Managing
Outcomes

A Practitioner's Manual
for Analysis, Planning,
Monitoring and Self-Evaluation
based on Outcome Mapping
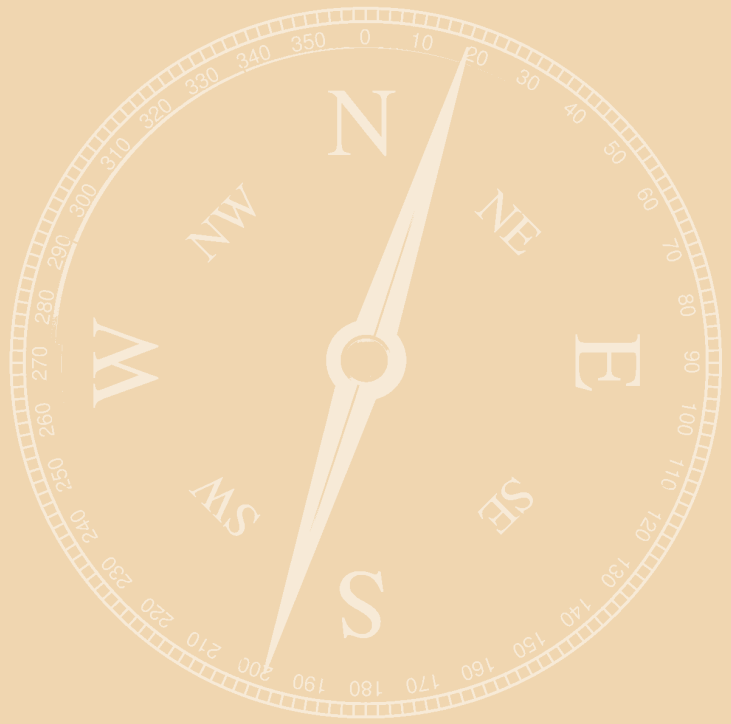
2020

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Foreword

Outcome Mapping was developed 20 years ago by the International Development Research Centre and for many in the development sector it has become a staple in planning, monitoring and evaluation toolkits. Countless organisations across the world have applied and adapted Outcome Mapping for their own projects and programmes, tailored to their needs and contexts. Every now and then we hear about these applications and, as a community of practitioners, we get to learn from them and improve our own understanding and practice.

AGIAMONDO is one such organisation, and Managing Outcomes is its generous contribution to our community, building on over ten years of experience with Outcome Mapping. AGIAMONDO have taken the tools and principles of Outcome Mapping and adapted them to their institutional context, using the elements that work best for them, and offering a number of different tools to complement the original OM tools. While AGIAMONDO have developed this approach for their own projects and those of their partner organisations, Managing Outcomes offers an opportunity for learning and discussion for the Outcome Mapping Learning Community.

In particular, Managing Outcomes includes a section on situation analysis which helps lay a clear foundation for project planning and it provides a detailed guide for monitoring, reflection and self-evaluation. Through these additions, AGIAMONDO has distilled many practices and innovations in planning, monitoring and evaluation that have arisen since OM was first developed, and I'm sure Managing Outcomes will prove to be a useful resource for many in our community.

SIMON HEARN
Coordinator, Outcome Mapping
Learning Community
January 2019
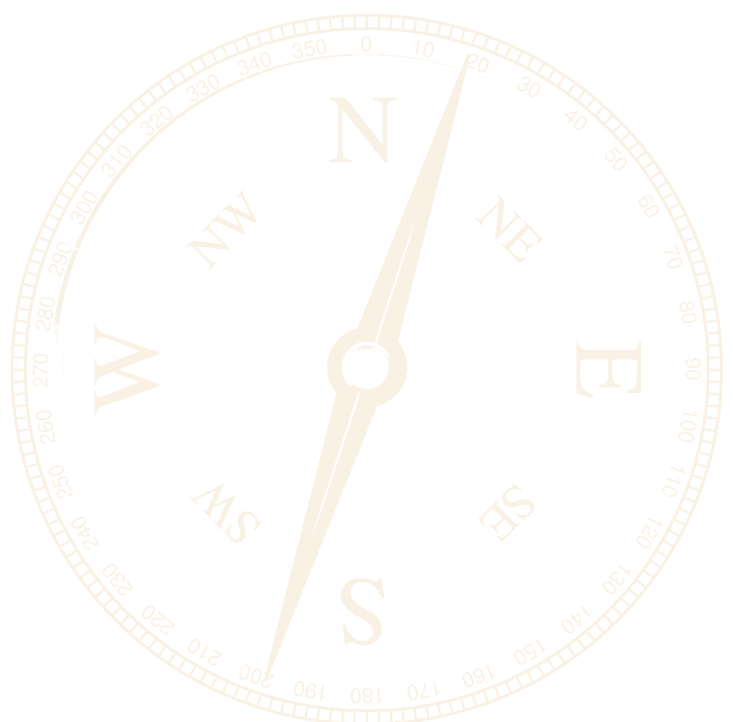
Preface

Peace is not the product of terror or fear.
Peace is not the silence of cemeteries.
Peace is not the silent result of violent repression.
Peace is the generous, tranquil contribution of all to the good of all.
Peace is dynamism.
Peace is generosity.
It is right and it is duty.
Mons. Oscar Romero

AGIAMONDO, as the German Catholic agency for international cooperation, develops and implements peace building programmes in cooperation with local partner organisations aimed at preventing violence and promoting peace in crisis zones and conflict regions. The centre of AGIAMONDO´s Civil Peace Service (CPS) Programme involves the secondment of specially trained personnel, CPS Workers, in support of local partner organisations that work to reduce violence and to help communities come to terms with past violence.

AGIAMONDO believes that Personnel Cooperation can play a critical role in shaping human interactions to contribute to positive change. **All progress begins and ends with people and comes to success through interaction, dialogue and learning.** This is the firm conviction upon which the work of AGIAMONDO is based, and which is backed up by the conclusions from the evaluation of German Personnel Cooperation worldwide commissioned by the German Federal Ministry for Economic Cooperation (BMZ). The evaluation stated that after 50 years Personnel Cooperation remains an effective instrument and that its success and effectiveness is very much related to the ability of seconded expatriate staff to build trust and solidarity, and to engage in mutual learning as a basis to share knowledge and experience and to work with local colleagues towards new, creative and lasting solutions.[1]

However – human interaction being a very complex factor in development work – it was a challenge to find appropriate methods and tools to monitor and evaluate the outcome of Personnel Cooperation in peace building programmes. Many commonly used APME methods follow a linear understanding of a chain of results. However, human interaction and learning is a circular way of development and therefore needs a circular logic of monitoring progress and outcomes in order to learn from experience as well as to present and justify achievements, which through linear systems are hardly possible to describe.

Since 2007, AGIAMONDO started to support its partner organisations in the CPS Programme in analysis, planning, monitoring and self-evaluation of projects with Outcome Mapping as a methodology. Outcome Mapping puts behavioural change, people's actions and interactions, at the core of the change process. AGIAMONDO has since developed its own approach based on Outcome Mapping, adapted to the needs of its partner organisations and paying special attention to the aspect of Personnel Cooperation. It is this approach, "Managing Outcomes", that is introduced in this manual. Even though it was developed for AGIAMONDO in the framework of its CPS Programme, we hope that the manual is also a resource for others implementing similar projects. Similarly we hope it also proves to be a resource for learning how human interaction and mutual learning in an intercultural set up is essential in finding solutions for a common future for all.

ULRIKE HANLON
Teamleader CPS Programme
AGIAMONDO

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1   Faust, J. Zintl. M. 2015. *Entwicklungshelferinnen und Entwicklungshelfer. Ein Personalinstrument der deutschen Entwicklungszusammenarbeit.* DEval, Bonn

Acknowledgements

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2   Earl, S.; Carden, F.; Smutylo, T. 2001. *Outcome Mapping. Building Learning and Reflection into Development Programmes,* International Development Research Centre. Ottawa, ON, Canada.

List of Abbreviations

AGDF Aktionsgemeinschaft Dienst für den Frieden (*Action Committee Service for Peace*)

APME Analysis, Planning, Monitoring and Evaluation

BMZ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung

(*German Federal Ministry for Economic Cooperation and Development*)

CDA CDA Collaborative Learning Projects

DAC Development Assistance Commitee

DEval Deutsches Evaluierungsinstitut der Entwicklungszusammenarbeit (*German Institute for Development Evaluation)*

DNH Do No Harm

ForumZFD Forum Ziviler Friedensdient e.V. (*Forum Civil Peace Service*)

GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (*German Society for International Cooperation*)

IDRC International Development Research Centre

LCPG Local Conflict Prevention Group

OECD Organisation for Economic Co-operation and Development

NGO Non-Governmental Organisation

CPS Civil Peace Service

OM Outcome Mapping

OMLC Outcome Mapping Learning Community

ROMA RAPID Outcome Mapping Approach

WFD Weltfriedensdienst (*World Peace Service*)

ZIF Zentrum für Internationale Friedenseinsätze (*Center for International Peace Operations*)

Introduction to the manual

How this manual came about

Since the establishment of the Civil Peace Service (CPS)[3], the experiences and learning gathered by AGIAMONDO, have led to a decision in 2007 to actively promote and support outcome-focused Analysis, Planning, Monitoring and Evaluation (APME) in CPS programmes worldwide.

AGIAMONDO is driven by the conviction that results of partner organisations´ projects can be enhanced using an outcome-oriented APME system. AGIA-MONDO has observed that a focus on outcomes as well as the establishment of an APME system poses several challenges for many of its partner organisations. The reasons for this are manifold: time constraints, lack of knowledge on APME, not having a clear understanding of outcomes and how these contribute to improved and higher-level results, requirements by donor organisations to use certain formats, too many methods and approaches to choose from, lack of financial means and the ever-continuing cycle of projects that are limited in time, leading to projects prioritising donor accountability and seeking funding rather than outcomes. These challenges resulted in reports that tend to focus more on the implemented activities and less on longer term outcomes and changes that these activities contribute to.

AGIAMONDO acknowledges the many benefits of an outcome-focused APME system. It promotes learning based on

experiences, allows women and men to capture outcomes and with it AGIAMONDO´s contribution to peace processes in its partner countries. Thus providing an understanding of how change happens. It also contributes to a more structured and systematic way of working in the AGIAMONDO CPS programme.

Even though AGIAMONDO is aware that not all challenges and problems can be solved through focusing on outcome orientation and APME, we believe that it contributes positively to our partner organisations´ work. Outcome orientation and APME focuses on the outcomes of projects and therefore contributes to projects focusing more on lasting change and less on directly visible activities and outputs. Also, the systematic use of APME promotes internal reflection and learning and subsequently contributes to the improvement of one's work in general.

Although many methodologies are available, AGIAMONDO identified Outcome Mapping in 2007 as the most appropriate method for its CPS Programme for three reasons:

1. Outcome Mapping defines **outcomes as behavioural change among groups or individuals who work together on a given project, whom are called Boundary Partners in Outcome Mapping**. In other words: sustainable change only takes place when women and men start behaving differently in one way or another so as to have a positive impact on conflict.

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3   The Civil Peace Service is a programme funded by the German Ministry for Economic Cooperation and Development (BMZ) aimed at promoting peace and preventing violence in crisis zones and conflict regions. It aims to build a world in which conflicts are resolved without resorting to violence. Nine German peace and development organisations, amongst which AGIAMONDO, run the CPS together with local partners. See also https://www.ziviler-friedensdienst.org/en. In 2018 AGIAMONDO supported around 85 CPS projects in 14 different countries worldwide.

2. The outcomes described, pursued and measured in Outcome Mapping, are those **directly achieved by the Boundary Partners and supported by the project during the project´s implementation period**. This means that short-term contributions to long-term changes at the level of society can be made visible, evaluated and documented.

3. Outcome Mapping recognises that **change is a complex process undergoing several stages that are not necessarily linear**. The Project Planning Stage therefore, not only describes the Desired Outcomes at the end of project. It also describes the different steps in terms of behavioural change that can be observed and which leads to the anticipated outcome. This enables the progressive changes to be monitored as they occur. It is also well suited to capturing how behavioural change might be different for different groups of people as they respond to influences in different ways and to different extents. This might be the case for women's groups, men's groups, youth groups or vulnerable groups for example.

This manual has been developed using the framework of AGIAMONDO's CPS programme. The projects – as defined by partner organisations in the global south using this approach – have requested Personnel Cooperation: the placement of expatriate staff in an organisation for a specific period of time in order to support the organisation. In this case a placement of an integrated Peace Worker in the organisation for the duration of 3 years. With this in mind, the approach contains two steps that refer directly to Personnel Cooperation in the context of a project. Another thing these organisations have in common is that the projects they implement are relatively small.

They are, in most cases, focusing on a specific theme and are locally-based. This also means that tools for APME should be adapted for "smaller" projects. Finally, these projects are implemented in a post-conflict situation, which means they are implemented in very specific and usually rather instable conditions.

Since AGIAMONDO started using Outcome Mapping as a tool, it has been adapting the methodology in the following ways:

- Including two steps that refer directly to Personnel Cooperation in the context of a project.
- Including tools for conducting a Conflict Analysis.
- Developing tools better suited for smaller projects.
- Expanding on tools and methods for preparing for and conducting monitoring and self-evaluation.

The different tools will be explained at various stages in the manual. A more detailed overview is provided in Annex 4 to show the differences between Outcome Mapping and this approach, Managing Outcomes.

The general concepts behind the approach are those that also guide the Outcome Mapping methodology. The adaptations made should support APME of CPS projects, of projects involving Personnel Cooperation, of projects that are implemented in a post-conflict setting and of smaller projects in general.

Before publishing this manual, the approach was used and adapted in 17 different countries on three continents[4] with the assistance and expertise of AGIAMONDO APME Advisors. The manual brings together this accumulated field experience and learning and offers an

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4 The countries where this approach has been used in cooperation with local organisations are: Burundi, Cameroun, Central African Republic, Colombia, East Timor, Democratic Republic of Congo, El Salvador, Guatemala, Israel, Jordan, Kenya, Liberia, Palestine, Ruanda, Sierra Leone, South Sudan and Uganda.

adapted version of Outcome Mapping under the name of **Managing Outcomes**.

With this manual AGIAMONDO hopes to offer a comprehensive and useful tool that can assist those who are either implementing projects or need to facilitate APME processes as part of their role.

How to use the manual

This manual is a resource to be used and adapted according to the context in which any given project is being implemented. It offers a full set of tools and steps to assist with the process; from analysis of the Central Issue a project should be focusing on, through planning of a project, to monitoring during implementation and to self-evaluation at the end of a project. According to the particular needs of any organisation and/or project, this Managing Outcomes manual can be used as a whole or parts or chapters of the manual can be taken to improve APME practices that already exist or to fill any gaps in existing APME practices.

This manual is thus structured, that after a general introduction of the approach, the different stages in the project cycle, Analysis, Project Planning, Monitoring and Self-Evaluation, are introduced. Each stage is subdivided in smaller steps. The presentation of the different steps and stages of the manual contains the following elements:

- Introduction of the concept.
- Suggestions on how to implement it in practice.
- Guiding questions to assist practical implementation.
- In some cases: Facilitation tips.
- Where applicable: related tools and templates.

Examples cited as part of the explanations are taken from practical experiences of AGIAMONDO partner organisations and APME workshops. Each Project Planning step starts with an example before introducing the step. This example is taken from Project Planning and monitoring exercises with an AGIAMONDO partner organisation in Cameroon. The exact names have been either omitted or changed for privacy purposes. The example has also been edited, to serve as an example to explain the Managing Outcomes approach. The same example is also available in full in Annex 5.

The importance of reflection and learning

APME can be used for many purposes, including accountability, policy influence or communication. From the experience of supporting APME at partner organisations over the years, AGIAMONDO recognised how useful APME is as a tool for reflection and learning for those involved in a project. Often, moments for reflection and learning during the implementation of a project are limited, but it is these moments that can lead to ideas and suggestions that create best practices, respond to challenges and in general improve the way a project is implemented and the way it serves those women and men the project has been designed to help. In order to include a variety of perspectives, learning and reflection should include those who do the actual implementation, those who work with the organisation and those the project wants to reach out: the women and men in the communities. This is why space for reflection and learning are incorporated at various moments of the project cycle throughout the manual. Project Planning should be a participatory process, where all women and men involved in or affected by the project have the opportunity to meaningfully contribute to what, in the end, will affect their lives. Likewise, it is important that these same voices are heard and considered as part of the monitoring and evaluation of a project. Moreover, in order to do so, physical spaces need to be available to break from day to day work in order to take the time to gather together, systematically share thoughts, reflect

on what has been achieved and plan for the future. This manual stresses the use of planned and facilitated meetings or workshops to create this time and space for reflection and learning.

The manual also suggests that the Self-Evaluation Stage, at the end of the project, incorporates a strong focus on reflection and learning. As such, the manual proposes a self-evaluation, rather than an external evaluation. Nevertheless, there might be valid reasons why an organisation might consider an external evaluation: an organisation might wish an outsider's view or a funding agency has requested it. Even when this is the case, we suggest including self-evaluation as well as part and parcel of any project cycle.

Gender Mainstreaming and Do No Harm/Conflict Sensitivity

In the context of AGIAMONDO's CPS Programme, Gender Mainstreaming and Do No Harm/Conflict Sensitivity are key cross-cutting themes in our work with communities who are trying to rebuild lives after violent conflict. AGIAMONDO acknowledges the important contribution of both men and women in peace building and development processes. On a similar note AGIAMONDO believes that Gender Mainstreaming and Do No Harm are important issues that should be considered in APME. It is even more important to consider these issues given that the approach focuses on behavioural change as the core driver for societal change. Therefore by systematically analysing how a project will influence or can be influenced by women and men, organisations will be in a position to plan specific activities and adequately address gender specific concerns during project implementation, monitoring and documenting outcomes. Gender analysis

must be specific to the context and issue being addressed by the project.

For this reason, the manual also incorporates some ideas, tools and guiding questions to integrate Gender Mainstreaming and Do No Harm. At the same time, the manual will not be sufficient to replace more in-depth analysis that might be needed. In such instances, there are other valuable resources than can be referred to as well. Some of these resources have been listed in Annex 1 for those who wish to integrate Gender Mainstreaming and Do No Harm considerations more deeply in their work.

Some remarks on the terminology used

This manual uses specific terminology to describe the different stages and tools that are proposed. This might need some getting used to in the beginning, as we consider previous and ingrained knowledge of other methodologies' vocabulary. Managing Outcomes, like Outcome Mapping, uses distinctive terminology to stress particular concepts and philosophical foundations of the outcome-focused approach[5], as well as to emphasise particular steps in the approach. However, communication is a key element in any APME process, so the user must always judge the best terminology to use with a particular audience. As long as the meaning behind the terminology is understood and accurately describes the intended concepts, the actual wording or vocabulary may vary. An overview of the vocabulary used in the Managing Outcomes approach as well as translations of these terminologies in Spanish and French is available in the Annexes 2 and 3.

In this manual we refer to "projects". When we speak about projects, we refer to the set of actions, activities and antic-

5 The concepts and philosophical foundations that underline the Managing Outcomes approach are those that also underline the Outcome Mapping methodology, and are described in more detail in the Outcome Mapping Manual. See: Earl, S.; Carden, F.; Smutylo, T. 2001. *Outcome Mapping. Building Learning and Reflection into Development Programmes*, International Development Research Centre. Ottawa, ON, Canada.

ipated changes which are the focus for APME undertaken with the aid of this approach. Different organisations may replace "project" with "programme", "operational sector", "intervention" etc.

In this manual the women and men responsible for implementing a project are referred to as the "Project Implementation Team". Depending on the project and/or the organisation, this might be a specific department of an organisation, a specific team within an organisation, a whole organisation, or a team that is created specifically for the implementation of the project. Depending on the project, the organisation can also decide whether or not to include others in the actual implementation of the project, and these could therefore also be part of the Project Implementation Team.

Personnel Cooperation is the central instrument that is used by AGIAMONDO to support partner organisations' projects within the framework of the CPS Programme. For this reason, the added value of Personnel Cooperation, as well as the tasks and responsibilities it fulfils are outlined as part of this approach. Personnel Cooperation is the placement/inclusion of an external person for a specific period of time. In the case of the CPS Programme of AGIAMONDO, this normally means the placement of an expatriate staff member who is integrated into the partner organisation for three years. Depending on the project this could also refer to other forms of temporary support received by an outside person.

Introduction to the Managing Outcomes Approach

FIGURE 1: COMPLEXITY OF CHANGE
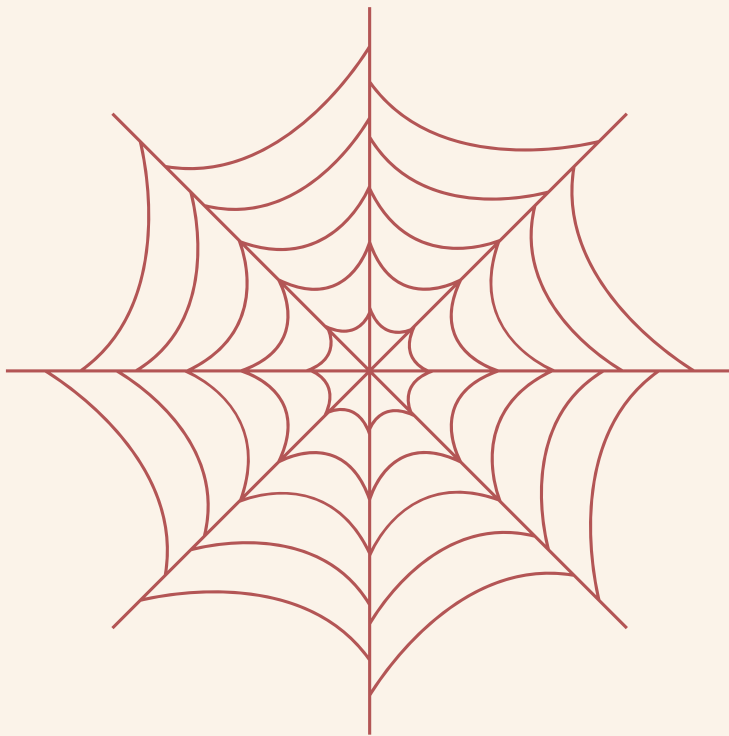
Key concepts

There are three key concepts that describe the approach to APME that is inherent to Managing Outcomes. These are:

1. Complexity of change.
2. Outcomes described as change of behaviour.
3. A project's sphere of influence and the focus on Direct Partners.

These key concepts guide the approach and explain the focus of certain steps.

Complexity of change

Peace and development projects are part of **an interconnected system** of actors, factors and relationships. The project influences this system and is at the same time also influenced by it. This has two implications for the project cycle. The influences of different internal and external actors, factors and relationships on the project need to be taken into account. Influences other than those intended by the project also need to be considered in the project cycle. Therefore, the project cycle needs to relate to the context the project is implemented in.

EXAMPLES: **FROM PROBLEM ORIENTATED TO DESCRIBING DESIRED BEHAVIOURAL CHANGE**

Problem orientated description:
EXAMPLE 1: Reduction of violence within families.
EXAMPLE 2: A decrease in the number of human rights violations.

Description as desired behavioural change
EXAMPLE 1: Parents talk to each other and come to mutual agreements in conflict situations.
EXAMPLE 2: Police officers pursue violators of human rights and prosecute them.

Outcomes described as change of behaviour

Managing Outcomes defines outcomes as behavioural change of those targeted by the project. These women, men, organisations or groups are referred to as Direct Partners.

The approach is based on the premise that sustainable lasting change is only possible when women and men themselves start behaving differently in terms of their actions and interactions in one way or another in order to have a positive impact on their environment.

This means a move from a more problem-orientated approach that describes outcomes in terms of a reduction of the problem to a more solution-orientated approach that describes outcomes as desired change in actions and interactions of women and men.

The approach describes who does what in a positive way that contributes towards an improved situation. In the two examples, the alternative descriptions are more precise: they focus on the changed behaviour of specific individuals. This shows that in order to be able to describe change in terms of behavioural change, we need to consider the actors & factors that influence the problem. In the first example, the analysis concluded that the major problem in violent conflict within families was related to par-

ents' inability to communicate and come to an agreement. In the second example the analysis concluded that a major stumbling block is that police officers do not bring perpetrators to justice. The conclusion of the analysis was that this should be the main focus of the project. At the same time other key actors might also be targeted. In the second example for instance, the project could also focus on traditional leaders. The focus for traditional leaders could be that they engage in conflict prevention activities in their area and look for alternatives with women and men in their area that have been or are in danger of being involved in violations of human rights.

A project's sphere of influence and the focus on Direct Partners

From the perspective of a project, Managing Outcomes identifies three different spheres, as is shown in Figure 2: The sphere of control, the sphere of influence and the sphere of interest.

FIGURE 2: **A PROJECT´S SPHERE OF CONTROL, INFLUENCE AND INTEREST**

Indirect Partner 1

Indirect Partner 2

Sphere of Interest

Indirect Partner 3

Direct Partner 1

Direct Partner 2

Sphere of Influence

Project Inputs and activities
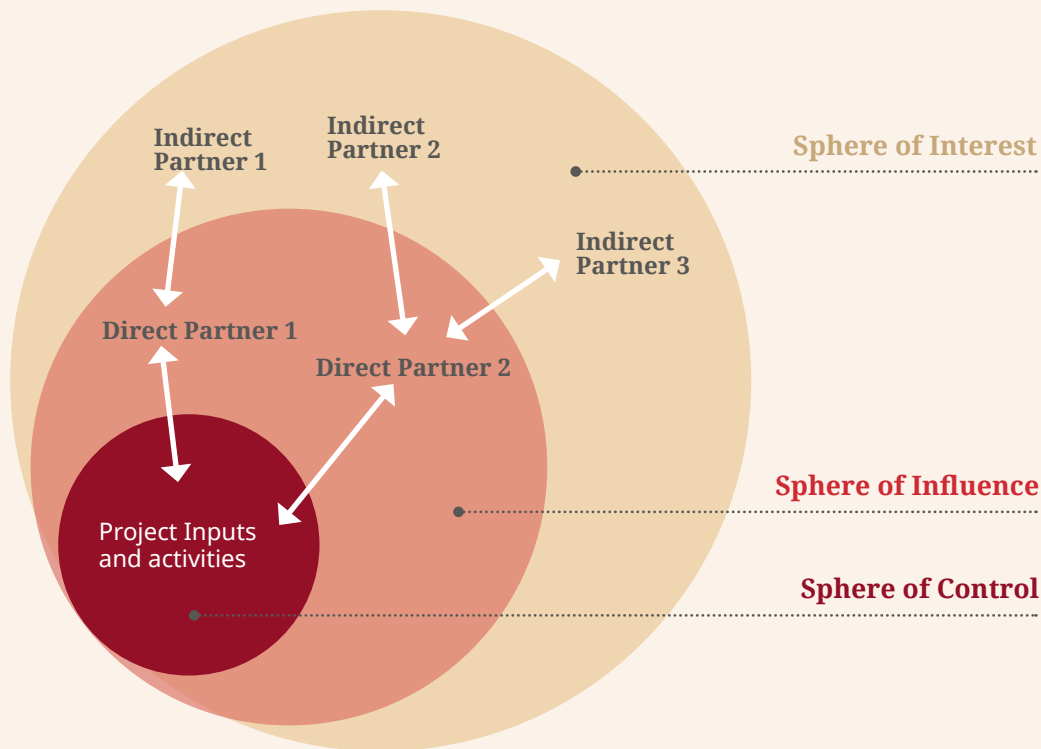
Sphere of Control

Adapted from S. Deprez VVOB-CEGO, Nov 2006

Sphere of control: This is where a project's resources, inputs and activities are. We use the word control because we have full control over how we use certain resources and which activities we are doing, when we are doing them and with whom. We could, for example, choose to do a three-day workshop for 30 women and men on conflict mediation techniques, we could also choose to focus on just 10 women and use our resources for on-the-job training instead.

