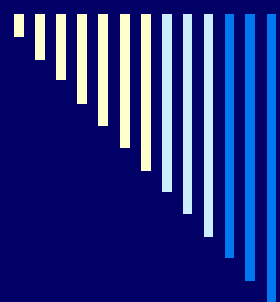


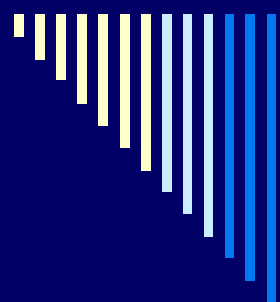
# Planning for monitoring and evaluation

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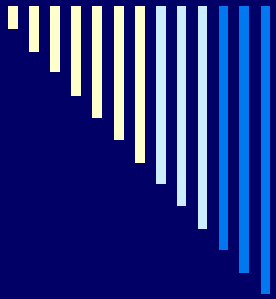
# Introduction

- Monitoring and evaluating the impact of advocacy work is often considered to be a difficult, if not impossible task, and many on their own admission fail to carry it out as they originally planned.
- Nevertheless, it is a vital part of our advocacy work, if we are to learn from our mistakes, justify our expenditure, ensure accountability

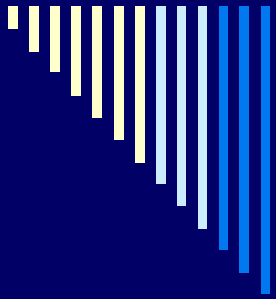


# MONITORING CHALLENGES

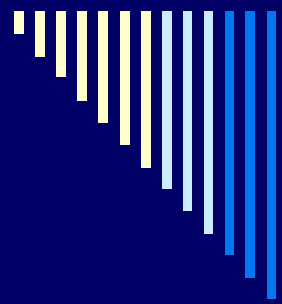
- advocacy is often a long-term activity:  
*'policy change is often SLOW,* It is therefore often hard to say when a significant change has occurred.
- advocacy work is often carried out through networks and coalitions, making it difficult to assess the exact contribution of each organisation or group



- a variety of approaches is commonly used at the same time, some more confrontational, others based around private debate.
- This combination may be effective but renders the evaluation of the contribution of each approach difficult much advocacy work is unique with little repetition, so it is harder to accumulate knowledge than in other areas.

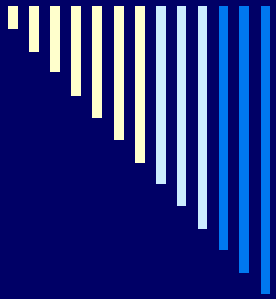


- Monitoring and evaluation involves the documentation and analysis of various levels.
- The *inputs* you have made (time, resources, staff).
- The *outputs* of the activities which you have undertaken (meetings held, visits made, reports produced)  
The *outcomes*, the results of your outputs (press coverage of the issue; debates in parliament on the topic, changes in policy or practice etc).
- The ultimate *impact* of your work (the effect of the policy change of the lives of poor communities).

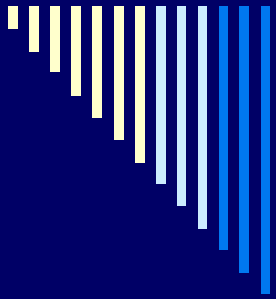


## Guidelines for monitoring and evaluating advocacy work

- for any project or piece of work, the process of monitoring and evaluation requires yardsticks against which to measure;
- hence you need to have set clear objectives for your advocacy at the outset. If your objectives are vague and unspecific, it is almost impossible to monitor or evaluate your progress

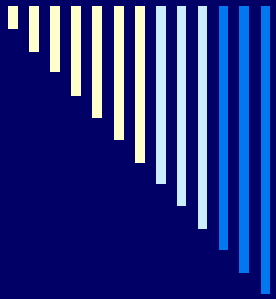


- define your indicators for ‘success’ for all your objectives (including any capacity building objectives) during the planning phase and incorporate them into your advocacy plan. Indicators should be drawn up for all aspects of the work: inputs, outputs, outcomes and as much as possible, impact

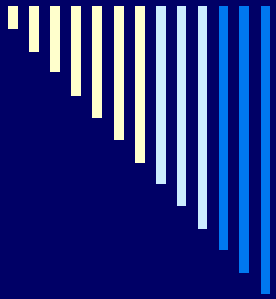


- ongoing monitoring of basic levels of activity (i.e. inputs and outputs) should be carried out on a regular basis – this is important for accountability.
- Keep monitoring systems simple and straightforward, so that they will be adhered to. Remember to note any relevant changes in the external environment at the same time.





