination of outputs	A long-term development result that is the logical consequence of achieving a combination of outputs and outcomes

Means of verification

The last part of the log frame is means of verification. Means of verification (MOV) are the sources of data or information on one hand and the methods and tools to collect data on the other. Sources may be the site of change, records, those affected by the change or those in a position to comment on this change. The methods may be observation, interviews, FGD, peer assessment and self-assessment. Tools include guides, checklists, interview schedules, formats of rating scales.

2.10 Session 11: Different interpretations of terms

By the end of the session:
• Participants should have clarity on various interpretations of terms.

Method:
• Interactive method followed by input session.

Material required:
• Meta cards, LCD.

Steps:
1. Write terms such as activity, output, outcome, impact, indicator on cards and place these on the board.
2. Give each participant as many blank cards as there are terms. Ask them to interpret the meaning of the terms and write them down, one term per card.
3. Collect all responses and place them under the respective headings (15 minutes).
4. Discuss the responses and present different interpretations of these terms (15 minutes).

Total time for the session: 30 minutes

Key messages:
• The terms have assigned meanings and therefore they should not be interpreted as per the literal/dictionary meanings.
• Different people have different interpretations of the terms but a common understanding can be developed at the organizational level.

Tips to the trainer:
• Various interpretations of the terms can be researched ahead of time to better address queries from participants.

Reading material for Session 11

Differences in interpretations
Activity, output, outcome, effect: Some agencies define 'outputs' as 'the goods and services delivered', or 'results at the production level', such as wells drilled as part of a water programme. Others see it as 'immediate change' at the beneficiary level or 'results at the utilization level' (people begin to use well water). Another interpretation of output and outcome is time-related: either as immediate results, achieved during the project, or as results that must be achieved at the end of it.

Indicators: PME beginners often identify indicators as an important learning need due to its complexity. For instance, as indicators of increased income, increases in household assets or investment in children's education might be cited. While some facilitators will accept these as indicators, others may not. They may feel that an impact (higher level result) cannot be an indicator of the outcome (lower level result). Another source of confusion with indicators arises from different ways of presenting them, such as whether they should include targets ('90% children immunised'). Two very different presentation styles are illustrated in the following example.

Option 1	
Intervention logic	Indicators
Overall objective: Morbidity level reduced by 15% in village X	Impact indicators: Morbidity level
Specific objective: Operational health cooperative with 90 members and a financial turnover of $360, handling 75% of health cases within 3 years	Effect indicators: • Number of members • Financial turnover • Level of satisfaction • No. of cases handled
Option 2	
Intervention logic	Indicators
Overall objective: Contribute to health care provision	Impact indicators: Morbidity level lowered by 15% in village X
Specific objective: Contribute to the creation of an effective health cooperative	Effect indicators: • Health cooperative with 90 members and financial turnover of $360 • At least 75% of patients satisfied with services

2.11 Session: 12 LFA practice exercise

By the end of the session:
1. Participants should develop basic skills for LFA and for preparing the LFM.

Method:
• Practice session by participants, facilitation by trainer and feedback on work undertaken.

Material required:
• Charts and markers.

Steps:
1. Divide the participants into groups (project wise/ issue wise/organization wise) and ask each group to analyze a problem, identify different levels of results related to the problem, identify different stakeholders and analyze the influence of each, identify strategies and activities to address the problems and identify possible hurdles in achieving results.

2. After analysis, ask the groups to prepare the LFM in a systematic and sequential manner (2-3 hours).

3. Facilitate group presentations and provide feedback on the LFM (30 minutes–1 hour).

Total time for the session: 3–4 hours.

Key messages:
1. The logical relationship of 'if' and 'then' should be maintained in the LFA and LFM.

2. Don't use general/conceptual terminology for project level results – capacitated, empowerment -- while framing the results in the LFM.

3. Do not mix too many changes in one result statement.

4. Develop SMART results and activities.

5. The strategies and activities should be aligned with the results to be achieved.

6. Defining the target will help define the inputs.

7. The result statements should be clear and specific.

8. Don't think of filling up boxes; think of the sequence of change. The Problem Tree Analysis may help with this.

Tips to the trainer:
• The trainer needs to check whether a logical relationship is being maintained in the LFM.

• The trainer should check whether the intervention strategy is logically correct to address the problem.

• See whether the results are achievable considering the extent of the problem, availability of resources and time, experience and expertise of the organization and the contextual situations.

Reading material for Session 12

The steps involved in the LFA are:

1. Justification of the intervention: Justifying the project/program requires great skill as it must be clear why the project/program is a must. To achieve this -

• Planners should identify aspects of the situational analysis that establish why and how the project is necessary.

• The need for the project will be clear once the problem analysis is in perspective.

• The project/program's success depends on the use of the capacities, opportunities, expertise and experiences of the community as well as other positive stakeholders in addressing the problem along with the intervention measures.

• While writing the justification, build on the potentials. The community brings with it perspective, an available organized platform, traditional practices, commitment to solve the problem. The intervention organization has clarity of perspective, experience, capacity, funds, infrastructure, network, leadership, opportunities with the government, training, information flow.

2. Strategy analysis:
• From the Problem Tree Analysis, develop a solution tree that turns the negatives into positive situations.

- Based on the solution tree and considering your REACH (resources, time, context, capacity), plan the impacts and outcomes of the project.

- Since impact is long-term change at the program level, this can be the same for different projects that contribute towards achievement of the same goal ('farmers enjoy dignity and a good quality of life').

- Think of the best possible ways and means to achieve the impact and outcome.

- Think of the stakeholders and the kind of influence they exert in the achievement or failure of impact or outcomes.

- Plan broader strategies to deal with stakeholders so they positively influence/contribute to the achievement of expected results of the project.

- Considering the impact, plan measures to take the project forward if the organization has to withdraw after a period of time. Think of an exit strategy to ensure sustainability of the project and include them in the project proposal.

- Broad themes such as gender and environment that need to be mainstreamed should be identified. Strategies for this should also be designed.

3. **Identifying results (impact, outcomes and outputs and their indicators), assumptions and risks and developing the logical framework matrix.**

- After identifying the strategies, it is important to set the results at the output level, or the change foreseen during the project period that is required to achieve the outcome level results.

- The outputs should be aligned with the outcomes and the sequence of change must be established. For example -

LFA for reducing domestic violence

Goal: Contribution towards reduction of violence against women	
Outcomes	Indicators
NGOs/CBOs become active members of Breakthrough network and conduct activities for reducing VAW	No. of networks/NGOs/their staff/CBOs which are conducting activities for reducing VAW as per their action plans
Government bodies, NGOs and CBOs will improve access to the law	No. of government offices/officers/service providers providing services/recourse to law No. of NGOs improving service provision as per the law
Other stakeholders (lawyers, opinion makers/ influencers, local media) take action	% of other stakeholders taking action
Men, students, community youth, organizations taking action on issues of VAW, PWDVA, early marriage and sexual and reproductive health rights, preventing VAW and stigma discrimination related to HIV	% of community members (men and women) who have taken action to prevent VAW
Increased access of women, especially those from socially excluded groups, to services provided by NGOs and CBOs to reduce VAW	% of women, particularly those from excluded groups, accessing services provided by NGOs and CBOs to reduce VAW
Education institutions incorporate gender sensitivity in teaching as well as during general interactions with their students	No. of educational institutions which report integration of gender sensitivity in teaching No. of educational institutions where students report improved gender sensitivity in teaching/ general interaction
Breakthrough contributing to policy change	Policy changes to which Breakthrough contributed

Activities	Outputs	Indicators
Induction training to new Breakthrough staff	All staff possess knowledge and skills	% of staff possessing knowledge and skills
Staff capacity building		
Conduct situational analysis/ baseline	Availability of situational analysis report	Availability of report including: • Constitution of the community • Media habits and implementation plan • Intervention strategy for dealing with issue • Target audiences and their profile • Other stakeholders to target and with whom to collaborate
Identifying NGOs/educational institutions interested in hosting	NGOs/educational institutions showing interest in hosting/ working with Breakthrough	No. of NGOs/educational institutions showing interest in hosting/working with Breakthrough
Identification of stakeholders: youth, self help groups, doctor's associations, advocates, resident's welfare associations, influencers	Other groups (youth/CBOs/ associations of professionals) showing interest in working with Breakthrough	No. of groups (youth/CBOs/ associations of professionals showing interest in working with Breakthrough
Create common platforms such as meetings, workshops and events of people's organizations if necessary		
MOU with NGOs	MOUs signed with NGOs/ educational institutions	Number of NGOs/educational institutions with whom MoUs have been signed and details of these
- Develop messages and communication channels - Preparation of media plan (mass, mid and new media) - Develop workshop/training module based on the sexual and reproductive health participatory audio-visual tools - Create user-friendly material for disseminating messages related to VAW	Messages and media plans developed Modules developed User-friendly material on VAW developed	- Availability of messages developed for various communication channels - Availability of media plan with details on messaging, channels, viewership or listenership of channels, ways to reach out to these channels - Availability of training modules - Availability of material on VAW
Trainings or workshops or events for various stakeholders (youth from marginalized communities and college, government officers, SHGs, journalists, RWA) on media as well as community mobilization activities – facilitation, trainer skills, follow-up trainings, meetings, exchange learning programs, cross visits, open meetings	Increased knowledge on VAW	- No. of trainees - % of targeted stakeholders of people with increased KAP, correctly recall information on discriminatory and stigma-ridden sexual and reproductive health practices such as STIs and HIV infections, early marriage, VAW, unsafe abortions etc.
Facilitating stakeholders to carry out community mobilization activities to confront VAW (reality shows, events in malls etc)	Partners improving service delivery against VAW in intervention states	Increase in number of partners improving service delivery against VAW in intervention states
Assist CBOs, NGOs to develop gender sensitive policies and programs to address VAW	CBOs and NGOs develop policies and programs to address VAW	% of CBOs and NGOs that have developed plans and/or policies to address VAW
Facilitating community stakeholders including influencers to begin to act and demand action such as activation of monitoring group	Covered in outcome	
Create networks	Networks created	No. of networks created
Working directly with lawmakers, law keepers, public institutions, service providers	Laws and public services improved	No. of lawmakers/law keepers/public institutions/ service providers providing services to survivors
Following up with service providers and law keepers	Commitments made	No. of meetings with service providers

Tips to remember in defining results:

- Output and outcome will depend on the "reach" of the project (situation and the context of the region, skills and expertise of the agency and time and finances available for the project)

- "Completion of activity" will not be considered "achievement of output". For example "10 trainings completed for 200 persons" cannot be a statement of output.