Sphere of influence: This is where the outcomes of a project become visible. We use the word influence because we can influence change by using our resources, inputs and activities. We also use influence – as opposed to control – because many other internal and external actors and factors exist outside of our control and these have an influence on the outcomes as well. Another important aspect

is that Managing Outcomes focuses on changes that occur with and to specific women and men, organisations or groups targeted through a project; these are a project's **Direct Partners**.

Sphere of interest: Even though a project might be limited in time and resources, it aims to contribute to a long-term change. This change cannot be influenced directly but the project has an interest in creating this change via its activities with its Direct Partners and other interventions in the environment of the Direct Partner. The sphere of interest is where longer-term, larger-scale changes happen thanks to the activities of a project and the behavioural changes of its Direct Partners. Similar to the sphere of influence, Managing Outcomes focuses on changes within certain groups that are influenced by a project´s Direct

FIGURE 3: INFLUENCE OF A PROJECT ON ITS DIRECT PARTNERS

Project   **Direct Partner**

Resources,
Inputs,
Activities   **Influence**   Desired
Outcome
(change in
behaviour)
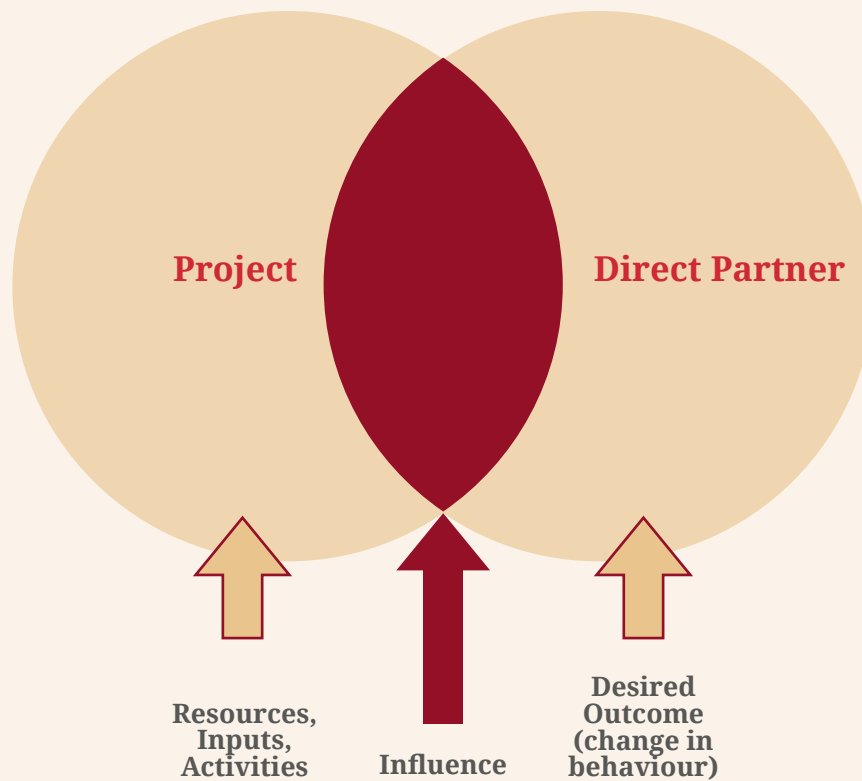
Adapted from Earl, Carden, Smutylo, 2001

Partners. These groups in the sphere of interest are known as **Indirect Partners**.

Figure 3 shows that a project can only achieve direct results with the Direct Partners that are within its sphere of influence. Resources, inputs and activities are all things that influence a project's outcomes. In order to plan, measure and document the changes anticipated by a project, **the project should focus on changes it can influence directly**. It is these that can be monitored and attributed to the project's investments, in terms of resources, inputs and activities. Managing Outcomes therefore focuses **on the sphere of influence and on the Direct Partners that are targeted by the project**. In addition, Figure 2 shows the direct relationship between the sphere of influence and a project's Direct Partners and between the sphere of interest and a project's Indirect Partners. Even though

planning and monitoring focuses on Direct Partners, any changes in this sphere still have the potential to influence change amongst the Indirect Partners that they come into contact with.
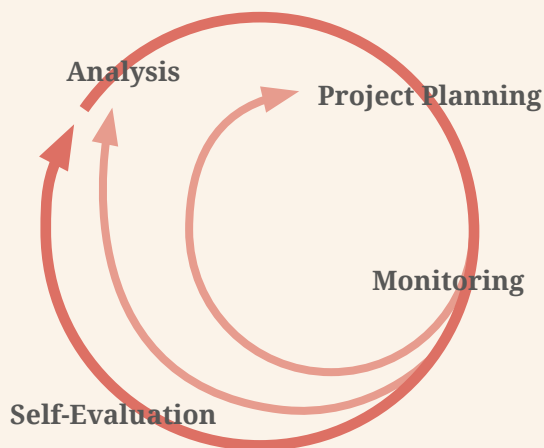
Overview of the stages and the single steps

Managing Outcomes identifies four different stages in the project cycle as shown in Figure 4: Analysis, Project Planning, Monitoring and Self-Evaluation. The project cycle should not be seen as a strictly linear process; it is cyclical and could contain even smaller cycles triggered by learning throughout the project cycle. For instance, learning during a project can prompt the Project Implementation Team to make changes to the project while it is being implemented.

The four stages are divided into steps, as shown in Figure 5.

The first stage is **Analysis**. This stage establishes consensus on the issue that the organisation wants to address – **Central Issue**. The process then continues with an analysis of the conflict – **Conflict Analysis -,** the capacities of the organisation to influence change and address the Central Issue – **Organisational Capacity Analysis** – and the potential added value of using Personnel Cooperation – **Added Value of Personnel Cooperation**. The first stage is a starting point for the project and provides a basis for the next stage – Project Planning. It also provides

a point of reference for the Self-Evaluation Stage at the end of the project.

The second stage, **Project Planning,** consists of seven different steps which define the changes the project will focus on, as well as the activities that will take place in order to reach this change. This stage begins by describing the long-term change beyond the project's life-time, the **Project Vision**. After this, planning involves describing how the project will work in the **Project Mission**, who it will work with in the **Partner Landscape**, the changes the project wants to contribute to via its Direct Partners in the **Desired Outcomes** and the **Progress Markers** and the strategies that need to be implemented in the **Strategy Map.** In addition, in **Tasks and Responsibilities** the Project Planning Stage reflects the tasks and responsibilities of different members of the Project Implementation Team including women and men who have been brought in as part of Personnel Cooperation**.**

The third stage, **Monitoring,** is about creating a monitoring framework for the project which aims to reflect on the progress of the project in a systematic way. It also includes the learning process concerning the Direct Partners. Monitoring focuses on the effectiveness of Direct Partners and also on the strategies that were put in place to support them. **Progress Markers** form the basis for monitoring the Desired Outcomes. They represent a set of graduated statements describing the progression of behavioural changes in terms of actions, relationships and interactions amongst Direct Partners. Apart from providing the overall monitoring framework, the Monitoring Stage also provides suggestions on how to integrate monitoring into day-to-day project implementation, in order for it to become an integral part of the work rather than extra work on top of the project.

FIGURE 5: THE MANAGING OUTCOMES PROJECT CYCLE

Stage II: Project Planning

Step 1: Project Vision
Step 2: Project Mission
Step 3: Partner Landscape
Step 4: Desired Outcome
Step 5: Progress Markers
Step 6: Strategy Map
Step 7: Tasks and Responsibilities

Stage I: Analysis

Step 1: Central Issue
Step 2: Conflict Analysis
Step 3: Organisational Capacity
Analysis
Step 4: Added Value of
Personnel Cooperation

Stage III: Monitoring

Step 1: Monitoring Plan
Step 2: Outcome and Strategy
Monitoring
Step 3: Monitoring & Reflection

Stage IV: Self-Evaluation

Step 1: Self-Evaluation Plan
Step 2: Self-Evaluation & Reflection

Adapted from Earl, Carden, Smutylo, 2001

The last stage, **Self-Evaluation,** focuses on the evaluation priorities and provides a **Self-Evaluation Plan** that contains the most important information and gives a short description of the principle elements of self-evaluation. The Self-Evaluation Plan is a guide on how to frame, organise and collect data. It provides example questions to help reflect interpret and analyse data and information that has been gathered in order to make it useful for the learning and improvement process during a project and for other aspects of an organisation's work. The Self-Evaluation Plan describes how the Project Implementation Team and all relevant stakeholders participating in the project would conduct a self-evaluation. Self-evaluation is intricately linked to the Monitoring Stage because the information gathered while monitoring provides the basis for self-evaluation.

Stage I: Analysis

The first stage – Analysis – describes the background of a project. It also determines the focus of the project over the coming years. The Analysis Stage is divided into the following 4 steps:

- **Step 1**: Central Issue: Selecting the specific focus of a possible project, based on the situation the organisation's stakeholders would like to see changed.

- **Step 2**: Conflict Analysis: Analysing the different actors, factors and relationships impacting the Central Issue and identifying opportunities for the organisation to influence them.

- **Step 3**: Organisational Capacity Analysis: Exploring the organisation´s existing capacity in terms of knowledge, networks, experience and resources for addressing the Central Issue and identifying the organisation's areas for improvement.

- **Step 4:** Added value of Personnel Cooperation: Based on steps 2 and 3, determining how Personnel Cooperation could deliver an added value to address the Central Issue.

The **Analysis Stage provides a starting point** for the Project Planning Stage. Analysis is needed to understand the context and the opportunities an organisation has to intervene. The Analysis Stage ensures that the planning of a project is based on the existing needs and challenges of those key stakeholders who are most important to the organisation. At the same time, it also provides the basis for the Monitoring and Self-Evaluation Stages of the project. The Analysis Stage provides the basis for analysing contextual changes that might have

taken place and also allows the outcomes that have been identified to be seen in the context in which they occurred.

It is important that the organisation includes key women and men who will be directly involved in running the project in the Analysis Stage. Key women and men are those who will be directly involved in the implementation as well as other stakeholders the organisation might be working with at present, has worked with in the past on similar projects or with whom a working relationship exists. It is also important to allow enough time to clarify and discuss ideas, experiences, terminology, context, history, gender perspectives and mutual expectations.

Step 1: The Central Issue

Introduction

The basis of any project is that there is a specific issue an organisation wants to address – by creating change – in cooperation with stakeholders. Therefore, step 1 of the Analysis Stage is to agree on this Central Issue. The Central Issue can come from various sources and is linked to the experiences an organisation has had from working in similar situations. The Central Issue might also come from the expectations of women and men in the communities who give the organisation its mandate. The decision about which specific issue to focus on will be guided by lessons learned from previous projects and evaluations, the experience of the organisation in implementing projects and by information and feedback received from women and men who were involved in projects the organisation ran in the past. The Central Issue can also be based on feedback received in discussions or meetings with those directly affected. Sometimes the issue has been identified already as a part of a strategic planning process of the organisation. In this case, it is necessary to check and confirm that this issue is still relevant and within the mandate of the organisation.

The Central Issue is the starting point for the Conflict Analysis and therefore it is necessary to create consensus on the issue that the project will focus on. It is a decision and a starting point for the rest of the analysis, and hence also a starting point for planning a project. It is important that all women and men involved in the project implementation have an opportunity to give her or his own perspective and it is equally important that everyone has the same understanding of the Central Issue.

In Practice: Selecting the Central Issue

The Central Issue the organisation would like to focus on might have been identified already. In this case, it is important to ensure that those who are part of a project have a common understanding of the Central Issue. This could be done at regular meetings that organisation already has in place. The guiding questions provided could serve as a basis for confirming – if needed – that the Central Issue really is the issue that the organisation would like to focus on.

If the Central Issue has not yet been identified, determining the issue could also be done during any meetings the organisation holds. In this case, some preparation is needed to guide the discussion. The guiding questions can be used to steer the process but it is also important to create an overview of the main stakeholders in the target area and the issues that are important for them. This could be done by starting with an individual exercise noting down stakeholders and issues on cards and afterwards putting these together to get an overview. Alternatively, it can also be done via a brainstorm. After this, the aim is to develop an overview of those issues that concern multiple stakeholders and

those issues that have particular importance to specific key stakeholders such as women, youth or vulnerable groups in the community. After this exercise has been done, one issue might already surface as the most important one.

If more than one issue surfaces, one way of identifying the priority would be to look at the mandate and experience of the organisation. The issue that best fits the mandate and/or the issue the organisation is most experienced with can then be selected. Of course, an organisation might also use additional criteria to determine the Central Issue.

Once an issue has been chosen, it is important that all women and men involved in implementing a project – and who should be present for this exercise – have a common understanding of the Central Issue.

It is important to note that the Central Issue is only a starting point for the purpose of focusing the Conflict Analysis, step 2 of this stage. At this point an in-depth analysis is not necessary. It is sufficient to discuss and determine the Central Issue based on the knowledge and experience of those working in the organisation.

GUIDING QUESTIONS TO DETERMINE THE CENTRAL ISSUE

- ☑ Which is the issue the organisation should be focusing on?
- ☑ Which key stakeholders are particularly concerned with the issue?
- ☑ Which issues are particularly relevant for women, and which are particularly relevant for men?
- ☑ Which issue is particularly relevant for specific vulnerable groups?
- ☑ Which geographical area or region should we be focusing on?
- ☑ Which issue is in line with the mandate of the organisation and the needs and expectations of those the organisation ultimately works for?
- ☑ Which issue reflects the experience of the organisation?

Step 2: Conflict Analysis

Introduction

In order to develop and implement a project that contributes to positive change, it is important to understand the context in which a project will be implemented. This is the specific role of a Conflict Analysis. This approach has been developed based on experiences of implementing projects in post-conflict settings and the focus here is on a Conflict Analysis, rather than a context analysis. The approach and tools presented here are derived from the Do No Harm/Conflict Sensitivity approach (CDA, 2004).

Once it has been established, the Central Issue needs to be thoroughly analysed. One of the first steps in such an analysis is to undertake a Conflict Analysis. The Conflict Analysis should:

• be specific – focus the analysis on the Central Issue;

• provide an overview of causes, effects, actors & factors, allies & opponents, and their relationships with and influence on the Central Issue;

• clearly define where an organisation will focus its project, based on its access to certain individuals and its capacity to influence them;

• include the perspectives of those directly influenced by the Central Issue;

• be conflict-sensitive and take into account the risks associated with the intervention for different groups such as women, youth or vulnerable groups.

The Conflict Analysis can be divided into **two consecutive parts**.

The first part is the Conflict Analysis focusing on the Central Issue. The Conflict Analysis looks at:

☑ the different factors and actors that influence or can influence the Central Issue;

☑ the position or attitude of the different actors influencing the Central Issue – positive or negative, and why this is the case;

☑ the way in which these different actors and factors influence or can influence the Central Issue;

☑ how certain actors influence other actors and factors that have been identified -relationships between actors and factors -, or influence the Central Issue indirectly through others.

Sometimes actors have the capacity to influence the Central Issue, but do not actively impose themselves on the Central Issue at present. For instance, when a particular actor has little or no interest in the issue or draws no benefit from a change.

For those actors and factors identified, the Conflict Analysis describes how they influence the Central Issue and their capacity to influence the Central Issue. This provides an overview of the different actors and factors that are important and how they influence the Central Issue.

The second part is to decide **which actors or factors the project should be focusing on.** This involves analysing the actors – individual women and men, organisations or groups – the organisation can influence directly or indirectly through others to contribute to the Central Issue. This also involves describing which actors and factors cannot be influenced and deciding where the project does not want to focus its energy.

It is important to ensure that the Conflict Analysis is focused on those aspects that directly influence the Central Issue. This allows the Conflict Analysis to deliver specific information for Project Planning.

In Practice: Analysing the different actors, factors and their relationships in a Conflict Analysis

Many different tools are available that can be useful for the first part of the Conflict Analysis. Some suggestions of other tools are available in Annex 1. However, it is important that **the analysis also identifies key factors and actors through which the project hopes to positively influence the Central Issue**.

> » The Conflict Analysis Tool provided in **Template I:**
> **Conflict Analysis Tool** on pages 20 and 21 is based on the Do No Harm approach which is especially relevant in post-conflict situations.

A Conflict Analysis exercise can and should be based on prior experiences and information available. **Previous evaluations** can be used as input for the Conflict Analysis. At times it might be sufficient to review the conclusions and lessons learned of previous evaluations in order to provide a basis for the Conflict Analysis. If an organisation has a **strategic plan**, this should also include

a Conflict Analysis. It can be updated and used as a starting point for a more detailed Conflict Analysis for the project at hand. The Conflict Analysis contained in a strategic plan usually provides a broad context analysis covering different thematic areas that the organisation focuses on. Since the Central Issue of a project addresses one specific issue in the strategic plan, it still needs a detailed conflict analysis to provide a basis for the Project Planning. **If an organisation already does regular reviews** in order to analyse the context as well as the contribution of the organisation, these can and should be used as a basis for a Conflict Analysis.

A Conflict Analysis **is best done in a workshop** setting bringing together those women and men responsible for project implementation, as well as others who are concerned about the Central Issue. Those could be representatives from other departments in the organisation, representatives from other organisations, or members of decentralised structures such as, for example, parochial Justice and Peace Committees in the case of a Catholic

Diocese. Since leading a workshop like this might be complex, it is a good idea to bring in an experienced facilitator. This could be someone from within the organisation, who has the advantage of having more internal knowledge. It could also be an external facilitator, which has the advantages that everyone from the organisation can participate and that it can be useful to have an impartial facilitator.

EXAMPLE: **REASONS FOR FEELING LIMITED TO VOICE AN OPINION IN A WORKSHOP**

- Young people might not feel free to speak openly in the presence of elders.
- Staff might be reluctant to voice their opinion with their superior present.
- Women might not feel free to speak openly in the presence of men.
- Representatives of the Muslim community might not feel free to speak openly in a workshop organised by the Catholic Justice and Peace Commission with catholic priests present.

The Conflict Analysis should **include the views and perspectives of women and men affected by the Central Issue**, those whose life the project ultimately wants to contribute positively to. There are several ways to ensure these views are included:

- Collecting information beforehand through interviews, focus group meetings or other participatory methods. This information needs to be analysed in order to give an overview of the different factors and actors that, according to them, play a role in the Central Issue. If this method is chosen, it is important to not only get their views on what and who have an influence, but also to get ideas on possible solutions for addressing the issue.

- Including of some of these women and men in the workshop itself. If this method is chosen, it is important that they are strategically selected for the input they can deliver during the workshop. It is also necessary to ascertain whether or not they are willing and able to contribute in the workshop, that they receive all necessary information and are also aware of the purpose of the workshop.

In a workshop setting, including perspectives according to gender, age, social position and education also means giving all those perspectives a real voice in the workshop. Even though it might seem easiest to bring women, men, the old, the young, the educated and the uneducated all together in a workshop, this might not always be the best way to support different perspectives and narratives to be included. In a workshop setting, participants might feel limited to participate or voice their opinion for various reasons. **Ensuring that everyone feels free to participate fully in a workshop should be considered in advance.** One option in a workshop is to include individual reflection exercises where all participants first write down how they perceive the issue and what, according to them, influences the issue. Another option is group work, whereby groups are built in such a way that those in the group feel free to speak openly. A more time-consuming alternative could be to organise several separate sessions – workshops, focus groups, interviews – in order to analyse the context with specific groups. The results of these sessions are afterwards incorporated into the Conflict Analysis.

The results can then be presented on cards, on a flipchart or on a computer presentation. They are a reference for later steps in the Project Planning Stage.

GUIDING QUESTIONS **TO FACILITATE THE DEVELOPMENT OF A CONFLICT ANALYSIS**

☑ Which factors have a positive or negative influence on the Central Issue?
☑ Which actors have a positive or negative influence on the Central Issue?
☑ How do the factors and actors influence each other?
☑ What relationships exist – or do not exist – between different actors?
☑ How are specific groups such as women, young people or vulnerable groups affected more or in a different way by the factors and actors?
☑ Which factors and actors can the organisation influence by means of the project?
☑ Who else is working on the issue and what precisely is their field of work?
☑ Which factors and actors that the project can influence should the organisation focus on?
☑ With whom should the organisation be cooperating with to change the Central Issue?

Template I: **Conflict Analysis Tool**

DRIVING FORCES

What **factors** already have a positive influence on our issue?

What **actors** already work towards our issue or have a positive influence?

How are specific people such as women, men, youth or vulnerable people influenced in a different way?

What enables women and men to address the issue?

What brings women and men on both sides together?

How do women and men on both sides already cooperate with each other?

Describe the situation as it is today

CENTRAL ISSUE

Step 1:

Define the **Central Issue** that **the organisation** wants to focus on, and then describe it as the desired changed situation.

Step 2:

Fill out the matrix above identifying actors, factors, key actors – also allowing for specific groups such as women, youth or vulnerable people – and supporting and inhibiting influences on the Central Issue.

RESTRAINING FORCES

What **factors** have a negative influence on our issue?

Which specific themes or aspects cause conflict?

What **actors** work against our issue or have a negative influence?

What hinders women and men or specific people such as youth or vulnerable people in addressing the issue?

What separates women and men and how?

Describe the situation as it is today

KEY ACTORS

What women or men or groups are capable of exercising an influence – positive or negative – on the issue and how?

Who can decide for or against our issue?

Who can help us address the issue for specific groups such as women, youth or vulnerable people?

These people might be amongst those already mentioned under driving or restraining forces, but also might be among people who do not yet influence but have the potential to.

Adapted from CDA, 2004

Step 3:

Determine for each of the factors and key-actors whether the organisation can influence these directly or through others. Describe why and how the organisation can have influence and describe **others** through whom or with whom indirect influence is possible, those women and men who can influence certain actors or factors directly.

Step 4:

Identify those actors and key factors that are a priority for the project to focus on and explain why. Identify other factors or actors that the organisation should focus on indirectly and how and through which actor this is possible. Describe why other actors or factors should not be targeted by the project. E.g. *"direct influence too weak", "has relative little interest compared to others", "others are better placed to act and are doing this already", "has no stake or interest in specific people or groups such as women, youth or vulnerable groups".*

Step 3: Organisational Capacity Analysis

Introduction

An integral part of the analysis of a project is the **capacity of the organisation itself** to contribute to the Central Issue. In this step, the organisation's strengths and areas for improvement in terms of its ability to work on the Central Issue are analysed. The purpose of this exercise is to:

☑ ensure that the project can realistically be executed by the Project Implementation Team;
☑ establish areas where support or cooperation could be sought;
☑ establish key areas where the Project Implementation Team is best placed to take action.

In a way this step also serves as a reality check after analysing the context: does the organisation have the capacity to contribute to the Central Issue as it has been described in the Conflict Analysis? There are six main areas to consider for the Organisational Capacity Analysis.

1. **Knowledge and experience of the organisation** both in terms of existing knowledge, skills and experience accumulated in previous projects as well as in terms of knowledge, skills and experience needed to address the Central Issue that is lacking or not sufficiently available. This could include for instance knowledge about specific relevant approaches such as Do No Harm or Gender Mainstreaming.

2. **Organisational structure & culture** in terms of different teams or departments available in the organisation, the way they cooperate and enable decision making. But also in terms of internal planning and reporting practices as well as the values that are important to the organisation and how these are lived out in practice.

3. **Access to people in the communities** – those women and men whose lives the organisation would like to improve in the longer term – relevant to the organisation's project. This means access to these women and men, communication with them and consideration for how they are included in the project implementation. Another aspect is also the way the organisation is viewed by these women and men.

4. **Resources of the organisation** in terms of the human, financial and logistic resources that the organisation has in order to implement the project, as well as its access to further sources of financial or technical support that could support the implementation of the project.

5. **Networking and communication** in terms of the networks the organisation is part of and how it plays its role, as well as in terms of different contacts the organisation has and how it communicates its messages to others and to the outside world.

6. **Learning as an organisation** in terms of how the organisation ensures that it learns from previous experience and specific actions that are undertaken for the organisation to keep learning and be dynamic.

In Practice: Exploring the capacities of the organisation

Analysing the capacity of an organisation to implement a project should involve, at the very least, those within an organisation who will be responsible for implementing the project. At the same time, it might also be helpful to involve women and men from other areas of the organisation who might not be directly

involved in the implementation, but can give support.

> » A template for documenting the results of the Organisational Capacity Analysis is provided in **Template II: Organisational Capacity Analysis** on page 25.

The table on the next page suggests guiding questions for the six areas that form the Organisational Capacity Analysis. Though many of the questions provided are formulated in a positive sense, an analysis should also look at areas for improvement. The latter is proposed instead of using the term "weaknesses", in order for the analysis to focus on positive potential. This approach is similar to a normal strengths and weaknesses exercise, with the difference that six main areas are given in order for the analysis to cover the whole scope of the organisation. The analysis should focus on those capacities of the organisation that either already assist in addressing the Central Issue or could assist the organisation if they were better at them.

The suggested way to go about the Organisational Capacity Analysis is a working session bringing together those in the organisation who will be responsible for implementing the project as well as others who can, because of their position in higher management or their expertise, support the project in one way or the other. When the group is small, the session could start with an individual reflection; when there is a larger group, participants could be divided in working groups. For the reflection on how the organisation has been working, participants should be asked:

"According to the different areas in the table

- *What are the strengths of the organisation that will support the implementation of the project?*
- *How can the organisation improve in order to increase its capacity to implement the project? "*

It is important to emphasise the Central Issue that has been identified and that the focus of the analysis is the organisation´s capacity to contribute positively to addressing this Central Issue. The participants present and discuss the results of their individual reflection or of the group work in plenary and complete the table representing the Organisational Capacity to implement the project. The results should be documented on cards, on a flipchart, or through computer presentation in order for the results to be referred to in the later steps of the Project Planning Stage.

Highlighting specific areas makes it easier to reflect on the capacities of the organisation and ensures that areas where the organisation could still improve are identified. It also ensures that the analysis takes into account different aspects that together make up the overall capacity of the organisation. It is possible to focus the reflection on just a few of the areas listed. The objective should be to provide an analysis of those organisational capacities relevant for the organisation in addressing this particular Central Issue.

The result of the exercise should not necessarily be considered as a list of all that needs to be done in the framework of a particular project. In the Project Planning Stage strategies will be developed for those areas that are important to the success of the project. This also means that resources available for implementing these strategies should be taken into account.

Although the Organisational Capacity Analysis is used to prepare for the design and implementation of a project, the exercise can also be used by an organisation for regular reflection on its performance in general. When the exercise is done at regular intervals, it helps to identify areas where the organisation has already made improvements, areas where it still needs to make improvements and new areas that were not previously identified.

