Capacity Building Toolkit: Principles of Monitoring and Evaluation

Facilitator's Edition

Program monitoring and evaluation

Women's Learning Partnership

For Rights, Development, and Peace

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Who We Are

Women's Learning Partnership for Rights, Development and Peace (WLP):
A partnership of 20 autonomous organizations, WLP trains and supports women in the Global South, primarily in Muslim-majority countries, to become leaders and advocates for a just, peaceful world. WLP creates culture-specific leadership trainings on democratic participation and partners with local organizations to help women gain the skills they need to fulfill greater leadership roles at the family, community, and national levels. Over the past decade, WLP has developed curricula and education resources that encourage women's leadership and rights and bolster their capacities as agents for change toward the establishment of free, fair, and democratic societies. In 2001, WLP published *Leading to Choices*, a leadership training manual for women with a special focus on women in Muslim-majority societies. Since then, *Leading to Choices* had been translated into 20 languages and adapted for dozens of different cultural contexts. To date, WLP's programs and training materials have reached tens of thousands of women and men in over 40 countries, strengthening local organizations to become self-sustaining and empowering women's movements around the globe.

Preface

WLP is actively working to take advantage of online tools and platforms to assist women's rights organizations and to broaden and deepen connections with activists around the world. Access to technology and increasing infrastructure is allowing more individuals and organizations from even remote and isolated areas to gain knowledge, build constituencies, raise awareness, and mobilize around democratic movements. In this new digital environment, it is critical that WLP utilizes online platforms and tools to provide activists and civil society actors with accurate information, resources, and opportunities to connect and build their capacities.

To that end, WLP is developing a robust online learning program that incorporates an Online Learning Program, *ABAN*, to facilitate online workshops and other activities to build the capacities of partners and young people to learn, exchange, and enhance their skills to be prepared to fully participate in online and offline democracy building and civil society exchange.

In April 2015, WLP held four online *ABAN* training sessions on monitoring and evaluation, which form the basis for this toolkit. These sessions were part of a series of online capacity building trainings focused on enabling participants to learn concrete skills that they can utilize to make their organizations and their work more sustainable and impactful in the long term.

Introduction

We developed this monitoring and evaluation toolkit as a resource and training guide for the WLP Partnership and for the NGO (non-governmental organizations) community more broadly, particularly for those organizations with an interest in participatory leadership and women's rights and empowerment. We believe that planning for and measuring the outcomes of our work will help us be more effective in reaching our ultimate impact – a just and peaceful world where human rights for all are respected and upheld.

Learning

Program monitoring and evaluation are the most powerful tools we can employ for exploring whether we are really contributing to the change that we would like to see in the world. At WLP, because our programs are dynamic, we monitor program implementation closely to obtain continuous feedback about our work. Because our programs are intended to create social change, we use evaluation to understand how our programs work and systematically investigate what is and is not working. In the process, we deepen our understanding of *whether, how,* and *why* our programs achieve their intended results. Taken together, monitoring and evaluation stimulate a continuous *assessment-reflection-action cycle* that leads to programmatic and organizational learning.

Strengthening

Once we understand the specific contributions made by our programs, we can make strategic decisions about the steps we need to take to strengthen them. For example, if we find that participants are grasping the new leadership concepts they explore in workshops, but are struggling to develop a concrete plan of action for implementing leadership skills in their lives, facilitators can develop new facilitation strategies which focus on developing participants' planning skills. If evaluation results show us that participants gained valuable skills in effective communication, facilitators can feel confident in continuing their strong work in this area. By sharing evaluation results within our organizations, we can encourage collective ownership of program outcomes, motivating each member to strengthen her role within the program. By sharing our work with the broader NGO community, particularly within our own geographic region, we may have the opportunity to build the organizational capacities of other NGOs working in the same field.

Persuading

As NGOs committed to women's leadership and empowerment, it is vital that we share the outcomes we have achieved with others. We have many audiences that we wish to persuade of the value of our work, from the participants in our programs and members of our local communities, to policymakers and funders. Evaluation can increase our confidence in our programs and provide us with sound evidence to support our claim that we are really making a difference in women's lives. Equipped with statistics demonstrating how many participants in our workshops have embraced our methodology of participatory leadership, or case studies of individual participants who have transformed their families, communities, or societies, we are prepared to persuade others that women working in partnership can learn the skills and implement the strategies needed to secure human rights, contribute to the development of their communities, and create a more peaceful world.

We hope this toolkit will help organizations create a culture of learning, sharing, and ownership over the entire monitoring and evaluation process.

WLP's Organizational Development Online Series

This toolkit is part of WLP's Organizational Development Online Series, which consists of two separate capacity building online trainings, *Principles of Monitoring & Evaluation* and *Grants Management*, designed to increase overall effectiveness, efficiency, and sustainability of civil society organizations, in order to achieve their strategic goals. The trainings are geared to help strengthen practitioners' skills and equip them with the right tools and knowledge to practice effective program monitoring and evaluation as well as to design and implement practical grant management strategies. The trainings follow WLP's participatory leadership methodology, in which participants have the chance to share their input and apply the demonstrated practices in small projects that they develop throughout the trainings.

Purpose of the Toolkit

The purpose of this toolkit is to provide readers or online or in-person training session participants with tools that enable them to gain an overall understanding of effective monitoring and evaluation and to build their confidence to be an active part of those processes.

WLP developed this toolkit to enable our partner, affiliate, and other NGOs around the world to monitor and evaluate their programs, with the goal of securing increased funding for programs that promote women's human rights.

This toolkit describes effective monitoring and evaluation mechanisms to establish an evidence-based framework to help NGOs demonstrate and validate their efficiency. The toolkit will help participants develop and implement projects that can be clearly evaluated and outcomes that can be easily measured to ensure the maximum impact with limited resources.

Structure of the Toolkit

The toolkit is divided into three main sections: Results-Based Management, Visualizing the Theory of Change, and Performance Monitoring**.** Within these sections, various topics focus on the components needed to accomplish each. The Resources section includes examples of core concepts mentioned in the toolkit, as well as additional materials.

The training material in this toolkit has been prepared to accompany a series of online training sessions. This information in this toolkit was designed to be delivered over three to four online training sessions, each of which lasts about two hours.

Section I: Results-Based Management

"Would you tell me, please, which way I ought to go from here?" said Alice.
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where —" said Alice.
"Then it doesn't matter which way you go," said the Cat.[1]

Section I: Results-Based Management

Outline

- What is Results-Based Management?
- Why should we use it?
- RBM terminology
- Results chain definitions
- Q&A Session

Introduction

Results-Based Management (RBM) is a management strategy to help organizations reach their desired results. It shifts the focus from *activities* and *measurements* to *analyzing results* as a basis for planning and decision-making.

Change is a process, not an event. It is not a training held, or a road or a hospital that has been built. It's not something we do and it's over. It is the social change that results from the activity, event, or intervention that the organization implements, such as women developing leadership skills, changing policies or regulations, empowering people to speak up on their own behalf, or strengthening a country's human rights policies.

> *"…those development programs that are most precisely and easily measured are the least transformational, and those programs that are most transformational are the least measurable."*
>
> Andrew Natsois

Just as it takes a team effort to implement a program or ensure that funds are spent wisely, efficiently, and with the greatest impact, it also takes input from almost everyone in the organization to help monitor and evaluate the organization's programs, so that we can:

- Understand the change processes that we're involved in
- Learn what is working and what can be improved
- Communicate to funders that they have made a wise investment in our organization and that their investment is producing the results that they want to see.

Learning Objectives

- To learn about Results-Based Management and how to use it
- To become familiar with some of the most commonly used terminology
- To be able to use Results-Based Management in planning and evaluation

[1] From *Alice's Adventures in Wonderland*, by Lewis Carroll, chapter 6.

Notes, Remarks/Reminders for the Facilitator

- Greet and welcome the participants and training support team. It is a good idea to chat or converse with participants before the training session begins: this allows participants to continue to get comfortable with the technology, eliminates 'dead air' and allows you to address any outstanding questions that participants may have before launching into the next session. Also consider starting with an ice-breaker activity. This can help participants feel at ease and also smooth the start of the session while some participants are either logging in late or addressing technical issues.
- Remind participants this is a safe and open forum for everybody and invite/encourage them to participate by asking questions, sharing experiences, etc.
- Ask questions as you go along, to make sure the concepts are understood.
- Take pauses and breaks often, to make sure participants are following along and not falling behind, and to give space for participants' questions, comments, and experiences they may want to share.
- Provide examples whenever possible. It may be helpful to use a Share Screen tool in the ABAN online learning platform and walk participants through some of the basics of the sites you are reviewing for this session. Alternatively, you might share the URL with participants using the Chat Box function, encourage everyone to navigate to the site together, and walk people through the site virtually.

Results Orientation – Why Use It?

International Agenda: The international agenda wants grantees to use this, to make aid more effective.

Donor Country Agenda: Donor countries want to see increased quality in development cooperation, and increasingly they need to be more accountable to their taxpayers in showing the results of the work they support.

Internally in Our Organizations: Perhaps the most important reason to use RBM is that it will benefit our organizations. RBM will give us a better basis for planning by providing us with a system for internally learning from, reporting on, and following up on the results of our activities; this will also enable us to reduce risks and be able to demonstrate the effects of our work to members, stakeholders, funders, or the public. Using RBM will help us better understand the change process that we are contributing to and help us understand what adjustments and improvements we can make to achieve sustainable change.

Beneficiaries/Target Persons: The participants in our trainings or other beneficiaries of our work will experience and benefit from more effective change if we manage our activities via RBM practices.

RBM is about...

Strategic Planning – using RBM at the outset of our work will enable us to determine:

- **What** goal/results do we want to achieve?
- **How** do we achieve the results?

Start with the WHAT before the HOW.

Performance Measurement tells us if we are reaching our goal. Once we know our goal, we will be able to decide how we will achieve it and how we will measure if we achieved it.

- How do we know that we reached our goal?
- How can we assess or measure success and/or failure?

RBM focuses just as much on failure as on success, so that we know how well we are doing and what programming adjustments we should make.

General Management/Leadership

- Promoting a culture in the organization around achieving outcomes

Focusing on management enables us to lift our discussion to focus on the outcomes of our work (rather than on activities).

Participation

- Involving relevant stakeholders

Participation is key to ensure that all relevant stakeholders are involved.

We want to know if our programs are achieving results! If we ask ourselves the following four key questions at the end of an activity, event, or intervention, that will also help us in *planning* our next activity, event, or intervention:

1. Did the intervention make a difference?
2. *How* has the intervention made a difference?
3. To what extent can the specific result be attributed to the intervention? Can the intervention be attributed to multiple factors in addition to the intervention?
4. Will the intervention work elsewhere? (In a different region? For a different target group?)

We want to ***learn from our work****. Once we learn from our work, we can work better and achieve our goals better.*

Good learning/results-based practice has a framework that will help us:

- Analyze the problem
- Define outcomes
- Select intervention strategies
- Plan for, manage, and implement activities
- Assess outcomes and results
- Integrate learning and report

Good planning leads to good monitoring leads to good reporting.

