Monitoring and Evaluation Strategy

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Contents

1. Introduction

This document is a framework to guide Monitoring and Evaluation (M&E) at the Caribbean Natural Resources Institute (CANARI) at the strategic, programme and project levels. It also provides guidelines for the development of plans at these levels that will be used as the basis for M&E efforts.

This framework is for use by CANARI staff and Elected Partners as well as Associates, Programme Advisors, and external partners collaborating on CANARI initiatives in applying M&E at CANARI.

Development of this framework was facilitated through a Commonwealth Fellowship to Nicole Leotaud, Programme Manager at CANARI. Initial drafts developed during this fellowship were refined with participation of CANARI staff and Partners.

This framework should be considered as a 'living' document, and refined and updated as necessary. Formal review should talk place coming out of the development of new Strategic Plans for the Institute.

2. Purpose of monitoring and evaluation

The overall aim of M&E in CANARI will be collect, manage and use information on its work at the organisational, programme, and project levels to guide management and decision-making to improve its contribution to facilitating participatory natural resource management in the Caribbean.

Under this there will be two main purposes for doing M&E: accountability and learning.

Accountability

CANARI will seek to collect information to demonstrate results at three different levels:
   a) Upward accountability towards the donor and relevant authorities
   b) Horizontal accountability towards the various stakeholders involved in implementing the programme, within and external to CANARI
   c) Downward accountability towards the stakeholders being targeted

Accountability questions will include:
   • examining whether initiatives are being implemented as planned (including use of inputs of money and other resources, meeting deadlines, delivering results) and if not, why not;
   • proving merit through examining how CANARI's work is contributing to positive change (i.e. how is it making a difference).

Learning

CANARI will also actively and systematically assess what lessons are being learnt from its work to increase its knowledge and understanding to:
   • improve planning/management for enhanced efficiency and effectiveness;
   • assess potential for replication;
   • build organisational capacity.

Finding a balance between these two objectives may be difficult as proving merit and being open to learning from mistakes may sometimes be perceived to be in conflict.

3. Defining monitoring and evaluation

Common definitions used in the development sector for monitoring and evaluation[1] are as follows:

Evaluation is the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision–making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention.

Note that evaluation in some instances involves the definition of appropriate standards, the examination of performance against those standards, an assessment of actual and expected results and the identification of relevant lessons.

Some distinguish Evaluation from Evaluative Thinking to emphasise the difference between the findings and the process. Here:

- **Evaluations** systematically collect and analyze information with the goal of enhancing knowledge about performance. They ask and answer questions with the aim of creating ultimately useful information.

- **Evaluative Thinking (ET),** on the other hand, is a way of *thinking*, of viewing the world, an ongoing process of questioning, reflecting, learning and modifying. ***What are we learning and how can we use those lessons to improve our performance?*** Both the lesson and the act of learning are at the heart of ET: learn to extend what's working well and learn to fix what's working poorly.

CANARI is interested in both the findings of evaluation as well as the reflection and exploration process as a learning organisation.

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[1] Definitions taken from OECD (2002). Glossary of Key Terms in Evaluation and Results Based Management. Developed by the Development Assistance Committee (DAC) Working Party on Aid Evaluation. OECD, Paris. The Development Assistance Committee (DAC) Working Party on Aid Evaluation is an international forum where bilateral and multilateral development evaluation experts meet periodically to share experience to improve evaluation practice and strengthen its use as an instrument for development co-operation policy. It operates under the aegis of the DAC and presently consists of 30 representatives from OECD member countries and multilateral development agencies (Australia, Austria, Belgium, Canada, Denmark, European Commission, Finland, France, Germany, Greece, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, United Kingdom, United States, World Bank, Asian Development Bank, African Development Bank, Inter-American Development Bank, European Bank for Reconstruction and Development, UN Development Programme, International Monetary Fund). *www.oecd.org/dac/evaluation*.

Monitoring is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

A summary of the differences between monitoring and evaluation is given in Table 1.

Table 1: Differences between monitoring and evaluation

Monitoring - outputs	Evaluation - outcomes
• Conducted <u>throughout</u> the activity	• Conducted at <u>discrete points</u> or <u>completion</u> of activity
• A continuous process	• A defined single process
• Gives information on if following the plan, what assumptions change, what steps not achieved, etc.	• Gives information on whether the activity was successful, had negative impacts, suggests improvements, identifies gaps & new avenues, etc.
• Inputs into constant revision of plan	• Inputs into designing new projects
• Urgency – need to take action	• Encourages broader reflection
KEEPING ON TRACK	BEING STRATEGIC

There is great confusion in the meaning and use of outputs, outcomes and impact the terms are sometimes mistakenly used interchangeably.

For CANARI's purposes, these are simply understood as short (or immediate), medium and long-term results respectively. The organisation's ability to control (or influence) the achievement of these progressively decreases. Definitions are given in Table 2.

Other key terms used in M&E are defined in the Glossary to this document.