- From time to time, it is important to try to link your advocacy to your broader aims and objectives, to make the connection between what you are doing and what you ultimately hope to achieve.



- The range of tools used for the assessment of advocacy work, include:
  - key informant and other interviews; surveys; group discussion; observation; case studies; and RRA/PRA tools such as time lines, ranking, Venn diagrams, impact flow charts; and trend analysis/time trends.
  - using a range of methods enables you to cross-check the information you have been given and helps validate your conclusions.
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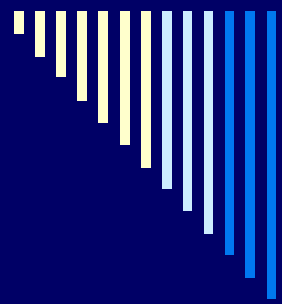


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# Tool for self-assessment

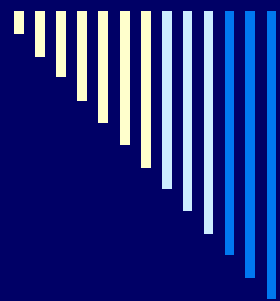
## □ **1. Advocacy objective**

- Is your advocacy objective moving smoothly through the process or have you encountered some obstacles? What are the obstacles and how can they be overcome?
  - What else can you do to move your objective forward? Would building new alliances or increasing your media outreach help move your objective through the decision-making process?
  - If your objective does not seem achievable, should you alter it? What would be achievable? Could you achieve part of your objectives by negotiating or compromising?
  - How much does the policy/programme change reflect your objective? Did you win your objective entirely, partly or not at all?
  - Did the policy/programme change make a difference to the problem you were addressing?
  - If you achieved your objective in whole or in part, has it had the impact you intended?
-



## 2. Message delivery/communications

- ❑ Did your message(s) reach the key audiences? If not, how can you better reach those audiences?
- ❑ Did your audiences respond positively to your message(s)? Which messages worked? Why? Which did not work and why? How can you alter the messages which were not effective?
- ❑ Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?
- ❑ Did you receive any media or press coverage? Was it helpful to your effort? How could your media relations be improved?



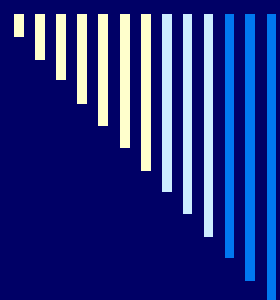
### 3. Decision making process

- ❑ How is the decision-making process more open because of your efforts?
- ❑ Will it be easier to reach and persuade the decision-makers next time? Why, or why not?
- ❑ How many more people/organisations are involved in the decision-making process
- ❑ than before you began? How has this helped or hindered your efforts?
- ❑ How could you improve the way you move the decision-making process forward?



## 4. Coalition building

- ❑ How was your coalition successful in drawing attention to the issue and building support for the advocacy objective?
  - ❑ Was information distributed to coalition members in a timely fashion? How could information dissemination be improved?
  - ❑ Are there any unresolved conflicts in the coalition? How can these be addressed and resolved?
  - ❑ Is there a high level of co-operation and information exchange among coalition members? How could internal coalition relations be enhanced?
-