Implementing a useful results-focused approach needs:

- Critical thinking
- Contextual reality
- A range of perspectives, local knowledge, and research
- A clear mission
- Specific outcomes
- To be explicit about underlying assumptions
- To be logical
- To be realistic

Terminology

It is important to understand the terminology that follows because: funders use these terms and expect us to understand and use them; and these terms help us structure or provide a framework for our work.

Note that different funders may use these terms in overlapping or different ways. For example, some funders may use "goals" or "outcomes" to mean "impact"; others may use "impact" interchangeably with "results."

What matters is that *you* use the terminology consistently and that you and your organization are clear about the meaning. When communicating with donors, you can include a brief explanation of the terminology you use, if necessary. Alternatively, if you are unsure of how a particular funder is using a specific term, it may be appropriate to ask the funder for clarification. Reaching out in this way can also be an important step in the process of building a strong relationship with the funder.

Results Chain Definitions

The following definitions are based mainly on those used by the OECD/DAC,[2] the global committee that sets the agenda for development assistance:

INPUT – *The financial, human, and material resources that the organization uses for the development intervention*

Inputs can be the financial, human, and material resources we use to complete an activity, event, or intervention. Everything has a resource cost. Nothing is free, even volunteer labor or in-kind goods. All activities require some inputs (time and/or cost).

ACTIVITY – *Actions taken or work performed through which inputs are mobilized to produce specific outputs*

Activities are what we plan to *do* to achieve the programmatic or project goals. Activities discuss actions, but not outcomes or impact. Activities could be to "organize trainings" or "serve breakfast to school children" or "produce a training manual."

OUTPUT – *The products, capital goods, or services that result from the development intervention*

Outputs usually

- Are the immediate, visible, concrete developmental changes that are the tangible consequences of project activities (through inputs), such as manuals written, films produced, trainings held
- Represent the immediate knowledge or capacity gained by those who have participated in the activities
- Should capture quality dimensions (not only a completed activity)
- Are something the organization has direct control over
- Take place during the life of the development intervention

OUTCOME – *The likely or achieved short-term and medium-term effects of an intervention's outputs, or changes in the practices, actions, and relationships of the people, groups, and organizations with which*

[2] The Organisation for Economic Co-operation and Development/Development Assistance Committee; see for example, http://www.oecd.org/governance/budgeting/1851320.pdf.

an intervention works. A program can **influence** *the achievement of outcomes, but it cannot* **control** *them, because ultimate responsibility rests with the people affected.*

Outcomes usually

- Are often a result of several outputs
- Relate to individuals (e.g., behavior changes in training participants, after they have gained knowledge or capacity)
- Should capture the changes for the participants or beneficiaries
- Often include behavioral change and/or institutional change
- Take place during, but more often *after* the activity, event, or intervention
- Are under the influence but not direct control of the organization

OUTPUTS VS. OUTCOMES

Outputs are

- The product or service provided by project
- Immediate, visible, concrete developmental change that is the tangible consequence of project activities (inputs)
- Things we can produce or provide
- Within the ***control*** of the project or NGO

Outcomes are

- What happens when we provide a product or service
- Things we can ***influence***
- Not within the ***control*** of the project or activity – they are dependent on others, sometimes on those outside the project

IMPACT – *The positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended*

Impacts usually

- Involve a vision or long-term development goal
- Are often influenced by multiple other factors
- Happen and are measurable *after* the project's or program's life – therefore the project is usually not able to measure
- Relate to society or changes in societies
- Are the logical consequence of achieving a combination of outcomes
- Are something that the intervention, project, or program usually cannot bring about alone but can contribute to

RESULTS

The output, outcome, or impact (intended or unintended, positive &/or negative) of a development intervention

The power of measuring results:

- If we don't measure results, we can't distinguish success from failure
- If we can't describe success, we cannot learn from it
- If we can't recognize failure, we can't correct it
- If we can demonstrate results, we can win public and funder support

Many of us naturally talk in **action-based** language, but the language that we use in talking about results is **change-based**. It doesn't describe ***how*** change is happening, but ***what*** change is happening, and sets precise criteria, such as, "*In the WLP training, 85% of the participants indicated an increase in their overall understanding of the impact of sexual harassment on women's lives and on societies as a whole.*" These days, funders want to hear more about what **change** we have contributed to rather than what we have done.

Change-based language tends to be more engaging than action-based language. And remember, **results are about *change***:

Change-based Language:

- Describes changes in conditions/quality of life of people
- Sets precise criteria for success
- Focuses on results, leaving options on how to achieve them

Action-based Language:

- Expresses would-be results from the provider's perspective/"to do this or that"
- Is interpretable in many ways – not specific or measureable
- Focuses only on completion of activities

Questions and Answers

Take a moment to review the learning objectives with the participants. Do you have any outstanding questions or comments to share with the group?

Additional Reading

On your own, take some time to review the *RBM Handbook on Developing Results Chains* and the sample Results Framework in the Resources section. If you have suggestions for other resources, share them with the group.

Section II: Visualizing the Theory of Change

"Plans are nothing; planning is everything."
Dwight D. Eisenhower

Section II: Visualizing the Theory of Change

Outline

- Intervention Logic - the Results Chain for the intervention
- Spheres of Influence
- Results Framework
- Theory of Change
- Q&A Session

Introduction

Now that we have identified and discussed the terminology of Results-Based Management, it's time to take that information and put it to work. This section will help us understand how to create a Results Chain that illustrates how inputs and activities will lead to outcomes and impact. We will also describe how to create a Theory of Change or Logic Framework.

Learning Objectives

- Understanding and creating a Results Chain for an intervention
- Understanding what we can and cannot control (spheres of influence)
- Understanding and creating a Results Framework

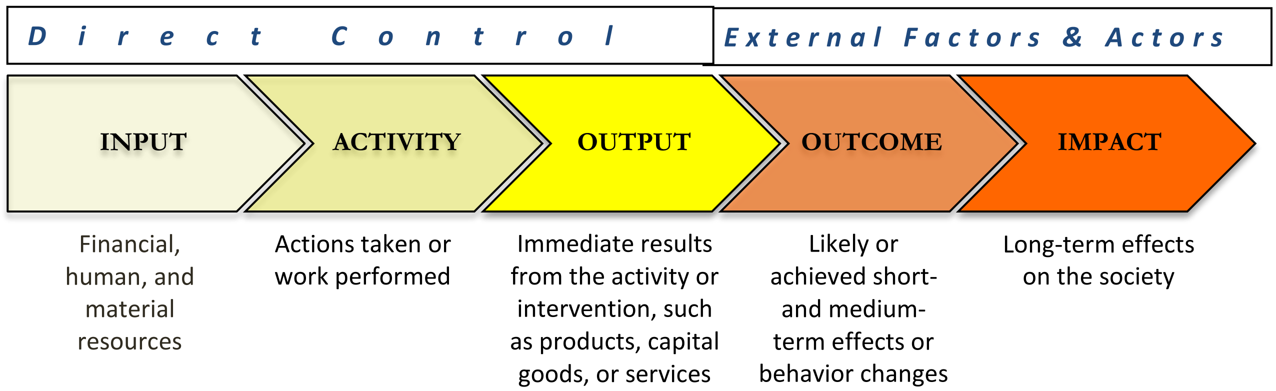
Notes, Remarks/Reminders for the Facilitator

- Start by encouraging participants to share any outstanding questions or comments from the previous session
- You may wish to start things off with an ice-breaker, to continue to encourage the participants to become comfortable sharing with each other
- Present the topic of the learning session
- Encourage participants to take part by asking questions, sharing experiences, etc.
- Ask questions as you go along, to make sure the main concepts are understood
- Provide examples and encourage discussion whenever possible.
- For this session, you may want to identify one or two additional Results Framework or Theory of Change examples and use them as needed for explanations
- Engage the participants. If you choose to look at additional Results Framework or Theory of Change examples, you might want to poll the participants to see if they think that their programs fit these examples. You can lead an interactive discussion about why—and perhaps why not.

The Results Chain

The **Results Chain** focuses on ***what and whom we want to change*** via our activity, event, or intervention; it includes the resources we need to implement the intervention (inputs), the actions we need to take (activity), the immediate results (outputs), the change we want to see (outcomes), and eventually the longer-term changes in the society (impact).

This "Results Chain" shows the relationship of some of the terms we discussed in Section I:



For a WLP training on using social media to promote women's human rights, the Results Chain might be:

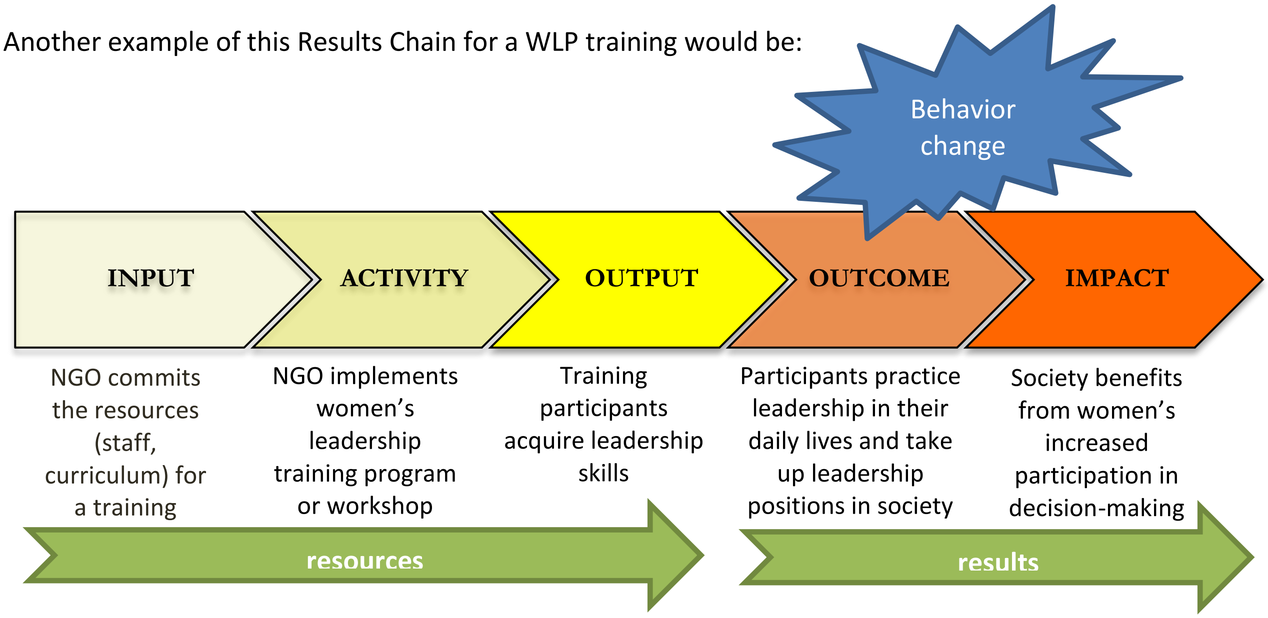
- Trainers, a venue, and training resources (manuals, films, and other tools) would be **inputs**.
- The training workshop held for 20 participants on using social media to promote women's human rights would be the **activity**.
- One training held and 20 women who are newly able to use social media for advocacy for women's human rights would be **outputs**.
- Participants expressing themselves and advocating for women's human rights using social media would be an **outcome**.
- The public being more aware of women's human rights or actual changes in national laws to strengthen women's rights would be **impacts**.