Table 2: Definitions of outputs, outcomes and impacts

OECD Definitions	Generic adaptations[2]
A development result is the output, outcome or impact (either intended or unintended, positive or negative) of one or more activities intended to contribute to physical, financial, institutional, social, environmental, or other benefits to a society, community, or group of people.	I share with my principal these generic adaptations of the OECD definitions. I built them up over the past few years with the development and social change organisations with which I work.
Output: The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.	**Output**: The immediate results of your organisation's activities – the processes, goods and services that it produces. For example: workshops, training manuals, research and assessment reports, guidelines and action plans, strategies, and technical assistance packages. The key to distinguishing outputs from other types of results is that your organisation **controls** its outputs. For example, outputs includes the knowledge, skills or attitudes that have changed when an individual or group of people participate in your workshop because you control the quality of your intervention. It does not include, however, what the individual group does (or does not do) with the new knowledge, skills or attitudes.
Outcome: The likely or achieved short-term and medium-term effects of an intervention's outputs. Outcomes are the observable behavioural, institutional and societal changes that take place over 3 to 10 years, usually as the result of coordinated short-term investments in individual and organizational capacity building for key development stakeholders (such as national governments, civil society, and the private sector).	**Outcome**[3]: Observable positive or negative changes in the actions of social actors that have been influenced, directly or indirectly, partially or totally, intentionally or not, by your activities or your outputs that potentially contribute to the improvement in people's lives or of the environment envisioned in the mission of your organisation. Your organisation only **influences** outcomes. Thus, what an individual, group or organisation does differently as a result of your intervention is an outcome because what you did does not determine that action.
Impact: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.	**Impact**: Long-term, sustainable changes in the conditions of people and the state of the environment that structurally reduce poverty, improve human well-being and protect and conserve natural resources. Your organisation **contributes** partially and indirectly to these enduring results in society or the environment.

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[2] From Ricardo Wilson-Grau (2008). Customising definitions of outputs, outcomes and impact.

[3] This generic definition of outcomes is based on that use in Outcome Mapping, a planning, monitoring and evaluation methodology developed by the Evaluation Unit of the International Development Research Centre of Canada. See Sarah Earl, Fred Carden, and Terry Smutylo; *Outcome Mapping - Building Learning and Reflection into Development Programs*; IDRC, 2001, available at www.outcomemapping.ca.

4. Benefits of M&E for CANARI and its stakeholders

Implementing M&E at CANARI will yield a number of benefits:[4]
- **enhanced accountability** to donors, partners and other stakeholders on performance and value;
- **informed decision-making and capacity** for:
    o think critically about CANARI's work and its contribution;
    o organisation, programme and project direction and design through setting and reviewing of goals, priorities and plans;
    o adapting implementation of initiatives and increasing effectiveness in terms of results;
    o increased efficiency and cost-effectiveness;
    o allocation of resources according to needs but also value of initiatives;
    o identification of effective management practices;
- **building knowledge and skills** through:
    o increased understanding of the initiative being assessed and its contribution;
    o increased knowledge of emerging or outstanding needs;
    o increased knowledge of effective practices;
- **enhanced cohesion and collaboration** within CANARI and among CANARI and its partners by providing information to facilitate joint decision-making;
- **built energy and enthusiasm** among CANARI and stakeholders as the results of the work and lessons being learnt are clearer;
- facilitating social change through providing information that can be used in communication and advocacy initiatives to shape opinion and promote, defend or oppose specific methods or approaches.

5. Trends and issues in M&E

The purpose of M&E and how it is being applied in the field of development is shifting significantly and these trends are relevant for how CANARI thinks about and applies M&E in its work. These are summarised in Box 1.

CANARI faces several key challenges in M&E including:
- Determining attribution in a complex world where other factors are also having an influence. Therefore CANARI will seek to assess its contribution or influence and be mindful of other factors that are enhancing or working against the process.
- Balancing learning and accountability.
- Improving knowledge management and knowledge sharing to facilitate how M&E can feed into decision-making and change.
- How to conduct strategic level evaluation and link strategic, programme and project levels.
- Being specific and focused while being flexible, adaptable and responsive.
- Balancing resources used in M&E with value added.
- Responding to the needs of different audiences of M&E who need information for decision-making:
    o Accountability to donors and other stakeholders (upward and downward accountability)

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[4] CANADIAN EVALUATION SOCIETY PROJECT IN SUPPORT OF ADVOCACY AND PROFESSIONAL DEVELOPMENT

- - Interest of internal stakeholders in knowing what works, how to improve internal performance as well as project design and implementation
- The challenge of demonstrating results in where the change may be an extremely slow process and/or results may not be easily detected.
- Addressing the question of who judges success for an organisation committed to participatory processes.
- Implementing M&E systematically especially as the organisation grows and moving from informal or isolated assessments to comprehensive and purposeful reflection, collection of information, communication and use in decision-making.
- Choosing appropriate tools and method given CANARI's context and capacity.
- Looking for evidence (and reducing uncertainty) versus increasing understanding and knowledge even where things can't be 'proven' in an absolute sense. This may consider softer and more qualitative tools and intangibles, perceptions, feelings, and instinct.
- Being transparent by communicating M&E findings effectively to diverse target audiences.