MAIN AREAS AND GUIDING QUESTIONS FOR AN ORGANISATIONAL CAPACITY ANALYSIS

AREA	GUIDING QUESTIONS
Knowledge & experiences	☑ What knowledge does the organisation and/or its staff have for addressing the Central Issue? ☑ What experience does the organisation and/or its staff have from previous projects that would help the organisation when working on the Central Issue? ☑ What knowledge does the organisation have of specific relevant approaches such as Do No Harm or Gender Mainstreaming? **It is also important to consider:** ☑ What knowledge does the organisation need that it does not have or does not have sufficiently to be able to address the Central Issue? ☑ In what areas needed to address the Central Issue has the organisation and/or its staff not yet gained or gained only limited experience?
Organisational structure & culture	☑ How is the organisation set up in order to address the Central Issue? ☑ How is the organisation registered and how does this allow, or not allow, interaction with other governmental or non-governmental actors? ☑ Which specialised teams or departments does the organisation have that are relevant for the project? How can these teams support the project's work? ☑ How are internal planning and reporting structures developed across the organisation? ☑ How do women and men work together in the organisation? ☑ How are decisions taken? ☑ What values are important for the organisation?
Access to people in the communities	☑ What means does the organisation have to communicate with the women and men for whom and with whom it works? ☑ What previous experience does the organisation have in working with these women and men? ☑ What is done to ensure their participation in the project's implementation? ☑ How does the organisation ensure interaction and participation of women, young people and vulnerable groups? ☑ How do the these women and men from the communities view the organisation?
Resources of the organisation	☑ What human, financial, material and logistic resources does the organisation have that enable it to implement the project? ☑ What human, financial, material and/or logistic resources are lacking or insufficient to implement the project? ☑ What further possibilities in terms of funding or Personnel Coopeation are most likely available to the organisation in order to implement the project?
Networking and communication	☑ What networks is the organisation a part of that are useful for the project's implementation? ☑ Which useful relationships with what organisations exist? ☑ How does the organisation use communication as a means to support the project implementation or to reach a wider audience?
Learning as an organisation	☑ What practices are used to learn from previous projects? ☑ What does the organisation do in order to experiment or try out other ideas?

Template II: Organisational Capacity Analysis

AREA	DESCRIPTION OF STRENGHTS	DESCRIPTION OF AREAS WHERE THE ORGANISATION SHOULD IMPROVE
Knowledge & experiences		
Organisational structure & culture		
Access to people in the communities		
Resources of the organisation		
Networking and communication		
Learning as an organisation		

Step 4: Added value of Personnel Cooperation

Introduction

In the context of cooperation with an international organisation, a project can also make use of support through Personnel Cooperation: the placement of an external woman or man – national or expatriate – for a predetermined time period to provide support in a specific area. This fourth step is about determining the added value of such Personnel Cooperation, or of the person placed at the organisation to support the project.

Based on both the Conflict Analysis as well as the Organisational Capacity Analysis, areas are defined where Personnel Cooperation can add value to the organisation when implementing a project. This can be to support the organisation in specific thematic areas defined in the Conflict Analysis. It can also be Personnel Cooperation in areas defined in the Organisational Capacity Analysis. This need not be limited only to areas where improvements are sought, it can also be used in areas where the organisation has strengths but sees added value in building on these strengths via the project.

The advantage of this step is that additional support requested for a project's implementation is clearly defined. It is also defined as support for a limited amount of time, often the duration of the project. This helps to make clear that it is not only necessary to look at what support is required or is lacking. It is also important to be clear how Personnel Cooperation supports and strengthens organisational capacities or structures that are important for the project. It also focuses on sustainability through the integration of capacities and skills into the organisation.

In the Analysis Stage, we focus on understanding the contribution of Personnel Cooperation and the added value it can bring to a project. In the Project Planning Stage we detail the specific tasks and responsibilities that the Personnel Cooperation will perform.

> » **Note:** If the project does not include Personnel Cooperation, this step can be skipped.

EXAMPLES: AREAS WHERE PERSONNEL COOPERATION CAN ADD VALUE

Thematic areas:
- Support in building up a network of human rights monitors.
- Training of women's groups to claim their rights in their communities.

Organisational areas:
- Building an APME structure and reinforcing APME capacities.
- Improving the collaboration between different Diocesan Offices.

In Practice: Determining the Added Value of Personnel Cooperation.

Added value of Personnel Cooperation is determined based on the specific factors and actors that the project will be focusing on as outlined in the Conflict Analysis, as well as the potential of the organisation as outlined in the Organisational Capacity Analysis. Those women and men within the organisation who are responsible for implementing the project as well as others within the organisation who are important because of their position or possible input should be involved in determining the Added Value of Personnel Cooperation.

It is important to discuss how a new person will be integrated into the Project Implementation Team and into the project structures. The organisation will be the employer and will therefore be responsible for overseeing her or his work. This might be different in other cases where Personnel Cooperation is provided by individuals who remain outside of the organisation. For example, they may be part of an international organisation providing assistance or external consult-

ants brought in for specific support such as training, guidance or the development of tools.

The discussion **focuses on areas where Personnel Cooperation provides an added value**. It is not essential that Personnel Cooperation provides value for all areas detailed in the Conflict Analysis and the Organisational Capacity Analysis. In contrast, it might be more efficient or feasible to prioritise where Personnel Cooperation provides the best added value if many potential areas have been identified.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE ADDED VALUE OF PERSONNEL COOPERATION

- ☑ Which actors and factors could benefit from Personnel Cooperation when implementing the project?
- ☑ Which organisational strengths could be reinforced and how could this happen with Personnel Cooperation?
- ☑ Which of the organisations areas for improvement are vital to the implementation of the project and how could these areas be covered by Personnel Cooperation?
- ☑ How can Personnel Cooperation assist the organisation in addressing these issues?
- ☑ How should the person be integrated within the Project Implementation Team and the project structures?

TEMPLATE III: **DOCUMENTATION OF RESULTS STAGE I: ANALYSIS**

Organisation/team:	
Project/Programme:	
Place:	
Date/s of workshop:	
Participants:	
Name of facilitator:	
Date of review/adaptation of the Analysis	

STEP 1: CENTRAL ISSUE

STEP 2: CONFLICT ANALYSIS

STEP 3: ORGANISATIONAL CAPACITY ANALYSIS

STEP 4: ADDED VALUE OF PERSONNEL COOPERATION

Stage II: Project Planning

Stage II of the Managing Outcomes cycle is Project Planning. It describes the project and how it will address the Central Issue decided upon in the Analysis Stage. It includes descriptions of the changes a project should be contributing to as well as descriptions on how the organisation will be contributing to these changes.

The Project Planning Stage includes seven different steps:

- **Step 1**: Project Vision: Visualising the longer-term change the organisation would like to contribute to via the project.

- **Step 2**: Project Mission: Outlining how the project is going to contribute to the Project Vision.

- **Step 3:** Partner Landscape: Creating an overview of those stakeholders – the Direct Partners – a project focuses on in order to contribute to the Project Vision and other stakeholders the organisation should be cooperating with in order to better contribute to the Project Vision.

- **Step 4**: Desired Outcome: Describing the ideal behavioural change amongst Direct Partners by the end of the project.

- **Step 5**: Progress Markers: Identifying different milestones that describe the change process towards the Desired Outcome.

- **Step 6:** Strategy Map: Finding out what the Project Implementation Team should be doing to ensure the best possible support for the Direct Partners,

cooperate with Strategic Partners and support organisational learning.

- **Step 7:** Tasks and Responsibilities: Determining the tasks and responsibilities of the Project Implementation Team and those of Personnel Cooperation in the project.

Figure 6 shows the different planning elements in relation to each other. The **yellow area** answers the question "**why?**" What is the longer-term change – **Project Vision** – the project would like to contribute to? This longer-term change becomes possible though changes at the level of the **Indirect Partners**. The **red area** answers the question "**who?**" Who should the project be influencing in the short to medium-term to contribute to this longer-term change? These are the project's **Direct Partners**. The **red area** also answers the question **"what?"** What is the change – **Desired Outcome** – envisaged at the end of the project and what is the change process towards the Desired Outcome – **Progress Markers**? Finally, in order to realise the change, the **grey area** answers the question "**how?**" How will the project – **Project Mission**, **Strategy Map and Tasks and Responsibilities** – contribute to the change process? How will the **Project Implementation Team** contribute and how will **Personnel Cooperation** support the implementation? How will cooperation be sought with **Strategic Partners** in order to ensure that the project runs smoothly?

FIGURE 6: MANAGING OUTCOMES PROJECT PLANNING STEPS IN RELATION TO EACH OTHER
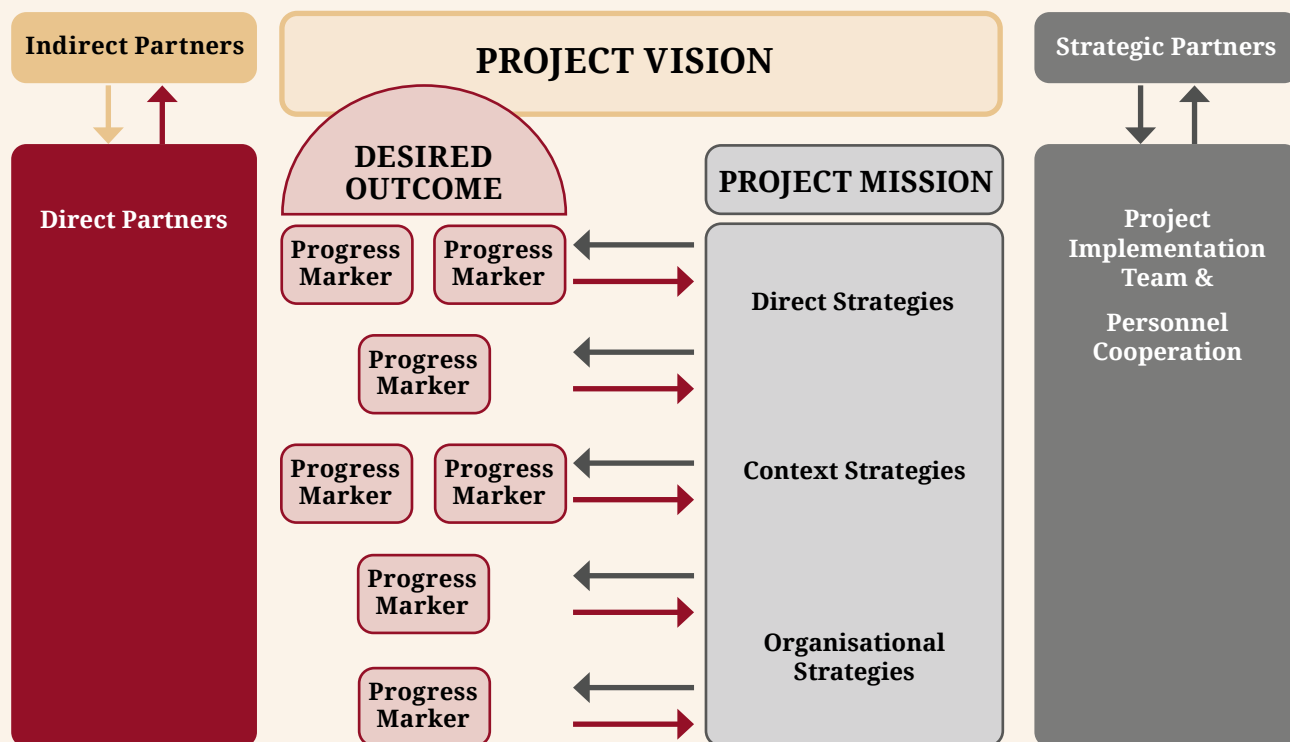
Adapted from J. Pacheco, 2015

Undertaking the Project Planning

Planning is a **shared process** between all members of the Project Implementation Team and other relevant stakeholders. The quality of the results depends on opinions, perspectives and ideas being shared and discussed before a joint decision is made on how a change should look like or what the organisation should be doing. It is therefore important to go through this process with everyone directly involved in the project.

This is why it is suggested to go through the steps of this stage in **a Project Planning workshop**. 3 Days is the recommended amount of time to be able to go through all the steps of the Project Planning Stage. It is important to consider who should be participating in such a planning workshop. Deciding who can contribute most meaningfully depends on the organisation and the nature of the project, but the following points serve as a reference for selecting participants:

- Everyone who has a responsibility for implementing the project should be present. This includes women and men within an organisation or team, but also those working for an organisation in the field.

- Direct Partners who might be targeted through the project could participate and share their perspectives. Some of these women and men might be known to the organisation because they have participated in some way as a resource person during the analysis.

- Women and men who have contributed to previous, and crucially, similar projects could share their perspectives and ideas.

- Other individuals or representatives of organisations who work on either the same theme or have knowledge that could be useful for planning the project.

- Some of those that also contributed to the Conflict Analysis could be present in order to create a link between the Analysis Stage and the Project Planning Stage.

It is important that those invited to participate are made aware of the meeting objectives in advance and that their role and the purpose of them being at the meeting has been explained to them. This creates clarity and also enables them to fully participate in the exercise.

The organisers of the workshop should have an established and trusting relationship with those invited to the planning workshop. The planning process depends on openness and everyone feeling able to voice his or her ideas. The organisers should invite women and men they already know and gender considerations should be taken into account when selecting participants. Different perspectives – female, male, youth etc. – should be tabled and discussed during the workshop. This means not only inviting the right people who can bring these perspectives to the discussion, but also ensuring the workshop provides an opportunity for everyone to share their opinions freely.

In some cases, it might be worth combining the Analysis Stage and the Project Planning Stage and covering both exercises in one workshop. The workshop would need to be managed well in order to ensure there is time for both of these areas.

Since the outputs from this type of workshop depend on the methodology and process used, we recommend having a facilitator for the workshop. This can either be someone from within the organisation itself or an external facilitator. The facilitator should have skills and experience in facilitation and ideally should also be acquainted with the Managing Outcomes approach, Outcome Mapping or a similar methodology.

Step 1: Project Vision

EXAMPLE OF A PROJECT VISION

Farmers and pastoralists live together and participate in communal activities. Women and men in the community appreciate diversity and are open to ideas and views of others. They find ways on how to deal with issues that concern the community. Land use and ownership is clearly defined and when there are changes, participatory mechanisms are in place to define and discuss these changes taking the needs of the community into account. Local administrative authorities ensure fair participation in decision making processes.

Religious, traditional and political leaders are conflict-sensitive in their communication and promote values that facilitate peaceful resolution of conflicts.

Introduction

The Project Vision represents the ideal long-term changes that the project will be contributing to, and it focuses on the Central Issue. It describes concrete and visible changes, and describes both the general situation as well as changes in the behaviour of women and men or groups affected by the Central Issue. The Project Vision should be relevant to the mandate of the organisation. This step is the only step that looks at the Central Issue beyond the timeframe of the project.

The following are characteristics of a Project Vision:

☑ The Project Vision is an ideal.

☑ The Project Vision is long-term and describes changes that the project is contributing to beyond the timeframe of the project.

☑ The Project Vision identifies observable conditions relating to problems or conflicts that women and men would like to see changed.

☑ The Project Vision describes the ideal and improved lives for those women and men affected by the Central Issue.

In Practice: Visualising the Project Vision

The Analysis Stage provides the basis for developing the Project Vision. It describes the Central Issue that a project will be focusing on, as well as the different actors and factors that influence this issue either positively or negatively. The Project Vision describes the long-term changes a project contributes to in order to improve a given situation.

The development of the Project Vision provides a common understanding between those involved in the project of the long-term change a project should be contributing to. In order to facilitate this, participants in the planning workshop are asked to imagine how the situation would look 10 years from now if the project had been very successful and the situation has improved beyond their expectations.

A Project Vision is written in the present tense as if the Project Vision is already a reality. This helps to think of it as an ideal that can be reached.

Participants are invited to share their opinions and ideas. This can be done either in plenary or in working groups. At the end of the exercise there should be a formulated Project Vision shared by all participants. It is important to go through suggestions and formulations to check that it is clear to everyone, and that all participants have the same understanding of the Project Vision. If this is not the case, further descriptions or explanations should be added.

At the end of the exercise the participants should be asked to read the Project Vision once more and decide whether this Project Vision describes an improved situation as a response to the Central Issue and the Conflict Analysis. If the link between the Central Issue and the Project Vision is not clear, the Project Vision might not be specific enough, might not involve the right stakeholders, or it may have failed to illustrate the desired changes.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF THE PROJECT VISION

Imagine that the project has been extremely successful. Ten years from now the situation around the [insert Central Issue] has improved beyond your most ambitious dreams.
What would this look like?

- ☑ What changes have occurred?
- ☑ How do the women and men you want the project to reach contribute to these changes? What are they doing differently? How do they behave differently?
- ☑ How do women, young people and vulnerable people contribute to these changes? How do the changes affect their lives and opportunities differently?
- ☑ How do they do contribute to improving the situation within the context of their everyday life?

FACILITATION TIP

Most organisations have an organisational vision. What is the difference? Could this serve as the Project Vision as well?

An organisation's vision describes an improved future situation the organisation wishes to see. It covers the organisation's mandate and is the basis for all of the organisation's actions and projects. In most cases, it will cover many different issues.

The Project Vision focuses on long-term improvements to a specific Central Issue where this project is just one part of an organisation's wider mandate. An organisation has one vision, but different projects of an organisation might have many different Project Visions. An exception could be an organisation whose mandate and therefore its vision focuses on a single issue or theme, e.g. "Women´s rights" or "Child Protection". This means that the focus in all of their projects might be on the same persons, e.g. women, or children. Nevertheless, even in these cases the organisational vision will be broader than the focus of the project. If this is the case, it is possible to use the organisational vision as a starting point but changes the project hopes to contribute to still need to be detailed, e.g. "domestic violence against women" or "child abduction".

Step 2: Project Mission

EXAMPLE OF A PROJECT MISSION

In order to contribute to the Project Vision, 10 Local Conflict Prevention Groups (LCPG) made up of both pastoralists and farmers, women and men, will be chosen from 10 communities particularly affected by agropastoral conflicts. These groups will be trained and supported to engage in non-violent resolution of agropastoral conflicts and in conflict prevention activities within their respective communities. The project will also strengthen the role of traditional leaders to encourage different stakeholders from the community to participate in conflict prevention. The project will collaborate with religious leaders and local administrative authorities to support the implementation of the project in the communities.

Introduction

The Project Mission describes how the project contributes to the Project Vision. It is the mainspring of the project, i.e. what the project aims to achieve in terms of its contribution to the Project Vision and in terms of the resources an organisation has at its disposal in order to make this contribution. The Project Mission details working areas the project will focus on, where the project will be implemented and which women and men the project will work with in order to achieve its Desired Outcomes.

The following characteristics describe a Project Mission:

- ☑ The Project Mission identifies lines of action or areas in which the project will work toward the Project Vision.

- ☑ The Project Mission mentions key groups or women and men that the project will be working with to support change.

- ☑ The Project Mission mentions allies the organisation will be cooperating with in order to implement the project.

- ☑ The Project Mission is feasible and specific.

The Project Mission gives a broad overview of what should be done by the project in order to contribute to the Project Vision. It is more or less a summary of how the organisation intends to implement the project. It delivers an outline of the themes and key actors that are important for the project. These are detailed more thoroughly in later steps of the Project Planning Stage.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF THE PROJECT MISSION

☑ How can the project support the Project Vision?
☑ Which thematic areas should the project concentrate on?
☑ Which regions, communities or other geographical areas should the project focus on?
☑ Who are the main women and men or groups the project should be working with to support change and why should the project cooperate with them? What potential do these women and men or groups have to influence the Central Issue?
☑ Who are the allies the project should be working with and that can help contribute to the Project Vision and/or strengthen our capacities to implement the project?with to change the Central Issue?

In Practice: Outlining the Project Mission

In order to develop a Project Mission, it is necessary to reflect on the Project Vision. The Project Vision serves as a foundation for the Project Mission. At the same time the Conflict Analysis is a basis to describe, in particular, the key actors and factors an organisation should be focusing on. The Project Mission describes how the project contributes to the long-term behavioural changes described in the Project Vision.

The Project Mission is formulated in a general way and describes only the main aspects the organisation will be focusing on with this project; it does not include specific activities and strategies that will be implemented in the project.

If the results of the Analysis Stage are available, these can be shared as a presentation or on a flipchart as a reference for the exercise.

The Project Mission is written in the future tense. It outlines what the organisation will be doing in order to implement the project.

In a planning workshop, participants are invited to share their opinions and ideas about what the organisation should be doing in order to contribute to the Project Vision and address the Central Issue. Participants should be encouraged to share their ideas and, at the same time, should be looking critically at what the organisation can do with their available resources in order to implement the project.

FACILITATION TIP

If the scope of a project is relatively limited – for example because the geographical area is small, the number of stakeholders the project envisages to work with is limited, or the project focuses on only one thematic area -, the development of the Project Mission might end up including many details that are usually dealt with in later stages such as the Desired Outcome or the Strategy Map. If this is the case, the exercise for developing the Project Mission can be shortened to avoid repetitions later on. If the project is larger and/or more complex, the Project Mission helps to set out the framework for the project and subsequent more detailed Project Planning steps.

Step 3: Partner Landscape

EXAMPLE OF A PARTNER LANDSCAPE

DIRECT PARTNERS

- Local Conflict Prevention Groups – farmers and pastoralists, women and men – across 10 communities.
- Traditional leaders across 10 communities.

INDIRECT PARTNERS

- Pastoralists from each community.
- Farmers from each community.
- General population – women and men – of each community.
- Political leaders from each community.

STRATEGIC PARTNERS

- Local administrative authorities – in particular those responsible for land and resources, security, judiciary – who can support the implementation of the project.
- Religious leaders – particularly Muslim and Christian – who can support the implementation of the project.
- Women groups for assistance in reaching out to and including the perspectives of women pastoralists and women farmers.
- Other organisations implementing projects around agropastoral conflicts in order to gain an idea of the challenges and approaches when dealing with agropastoral conflicts.
- Local radio stations to share information and best practices of the project with the wider population.
- Other diocesan departments who can support the project implementation and disseminate information about the project.
- AGIAMONDO for technical support during the implementation of the project and capacity building within the Project Implementation Team.
- International organisations that can provide technical and/or financial support for the implementation of the project.

FIGURE 7: PROJECT INPUTS AND ACTIVITIES, DIRECT PARTNERS, INDIRECT PARTNERS AND STRATEGIC PARTNERS
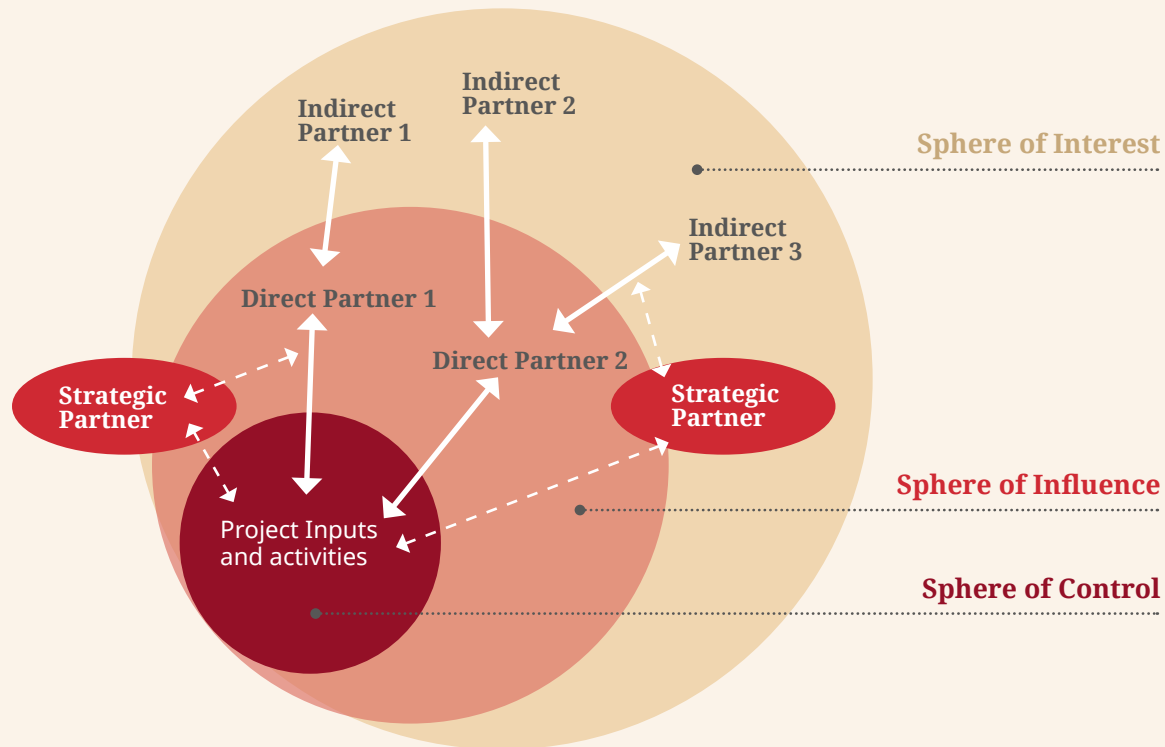
Adapted from S. Deprez VVOB-CEGO, Nov 2006

Introduction

The next step of the Project Planning Stage is to identify the different actors that are important for the project. Since the relationship with these women and men or organisations is one of giving and receiving, and of mutually beneficial interactions taking place, they are referred to as Partners. Based on the role they play in the project, three different types of Partners can be identified: Direct Partners, Indirect Partners and Strategic Partners. Each has a specific role and function in the project and this step is designed to identify these partners and the relationships between them.

INDIRECT PARTNERS
Indirect Partners are those women and men or groups who are affected by the Central Issue that the project is dealing with. The Indirect Partners are those who experience the change to which the

project contributes. However, the project cannot influence them – or not all of them – directly. Indirect Partners are those referred to in the Project Vision. They are in the Sphere of Interest, as is shown in Figure 7. It is of particular importance to consider how women might be affected in a different way by the Central Issue.

DIRECT PARTNERS
Direct Partners are the women and men, groups or organisations a project interacts with directly in order to contribute to a change in the situation of the Indirect Partners. By way of its strategies the project aims to bring about behavioural change of the Direct Partners – actions, relationships and interactions – in the direction of the Desired Outcome. As Figure 7 shows, the project inputs and activities in the Sphere of Control directly influence the Direct Partners in the Sphere of Influence. Furthermore, a project should look

EXAMPLES OF POSSIBLE STRATEGIC PARTNERS

- Other **organisations or institutions that work on the same issue** – exchange of information, experience, and knowledge.
- Other **organisations or institutions that work in the same area** with the same Direct Partners – exchange information and cooperate in interventions.
- **Local government administration** – information and collaboration; it might not be possible to implement the project without their consent.
- **Consultants, specialist organisations** – delivering certain services for the project.
- **Media Outlets** – informing the general public about the project or providing advocacy.
- **Religious authorities**. E.g. the Bishop or the Imam – gaining access to and support amongst Indirect Partners.
- **Women´s Groups or associations** – for including perspectives of women and experience exchange on how to best reach out to women.
- **Donor organisations** – funding for the project.
- **NGO Platforms** – joint advocacy and sharing experiences that come from the project.
- **Human Rights Organisations**. E.g. Amnesty International or a local Human Rights Organisation – advocacy or access to research information that can be used for project planning and monitoring. When it is useful or necessary to have regular updates on a given situation, a project could make use of research that others might already be doing rather than doing all this work as part of the project.

for opportunities to influence the Direct Partners and engage in mutual learning with the Direct Partners as an ongoing activity throughout the project. Direct Partners contribute to the Project Vision through their own behavioural changes as their behaviour influences the Indirect Partners in the Sphere of Interest.

This means that Direct Partners should be chosen based on their capacity to influence the Indirect Partners. Direct Partners are targeted directly via the project and it is through them that the project anticipates outcomes at the end of the project. Indirect Partners are influenced indirectly by behavioural changes amongst the Direct Partners and this ensures a longer-term change.

STRATEGIC PARTNERS
Strategic Partners are organisations or individuals that share, or already contribute to, the Project Mission and/or Project Vision. For this reason, the

organisation interacts and cooperates with them while the project is being implemented. The project does not seek to change them. Nevertheless, it is important to understand how complex projects can be. At times Strategic Partners might play a "double role". Because of their experience, capacity or position they might be an important Strategic Partner, but they may also go through a behavioural change that contributes to the Desired Outcome.