Outputs lead to outcomes. We can control outputs and we need to manage them to have effective programs. Outcomes are related to individuals and groups. Impacts are related to society.

The first steps of the chain are almost entirely within our control. That's why it's easy to report on them. What we can't control is the outcomes. They are related to external actors. We are trying to influence changes in behavior and attitudes, and if the change happens, we will see outcomes. In the Results Chain, we want to **focus our planning, management, measurement, and reporting on the outcomes**.

It's important to understand clearly **whom** we are trying to influence to change. Many projects target several types of stakeholders simultaneously, and sometimes the change expected can be different for the different types of stakeholders. For example, a project could target both activists and government authorities, and obviously we would expect them to change their behavior differently, but the change in their attitudes might be the same. So, the very first thing in visualizing the Results Chain or Theory of Change is identifying **whom** the project intends to influence.

Another example of this Results Chain for a WLP training would be:



The Results Chain Process

For this training, we could define a partial Results Chain process as:

- ***Expected output***: A defined and formulated RBM and monitoring framework.

↓

- ***Expected intermediary outcome*:** Participants in the training have the capacity/ability to apply a RBM approach.

↓

- ***Expected outcome:*** Participants in the training manage for results effectively in their planning, monitoring, and reporting processes.

Social change happens in a complex environment. Recognizing that we are dealing with this complexity means that changes that result from our work are not easily measured. However, although we may not be able to measure the changes quantitatively, we still want to be able to ***understand*** them. And we need to remember that even if our target group is small, we may be working with many other actors in order to influence the target group. At the same time, social change is happening without the influence of our programs. So measuring the change that our program influences can be challenging.

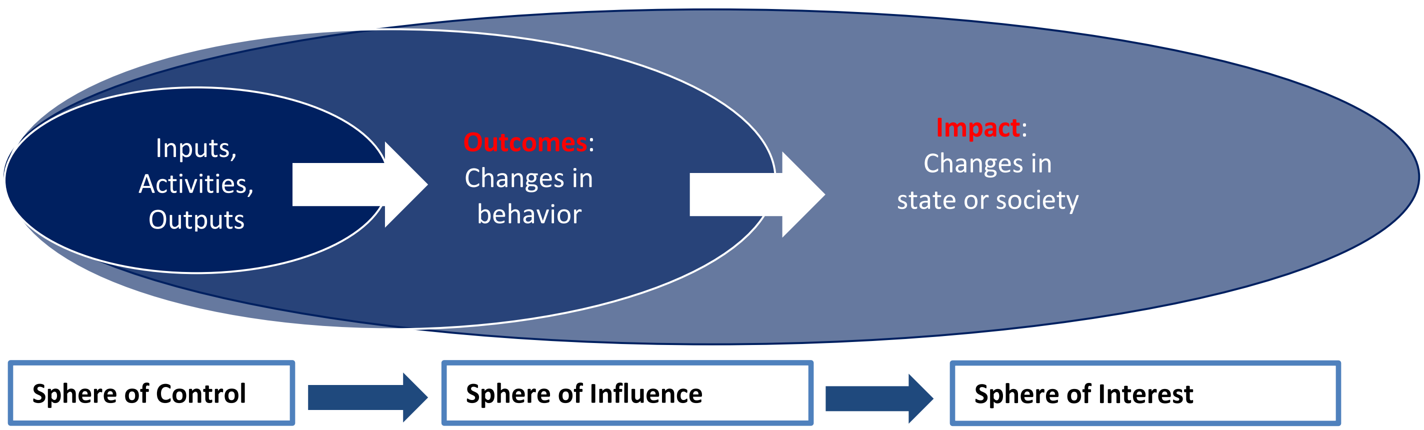
This means that <u>we are not measuring strict linear changes</u> and we are not always able to see the results of our intervention immediately or continually. Results are incremental and cumulative. We are working with people, and we must recognize that we cannot ***control*** people. We can ***influence*** them, but the change they make is not fully within our ***control***. <u>**We are influencing people's attitudes and behaviors to create change**</u>.

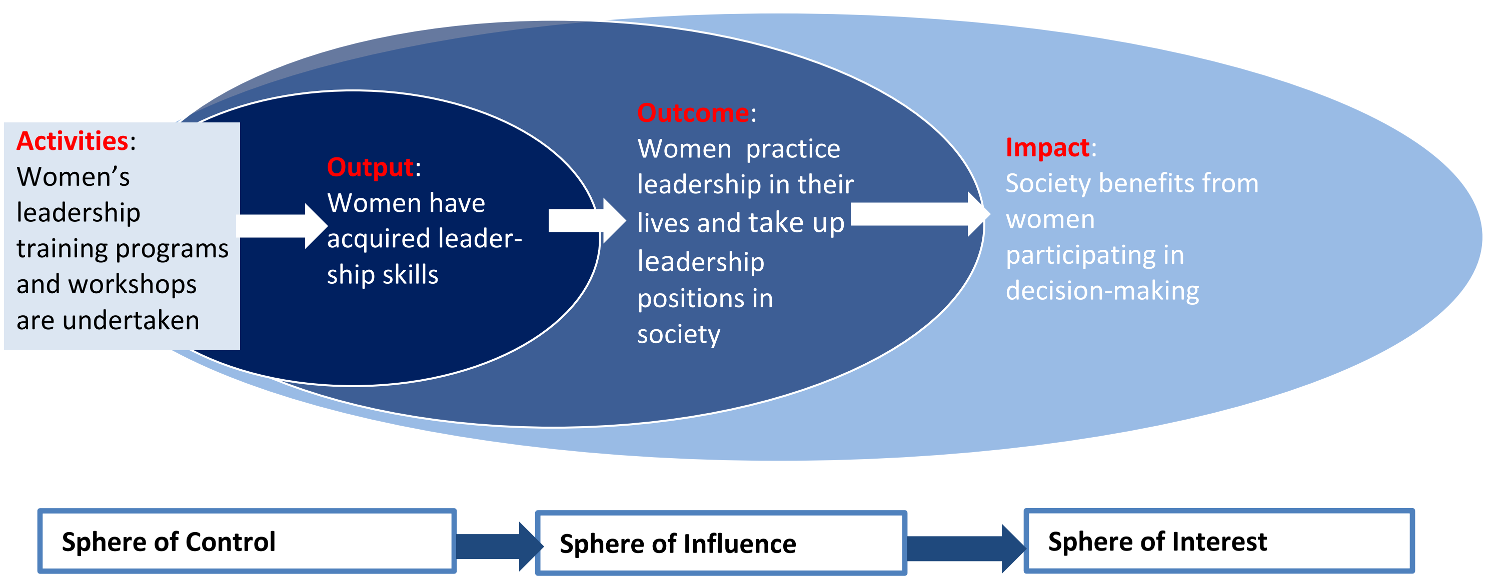
Spheres of Influence

Now let's look at the Results Chain from the viewpoint of spheres of influence. As noted, we cannot control many of the results that we want to see, we can only influence them. Looking at different spheres of influence allows us to understand the change process and management better.

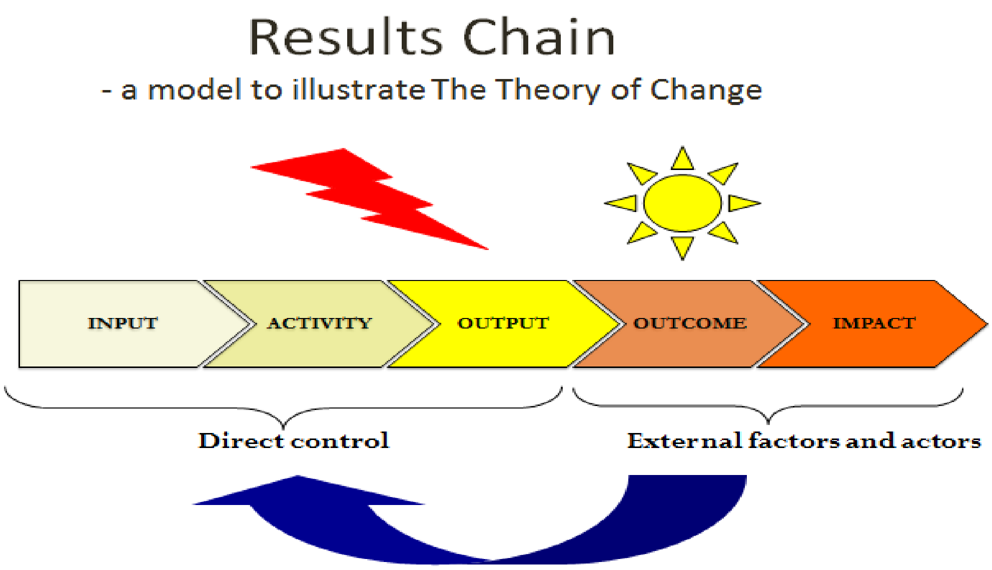
The ***sphere of control*** is limited to the inputs, activities, and outputs that are under our direct control. Outcomes lie in the ***sphere of influence***, where we can directly influence others. The ***sphere of interest*** is much further removed from our ability to directly influence.

There is a limit to our influence…





This example helps us understand better how changes in development take place. It is not a straight line, because not everything is within our control. By understanding this, we will be able to adjust our projects to be more effective in bringing about the changes we desire. Within our control, we can ensure that women participate in the workshops; and as long as we design the training in the right way, we can ensure that women acquire the needed leadership skills. But **the outcome is the behavior change** (that they practice leadership in their daily lives). And if we do this right, we will see society benefitting from the behavior change (in the long term). **The outcome is where we want to focus**. If we focus on the outcome, we increase the possibility of achieving the long-term impact.