Box 1: Trends in evaluation in the field of development based on a 2007 assessment of development agencies

- Increased demand for transparency and accountability of aid and development interventions after decades of development assistance, yet persisting, and growing, problems.
- Shift towards M&E for learning (although there are some perceived trade-offs and conflicts between accountability and learning in development agencies).
- Shift towards strategic, policy and thematic evaluations
- Increasing focus on 'independent' evaluations (i.e. being conducted by persons external to the organisation). Where evaluations are being conducted internally, there is a general trend towards the "separate unit model" and an increased independence of evaluation units from management structures (but this poses a challenge balancing independence versus isolation from influencing decision-making by management).
- Reliance on the Development Assistance Committee (DAC) of the Organisation of Economic Co-operation and Development (OECD) Evaluation Principles as a foundation for quality rating systems, but using different systems and methods for conducting M&E.
- Lack of clear M&E policy in some agencies.
- Increased focus on rating systems, management follow-up, quality control and knowledge management, to ensure that evaluations contribute to a "learning culture" within the organisation and to some concrete proposals to influence practices and behaviours.
- Increasing focus on impact evaluation, although there are a number of challenges, including that there are often large and complex and require substantial funding, time and technical capacity to conduct. Assessing and attributing impact is difficult. Results only become available after an imitative has been completed, and therefore are not the most useful approach for improving practice. As a result, impact evaluations are not always considered a realistic option for some agencies.
- Internal feedback and learning often remain very weak. Some efforts are being made to improve management response and follow-up, as well as information management systems and databases. However, this does not reach the wider internal audience (made up of those who could still benefit from sharing lessons learnt). There are some systematic efforts to improve this situation, but these remain few.
- There is an increasing trend for joint evaluations among donors agencies.
- The results of evaluations are more openly communicated, and almost all agencies publish evaluation reports. In some cases, management response is also published or otherwise communicated (e.g. via seminars, conferences, press releases).
- There is an apparent disconnect between the rhetoric on the strategic and growing importance of development evaluation, and the development or allocation of human resources and financial resources to fund what are increasingly large-scale and complex evaluation exercises.

From: From Foresti, Martha with Christina Archer, Tammie O'Neil and Richard Longhurst (2007). A Comparative Study of Evaluation Policies and Practices in Development Agencies. Overseas Development Institute, London and Agence Française de Développement, Paris.

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6. Scope of M&E in CANARI

M&E in CANARI will include assessment at various levels. This will include assessment of:
- the overall progress of the organisation towards achievement of its vision;
- the long, medium and short-term results of programmes and projects;
- the process of implementation of the Institute's Strategic Plan, programmes and projects;
- organisational practices and learning, including on individual performance;
- external trends supporting or hindering change.

There will be **evaluation** of:
- Achievement: What has been achieved? How do we know that CANARI caused the results? What else may have contributed and how (either positively or negatively)?
- Experiences: Can we help to prevent similar mistakes or to encourage positive approaches?

There will be **monitoring** of the process of implementation of projects and the outputs of activities in projects to feed into adaptive management. Monitoring questions may look at:
- Progress: Are the objectives being met? Is the work doing what the plans said it would do?
- On track: Is the work on track in terms of the plan? If not, why not? What can be done to adapt management to still achieve the outputs and outcomes within budget and timeframe?
- Adaptive management: Is the work well managed? What are strengths and weaknesses? Where does the work need improvement and how can it be done?
- Design: Are the original objectives and approach still appropriate? What needs to be changed?

M&E at CANARI's will move beyond looking at are we doing what we said we would do (in terms of activities, outputs, inputs of money and time) and are we achieving the results that we set out to achieve to deeper questions like:
- Is what CANARI is doing relevant?
- Is how CANARI is trying to achieve change the best strategy?
- What is the context and how is this influencing what is happening? How does CANARI disentangle its contribution?
- What types of information are meaningful reflections of the change CANARI is trying to achieve? How will CANARI know what these are in advance?
- In the complex world of development, to what degree can CANARI design logically predictive models – that say if you take certain actions then you can expect set results?
- What does development really mean? How can we measure it? Who defines 'success' and how?
- How can CANARI determine progress towards long-term sustainable results?
- What is the ethical obligation for and advantage of involving people in designing, carrying out and interpreting the findings?

7. Criteria for M&E

Criteria for M&E at CANARI are given in Table 2. These are based on the Principles for the Evaluation of Development Assistance developed by the Development Assistance Committee (DAC) of the

Organisation of Economic Co-operation and Development (OECD)[5] and also include additional thinking by CARE[6] and the Department for International Development (DFID)[7].

Table 2: Criteria for M&E at CANARI

Criteria	Definition	Key questions
Relevance	The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.	• To what extent are the objectives of the programme still valid? • Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives? • Are the activities and outputs of the programme consistent with the intended impacts and effects?
Effectiveness	A measure of the extent to which an aid activity attains its objectives.	• To what extent were the objectives achieved / are likely to be achieved? • What were the major factors influencing the achievement or non-achievement of the objectives? • Can the project be adapted to improve the result (impact)? Are there better approaches?
Efficiency	Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.	• Were activities cost-efficient? Were the costs reasonable given the achievements? • Were objectives achieved on time? • Was the programme or project implemented in the most efficient way compared to alternatives?
Impact	The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The	• What has happened as a result of the programme or project? • What real difference has the activity made to the beneficiaries? • How many people have been affected?

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[5] In The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000). www.oecd.org/dac/evaluation

[6] In CARE – Uganda (1997). Guidelines to Monitoring and Evaluation: How are we doing? CARE-USA, Atlanta. Written by Tom Barton of Creative Research and Evaluation Centre.