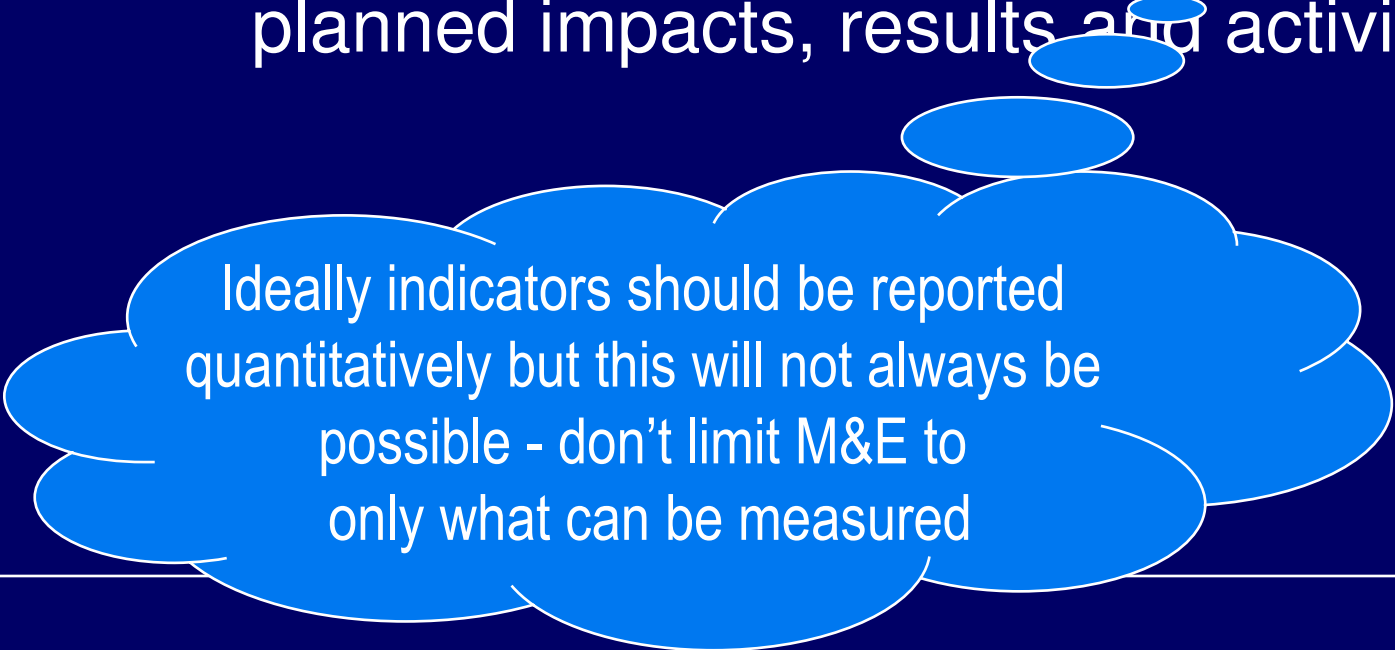
## 5. Overall management/organisational issues

- ❑ Is your advocacy effort financially viable? How could you raise additional resources?
- ❑ Is the accounting system adequate? Can you provide to funders an accurate accounting of how money was spent?
- ❑ How could your financial resources have been used more efficiently?
- ❑ Were all events produced successfully and meetings run smoothly? Which were not and why not? How could logistics be improved?
- ❑ How could you get more assistance? Should you narrow your goal or extend your time frame to make your effort more manageable?<sup>1</sup>



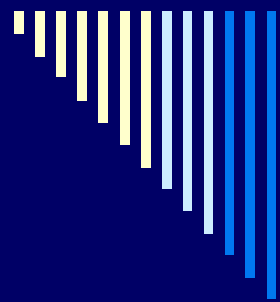
# Definition of an Indicator

Specific information that provides evidence about the achievement of planned impacts, results and activities



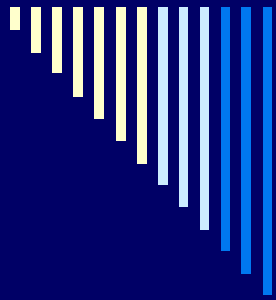
Ideally indicators should be reported quantitatively but this will not always be possible - don't limit M&E to only what can be measured





# Performance Indicators

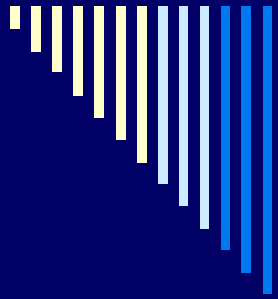
- Performance indicators are measures that show how well a project/program is achieving its set objectives.
- Planned levels of achievement (targets) are separate from indicators themselves.
- Performance indicators define the data to be collected to measure progress and enable actual results achieved over time to be compared with planned results.



# Indicators of Change

- Indicators are either qualitative or quantitative criteria used to check whether planned changes have taken place as intended.
- They (indicators) are designed to provide a standard against which to measure or assess or even show the success or progress of a programme against stated targets (GTZ&ITHOG 1989, Feuerstein 1986).