In our work, we need to embrace constant change, which is:

- Complex (multiple actors and factors)
- Continuous
- Non-linear (unexpected results occur)
- Incremental and cumulative
- Beyond the control of the intervention (but subject to its influence)

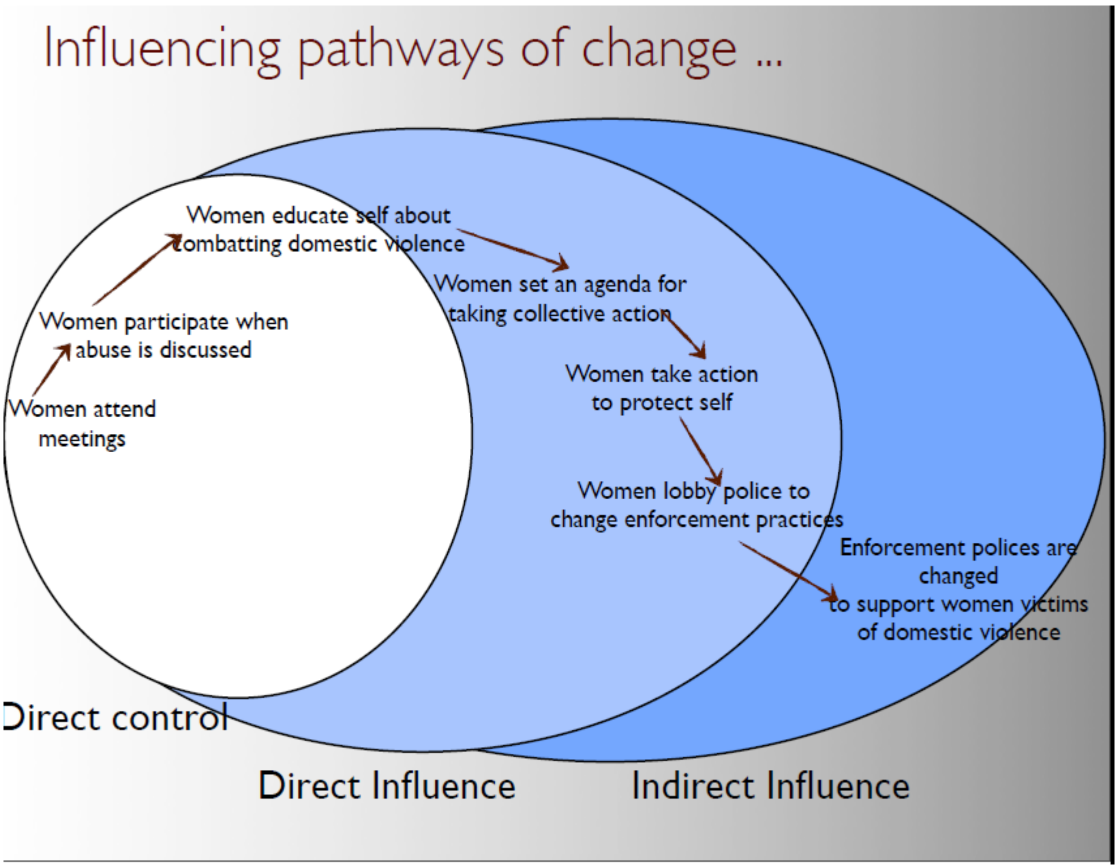
As another example of the process of change (see "Influencing pathways of change" graphic"), we can take a project that worked on empowering women to work towards ending domestic violence in a province in India.[3]

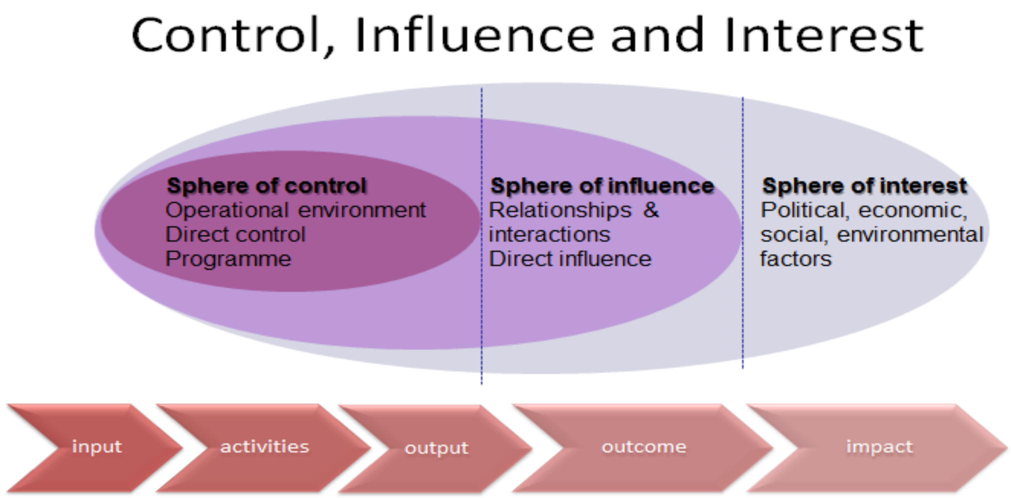
The behavior changes they wanted were: women attend meetings, women participate and speak about domestic violence, women begin to educate themselves about combatting domestic violence (these are all within the **direct control** of the project).

[3] Graphic courtesy of Evallab.

Next: women set an agenda to mobilize and take collective action (this is the first **outcome** and is beyond the direct control of the NGO), women take action to protect themselves, women lobby police to change enforcement.

Ultimately, the enforcement policies are changed and women are free from domestic abuse and men are not violating women at home because the police enforce policies (**impact** in sphere of indirect influence/direct interest).





Spheres of Control, Influence, and Interest

Funders often want us to show them very clear, logical change and an intervention logic that is straightforward and exact, but this is not always possible. We cannot always predict the exact impacts that will occur. And even though we may plan well and develop an explicit logic model, we will not be able to foresee everything that may occur. But if we monitor continually, we should be able to see the reality of what's happening and what's working and not working, and that should provide the basis for our reporting.

Results Framework

One method that we can use to apply the Results-Based Management perspective to our work is a results framework. A results framework is a logical, realistic, explicit presentation of how we think we will bring about change. A results framework captures the inputs, outputs, outcomes, and impact (the cause and effect linkages for an intervention) into a structure. It can take many different forms, depending on what works for each organization. A results framework is a generic terminology. Other terms for a results framework are logic framework, logic model, theory of change, or results chain.

What is a results framework?

- An explicit articulation (graphic display, matrix, or summary) of the different levels, or chains, of expected results
- The results specified typically comprise the longer-term objectives (“outcomes” or “impact”) and the intermediate outcomes and outputs that lead to these desired longer-term objectives.
- It shows how the results will be measured, so that we can know if they are being achieved.

A results framework:

- Highlights the key linkages in the Theory of Change that underpin the intervention
- Helps establish an evidence-based approach to monitoring and evaluation
- Helps measure progress towards achieving strategic objectives
- Helps achieve strategic objectives

In the results framework example below, the group defined their vision and the overall Impact Objective of their work (long term); then they defined immediate, intermediate, and long-term outcomes, the baseline and targets, and means of verifying that they achieved their outcomes.

RESULTS FRAMEWORK[4]

"SEXUAL AND REPRODUCTIVE HEALTH, RIGHTS, AND HIV/AIDS AND GOVERNANCE" PROJECT

Vision: Equitable universal access to SRHR and HIV and AIDS services, including improved health and respect for human rights is enjoyed by women and girls in the Southern African region.

Result Levels	Progress Markers/Indicators	Means of Verification	Base line	Target
Impact Objective: The capacity of **parliamentarians (MPs), especially women MPs**, is used to promote, intervene and advocate for comprehensive and essential sexual and reproductive health rights (SRHR), HIV, and AIDS services and impact on relevant current policy environment in their countries in order to ensure that it is supportive of human rights and sexual and reproductive rights.	**Immediate outcomes** *(expect to see)* • MPs understand SRHR, HIV, and AIDS issues • MPs understand the importance of SRHR, HIV, and AIDS integration and the rights approach • MPs recognize their role to advance the SRHR, HIV, and AIDS integration within a rights-based approach **Intermediate outcomes** *(like to see)* • MPs seek information (formally and informally) from national working group (state actors) • MPs seek information (formally and informally) from NGOs (non-state actors) • MPs engage with constituents on SRHR, HIV, and AIDS issues • MPs undertake oversight visits related to SRHR, HIV, and AIDS and governments **Long-term outcomes** *(love to see)* • MPs are using national evidence-based information to ask questions during "question time" • MPs are scrutinizing SRHR policies and legislation referred to parliamentary committees • MPs engage in informed policy and legislative debates on	# of MPs debating issues on SRHR # of media reports covering MPs discussing issues on SRHR # of inputs during bill reading and debate # of MPs requesting and quality of monthly reports from clerks # of MPs requesting and quality monthly reports # of constituent outreach reports # of MPs at Committee referring to policy brief data # of MPs making inputs trained from project Committee and Hansard reports # of motions passed on SRHR, HIV, and AIDS	0% 0% 0% 0% 0% 0% 0% 0% 0%	• 15% increase per year in each country • 5% increase in media coverage on SRHR per year • 50% by 2018 • 50% of MPs collaborate with partners for knowledge sharing • 20% of countries hold public hearings on SRHR by 2018 • 60% of NWPC MPs benefit from competent research on SRHR and ask questions • 70% of MPs give alternative inputs during bills and committee debates.

[4] This Results Framework is abbreviated here. Please see Appendix I for the full framework.

	integrated SRHR, HIV, and AIDS issues • MPs raise motions on SRHR, HIV, and AIDS and governance issues			• 80% of MPs trained raise motions on SRHR etc.
Result level	**Progress Markers/Indicators**	**Means of Verification**	**Base line**	**Target**
Outcome: National Women's Parliamentary Caucus (NWPC) MPs demonstrate leadership and advocate for commitment of parliament to facilitate specific SRHR actions.	**Immediate outcomes** *(expect to see)* • 7 NWPCs are empowered to champion SRHR advocacy • NWPC accessing information on SRHR **Intermediate outcomes** *(like to see)* • NWPC using information accessed in parliamentary sessions, committees and Country constituents • 50% of NWPC MPs contribute to agendas on SRHR issues • 50% of NWPC MPs are participating in discussion forums on SRHR issues • NWPC MPs are vocal to the media about SRHR issues **Long-term outcomes** *(love to see)* • 50% of NWPC MPs lead a parliamentary session on SRHR issues • 20% of NWPC MPs lead a parliamentary session on sensitive SRHR issues • Raise SRHR issues and challenge misconception at parliamentary and political platforms.	Country reports Media clips Record of requests Hansard (media monitoring service) Hansard Hansard Media clips Hansard Hansard Hansard	0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	7 NWPC MPs capacitated and empowered to champion advocacy Technical Information utilized to hold government to account NWPC MPs speak out to protect rights on communities NWPC members covered by media Debates by NWPC MPs visible on SRHR NWPC MPs lead parliamentary interventions at all levels NWPC MPs challenge rights violations in the house
Output: Training programs delivered in 7 countries	• # of trainings conducted • # of participants • # of materials distributed • # of advocacy issues agreed upon • # of modules used	• Training report • Attendance registers • Materials distributed • Strategic partnerships forged with partners • Modules produced	0% 0% 0% 0% 0%	28 trainings in four years per country

It's important to remember that a results framework:

- Defines cause-effect linkages for one or more interventions
- Identifies or states the "development hypothesis" or Theory of Change

- Requires clarity with respect to the Theory of Change – the reasons why the project will lead to outputs → which will lead to intermediary outcomes → which will lead to longer-term outcomes and impact

There are four main questions to consider when developing the results framework:

Why?	What is the vision? (e.g., women's empowerment, ending violence against women)
Who?	Who are we influencing directly or indirectly, with whom are we collaborating to influence others? (e.g., individuals, other NGOs, groups)
What?	What will our project and organization achieve? (e.g., what is our intervention or results logic [outcomes] and indicators)
How?	How will we achieve the "*What*" and the "*Who*"? (e.g., our activities, Theory of Change)

Theory of Change

We can construct a Theory of Change to communicate our results framework. Although "Theory of Change" is a newer terminology, it's important to understand and use it, because if we can express our results framework this way to funders, we will be more successful.