[7] In Department for International Development (2009). Building the evidence to reduce poverty. The UK's policy on independent evaluation for international development. Draft for consultation [March] 2009.

	examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.	
Sustainability	Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. Any assessment of sustainability should cover the concept of ownership.	• To what extent did/will the benefits of a programme or project continue after the intervention ends/donor funding ceased? • What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?
Coverage / Inclusiveness	*W*hich groups are included in/excluded from a programme, and the differential impact on those included and excluded. Related concepts include equity (including gender equity and disability) and social exclusion.	•
Coordination	The intervention of a single agency cannot be evaluated in isolation from what others are doing, particularly as what may seem appropriate from the point of view of a single actor, may not be appropriate from the point of view of the system as a whole. Evaluating coordination includes assessing both harmonisation with other aid agencies and alignment with country priorities and systems.	•

8. Principles for M&E at CANARI

CANARI will apply the following principles in development and implementation of its M&E system in addition to and/or in elaboration of principles already emphasised in its Strategic Plan. M&E at CANARI will be:
- **targeted and strategic** and will "measure what we treasure";
- **useful** by providing meaningful and reliable information needed for decision-making at the time it is needed in an accessible form;

- **participatory** with stakeholder input into deciding what is success and how it should be measured, solicitation of stakeholder opinions, and participatory collection of information/evidence;
- **relevant** to stakeholders;
- effectively **communicated for decision-making;**
- framed to **recognise people as the centre of development;**
- seek information recognising **complexity** and assessing **contribution** not attribution;
- appropriately **resourced and cost-effective;**
- conducted recognising **various forms of knowledge**;
- **flexible and evolving**, recognising that there is no 'one' answer or methodology
- focused on **learning** as well as **accountability** to internal and external stakeholders
- **transparent** and communicated to stakeholders
- **accurate** with valid and reliable information and reflect inputs from a variety of stakeholders
- **credible** by a high-quality, systematic, transparent and inclusive process
- conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results;
- **impartial** with balanced judgements and reporting of success and failures.

Applying these principles will promote M&E for the collection of quality, credible, reliable and useful information for decision-making.

9. Audiences and information needs

CANARI's M&E will provide the information needed by different audiences for learning and decision-making. Different focus of information and level of detail will be provided to different audiences. The interests and information needs of primary internal and external target audiences, and the spaces and rhythms of when information needs to be fed to them are outlined in Table 3.

Table 3: Audiences and information needs for CANARI's M&E Plan

Audience	Interest / purpose	Information needs	Spaces and Rhythms
INTERNAL			
CANARI staff directly involved (in project or programme)	Monitoring: To track use of resources (money, equipment, materials, personnel) according to plan.	Is the project or programme keeping on track? How do we need to adapt what we are doing if needed?	Project team communications and meetings as needed
All CANARI staff	Evaluation: 1. To compare what was achieved with the expected results. 2. To assess effectiveness of methods and strategies. 3. To assess how the	1.1 What are the outcomes (intended and unintended) of the project or programme? - *What changed as a result? What other factors were at play?* - *How did people benefit?* - *How do people feel about it?* 1.2 How to improve the	Fortnightly staff meetings Quarterly review and workplanning meetings Project reports circulated to all staff

	internal systems and structures of CANARI supported or hindered work.	desired outcomes and minimize negative outcomes? 2.1 How to improve design and implementation? - What lessons were learnt from implementation for next steps, related initiatives and new needs and opportunities? 3.1 What are the lessons about organisational practices?	
CANARI staff and Partnership	Evaluation: 1. To assess progress towards CANARI's mission and vision. 2. To assess changing needs, challenges, opportunities, forces or players. 3. To assess CANARI's internal systems and structures.	1.1 What are the outcomes (intended and unintended)? 1.2 How did the project or programme contribute to CANARI's overall mission and vision? 2.1 What was learnt about needs, challenges, and opportunities? 2.2 What other forces or players had an influence and what has been the influence (positive or negative)? 3.1 What lessons were learnt from implementation about how CANARI functions?	Biannual Partnership meetings Reports to Partners as needed
EXTERNAL			
Stakeholders directly "targeted" by the intervention	Evaluation: 1. To know what contributions were made. 2. To get a different perspective on the issue. 3. To build capacity for further stakeholder action.	How did the intervention make a difference? What other factors (forces, other players) influenced the results and how? What are the outstanding needs?	Consultations held during the intervention CANARI communications via website and other media as needed
Partners collaborating with CANARI on the project	Evaluation: 1. To compare what was achieved with the expected results. 2. To assess effectiveness of methods and strategies.	What are the results (intended and unintended) of the project? Was the project approach effective? What lessons were learnt from how the project was implemented? How can the project approach be replicated and adapted?	Project team communications and meetings as needed Project reports circulated to all partners

Donors	Monitoring: 1. To ensure that money is spent as planned. Evaluation: 2. To ensure that the outputs, outcomes are achieved. 3. To ensure that a sustainable contribution is made to the donor's priorities. 4. To identify models, lessons and best practices.	1.1 Was money spent according to plan? If there was a variation, why? 1.2 Were deadlines met? 2.1 Were the planned outputs and outcomes achieved? If not, why not? 3.1 What are the unintended outcomes of the project? 3.2 How did the project contribute to the donor's priorities? 3.3 Will the results be sustained? 4.1 Was the investment in this approach worthwhile? 4.2 What lessons were learnt from how the project was implemented? 4.3 Can, and if so how can, the project approach be replicated and adapted?	Donor reports and meetings as needed

10. Management strategy for applying M&E

CANARI will apply M&E within a management strategy that is focused on feeding information into the iterative planning, implementation, learning, adapting cycle so that results and performance are improved. These ideas are elaborated in Results-based management (RBM) (and also Performance management) strategies which CANARI can broadly apply, while recognising the importance of allowing for, promoting, and recognising unforeseen outcomes.