When identifying the different types of partners, it is very important to also reflect on whether it is a homogenous group or not. That is, whether or not change can be expected in a more or less similar way for all women and men of a particular group of Direct Partners. In particular, it is important to reflect on how gender could impact behavioural change and to consider the potential for women to change and/or to be agents of change.

EXAMPLES: REFLECTING ON THE POSSIBLE IMPACT OF GENDER

EXAMPLE 1: If agricultural labourers are identified as an Indirect Partner, to what extent are female agricultural labourers more or less influenced as well? Do they have more or less opportunity to change their situation?

EXAMPLE 2: If traditional leaders are identified as Direct Partners in a project around conflict prevention between pastoralists and farmers, to what extent – assuming they are all men – will they also have a positive influence on changes at the level of female pastoralists or farmers? Could changes at their level influence women negatively?

In Practice: Creating the Partner Landscape

The Partner Landscape identifies the different individuals and organisations that are necessary to bring about change – those women and men the organisation will work with during the project. The Conflict Analysis, as well as the Project Vision and Project Mission serve as a basis for the development of the Partner Landscape. In order to develop a comprehensive Partner Landscape it might be necessary to describe the actors identified in the Conflict Analysis, Project Vision and Project Mission in more detail. In addition, the development of the Partner Landscape might also identify others who need to be taken into account as they have the potential to influence the Central Issue.

Indirect Partners are selected on the basis of the Conflict Analysis and they are referred to in the Project Vision.

Direct Partners are selected because of their capacity to change and because of their access to and influence on the Indirect Partners.

Strategic Partners are selected on the basis of their contribution to the Project Mission. Strategic Partners provide certain resources, such as access, knowledge, financial or human resources or information, that are helpful and necessary for implementing the project. See the list of examples of Strategic Partners on page 39.

The participants have to be clear about who is a Direct Partner, who is an Indirect Partner and who will be needed as a Strategic Partner. **The capacity of the organisation in terms of human and financial resources is important when selecting the number of Direct Partners.** A key criterion for selecting Direct Partners is the capacity of the organisation to work with all of them. A reflection on how men and women will influence or be influenced by the project is also important in identifying which types of people can be brought on board as Direct Partners. It is therefore advisable to look at the Partner Landscape again after completion and consider which Direct Partners are essential for the organisation in order to contribute to the longer-term changes described in the Project Vision. If all are equally important, decide who the organisation should start working with first.

A long **list of Strategic Partners** might indicate that organisations or individuals important to the organisation or the Central Issue have been listed without fully considering their role in the project. In order to avoid this, alongside each Strategic Partner, list the reason why they have been chosen and how they will contribute. It is important to note that the individuals and organisations mentioned as Strategic Partners are those that the project will be working with, albeit to different degrees. This will be detailed further in the Strategy Map.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF THE PARTNER LANDSCAPE

Indirect Partners
- ☑ Who does this project want to reach and see change in the longer term?
- ☑ Who should the organisation be focusing on and supporting in terms of long-lasting behavioural change?

Direct Partners
- ☑ Who is important for this Project Vision?
- ☑ Who should be influenced by this project?
- ☑ What influence can women and men have on the Project Vision?
- ☑ Who can be reached via the project?
- ☑ Who can the organisation work with efficiently?
- ☑ Who has access to and influence on the Indirect Partners?

Strategic Partners
- ☑ Who can the project build alliances with in order to implement the Project Mission?
- ☑ Who has information, knowledge, resources or valuable contacts that can contribute to implementing the project? Who else has an interest in the project succeeding?
- ☑ Who does the organisation need to cooperate with in order to implement the project, even when they have no active interest?

Step 4: Desired Outcomes

EXAMPLE OF A DESIRED OUTCOME

In 10 parishes Local Conflict Prevention Groups (LCPGs) bring together women and men of farming and pastoralist communities that meet voluntarily to discuss shared concerns. Based on the feedback from members of their communities, they discuss issues affecting their communities and ways of promoting conflict prevention. They engage in peaceful resolution of conflicts between pastoralists and farmers. They explain to the local population the importance of respecting laws and legislation to prevent agropastoral conflicts.

They participate in meetings organised by the local administrative authorities and/or traditional leaders to represent the interests of farmers and pastoralists.

They lobby the authorities – local administrative authorities, political leaders, religious leaders and traditional leaders – on behalf of the local population to present their proposals and advocate for their needs.

Introduction

In the Partner Landscape we identified the Direct Partners. It is their behavioural change that will contribute to the Project Vision. The Desired Outcome describes this change in more detail by looking at desired observable behavioural change – actions, interactions, relationships – amongst the Direct Partners. Because different Direct Partners have different capacities for change, the behavioural change that the project desires to see in each of its group of Direct Partners will, in most cases, be different. For this reason, a separate Desired Outcome is detailed for each separate Direct Partner.

Each Desired Outcome describes the behavioural changes of a single Direct Partner. These can be, for instance, changes in actions – what and how they do it -, relationships and/or interactions. The Desired Outcome describes the ideal behavioural changes and how these contribute to the Project Vision.

A Desired Outcome has certain characteristics:

☑ It refers to a single Direct Partner.

☑ It describes the ideal and realistic contribution a Direct Partner can make to the Project Vision.

☑ It describes the ideal behavioural change seen in the Direct Partner at the end of the project.

☑ It describes change that can be observed at the end of the project.

☑ It contains descriptions of things the Direct Partner is doing differently and how this influences others, in particular, the Indirect Partners identified in the Partner Landscape.

A Desired Outcome describes behavioural changes. Strategies and activities that the project implements to enable the change are described later on in the Strategy Map.

PHRASES TO AVOID IN THE DESCRIPTION OF THE DESIRED OUTCOME

**"Increased awareness", "Empowered women", "Reduce the conflict",
"Improved cooperation", "Gender sensitive", "Better access"**

The Desired Outcome is formulated in the present tense, because it describes the ideal changes, the desired situation, at the end of the project.

In order for a Desired Outcome to be a clear and precise description of behavioural change, generalising phrases should be avoided. The Desired Outcome describes the things a **Direct Partner** is doing **differently** that **demonstrate the desired change.**

At times a group of Direct Partners can be split into subcategories. This is the case with the earlier example of agricultural labourers who could be split into women and men. It is important to take this into account when describing behavioural changes. The following questions could help to understand the role and potential of women:

- To what extent do women, men or vulnerable groups within this Direct Partner have an equal opportunity to realise the Desired Outcome?

- What would an ideal and realistic change look like for them?

- How would their actions and relationships be different from others within this specific group of Direct Partners?

- What would they be doing differently from others within this specific group of Direct Partners?

These questions can be used to explore whether or not specific groups – in this example women – should be expected to display the same ideal behaviour at the end of the project as other subgroups within the Direct Partner. If their behaviour is expected to be different, this can be specified in the Desired Outcome description. For instance, adding "*male pastoralists and farmers refer to female pastoralists and farmers to participate in meetings of the LCPG*". Regardless of whether or not the example is realistic, the Desired Outcome refers to a change – in this case concerning male pastoralists and farmers – that contributes to improving the opportunities for women to be agents of change.

In Practice: Describing the Desired Outcome

A Desired Outcome should be based on the Project Vision that has been developed for the project, because it is a contribution to the Project Vision. The Partner Landscape provides another foundation for defining a Desired Outcome. Direct Partners have been chosen because of their access to and influence on certain Indirect Partners. This means that the Desired Outcome should also describe behavioural change that enables a Direct Partner to influence an Indirect Partner.

Since a Desired Outcome mostly consists of descriptions of different related behavioural changes of one Direct Partner, developing the Desired Outcome is best divided in two parts. The first part involves all participants suggesting different aspects relating to the change a project is aiming to see amongst its Direct Partners. This can be done either by individual reflection or by suggestions being made directly in plenary. The second part involves these contributions being used to create one single Desired Outcome Statement. When discussing these inputs, it is important that the change clearly describes **what the Direct Partner is doing differently**.

Participants should ensure a shared understanding of the Desired Outcome. This should be done by recapping at the end of the exercise. If all participants do not share the same understanding, some parts of the Desired Outcome either need to be revised or clarified. It is often sufficient to add an additional phrase which further details what the behavioural change is or what the Direct Partner is doing differently.

Finally, the Desired Outcome should be compared with the Project Vision. Does the Desired Outcome contribute to the Project Vision?

Depending on the number of Direct Partners identified in the Partner Landscape, the number of participants and the time available, the development of the Desired Outcome per Direct Partner can be done one after the other or in subgroups followed by plenary presentation and discussion.

EXAMPLE

Parish Committees have been identified as a Direct Partner because of their access to and possible influence on other religious actors. The Desired Outcome should then describe what the Parish Committees are doing differently towards the other religious groups. For instance: they are inviting religious leaders for meetings to discuss religious-based conflicts in their Parish; or: they are inviting Muslim leaders to mediation exercises when there is a conflict between a Christian and Muslim within one family; or: they are cooperating with religious leaders and working together to implement actions and activities that prevent conflict.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF THE DESIRED OUTCOME

If a Direct Partner were contributing to the Project Vision …,
- ☑ … how would she or he be behaving?
- ☑ … how would she or he be interacting with and influence the Indirect Partners?
- ☑ … who else would she or he be interacting with?
- ☑ … what would she or he be doing – different from what there are doing at present – in order to best contribute to the Project Vision?

FACILITATION TIP

In the event that a **Direct Partner identified is part of the implementing organisation itself** – for instance: *"social workers responsible for dealing with women and men in the community"* –, the Organisational Capacity Analysis should be used as a basis for describing the desired change. It is likely that elements of the Organisational Capacity Analysis will refer to areas where this Direct Partner needs to improve itself- for instance: *"the social workers need to be acquainted with new, participative methods of dealing with their clients"*. The change in this Direct Partner – through organisational capacity building – will enable them to improve the quality of their influence on other Direct Partners as well as on Indirect Partners identified in the Partner Landscape.

Step 5: Progress Markers

EXAMPLE OF PROGRESS MARKERS

1 EXPECT	Women and men of farming and pastoralist communities take part in the LCPGs established in each community.
2 EXPECT	Members of the LCPGs gain knowledge and skills about tools and methods that can be used for Non-Violent Conflict Resolution and Conflict Prevention.
3 EXPECT	LCPGs meet on a monthly basis to discuss shared concerns around agropastoral issues and agree on possible actions.
4 EXPECT	LCPGs inform traditional and religious leaders and the local administration about their activities in the community.
5 LIKE	LCPGs organise meetings with the local population to discuss the situation in each community and the work of the LCPG.
6 LIKE	LCPGs facilitate non-violent resolution of conflicts brought to them by women and men from the local community.
7 LIKE	LCPGs exchange on agropastoral issues with key stakeholders in their community, such as local authorities, religious leaders, leaders of associations, youth groups and women groups.
8 LIKE	LCPGs lobby authorities – local administrative authorities, political leaders, religious leaders and traditional leaders – based on the needs and proposals brought to them by women and men from the local community.
9 LOVE	LCPGs implement conflict prevention measures, such as agreements on boundaries of farmland and land used for grazing, in cooperation with local administrative authorities and the community.
10 LOVE	LCPGs exchange experiences and best practices with LCPGs from other communities or other groups working on agropastoral issues.
11 LOVE	LCPGs support the creation of new LCPGs in neighbouring communities.

Introduction

Progress Markers describe the change process that leads to the behavioural change described in the Desired Outcome. In this sense they differ from traditional indicators that allow measurement of the realisation of the final objective at the end of the project. Progress Markers allow us to measure the progress of the change process of a single Direct Partner towards the Desired Outcome.

Progress Markers are a set of changes for one Direct Partner relating to one Desired Outcome. They describe:

- ☑ **The progress** – or milestones –**of a Direct Partner's behavioural change.**

- ☑ **Changes to a Direct Partner's actions, relationships & interactions** which lead to the Desired Outcome.

- ☑ Together, the Progress Markers show the **complexity of the change process:** the transformation of a single Direct Partner moves from simple to more complex changes in behaviour.

Progress Markers describe and monitor the change process over time and the progress towards the Desired Outcome. Progress Markers enable regular review of a Direct Partner's progress. This includes unintended results, which will be discussed in more detail in the Monitoring Stage. This regular review subsequently allows for possible changes in the Project Planning early in the project implementation.

Progress Markers are more complete than a single indicator – Figure 8. A traditional indicator measures whether or not a result or objective has been achieved. Progress Markers enable a review of change throughout the project implementation period.

EXAMPLE

An example of a **traditional indicator** could be *"A Child Protection Policy for the National Police has been developed".*
A **Progress Marker** could be: *"Police Officers intervening in conflicts involving minors refer these cases to Special Child Protection Units of the National Police force."*
In this example the Progress Markers describes what Police Officers **are doing differently** from before. The Child Protection Policy might stipulate the structures – e.g. the set-up of a special Child protection Unit – as well as the procedures for police officers to follow in cases where minors are involved in conflict, but the policy itself is not the actual change. The existence of the policy is an important prerequisite for the Police Officers to act differently but its mere existence is not a guarantee that Police Officers will also change their behaviour.

FIGURE 8: PROGRESS MARKERS AND INDICATORS

Indicator   Indicator

Objective

PROJECT IMPLEMENTATION

Desired Outcome

Progress Marker | Progress Marker | Progress Marker | Progress Marker | Progress Marker | Progress Marker | Progress Marker | Progress Marker
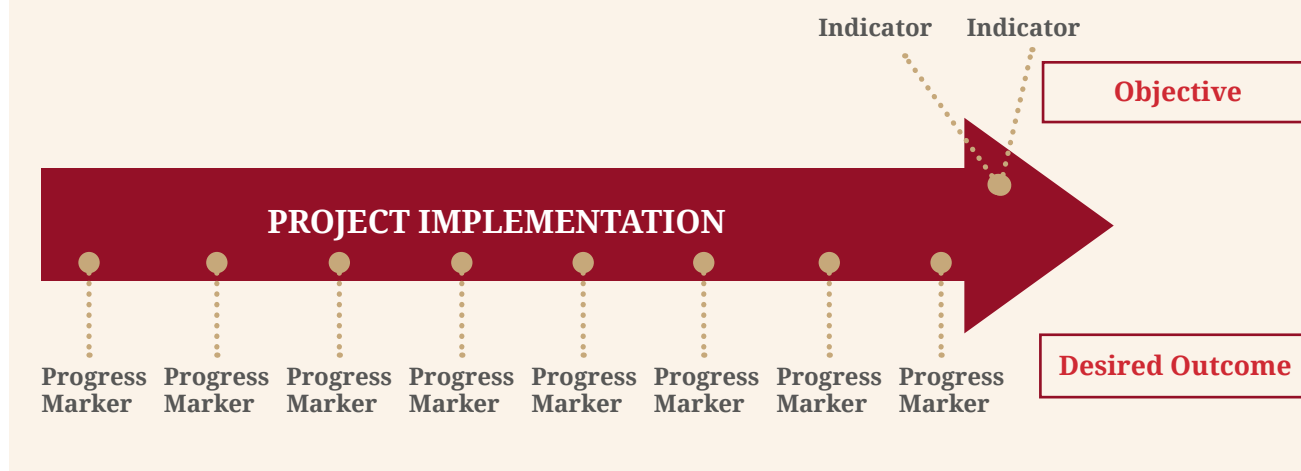
The change visible through the Progress Markers is divided into three different phases:

1. Expect to See/Reactive behaviour

The first Progress Markers show early responses to the project. They capture initial engagement, or participation in activities. Direct Partners participate in activities initiated by the organisation as part of the project and which contribute towards the Desired Outcome.

2. Like to See/Active behaviour

The next phase contains Progress Markers showing changes relating to first engagement by the Direct Partner, or learning or commitment towards the Desired Outcome.

3. Love to See/Proactive behaviour

The last phase describes Progress Markers that demonstrate the Direct Partner taking initiative, sharing expertise or assisting others in reaching the Desired Outcome. This is where sustainability of the change becomes visible.

It is important to note that the three phases and the position of the Progress Markers do not reflect a linear process. Each Direct Partner represents a group of women and men, and each and every one goes through her or his own process of change. Some might go quicker than others, some slower; some changes – Progress Markers – might be observed earlier, others later, others simultaneously.

In Practice: Identifying Progress Markers

The starting point for developing Progress Markers is the Desired Outcome for a Direct Partner. A Desired Outcome Statement will normally consist of different statements describing the ideal change anticipated from the Direct Partner.

In order to develop Progress Markers, start with an individual brainstorm session. The results can be written on cards, one change or Progress Marker per card. Everyone should take 10 minutes individually to write down what he or she can think of in terms of changes.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF PROGRESS MARKERS

For an initial brainstorm on Progress Markers
Look at the Desired Outcome Statement and answer the following questions:

- ☑ What does the Direct Partner need to be doing differently before being able to demonstrate the desired change?
- ☑ What different behavioural changes are a precondition for the desired change?
- ☑ What relationships does the Direct Partner need to have in place and with whom do they need to engage?
- ☑ What does the Direct Partner need to know to demonstrate the desired change?
- ☑ What skills does a Direct Partner need to have to demonstrate the desired change?
- ☑ What other needs do women or other subgroups who are part of the Direct Partner have compared to their male counterparts?

To order Progress Markers according to the three categories "Expect to See", Like to See" and "Love to See"

- ☑ Expect to see: What are the first responses to the project that are likely to be seen in the early stages?
- ☑ Expect to see: What changes show that the Direct Partner is taking part in the activities?
- ☑ Expect to see: What changes show that the Direct Partner is gaining new knowledge, skills or insights through the project?
- ☑ Like to see: Which changes show first engagement and change by the Direct Partner?
- ☑ Like to see: Which changes show that the Direct Partner is implementing or using new skills and/or knowledge received via the project?
- ☑ Love to See: Which changes show independence and individual initiative of the Direct Partner and demonstrate the changes in the Desired Outcome?
- ☑ Love to See: Which changes show that the Direct Partner is showing initiative on her or his own without further intervention or support from the project?

Afterwards the cards should be collected and presented – shown on a board or on a wall – to the group. Those cards describing more or less the same change should be made into one statement. As a group the changes should then be ordered according to the three categories "Expect to See", Like to See" and "Love to See". Once the statements have been ordered, they should be reviewed once more and for each statement confirm whether or not there are other milestones needed before a certain change is possible. If additional milestones are needed, add these to the list.

As a closing activity, participants should reflect whether the change process developed with the Progress Markers is the most appropriate for reaching the Desired Outcome according to the context and the potential for change that the Direct Partner has. At the same time participants should also reflect whether the change process developed is applicable for the Direct Partner as a whole, or whether additional milestones are necessary for specific subgroups such as women, youth or vulnerable groups.

If a large number of Progress Markers have been identified, it is advisable to reduce them. This is because the number of Progress Markers needs to be manageable in terms of monitoring. It is advisable to discuss and identify the changes that are absolutely key to the change process and need to be monitored. It is also important that all three phases in the change process – Expect to See, Like to See and Love to See – are represented in the set of Progress Markers.

The Monitoring Stage also includes monitoring of changes other than those recorded in the Progress Markers. It is therefore not necessary to state each and every detailed possible change. The exercise should lead to a set of Progress Markers showing overall change towards the Desired Outcome.

FACILITATION TIP

The Progress Markers should show the change process and the three levels help to identify the different milestones in the change process. It is important to keep this in mind to ensure that the change process is depicted. When developing Progress Markers, it is not always necessary to explain all three levels in detail. Alternatively, the participants can identify the process markers and the facilitator can lead the group through the concepts afterwards to see whether they display the change process accurately. This can also be done without asking participants to group them into "Expect to See", "Like to See" and "Love to See" behaviour.

Step 6: Strategy Map

EXAMPLE OF A STRATEGY MAP

	STRATEGIES
Direct	• Constitute LCPGs in 10 different communities to bring together women and men of farming and pastoralist communities. • Provide training in non-violent conflict resolution and conflict prevention for members of LCPGs. • Follow-up meetings and other activities to support LCPGs. • Support LCPGs and local authorities – both administrative and traditional – to deliver prevention and mediation activities on agropastoral conflicts for each community. • Capacity building of LCPGs members to create self-sufficiency. • Organise exchange visits between different LCPGs.
Context	• Arrange meetings with local administrative authorities and traditional and/or religious leaders to explain the project. • Create maps containing all relevant information on agropastoral activities for each community. • Arrange meetings with local administrative authorities and traditional and/or religious leaders to exchange information about conflict prevention and how to resolve agropastoral conflict. • Exchange with Women Groups and Associations in the communities to improve inclusion of women farmers and pastoralists in the project. • Collect information regularly about agropastoral conflicts within each community. • Prepare information and messages that can be broadcast on local radio and shared at events such as the yearly peace day organised by the Diocese.
Organisational	• Train staff at the Justice and Peace Commission in advocacy, project management and conflict resolution and prevention. • Set-up and maintain an internal reporting and documentation system supporting the work of the Justice and Peace Commission. • Exchange information with other organisations that implement similar projects in order to improve on our own practices.

Introduction

In this step, we pull together the strategies that need to be implemented to support Direct Partners to realise the Desired Outcome. Ideally, there should be one Strategy Map for each Desired Outcome Statement.

Three Types of strategies are identified: Direct Strategies, Context Strategies and Organisational Strategies.

DIRECT STRATEGIES
These are strategies aimed specifically at the Direct Partners, implemented directly to support the Direct Partners and their change process, as described in the Desired Outcome and Progress Markers.

CONTEXT STRATEGIES
These are strategies aimed at the context in which the Direct Partner operates, and seek to create or improve an enabling environment for change. The strategies an organisation implements in order to collaborate and cooperate with its Strategic Partners will, for the most part, be Context Strategies.

ORGANISATIONAL STRATEGIES
These are strategies aimed at the Project Implementation Team or the organisation and seek to increase the capacity of the organisation itself in order to implement the project. These strategies can be based on the Organisational Capacity Analysis described in step 3 of the Analysis Stage.

TABLE 1: DESCRIPTION OF DIRECT, CONTEXT AND ORGANISATIONAL STRATEGIES

DIRECT	**Strategies in order to:** ☑ Influence a Direct Partner and effect change in them. For instance, new knowledge, new skills, alternative ways of taking action. ☑ Encourage new ways of thinking; build skills and/or capacity with a Direct Partner. ☑ Provide ongoing support to a Direct Partner as a way of spreading the change to others and moving to a more proactive – autonomous – change. ☑ Consider specific actions needed for women to participate in the project.
CONTEXT	**Strategies in order to:** ☑ Influence the context in which a Direct Partner/project operates – physical conditions, regulatory aspects or information. ☑ Disseminate information to a wider audience. ☑ Facilitate access to new information relevant to the project. ☑ Create and/or strengthen relevant networks. ☑ Include Strategic Partners in the project according to their relevant contributions. ☑ Observe and respond to possible negative influences on the Direct Partner.
ORGANISATIONAL	**Internal Organisational Strategies in order to:** ☑ Build on and increase knowledge & experiences. ☑ Effectively use and strengthen the organisational set-up. ☑ Use and increase access to the women and men in the communities for whom and with whom we work. ☑ Improve networking and communication. ☑ Support learning as an organisation. ☑ Support innovation and the development of new and alternative approaches.

In Practice: Developing a Strategy Map

A Strategy Map is an instrument that should show the relationship between different strategies and how they complement each other. It is important when developing a Strategy Map that the relationships between the Direct and Context Strategies are made visible and are backed up by the Organisational Strategies.

The Analysis Stage, alongside the previous steps in the Project Planning Stage provide the basis for developing the Strategy Map. Table 1 on the previous page provides examples and descriptions that can be used to develop strategies. When developing the Strategy Map, it is useful to refer to the information gathered in previous steps of the planning process. It should be clearly visible, for example on flipcharts or handouts. In order to link the Strategy Map to the previous planning steps the following order should be followed to ensure that all strategies are fully developed.

➜ Review the **Progress Markers** identified. For each Progress Marker, participants should be asked: "*What should the project be doing to support this change?*" Thinking about the set of Progress Markers as a whole, the following question could be asked: "*What else should the project be doing to support this behavioural change amongst women or other specific groups?*" Most of these will be strategies carried out in collaboration with the Direct Partner and will be **Direct Strategies**

➜ Review the **Strategic Partners** identified as part of the **Partner Landscape**. For each Strategic Partner, participants should be asked: "*How is the organisation going to work with the Strategic Partner in order to contribute to the project?*" The answer to this question provides the basis of the strategies that should be used. Most of these will support the realisation of the Desired Outcome by

the Direct Partner, and are therefore **Context Strategies**. If actions directly target the Direct Partner, for instance when another NGO delivers training for our Direct Partner, these can be included in the **Direct Strategies**.

➜ Review the **Organisational Capacity Analysis**. Based on a review of both the strengths and the areas for improvement, ask: "*What are useful and realistic strategies that enable the project to build on the strengths of the organisation? And what are useful and realistic strategies that can address some of the areas for improvement?*" These are **Organisational Strategies**. It is important to stress that these strategies should be both useful and realistic. It is unlikely that there will be strategies for all aspects of the Organisational Capacity Analysis.

➜ Finally, review the **Conflict Analysis**. The focus should be on those actors and factors that have a strong – real or potential – influence on the Central Issue and which the organisation cannot influence by means of the project alone. When reviewing these things, participants should be asked: "*What strategies can be identified to limit potential negative influence from these factors or actors? What strategies can be identified to enable us to monitor their impact – or their potential impact – on our project?*" These strategies can be included under **Context Strategies**.

To ensure all relevant strategies have been identified, **this exercise should be done separately for each Direct Partner**, as is done with the Desired Outcome and Progress Markers exercises. It is likely that some strategies will emerge that are relevant for more than one Direct Partner, especially Context Strategies and Organisational Strategies. Even though this will feel like repetition at first, it is worth doing to ensure the picture is complete. Then, at the end of the planning workshop, the Project Implementation Team can decide whether to

document these strategies separately or not, based on the easiest way to handle the information.

Depending on the number of Direct Partners, the number of participants in the planning workshop and the time available for the planning exercise, the development of the Strategy Map can be done in several ways. If the number of participants in the planning workshop is quite small, the exercise can be done as a group. Each participant suggests potential strategies, possibly after a moment for individual reflection. The exercise can then be done consecutively for each Direct Partner.

If there are a lot of participants at the workshop, break into smaller groups to work on the Strategy Map. The results from the working groups can be presented afterwards in plenary. This allows discussion and gives participants the opportunity to ask questions and propose strategies about each other's results. If the number of Direct Partners is small, each working group could work on the same Direct Partner. If there are a lot of Direct Partners, different working groups can focus on developing the Strategy Map for different Direct Partners.