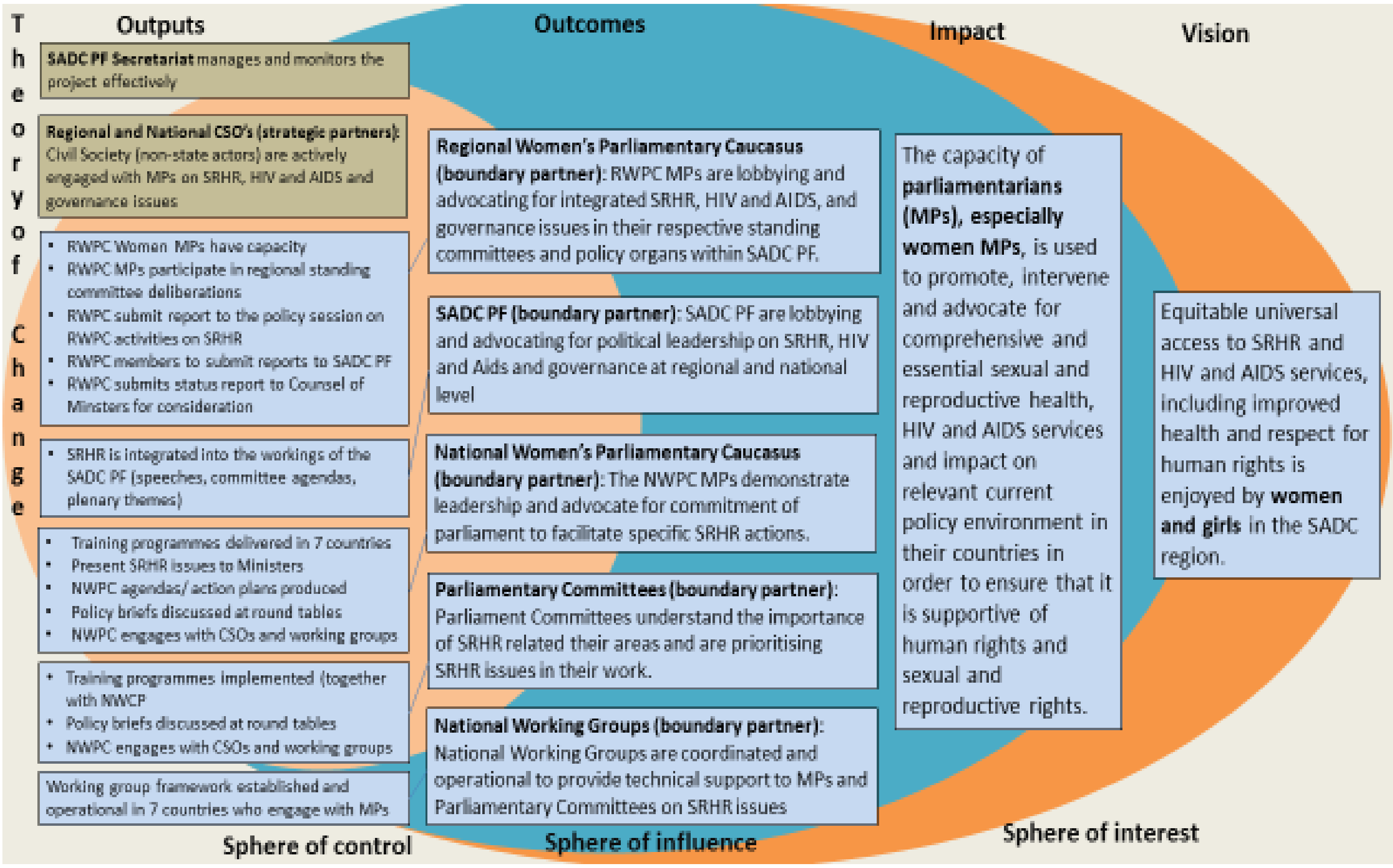
The Theory of Change is a document that illustrates how we will achieve the change we propose. It is also a way of thinking that allows us to turn our theories about the *Why, Who, What*, and *How* (see above) of the change that we seek to achieve into a logical causal chain. It is a representation of how and why a complex change process will succeed under specific circumstances. It spells out the logic, defines long-term goals, and then maps back to identify changes that need to happen to achieve the goals. In a Theory of Change document, identified changes are mapped graphically in causal pathways of outcomes, with each outcome showing its logical relationship to the other outcomes.

A Theory of Change is both a "Process" and a "Product." A Theory of Change is:

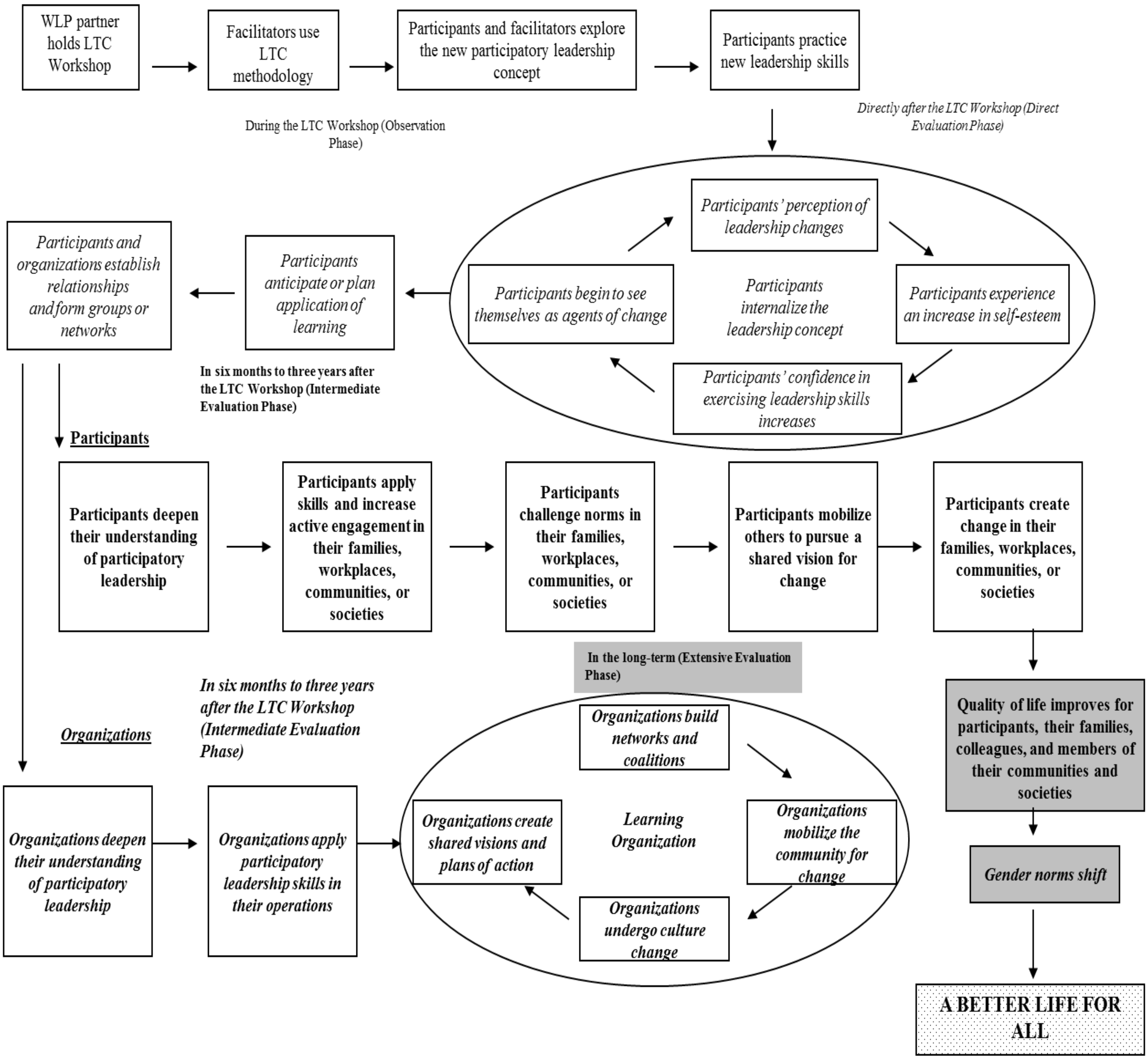
- A structured thinking PROCESS that allows groups to turn their theories about what needs to change and why into a "causal pathway"
- A PRODUCT that illustrates the results of the Theory of Change *process*

A Theory of Change is a **planning process** created specifically for change efforts. It is not a general theory of how change happens – rather it is a theory that is **specific to each effort**, to how the intervention will change a problem or will help us achieve our vision. It is useful for setting goals, strategic planning, and program evaluation, and a working model against which to test our hypothesis and assumptions about what actions will best bring about the intended changes or outcomes.

For the results framework above, the Theory of Change would look like this:



For WLP's *Leading to Choices* Program,[5] the Theory of Change would look like this:



[5] From *Measuring Change*, Model 1.

When working with RBM we want to start at the top – start with the results we want to see and work our way back to the outcomes and outputs that will produce the results.

A Theory of Change can act at multiple levels. We may have a Theory of Change at the organizational level, and for specific programs we may want to develop Theories of Change to reflect the different outcomes we are trying to achieve with each project. Within an organization, all the projects we implement should contribute to the organization's overall Theory of Change, even if each project has its own Theory of Change.

Group Exercise

If you have time, you can set a Group Work Exercise by asking the training participants to organize into different groups and have each group identify the individuals and groups with whom their projects interact **directly** to effect change and those who are in their **spheres of influence**.

Questions and Answers

Take a moment to review the learning objectives with the participants. Do you have any outstanding questions or comments to share with the group?

Additional Reading

Read WLP's *Measuring Change*. On your own, take some time to review the Theory of Change YouTube video website, the *RBM Handbook on Developing Results Chains*, the SADC Theory of Change, and the sample Results Framework and Theory of Change in the Resources section. If you have suggestions for other resources, share them with the group.

Section III: Performance Monitoring

Section III: Performance Monitoring

Outline

- Monitoring
- Indicators
- Means of Verification
- Baseline Data
- Assumptions and Risks

Introduction

Performance monitoring assumes that we have done good planning, that we have a logical, consistent results framework and Theory of Change, and that we know that our activity, event, or intervention will create change at some point, somewhere. Monitoring our performance will help us know if our Theory of Change is on track.