- The achievement of impact requires convergence of several actions and projects and not any one project by one organization.

- The budget can only be planned once the activities have been finalized.

- Look at the problem analysis: choose outcomes you can realistically work on with your capacity (REACH).

- One activity will lay the ground for other activities if a proper sequence is followed.

Finalizing the LFM: Once the logical framework analysis process is complete, place everything according to the heads given under the logical framework matrix.

Expected result		Indicators	Risk/Assumption
Impact			
Outcome			
Activities	**Output**	**Indicators**	**Risk/Assumption**

2.12 SESSION 13: Budgeting

By the end of the session:
• Participants will be able to conceptualize the process and framework for developing a budget for a project proposal.

Method:
• Plenary discussion, presentation, group exercise.

Material required:
• LCD, chart papers and markers.

Steps:
1. Discuss the steps for budgeting using a slide presentation (15 minutes).

2. Demonstrate the steps with an example (15 minutes).

3. Explain the budget framework (15 minutes).

4. Divide the participants into groups of 5-6 members each. Ask them to prepare a budget for 2-3 components from the LFM created during the practice session (30 minutes).

5. Facilitate the group presentations and provide feedback (30 minutes).

6. Consolidate the session with tips on budgeting (15 minutes).

Total time for the session: 2 hours.

Key messages:

1. The budget should be the last item to be worked out. It should be clearly linked to the activities and sub-activities in order to be realistic and to be of real help in implementation and monitoring.

2. The budget should have specific breakups and calculations and not lump sum allocations to ensure accuracy and adequacy.

Tips to the trainer:
1. The trainer should have a high level of experience developing and working with budgets.

2. The trainer's task is to help participants understand that certain activities may require budgets while certain other activities can be managed without any external support.

3. Trainers should engage participants in discussion and debate if the budgets are not realistic.

Reading material for 13
Budgeting is an important part of any intervention strategy. Nothing should be left out while preparing the budget. If it is as accurate as possible, there will be no resource crunch or unnecessary surplus.

Here are some things to keep in mind during the budget preparation process:

• Divide the activities in the LFM into those that require a budget and those that do not. For example: Training 10 members in an SHG group on leadership at the block level may require a budget whereas family counselling visits may not.

• The budget should be prepared according to the activities required to achieve the outcomes. Put all budgeted activities under each outcome together.

• Decide what kind of expenditure is required for the activity and accordingly break up the budget heads for activities. A budget should be specific and lump sum costs for any activities should be avoided. For example, training requires a venue, food, resource person, travel allowance and not just a lump sum allocation for the entire training.

• Allocate a number to each budget head considering the cost that would be incurred and assess this for the years ahead as well.

A budget may be prepared according to the attached template.

NARRATIVE BUDGET TEMPLATE

S. No	Budget item	Budget heads/ description	# Units	Rate/ unit	Frequency (no. of times x no. of days)	1ST YEAR		
						Total	Local contribution (LC)	Donor
I	PROGRAM COST							
A	OUTCOME A:							
A.1	OUTPUT No. 1							
A.1.1	Activity 1							
A.1.2	Activity 2							
A.2	OUTPUT No. 2							
A.2.1	Activity 1							
A.2.2	Activity 2							
	SUB TOTAL OUTCOME A							
B	OUTCOME B:							
B.1	OUTPUT No. 1							
B.1.1	Activity 1							
B.1.2	Activity 2							
B.2	OUTPUT No. 2							
B.2.1	Activity 1							
B.2.2	Activity 2							
	SUB TOTAL OUTCOME B							
	TOTAL PROGRAM COST (A+B+C)							

BUDGET SUMMARY TEMPLATE:

S. No	Budget item	Budget heads/ description	# Units	Rate/ unit	Frequency (no. of times x no. of days)	1ST YEAR			
						Total	Local contribution (LC)		Donor
II	PROGRAM SUPPORT COSTS								
A	Personnel Cost (10% INCREMENT ANNUALLY)								
A.1									
A.2									
A.3									
A.4									
	SUB TOTAL A								
B	Program staff travel								
B.1									
B.2									
B.3									
B.4									
	SUB TOTAL B								
C	Other program support inputs								
C.1									
C.2									
C.3									
	SUB TOTAL C								
	TOTAL PROGRAM SUPPORT COSTS (A+B+C)								

| S. No | Budget item | # Units | Rate/ unit | Frequency (no. of times x no. of days) | 1ST YEAR | | | |
					Total	Local contribution (LC)		Donor
III	ADMINISTRATIVE COST							
A	Administration staff salary							
A.1								
A.2								
A.3								
	SUB TOTAL A							
B	Travel							
B.1	Director travel/fuel and maintenance							
	SUB TOTAL B							
C	General administration							
C.1								
C.2								
	SUB TOTAL C							
	TOTAL ADMIN. COSTS							

Budget summary template

PARTICULARS	1st Year			2nd Year			3rd Year			TOTAL OF 3 YEARS		
	Total	LC	CI	Total	LC	CI	Total	LC	CI	Total	LC	CI
Program cost												
Program support cost												
Administration cost												
TOTAL BUDGET												

Tips for good budgeting:

1. Work on the budget last and clearly link to activities and sub-activities.

2. Be specific about cost heads and calculations.

Once plans are ready -- including clear results, indicators and budgets -- the team is set for implementation. In our experience, it is a good idea to develop the monitoring system for the project just before implementation begins, after the projects are approved by donors. This ensures monitoring happens alongside implementation and also heightens awareness of the results to be achieved.

2.13 Session 14: Other planning methods – Theory of Change (TOC) and Outcome Mapping (OM)

By the end of the session:

• Participants should be clear about other planning tools/methods and the differences between them.

• Participants should develop the ability to use these methods.

Method:
Plenary discussion, presentation.

Material required:
White board, markers, LCD.

Steps:

1. Ask participants what they understanding by the concept of Theory of Change and Outcome Mapping. List all the responses and identify the correct and incorrect ones (15 minutes).

2. Provide inputs that clarify the concept of Theory of Change and Outcome Mapping (30 minutes).

3. Discuss how LFA, TOC and OM differ and conclude with a presentation (30 minutes).

Total time for the session: 1 hour 15 minutes.

Key messages:
The differences between the methods should emerge clearly so participants can choose an appropriate one.

Tips to the trainer:
Do not express or communicate bias for one method over another.

Reading material for Session 14

Theory of Change (ToC)
This method emphasizes the term "change". The Ford Foundation defines ToC as "a tool that describes a process of planned social change, from the assumptions that guide its design to the long-term goals it seeks to achieve".

INTRAC's Maureen O'Flynn says ToC became popular in the 1990s to capture complex initiatives.

Theory of change differs from other planning tools in that it emphasizes core values and principles of engagement and desired outcomes: what do you want to happen when you complete this process; and finally the measures of success - how will you know when you are done?

Andrea Anderson of the Aspen Institute Roundtable says, "A ToC creates an honest picture of the steps required to reach a goal. It provides an opportunity for stakeholders to assess what they can influence, what impact they can have, and whether it is realistic to expect to reach their goal with the time and resources they have available."

Steps to create a ToC

• Conduct a contextual analysis using Problem Tree Analysis and stakeholder analysis exercises, besides situational analysis

• Identify who you will work with (target groups)

• Decide strategies to be used to work with each

• List the major activities

• List what change will be achieved in the long term (impact – change in status) and medium term (outcomes – behaviour changes).
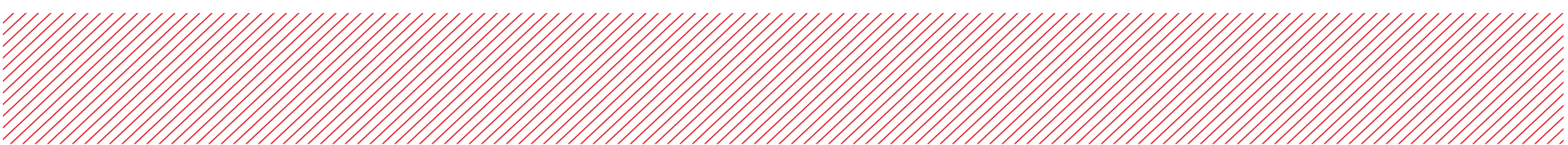
An example of a ToC prepared by Bangladesh partners during a workshop on PME

Domestic Violence- ToC
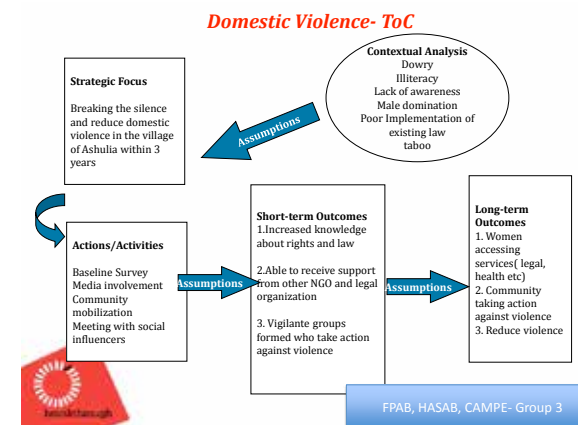
The Theory of Change has a dedicated community of practitioners as well as a website: www.theoryofchange.com

Outcome Mapping: a project planning tool
Based on the experiences of our collaborators such as Association for Stimulating Know-How (ASK), Outcome Mapping (OM) can be another useful tool.