It is important to keep in mind the three types of strategies, Direct, Context and Organisational Strategies, when developing the Strategy Map. This does not necessarily mean creating different tables. Alternatively, participants can be asked to review the Progress Markers, Strategic Partners and the Organisational Capacity Analysis developed before as a basis for identifying the necessary strategies. This means that it is not always necessary to refer explicitly to the three types of strategies in order to complete the exercise.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF THE STRATEGY MAP

DIRECT	**Review the Progress Markers:** ☑ How can we produce an immediate result or cause a direct effect? ☑ How can we build capacity, encourage new ways of thinking or new behaviour? ☑ How can we provide ongoing support, guidance or mentoring? ☑ What else needs to be done to enable women or other subgroups to participate equally in the project?
CONTEXT	☑ What physical or policy environment aspects can/should be influenced and how? ☑ How can we influence the quality, availability, and accessibility of information? ☑ What networks or relationships will be established, strengthened or utilised? ☑ Consider how strategies might also affect others, and whether this is positive or negative. Consider whether for this reason the strategy needs to be revised or skipped altogether. **Review the Strategic Partners that have been identified in the Partner Landscape:** ☑ How can we include Strategic Partners and how should the organisation be working with them? **Review the actors and factors that could have a negative influence as identified in the Conflict Analysis:** ☑ What negative influence could the project have on other women, men or groups that we will not be working with? ☑ How can risks affecting the project be reduced? For whom would they constitute a risk? ☑ How will risks be monitored? ☑ How will the project deal with the potentially negative consequences of risks?
ORGANISATIONAL	**Review the Organisational Capacity Analysis:** ☑ Who can the organisation work with to increase knowledge and expertise? ☑ How can the organisational processes be improved to ensure the project runs smoothly? ☑ How can the organisation effectively communicate with its Direct Partners? ☑ Who should the organisation include in its networks to support the implementation of the project or to enable communication? ☑ How can the organisation improve communication strategies? ☑ How can the organisation support internal learning and exchange of information? ☑ How can the organisation support innovation and/or which alternative strategies could be used?

Step 7: Tasks and Responsibilities

EXAMPLE OF TASKS AND RESPONSIBILITIES

Justice and Peace Coordinator
- ☑ Ensure implementation of Project Planning.
- ☑ Oversee and support the work of the Project Implementation Team.
- ☑ Liaise with other departments in the Diocese as well as other relevant stakeholders on provincial level.
- ☑ Ensure overall reporting on the project to donor organisations and higher instances in the Diocese.

Justice and Peace Commission staff members (2 staff members)
- ☑ Constitution, training and follow-up for LCPGs.
- ☑ Organise exchange meetings between different LCPGs.
- ☑ Organise regular meetings with local administrative authorities, traditional and/or religious leaders and Women Groups and Associations.
- ☑ Oversee the development of maps on agropastoral activities in all communities by the community animators in cooperation with women and men in the community.
- ☑ Analyse information collected on agropastoral conflicts in the communities.
- ☑ Prepare reports on activity and monitoring of project strategies and outcomes.

Justice and Peace Community Animators (4 animators)
- ☑ Participate in LCPG meetings and provide advice to LCPG members.
- ☑ Participate in training and capacity building for LCPG members.
- ☑ Collect information for the development of maps on agropastoral activities as well as on agropastoral conflicts in their respective communities in cooperation with the LCPG and other local stakeholders.
- ☑ Liaise with local administrative authorities, traditional and/or religious leaders and Women Groups and Associations.
- ☑ Provide the Justice and Peace Commission with monthly reports on developments in the communities.

Tasks & Responsibilities of CPS Worker (Personnel Cooperation)
- ☑ Support in the development of trainings on relevant themes.
- ☑ Support in the development of maps on agropastoral activities in the communities.
- ☑ Prepare and conduct training of Justice and Peace Commission staff in advocacy, project management and conflict resolution and prevention.
- ☑ Set-up reporting and documentation system in cooperation with Justice and Peace office staff.
- ☑ Support Justice and Peace Coordinator and Justice and Peace staff in exchange of experience and information with other stakeholders.
- ☑ Participate in monitoring activities and the development of reports.

Introduction

The last step in the Project Planning Stage defines the Tasks and Responsibilities of the Project Implementation Team – those directly responsible for implementing the project. It also specifies the role of Personnel Cooperation, referring back the Added value of Personnel Cooperation. Since Personnel Cooperation relates to the role and tasks of the organisation itself, developing these tasks should be a joint process with input from those involved in the project. When Personnel Cooperation is not included in the project, this step is used to look at the tasks and responsibilities of those team members involved in implementing project.

Support provided by Personnel Cooperation will be limited to a short period of time. This is true for an integrated expatriate staff member staying for 3 years with the organisation, but also for a short-term consultancy. It is therefore important in this step to clearly define the tasks, and to ensure that any task Personal Cooperation fulfils is integrated within the organisation in the longer term – for sustainability – and can still be performed once they have left.

Furthermore, Personnel Cooperation is about women and men joining the organisation. They come into contact with the structure and hierarchy of the organisation. This means that it is also important to define how she or he is integrated into the organisational structure.

A clear advantage of this step is that a discussion on the tasks and responsibilities of the Project Implementation Team, including the tasks and responsibilities of Personnel Cooperation, helps to create a shared understanding between all those involved.
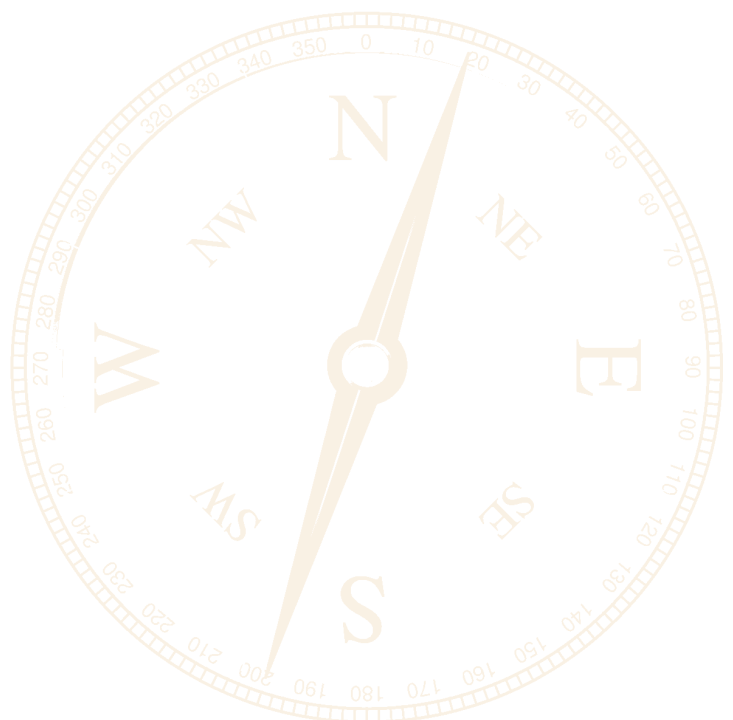
In Practice: Determining Tasks and Responsibilities

The basis for defining Tasks and Responsibilities is the Strategy Map that was developed. These are the strategies that will be implemented in the project and the tasks and responsibilities of all members of the Project Implementation Team including Personnel Cooperation, should be created with these strategies in mind. It is important to ensure that the tasks and responsibilities defined for Personnel Cooperation also reflect the Added Value of Personnel Cooperation defined in the Analysis Stage.

The woman or man integrated in the Project Implementation Team as part of Personnel Cooperation should be present for this exercise. This is especially important for longer-term placements of expatriate staff. It is essential to cre-ate mutual understanding about tasks and responsibilities between existing employees in the organisation and the person joining the organisation. The external person will be integrated into and form part of the Project Implementation Team. Therefore, it is important that she or he has an opportunity to contribute her or his own ideas, suggestions, perspectives and needs.

When Personnel Cooperation is intended for the project, the exercise should focus on going through different elements of the Strategy Map and determining who is responsible and how they should work together. It might in some cases also be advisable, especially when more than one person is responsible, to identify who is going to take the lead. This would ensure that the intended strategies are implemented on time.

GUIDING QUESTIONS TO FACILITATE DISCUSSION AND REFLECTION ON THE DEVELOPMENT OF TASKS AND RESPONSIBILITIES OF PERSONNEL COOPERATION AND THE PROJECT IMPLEMENTATION TEAM

- ☑ What are the tasks and responsibilities of the members of the Project Implementation Team when implementing the project strategies?
- ☑ For which strategies does the Project Implementation Team need support in order to implement them?
- ☑ What exactly would this support look like?
- ☑ Who within the organisation or the Project Implementation Team will be working with the external person – Personnel Cooperation?
- ☑ Look once more at the Added Value of Personnel Cooperation described in step 4 of the Analysis Stage. Do the tasks that have been outlined reflect everything that was identified as an added value? If not, are there additional tasks or responsibilities that would support the implementation of the project?

TEMPLATE IV: DOCUMENTATION OF RESULTS STAGE II: PROJECT PLANNING

Organisation/team:	
Project/Programme:	
Place:	
Date/s of workshop:	
Participants:	
Name of facilitator:	
Date of review/ adaptation of the Project Planning	

STEP 1: PROJECT VISION

STEP 2: PROJECT MISSION

STEP 3: PARTNER LANDSCAPE

Direct Partners

Indirect Partners

Strategic Partners

Step 4: Desired Outcomes – one Desired Outcome refers to one Direct Partner,
Step 5: Progress Markers – one set of Progress Markers refers to one Direct Partner/Desired Outcome and
Step 6: Strategy Map – refers to one Direct Partner/Desired Outcome.

DESIRED OUTCOME FOR DIRECT PARTNER 1

PROGRESS MARKERS FOR DIRECT PARTNER 1

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

STRATEGY MAP FOR DIRECT PARTNER 1

	Strategies
Direct	
Context	
Organisational	

DESIRED OUTCOME FOR DIRECT PARTNER 2

PROGRESS MARKERS FOR DIRECT PARTNER 2

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

STRATEGY MAP FOR DIRECT PARTNER 2

	Strategies
Direct	
Context	
Organisational	

STEP 7: TASKS AND RESPONSIBILITIES – refers to all Direct Partners/ Desired Outcomes

Adapted from Earl, Carden, Smutylo, 2001

Stage III: Monitoring

Monitoring is a process of data collection, analysis, reflection and learning that can be used for various purposes:

- It allows us to observe actual changes and assess the change process in our Direct Partners towards the Desired Outcome.
- It is a basis for adjusting existing strategies and/or introducing new strategies in order to support the Direct Partner in realising the Desired Outcome.
- It improves the performance of the organisation and its Direct Partners through learning and reflection.
- It provides communication materials about the project.
- It is a process for collecting information that can be evaluated.
- It helps to identify risks in implementing the project and develop responses to these risks.
- It provides the information to produce financial and narrative reports for donor agencies.

Managing Outcomes divides monitoring into three steps which show how monitoring should be integrated into the project:

- **Step 1**: Monitoring Plan: Identifying what needs to be monitored for what purpose and who will be responsible for different monitoring activities.

- **Step 2**: Outcome and Strategy Monitoring: Collecting and analysing data and information about the change process of the Direct Partners towards the Desired Outcome as well as about the way the strategies and activities are contributing to this outcome. This step focuses on integrating monitoring – data collection and analysis – into the project activities.

- **Step 3:** Monitoring & Reflection:
  → Joint reflection by the Project Implementation Team and other stakeholders on the changes that have happened amongst the Direct Partners and how the strategies influenced these.

FIGURE 9: PROJECT IMPLEMENTATION AND THE DIFFERENT STEPS FOR MONITORING

Monitoring Plan

Monitoring & Reflection

Outcome & Strategy Monitoring
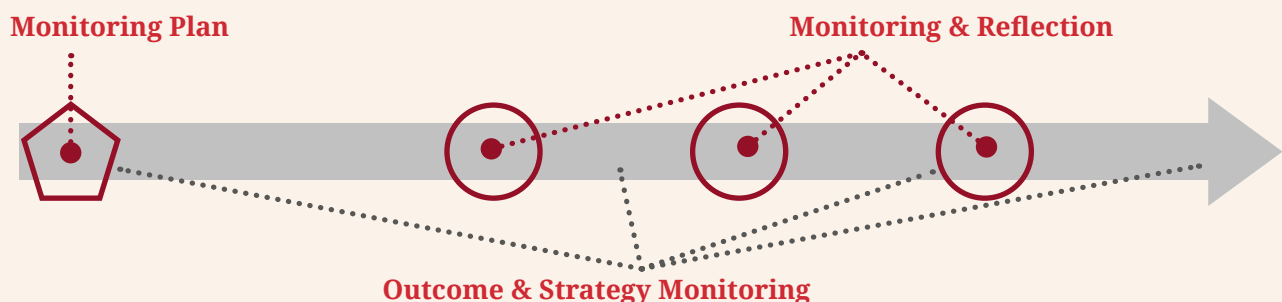
→ Reflection on contextual and/ or organisational changes that are influencing or might influence the project.

→ Drawing lessons learned from this reflection, and deciding on necessary follow-up based on these lessons learned.

This step is based on step 2, and also contains analysis and reflection, but focuses on a broader reflection in a meeting or a workshop in order to look back over a longer period.

The three steps in the Monitoring Stage are not steps that take place one after the other. Figure 9 on the previous page shows how the Monitoring Plan is prepared at the beginning of project implementation, how Outcome and Strategy Monitoring is a continuous process as part of the project implementation and how Monitoring & Reflection are specific moments chosen for reflection and learning.

Two levels of monitoring and the focus on Direct Partners

Figure 10 shows the level of monitoring connected to each sphere. Managing Outcomes emphasises the areas where the Project Implementation Team has an influence: The Direct Partners and the Desired Outcome in the Sphere of Influence and the strategies implemented in the Sphere of Control[6].

Behavioural change, as described in the Desired Outcomes, becomes visible at the level of the Direct Partners in the Sphere of Influence. Monitoring serves to collect data about, reflect on, learn from and improve the implementation of a project and with it, the potential for improving cooperation with Direct Partners and their change process towards the Desired Outcome. Monitoring also focuses on the changes a project can contribute to – Direct Partners´ Desired

FIGURE 10: DIFFERENT LEVELS OF INFLUENCE AND MONITORING LEVELS

Indirect Partner 1

Indirect Partner 2

Indirect Partner 3

Sphere of Interest

Direct Partner 1

Direct Partner 2

Project Inputs and activities

Sphere of Influence
Outcome Monitoring

Sphere of Control
Strategy Monitoring
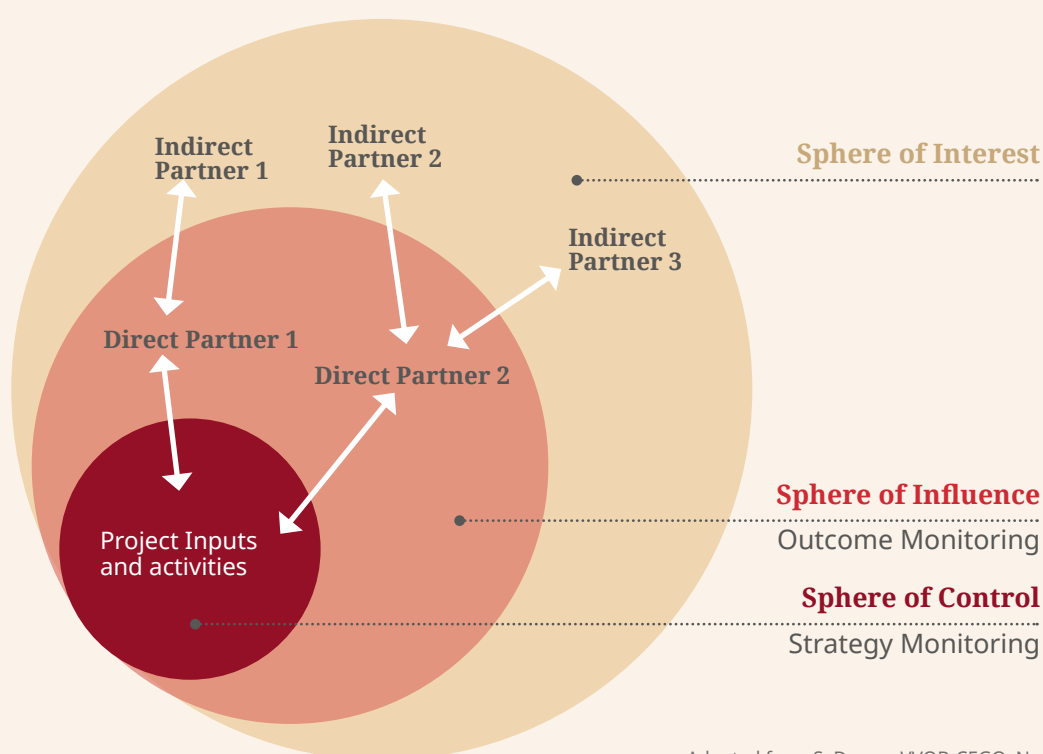
Adapted from S. Deprez VVOB-CEGO, Nov 2006

6 See also the Chapter *"Introduction to the Managing Outcomes Approach"* at the beginning of this Manual on a project´s Sphere of Influence and the focus on Direct Partners.

Outcomes and Progress Markers – and the strategies implemented to support those changes – Direct Strategies, Context Strategies and Organisational Strategies.

Change amongst Direct Partners influences change amongst Indirect Partners. Since the project has no direct influence on the changes amongst Indirect Partners and because it takes longer for them to become visible, monitoring focuses on the change process amongst Direct Partners. However, this does not mean that changes at the level of the Indirect Partners do not become visible at all in monitoring. Changes in behaviour at the level of Direct Partners include their interactions with or influence on Indirect Partners.

Monitoring the change process using Progress Markers

Progress Markers allow us to measure the progress of the change process for a single Direct Partner. They allow us to measure changes that have happened even when the Desired Outcome has not yet been realised. This in turn allows us to reflect on the extent to which the changes have taken place, and how the strategies implemented contributed to these changes. It also allows us to check whether or not the change process documented in the planning process is still valid. Did the Direct Partners go through the change process as anticipated when planning the project? Are there other changes that occurred that contributed to the change process as well?

Monitoring the Progress Markers not only allows for reflection on changes that have already taken place. It also allows us to respond to lessons learned by adapting strategies, changing the Progress Markers or even adjusting Desired Outcomes. Focusing monitoring on the Progress Markers also helps focus data collection on areas that are relevant to the Desired Outcome.

Monitoring for reflection and Learning

Although accountability – and other purposes – remains valid, monitoring is also **reflection** on what has changed and how the project and its Direct Partners have contributed. It is also about reflecting on our own role and how we and others have been working together. On that basis we **learn** from this reflection and are in a position to draw conclusions as to where we should change something in terms of different strategies or in the way we have been working on the project ourselves.

Joint reflection and learning can only take place if all are involved and participate in monitoring. This means that **monitoring is a team effort**. Monitoring is often seen as something additional and external. It is not. It is part of the project implementation and should be treated in this way when planning the project. Those involved in implementing a project should also participate in monitoring it.

If the objective is to learn from and reflect on what we are doing, those **best placed to do the monitoring are those involved in the implementation of the project**. These are the women and men who make up the Project Implementation Team. They are in regular contact with Direct Partners and other actors and stakeholders and they implement the activities. Therefore, they are best placed to collect and analyse information, to observe changes at the level of Direct Partners and to assess whether strategies have been successful or not in supporting these changes.

Even when the Project Implementation Team is responsible for monitoring, it is **essential that Direct Partners be part of the monitoring** in order for monitoring to contribute to learning and reflection. If monitoring is integrated as part of a project's implementation, as will be suggested in step 2 of this stage, inclusion of Direct Partners should not

be something difficult. It is about taking opportunities to integrate feedback moments, reflection and learning into the regular interactions with Direct Partners.

The role of APME Specialists in the organisation

Some organisations have a monitoring – or APME – officer or even a complete team in charge of APME. So, are these women and men now redundant? No, they are not. Having a person or a team with a focus on APME is certainly an added benefit. Their role is not to take over monitoring – nor planning or self-evaluation – but to assist those implementing the projects with their own monitoring. Roles that can be undertaken by such a specialist are, for instance:

- Developing monitoring instruments such as data sheets, questionnaires, statistics, etc.

- Facilitating analysis planning, monitoring, self-evaluation and reflection workshops and meetings.

- Collecting data and experiences from across the organisation, promoting learning and sharing within the organisation on APME and developing best practices about APME for the organisation.

- Assisting with proposals and report formats from donor agencies: how are they to be filled out, how can the information gathered from planning and monitoring processes in the organisation be translated to fit these formats and donor requirements?

Step 1: Monitoring Plan

Introduction

As mentioned in the introduction to this stage, monitoring needs to be planned in advance so that it suits the needs of a particular project. A Monitoring Plan should cover what needs to be monitored and who in the Project Implementation Team is responsible for making this happen. Usually different women and men are responsible for monitoring different parts of the work.

In Practice: Developing a Monitoring Plan

A Monitoring Plan details what we need to monitor: What?, Who for?, Who does it?, Where?, Why? and How often? The Monitoring Plan should cover monitoring of both the Desired Outcome as well as of the strategies. In general, information relating to Desired Outcomes or changes in Direct Partners will be available less frequently since change is a gradual process and it could take a long time before the Desired Outcome is realised. Information relating to strategies might be available more frequently because this information is also needed for ongoing operational and financial planning, as well as for analysing the efficiency of the strategies implemented. The Information gathered through monitoring of the Desired Outcome and the strategies also provides a basis for the self-evaluation.

> » A Template for a Monitoring Plan is provided in **Template V: Monitoring Plan** on page 68

The Project Implementation Team is responsible for ensuring that monitoring takes place, even when other women and men might carry out the actual monitoring tasks. The Project Implementation Team is also responsible for developing the Monitoring Plan. This could be done during a regular working session at the office. Questions to be discussed when designing a Monitoring Plan are as follows:

WHO USES THE INFORMATION?

In order to create an effective Monitoring Plan, it is important to determine who will use the information that is gathered for monitoring purposes. This could be the Project Implementation Team, other departments in the organisation – e.g. those who are responsible for advocacy or those the Project Implementation Team works closely with -, senior women and men in the organisation, donor agencies.

WHAT IS THE PURPOSE OF THE INFORMATION?

The purpose of the information is about defining what the information that will be generated is going to be used for. Potential uses could be: improving – or changing, adjusting or adding to – the planning of consecutive strategies and activities of the project, informing senior persons in the organisation, lobbying other stakeholders on issues important to the project, preparing media campaigns, pulling together financial and narrative reports for donor agencies and feeding into the self-evaluation. It is important to be specific about how the information will be used in order for the correct information to be gathered and presented.

WHEN DO WE NEED THE INFORMATION?

It is important to determine the most logical dates for data collection, analysis and reflection. Things to consider are: regular dates used for operational planning, reflection meetings, deadlines for delivery of annual reports or reports to donor agencies, preparations of mid-term reviews or evaluations, media opportunities that can be used to showcase the project and its lessons learned.

HOW OFTEN WILL THE INFORMATION BE COLLECTED?

IIn order to determine how often data or information can be collected, it is important to look for realistic and feasible opportunities for monitoring. Consider opportunities that arise from the project activities. For instance, if monthly visits for training or follow-up on activities are planned, these could be used to collect information as well. If reports are being produced by different women and men, monitoring information could be included in the reports. Also, some of the data required for monitoring might have already been collected as a part of the planned activities. For instance, when a Direct Partner is expected to produce a report, or when an evaluation has already been integrated into the training.

HOW WILL THE INFORMATION BE COLLECTED?

Here we choose the mechanisms and tools for data collection; here are some questions to help decide how information will be collected:

- Who is best placed to provide this information – which Direct Partners or Strategic Partners?

- How are the Direct Partners spread out geographically? Is it realistic to collect information from them as regularly as we'd like?

- How often does the project interact with these Direct Partners during visits, training or meetings?

- Are there regular reports that are already being prepared by relevant actors – Direct Partners, Strategic Partners, other staff in the organisation, other organisations that produce regular relevant analysis? And can we make use of these?

- Should the required information be collected individually or collectively?

- What is the most convenient format for data collection?

- How will data be processed?

- Which formats already exist and which formats need to be created?

- Is the information quantitative or qualitative in nature?

For the Monitoring Plan, which covers the whole project period, it is neither possible nor necessary to go into much detail. In terms of mechanisms for data collection, it is sufficient to have a general idea on how the information can be collected. The actual collection of information should be integrated into the implementation of project activities. This is when specific mechanisms and tools can be identified. This is discussed in the following paragraph.

WHO COLLECTS THE INFORMATION?

Finally, it is important to determine who will be collecting the information. This usually means dividing the monitoring between different women and men in the Project Implementation Team. Sometimes others might also be involved in data collection. This might be the case when a project also works with or through local groups – for instance local commissions working with parishes or women's groups – who might also be Direct Partners. If these women and men are asked to produce reports, they should be part of the data collection mechanism. Someone from the Project Implementation Team should be responsible for ensuring that data collection

takes place and the results are analysed and presented.

When developing a Monitoring Plan, it is important to note the following:

- A Monitoring Plan should be helpful, comprehensive, well planned, feasible, simple to implement, easy to handle and systematic. It does not make sense to create a beautiful Monitoring Plan if it is clear that the tasks are beyond the capacity of the Project Implementation Team.

- Monitoring is part of the daily work of a project and should not be treated separately. Therefore, it is important to explore existing structures and mechanisms in place to decide whether or not those are suitable for data gathering. This means looking for opportunities that are already available before establishing new ones.

- Those involved in project implementation should be involved in monitoring as well. In general, those who are responsible for implementing certain strategies or activities are the same women and men who are best placed to collect and analyse data for said activities.

- Someone should be responsible for monitoring the Monitoring Plan itself: ensuring that everyone does her or his part, but also reacting when it becomes clear that the Monitoring Plan needs revision.

The Project Implementation Team might not be accustomed to preparing a detailed Monitoring Plan. This does not mean that no monitoring has ever been prepared previously. In order to make sure that the Monitoring Plan builds on existing organisational practices, we recommend beginning with an overview of all monitoring practices that are currently being used by the organisation. This should be done prior to preparing the plan or as a first exercise when creating it.

TEMPLATE V: MONITORING PLAN

MONITORING: MONITORING PLAN

Monitoring Priority	Who uses this information?	What is the purpose of this information?	When do we need this information?	How often will this information be collected?	How will this information be collected?	Who will collect and analyse this information?
Direct Partners' achievement of Desired Outcomes.						
Project's strategies and activities.						

Step 2: Outcome and Strategy Monitoring

Introduction

In the Introduction to the Monitoring Stage two types of monitoring were introduced. The first is monitoring of outcomes. This is where we monitor the Direct Partners' behavioural change towards the Desired Outcome. The second is monitoring of the strategies that should support this behavioural change. Figure 11 shows the different steps in the planning process, and relates these to the two levels of monitoring. Outcome monitoring involves all **red areas** – **Direct Partners**, Desired Outcomes and Progress Markers. Strategy monitoring involves all **grey areas** – **Project Implementation Team including Personnel Cooperation** and **Strategic Partners**, **Project Mission**, **Direct**, Context and Organisational Strategies. The **yellow areas** concerns longer term changes – **Project Vision** and **Indirect Partners** – that the project should be contributing to, and are not the focus for monitoring. See also the introduction to the Monitoring Stage.

Figure 11 also shows that changes are intricately linked to the strategies and activities implemented in order to support this change. This relationship is shown via the arrows in both directions. For this reason, it makes sense to consider both types of monitoring simultaneously. Nevertheless, we should remain aware of the fact that there are other factors and actors that also influence the change process of a Direct Partner. During project implementation, Outcome and Strategy Monitoring provides feedback on the performance of the Project Implementation Team as well as on how well the change process is doing in terms of reaching the Desired Outcome. If monitoring is also used to identify lessons learned and draw conclusions for the project implementation, it is important to assess how this will happen.

The following two sections offer examples of preparation and analysis of data from Outcome and Strategy Monitoring:

- **Preparation** and planning for Outcome and Strategy Monitoring, focusing on the tools and required data collection **before** implementing the activities.

- **Analysis and documentation** of the results and changes **after** the activity.