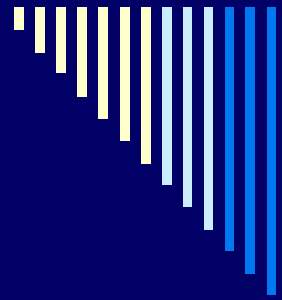
***Indicators have to be suggested, negotiated, adapted and approved.***



# Quantitative indicators

## Examples

- Number of
- Proportion of
- Percentage of
- Amount of
- The ratio of
- Length of distance
- Weight of
- Size of
- Areas of/spread of
- Value of
- etc.



# Qualitative Indicators

## Examples

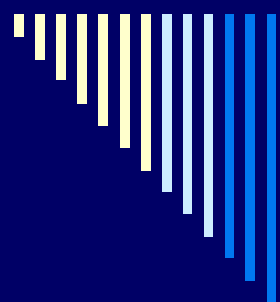
- Level of
- Presence of
- Evidence of
- Availability of
- Quality of
- Accessibility of
- Existence of
- Sustainability of
- Improvement of
- Ability to (e.g. skills)
- Potential of
- etc.



# Variables of Change by Indicators

Feuerstein (1986) argues that indicators can help to determine nine variables of change. These include:

- ❑ *Availability* of something. For example, availability of service or presence of a new water well.
- ❑ *Relevance* of that service in relation to people's needs and priorities, e.g. should efforts be put into availing cheaper agricultural tools or not?
- ❑ *Accessibility* level to services, e.g. are the services at reach of those for whom they are meant to benefit?
- ❑ *Level of utilization* of services by target population e.g. how many of the potential service population are using newly constructed village well?



## Variables of Change by Indicators

- ❑ *Range of Coverage* of those who need a particular service, e.g. how many of the small farmers have been reached in the community?
- ❑ *Quality* or standard of service or performance, e.g. quality of water source, people's participation in the programme.
- ❑ *Extent of Effort*: What and how much is being invested in order to achieve the programme objectives.
- ❑ *Efficiency*: levels in the use of resources in relation to the output attained.
- ❑ *Impact*: To what extent was the 'effort' or the programme making any difference?



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# Indicators at Different Levels in the Objective Hierarchy

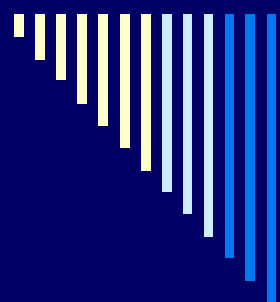
- Impact indicators - indicators that show to what extent the policy has contributed towards its goals
  - Result (Outcome and Output) indicators - indicators that show to what extent planned results (outputs and outcomes) have been achieved
  - Activities - indicators that show what activities have been completed
  - Input indicators - indicators that show what resources have been used for the implementation of the policy
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# Results Chain Terminology

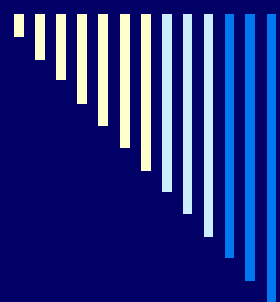
<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Impact</b> <i>(goal level)</i>	The longer-term higher order changes that should eventually occur as a result of the programme or project. Corresponds to the contribution towards the goal.	Forest resources protected Improved wellbeing of people
<b>Outcome</b> <i>(purpose / key result level)</i>	The highest level results that should occur as a direct consequence of interventions during the life of the programme or project.	Communities adopt harvesting practices that are sustainable
<b>Output</b> <i>(sub result / output level)</i>	The tangible products or services that must be delivered in order for the outcomes to be realised.	Collaborative management agreements developed and signed
<b>Activity</b>	The actions that must be undertaken for the products or services to be delivered	Workshops, meetings, resources assessments etc
<b>Sub Activity / Task</b>	Activities broken down into more detail to enable detailed workplanning and budgeting	Planning workshop Drafting Agreements





# Selection of indicators

- Choosing proper indicators of change is crucial to setting up an *effective monitoring and evaluation system*.
- Inappropriate indicators can doom an information system



# What Should an Indicator Look Like?

In general, indicators should:

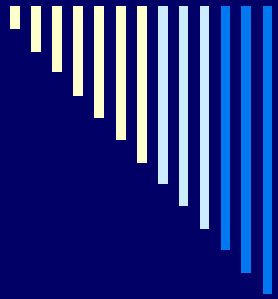
- be verifiable (where and how to we get information about the indicator);
- measure what is important and not what is easy to measure
- measure only changes that can be linked or attributed to the policy;
- be targeted in terms of quantity, quality and timing;
- be useful in that valid and reliable
- measure either quantitative or qualitative change.