Outcome Mapping was proposed in 2001 by International Development Research Centre (IDRC) of Canada as another method to facilitate planning and a basis of monitoring and evaluation of projects.

Outcome Mapping emphasizes behaviour change. In their book *Outcome Mapping: Building Learning and Reflections into Development Programs*, Sarah Earl, Fred Carden and Terry Smutylo formally defined outcomes as "changes in the behaviour, relationships, activities, or actions of the people, groups, and organizations with whom a program works directly".

Behaviour change or change in actions of the target populations of interventions are possibly the most important changes that projects aim to achieve. Changing behaviour fundamentally triggers many more changes, which changing physical conditions or infrastructure cannot do.

The authors of *Outcome Mapping* stress that "as development is essentially about people relating to each other and their environments, the focus of Outcome Mapping is on people. The originality of the methodology is its shift away from assessing the development impact of a program (defined as changes in state — for example, policy relevance, poverty alleviation, or reduced conflict) and toward changes in the behaviours, relationships, actions or activities of the people, groups, and organizations

with whom a development program works directly".

Key terms in Outcome Mapping
Some key terms at the heart of the OM method are:

Boundary partners
Boundary partners are individuals, groups, or organizations with whom the project or program interacts directly and whom it hopes to influence. It is the boundary partners in whom behaviour change (outcomes) are expected.

Contributions
By using Outcome Mapping, a programme is not claiming the achievement of development

impacts; rather, the focus is on its contributions to outcomes. These outcomes, in turn,

enhance the possibility of development impacts – but the relationship is not necessarily a

direct one of cause and effect.

Progress markers
These are a set of graduated indicators of changed behaviours of a boundary partner that focus on the depth or quality of the change. The graduated indicators are classified as "expect to see", "like to see" and "love to see".

In the "expect to see" category are the minimum changes the project would expect among the boundary partners. "Like to see" takes it one level

higher – that change that would be seen if the project had high influence on the boundary partners. The "love to see" progress markers are the most ambitious, the most profound change a project can achieve, and would only occur if the project was extremely successful.

Outcome Mapping is currently being used quite extensively as a stand-alone method and at times in combination with Logical Framework Analysis. There is an international community (www.outcomemapping.ca) called the Outcome Mapping learning community with over a thousand members. There are also members from India who are users of Outcome Mapping in their work or who are promoting it as trainers.

Here are some examples of progress markers of projects in India and Sri Lanka.

Khilesh Chaturvedi, the writer of this toolkit, has been involved in the Strengthening Resilience in Tsunami Affected Communities (SRTAC) Project as a monitoring and evaluation facilitator. This project was implemented by MS Swaminathan Foundation and its partners in India and Sarvodaya and Practical Action in Sri Lanka. The project combined the use of Logical Framework Analysis and Outcome Mapping. Progress Markers were used to articulate and monitor change in the Community Based Organizations.

Boundary partner: Community participating

Expect to see

1. Community members in traditional group meetings holding discussions on forming committees for disaster preparedness including bio-shield, early warning and increasing livelihood diversity.

2. Community preparing a joint plan for establishing mangrove and non-mangrove plantations including the area, budget, persons responsible and implementation (site selection, nursery raising, land preparation and planting) with the elected representatives of the village panchayat, government functionaries and other institutions involved.

3. Community ensuring establishment of a village knowledge centre by identifying a rent-free building in an accessible place, identifying knowledge workers, bearing the electricity and telephone charges, forming a management committee as a sub-committee of a big committee, communicating their specific needs.

Like to see

1. Community managing and protecting the bio-shield by developing and implementing a long-term management plan by generating common funds for maintenance, benefit sharing of the harvest among the community, with the help of the management committee.

2. Community accessing information on various aspects identified through needs assessments and seeking more information on job opportunities, examinations, passports etc.

3. Community receives training to enhance their capacities on various income-generating activities, and generating additional income.

4. Community assesses the risk and evolves a disaster-preparedness plan to minimize vulnerability and act on plans by forming a community-based disaster-preparedness group.

Love to see

1. Community-based institutions sustain project initiatives by mobilizing resources (financial, content etc.), networking with strategic partners.

2. Community using additional income for their well-being (food, health, education, housing) and the socio-economic status and livelihood of the community members is improved.

3. Community groups lobbying and starting a dialogue with government departments based on the knowledge gained on coping strategies for natural disasters.

How to write (and how not to write) progress markers

Progress markers are written clearly as behaviour change (action) statements. Some correctly-worded progress markers are presented here, as are some incorrect ones. These are progress markers of a project focusing on VAW.

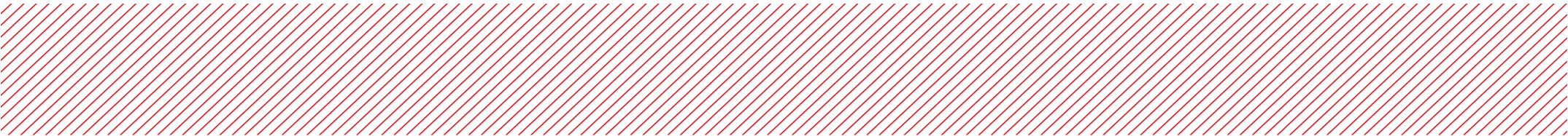| **THE PROJECT EXPECTS TO SEE RESEARCHERS** |
| --- |
| Participating in meetings with NGOs and government officials on research findings related to preventing VAW. |
| Presenting research findings at academic conferences or in peer-reviewed journals. |
| **THE PROJECT WOULD LIKE TO SEE RESEARCHERS** |
| Initiating contact with other VAW researchers internationally. |
| Mentoring researchers new to the VAW field. |
| **THE PROJECT WOULD LOVE TO SEE RESEARCHERS** |
| Influencing government officials and NGOs to base VAW prevention policy and programs on research data. |
| **WEAK/INCORRECT PROGRESS MARKERS:** |
| 12 research institutions participating in the network by September 2002. |
| Voting for policy change in the national parliament. |
| Increased awareness of the socioeconomic and/or socio-cultural implications of VAW. |
| 10 research projects undertaken by September 2001. |
| Researchers with more money. |

(Adapted from a training exercise on Outcome Mapping conducted by Terry Smutylo)

Comparing different methods of planning
The usefulness of both ToC and Outcome Mapping (OM) is the emphasis on identifying behaviour change (outcomes) per stakeholder (boundary partners in Outcome Mapping). The LFA method also has provision for outcomes but it is not necessarily per stakeholder and emphasis often goes more to activities and outputs.

There is also the possibility of thinking about change at the level of various stakeholders in the LFA method, but the structure of the framework is such that all the stakeholders are included in the same linear presentation. This may become difficult to follow.

An added advantage in the OM method is the three levels of ambitions, with the outcomes being articulated according to these.

On the other hand, the LFA method has the advantage of providing clarity in dealing with activities and outputs, which is necessary in the estimation of timelines, setting of targets and preparation of budgets. The Logical Framework Matrix (LFM) that emerges out of the process of LFA also has indicators, which are crucial for monitoring and evaluation.

In comparing the two methods, Erin Harris, research analyst, HFRP, says, "A logic model such as the LFA is a tactical explanation of the process of producing a given outcome. It outlines the program inputs and activities, the outputs they will produce, and the connections between those outputs and the desired outcomes. Alternatively, a ToC is a strategic picture of the multiple interventions required to produce the early and intermediate outcomes that are preconditions of reaching an ultimate goal."

In a training with Breakthrough partners in Bangladesh, it emerged that log frame analysis could be a useful tool to produce both the ToC and LFM. The ToC is a more pictorial approach and may be useful in providing an overview of the project to decision makers and implementers. And the LFM's clearly articulated activities, outputs, indicators, means of verification are necessary to manage the project. So, it may be useful to orient staff with a ToC followed by an LFM. Both planning tools and presentation methods have their own relevance.

2.14 Session 15: Monitoring & Evaluation (M&E)

By the end of the session:
• Participants should understand the concept of M&E.

• Participants should know why M&E is important.

• Participants should be clear about the distinctions between monitoring and evaluation.

Method:
• Plenary discussion, presentation, group discussion and presentation.

Material required:
• Meta cards, board pins/cello tape.

Steps:
1. Ask participants their understanding of monitoring and evaluation and write it on cards.

2. Place all responses on the board and categorize them into correct and incorrect responses (10 minutes).

3. Discuss the correct responses and build a discussion on monitoring and evaluation separately (10 minutes).

4. Make a presentation that helps define both the concepts (10 minutes).

5. Divide the participants into smaller groups and ask them to discuss the similarities and differences between monitoring and evaluation (15 minutes).

6. Ask them to make presentations on chart paper and give feedback and inputs on the presentation (20 minutes).

7. Make a final presentation on the similarities and differences between monitoring and evaluation (15 minutes).

8. Clarify any doubts the participants may have in an open discussion (10 minutes).

Total time for the session: 1 hour and 30 minutes.

Key messages:
• Monitoring and evaluation are essential for proving and improving.

• Monitoring and evaluation are different processes and each has its own relevance and importance. Both contribute to bringing about improvements at different levels.

• Monitoring helps corrections while the process is on whereas evaluation may or may not be able to do so.

• Monitoring is integral to the implementation phase.

• Both monitoring and evaluation can be done internally, externally or in a participatory manner.

Tips to the trainer:
1. The trainer should be clear about the difference between monitoring and evaluation.

Reading material for Session 15

Definition of monitoring
Monitoring is the continuous process of assessment of project implementation and achievement of outputs in relation to agreed schedules and the use of inputs, infrastructure and services by the project.