FIGURE 11: PLANNING STEPS AND TYPES OF MONITORING
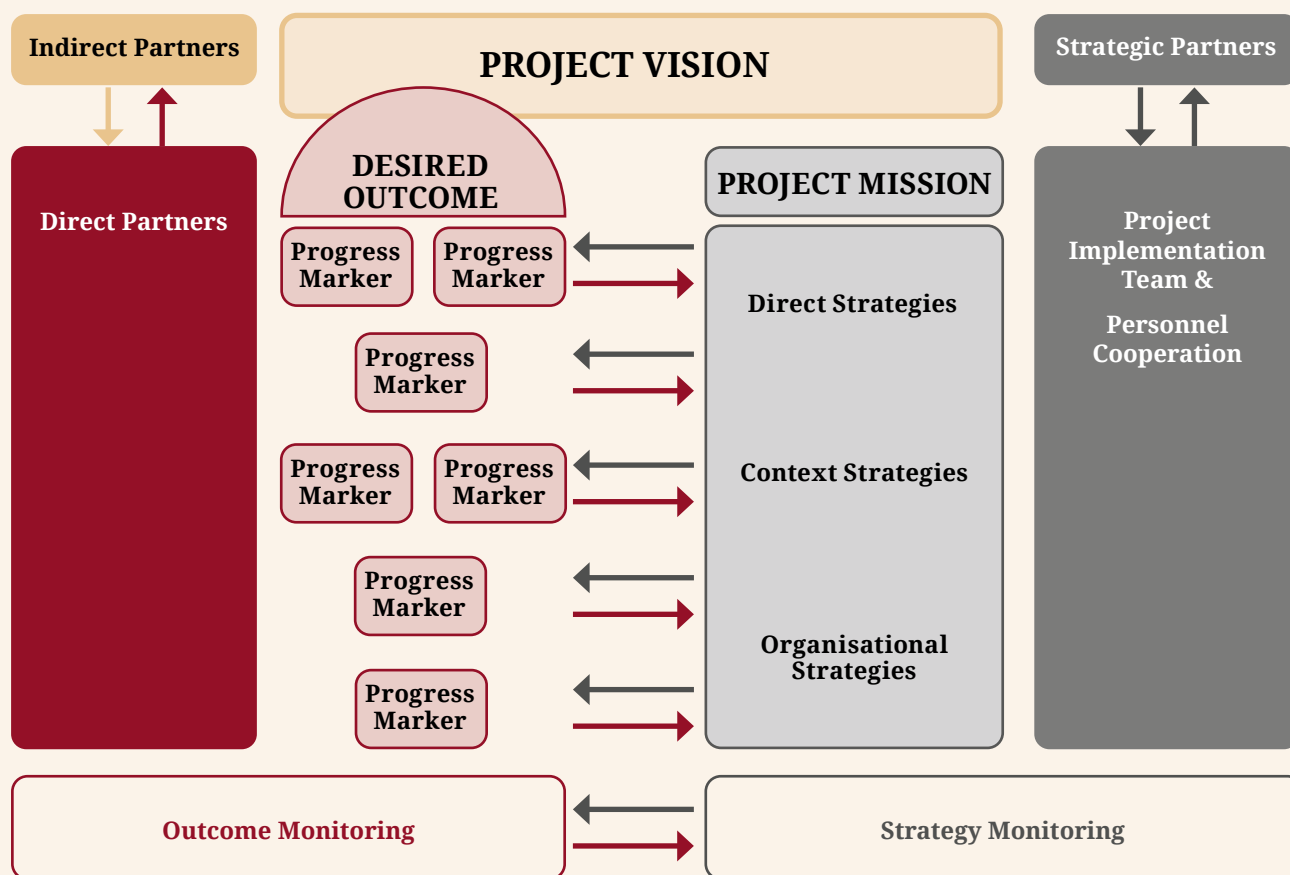
Adapted from J. Pacheco, 2015

EXAMPLE OF A PLANNING FOR OUTCOME AND STRATEGY MONITORING

Direct Partner:
Local Conflict Prevention Groups (LCPGs) – farmers and pastoralists, women and men – across 10 different communities.

Progress Marker/s:
1: Women and men of farming and pastoralist communities take part in the LCPGs established in each community.
3: LCPGs meet on a monthly basis to discuss shared concerns around agropastoral issues and possible actions to be taken.

Planned activities:
- Programme Officer travels by car to attend LCPG monthly meetings in Barnaké on January 7th, Ofam on January 12th, Zagam on January 17th, Cashiga on January 23rd and Kanarou on January 30th.
- Local animator based in Barnaké travels by motorcycle to attend meetings in Barnaké, Ofam and Zagam.
- Local animator based in Kanarou will attend meetings in Cashiga and Kanarou. He will be picked up by the Programme Officer en route and brought back to Kanarou after the two meetings by her.
- One day before the meeting a meeting with the village chief will take place. Other traditional leaders might also be present.

Guiding questions for monitoring:
1. Are all LCPG members – women and men – present at the meeting?
2. Do all members – women and men – contribute to discussions during meetings?
3. Are concrete issues to be discussed outlined and are specific actions to be carried out after the meeting discussed and agreed upon?

Monitoring tool/method:
- Minutes from the meeting.
- Observation by the programme officer and local animator during the meeting. They will use the 3 guiding questions – printed on a sheet – to make notes during the meeting.
- A feedback session of around 30 minutes at the end of the LCPG meeting where members are asked to give examples of how the work of the LCPGs has influenced them or those around them.
- Discussions with the village chief or other traditional leaders from each community. They will be asked for their perception of the LCPG and of how the LCPG has influenced their community, with particular reference to the relationship between pastoralists and farmers.
- Provide feedback to the participants about the monitoring work carried out.

EXAMPLE OF RESULTS OF ANALYSIS AND DOCUMENTATION ON OUTCOME AND STRATEGY MONITORING

Activities implemented:
- Programme Officer attended LCPG meetings in Barnaké on January 7th, Ofam on January 12th, Zagam on January 17th, Cashiga on January 23rd and Kanarou on January 30th.
- Meetings with village chiefs in all 5 communities, as well as with traditional leaders in all communities except Barnaké.

Reflection on implementation of the activities
All LCPG meetings took place and were organised by the LCPGs themselves. Meetings with village chiefs and traditional leaders were good. They were informed about the progress of our project and we also gathered feedback from them. They responded positively to visits and discussions and expressed their support for the project. In Barnaké there were no meetings with traditional leaders. We were unable to contact them in advance and we were not able to contact them while visiting. According to other village chiefs there seem to be some issues between them and – some? – members of the LCPGs. We were not able to follow-up on these issues during the visit but it seems that the traditional leaders do not currently support the project.

Monitoring sources and data collected
Minutes from LCPG meetings, Programme Officer/Local Animators' notes taken during the meeting, during the feedback session at the end of the meetings, and/or during discussions with village chiefs and traditional leaders.

Changes observed, reflection on/answers to the guiding questions for monitoring:
1. Are all LCPG members – women and men – present at the meeting?
In all five meetings at least 15 out of 20 members were present. Each LCPG has 3 to 5 female members, all of whom participated in the meeting.
2. Do all members – women and men – contribute to discussions during meetings?
In all meetings there are about 4 or 5 members who are more vocal than others but almost all members participate in the meetings to some extent. Women intervened in the discussions, though their male colleagues did not follow-up on these issues during the discussion. This was especially the case in Barnaké and Zagam. In Cashiga an issue about how female farmers were being treated by some male pastoralists was tabled. It was then taken up for discussion and concrete actions about how to address the issue were agreed by all.
3. Are concrete issues to be discussed outlined and are concrete actions to be carried out after the meeting discussed and agreed upon?
In all meetings concrete issues were brought up. E.g. treatment of female farmers, problems with new pastoralists in the region, and drought affecting land use by farmers and pastoralists. Concrete actions were agreed by the LCPGs. Only in the case of Barnaké, the discussion on the issue of the arrival of new pastoralists in the community did not lead to any follow-up actions. It needs to be established whether or not this is down to the apparent negative attitude traditional leaders in Barnaké have towards the LCPG.

Conclusions, remarks, follow-up needed:
Overall progress is very good and LCPGs are active in their communities. Some follow-up actions have been identified:
- A meeting with traditional leaders in Barnaké in needed to discuss the role and function of LCPGs. Possibly a second meeting for traditional leaders and members of the LCPG is also necessary.
- The next training session for LCPG members should include a section on the role of women in an LCPG. In the case of Barnaké and Zagam a specific meeting with female members should be organised to help them develop strategies to ensure their voices are heard.

Outcome and Strategy Monitoring: planning

Data collection and analysis should be integrated in the actual project implementation. The information for this is provided in two places: the results of the Project Planning Stage, in particular the Progress Markers and the Strategy Map, and in the Monitoring Plan.

> » A Template for planning, analysis and documentation of Outcome and Strategy Monitoring is available in **Template VI: Activity planning and monitoring** on page 77

Planning Outcome and Strategy Monitoring is similar to existing planning practices used by organisations. The difference is that data collection is directly integrated into the planning of activities. Planning involves developing both information on the operational planning of activities based on the Strategy Map as well as information for Outcome and Strategy Monitoring contained in the Monitoring Plan.

The following information should be clear when planning activities as well as their Outcome and Strategy Monitoring:

- **The Direct Partner.**

- **The Progress Markers** – **the changes – to which the activity or activities should contribute**. These are based on the Progress Markers developed in the Project Planning Stage. It is possible that an activity or a series of activities contribute to two or three Progress Markers: these should all be listed.

- **The activity or activities planned.** This is based on the Strategy Map developed in the Project Planning Stage. Depending on the operational planning and the period covered the activity might be one single activity such as a lobbying activity or a large meeting. But it can also be a series of activities that are implemented in a relatively short time frame such as a series of

workshops, or several follow-up visits. This information is generally found in the operational planning of a project.

- **Guiding questions to focus the monitoring.** Guiding questions are developed that help to find out whether the change described in the Progress Marker is visible or not.

- **The tool or method used to answer the monitoring questions**. The most suitable tool depends on the Direct Partner, the type of activities, the change on which information should be collected as well as the capacity in terms of time and resources of those doing the monitoring to collect the data. On the next page a number of possible data collection tools are suggested. Whatever method is used, it is important to stress the value of observation as a tool for monitoring. The Project Implementation Team are in regular contact with the Direct Partner and might already observe changes during interaction with the Direct Partner. This might become visible through:

→ Examples that the Direct Partners give on what they have been doing.

→ How Direct Partners participate in an activity.

→ Feedback by others that are close to the Direct Partners on what they have seen changing.

When using observation as a tool it is important to include it in the planning in the same way as the other tools, in order for it to be well documented and analysed.

Many strategies and their subsequent activities are directly linked to Progress Markers, especially the Direct Strategies. Context Strategies and Organisational Strategies are often not directly linked to a Progress Marker, but are aimed at the context in which the project is implemented in the case of Context Strategies,

or at improvement of the capacity of the organisation itself in the case of Organisational Strategies. In those cases, the same sheet can be used, with the exception that the point of reference is not the Progress Marker but the aim of that particular strategy: for instance *"Informing the general population on the situation in the communities"*, or *"Organising regular exchange with the other departments in the organisations on the projects that are being implemented"*. Therefore, it is this aim or purpose of a specific Organisational or Context Strategy that is mentioned instead of the Progress Marker.

EXAMPLES OF TOOLS TO GATHER MONITORING INFORMATION

Qualitative information:
- Observation: during the implementation of activities.
- Individual interviews.
- Focus group discussion.
- Telephone conferences.
- Meetings within the team and with Direct and Strategic Partners.
- Analysis of reports.
- Desk studies.
- Survey and questionnaires.
- Project records.

Quantitative information:
- Surveys and questionnaires.
- Project records.
- Triangulation: comparison of different data sources and methods to validate the results or to identify contradictions/areas of further work.

Outcome and Strategy Monitoring: Analysis and documentation

The monitoring information, collected as part of the implementation of the activity, forms the basis for analysis and documentation after the activity.

Those of the Project Implementation Team that were responsible for the implementation of the activity and its monitoring are also responsible for doing the analysis. In the case of the example presented, these would be the responsible Programme Officer – in reality her name would be included -, supported by the two local animators that were also involved in the activity. The analysis and documentation involve the following elements:

- **Description of the activities that were implemented.** This also includes specifying when activities were not implemented as planned and why this was the case. Any other information concerning the implementation that is felt necessary should also be mentioned.

- **Reflection on the implementation of these activities – Strategy monitoring**. This includes detailing what worked well, where results were obtained and where they were not; analysing whether the chosen activities were adequate in obtaining the results envisaged or whether they contributed to the general strategy; and whether the most cost-effective approach was chosen. It should also include explanations of any deviations from the original planning.

- **Monitoring sources and data collected.** The different sources of information and data for monitoring are listed for easy reference. For instance: "*20 questionnaires with women and men from the community who took part in the training*", or "*digital recordings of 20 minutes of movie taken during the group exercises*" or "*stories written by young women and men in the exchange meeting on experiences in their families*", or "*notes by the trainers on how the participants participated in the training and the exercises*".

- **Changes observed, reflection on or answers to the guiding questions – Outcome monitoring.** This is done through analysing and summarising the data and results collected with the monitoring sources. Reflection can be done by answering the guiding questions developed when planning the activity. Answering these guiding questions should also include an explanation of why a certain change has been observed or not observed. Also make sure to analyse whether the change observed was visible for all people within a certain Direct Partner, or whether this was different for specific groups such as women, youth or vulnerable people. Analysing of the data should be precise and honest. **It is possible that the monitoring picks up limited change or no change at all.** This does not necessarily mean that the activity was not well implemented. It might be because it was the first activity of its kind with the Direct Partner, and it is not expected to achieve change yet. It is however important to note and explain these conclusions. It is also important to be aware that although the change process is described in the Progress Markers, or a certain purpose is envisaged with a certain Context or Organisational Strategy, again other changes – unintended changes – might also have occurred.

- **Conclusions, remarks, follow-up needed.** This involves suggesting changes to the strategies or suggesting additional activities that are needed, but also acknowledging what went well and should be continued. The focus should be on lessons learned and conclusions that can be drawn at that point in time. It might be that the implementation of activities went well, and first feedback on the activities was positive. But at the same time, it

might not yet be possible to detect any changes because these were the first activities of its kind. Therefore, it is not yet very clear whether the activities actually contributed to a change. This is not a problem; it is rather a valid conclusion at that point in time. In this case the conclusion might be positive on the implementation of activities, but further monitoring is needed to see whether the changes take place. **The instrument is a tool for monitoring and analysis, it is not a control instrument in itself.**

The process is the same for **monitoring implementation of Context and Organisational Strategies**. The observed change – or lack of change – is, in this case, not related to Progress Markers but to the purpose of the strategy to which the activities contribute.

TEMPLATE VI: ACTIVITY PLANNING AND MONITORING

ACTIVITY PLANNING AND MONITORING INFORMATION
To be prepared before the activity/activities

Direct Partner:

Progress Marker/s:

Planned activity/ies:
(based on the Strategy Map developed in the Project Planning: what will be done, with whom, dates/period)

Guiding questions for monitoring:
(guiding questions to monitor the change described in the Progress Marker/s)

Monitoring tool/method:
(How will information to answer the questions be collected?)

ACTIVITY RESULTS AND MONITORING OF CHANGES
To be prepared after the activity/activities

Activity/ies implemented
(dates, with whom, activities, any important additional information concerning the implementation)

Reflection on the implementation of the activity/ies
(What worked, what didn't work and to what extent? Were the chosen activities adequate in obtaining the results or could alternative activities have been better or more cost-effective?)

Monitoring Sources and Data Collected
(Reference the monitoring sources and the data collected)

Changes observed, reflection on/answers to the guiding questions

Conclusions, remarks, follow-up needed

Step 3: Monitoring & Reflection

Introduction

The Outcome and Strategy Monitoring introduced in the previous step focuses on data collection and analysis based on one or a series of related activities. It is equally important to take the time to reflect on what has been happening in the project over a longer period of time. For this reason, the Monitoring & Reflection step proposes **a meeting to reflect on changes and strategies over a period of time.** Although it has similarities with Outcome and Strategy Monitoring, the main differences are:

- Monitoring & Reflection looks back over a longer period of time combining monitoring results across Direct Partners, strategies and responsibilities within the Project Implementation Team.

- Monitoring & Reflection brings together the Project Implementation Team and possibly other stakeholders. Depending on how such as session is planned and organised it might for instance also include others within the organisation, Direct Partners or Strategic Partners.

The meeting should be well prepared and should include everyone involved in the implementation of the project. The information obtained through Outcome and Strategy Monitoring provides the basis for the reflection. Women and men responsible for implementing and monitoring certain parts of the project have the opportunity to present their lessons learned, and to reflect with others on what they have done and achieved in a given period. It is important to allow for sufficient time for discussion on the results. This can include the following guiding questions:

☑ What did we see changing over time?

☑ Which actors or factors contributed to the observed changes?

☑ What lessons and consequences do we draw for the rest of the project implementation or about the general design of the project, the Project Planning?

The session should allow for reflection on changes in the context in which the project is implemented and the work of the Project Implementation Team and their contribution. Some guiding questions could be:

- ☑ What other changes, not described in the Desired Outcome or the Progress Markers, were observed?

- ☑ What changes in the context have been observed or are anticipated, and how, if at all, have these influenced the project?

- ☑ What internal changes in the organisation have taken place, and how do these affect the capacity to implement the project?

The quality of this reflection depends on the quality of the information on which the reflection is based. This means that it is important that the Outcome and Strategy Monitoring is done regularly, and well documented.

The following sections propose different tools that could be used for such a reflection meeting or workshop. Since it takes time to allow for everyone to present their findings, lessons learned and ideas, and to reflect on all aspects of the project, the reflection meetings will take longer than regular team meetings. In order to be able to really discuss visible changes, it does not make sense to have these bigger reflection meetings too often. The suggestion is to have such a meeting on either a yearly or a half yearly basis. What tools to use should be based on the needs of the project, the time available, and the extent to which certain stakeholders also have other opportunities within the project implementation to give inputs.

Tool 1:
Warming up: The Timeline creates a first overview.

A timeline can be used at the start of the Monitoring & Reflection workshop to create an overview of the strategies and activities that were implemented as well as of other important contextual and organisational developments.

To prepare this exercise a timeline is drawn covering the monitoring period, e.g. six months or one year. On the top side of the timeline participants in the workshop write all project activities at their implementation date. On the bottom side of the timeline participants mention contextual and organisational developments or events that are considered important for the project. Figure 12 presents a simple example of how a timeline could look like.

The timeline is filled in by all workshop participants. Participants can put anything that they can think of on the timeline. In order to make the exercise more creative and to stimulate the memories of the participants, pictures or other documents from the activities can be prepared and made available in advance. These can be placed on the timeline by the participants.

The advantages of this tool are:

• It helps participants get into the process of the workshop.

• It focuses on the project activities, which makes it easier to later shift the discussion to changes.

• The results are motivating: it shows what has been accomplished in six months or one year. This is important in a Monitoring & Reflection workshop because there may not be many changes to document in that period, but this exercise shows that a lot has been done nonetheless.

FIGURE 12: TIMELINE TOOL

Strategies and activities implemented

January — April — July — October — December

Context and organisational developments and events

Tool 2:
Outcomes: recording progress towards the Desired Outcome

This tool is used to get an idea of how far the change process depicted in the Progress Markers has progressed before discussing actual changes observed in the reporting period. It helps clarify the extent to which changes described in the different Progress Markers have been observed or not.

» The tool is available in **Template VII: Monitoring: recording progress towards the Desired Outcome** on page 83

To prepare the tool, the information on the Direct Partner, Desired Outcome and Progress Markers is copied from the planning document into the template. One sheet is prepared per Direct Partner.

The first time the tool is used the criteria for low, medium and high levels of progress should be defined so that the analysis is consistent. In most cases the criteria will be quantitative using either concrete numbers of Direct Partners or percentages. For instance, when the Direct Partner group consists of 50 women and men, or 50 local groups with whom the project works, low progress could be when less than 20 of the group show the described change. Medium could be "from 21 to 35" and high could be "more than 35". **It is important that the three levels do not represent judgements in terms of "good" or "bad", they make visible to what extent change towards the Desired Outcome has been observed**. The same criteria – either in numbers or percentages – should be applied each time the tool is used so that the tool can be used to compare progress over time. Defining the criteria also avoids discussions on whether some participants find a certain number low and others medium. **The main purpose is to create a basis to make the change process visible.**

The aim of the exercise is to assess the current status of each Progress Marker. Progress Markers for which no activities have been implemented can be left blank. Depending on the number of participants and the number of Desired Outcomes/ Direct Partners the exercise can be done either in working groups or in plenary. If monitoring documentation results are available these can be used as a reference for the exercise. When analysing the Progress Markers, it is important to offer explanations: Why do we feel that the progress in Progress Marker x is medium? Participants will quite naturally start explaining why there is a certain progress or not. If reference is made to concrete changes, or to concrete factors or actors that either supported or hindered the progress, these should be noted and kept separate, to be used and expanded upon in the next tool, the description of the actual changes that took place.

If **Direct Partners participate in the monitoring process**, they can do a self-reflection on where they believe they stand. If this is done, their analysis should be listened to and respected.

The advantages of this tool are:

- It gives a visual overview of where the change process is. Even if – at the beginning stages of the project – the Desired Outcome has not yet been realised, it identifies and describes changes towards the Desired Outcome.

- It demonstrates that change is not linear and women and men in a Direct Partner group also do not change in the same way and at the same speed.

- It indicates areas where further reflection and analysis might be necessary: Why is progress at some levels less than at other levels? Why are some changes more apparent in certain subgroups of the Direct Partner, for example women, men, youth or vulnerable

people, as in other subgroups? What contributed to it? What does this mean – in a positive or negative sense – for the project and the further project implementation?

FACILITATION TIP

If the exercise is not well introduced it might still be seen as a judgement. It is important from the onset to explain that this is not the case.

It should be explained that when the project was planned none of these changes were apparent, that is why they were noted as part of the change process. **This means that any change, big or small, is a positive development.**

The changes described in the Progress Markers cover the whole implementation period. It cannot be expected that after a period of implementation all changes become visible.

Finally, if we want to learn from the monitoring and improve our strategies towards our Direct Partners, it is important to have an idea about where our Direct Partners stand in the change process. Only when we know where we are, we are in a position to further develop the strategies and activities to support our Direct Partners.

TEMPLATE VII: MONITORING: RECORDING PROGRESS TOWARDS THE DESIRED OUTCOME

MONITORING: RECORDING PROGRESS TOWARDS THE DESIRED OUTCOME
Period from/to:
Participants in monitoring:
Direct Partner:
Desired Outcome:
Low =   **Medium =**   **High =**
Progress Markers:

L	M	H	
○	○	○	1:
○	○	○	2:
○	○	○	3:
○	○	○	4:
○	○	○	5:
○	○	○	6:
○	○	○	7:
○	○	○	8:
○	○	○	9:
○	○	○	10:

Adapted from Earl, Carden, Smutylo, 2001

Tool 3:
Reflecting on and learning about change

This tool is used for the overall reflection and learning about the changes that occurred and how the strategies contributed.

> » The tool is available in **Template VIII: Monitoring: Outcome Journal** on

The Outcome and Strategy Monitoring will have recorded changes that were observed. Women and men responsible for implementing and monitoring the activities present their findings. In addition, time should be allocated to look for further changes that might not have been captured in the monitoring. This is especially important when other persons such as Direct Partners take part in the Monitoring & Reflection session, since it gives them the opportunity to describe changes from their experience.

The reflection can be done in a workshop or a meeting in four separate exercises. It is important that any sources which the reflection will rely on are included as a reference as "Sources of evidence".

The first exercise focuses the analysis and reflection on the changes observed, the strategies and activities used and the factors and actors that contributed. The findings from the Outcome and Strategy Monitoring are presented, discussed and, where necessary, complemented. Any results which are presented should be visualised for everyone to see on a power point, on a flip chart, on cards or on paper. For larger meetings, groups can be formed to work on the different outcomes, and they can present their results in plenary discussion afterwards. The discussion in the groups focuses on describing the changes at the level of the Direct Partner, the strategies and activities that were instrumental in realising this change, and other factors and actors that contributed

to the change. Apart from the inputs from Outcome and Strategy Monitoring, the timeline exercise – if used – can also be taken as a point of reference for the group work. In this exercise it is important to consider that women, youth or vulnerable groups might have changed in a different way and whether the strategies and activities implemented allowed them equal opportunities for change or not.

The second exercise focuses on Context and Organisational Strategies that were implemented. Apart from strategies and activities directly supporting the change of the Direct Partner, there might also have been Context and Organisational Strategies that have been implemented. Again, those that were responsible for the strategies present their findings and make them available visually. Again, with a larger group, it might be worthwhile to split into small groups for discussion.

The third exercise shifts the focus to changes that were not planned: unintended positive or negative changes, as well as other contextual factors that have influenced or could influence the project. Some unintended changes might have been noted in the Outcome and Strategy Monitoring already. Some might also already have been mentioned when using the Timeline Tool at the start of the reflection. In going through other changes and contextual developments it is important to determine how they have had, or could have, an influence on the project. Unintended changes as well as contextual and organisational influences can have either a positive or a negative effect on the project. The exercise could start with asking the Project Implementation Team to share any unintended changes of behaviour at the level of the Direct Partner or contextual factors that they have noted during Outcome and Strategy Monitoring. Subsequently the other participants could be given time individually or in small buzz-groups – 2 or 3 women and men – to add their views on

cards. These results could be put together and discussed in plenary.

In the final exercise **lessons learned are identified based on all previous exercises** and proposals are made for **follow-up measures**. This can be done by inviting a few women and men in advance to list all the lessons learned from the different sessions and going through them. In terms of proposed follow-up, it might be necessary to do a joint prioritisation if the number of proposals is large.

If it is evident that the original planning document does not reflect the actual situation after the monitoring, the planning document should be revised. It might therefore be advisable to go through the planning document at the end of the workshop to check whether it is still relevant or if it needs changing.

» The tool is available in **Template IX: Monitoring Tool – Reviewing the logic of the project** on
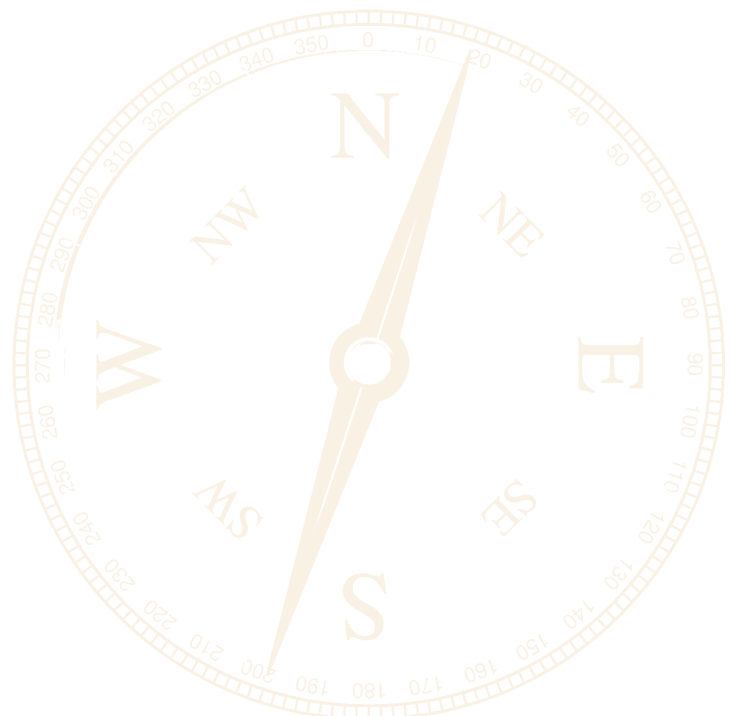
GUIDING QUESTIONS FOR REFLECTING ON AND LEARNING ABOUT CHANGE

GUIDING QUESTIONS for reflection on the change, strategies and activities and other factors and actors

- What **changes have occurred at the level of the Direct Partners** that correspond to a Progress Marker?
- What is the Direct Partner doing more of or differently in terms of actions or relations that show the change?
- Were there differences, in terms of the change that occurred, within different subgroups of the Direct Partner, e.g. women, youth or vulnerable people?
- What examples did we observe that illustrate the change?
- What have been key **strategies and/or activities that contributed to this change?** If the timeline tool was used, those doing the exercise can also use the results of the timeline as an additional basis for reflection.
- What actors – women and men, organisations – or factors have had a positive influence on the change?
- What actors – women and men, organisations – or factors have had a negative influence on the change?
- Did those actors – women and men, organisations – or factors influence specific stakeholders or subgroups – e.g. women, youth, or vulnerable groups – differently? How?