Results-based management[8]

RBM is a management strategy that asks managers to focus on the results of delivering outputs, on the outcomes to be achieved, and tracking how delivered outputs should lead to desired outcomes. It recognizes that outcomes by definition are results over which managers do not have control; they are results that managers and their programmes, through their activities and outputs, influence and contribute to. This has implications for accountability, most especially that managers need to be accountable for ***managing for outcomes***.

With RBM, organisations develop and nurture a ***culture of results*** where enquiry, ***evidence and learning*** are valued as essential to good management.

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[8] From Chapter 2. Commonwealth Secretariat. Programme and Project Management Guidelines: Results based management.

In planning, RBM requires attention to:
- **_Understanding the theory of change:_** Knowing and questioning the theory of change and the evidence for it—why the programme is believed to contribute to the outcomes sought.
- **_Setting out performance expectations:_** Setting meaningful expectations/targets for key aspects of the results chain (outputs and outcomes/impacts).

In implementation, RBM focuses on:
- **_Measuring and analysing results and assessing contribution:_** Gathering evidence and information on key outputs, outcomes/impacts and other influences occurring, assessing that information in light of the expectations set, and assessing the contribution being made by the programme to the observed outcomes/impact.

In decision-making and learning, RBM requires managers to:
- **_Deliberately learn from evidence and analysis:_** Using this evidence and analysis to adjust delivery and, periodically, modify or confirm programme design.

In accountability for performance, RBM mandates:
- **_Reporting on performance achieved against expectations:_** Reporting on the accomplishment of outcomes/impacts expectations, and on the contribution being made by the program—what difference it is making.

11. Analytical models

There are various analytical models that can be used in the application of M&E in an organisation. The Logical Framework approach is widely used and still mandated by many donors. Another is Outcome Mapping. CANARI will use a combined approach.

Logical Framework Analysis

Logical framework analysis (LFA) is an approach to planning and managing development projects. It emphasis logical planning about what the project is trying to achieve (the purpose or goal), what things the project needs to do to bring that about (the outputs) and what needs to be done to produce these outputs (the activities). It provides a framework for planning, monitoring and evaluation.

LFA produces a summary table known as a logframe, which presents information about the key components of a project in a clear, concise, logical and systematic way. A logical framework (logframe) summarises, in a standard format:
- What the project is going to achieve?
- What activities will be carried out to achieve its outputs and purpose?
- What resources (inputs) are required?
- What are the potential problems which could affect the success of the project?
- How the progress and ultimate success of the project will be measured and verified?

Logframes serve as a useful **summary to inform project staff, donors, and other stakeholders**. They can be used as a guide throughout the project, and can and should be adapted as needed.

The process of logically thinking through what you want to do is invaluable and how this is eventually displayed, whether in a logframe table or not, is less important. This analytical model is based on predictive, logical relationships between activities, outputs, outcomes and impacts and is used by most donors. This seeks to measure results using indicators reflecting observable changes in state. However, its promotion of linear cause and effect thinking is a serious problem in the complex world of development. Also, although logframes are used as a framework for M&E in reporting to many donors, the narrow focus on specific indicators limits deeper understanding of what results are emerging and why.

Outcome mapping

Outcome mapping (OM) is an alternative model to LFA for planning, monitoring and evaluation. This shifts away from a focus on impact as a change in state to outcome as change in behaviours, relationships, actions or activities of the people, groups and organisations with which a development programme works directly. It is based on the central concept that development is by and for people, and thus seeks to measure change in people. OM focuses on contribution not attribution. It is participatory in that it involves people in design and is intended to be a consciousness-raising, consensus building and empowering process.

OM works by identifying **boundary partners** as the people with whom an organisation, programme or project is working directly. It then describes the desired vision of changed behaviours of these partners as **outcome challenges** that, if achieved, will result in a positive contribution to the desired development change. For each boundary partner **progress markers** are then identified as a graduated series of change in behaviours towards this ultimate vision of success.

OM also looks at what is going on in the outside world that could also be influencing the results and tracks these using **strategy maps**. It also looks inwardly at **organisational practices** (e.g. culture of learning, knowledge management) and how these are affecting the efforts. A summary of this approach is given in Appendix 1.

A combined approach for CANARI

CANARI will use a combined approach to draw on the strengths of each of these approaches.
OM is a very attractive model in line with the world view of CANARI and will be used as the core approach to frame M&E thinking at CANARI at strategic, programme and project levels. However, results other than behaviour changes will also be tracked. This is also important as many of CANARI's donors require use of logframes in planning and reporting. Where logframes are used for projects, CANARI will insert indicators focused on behaviour-change of boundary partners to reflect the OM approach.

Diagrammatic representations of LFA and OM and a proposed synthesis model is given in Appendix 2.

12. Participatory M&E in CANARI

Given CANARI's mission of facilitating participatory natural resource management, the approach taken in M&E will also be participatory. This will involve stakeholders in collaboratively deciding what is

important to measure, how to measure it, how to assess the results and make changes which will improve performance. It will share control amongst stakeholders and shift the focus from top down monitoring and bottom up accountability to mutual accountability and mutual learning. This contrasts with conventional monitoring and evaluation which generally involves outside experts measuring performance against pre set indicators using standardised procedures and tools.