Monitoring provides all stakeholders with continuous feedback on implementation. It helps identify actual or potential successes and problems as early as possible to facilitate timely correction during a project's operation. Monitoring is a surveillance system that provides systematic and continuous collection and analysis of information about the progress of the project. It is a tool to identify strengths and weaknesses to enable timely decisions for corrections.

Monitoring essentially has two purposes:
1. To verify that project activities have been effectively completed (including quantity, quality, timeliness).

2. To assess whether, and how well, these activities are achieving the stated goal and purpose of the project.

Monitoring therefore assists in determining:
• Whether the project activities have been completed and results from these activities have been achieved as planned both in terms of quality and

quantity and within a given budget and time frame. A baseline survey has been completed and gives the complete socio-economic profile of people with gender-disaggregated data.

- The extent to which specific project objectives and the expected results have been achieved. To what extent people's incomes have been improved or how many people have received safe drinking water.

- Reasons for achieving or not achieving expected results Dispute within the community with regard to location of water supply system.

Definition of evaluation

Evaluation can be defined as an assessment at one point of time of the impact of intervention and the extent to which stated objectives have been achieved.

It is a systematic analysis by the project management team and other agencies involved to enable adjustment of policies or objectives and reorganization of institutional arrangements as necessary. Data collected while monitoring provides the basis for evaluation, which concerns the assessment of the effects of the project on the intended beneficiaries.

The key focus of evaluation is on the impact of results. If monitoring as a process looks into immediate achievement of results and outcomes, evaluation extends its scope to look into impact of the achieved objective and results.

Generally the findings of an evaluation help crystallize the lessons learnt and experiences drawn to formulate policy or guidelines for future work in that sector. Evaluations also contribute to a broader strategy by looking at the past and the present situation and identifying issues in a particular sector. They can even open up the opportunity to identify links between similar works in different countries and to see how they might learn from each other.

When is evaluation necessary?

An evaluation can be carried out at different times during the project period. The timing will depend on the purpose, audience and use. An evaluation of certain activities may be needed for a number of reasons, which will define the kind of evaluation conducted. These include:

- To clarify objectives and assess their relevance.

- To assess the effectiveness of work being undertaken.

- To ascertain impacts.

- To see if the situation of the target population has changed due to external factors such as politics.

- An assessment of who the project's beneficiaries are and how the benefits of the work have been distributed amongst them.

- To assess whether the impact, positive or negative, is due to the project or other factors.

- To see if the aims and objective are still relevant.

- To gauge whether there is a better way of achieving the objectives.

- To see if the cost of work is reasonable and resources are being used as effectively as possible.

- To judge if the work is sustainable and the factors that affect its sustainability.

Difference between monitoring and evaluation

Although monitoring and evaluation are closely related and are often considered complementary parts of an integrated system, they are distinct activities. Therefore, it is important to establish clarity on the difference between monitoring and evaluation.

Monitoring	Evaluation
A surveillance system that provides regular feedback on program implementation.	Assessment/analysis of outcome and impact of the project.
Ongoing -- daily, weekly and monthly.	At specified intervals -- mid-term or at the end of a project.
Only during project implementation.	During and after implementation.
Keeps in view each step of a project/program.	Helps adjust objectives, methodology, and at the policy level.

2.15 Session 16: The process of monitoring

By the end of the session:
• Participants should be able to conceptualize the process of monitoring.

Method:
• Group exercise, interactive session and presentation.

Material required:
• Meta cards, LCD, markers.

Steps:
1. Prepare 2 or 3 sets of cards. Each set should cover all the steps involved in the process of monitoring, one step per card.

2. Divide participants into 2 or 3 groups. Shuffle the cards in each set and distribute one set per group.

3. Ask them to arrange the steps in sequential order, from first to last (10 minutes).

4. Ask the groups to number the cards as per the sequence agreed on by the group.

5. Collect the cards from each group and place them either on the board or on the floor (5 minutes).

6. Share a presentation on the steps and ask the groups to match their sequence against what is displayed. Describe what each step means, why it is positioned where it is in the overall sequence, and its importance (25 minutes).

Total time for the session: 45 minutes.

Key messages:
• The monitoring process is divided into 3 phases -- pre-project, project and post-project.

• The pre-project phase focuses on preparation for the monitoring process, including development of a monitoring plan and monitoring tools.

• The monitoring process does not end with data analysis. Decisions that are taken must be implemented.

• Following a systematic process helps address the two-fold purpose of monitoring: assessment of progress and improvement.

Tips to the trainer:
•The trainer needs clarity on the whole process.

Reading material for Session 16
The steps involved in the monitoring process:

1. Collection of data and relevant information.

2. Compilation and presentation of data.

3. Analysis of data and exploration of the factors potentially influencing success and failure, strengths and weakness and changes in the external situation.

4. Identify learning and take decisions.

Designing the monitoring system:
Each step of the monitoring process must be designed in advance.

• **First step – data collection**
  — What information to collect.
  — The method(s) and tool(s) to use for collection.
  — Who will collect information?
  — How often will the information be collected?

• **Second step – data compilation**
  — What tool to use to compile data.
  — Who will compile it?
  — How many levels of data will be compiled?
  — The format for presentation of data (report).

• **Third step – data analysis**
  — Who will analyze the data – at one level or more?
  — A format/guideline for analysis and presentation of the analysis.

• **Fourth step – drawing learning points and making decisions**
  — Who will identify learning points and make decisions according to these – at one level or more?
  — How will the learning be identified and decisions made?
  — A format to capture the decisions.

2.16 Session 17: Developing the monitoring system

By the end of the session:
• Participants should have the basic skills to develop a monitoring system.

Method:
• Group exercise, input session and demonstration of examples, providing feedback, dummy testing.

Material required:
• Samples of monitoring plans, data collection tools, compilation, analysis and decision making tools of monitoring, LCD, charts and marker.

Steps:
1. Ask participants to recall what they learnt about monitoring from the previous session (10 minutes).

2. Share a presentation on the processes to be carried out under Stage I of the monitoring system development (15 minutes).

3. Divide the participants into groups based on similarity of project/organization/theme and assign them the task of preparing the monitoring plan based on the LFM they developed earlier (45 minutes).

4. Ask the groups to make presentations and share feedback and make corrections wherever necessary (45 minutes).

5. Let the groups refine their monitoring plan as per the feedback (30 minutes).

6. Provide inputs in a presentation on the types of tools and share sample tools for monitoring (45 minutes).

7. Facilitate groups as they prepare their monitoring tools (for data collection, compilation, analysis and decision making) to ensure they are on track (3-4 hours).

8. Facilitate the group presentations and provide feedback on the tools (1 hour).

9. Explain the need for pre-testing of the tools before use and have a demonstration session on this (1 hour).

10. Ask participants for feedback on whether changes are required after pre-testing.

11. Consolidate with a presentation on key points to be kept in mind while developing the monitoring system (30 minutes).

12. Clarify any doubts the participants may have (20 minutes).

Total time for the session: 10 hours.

Key messages:
• The monitoring system should not be developed to fulfil the requirements of a donor or other stakeholder, but to improve the program.

• Develop a system that is user-friendly.

• The monitoring system should provide all the information for assessing the progress of the project and improving it.

• The system should be tested before implementation.

• Reflection and analysis reveals whether the system requires refinement and changes can be made accordingly.

• The monitoring system should provide the information needed for effective decision-making.

Tips to the trainer:
• The trainer should have a comprehensive understanding of different methods and tools used in monitoring and should also have the ability to develop them. Sample monitoring systems can be prepared to share with participants.

• The trainer needs to ensure the systems developed are user friendly and can produce the desired results.

• The trainer should try to keep tools and methods simple and easy.

Reading material for Session 17

Developing the monitoring system
Once the project plan (including the results, indicators, activities and budgets) is ready, implementa-

tion may begin. It is advisable to first develop a monitoring system before the work starts. The step-by-step process of developing a monitoring system follows.

STAGE I: DEVISING THE MONITORING PLAN
The first step towards developing a monitoring system is designing the Performance Measurement Framework (PMF), which gives a clear system of data collection. Similarly, a system must be designed for compilation, analysis, decision-making, communication of decisions and follow up on the implementation of the decision.

1. Developing a PMF: Identify the key results and indicators and insert in the first and second column of the PMF.

Performance Measurement Framework

| Results | Indicators | Means of Verification | | | Frequency of collection of information | Responsibility |
		Source of Verification	Collection method	Tools for collection		
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Section 1 - Outcome						
Section 2 - Outcome						
Section 3 - Outcome						

2. Identify the source (records, individuals, community, structure etc.) from where the achievement of indicators can be verified in column 3.

3. Write how each indicator may be verified (the collection methods) and enter this in column 4. Collection methods include baseline survey (before and after the project), sample survey (during execution), information from records, interview, FGD, observation etc.

4. Identify the tool to be used to collect information in column 5.

5. Decide the frequency of monitoring for each indicator and enter this in column 6. Consider the following factors:

   • The need for information for assessment and decision-making.

   • Ease in collection of data, which depends upon the availability of personnel, geographical spread, time required, cost involved etc.

6. Decide who will be responsible for the maintenance and collection of information and enter this in column 7.

7. Decide the system (process, tools, person responsible, frequency) for the following:

   • Compilation of data

   • Analysis of data

   • Decision making

   • Communication of decisions

   • Implementation and follow-up of decisions.

STAGE 2: DEVELOPING TOOLS FOR MONITORING

Various tools may be used for generating, collecting and compiling the information required for monitoring.

Often we do not get information from the field, because there is no structured system to keep records of day-to-day information. Sometimes, these sources exist either at the primary level or secondary level, but in many cases they don't exist at all. This makes it difficult for the organization to establish facts for the changes that occur after the action. Therefore scrutiny of existence or non-existence of sources of verification should be the first step in this stage. Accordingly, tools need to be developed and established at the primary stage itself so the data gets collected regularly.