GUIDING QUESTIONS for reflection on Context and Organisational Strategies

- How did the strategies or activities that were implemented assist in supporting the Desired Outcome?
- How did the strategies or activities support Direct Partners?
- How were the strategies or activities appreciated by the Direct Partners, and/or by different subgroups of the Direct Partners, e.g. women, youth, social groups, etc.?
- Which strategies were not implemented and why?
- How did Organisational Strategies improve the way we work and support the project?
- Are there other Context or Organisational Strategies that could assist us in the project?

GUIDING QUESTIONS for reflection on unintended positive or negative changes and other factors that have influenced or could influence the project

- What **other changes of behaviour of the Direct Partner** were visible? Did these changes contribute to reaching the Desired Outcome or not? How did these changes influence the project implementation? How could these changes influence the project implementation in future?
- What **contextual influences – events, people** – influenced the implementation of the project? Did these contribute to reaching the Desired Outcome? Or did they hamper the implementation of the project? Did these influence Direct Partners in a similar way, or where different subgroups of Direct Partners influenced differently, e.g. women, youth, or vulnerable groups? How did the influence become visible? If actors are involved, please specify also who did what. How can these influence the further implementation of the project and the realisation of outcomes?
- What **internal organisational changes** have taken place or will take place? How did these affect the capacity of the organisation to implement the project either positively or negatively?

GUIDING QUESTIONS for drawing lessons learned and proposing follow-up measures

- How did the implemented strategies or activities assist in supporting the realisation of the Desired Outcome?
- What worked very well and should be used as a best practice for future activities?
- What have been strategies or activities that succeeded in engaging also specific subgroups of the Direct Partners, e.g. women, youth, vulnerable groups, etc.?
- Which strategies did not influence the changes we anticipated and how do we respond to this?
- How do we take into account and respond to negative changes that occurred?
- How do we ensure that we remain sensitive to how change influences specific subgroups such as women, youth, vulnerable groups, etc.?
- How can we take advantage of unintended positive changes that occurred?
- How do we respond to positive or negative contextual influences?
- Should the planning document be revised to reflect our learning? If yes, how?

TEMPLATE VIII: MONITORING: OUTCOME JOURNAL

MONITORING: OUTCOME JOURNAL
Description of changes (refer to Progress Marker):
Strategies and activities contributing to the changes:
Factors and actors contributing to the changes:
Reflection on Context and Organisational Strategies:
Sources of evidence:
Unanticipated changes, changes in the context affecting realisation of Desired Outcome: (Description, factors/actors and means of verification)
Lessons learned:
Conclusions/Changes needed in Project Planning/Reactions:

Adapted from Earl, Carden, Smutylo, 2001

TEMPLATE IX: MONITORING TOOL – REVIEWING THE LOGIC OF THE PROJECT

MONITORING TOOL – REVIEWING THE LOGIC OF THE PROJECT	
It is important to review the logic of a project periodically to ensure that it remains relevant. Based on practical experience, the review looks at whether or not new Direct Partners have been added or dropped and in general looks at whether or not the Project Vision, the Project Mission, the Desired Outcomes, the Progress Markers, the Strategy Map and the Tasks and Responsibilities still make sense. Based on this review, changes can be documented by updating the documentation of the Project Planning. This review can be done as often as is felt necessary and should be based on monitoring information that has been gathered. The group conducting the review can be as large or small as felt necessary. At times it is also advisable to incorporate external opinions. This review can be done as an additional exercise, or could also be used as a final review at the end of a Monitoring & Reflection session.	
1. Read the Project Vision	Does the Project Vision still reflect the project´s longer-term dream?
2. Read the Project Mission	Is this the greatest contribution our project can make? Have we been doing these things? Why? If not why not? Should anything be added or taken away?
3. Review the Partner Landscape	Are the **Direct Partners** described in the Partner Landscape the same Direct Partners that we are currently working with? Are we working with all subgroups within our Direct Partners such as women, youth or vulnerable groups? Do we need to work with anyone else? Do we need to stop working with any Direct Partners? Are the **Indirect Partners** women and men the Direct Partners can influence? Do we need to include other Indirect Partners? Do we need to omit any Indirect Partners? Have we been working with the **Strategic Partners** described in the Partner Landscape? Are there any that we have not been working with? Why is this? Are there any Strategic Partners that need to be added? Are there any Strategic Partners that we need to stop working with?
4. Review the Desired Outcomes	Do the Desired Outcomes accurately describe the ideal way that our Direct Partners can act in order to contribute to the Project Vision? Have we sufficiently described the potential of specific subgroups within our Direct Partners, such as women, youth or vulnerable groups, to contribute to the Project Vision?
5. Review the Progress Markers	Was the change process set out accurate and useful? Does it refer to the change process of all subgroups within our Direct Partners such as women, youth or vulnerable groups? What needs to be added or taken out?
6. Review the Strategy Map	What did we plan to do? Did we implement these activities? Why? Why not? Were we able to reach out to specific people or groups such as women, men, youth or vulnerable people in an equal manner?
7. Review the Tasks and Responsibilities	Is everyone in the Project Implementation Team implementing her or his tasks and responsibilities? Why? Why not? How does Personnel Cooperation assist the Project Implementation Team? Are there any tasks that should be added or shifted?

Adapted from Earl, Carden, Smutylo, 2001

Stage IV: Self-Evaluation

Evaluation is a process that critically examines a project for its relevance, effectiveness, efficiency and sustainability. It involves collecting and analysing information about the results of a project, and in the case of Managing Outcomes, specifically the outcomes of a project, the strategies implemented, and the role of the organisation in project implementation. Evaluation is about demonstrating success in terms of what has been achieved, but it is equally about learning from the project implementation, the outcomes that were realised or not realised, the challenges that arose, and how these were addressed by the project or the Direct Partners, and what areas still need improvement.

Managing Outcomes emphasises reflection and learning, and as such it focuses on self-evaluation. This means ensuring participation by those that implemented the project and those that were involved in it – including Direct Partners, Strategic Partners, and to a certain extent also the Indirect Partners.

The Self-Evaluation Stage of Managing Outcomes involves comparing the situation as it was at the start of the project to the situation as it is at the end. This is why the Conflict Analysis and the Organisational Capacity Analysis developed in the Analysis Stage are used as a basis for the Self-Evaluation Stage.

Self-evaluation is inextricably linked with organisational development and is an integral part of an organisation working out what it is trying to achieve: collecting evidence on progress, reflecting on how the organisation is functioning, and exploring the implications for future planning and development.

The merits of conducting a self-evaluation by the Project Implementation Team itself are:

- The self-evaluation is integrated as a part of organisational learning.

- It facilitates sharing of knowledge in the organisation.

- It is flexible to the needs of the organisation.

- The control of the self-evaluation and the information remains in the organisation itself.

- The organisation has greater ownership of the process, and therefore results are more likely to lead to change.

- Because the process is about self-reflection for learning, those involved in the process might feel more comfortable to share both successes and challenges.

Self-evaluation is a process that is part of the whole project cycle. Although it is presented as a separate part, it is in effect intricately linked to monitoring. The steps presented in this chapter build on the Monitoring Stage and prepare the self-evaluation as a reflection and learning exercise at the end of the project cycle.

- **Step 1:** Self-Evaluation Plan: Identifying what needs to be evaluated, for what purpose, and who is responsible for what. Furthermore determining what information is already available through monitoring, and what additional information would need to be gathered for the self-evaluation.

- **Step 2:** Self-Evaluation & Reflection: Involves a joint reflection by the Project Implementation Team and other stakeholders on what was achieved in terms of reaching the Desired Outcomes, on how the chosen strategies contributed and on the performance of the organisation including the specific contribution of Personnel Cooperation. It also includes reflecting on the broader context, the contribution to the Project Vision, and drawing conclusions for the future.

What should be the focus of the self-evaluation

Monitoring focuses on examining the change process and the strategies implemented during the implementation of the project in order to review and adapt the project implementation. Self-evaluation is about looking back, at the end of the project, to draw conclusions for the future. It is based on the outcomes that were achieved and on the way the project and the organisation contributed to these outcomes. In Managing Outcomes the following five areas could be the focus for self-evaluation. For reference, the different areas are linked to the OECD DAC Criteria for Evaluation[7].

The Desired Outcomes which the project has contributed to – effectiveness, relevance and sustainability. This change is at the level of the **Direct Partners**: the changes in their behaviour, relationships, actions and interactions, and comparing those to the changes proposed in the Project Planning. The monitoring data and analysis already delivers most, if not all, information on these changes. The self-evaluation returns to this in its reflection, and complements this with a general reflection on changes that occurred that were either planned – identified in the Desired Outcome – or those that were not planned – unintended outcomes. Whereas in monitoring this

is done based on the Progress Markers, the self-evaluation focuses on the Desired Outcomes. The self-evaluation also looks specifically at the sustainability of the Desired Outcomes achieved, particularly the extent to which changes at the level of the Direct Partner can be sustained after the project and without further support of the Project Implementation Team.

The contribution to changes in Indirect Partners observed at the end of the project – contribution to impact and relevance. Part of the planning process involved describing how changes in the Direct Partners would contribute to changes at the level of the **Indirect Partners**. **It needs to be stressed here that impact takes longer to become observable**. An impact-evaluation is a resource-intensive undertaking that also requires additional data-collection or research, and, in most cases, is done some time after the end of a project. The focus in the self-evaluation is therefore limited to analysing whether changes at the level of the Direct Partners are likely to contribute to changes at the level of the Indirect Partners.

The **Direct and Context Strategies** of the project – **effectiveness and efficiency.** This involves analysing which strategies were helpful in supporting the achieved outcomes or creating the environment for the project to function well. And it involves identifying those strategies that were less helpful as well. The self-evaluation reflects on the effectiveness of the strategies used in terms of their contribution to an observed change – or lack of change. At the same time the self-evaluation should also look into the efficiency of the strategies implemented in terms of whether the right strategies were chosen with the available resources, or whether there would have been alternatives that would have contributed further.

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7   The OECD DAC Criteria for Evaluation are Relevance, Effectiveness, Efficiency, Impact and Sustainability. More information on these criteria and their OECD DAC definition at www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Organisational Strategies – effectiveness and efficiency. In the self-evaluation these are assessed to reflect on how the organisation performed or improved during implementation of the project. Apart from reflection on the strategies that were planned, the self-evaluation should also include a reflection on the capacity of the organisation to implement the project or similar projects in the future.

Apart from a general reflection on the organisational capacities, a self-evaluation should also look into how the division of **tasks and responsibilities of the Project Implementation Team, including Personnel Cooperation,** supported the work. This is a reflection on how both individual women and men as well as the team as a whole functioned and worked together in such a way that everyone in the Project Implementation Team contributed to and learned from the implementation of the project.

General **contextual changes and developments** that influenced the project, and vice versa -**relevance**. Although organisational or contextual developments might have been addressed when reflecting on the previous points, the self-evaluation is also a moment to compare the original Conflict Analysis to the situation at the end of the project and identify important changes in the context that influenced the project. This is done to reflect on the relevance of the project in the current context. It also identifies opportunities and constraints for future projects.

Step 1: Self-Evaluation Plan

Introduction

Similar to the other stages, a self-evaluation also needs to be planned in advance. It is important that the development of the Self-Evaluation Plan is based on the Monitoring Plan as well as on lessons learned from monitoring that has already taken place. On the one hand, this helps to ensure that information that is already available through monitoring is identified as a source, thus avoiding that similar information be collected once again. On the other hand, it helps to develop evaluation questions that might arise from lessons learned from the monitoring. This assists the reflection in the self-evaluation to focus on drawing lessons for the future.

The self-evaluation takes place at the end of the project. In order to have sufficient time to plan the self-evaluation and to consider resources that are needed, it is advisable to prepare the Self-Evaluation Plan one year before. That gives time to prepare the process and ensure sufficient financial and time resources for the self-evaluation. It would be ideal to discuss the Self-Evaluation Plan as part of a Monitoring & Reflection meeting, to ensure that the Self-Evaluation Plan and Monitoring Plan are aligned.

Preparing the Self-Evaluation Plan

A Self-Evaluation Plan details the purpose of the self-evaluation, its use, the information required, information already available through monitoring and additional information that needs to be generated through specific evaluation activities. The plan also details overall responsibilities. The preparation of the Self-Evaluation Plan can be done by the Project Implementation Team in a regu-

lar team meeting. Nevertheless, it is also important to ensure that Direct Partners provide input, and express what they feel would be important to include when looking back at the end of the project.

» The tool is available in **Template X: Self-Evaluation Plan** on page 95

The following questions are used by the Project Implementation Team for discussing and designing the Self-Evaluation Plan:

WHO WILL USE THE SELF-EVALUATION AND FOR WHAT PURPOSE?

Before looking at what to evaluate, it is important to establish the purpose of the self-evaluation and its users. Possible users and purposes could be: the Project Implementation Team itself for learning and planning of a follow-up project; other departments of the organisation to update the overall strategy of the organisation or to prepare reporting – e.g. those that are responsible for lobbying or those with whom the Project Implementation Team cooperates; or donor agencies to determine future cooperation with the organisation.

WHAT ARE THE EVALUATION QUESTIONS?

Based on the purpose identified some general evaluation questions are developed for the self-evaluation. These can be broad questions relating to the project in general, for example: "*How is the work of Local Conflict Prevention Groups in the 10 communities appreciated by women, men, pastoralists and farmers from the local community?*" These can also be specific questions related to specific parts of the project implementation, for example: "*How did our information campaigns contribute to policy development by regional authorities?*" In developing evaluation questions

it is important to consider whom we are talking about: is it a homogenous group, or are there specific subgroups such as women, men, youth or vulnerable people that are concerned?

WHAT INFORMATION IS AVAILABLE THROUGH MONITORING AND OTHER SOURCES?

To answer the evaluation questions information may already be available through monitoring or other sources. The potential sources are listed here. Possible sources are: monitoring data and analysis already available and that will be continue to be generated in the last year of the project; reports generated in the organisation; relevant reports generated by other organisations; and notes from meetings with networks, Strategic Partners or other stakeholders.

WHAT ADDITIONAL INFORMATION NEEDS TO BE OBTAINED?

Answering some of the evaluation questions might also require **additional** information not yet available. The additional information needed is listed here as well as from whom it will be obtained. This could be additional inputs from some of the Direct or Indirect Partners. It could also be information from other organisations – Strategic Partners or others – that have been working on the same issue, in order to compare what has been reached through the project with what was done by others.

WHAT ACTIVITIES ARE NEEDED TO COLLECT AND ANALYSE ADDITIONAL INFORMATION?

For the additional information that needs to be obtained, the activities for data collection need to be planned. For this purpose, instruments that could be used for data collection are proposed. For reference see the examples of tools to gather monitoring information on page 71 for some suggestion of tools that could be used. The collection methods depend on the women and men from whom the information is to be collected, for example: a small or large group of people, in the same place or spread

out, with differences in gender or background, and whether they are literate or not. It is sufficient for the Self Evaluation Plan to get some general ideas on how information can be collected. Those that are responsible would then also be responsible for planning data collection and analysis in detail.

WHO IS RESPONSIBLE FOR COLLECTION AND ANALYSIS OF THE INFORMATION?

It is important to determine who will be responsible for data collection and analysis. This means in the first instance dividing the data collection and analysis between the members of the Project Implementation Team. Even where information such as reports need to be collected from others, someone in the Project Implementation Team needs to be responsible for preparing this information for it to be used in the self-evaluation.

WHAT ARE THE ESTIMATED COSTS, TIMING & DURATION?

Finally, some operational points need to be decided upon for planning purposes:

- Time, place and duration of the Self-Evaluation & Reflection session.

- Timing of any additional activities for data collection and analysis, and whether these need to be done separately or can be integrated as part of existing activities. For instance, if additional focus group meetings are to be held with community members, these meetings could be planned before or after a regular visit.

- The costs for both additional activities for data collection and analysis as well as the Self-Evaluation & Reflection session. This is especially important if no budget was set aside for the self-evaluation at the beginning of the project.

Apart from individual responsibilities of members of the Project Implementation Team specified in the Self-Evaluation Plan, someone should also be responsible to oversee the implementation of the Self-Evaluation Plan itself.

Implementing additional activities for data collection and analysis

The Self-Evaluation Plan might have identified additional information that needs to be obtained, as well as activities and methods for data collection and analysis of this information. These activities subsequently need to be implemented to serve as a basis for the Self-Evaluation & Reflection session. The approach to implement these activities is similar to the approach proposed for Outcome and Strategy Monitoring. It is important to stress, that this **only concerns additional information that needs to be obtained**. Other information will be available for the self-evaluation through monitoring activities or is available in other relevant reports as per the Self-Evaluation Plan.

» The tool is available in **Template XI: Self-evaluation data collection and analysis** on

The following information should be included when planning and implementing an additional activity for self-evaluation data collection and analysis:

- **The evaluation question/s** as per the Self-Evaluation Plan**.**

- **The women or men or organisations from whom information is sought** as per the Self-Evaluation Plan. It is however necessary here to be specific about the number of women and men and their locations. For example, *"40 community members in each of the communities of Barnaké and Zagam. Each focus group consists of farmers and pastoralists in equal number and men and women in equal numbe*r*"*.

- **Design of the tools, activities and inputs used to gather the information**. The tools will have been determined in the Self-Evaluation Plan. Here they are designed in detail. For example, if focus group meetings with members of the local community are determined

as the tool, the design includes the questions that will be used to steer the meeting, the selection of community members that will participate, how the focus group meeting is introduced to the community, women and men that need to be contacted for assistance with the activity or to gain access to others – for example local administration or traditional leaders -, and the way in which results are recorded during the focus group meeting.

- **Evaluation sources and data collected.** After the activity, the actual data collected that is available for reference is mentioned. For example, *"video recordings"* or *"reports on focus group meetings"*.

- **Analysis of the evaluation data.** Those that have implemented the activity deliver an analysis based on the data that was gathered, to provide answers to the evaluation question/s. This analysis would be the input for the Self-Evaluation & Reflection session. The data collected is kept for further reference. For example, based on the inputs of the different community members in the focus group meetings, which were recorded on video, an analysis or summary is made of how community members – women, men, pastoralists, farmers – appreciated the work of the Local Conflict Prevention Groups. This analysis is used for the Self-Evaluation & Reflection session. The video tapes are kept for further reference.

TEMPLATE X: SELF-EVALUATION PLAN

SELF-EVALUATION PLAN					
Who will use the self-evaluation and for what purpose?	Evaluation questions?	Information available through monitoring and other sources?	Additional information that needs to be gathered?	Activities for collecting additional information.	Person/s responsible.	Estimated costs and timing.

Adapted from Earl, Carden, Smutylo, 2001

TEMPLATE XI: SELF-EVALUATION DATA COLLECTION AND ANALYSIS

SELF-EVALUATION DATA COLLECTION AND ANALYSIS
Evaluation question/s:
Women and men or organisations from who information is sought:
Evaluation tools, activities and inputs:
Evaluation sources and data collected:
Analysis of the evaluation information:

Step 2: Self-Evaluation & Reflection

Introduction

Similar to the Monitoring & Reflection, the self-evaluation is also a reflection by those that have been involved in the project: Project Implementation Team, Direct Partners, Strategic Partners, and others within the organisation. The Project Implementation Team comes together with – selected – Direct Partners and other key stakeholders to engage in reflection and learning on the project. This is best done in a workshop setting. The preparation and organisation of the workshop is similar to that explained in the introduction to the Project Planning Stage. For further information and ideas please refer to that chapter.

Depending on the purpose and the evaluation questions that were developed in the Self-Evaluation Plan, some or all of the different areas for self-evaluation discussed in the introduction to the Self-Evaluation Stage are analysed and reflected upon. The Self-Evaluation & Reflection is used to draw lessons learned and decide on follow-up. The Self-Evaluation & Reflection is based on the monitoring of the project, but also draws on other parts of the project cycle -Analysis and Project Planning – to compare the situation at the end of the project with the situation at the start of the project.

The Self-Evaluation & Reflection should be well prepared, and should include all those involved in the implementation of the project. It is important also to allow for sufficient time for discussion of the results, drawing lessons learned and conclusions for the future of the project and the organisation. The Self-Evaluation & Reflection is done in the form of a workshop involving the relevant stakeholders. Although there may be many important areas for the self-evaluation, this does not necessarily mean that all stakeholders should be involved in each and every part. Other ways can also be considered to involve stakeholders in the process. Some ideas could be:

- Direct Partners are involved in monitoring of the project. By presenting the conclusions and lessons learned from the monitoring with the Direct Partners, their views will also be present in the Self-Evaluation & Reflection workshop. It might be sufficient to select some key representatives from the Direct Partners to be present in the Self-Evaluation & Reflection workshop. Or, even better, let the Direct Partners themselves propose who participates. If the number of Direct Partners that are felt necessary remains large, it is also a possibility to start with a specific session with this group, focussing on those areas that are most relevant for them and where they can best contribute.

- Other important stakeholders such as Strategic Partners could, if the group is big, be invited to participate in parts of the discussion or in a separate session.

- Some areas might be most relevant for the Project Implementation Team and their organisation to work on by themselves. This would most probably be relevant for reflection on Organisational Strategies and Tasks and Responsibilities of the Project Implementation Team including Personnel Cooperation.

Self-Evaluation & Reflection: Workshop

The agenda of the Self-Evaluation & Reflection workshop depends on the purposes and questions that were determined in the Self-Evaluation Plan. Nevertheless, since the self-evaluation is also about looking back at all aspects of the project, in many cases all of the different areas for self-evaluation introduced at the beginning of this stage will feature in some way. This may involve smaller activities as part of the workshop, or in separate sessions before or after the workshop. This is of course dependent on the time and resources available for the workshop and the availability of the participants.

» The tools for the Monitoring & Reflection session presented in the Monitoring Stage, from page 80 onwards, could also be considered as a start for the workshop. This might be particularly relevant if some time elapsed since the last session for Monitoring & Reflection.

The results from the monitoring – data collection and analysis -, as well as the results from additional sources or evaluation activities should be presented, and visualised through PowerPoint, flip-charts or cards. Discussion and reflection is best done by mixing plenary presentations and discussions in groups or pairs. Key reflections and lessons learned should be recorded for the eventual documentation of the workshop and to make them available for future use. The documentation should also refer to all information and sources on which the reflection was based.

OUTCOMES REACHED AT THE LEVEL OF THE DIRECT PARTNERS
This exercise looks at the **effectiveness** of the outcomes reached in terms of the degree to which the Desired Outcomes were realised. It is also recommended to reflect whether any other changes were observed. The exercise should be repeated for each Direct Partner and Desired

Outcome that has been developed. In this exercise it is important to consider that women, youth or vulnerable groups might have changed in a different way.

Next, it reflects on the **relevance of the outcomes** in terms of their contribution to the Project Vision and in particular to changes at the level of Indirect Partners. The self-evaluation should at least reflect on the relevance of the outcomes achieved for the project.

Finally, it is also concerned with the **sustainability of the outcomes** realised. This is related to the likelihood that change at the level of the Direct Partners is sustained at the end of the project without further support from the organisation. These changes are in many cases linked to Progress Markers describing the level of *"Love to see – proactive participation"*. Again, the capacity to sustain change might be different according to different subgroups of the Direct Partner such as women, youth or vulnerable people.

THE STRATEGIES IMPLEMENTED THROUGH THE PROJECT
The objective in this exercise is to reflect on and learn from the main strategies that were implemented, not each and every activity that was implemented. The view of Direct Partners and other stakeholders on the way the project was implemented in terms of timing or resources invested are especially important as inputs in the reflection. The reflection is on the **effectiveness of the chosen strategies** in terms of their contribution to the Desired Outcome and the **efficiency of the chosen strategies** in terms of whether they were the most appropriate in relation to the resources and time invested to implement them. It is important to consider whether the strategies and activities implemented allowed men, women, youth or vulnerable people **equal opportunities** for change.

CONTRIBUTION TO THE CHANGES AT THE LEVEL OF THE INDIRECT PARTNERS AND THEIR ENVIRONMENT
The longer-term changes – impact – to which the project is contributing has been

described in the Project Vision. Because it is a long-term change it cannot be realistically measured at the end of a project. The reflection is therefore limited to identifying possible contributions to changes at the level of the Project Vision and the Indirect Partners. The reflection should also look at the **relevance of these longer-term changes**: the extent to which these changes are in line with those described in the Project Vision, and the extent to which they were also relevant to specific individuals or groups such as women, youth or vulnerable groups.

ORGANISATIONAL CAPACITIES

The reflection focuses on the extent to which the organisation or the Project Implementation Team has improved its capacity to deliver the project, or similar projects. The reflection can be done based on the Organisational Strategies developed and/or the Organisational Capacity Analysis.

> » If a more detailed analysis is considered necessary, the Organisational Capacity Analysis – see page 22 onwards – can be used again. The results can be compared to those at the start of the project to analyse where we have improved and in which areas we could still improve ourselves.

CONTEXTUAL CHANGES AND DEVELOPMENTS

Contextual changes are analysed to see how they supported or hindered the project, or how they supported or hindered reaching out to specific individuals or groups such as women, youth or vulnerable groups. It also looks at the extent to which the context has changed and what this means for the choices made in terms of Direct Partners or Indirect Partners in the Project Planning.

The first aspect is a reflection on **how changes in the context influenced the outcomes realised** through the project. If the Conflict Analysis is available, the exercise can involve going through the Conflict Analysis and also looking at other actors and factors that were not initially considered. If the Conflict Analysis is not available or if it is no longer valid, different actors

and factors and their influences can be listed to get an overview.

The second aspect is to discuss the extent to which **changes in the context influenced the relevance of the project**. This involves exploring the extent to which key stakeholders that the project worked with – the Direct Partners – or tried to reach out to indirectly – the Indirect Partners in the Project Vision – remain relevant for addressing the Central Issue.

It is clear that the reflection will be limited, because for an in-depth reflection a complete Conflict Analysis is necessary, which might not be possible in the framework of the workshop. Nevertheless, the reflection forces those women and men involved in the project implementation to look outside of the boundaries of the implemented project and will assist them in drawing lessons for future projects and interventions.

PERFORMANCE OF THE PROJECT IMPLEMENTATION TEAM AND CONTRIBUTION OF PERSONNEL COOPERATION

If the project involved a Personnel Cooperation component, this area is added during the Self-Evaluation & Reflection workshop. The reflection is on the functioning of the Project Implementation Team including Personnel Cooperation in the implementation of the project.

LESSONS LEARNED & CONCLUSIONS

In the last exercise **all previous exercises are once more reviewed to draw lessons learned and conclusions for the future.** Both the lessons learned and conclusions are based on the results from the reflection. It is important to distinguish between general lessons learned for this particular project, for specific groups that were involved in the project – women, men, youth, vulnerable groups – and conclusions for follow-up projects or even other projects of the organisation.