The advantages are:
- **enhanced capacity of stakeholders** including through increased knowledge, management capacity and skills;
- **empowerment of stakeholders** as they have space to include their perspectives, analyse their views and advocate for action;
- **strengthened partnerships** through involvement of all stakeholders, increased mutual understanding, collaboration in the process and opportunities to celebrate success;
- **increased accountability** to stakeholders through increased demands for information and transparency.

However, participatory methods are resource-intensive and not always appropriate. The degree of participation will be considered for each context.

13. Tools and methods for collecting information

Quality concerns

M&E seeks to collect information that can be used for decision-making. The information ideally should be:
- Accurate
- Relevant
- Available in a timely manner to be able to influence decisions
- Credible / believable
- Attribution
- Significant
- Representative
- Comparable

However, key challenges include:
a. inadequacy of records and data collection methods
b. lack of (relevant) baseline data
c. quantifying qualitative indicators

Choosing appropriate tools and methods

In deciding what tools and methods to be used to collect information, CANARI will also need to decide on:
- sampling regime – what is the appropriate and feasible sample size, will samples be random (simple, systematic or stratified) or non-random;
- will information be collected by an independent or external evaluator;
- to what degree should the tool and method be participatory.

Some tools and methods

Tools and methods for collecting information in M&E abound. These include planning and project management tools such as:
- social, network or institutional mapping
- visioning
- problem tree and objective tree
- theory of change
- logframes
- budgets
- workplans

Other tools and methods include:
- documentation review
- biophysical testing (e.g. changes in agriculture, health, ecosystems, etc.)
- direct observation (of people's behaviour)
- questionnaires and surveys
- interviews – open, semi-structured
- case studies
- focus groups, consultations
- photographs and video
- diaries
- brainstorming, nominal group technique, ranking, historical trends and timelines
- mapping (of physical area - comparison of before and after)
- impact flow diagrams
- social, network or institutional mapping
- most significant change

CANARI already has experience in using several tools (e.g. institutional mapping, interviews, case studies, and surveys) and has started experimenting with two additional tools that facilitate stakeholder participation in the M&E process: Most Significant Change (MSC) stories and Participatory Video (PV). MSC is briefly reviewed highlighted in Appendix 3.

CANARI will select the most appropriate tools and methods for the specific circumstances. Criteria to be used in selection will include:
- What level (type, detail) of information is required from the M&E?
- Does CANARI have the capacity to apply the tool or method?
- Is the tool or method appropriate? Cost effective? Participatory?

14. Implementation of M&E at CANARI

Organisational readiness

Organisational 'readiness' to development and implementation of an M&E system at CANARI is good as it already has:

- an organisational culture of learning;
- a balance between a focus on results as well as process;
- commitment of leadership;
- openness to change;
- informal practice of sharing learning within organisation;
- commitment to and practice of participation, including participatory assessment of CANARI's work;
- commitment to accountability to donors and other stakeholders;
- capacity in a wide range of M&E tools and methods;
- development of some information management systems;
- strong Strategic Plan and project plans;
- use of project management tools such as workplans and budgets;
- development of plans at the programme level;
- strong financial management system;
- annual workplanning of multiple projects;
- practice of M&E within projects and in strategic review (both informally and through formal processes e.g. project meetings, strategic review).

Areas that may require improvement to support effective implementation of M&E are:

- knowledge management for effective and efficient management of the information collected through M&E so that it can be accessed and fed to decision-makers as needed;
- capacity to use specific tools / methods;
- systematic practice of M&E at all levels – strategic, programmes, projects;
- incentives supporting M&E by staff;
- clear and logical plans for each programme and project, with specified desired results;
- capacity to do M&E (time, equipment, financial resources).

Planning as the foundation for M&E

Implementing an M&E system at CANARI will require the development or refinement of clear plans at the strategic, programme and project levels that will identified the desired results and processes.

Actions for implementation

Actions required to develop and implement an M&E system at CANARI include:

- allocating and securing resources for M&E work in CANARI;
- getting consensus on overall structure and process from staff and selected Partners;
- strengthening internal processes and tools for M&E:
  - Staff meetings (fortnightly, quarterly and project)
  - Partnership meetings
  - Learning journal
- strengthening internal knowledge management systems and processes to support M&E;
- strengthening internal plans and planning to facilitate M&E, especially development of programme and project plans;

- phased development and implementation of M&E system at strategic, programme and project levels (including with budget allocations);
- application of M&E system in review of implementation of the Strategic Plan 2011-2016;
- review of the M&E system, analysis of lessons learnt and adaptation;
- ongoing and phased capacity building of staff and partners in methods and tools.

Glossary of selected terms in M&E[9]

Accountability
Obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis a vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms.

Attribution
The ascription of a causal link between observed (or expected to be observed) changes and a specific intervention.

Effect
Intended or unintended change due directly or indirectly to an intervention. Related terms: results, outcome.

Effectiveness
The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

Efficiency
A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

Impacts
Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

Indicator
Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

Outcome
The likely or achieved short-term and medium-term effects of an intervention's outputs. Related terms: result, outputs, impacts, effect.