There are various tools that can be used to collect information at the primary level. For example:

Methods	Tools
Observation	• Checklists for observation, study of documents, records, study of processes in action • Photography and video recording
Interview	• Interview schedule • Questionnaire • Interview guide
Focused group discussion	• FGD guide • FGD schedule • Rating and ranking • Secret ballot

A.Tool for collection of data for qualitative results:
Different levels of change can occur when it comes to qualitative results and tools need to be chosen accordingly. Knowledge, skills, attitude, practice, institutions, facility generation and resource generation are just some of the fields in which change may occur in an individual/group/community and tools need to be designed keeping these in mind. By identifying the change, the designer can easily choose the type of tool suitable. Here is an example:

Type of change	Methods of measurement	Assessment tools
Knowledge	Exam – oral/written	Interview, knowledge test
Attitude	Observation, behaviour test	Checklist, behavioural tools
Skills	Demonstration	Demonstration/on job assessment checklist
Practice	FGD/Interview	Checklist/schedule/rating
Facility	Observation	Observation checklist

Steps for developing qualitative data collection tools

If the desired result is '20 women's SHGs will have become self-sufficient', here are the steps to follow:

1. Identify the change in the result statement
The words 'become self-sufficient' spell out the change.
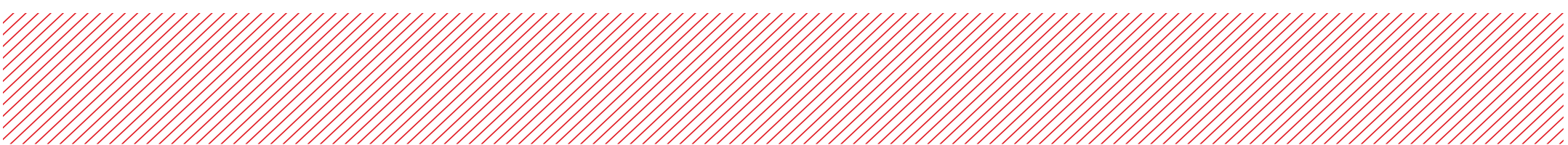
2. Define the indicators for change.
Self-sufficiency means holding regular meetings on their own, keeping records on their own, availability of finances for managing the affairs of the group, managing financial transactions on their own and so on.

3. For each of the indicators define the parameters or questions for assessing the extent of achievement of result.

S no.	Aspect/Indicators	Categories	Rating	Remarks/Comments
1	Regular meeting	Not holding meetings every month	0	
		Meeting held as per byelaws but with the help of animators	1	
		Meeting held as per byelaws and on their own	2	
		Meeting held on their own and extra meetings also conducted as needed	3	
2	Record keeping	Record keeping done by others and is incomplete	0	
		Record keeping done on time and is complete but with the help of external support	1	
		Record keeping done by themselves and is complete, but not on time	2	
		Record keeping done by themselves, on time and is complete	3	
3	Accounting	Accounts done by others and is incomplete	0	
		Accounts done on time and are complete but with the help of external support	1	
		Accounts done by themselves and are complete but not on time	2	
			3	

Once the tools are developed, the designer may have to revert to the monitoring plan and see whether the defined methods and tools have changed. If they have, changes need to be made to the monitoring plan, especially to the performance measurement framework.

Points to remember while designing data collection tools:

- Important identification components should necessarily be a part of the tools such as name, date, period etc.

- The tool should be made considering the needs of the respondent as well as the data collector.

- Highlight the expected result, respondent, process of using the tool and analysis method in the tool to make it more user friendly.

- All tools should provide information to identify the reasons for achievement or non-achievement of results.

- For qualitative results, it is best to codify the measurement scales in numeric terms to ensure that change measurement can be compiled.

- The tool should be designed in a manner that enables comparison between the state of affairs before the intervention and after it.

- Keep reviewing the tools at regular intervals and check adaptability with the changing situation.

- Unnecessary variables should be avoided.

- Provide footnotes for important information.

- If certain variables have two or more meanings, specify their meaning in the tool.

- If there is a likelihood of a subjective opinion on a variable or a parameter, define it clearly in the tool.

- If possible, the tools should be in the local language.

- Customize the tool as per the situation and context of the project/program:

  - Tools should be for priority indicators

  - They should take into account frequency of monitoring

  - There should be orientation and handholding for the team

  - Participation of community/volunteers in absence of resources should be sought to administer the tools.

- Tools can be developed to combine several results, especially if the source of information is the same. For example, a single interview with women may cover more than one result that concerns them.

Before actual implementation begins, a baseline must be established. A good baseline will help in closely monitoring and evaluating the extent of change brought about by the project.

2.17 Session 18: Baseline

By the end of the session:
- Participants understand the importance of a baseline.
- Participants are clear about the difference between a baseline and situational analysis.
- Participants will have understood how to develop a baseline.

Method:
- Plenary discussion and presentation.

Material required:
- Meta cards, white board, markers and LCD, board pins/cello tape.

Steps:
1. Ask the participants to write down their understanding of baseline on a card. Collect the cards and place them on the board.
2. Discuss the responses and conclude the discussion with a presentation focusing on the concept of a baseline study (15 minutes).
3. Discuss the need for a baseline with the help of a presentation (10 minutes).
4. Give the participants a set of cards and ask them to write down one difference they see between a situational analysis and baseline.
5. Place the cards on the board and discuss the responses, separating the correct and incorrect responses.
6. Conclude the discussion on differences with a slide presentation (20 minutes).
7. Ask participants for their ideas on how to create a baseline. List them and provide further inputs on each.
8. Discuss and clarify questions from participants (30 minutes).

Total time for the session: 1 hour 10 minutes.

Key messages:
- Baseline is different from situational analysis.
- Baseline is quantified information before the start of a project. It is needed to set a benchmark for measuring change.
- The creation of a baseline helps in checking progress while monitoring.

Tips to the trainer:
- The monitoring tools developed will be used to create the baseline.
- The trainer needs to emphasize the need for a baseline.

Reading material for Session 18

Why have a baseline?
A baseline catalogues the situation of a community or stakeholders at the beginning of a project. For example, if an expected result is that an increased percentage of women will lodge complaints on issues of VAW with police, the baseline is needed to establish the percentage of women who currently lodge complaints.

A baseline is important for two core purposes:
- To be able to set specific targets once the status is known at the beginning of the project. For example, if we know that only 2% women have lodged complaints, we can set a realistic target for the percentage of women who will lodge complaints once the project has been implemented.
- To measure the extent of change achieved.

How should the baseline be developed?
A simple way of collecting baseline data is to consider the first round of data collection based on the results monitoring tools, but before making any interventions, as the baseline.

Who should be involved in collecting baseline information?
The program leader and program managers should collect the information in collaboration with key stakeholders. This can be an extensive or a small exercise depending on the size and duration of the program.

SA versus baseline

Though the SA and needs assessment can provide some information that can serve as a baseline, they are not interchangeable .

Situational analysis	Baseline study
A tool for project designing and planning	A tool for project monitoring, evaluation and impact assessment
Conducted before the TOC/OM/LFA is finalized	Conducted after the project LFM is finalized but before the implementation of activities begins
To identify the problem and its causes and also the potentials	To provide data against which progress can be monitored and assessed

Breakthrough's experience with M&E

Monitoring and evaluation (M&E) is a distinct area of focus for Breakthrough. The team focuses on M&E as research-based processes that are an integral part of all campaign activities. At the same time, M&E has also been outsourced to professional research organizations such as Centre for Media Studies in the first phase of Bell Bajao! (2007-10) and International Centre for Research on Women in the second phase (2009-11). The following is the research design for both phases of Bell Bajao!.

Research design

Bell-Bajao, 2007-2010			Bell-Bajao, 2009-2011	
Baseline survey, 2007-2008			Baseline, 2009	
Rapid assessment survey I (2009), II (2010)			Participatory research, 2009-2011	
Most Significant Change technique			Most Significant Change stories	
Endline survey, 2010			Endline survey, 2011	
Research agency: Center for Media Studies			Research agency: International Centre for Research on Women	
States/Districts	Uttar Pradesh	Karnataka	Uttar Pradesh	Karnataka
Districts	Lucknow	Dakshin Kannada	Lucknow	Dakshin Kannada
District	Aligarh	Mandya	Varanasi	Gulbarga
Sample Size	1,200		2,000	
Design	Case and control		Exposed vs. non-exposed	

- Based on the project proposal that includes problem statements and LFM, the research design was in place to monitor and evaluate the project in the intervention areas.

- Breakthrough commissioned an external research agency, Centre for Media Studies, for the M&E for the entire project. The second project was given to ICRW.

About the first project…
- The research was conceptualized as a process of three components of i) baseline; ii) monitoring; and iii) endline.

- The indicators or markers chosen to measure the level of knowledge, attitude that the audience had towards the issue, and the practice were gauged at the baseline to create a benchmark, monitored at an interval after the launch of the campaign and finally evaluated at the endline to see the impact of the campaign as a whole.

- For the baseline and endline, an operation research design was adopted to see how the leader-

[4]International Planned Parenthood, 2009. Putting the IPPF Monitoring and Evaluation Policy into Practice: A Handbook on Collecting, Analyzing and Utilizing Data for Improved Performance.

ship training programme as an intervention added value to the mass media campaign taken up by Breakthrough. The design compared two sites exposed to various intensities and modalities of Breakthrough intervention activities.

- For concurrent monitoring, in-built monitoring through the Most Significant Change technique and quantitative rapid assessment after each media burst were planned.

- The objectives for the baseline were :

- To benchmark the knowledge and awareness about domestic violence, Protection of Women from Domestic Violence Act, 2005 (PWDV Act), and HIV and AIDS.

- To explore the current attitudes and practices regarding gender, condom use and negotiation, inter-spousal communication, HIV and AIDS and domestic violence.

- To identify the source of information on these issues.

- To understand the media habits of the target audience for future campaign plans.