Learning Objectives

- To understand what good monitoring involves and how to use it
- To understand what constitute indicators and how to use them
- To understand baselines and why they are necessary
- To understand means of verification and how to use them
- To understand how to assess and describe assumptions and risks

Notes, Remarks/Reminders for the Facilitator

- Address any outstanding questions or comments from the previous session. Use this as an opportunity to gauge participants' comfort levels with using the terminology and concepts presented so far.
- Present the topic of the learning session.
- Encourage participants to take part by asking questions, sharing experiences, etc.
- Ask questions of participants to make sure the main concepts are understood.
- Provide examples whenever possible.

Monitoring

Monitoring is a **continual function** that uses **systematic** collection of data on specified indicators to provide the organization's management and the main stakeholders of an ongoing development intervention with indications of the **extent of progress** and **achievement of objectives** in **the use of allocated funds.**[6]

During the implementation and monitoring part of our project, we can collect data. **<u>Everyone who manages or works on the projects is also an M&E officer</u>**. If we don't involve the people who implement the project in also monitoring the project, we are not going to really understand the changes taking place.

Monitoring and evaluation are two separate functions. Monitoring is continuous. If we are analyzing the collected data on a regular basis, that will give us the information we need to readjust our work plan as necessary. Monitoring data gives us information for analyzing, reflecting, and re-planning. There are not clear "cut off" cycles for analyzing, reflecting, and re-planning because they are all connected and

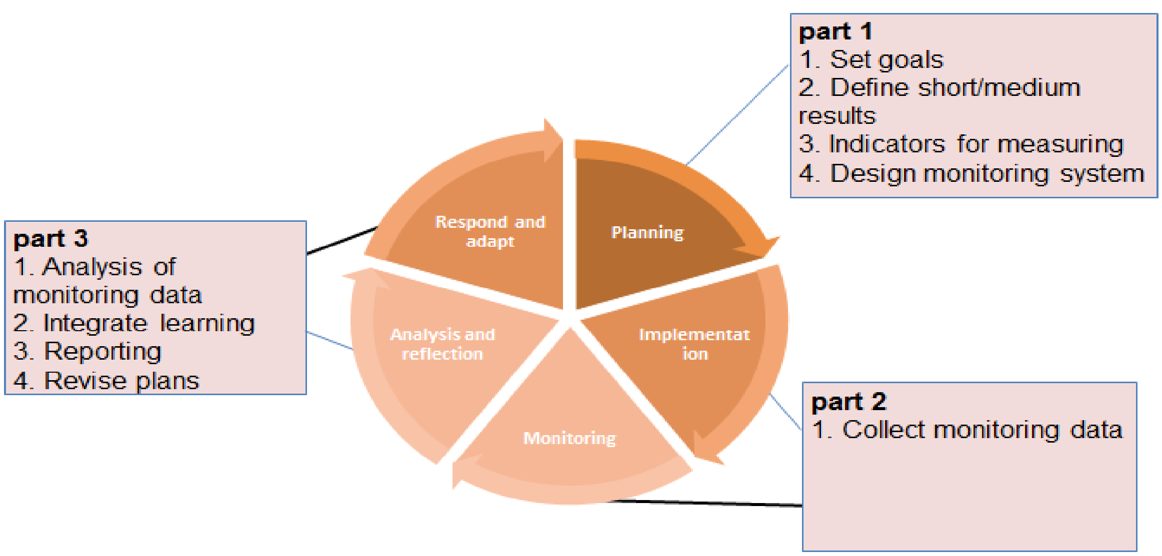
[6] DAC definition.

overlapping. We need to collect the data, analyze it, integrate it into our revised plans, then report it to our constituents, funders, and others.

A monitoring framework consists of:

- What is to be monitored (identified targeted results with indicators or progress markers)
- When the data is to be collected and the frequency (this can differ between different result levels)
- Who is responsible for collecting the data and what the monitoring action looks like (it is important to define roles)
- Frequency of data analysis and reporting
- Timing of reflection and learning event
- Timing of evaluations

A monitoring framework tells us what we need to look at to be able to understand our progress toward results, when we need to collect data and how often, and who collects the data. Indicators should always focus on **outcomes** (behavior changes for individuals / changes in society). By being specific and assigning responsibilities for collecting the data, data collection is more likely to happen. We also need to identify when we are going to analyze the data and learn from it. It usually works best for all of the project staff to come together to discuss and reflect on the data to determine if we are track and what we can do to be more strategic in the implementation. The monitoring framework can be integrated into the results framework, or it can be separate, but it is a very important part of RBM.



Monitoring is continuous. It uses systematic collection of data – the data collection cannot be random. We need to **specify our indicators at the outset of the project**, so we know the extent of our progress in relation to the goals we have set out to achieve. Monitoring tells us what's important.

Performance monitoring is a real-time activity using collected data to adjust the plan and make it more effective during project implementation. The information we collect should be used for decision making. Monitoring data can help us make decisions and strategic choices on an ongoing basis. If we are doing good performance monitoring, we should be an "open organization" that is honest and transparent with our data.

Performance monitoring

- Uses real-time monitoring data to adjust the program approach during implementation
- Allows information on results to guide decision-making at all levels, from strategic choices to implementation methods
- Needs an organizational culture that rewards transparency and honesty, more than published numbers

The most common problems that may develop in the planning stage and in the monitoring process include:

- Unrealistic and unattainable objectives or goals
- Excessive focus on activities and not on outcomes
- Difficulty in assessing progress due to inadequate indicators and lack of baselines (so we don't know where we're starting from)
- Focusing on what *can* be measured rather than what *needs* to be measure
- Confusion over ownership of data collection or monitoring responsibilities

No one has a fixed formula for monitoring, but when we understand these common problems we can create a plan that fits our specific project or organization.

Indicators

An indicator is a variable that provides a **SIMPLE and reliable means to measure achievement** and identify any needs for adjustments. It can verify the success or failure of the project and allow us to report on our performance. If we have defined specific, realistic, and tangible outcomes, then it will be easy to create indicators and to determine if we have reached our goal or not.

How do we use indicators?

- To verify the **success or failure** of the project – to help us determine if we reached our goal or moved towards it; to determine if change has occurred
- To serve as a basis for **performance reporting**
- To help objectives become **specific, realistic, and tangible**

We use indicators because we need to know that we are making progress. We need to be able to *measure* the changes that happen because of our activities, events, or interventions. **Useful indicators will measure <u>change</u>, not activities**. Most organizations already track and monitor their activities. What we want to do is raise our monitoring to the outcome level, so we know if real behavior change is happening.

SMART Indicators *(checklist)*

- **S**pecific (to the objective)
- **M**easurable (quantitatively or qualitatively)
- **A**ttainable (at acceptable cost)
- **R**elevant (to information needs)
- **T**ime-bound

If the objective is also **SMART**, that will help us in formulating our indicators.

Important points to remember for indicators to measure progress:

- Make sure that the proposed indicators **measure the *real change*** and **not just what is easy to measure** (e.g., increased capacity, not just the number of people trained)
- Make sure that the objectives in the overall results or logic framework are translated into detailed, annual work plans (that is, ensure that the focus is not so much on activity and instead is on change processes)
- Move from activity-based focus towards a change-based focus; instead of using "in place," "established," etc., use "operational," "implemented," – the indicators should capture the quality and not just a completed activity

General information for performance indicators:

- All indicators have a parent objective (but they are not the goal)
- Indicators should help us to better understand if we reached our goal or moved towards it (if change has occurred)
- Ensure that objectives are specific, realistic, and tangible
- We use performance indicators to verify the success or failure of the project
- We should have indicators at all levels of the Results Chain – each of our outcomes, outputs, and impacts should have at least one indicator
- Indicators are the basis for performance reporting
- The important thing is the *analysis* of the information – not the indicator in itself

There are different levels of indicators:

- **Process indicators** measure how activities are carried out – according to accountability, transparency, non-discrimination, and participation.
- **Output indicators** measure quantity, quality, and timeliness of the project's products, goods, or services.
- **Outcome indicators** measure intermediate results generated by program outputs. Outcome indicators often correspond to changes in men's and women's behavior.
- **Impact indicators** measure the quality and quantity of the long-term results generated by program outputs and outcomes (e.g., increased income, changes to society).

Important points to think about when using indicators:

- Performance indicators should be defined during the project's planning stage – and changed as needed.

- All indicators should be linked to just ONE output, objective, or outcome – indicators are never random.
- Indicators are by nature measurable.
- Indicators should not be expensive to collect or analyze.
- It is often necessary to have more than one indicator for each outcome.
- Indicators should be reasonable and relevant (clear on what they measure).

We need both **quantitative** indicators (quantity, numbers, percentages, ratios) ***AND*** **qualitative** indicators (information on people's perceptions, opinions, judgements, actions, and behaviors). For example, our project may result in a better women-to-men ratio in decision-making positions, but that may not tell us about people's attitudes, or whether people think that the increased women's involvement is useful. In addition to simply increasing the number of women in decision making, we also want to know if they feel their opinion matters – are they being heard and respected?

It is sometimes also helpful to track groups separately (e.g., men/women, adults/youth, urban/rural, minorities, people with disabilities) to understand the change that is happening. In a project focusing on increasing women's equality, indicators should:

- Not use vague vocabulary, such as "population" or "vulnerable groups," and instead refer to women/men, girls/boys.
- Be sex-disaggregated, e.g. percentage women vs. percentage of men
- Assess and identify the gender balance of:
    - Decision-making power in program
    - Beneficiaries of the program
    - Success and control over resources

Qualitative vs. Quantitative Indicators

Quantitative Indicators	**Qualitative Indicators**
• Quantity • Number • Percentage • Ratio	• Perception • Opinion • Judgments about something • Actions and behavior
Examples: • Number of women in decision-making positions • Employment levels for women and men, with disabilities, from minority groups • Literacy rates for women and men, with disabilities, from minority groups	**Examples**: • Women's perception of their empowerment • Satisfaction with employment or school • Quality of legal aid (did it raise the level of understanding of legal rights with the person seeking aid?) • Degree of confidence in basic literacy

Progress Markers

Indicators are sometimes call "progress markers." Progress markers can tell us the different things that we can observe in terms of behavior change that allow us to see our progress toward achieving an outcome per target group. Progress markers allow us to break down the behavior to identify the steps toward the outcome: changes we expect to see → changes we like to see → changes we love to see.

For example, if our project involves empowering women who experience domestic violence, we would want to break down the steps of behavior change that we would expect to see over time as we make progress toward the overall outcome.

The immediate outcomes are actions or changes we would expect or like to see immediately during or following our intervention. These first indications of change are the steps within our direct control, with progressively less control over succeeding stages and over time.