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[9] From OECD (2002). Glossary of Key Terms in Evaluation and Results Based Management. Developed by the Development Assistance Committee (DAC) Working Party on Aid Evaluation. OECD, Paris.
The Development Assistance Committee (DAC) Working Party on Aid Evaluation is an international forum where bilateral and multilateral development evaluation experts meet periodically to share experience to improve evaluation practice and strengthen its use as an instrument for development co-operation policy. It operates under the aegis of the DAC and presently consists of 30 representatives from OECD member countries and multilateral development agencies (Australia, Austria, Belgium, Canada, Denmark, European Commission, Finland, France, Germany, Greece, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, United Kingdom, United States, World Bank, Asian Development Bank, African Development Bank, Inter-American Development Bank, European Bank for Reconstruction and Development, UN Development Programme, International Monetary Fund).
www.oecd.org/dac/evaluation.

Outputs
The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.

Participatory evaluation
Evaluation method in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.

Relevance
The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Note: Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances.

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

Sustainability
The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.

Results-Based Management (RBM)
A management strategy focusing on performance and achievement of outputs, outcomes and impacts.

Logical framework (Logframe)
Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution and evaluation of a development intervention.

Appendix 1: Outcome Mapping[10]

Introduction

As development is essentially about people relating to each other and their environments, the focus of **Outcome Mapping** is on people. The originality of the methodology is its shift away from assessing the development impact of a programme (defined as changes in state: for example, policy relevance, poverty alleviation, or reduced conflict) and toward changes in the behaviours, relationships, actions or activities of the people, groups and organisations with which a development programme works directly. This shift significantly alters the way a programme understands its goals and assesses its performance and results. Outcome mapping establishes a vision of the human, social and environmental betterment to which the programme hopes to contribute and then focuses monitoring and evaluation on factors and actors within that programme's direct sphere of influence. The programme's contributions to development are planned and assessed based on its influence on the partners with whom it is working to effect change. At its essence, development is accomplished by, and for, people. This is, then, the central concept of outcome mapping. Outcome mapping does not belittle the importance of changes in state (such as cleaner water or a stronger economy) but instead argues that for each change in state there are correlating changes in behaviour.
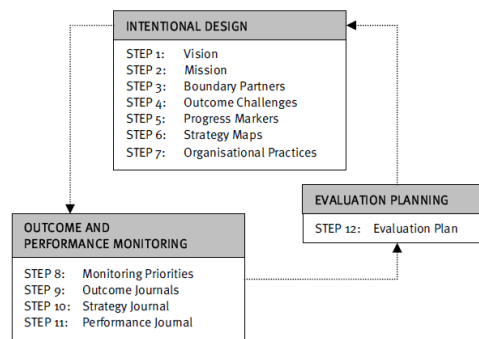
Detailed description of the process

Intentional Design helps a programme establish consensus on the macro-level changes it will help to bring about and plan the strategies it will use. It helps answer four questions: Why? (What is the vision to which the programme wants to contribute?); Who? (Who are the programme's boundary partners?); What? (What are the changes that are being sought?); and How? (How will the programme contribute to the change process?).

Outcome and Performance Monitoring provides a framework for the ongoing monitoring of the programme's actions and the boundary partners' progress toward the achievement of outcomes. It is based largely on systematised self-assessment. It provides the following data collection tools for elements identified in the Intentional Design stage: an Outcome Journal (progress markers); a Strategy Journal (strategy maps); and a Performance Journal (organisational practices).

Evaluation Planning helps the programme identify evaluation priorities and develop an evaluation plan. Figure 3 illustrates the three stages of outcome mapping.

Figure 3: The three stages of outcome mapping


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                                    ┌─────────────────────────────────────┐
                                    │ INTENTIONAL DESIGN                  │◄╌╌╌╌╌
                                    │                                     │     ┊
                                    │ STEP 1:  Vision                     │     ┊
                                    │ STEP 2:  Mission                    │     ┊
                                    │ STEP 3:  Boundary Partners          │     ┊
                                    │ STEP 4:  Outcome Challenges         │     ┊
                                    │ STEP 5:  Progress Markers           │     ┊
                                    │ STEP 6:  Strategy Maps              │     ┊
                                    │ STEP 7:  Organisational Practices   │     ┊
                                    └─────────────────────────────────────┘     ┊
                                                                                 ┊
                                                         ┌──────────────────────────────┐
                                                         │ EVALUATION PLANNING          │
                                                         │                              │
                                                         │ STEP 12:  Evaluation Plan    │
    ┌────────────────────────────────┐                   └──────────────────────────────┘
    │ OUTCOME AND                    │
    │ PERFORMANCE MONITORING         │
    │                                │
    │ STEP 8:   Monitoring Priorities│
    │ STEP 9:   Outcome Journals     │
    │ STEP 10:  Strategy Journal     │
    │ STEP 11:  Performance Journal  │
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[10] This is the summary from the *Tools for Knowledge and Learning Series* by the Overseas Development Institute available at http://www.odi.org.uk/Rapid/Tools/Toolkits/KM/Outcome_mapping.html.

The process for identifying the macro-level changes and designing the monitoring framework and evaluation plan is intended to be participatory and, wherever feasible, can involve the full range of stakeholders, including boundary partners. Outcome mapping is based on principles of participation and purposefully includes those implementing the programme in the design and data collection so as to encourage ownership and use of s intended to be used as a consciousness-raising, consensus-building and empowerment tool for those working directly in the programme. Outcome mapping introduces monitoring and evaluation considerations at the planning stage of a programme, and moves away from the notion that monitoring and evaluation are done *to* a programme. Instead, it actively engages groups and teams in the design of a learning-oriented plan, with self-reflection as a core principle.