- Key indicators captured regarding knowledge, attitude and behaviour change are as follows:

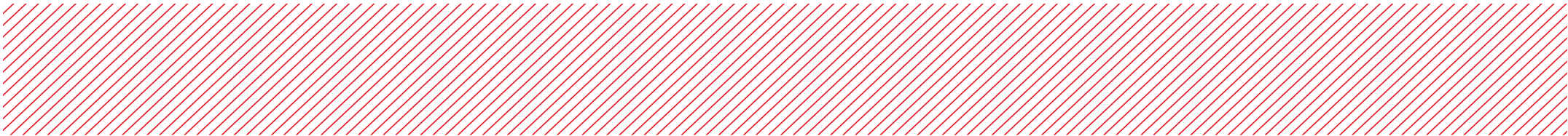- **Knowledge:** Kinds of violence; Domestic Violence Act

- **Attitudes:** A women has the right to say 'no'; DV is not a private issue and community men and women should intervene; if a women seeks help from the law or elsewhere, it is a good thing and ensures her rights; violence is not justified in any situation.

- **Behaviour change:** Decision making; public dialogue; an end to violence and alternatives given to those facing violence.

- **Case and control:** The concept of a control group or district where only media intervention would take place and a case group or district where Breakthrough's intervention through leadership training programmes would support the media was used as a framework within which differentials could be measured.

- **Location:** Both urban and rural locations were visited during the survey for collecting data. District headquarters and nearby villages that come under the catchment area of Breakthrough and its NGO partners in the intervention districts were considered for survey.

- **Demography:** The respondents in the survey comprised men and women of reproductive age (15-49 years), since they are the primary audience of the communication campaign. Married and unmarried men and women from the age group were contacted.

- **Sample size and distribution:** For the baseline, a sample of approximately 400 respondents per state among the general population or community was decided on. This 400-sample size includes probable 5 percent non-response. (Given the sample size, the margin of error was expected to be ±5 at 95% confidence level.) This sample size is statistically robust to provide an estimate at the state level.

- The sample, including a 5% non-response, has been arrived at following this formula:

  $e = \{sqrt. (p*q/n)\}$ **X Z**, where e=sampling error, p=probability of event, q=1-p, n=sample size, Z=Z value for associated confidence level.

- **A purposive random sampling** procedure was adopted by CMS for selection of respondents from the community. Equal numbers of males and females of 15-49 years of age were to be contacted. For easy selection, a proportion of 80:20 was fixed for married and unmarried respondents. The proportion for community vs. opinion leaders was 95:5. Ten sites from each district were to be visited to distribute the sample proportionately.

- **Research tools:** The household schedule for the survey was pre-coded and close-ended. The questionnaire also had some open-ended probes, which were coded later. It contained questions and probes on relevant indicators related to

knowledge and awareness about domestic violence, PWDV Act 2005, HIV and AIDS, exposure to campaigns and their media habits. The questionnaire was pretested by the team and modified further. This was administered among adult males and females from the community. A manual was prepared for coding field schedules and the programming was done after the finalization of the schedule. Quantitative data was scrutinized and entered, validated and analyzed using standard statistical package viz. SPSS.

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[5]Objectives for the baseline: Centre for Media Studies (CMS). Breakthrough. (2008). Report of the Baseline Survey on Domestic Violence, and HIV and AIDS.

2.18 Session 19: Project implementation

By the end of the session:
• Participants should be clear on what steps to adopt to integrate RBM at the implementation phase.

Method:
• Group discussion followed by presentation.

Material required:
• Chart papers, markers, LCD, whiteboard.

Steps:
1. Divide the participants into groups of 5-6 members. Ask them to discuss the principle of RBM as relevant to project implementation (20 minutes).

2. Facilitate the group discussions, during which analyze the ideas and decide what is acceptable and to what degree (20 minutes).

3. Conclude the discussion with a presentation explaining the different steps that may be taken to ensure integration of RBM at implementation level (20 minutes).

Total time for the session: 1 hour.

Key messages:
• Results should be the focal point throughout the project cycle and this applies to implementation as well.

• A facilitative approach should be adopted for project implementation to make sure result-orientated project implementation is happening. The approach of the team may need to change, to ensure results are at the forefront at all stages.

Tips to the trainer:
• The trainer should assert the need for result orientation at the stage of implementation through the team and not just among a few members.

• The trainer should clearly communicate the fact that management systems can be developed for achievement of results but unless the orientation of people is in line with it, the systems are bound to fail. So the first level of change is in the mindset.

Reading material for Session 19

Project implementation
Once the project plan and the monitoring system is designed and the baseline created, the most crucial part of the project life-cycle is reached -- implementation.

The steps that project managers should adopt to ensure result-based project implementation are:

• **Capacity building of the project team towards Result Based Management:** RBM is a philosophy, therefore it is essential that the project team has knowledge of the concept. The need is for changed mindsets and not just concept clarification.

• **Orientation of the team to results to be achieved at different stages:** The project document often remains with the top management and only they are aware of various components of the proposed project while the actual implementers only know the activities they need to perform. As a consequence, the project fails. Project managers should make it a point to ensure that every individual associated with project implementation is clear about what changes/results have to be achieved, by when, their own role in that achievement and how they will proceed. This is a very important step in project implementation.

• **Creating a challenging environment where the project team has a result-oriented action plans (monthly/quarterly):** It is common for project teams to only prepare action plans on what activities they are going to undertake during a particular day/period, with less emphasis on the results to be achieved. Project managers should ensure the action plans prepared by the project team are also result-oriented, rather than activity-oriented. The planning should be done considering the project deliverables.

• **Monitoring the project using the monitoring system:** The project monitoring system designed at the start of the project should run parallel to project implementation. The monitoring plan will define the information to be collected, who will

collect it, how they will collect it and how often it has to be collected. The project manager should ensure the monitoring plan is executed, which involves -

  - Data collection

  - Data compilation

  - Data analysis

  - Decision making and gleaning learning

  - Communication of decisions

  - Follow-up of implementation of decisions

  - Continuous review of monitoring systems (tools, compilation, process, methods, frequency, and responsible people) and should customize it as per the changes in a given situation or the need of the projects.

• **Continuous follow up of progress towards result:** The implementing personnel and project managers need to continuously review and reflect upon whether they are achieving what they planned and make necessary corrections on a day-to-day basis.

• **Regular assessment and feedback:** During the regular review process, project managers should provide feedback to the implementation team on achievements and challenges to progress.

• **Ensure that the monitoring system is leading towards the achievement of results and other project components (activities, resources, time) as per the plans.** Often monitoring systems designed in organizations end up only producing reports for donors. Project managers should ensure that the monitoring system is being used for proving (accountability/reporting) as well as improving (correction of mistakes/learning) the project.

• **Ensure that corrective actions get implemented:** During implementation it is essential to ensure that the corrective actions decided for improvement are being implemented.

• **Analyse and focus on repeated mistakes and ensure learning is taken up seriously:** During implementation, project managers should take up mistakes seriously and should challenge team members if mistakes are repeated. Learning should be documented and shared with team members to avoid repeating errors.

• **Customized need-based capacity building should be done:** The human resource involved in a project is what drives it. Hence, need-based capacity building is an essential component any project manager should consider.

• **Provide handholding support:** Project managers should constantly provide on-the-job facilitation through demonstration, feedback, tips and so on to enable the project team to make corrections as and when needed.

• **Link performance appraisals with results achievement:** To ensure result achievement, the organization can link the performance appraisal system with the project result achievements. This will provide motivation and challenge the teams to ensure achievement of quality results.

Breakthrough's experience

• Khilesh Chaturvedi of ASK has built the capacities of the entire staff (from top management to field staff) of Breakthrough around planning, monitoring and evaluation and RBM during the project period.

• The weeklong workshop has helped in refining the planning process, indicators, result statements and developing MIS of existing projects; and new proposals have been based on clear articulation of results. Project teams' ability to see the overall goal and how each activity is contributing to the whole has improved.

• After the RBM training, they are also following steps to ensure RBM implementation.

2.19 Session 20: Monitoring – Data collection, compilation and analysis

By the end of the session:
- Participants should be familiar with the practical aspects of monitoring.
- Participants should have clarity on the dos and don'ts of monitoring.

Method:
- Plenary discussion, group discussion and presentation.

Material required:
- Chart paper, markers, LCD, white board.

Steps:
1. Revise the steps of the monitoring process with the participants (10 minutes).
2. Divide the participants into groups and instruct them to discuss the dos and don't of:
   a. data collection
   b. data compilation
   c. data analysis and decision making
   d. communication of decisions and follow-up on implementation of decisions (20 minutes).
3. Facilitate the group presentations and discuss points raised by them (30 minutes).
4. Conclude the discussion with a presentation on the dos and don'ts in data collection, compilation, analysis, decision making (30 minutes).

Total time for the session: 1 hour 30 minutes.

Key messages:
- Each step of the monitoring process is vital and, if not executed properly, will have consequences for all the other steps.
- There is a risk of the process of monitoring becoming ritualistic and this makes it very important to have constant reflection on each step.

Tips to the trainer:

- Be prepared for questions and clarifications during the session.

Reading material for Session 20
Monitoring must accompany implementation in order to make implementation more effective. The process of monitoring involves the following steps:

Collection of data
Once the tools are ready for use, they need to be pretested in the field and refined based on the findings. Once this is done, the team needs to be trained on the purpose and method of using the tool.

According to the terms decided in the performance measurement framework, data needs to be gathered from different sources. Some of the important aspects to be considered during the data collection stage are:

- Be clear about the purpose, tools, methods of data collection.
- For qualitative information, avoid filling in findings, observations or responses in front of the respondents.
- Gather information through discussion, not just through questions and answers.
- Verification of facts and noting the sources of verification is a must.
- Triangulation of data is essential to fortify the findings.
- Selection of participants for gathering information needs to be done carefully.
- Eye for detail (depth of understanding).
- Fill in responses for the tools keeping in mind how the information is going to be useful.
- Give reasons for any under- or over-achievement.
- Don't just stick to the content of tools; look into the qualitative aspects of quantitative data.
- After using the qualitative tools, the open discussion method may be adopted for gathering change stories. Case studies of success or failures can be collected for both qualitative and quantitative tools.