GUIDING QUESTIONS FOR THE SELF-EVALUATION & REFLECTION WORKSHOP

GUIDING QUESTIONS for reflection on outcomes achieved with the project

Effectiveness
- What changes have taken place at the level of the Direct Partner?
- Were there differences in terms of the change that occurred within different subgroups of the Direct Partner, e.g. women, youth or vulnerable groups?
- Which changes were included in the Desired Outcome Statement? To what extent do the changes observed cover the change that is described in the Desired Outcome?
- What other, or unintended, changes have occurred at the level of the Direct Partner that were not captured in the Desired Outcome Statement?
- What parts of the Desired Outcomes have not been realised and what have been the reasons?
- What were actors or factors that contributed to the change? What actors – women, men, organisations – or factors have had a positive influence on the change?

Relevance
- To what extent do the changes at the level of the Direct Partners contribute to changes at the level of the Indirect Partners? How do they contribute to specific individuals or groups, such as women, men, youth or vulnerable groups? Are changes at the level of Indirect Partners visible and are these related to actions by the Direct Partners?
- To what extent have changes at the level of the Direct Partners influenced changes at the level of the context in which they are present, or at least in its most close or every-day context?
- How do others that have interacted with the Direct Partners view the changes of the Direct Partners – Indirect Partners, Strategic Partners, other stakeholders, women and men?

Sustainability
- Which changes at the level of the Direct Partners have occurred without active support of the project?
- Which of these changes have already occurred over a longer period of time?
- What changes at the level of the Direct Partner would only require minimal support of the Project Implementation Team to continue to be visible?
- What changes at the level of the Direct Partners still need further support by the Project Implementation Team?

GUIDING QUESTIONS for reflection on strategies

Effectiveness
- What are the key strategies which contributed to the changes realised in the project? How were they implemented?
- What were key strategies that allowed women, youth or vulnerable groups equal opportunities for change?
- Which strategies delivered only limited or no contribution? Why was this the case?

Efficiency
- How could the strategies be used in the future to make more efficient use of resources available?
- At what moments were strategies changed to make more efficient used of available resources and how?
- How were time, human and financial resources considered when scheduling and preparing strategies?

GUIDING QUESTIONS for reflection on the contribution to change at the level of Indirect Partners

Impact in terms of interaction between Direct and Indirect Partners:
- What are the key strategies that contributed to the changes realised in the project? How were they implemented?
- To what extent do the Direct Partners interact with the Indirect Partners?
- How does this interaction influence the Indirect Partners?
- How do the Indirect Partners positively influence their environment, their community, their school, their women group, their youth group, their association, etc., and how is this motivated or influenced by the changes generated through the project?

... GUIDING QUESTIONS FOR THE SELF-EVALUATION & REFLECTION WORKSHOP *CONTINUED*

Relevance in terms of contributing to the Project Vision:
- What areas of the Project Vision did the project and the Direct Partners contribute to?
- How do the observed changes contribute to the Project Vision?
- How are specific individuals or groups, such as women, men, youth or vulnerable people influenced?
- What areas of the Project Vision did the project not contribute to and why?

GUIDING QUESTIONS for reflection on Organisational Strategies
- Have the Organisational Strategies produced results and how?
- What Organisational Strategies have produced no or only partial results and why?
- In which areas has the organisation improved its performance and how – description of before, now and the change that was seen?

GUIDING QUESTIONS for reflection on contextual changes and developments
How changes in the context influenced the realised outcomes
- What other external actors or factors influenced the implementation of the project?
- Did they contribute to outcomes? How, exactly, did they influence?
- Did they limit the project's contribution to the Desired Outcomes, and in what way?

Relevance
- Are the Indirect Partners still the key actors essential for influencing the Central Issue of the project? Are the Direct Partners the most relevant actors to work with to influence the Indirect Partners?
- Are there other key women, men, organisations or groups that play an important role in positively influencing the Central Issue that the project did not work with? Did they increase in importance? Could they have been involved in the project as well?

GUIDING QUESTIONS for reflection on the performance of the Project Implementation Team and the contribution of Personnel Cooperation
- How did the different members of the Project Implementation Team appreciate the way they were able to contribute to the project and fulfil the tasks and responsibilities assigned to them?
- What worked well and what could be improved in terms of the cooperation and communication between members of the Project Implementation Team?
- What has been the role of Personnel Cooperation in the implementation of the strategies?
- What inputs through Personnel Cooperation were essential for the changes and outcomes realised through the project?
- How was Personnel Cooperation integrated in the Project Implementation Team?
- What tasks and responsibilities endowed on Personnel Cooperation have been integrated into the organisation and how?

GUIDING QUESTIONS for reflection on lessons learned and conclusions
- What changes still need to be addressed in terms of changes at the level of the Direct Partners?
- What strategies worked very well and should be used as best practice for future activities?
- What strategies created opportunities for change for all different individuals and groups such as men, women, youth or vulnerable groups?
- Which implemented strategies did not influence the changes we anticipated and how do we respond to this?
- How can we take advantage of unintended positive changes that occurred?
- How do we respond to positive or negative contextual influences for future projects?
- How do we respond to positive or negative organisational developments?
- What added value could Personnel Cooperation have in future?

ANNEX 1: References and further reading

THIS ANNEX LISTS REFERENCES TO DIFFERENT SOURCES THAT HAVE BEEN IMPORTANT IN THE DEVELOPMENT OF THE MANAGING OUTCOMES APPROACH. IN ADDITION, THIS ANNEX ALSO CONTAINS SOME SOURCES FOR FURTHER READING. FOR THIS REASON, THE REFERENCES ARE REGROUPED ACCORDING TO THEMES.

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ANNEX 2: Managing Outcomes
Glossary of Terms

TERMINOLOGY	DESCRIPTION
Central Issue	The **Central Issue** is a specific issue that the organisation wants to address in collaboration with stakeholders – they want to contribute to change around the issue.
Conflict Analysis	The **Conflict Analysis** is an analysis of the different actors and factors that influence the Central Issue the project should be focusing on. It provides a basis for Project Planning and is also a basis that can be referred to in the self-evaluation at the end of the project.
Organisational Capacity Analysis	The **Organisational Capacity Analysis** is an overview of the strengths and areas for improvement of the organisation implementing the project. The purpose of this analysis is to ensure that the project can realistically be executed by the Project Implementation Team, to establish areas where support or cooperation could be sought, and to establish key areas where the Project Implementation Team is best placed to take action.
Added Value of Personnel Cooperation	The **Added Value of Personnel Cooperation** determines areas where, based on both the Conflict Analysis and the Organisational Capacity Analysis, Personnel Cooperation can add value to the organisation when implementing the project.
Project Vision	The **Project Vision** describes the improved human, social and environmental well-being the project is committed to.
Project Mission	The **Project Mission** is the specific part of the Project Vision that the project will focus on.
Partner Landscape	The **Partner Landscape** identifies the Direct Partners, Strategic Partners and Indirect Partners that are part of the Project Planning.
Direct Partners	**Direct Partners** are those women and men, groups or organisations the project interacts with directly to effect change and they are women and men who have opportunities to influence others. The project engages with Direct Partners and fosters mutual learning.
Strategic Partners	**Strategic Partners** are women and men, groups or organisations who contribute to the project but the project does not seek to change their behaviour.
Indirect Partners	**Indirect Partners** are women and men the project hopes to influence in the long-term via the project and its Direct Partners.
Desired Outcome	The **Desired Outcome** describes behavioural change in terms of relationships, actions and interactions of a single Direct Partner. It sets out the ideal behavioural changes and describes how these changes contribute to the Project Vision.
Progress Markers	**Progress Markers** are a set of statements that describe a progression of behavioural changes that are expected to be seen in a Direct Partner. Progress Markers describe changes in actions, relationships and interactions leading to the Desired Outcome. Progress Markers visualise the complexity of the change process.
Strategy Map	The **Strategy Map** is a set of different strategies aimed at a project's Direct Partners, the context of a Direct Partner or the organisation implementing the project in order to achieve the Desired Outcome.

TERMINOLOGY	DESCRIPTION
Direct Strategies	**Direct Strategies** are strategies aimed specifically at a Direct Partner, implemented directly in support of Direct Partners and their change process, as described in the Desired Outcome and the Progress Markers.
Context Strategies	**Context Strategies** are strategies aimed at the context the Direct Partner operates in, in order to create or improve an enabling environment for change.
Organisational Strategies	**Organisational Strategies** are strategies aimed at the Project Implementation Team or the organisation, in order to increase the capacity of the organisation itself to implement the project.
Tasks & Responsibilities	**Tasks & Responsibilities** define the tasks and responsibilities of different members of the Project Implementation Team when implementing the strategies of a project. It also describes specific tasks and responsibilities of Personnel Cooperation when working with and/or supporting the Project Implementation Team.
Monitoring Plan	The **Monitoring Plan** details what needs to be monitored, who it's being done for, what tools are being used, who is doing the monitoring, how often and for what purpose.
Outcome and Strategy Monitoring	**Outcome and Strategy Monitoring** is the process of data collection and analysis that is integrated into the project implementation. It is spearheaded by the Project Implementation Team, but includes participation and feedback from Direct Partners, Strategic Partners and other relevant stakeholders.
Monitoring & Reflection	**Monitoring & Reflection** is a session or a workshop which brings together the Project Implementation Team as well as other relevant stakeholders in the project to reflect, learn and draw conclusions for project implementation based on the data gathered and analyses made during Outcome and Strategy Monitoring.
Outcome Journal	The **Outcome Journal** is a monitoring tool used for Monitoring & Reflection that allows us to better understand the change process in our Direct Partners. We use it to collect information about the story of change, the reasons for change, about how the actors and factors contributed to that change, about unexpected changes that occurred, how and why these occurred and to document learning.
Self-Evaluation Plan	The **Self-Evaluation Plan** gives a short description of the principle elements of the self-evaluation. It shows the contents of the self-evaluation, the use of the results, the evaluation questions, the sources of information, the methods, the responsible team, the dates and the estimated costs of the self-evaluation.
Self-Evaluation & Reflection	**Self-Evaluation & Reflection** is a session or a workshop at the end of the project which brings together the Project Implementation Team as well as other relevant stakeholders in the project to reflect, learn and draw conclusions for the future based on the data gathered through monitoring.

Adapted from Earl, Carden, Smutylo, 2001

ANNEX 3: Terminologies in English, French and Spanish

TERMINOLOGIES IN ENGLISH, FRENCH AND SPANISH		
English	**French**	**Spanish**
Managing Outcomes	Gestion des Incidences	Gestionando Alcances
Outcome Mapping	Cartographie des Incidences	Mapeo de Alcances
Analysis	**Analyse**	**Análisis**
Central Issue	**Question Centrale**	**Cuestión Central**
Conflict Analysis	**Analyse de Conflit**	**Análisis de Conflicto**
Organisational Capacity Analysis	**Analyse des Capacités Organisationnelles**	**Análisis de Capacidad Organizacional**
Added Value of Personnel Cooperation	**Valeur Ajoutée de la Coopération en Personnel**	**Valor Agregado de la Cooperación con Personal**
Project Planning	**Planification du Projet**	**Planeacion del Proyecto**
Project Vision	**Vision du Projet**	**Visión del Proyecto**
Project Mission	**Mission du Projet**	**Misión del Proyecto**
Partner Landscape	**Cartographie des Partenaires**	**Mapeo de Socios**
Direct Partners	Partenaires Directs	Socios Directos
Strategic Partners	Partenaires Stratégiques	Socios Estratégicos
Indirect Partners	Partenaires Indirects	Socios Indirectos
Desired Outcome	**Incidence Visée**	**Alcances Deseados**
Progress Markers	**Marqueurs de Progrès**	**Señales de Progreso**
Expect to see	On s´attend à ce que	Se espera que
Like to see	On souhaite que	Sería positivo que
Love to see	On aimerait, dans l´idéal, que	Sería ideal que
Strategy Map	**Inventaire des Stratégies**	**Mapa de Estrategias**
Direct Strategies	Stratégies Directes	Estrategias Directas
Context Strategies	Stratégies liées au Contexte	Estrategias de Contexto
Organisational Strategies	Stratégies Organisationnelles	Estrategias Organizacionales
Tasks and Responsibilities	**Tâches et Responsabilités**	**Tareas y Responsabilidades**

TERMINOLOGIES IN ENGLISH, FRENCH AND SPANISH		
English	**French**	**Spanish**
Monitoring	**Suivi**	**Monitoreo**
Monitoring Plan	**Plan de Suivi**	**Plan de Monitoreo**
Outcome and Strategy Monitoring	**Suivi des Incidences et des Stratégies**	**Monitoreo de los Alcances y Estrategias**
Monitoring & Reflection	**Suivi et Réflexion**	**Monitoreo y Reflexión**
Outcome Journal	Journal des Incidences	Diario de Alcances
Self-Evaluation	**Auto-Évaluation**	**Autoevaluación**
Self-Evaluation Plan	**Plan d´Auto-Évaluation**	**Plan de Autoevaluación**
Self-Evaluation & Reflection	**Auto-Évaluation et Réflexion**	**Autoevaluación y Reflexión**

Adapted from Earl, Carden, Smutylo, 2001

ANNEX 4: From Outcome Mapping to Managing Outcomes

The Managing Outcomes approach is an adaptation of the Outcome Mapping approach, adapted to the context and realities of AGIAMONDO in its CPS Programme. Ever since AGIAMONDO started using Outcome Mapping in 2007 to support projects by local organisations in Africa, Asia and Latin America, the methodology has been adapted to fit the context of the organisations that AGIAMONDO works with. The Managing Outcomes approach has been developed based on these adaptations.

Specific reasons for adapting Outcome Mapping into Managing Outcomes for AGIAMONDO include the following:

- The projects that AGIAMONDO supports involve Personnel Cooperation in the form of the placement and integration of an expatriate staff member in the partner organisation.

- The partner organisations AGIAMONDO works with are relatively small and in most cases there are no dedicated staff for APME. The methodology needed to be introduced in a way that was accessible to them.

- AGIAMONDO identified the need for giving more concrete support in analysing the Central Issue before entering in the planning phase.

- When supporting partner organisations, AGIAMONDO emphasises APME as a tool for organisational learning. When developing the sections on monitoring and self-evaluation in particular, the focus was on promoting organisational learning.

Overview of adaptations, changes and additions

The following paragraphs describe the differences between Managing Outcomes and Outcome Mapping. These are only the larger changes, there have also been smaller changes, which are not listed here.

ADDITION OF A FIRST STAGE TO ANALYSE THE CENTRAL ISSUE.
The OM Cycle was expanded to include a separate section designed to analyse the Central Issue. A project is developed in response to this Central Issue. In the past we found that many of the Conflict Analyses prepared by AGIAMONDO's partner organisations were too broad and all encompassing. It is important that the analysis focuses specifically on the Central Issue the project aims to address as this provides the information for the other Project Planning steps in the project cycle. The Analysis Stage also includes an Organisational Capacity Analysis – see "Integration of the OM step 'Organisational Practices'" below – and an analysis of the Added Value of Personnel Cooperation – see "Incorporating the element of Personnel Cooperation" below.

FROM IDENTIFYING "BOUNDARY PARTNERS" TO DEVELOPING A "PARTNER LANDSCAPE"
When following the OM concept of Boundary Partners in planning workshops supported by AGIAMONDO, many different Boundary Partners were identified as important. This caused the focus of the project to be blurred because all Boundary Partners were felt to be equally important. It meant there was a need to find a helpful way to group all the different Boundary Partners for each project. Therefore, instead of Bound-

ary Partners, the Managing Outcomes approach proposes a Partner Landscape consisting of three essential partners:

- **Indirect Partners**: Women and men the project aims to help. However, for various reasons, it is not possible to target them directly. For example, there might not be an existing relationship with them or perhaps the group is simply too big, e.g. all youth in 10 schools.

- **Direct Partners**: Women and men the project aims to work with and can be targeted directly. These are also women and men who work with the project and might also be part of the Project Implementation Team.

- **Strategic Partners**: In Managing Outcomes these are key partners the project works with in some way or another, without aiming to change them. Even though this might still happen.

Introducing Indirect Partners as part of the Partner Landscape, helps visualise the role of Direct Partners towards the Project Vision. Indirect Partners are described in the Project Vision. Direct Partners are women and men, organisations or groups who have access to the Indirect Partners and can exert influence on them. Direct Partners are chosen for their relationship with and ability to influence the Indirect Partners. Introducing Indirect Partners also means imposing some limitations on the project in terms of consecutive steps: Desired Outcomes and Progress Markers are developed for Direct Partners only. Strategic Partners, and how the project will be engaging them, is described as part of the strategies in step 6 of the Project Planning Stage – the Strategy Map.

INTEGRATING THE OM STEP 'ORGANISATIONAL PRACTICES' IN THE ANALYSIS STAGE AND IN STEP 6, STRATEGY MAP, OF THE PROJECT PLANNING STAGE
In OM Organisational Practices is a separate step in the planning process, and

is also monitored separately. In practice, adding Organisational Practices as an additional step after Desired Outcomes/ Progress Markers and Strategy Map proved often to be cumbersome. For this reason, the step was omitted as a separate step but the aspect of Organisational Practices has been integrated into the approach in the following way:

- **In the Analysis Stage**, a step was included to analyse an organisation's capacity to implement a project: the Organisational Capacity Analysis. This was done because the decision on what to focus on and with whom to work as Direct Partners is dependent on the Conflict Analysis but also on the capacity an organisation has – in terms of resources and relationships – to work on a certain issue or with certain Direct Partners. The step "Organisational Capacity Analysis" is in essence a strengths and weaknesses analysis, but gives suggestions about important areas an organisation should think about. These key areas were taken from the Organisational Practices step in OM.

- **In the Project Planning Stage**, a third level of strategies – Organisational Strategies – has been added to the Strategy Map. This is where some strategies, based on the Organisational Capacity Analysis, are identified to improve the performance of the organisation.

- Including Organisational Strategies as part of the Strategy Map allows them to be integrated into the monitoring process. Monitoring Organisational Strategies is therefore not a separate monitoring step.

The two additions integrate monitoring of the performance of an organisation into the process in a natural way.

Finally, our experience showed that in many cases some of the Direct Partners were groups within the organisation, e.g. staff. This is not something which is

considered in OM. This also means that, in such cases, Organisational Strategies could be omitted as separate strategies. This is because Organisational Strategies would already be considered in a Desired Outcome: the desired change at the level of staff would then also be formulated explicitly as a Desired Outcome.

Incorporating Personnel Cooperation

As mentioned above, Personnel Cooperation is an essential part of AGIAMONDO's work with its partner organisations worldwide. Although each project is planned according to Outcome Mapping, there needs to be space to look at the added value of Personnel Cooperation for those areas where external assistance is required. This is incorporated in the Analysis Stage of the Managing Outcomes approach. Based on the Conflict Analysis and the Organisational Capacity Analysis for the project, areas are identified where Personnel Cooperation can deliver an added value.

Personnel Cooperation has also been incorporated in an additional step, Tasks and Responsibilities, in the Project Planning Stage. For AGIAMONDO, it is important to clearly define the tasks and responsibilities of both the expatriate staff that is part of the Project Implementation Team as well as the other – local – members of the team. For this reason, this step has been expanded, since experience showed it was useful to look at and clarify the different tasks and responsibilities of all members of the Project Implementation Team in all projects, not only for those that are using Personnel Cooperation and have expatriate team members.

FOCUS ON ORGANISATIONAL LEARNING FOR APME

The focus of the Managing Outcomes approach is on APME as a tool for reflection and learning – as well. For this reason, the Monitoring Stage has been designed to deliver tools for integrating monitoring, data collection and analysis in project implementation and as part of the Project Implementation Team's

responsibility. A specific session for Monitoring & Reflection has been incorporated into the approach, bringing together the Project Implementation Team as well as other relevant stakeholders that play a role in the implementation of the project: Direct Partners, Strategic Partners, other women and men in the organisation. In terms of evaluation, the approach focuses on self-evaluation by the Project Implementation Team and other stakeholders. A Self-Evaluation & Reflection session at the end of the project has also been incorporated into the approach.

ANNEX 5: Example documentation of results of a Project Planning using Managing Outcomes

Note: this example is based on the results of a planning workshop with one of AGIAMONDO's local partner organisations in the north-east of Cameroon.

STEP 1: PROJECT VISION

Farmers and pastoralists live together and participate in communal activities. Women and men in the community appreciate diversity and are open to ideas and views of others. They find ways on how to deal with issues that concern the community. Land use and ownership is clearly defined and when there are changes, participatory mechanisms are in place to define and discuss these changes taking the needs of the community into account. Local administrative authorities ensure fair participation in decision making processes.

Religious, traditional and political leaders are conflict-sensitive in their communication and promote values that facilitate peaceful resolution of conflicts.

STEP 2: PROJECT MISSION

In order to contribute to the Project Vision, 10 Local Conflict Prevention Groups (LCPG) made up of both pastoralists and farmers, women and men, will be chosen from 10 communities particularly affected by agropastoral conflicts. These groups will be trained and supported to engage in non-violent resolution of agropastoral conflicts and in conflict prevention activities within their respective communities. The project will also strengthen the role of traditional leaders to encourage different stakeholders from the community to participate in conflict prevention. The project will collaborate with religious leaders and local administrative authorities to support the implementation of the project in the communities.

STEP 3: PARTNER LANDSCAPE

Direct Partners

- Local Conflict Prevention Groups – farmers and pastoralists, women and men – across 10 communities.
- Traditional leaders across 10 communities.

Indirect Partners

- Pastoralists from each community.
- Farmers from each community.
- General population – women and men – of each community.
- Political leaders from each community.

Strategic Partners

- Local administrative authorities – in particular those responsible for land and resources, security, judiciary – who can support the implementation of the project.
- Religious leaders – particularly Muslim and Christian – who can support the implementation of the project.
- Women groups for assistance in reaching out to and including the perspectives of women pastoralists and women farmers.

- Other organisations implementing projects around agropastoral conflicts in order to gain an idea of the challenges and approaches when dealing with agropastoral conflicts.
- Local radio stations to share information and best practices of the project with the wider population.
- Other diocesan departments who can support the project implementation and disseminate information about the project.
- AGIAMONDO for technical support during the implementation of the project and capacity building within the Project Implementation Team.
- International organisations that can provide technical and/or financial support for the implementation of the project.

STEP 4: DESIRED OUTCOME FOR DIRECT PARTNER LOCAL CONFLICT PREVENTION GROUPS

In 10 parishes Local Conflict Prevention Groups (LCPGs) bring together women and men of farming and pastoralist communities that meet voluntarily to discuss shared concerns. Based on the feedback from members of their communities, they discuss issues affecting their communities and ways of promoting conflict prevention. They engage in peaceful resolution of conflicts between pastoralists and farmers. They explain to the local population the importance of respecting laws and legislation to prevent agropastoral conflicts.

They participate in meetings organised by the local administrative authorities and/or traditional leaders to represent the interests of farmers and pastoralists.
They lobby the authorities – local administrative authorities, political leaders, religious leaders and traditional leaders – on behalf of the local population to present their proposals and advocate for their needs.

STEP 5: PROGRESS MARKERS FOR DIRECT PARTNER LOCAL CONFLICT PREVENTION GROUPS

1 Expect	Women and men of farming and pastoralist communities take part in the LCPGs established in each community.
2 Expect	Members of the LCPGs gain knowledge and skills about tools and methods that can be used for Non-Violent Conflict Resolution and Conflict Prevention.
3 Expect	LCPGs meet on a monthly basis to discuss shared concerns around agropastoral issues and agree on possible actions.
4 Expect	LCPGs inform traditional and religious leaders and the local administration about their activities in the community.
5 Like	LCPGs organise meetings with the local population to discuss the situation in each community and the work of the LCPG.
6 Like	LCPGs facilitate non-violent resolution of conflicts brought to them by women and men from the local community.
7 Like	LCPGs exchange agropastoral issues with key stakeholders in their community, such as local authorities, religious leaders, leaders of associations, youth groups and women groups.
8 Like	LCPGs lobby authorities – local administrative authorities, political leaders, religious leaders and traditional leaders – based on the needs and proposals brought to them by women and men from the local community.

9 Love	LCPGs implement conflict prevention measures, such as agreements on boundaries of farmland and land used for grazing, in cooperation with local administrative authorities and the community.
10 Love	LCPGs exchange experiences and best practices with LCPGs from other communities or other groups working on agropastoral issues.
11 Love	LCPGs support the creation of new LCPGs in neighbouring communities.

STEP 6: STRATEGY MAP FOR DIRECT PARTNER LOCAL CONFLICT PREVENTION GROUPS	
	Strategies
Direct	• Constitute LCPGs in 10 different communities to bring together women and men of farming and pastoralist communities. • Provide training in non-violent conflict resolution and conflict prevention for members of LCPGs. • Follow-up meetings and other activities to support LCPGs. • Support LCPGs and local authorities – both administrative and traditional – to deliver prevention and mediation activities on agropastoral conflicts for each community. • Capacity building of LCPGs members to create self-sufficiency. • Organise exchange visits between different LCPGs.
Context	• Arrange meetings with local administrative authorities and traditional and/or religious leaders to explain the project. • Create maps containing all relevant information on agropastoral activities for each community. • Arrange meetings with local administrative authorities and traditional and/or religious leaders to exchange information about conflict prevention and how to resolve agropastoral conflict. • Exchange with Women Groups and Associations in the communities to improve inclusion of women farmers and pastoralists in the project. • Collect information regularly about agropastoral conflicts within each community. • Prepare information and messages that can be broadcast on local radio and shared at events such as the yearly peace day organised by the Diocese.
Organisational	• Train staff at the Justice and Peace Commission in advocacy, project management and conflict resolution and prevention. • Set-up and maintain an internal reporting and documentation system supporting the work of the Justice and Peace Commission. • Exchange information with other organisations that implement similar projects in order to improve on our own practices.

STEP 7: TASKS AND RESPONSIBILITIES

Justice and Peace Coordinator
- Ensure implementation of Project Planning.
- Oversee and support the work of the Project Implementation Team.
- Liaise with other departments in the Diocese as well as other relevant stakeholders on provincial level.
- Ensure overall reporting on the project to donor organisations and higher instances in the Diocese.

Justice and Peace Commission staff members (2)
- Constitution, training and follow-up for LCPGs.
- Organise exchange meetings between different LCPGs.
- Organise regular meetings with local administrative authorities, traditional and/or religious leaders and Women Groups and Associations.
- Oversee the development of maps on agropastoral activities in all communities by the community animators in cooperation with women and men in the community.
- Analyse information collected on agropastoral conflicts in the communities.
- Prepare reports on activity and monitoring of project strategies and outcomes.

Justice and Peace Community Animators (4)
- Participate in LCPG meetings and provide advice to LCPG members.
- Participate in training and capacity building for LCPG members.
- Collect information for the development of maps on agropastoral activities as well as on agropastoral conflicts in their respective communities in cooperation with the LCPG and other local stakeholders.
- Liaise with local administrative authorities, traditional and/or religious leaders and Women Groups and Associations
- Provide the Justice and Peace Commission with monthly reports on developments in the communities

Tasks & Responsibilities of CPS Worker – Personnel Cooperation:
- Support in the development of trainings on relevant themes.
- Support in the development of maps on agropastoral activities in the communities.
- Prepare and conduct training of Justice and Peace Commission staff in advocacy, project management and conflict resolution and prevention.
- Set-up reporting and documentation system in cooperation with Justice and Peace office staff.
- Support Justice and Peace Coordinator and Justice and Peace staff in exchange of experience and information with other stakeholders.
- Participate in monitoring activities and the development of reports.