Here is one way to visualize the change process:

We want to determine progress markers, indicators, or milestones (in terms of behavioral change) that we can expect (and observe) that would show that we are moving towards achieving the outcome. In this project, examples of progress markers might include:

Immediate Outcomes (Expect to See):
- Attending self-help groups
- Participating when abuse is discussed

Intermediate Outcomes (Like to see)
- Educating self about combating domestic violence
- Setting agenda for taking collective action

Long-term outcomes (Love to See)
- Taking action to protect self
- Lobbying policy to change enforcement practices

Means of Verification

Means of verification tell us **how and where to obtain** the data necessary to prove that the changes defined by each indicator have been reached. In determining what means of verification to use, we will want to consider the cost, timing (when to verify), and how to collect the data. Data collection methods will vary for different projects. Official statistics can be very useful, if the statistics are reliable. It is important to be aware of where good statistics can be found. Opinion polls and expert assessments may describe the basis for their data collection and analysis, which would give us more faith in using their statistics. We can also use our own questionnaires, evaluations, or interviews to find out what people or participants think or how their behavior has changed.

Examples of data-collection methods:
- Analyze official statistics
- Opinion polls

- Expert assessments
- Pre- and post-intervention surveys of participants
- Training evaluations
- Customer satisfaction questionnaires
- Qualitative interviews
- Focus groups
- Survey data sources: data collected as part of sample surveys or using structured questionnaire approaches.
- Event-based studies

It may sometimes be difficult to measure change that results from advocacy campaigns or networking. However, we may be able to do this by observing the levels of engagement in groups such as on Facebook, or we may ask people about their level of engagement and whether it is useful to them. If we want to measure the impact of a campaign, we need to know who the audience is. In villages, for example, if we want to know that violence against women has decreased, one way to measure that would be to ask the women if their experience of violence is less; we could also survey community members to see if they have changed their opinions or if they have observed changes in regard to violence against women.

It's also important to remember that we need to be realistic about attribution. It is not always the case that we can take full responsibility for a change that has taken place. We need to be aware and analyze when we reflect on the data, to determine whether we only *contributed* to the change or whether the change can be *solely attributed* to our work. It's important to be honest and transparent about contribution vs. attribution.

Baseline Data

Baseline is a reference point to measure departure from. It is an assessment of an actual situation *before* the intervention or project activities are implemented. It is a prerequisite – we need to know the baseline if we want to determine if change has occurred because of our intervention.

Example of Baseline Data

Outcome	Performance Indicator of Outcome	Baseline
The nation's girls and boys have improved access to pre-school programs	**1.** % of eligible urban girls and boys enrolled	**1.** 75% of urban boys and 70% of girls in 2015
	2. % of eligible rural girls and boys enrolled	**2.** 40% of rural boys and 30% of rural girls in 2015
	3. % of girls and boys with disabilities enrolled	**3.** 2% of boys and 1% of girls with disabilities in 2015

Baseline data can be broken down in many ways – the more specific our baseline data are, the more specific our indicators and outcomes can be. For this example, a better outcome would be that more boys and girls are attending preschool, rather than simply their having improved access. Having more specific baseline data gives us better ability to design and achieve specific outcomes.

Assumptions and Risks

We can also use our results framework to describe and manage risks. We work in complicated environments, so we need to be aware of the risks in order to mitigate and reduce them. In linking risks to results, we need to:

- Identify, analyze, and mitigate risks that might interfere with the implementation of our expected results
- Systematically analyze, document, and follow-up on risks

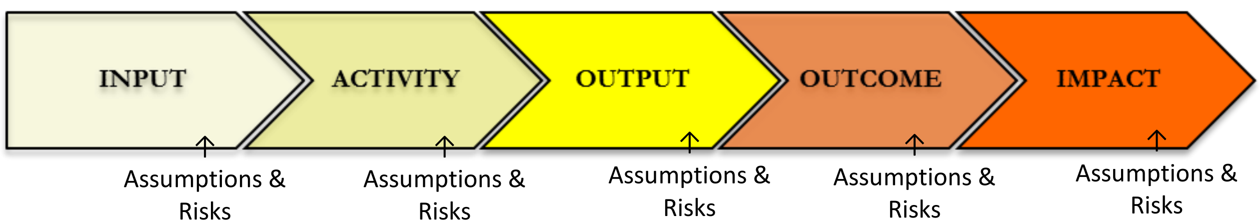
The important point here is that we often cannot avoid risks, but we need to be aware of possible risks and manage accordingly!

Steps in Risk Management

1. Identify and analyze risks
2. Assess the risks (probability and consequence)
3. Decide on risk mitigation or whether to accept the risks
4. Update the risk analysis over time as part of performance monitoring

Results Chain and Development Risks

T i m e →



Once we identify and analyze the risks, we can decide on counter-measures or risk mitigation:

1. Accept the risk (take no action)
2. Reduce the risk (reduce the probability or consequences)
3. Share the risk (are there other actors to share with?)
4. Eliminate the risk (avoid these activities)

Group Exercise

If you have time, you can set a Group Exercise by asking the training participants to organize into different groups and have each group take one actor or demographic (women, youth, rural women, etc.) and define an outcome that we would want to see with this individual or demographic group. If they select a demographic group, they can be very explicit about what they want to achieve with each. An example might be: Rural women who are experiencing domestic violence are empowered to take action against their abuse. The outcome statement should describe the behavior that is the goal of what we would want to see.

Questions and Answers

Take a moment to review the learning objectives with the participants. Do you have any outstanding questions or comments to share with the group? Was there anything you hoped to discuss but didn't get a chance to?

If you have time and the ability to do so, you can set a "Final Assignment," to be worked on and finished on the last day of the training; the facilitator then can review each assignment and the full group can discuss them. If time does not permit, participants may complete the assignment after the training is finished and send the assignments to the facilitator for review and comments.

Final Assignment

Ask participants to form themselves into groups of 3 to 4 individuals. Each group will develop a Results Framework for a project/program that includes a results chain and means for monitoring, using the information shared during the sessions. The facilitator can review each Results Framework submitted and give feedback to each group.

The Results Framework may take the form of an illustration, matrix, or other format that the participants feel makes an explicit presentation of their Theory of Change.

Resource material to guide the process includes:

- Presentation from the training
- Transcripts
- Examples of results frameworks
- Results matrix template (ask participants to develop a format that suits their project)
- RBM Handbook on developing results chains
- www.theoryofchange.org and www.outcomemapping.org
- Indevelop results chain definitions

Additional Reading

- RBM Handbook on developing results chains
- www.theoryofchange.org and www.outcomemapping.org

Conclusion

To determine the effectiveness of the activities we all work so diligently to implement, it is important to monitor and evaluate them based on stated criteria. To do that, we need a framework. We hope that the information presented in this toolkit will have enabled participants and organizations to gain an overall understanding of effective monitoring and evaluation and to build their confidence to be an active part of those processes. By utilizing the M&E processes in this toolkit, NGOs should be able to report more effectively to funders and secure increased funding for programs that promote women's human rights.

We hope you will share this information with your colleagues, co-workers, and others working in civil society, non-governmental, and community-based organizations in your networks.

Post-learning Evaluation

There will be a post-learning evaluation. You will receive a link to a survey after the session is over. Please take a few moments to complete this evaluation. Your feedback is important to improve WLP's future learning sessions.

"Dear Mr. Gandhi, We regret we cannot fund your proposal because the link between spinning cloth and the fall of the British Empire was not clear to us."

Written by *M. M. Rogers* and illustrated by *Ariv R. Faizal, Wahyu S., Ary W.S.*
Creative team for Search for Common Ground in Indonesia

Resources

For a good example of a "Theory of Change," view:
https://www.youtube.com/watch?v=YJSMa7AA3cU.

Other sites for Theory of Change include:
www.theoryofchange.org
www.outcomemapping.ca

See the user-friendly *RBM Handbook on Developing Results Chains: The Basics of RBM as Applied to 100 Project Examples*, Results-Based Management Division, Canadian International Development Agency, December 2000. The *RBM Handbook* provides readers with the basic concepts behind Results-Based Management (RBM), supported with 100 examples that will help readers better articulate what the projects, programs, or organizations hope to achieve.

Appendix I

Sample Results Framework

RESULTS FRAMEWORK[7]

"SEXUAL AND REPRODUCTIVE HEALTH, RIGHTS, AND HIV/AIDS AND GOVERNANCE" PROJECT

Vision: Equitable universal access to SRHR and HIV and AIDS services, including improved health and respect for human rights is enjoyed by women and girls in the Southern African region.

Result Levels	Progress Markers/Indicators	Means of Verification	Baseline	Target
Impact Objective: The capacity of **parliamentarians (MPs), especially women MPs**, is used to promote, intervene and advocate for comprehensive and essential sexual and reproductive health rights (SRHR), HIV, and AIDS services and impact on relevant current policy environment in their countries in order to ensure that it is supportive of human rights and sexual and reproductive rights.	**Immediate outcomes** *(expect to see)*			
	• MPs understand SRHR, HIV, and AIDS issues	# of MPs debating issues on SRHR	0%	• 15% increase per year in each country
	• MPs understand the importance of SRHR, HIV, and AIDS integration and the rights approach	# of media reports covering MPs discussing issues on SRHR	0%	• 5% increase in media coverage on SRHR per year
	• MPs recognize their role to advance the SRHR, HIV, and AIDS integration within a rights-based approach	# of inputs during bill reading and debate	0%	• 50% by 2018
	Intermediate outcomes *(like to see)*			
	• MPs seek information (formally and informally) from national working group (state actors)	# of MPs requesting and quality of monthly reports from clerks	0%	• 50% of MPs collaborate with partners for knowledge sharing
	• MPs seek information (formally and informally) from NGOs (non-state actors)	# of MPs requesting and quality monthly reports	0%	• 20% of countries hold public hearings on SRHR by 2018
	• MPs engage with constituents on SRHR, HIV, and AIDS issues	# of constituent outreach reports	0%	• 60% of NWPC MPs benefit from competent research on SRHR and ask questions
	• MPs undertake oversight visits related to SRHR, HIV, and AIDS and governments	# of MPs at Committee referring to policy brief data	0%	• 70% of MPs give alternative inputs during bills and committee debates.
	Long-term outcomes *(love to see)*	# of MPs making inputs	0%	