Compilation of data

1. Once the data is collected from the field, it needs to be compiled according to the frameworks developed in monitoring system development.

2. Both qualitative and quantitative data should be compiled based on the performance indicators that need to be monitored and reported.

Analysis and decision making

1. The data gathered from the field is not to be compiled and kept aside: it needs to be analyzed thoroughly by the implementation team. It is essential to involve them as they are in direct touch with the ground realities.

2. The monitoring teams need to analyze what indicators of results, activities, resources and targets have been achieved against the planned results, activities resources and targets.

3. Which indicators of results, activities and resources could not be achieved or are partially achieved also needs to be identified.

4. Any reasons for not achieving or partial, achievement of results and activities, both internal and external, should be identified.

5. Are there activities or results where there was over-achievement? Why?

6. Based on the gaps identified, decisions should be taken along with the implementation team to address the failings of the project.

7. The reasons for success and failure should be documented properly.

Things to remember during analysis and decision-making -

- Do component-wise analysis (women, youth, police) to make it more specific.

- The analysis should be based on the data collected from the field.

- Be focused and stick to your topic of analysis.

- The implementation team should be involved in the analysis and decision-making process.

- Learning should be drawn from the analysis.

- The decision-making should not be done only by managers. Everyone should be involved in the process of analysis.

- Try to pinpoint any other unplanned positive or negative changes during analysis.

- How can these positive or negative changes be used or overcome?
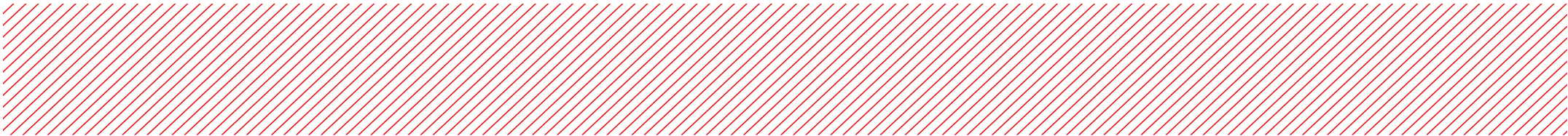
Breakthrough's experience

For concurrent appraisal, CMS suggested two designs: i) built-in monitoring system within the project, and ii) rapid assessment by CMS. The Rapid Assessment Survey (RAS) was essentially a quantitative one done in waves after each media burst, conducted by CMS. Two rounds of RAS have been conducted. The built-in part is a continuous monitoring of change taking place and identification of best practices by program implementers. This process has been captured through the Most Significant Change Technique for monitoring and evaluation.

The first round of RAS during the mid-line assessment showed that radio had the least impact/influence on the target. So Breakthrough decided in the next round of media dissemination to put that portion of the budget into other, more effective media channels.

Communication of decisions

Often after monitoring, the steps for improvement or corrective actions are planned at the top level and don't get communicated to the implementation team and thus don't get implemented. While designing the system, a framework should be planned to ensure proper communication.

Once the decisions are communicated they need to be implemented by the concerned team members.

Rigorous follow up of implementation of these is needed. The monitoring team needs to make extra effort to do this as without it, the entire exercise is a waste of resources. Therefore, it should be considered as one of the most important components of the monitoring system.

Monitoring focuses largely on completion and quality of activity and achievement of outputs. However, we also need to assess if we are achieving the desired outcomes and impacts. For this, monitoring needs to be complemented by systematic outcome and impact assessment. The next session deals with this aspect of project management.

2.20 Session 21: Impact assessment

By the end of the session:
• Participants should be clear about the concept of and need for impact assessment.

• Participants should know the process of impact assessment.

• Participants should have the basic skills for developing tools for impact assessment.

Method:
• Plenary discussion, presentation, group exercise, demonstration, practice session.

Material required:
• Meta cards, board, markers, LCD, sample impact assessment tools.

Steps:
Concept of impact assessment: 40 minutes

1. Assess the existing level of understanding of participants on the subject and list key points of response on the board.

2. Analyze the responses and identify the correct ones (20 minutes).

3. Share a slide presentation on the concept of impact assessment and discuss (20 minutes).

Difference between monitoring, evaluation and impact assessment: 50 minutes

4. Ask participants to write one difference between monitoring, evaluation and impact assessment on a card (10 minutes).

5. Collect all the cards, place them on the board and facilitate a discussion around the responses (15 minutes).

6. Conclude the discussion with a presentation on the differences between monitoring, evaluation and impact assessment (25 minutes).

Why impact assessment: 25 minutes

7. Focus on the need for impact assessment in a plenary discussion (15 minutes).

8. Conclude the discussion with a presentation on the need for impact assessment (10 minutes).

Process of impact assessment: 60 minutes

9. Divide the participants into groups of 5-6 members each.

10. Ask the groups to focus on the steps necessary for conducting impact assessment, discuss these steps and finalize them in the group (20 minutes).

11. Groups should make their presentations and the facilitator should give inputs (15 minutes).

12. Share the standard process for impact assessment through a presentation. Describe what each step means, why it is where it is, how it is linked to the previous and to the next step of the process and the importance of the step in conducting impact assessment (25 minutes).

Methods and tools for impact and outcome assessment: 1 hour 45 minutes

13. Provide inputs on different methods and tools for impact assessment using a slide presentation. Each method should be detailed (5 minutes).

14. Display some sample tools for impact assessment (5 minutes).

15. Demonstrate the use of the methods to the participants in a practical manner (5 minutes).

16. Ask the participants to develop tools and apply the methods (1 hour 20 minutes).

17. Provide feedback for improvement in the use of tools and methods (10 minutes).

Total time for the session: 3 hours.

Key messages:
•The focus of impact assessment is to look beyond the project logic and to focus upon the changes in relation to our target group.

• Impact assessment is different from monitoring and evaluation.

• Impact assessment can happen both during and

after the intervention.

- Impact assessment focuses on the changes that have occurred in the lives of the target group and also analyses why these changes have occurred.
- Impact assessment focuses on learning about positive and negative, planned and unplanned changes.

Tips to the trainer:

- The trainer must be clear about the points of difference between monitoring and evaluation and impact assessment.
- The trainer should be prepared to demonstrate various impact assessment methods in a practical manner.

Reading material for Session 21

Impact assessment
All programs should assess impact and outcome against the baseline. Impact and outcome assessment (referred to as impact assessment hereafter) is different from project monitoring in that it focuses specifically on understanding and reporting change that takes place, directly or indirectly, as a result of the programs.

Impact assessment can be defined as the systematic analysis of lasting or significant change –positive or negative, intended or not – in people's lives,

brought about by an action or a series of actions.

The difference between monitoring, evaluation and impact assessment is presented below:

Monitoring	Evaluation	Impact Assessment
Measures ongoing activities and outputs	Measures performance against objectives (outcomes)	Assesses change in people's lives: positive or negative, intended or not
Main work during implementation	Main work in middle or at the end of a project/ program cycle	Can be included at all stages. Can also be used specifically after the end of a programme/ project
Focus on interventions	Focus on interventions	Focus on affected populations
'What is being done?'	'What has happened? Did we achieve what we set out to achieve?'	'What has changed? For whom? How significant is it for them?'

Looking beyond project logic:

- For impact assessment to be useful for learning and accountability, we need to look beyond project logic and focus on changes in relation to our target groups.

- The question to ask is not, 'What did we achieve in relation to what we had planned'? but 'What has changed in relation to our efforts and why?'

This perspective is extremely critical and important for projects dealing with preventing violence against women as the manner in which the interventions lead to change is not always according to initial project logic and there are a lot of unintended positive as well as negative results.

Impact assessment is necessary for:
- **Learning -** How program efforts impact local communities in order to improve the effectiveness of interventions and to make a more significant difference in people's lives.

- **Accountability -** To the people (stakeholders) who are project clients/targets of intervention. We should work with local communities to understand the changes they want to make in their lives and then to analyse progress together.

- **Demonstrating success -** To ourselves, donors, the public, both to justify funds received and to seek further funding and support.

- **Using the findings** - From impact assessments to **advocate** for changes in behaviour, attitudes, policy and legislation at all levels.

How should impact assessment be carried out?
As with the development of the baseline itself,

impact assessment should not be a heavy, resource intensive or expensive exercise. Assessing impact against baselines is more about analysis than collection of information. Most of the information needed for assessing impact should be collected through ongoing M&E efforts and periodic reviews. As with the baseline itself, impact assessment information should be recorded and written in the most useful language for the program, but will also need to be translated into English for purposes of global reporting.

When should impact assessment information be recorded?
As with any monitoring process, impact assessment should be carried out on an ongoing basis, with program staff regularly collecting, recording and reviewing information as it comes to light. A great deal of this will be carried out through normal management processes in any case. However, it is also useful to arrange periodic reviews of information that can then feed into subsequent progress. When attempting to assess real, sustainable change, it is recommended that reviews/reports be produced at intervals of not less than six months (as shorter periods tend to mask longer-term change and can lead to pressure to report on outputs and deliverables) and not more than annually.

Process of conducting impact assessment
The steps involved in conducting an impact assessment can be divided into two parts depending upon the time in the project cycle it is carried out.

During the intervention: This involves systematic collection of data on impact and outcome-level changes as part of the monitoring system. But care should be taken and specific tools designed to ensure outcomes and impacts are being assessed, and not just outputs and activities.

At the end of an intervention/phase:
- Identify the changes (positive and negative, planned and unplanned) that have happened in the lives of the people. To make the process participatory, discussions should be held with various stakeholders. The Most Significant Change Technique (MSCT) could be used to gather stories and understand the underlying change.

- Identify attribution/contribution by asking people why/how this change happened.

- Shortlist changes.