# *Steps in selecting performance indicators*

## *1. Clarify the results statements*

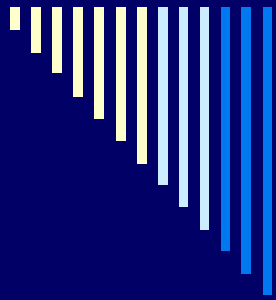
- -Carefully consider the result desired. Scrutinize the wording and intention of the project/programs objectives.
    - Be clear about what type of change is expected by the policy
    - Clarify whether the expected change is an absolute change, a relative change, or no change.
    - **Absolute changes** involve the creation or introduction of something new.
    - **Relative changes** involve increases, decreases, improvements, strengthening or weakening in something that currently exists, but at a higher or lower level than is considered optimum.
    - **No change** involves the maintenance, protection or preservation of something that is considered fine as is.
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## *2. Develop a list of possible indicators*

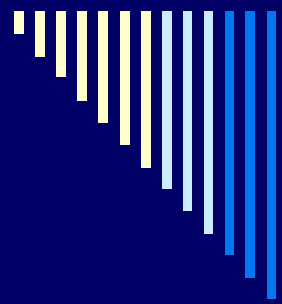
- There are usually many possible indicators for any desired outcome/effect, but some are more appropriate and useful than others.
  - In selecting indicators, don't settle too quickly on the first that come obviously to mind.
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### *3. Assess each possible indicator*

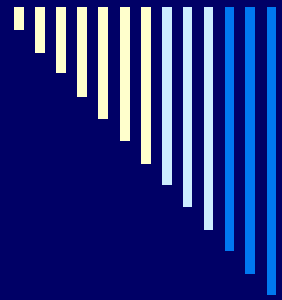
Assess and judge each possible indicator for its :

- appropriateness in measuring the expected change.
- Assess and judge each possible indicator for its appropriateness in measuring the expected change.



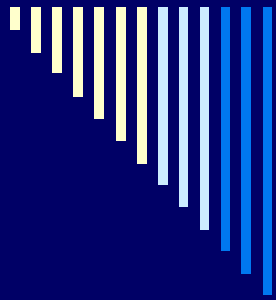
## *4. Select the 'best' performance indicators*

- Narrow the list to the final indicators that will be used in the performance monitoring system.
- Be selective. Remember the costs involved in data collection and analysis.
- Limit the number of indicators used to track each objective to a few (two to three).



# Specifying Qualitative Indicators

- Subject of interest
- Target group
- Type of change
- Time frame
- Location
- e.g. 'perceptions of X participants attending Y training programme on how it has assisted them to carry out their work responsibilities better'



# Weaknesses in Indicator design

Indicator design is a crucial stage – and often a bottleneck – in the planning and monitoring process. The major weaknesses are:

- ❑ Indicators are usually discussed and defined late in the planning process (especially when this is confined to workshops). Insufficient time is often negatively affecting the quality.
- ❑ Indicators are designed to meet scientific research needs and are therefore less appropriate and meaningful for the beneficiaries.
- ❑ They are often not measurable in terms of cost-effectiveness.
- ❑ Indicators express standards – or even a hidden agenda – that are not made explicit.





## Weaknesses in Indicator design

- ❑ They are usually not developed by stakeholders and/or beneficiaries and therefore do not represent their reality.
  - ❑ Indicators are donor driven since they have to legitimise the support for the respective project/programme.
  - ❑ Indicators are often an outcome of a desk study to prepare a proposal, satisfy funding requirements or to establish a baseline.
  - ❑ There are usually too many indicators.
  - ❑ Indicators which are easy to measure are preferred.
  - ❑ Quantitative indicators are favoured to produce 'hard and reliable' statistics.
  - ❑ Indicators are often project/program specific and fail to measure contextual change which would make it easier to monitor impact and relevance in a broader perspective.
-