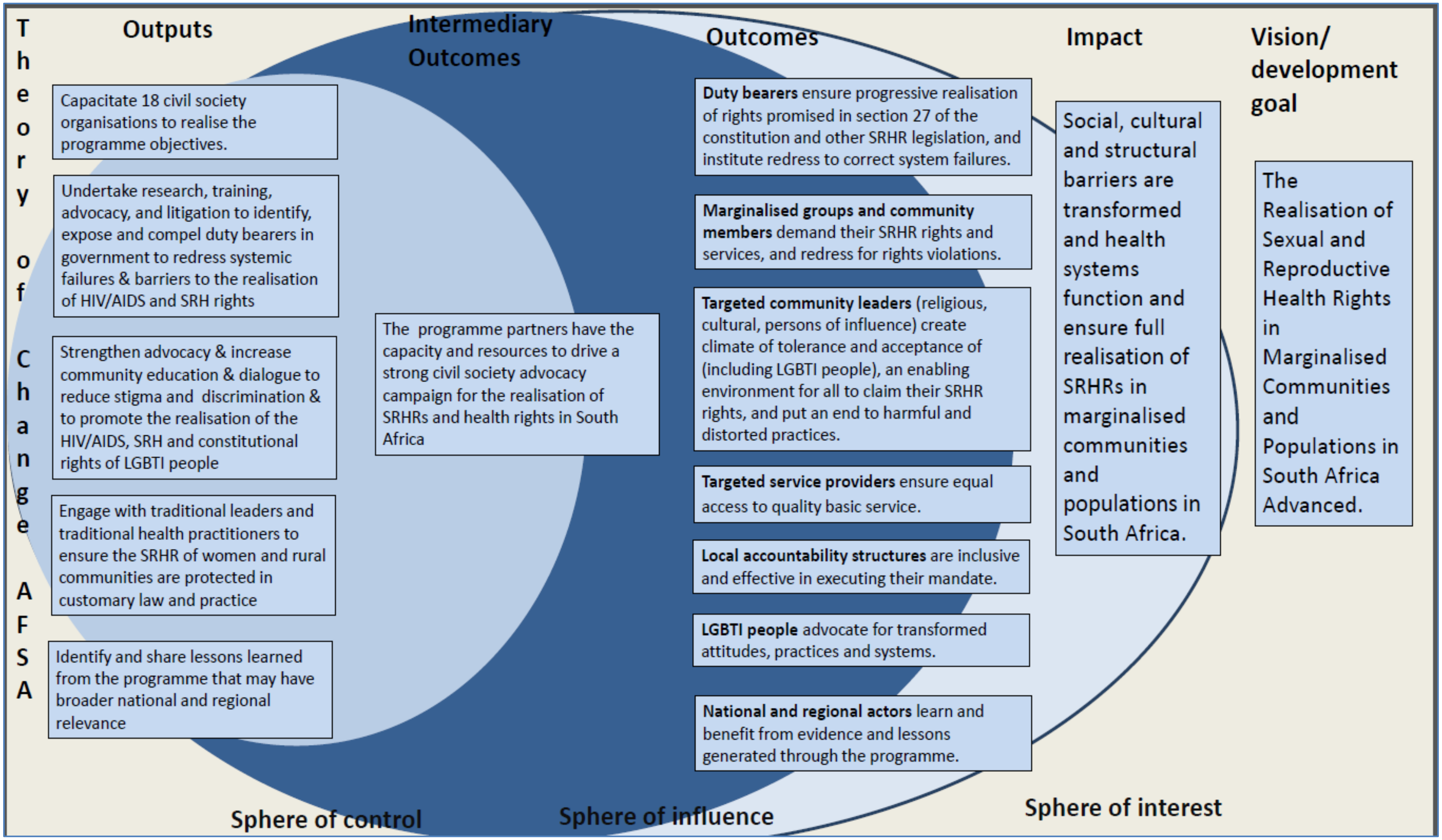
	• MPs are using national evidence-based information to ask questions during "question time" • MPs are scrutinizing SRHR policies and legislation referred to parliamentary committees • MPs engage in informed policy and legislative debates on integrated SRHR, HIV, and AIDS issues • MPs raise motions on SRHR, HIV, and AIDS and governance issues	trained from project Committee and Hansard reports # of motions passed on SRHR, HIV, and AIDS	 0%	• 80% of MPs trained raise motions on SRHR etc.
Result level	**Progress Markers/Indicators**	**Means of Verification**	**Baseline**	**Target**
Outcome: National Women's Parliamentary Caucus (NWPC) MPs demonstrate leadership and advocate for commitment of parliament to facilitate specific SRHR actions.	**Immediate outcomes** *(expect to see)* • 7 NWPCs are empowered to champion SRHR advocacy • NWPC accessing information on SRHR **Intermediate outcomes** *(like to see)* • NWPC using information accessed in parliamentary sessions, committees and Country constituents • 50% of NWPC MPs contribute to agendas on SRHR issues • 50% of NWPC MPs are participating in discussion forums on SRHR issues • NWPC MPs are vocal to the media about SRHR issues **Long-term outcomes** *(love to see)* • 50% of NWPC MPs lead a parliamentary session on SRHR issues • 20% of NWPC MPs lead a parliamentary session on sensitive SRHR issues	Country reports Media clips Record of requests Hansard (media monitoring service) Hansard Hansard Media clips Hansard Hansard	0% 0% 0% 0% 0% 0% 0% 0% 0%	7 NWPC MPs capacitated and empowered to champion advocacy Technical Information utilized to hold government to account NWPC MPs speak out to protect rights on communities NWPC members covered by media Debates by NWPC MPs visible on SRHR NWPC MPs lead parliamentary interventions at all levels

	• Raise SRHR issues and challenge misconception at parliamentary and political platforms.	Hansard	0%	NWPC MPs challenge rights violations in the house
Output: Training programs delivered in 7 countries	• # of trainings conducted • # of participants • # of materials distributed • # of advocacy issues agreed upon • # of modules used	• Training report • Attendance registers • Materials distributed • Strategic partnerships forged with partners • Modules produced	0% 0% 0% 0% 0%	28 trainings in four years per country

Appendix II

Theory of Change Samples

Model 1: The WLP Model of Change for the *Leading to Choices* Program



Model 2: WLP's Theory of Change

WOMEN'S LEARNING PARTNERSHIP FOR RIGHTS, DEVELOPMENT, AND PEACE

Theory of Change

Mission	Approach	Inputs	Outputs	Outcomes (by boundary partner)	Vision/Result
• To transform power relations and promote justice, equality, peace and sustainable development by strengthening the feminist movement	• Promote and sustain leadership that is participatory, inclusive, horizontal, and replicable	• Shared values: Gender equality, human rights, collective and consensus-based action, and respect for diversity • Shared mechanisms, and concepts • Exchange of experiences, strategies, skills • Mobilization of resources	• **Curriculum and Resource Development:** Published, multimedia, and web-based resources • **Training:** Grassroots, national, regional, and international workshops, training of trainers institutes, online trainings, and post-training evaluation and follow-up • **Advocacy:** Advocacy and campaign resources, actions, and outreach supporting local, regional, and international campaigns • **Capacity Building:** Peer-to-peer and South-South collaboration and exchange to strengthen knowledge sharing and solidarity	• **WLP20** replicate the WLP International methodology to implement and expand the programs nationally and/or regionally. • **Grassroots women and men** relate to each other on the basis of equality and respect, with equal sharing of power, resources and decision making. • **Youth** are actively engaged as citizens and practice and promote values of democracy and equality. • **Activists** advocate in favor of human rights of women. • **Affiliate CSOs** demand accountability for gender equality from social institutions. • **Policy makers** mainstream gender equality in public policies. • **Media** practice gender aware reporting. • **Donors'** decisions and practices are informed by grassroots perspectives on women's realities in the Global South. • **Scholars** communicate WLP's values, knowledge and methodology to their sphere of influence. • **International institutions** (e.g., the UN) hold governments accountable on the implementation of human rights and women's rights instruments.	• Democratic and peaceful societies that embrace pluralism and tolerance and are governed by gender-equitable norms, legislation, and policies that translate into equal rights and equal levels of participation and decision-making for women and men in the family, community, and politics.

Appendix III

Sample Risk Matrix

ARASA's Risk Management Plan

Impact /Overall Objective: Legal policy and social environment exists in southern and eastern Africa (18 countries) in which people living with HIV and TB and key populations most at risk access acceptable, affordable and quality SRHR, HIV and TB prevention treatment and care services

Result Level	Risks	Probability	Consequence	Risk value	Risk strategies
Outcome 1. Civil society on national level advocates for acceptable, accessible, affordable and quality SHRH, HIV and TB care and support services for people living with HIV and TB and key populations most at risk	Laws that criminalize behavior	4	2	6	Advocacy targeted at law makers
	Restrictions on operations of CSOs and freedom of expression	3	3	6	Advocacy targeted at law makers
	Lack of funding for partner CSOs	3	4	7	ARASA provides some direct funding, TA to CSOs on funding opportunities and proposals
	Partner CSOs fail to engage	2	4	6	Strategic selection of partner CSOs, providing incentives (award, access to small grants and TA)
	Partners fail to provide reports (narrative and financial)	3	3	6	Strengthened contractual agreements, TA on reporting and programming, disbursements, linked to progress
	Corruption within partner CSOs	1	3	4	Minimizing opportunity for corruption by disbursements, contractual agreements, financials are audited in ARASA books
Intermediary Outcome: ARASA member CSOs have improved capacity to advocate and strengthen capacities of other CSOs	Inappropriate recruitment and high staff turn over	2	1	3	Accept risk
	Inappropriate participants from CSOs attend training	1	3	4	Strenuous selection process revised regularly
1.1 **Output:** ToT program delivered					
1.2 **Output** Internship implemented					

1.3 **Output** Small grants disbursed					
1.4 **Output** Training and advocacy materials developed					
1.5 **Output** Advocacy campaigns supported					
1.6 **Output** Online courses delivered					
1.7 **Output** Funding and scholarship opportunities facilitated					
1.8 **Output** Networks facilitated					
1.9 **Output** Country programs implemented					
1.10 **Output** Research results disseminated					
Outcome 2. Service providers provide acceptable, accessible, affordable and quality SHRH, HIV and TB care and support services for people living with HIV and TB and key populations most at risk	Failing health care systems Laws and policies that criminalize behavior and prevent access to services	2 4	3 2	5 6	Advocacy targeted at governments Advocacy targeted at law makers
Outcome 3. Potential influencers engage in legal, policy and social change that promotes access to acceptable, affordable, quality health services; particularly for people living with HIV and TB and key populations at higher risk of HIV and TB	Non-receptive to influence Laws and policies that criminalize behavior and prevent access to services	2 4	4 2	6 6	Develop and strengthen relationships and capacity through partner CSOs Advocacy targeted at law makers
3.1 **Output**					

Training delivered (online and in-country)					
3.2 **Output** Training and advocacy materials disseminated					
3.3 **Output** Research results disseminated					
3.4 **Output** Technical assistance provided					
3.5 **Output** Networks facilitated					
3.6 **Output** Regional meetings facilitated					
3.7 **Output** Community dialogues facilitated					
3.8 **Output** Advocacy campaigns are spearheaded and supported					
Outcome 4. Policy makers (national, regional and international) enact laws and policies, or engage in law and policy reform, that enables a human rights based response to SRHR, HIV and TB, and supports access to acceptable, accessible, affordable, quality health services; particularly for	Non-receptive to influence High turn over	2 2	4 4	6 6	Develop and strengthen relationships and capacity through partner CSOs Accept risk
4.1 **Output** Representation/advocacy at strategic fora (national, regional, international)					
4.2 **Output** Workshops convened with policy makers					
4.3 **Output** Media statements and petitions developed					
4.4 **Output**					

Input on draft policies and laws provided					
4.5 **Output** Advocacy campaigns spearheaded and supported					

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