Once the changes have been identified:
- Decide methods and develop tools to collect data (on change and also the causes of change) from a significant number of stakeholders who have been influenced. Decide -

- Who will collect the data

- Who will compile the data

- How this compilation will be done

- Develop a timeline

- Decide the sample and identify a comparison group if possible

- Pre-test and finalize the tools

- Collect data

- Compile data

- Analyze data together with stakeholders who helped identify the changes – explore why change was achieved or why it was not and make decisions (learning and accountability objective)

- Prepare a report (use for demonstration and advocacy).

Tools for assessing impact
Some of the tools that can be used are:

- **Surveys:** One of the best methods to collect data from a significant number of people. The number of people to be interviewed can be decided based on scientific models of sampling. The questions and answers can be coded and compiled and inferences drawn.

- **Most Significant Change Technique:** Can be used with groups of stakeholders to explore what the most significant changes have been for them and to analyze the reasons. It is an open-ended

method and helps in understanding impact, as seen by the people.

- **In-depth interviews:** Provide an opportunity for more in-depth exploration of very intangible qualities such as increased confidence and improved leadership skills.

- **Focus group discussions:** FGDs can be a useful method to get views and information from homogenous groups.

A **Randomized Controlled Trial (RCT)** is a concept that comes largely from the medical field. RCT is a form of clinical trial that tests a medicine or a health care service to ensure its effectiveness and safety. The RCT is done in such a way that a randomly sampled number of people would get a particular treatment or service (referred to as the treatment group) and a similar number of randomly sampled people will not get that treatment or service (the control group). After a certain period of time (decided beforehand), the treatment group will be assessed and compared with the control group to see if significant change has taken place.

Use of RCT is also becoming popular in social change processes, though not without criticism and controversy. The biggest debate is about how to get a control group. Denying a social change intervention to one group just to be able to compare may be considered unethical. Also unlike medical science or agriculture where one can strictly maintain a control group or control plot, it is difficult to ensure control conditions in social situations. For example, a control group may not be getting the project interventions but may be exposed to other interventions being made by other government or non-government projects and national and local media.

Despite these constraints, RCT can help assess the effectiveness of an intervention; resources and diversity of effectiveness across a variety of stakeholders. The control group has the same characteristics, so it helps measure outcomes as a result of the intervention. Random allocation of the intervention within the treatment areas also reduces any chance of selection bias.

Breakthrough's experience:

Breakthrough is using RCT/mixed method in its early marriage project in Bihar and Jharkhand to assess the strategies that can be scalable at the national level. The strategies are multimedia, leadership training programme, community mobilization or a combination of these strategies, such as -

1. Multimedia + training + community mobilization

2. Multimedia + training

3. Multimedia + community mobilization

4. Multimedia only

2.21 Session 22: Evaluation

By the end of the session:

1. Participants should understand the purpose of a program evaluation exercise.

2. Participants should know the process of carrying out evaluations.

Method:
Plenary discussion, group exercise, presentation.

Material required:
White board, meta cards, markers and LCD.

Steps:

1. Revise the discussion on evaluation and ensure the concepts are clear.

2. Conduct a plenary discussion, focusing on the purpose of conducting an evaluation; conclude with a presentation (15 minutes).

3. Have 2-3 sets of cards ready with the complete set of steps, one step per card, involved in the process of evaluation.

4. Divide the participants into 2 or 3 groups.

5. Shuffle the steps under each set of cards and distribute one set to a group. Ask them to arrange the steps in a sequential order, from first to last. Ask the groups to put a number on each card to match the sequence (15 minutes for steps 3-5).

6. Collect the cards from each group and place them on the board or on the floor (5 minutes).

7. Make a presentation with the steps and ask the groups to match their sequence with it.

8. Describe what each step means, why it is located where it is, its relevance in the sequence (25 minutes).

Total time for the session: 1 hour.

Key messages:

• Evaluation focuses on assessing the success or failure of the project achievements and results, accomplishments and non-accomplishments, positive and negative changes, impacts and outcomes, strategy and approach, program design and content, administrative structure and staffing and financial management. The aim is to suggest improvements, changes, documentation and experiential learning.

• Evaluation has a twofold purpose -- proving and improving.

• The debriefing session is an important part of the evaluation process. Evaluation findings are shared after completion of evaluation in a report but a debriefing session allows an organisation time to reflect.

Tips to the trainer:
1. The trainer should emphasize the need for a debriefing session at the end of the evaluation.

Reading material for Session 22

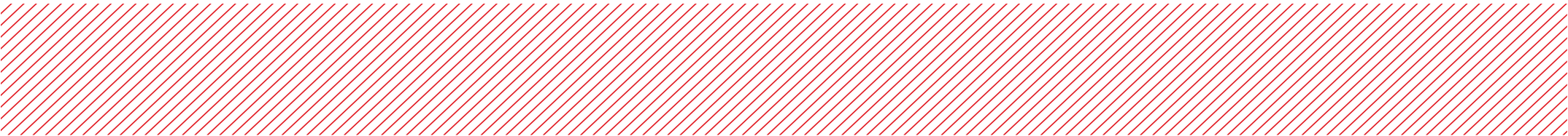This is the last stage of the project management cycle.

Purpose of evaluation
Evaluation, together with monitoring and impact assessment, is said to have two purposes -- "proving" and "improving". Proving has to do with the accountability of the implementation team and other actors in the development sector, to determine whether the resources are bringing change that the sector is claiming to bring and whether the use of resources is justified. Improving has to do with learning. An evaluation, done well, can provide important insights and learning and can lead to constant improvement of the development practice. This, in the long-term, contributes to enhanced efficiency and effectiveness. If the results are achieved and can be demonstrated, it can also lead to enhanced credibility (externally) and morale (internally) of the organization and the sector as a whole.

Before evaluation
To initiate the process of evaluation, the evaluators require the project proposal/management plans; project progress reports; program, administrative and financial records, field visits, meetings for primary observations and data collection and other relevant records. The evaluator/s should be objective, non-judgmental, enquiring into all aspects comprehensively. They should substantiate the

findings and make recommendations to remove limitations. Here is a sample of an evaluation process that applies to a number of different sorts of interventions.

Pre-evaluation:

1. Setting up a ToR: As a first step of the evaluation process, internal discussions should be held on establishing the Terms of Reference (or understanding the ToR better if it has already come from partner agencies) including the evaluation objective, scope, approach and methods.

2. Assign the team for evaluation.

3. Desk review: The team has to undertake a desk review to understand the project and the context. This must include -

- Context and region analysis of the sector and area where the evaluation is to be conducted

- Review of project documents.

4. Preparation of tools: The evaluator/s should start designing tools for collection of information for evaluation. The team will work on the tool preparation together – discussion, consensus building, and division of roles etc.

5. Initiate communication with the organization: To be visited 7-10 days before the evaluation and clarify dates, agenda, purpose and any other is-

sues related to process or logistics.

6. Identify and shortlist translator/s: If there is a need for translators to help carry out the evaluation (in cases where the evaluation team does not speak the local language) then such people should be identified and a half-day orientation of the translator(s) should be undertaken prior to starting the evaluation.

During evaluation:

7. Introduction to the organization and pretesting of tools:

During the first half of Day 1:

- The evaluator/s should have an interaction with the leadership and core team to share the objective, methodology and schedule of the evaluation process

- Presentation/sharing by the organization on their vision, mission, goals, program and project to be evaluated and its status.

During the second half of Day 1:

- Evaluators should have field visits to fine tune the tools of evaluation and finalize sampling based on field context.

8. Daily review: Daily discussion should be held within the team to review tools, findings, process, methods, target group, trends etc.

9. Preparation for debriefing to the organization: The team should get ready for the presentation of their findings to the organization and every aspect should be clarified and validated before making the presentation.

One-day debriefing session:
Before leaving the organization, the team will present their findings to the concerned organization, community and team and discuss the recommendations with the team.

After evaluation:

10. Preparation of the draft report – Before developing the final report, the evaluator/s will prepare a draft report and share this with the organization for their feedback. Once the organization shares their response/feedback, the evaluator/s will review this and if a genuine need for revision emerges, will make corrections and finalize the report.

11. Finalizing and submitting the report: Once the evaluation report is finalized, it can be sent ahead to the donor/other organization.

Breakthrough's experience:

For the endline of Phase I, indicators of change within the community and the impact of advocacy were measured. The same indicators were tested in the endline with the addition of a few questions on campaign exposure.

The objectives for the endline were :

1. To record the changes on knowledge and awareness about domestic violence, Protection of Women from Domestic Violence Act, 2005 (PWDV Act), and HIV and AIDS in comparison with the baseline.

2. To explore the existing attitudes and practices regarding issues of gender, condom use and negotiation, inter-spousal communication, HIV and AIDS, and domestic violence and compare the shift from the baseline as an impact of the campaign.

3. To identify the source of information on these issues.

As a result of the campaign among the community:

- There is an increase in the knowledge and awareness of what constitutes domestic violence.

- There is increased knowledge and understanding regarding Domestic Violence Act, 2005.

- The evaluation has shown changes in attitudes towards domestic violence.

- The number of women taking action against perpetrators of violence has increased.

- Community members have shown a rising concern and increased interventions against domestic violence.
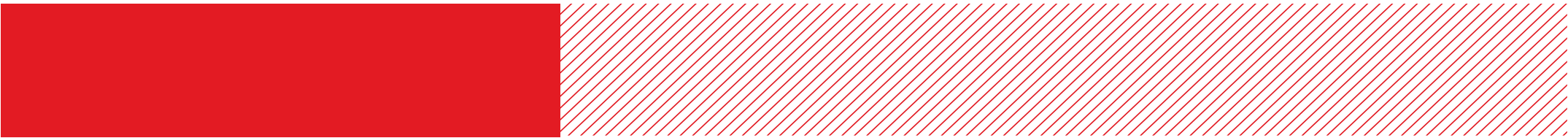
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