Key points/practical tips

Outcome mapping is a planning, monitoring and evaluation tool developed by IDRC of Canada (www.idrc.ca). It focuses on the following key points:

- **Behavioural change**: outcomes are defined as changes in the behaviour, relationships, activities, or actions of the people, groups and organisations with which a programme works directly. These outcomes can be logically linked to a programme's activities, although they are not necessarily directly caused by them.
- **Boundary partners**: Those individuals, groups and organisations with which the programme interacts directly and with which the programme anticipates opportunities for influence. Most activities will involve multiple outcomes because they have multiple boundary partners.
- **Contributions**: By using outcome mapping, a programme is not claiming the achievement of development impacts; rather, the focus is on its contributions to outcomes. These outcomes, in turn, enhance the possibility of development impacts – but the relationship is not necessarily a direct one of cause and effect.

Example: Knowledge sharing programme

For example, a knowledge sharing programme's objective may be to provide communities with access to better information by means of an intranet system. Traditionally, the method of evaluating the results of this programme would be to count the number of potential users of the system, and to measure changes in the level of access after the system is installed. A focus on changes in behaviour begins instead from the premise that the intranet is a focal point for staff knowledge sharing behaviours, and that it will not be used without people perceiving there to be quality information available. The programme's outcomes are therefore evaluated in terms of whether those responsible knowledge sharing not only have, but also use, the appropriate tools, skills and knowledge to ate and review information on the intranet. Outcome mapping provides a method for knowledge and learning programmes to plan for and assess the capacities that they are helping to build in people, groups and organisations. Outcome mapping does not attempt to replace the more traditional forms of planning, monitoring and evaluation, which focus on changes in condition or in the state of wellbeing. Instead, outcome mapping supplements these other forms by focusing specifically on related behavioural change.

Sources and further reading

- Earl, S., F. Carden, and T. Smutylo (2001) *Outcome Mapping; Building Learniong and Reflection into Development Programs*, International Development Research Centre (IDRC), see: www.idrc.ca/en/ev-9330-201-1-DO_TOPIC.html.
- Hovland, I. (2005) Successful Communication: A Toolkit for Researchers and Civil Society Organisations, ODI Working Paper 227, London: ODI.

Appendix 2: Combining LFA and OM approaches[11]

The 16-Squares Matrix of the Logical Framework

	Hierarchy of Objectives Summary of Project Strategy	Indicators	Sources of Verification	Assumptions (External Factors, Risks)
Effects of Project — long-term visions	**Goal / Overall Objective / Impact** Improvement in the living conditions of people and/or in the situation of natural resources to which the project makes a contribution	Indicate whether improvements have been achieved		
Effects of Project — direct effects	**Project Objective / Outcome (Purpose)** Changes in the behaviour and in the capacities of key-persons, people and/or organisations (target groups) *(Utilisation of project outputs, adoption of improved practices and changes of attitude)*	Indicate whether intended changes in behaviour and capacities have been achieved		Framework conditions necessary to achieve the goal or overall objective
Operational Domain of Project	**Outputs** Products and services provided by the project *(training on new knowledge, skills and attitude; improved or new technologies, new tools, new equipment, new methods, resources, infrastructure, etc.)*	Indicate whether project outputs have been provided in sufficient quantity and quality		Framework conditions necessary to achieve project objective or outcome or purpose
Operational Domain of Project	**Activities** of the project to provide the outputs	**Means, Costs (Inputs)** financial, material and human resources		Framework conditions necessary to provide the outputs

3.1 The OM Framework

The vision reflects the broad human, social & environmental betterment in which the programme is engaged and to which it is contributing.		
The mission statement describes in a broad way the contribution of the donor programme to the vision. It describes how the programme intends to operationalise its role in support of the vision and support the achievement of outcomes by its partners, and how it will remain effective, efficient, relevant and sustainable.		
Outcome Challenge: Boundary Partner A The outcome challenges describe the changed behaviours (relationships, activities, and/or actions) of a partner; and how they would be behaving if they were contributing ideally to the vision. Set of **progress markers**: Progress Markers are a gradual set of statements (milestones) describing a progression of changed behaviour in a partner. They describe changes in actions, activities & relationships leading up to the ideal outcome challenge statement.	**Outcome Challenge:** Boundary Partner B Set of **progress markers**	**Outcome Challenge:** Boundary Partner C Set of **progress markers**
Support strategies from the programme / project: The strategies outline the approaches of the project team in working with the partners. They indicate the relative influence the programme is likely to have on a project partner. An overview of the strategies helps to pinpoint strategic gaps in the approach or determine whether the programme is overextended; it also suggests the type of evaluation method appropriate to track and assess the performance of the project.	**Support strategies** for Partner B	**Support strategies** for Partner C
Organisational practices describe the efforts of the project team in order to remain innovative, efficient and relevant for the programme purpose.		

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[11] From Daniel Roduner and Walter Schläppi, Walter Egli (2008) Logical Framework Approach and Outcome Mapping A Constructive Attempt of Synthesis. A Discussion Paper. AGRIDEA and NADEL, Zurich.

4.2. The Synthesis Model at a Glance
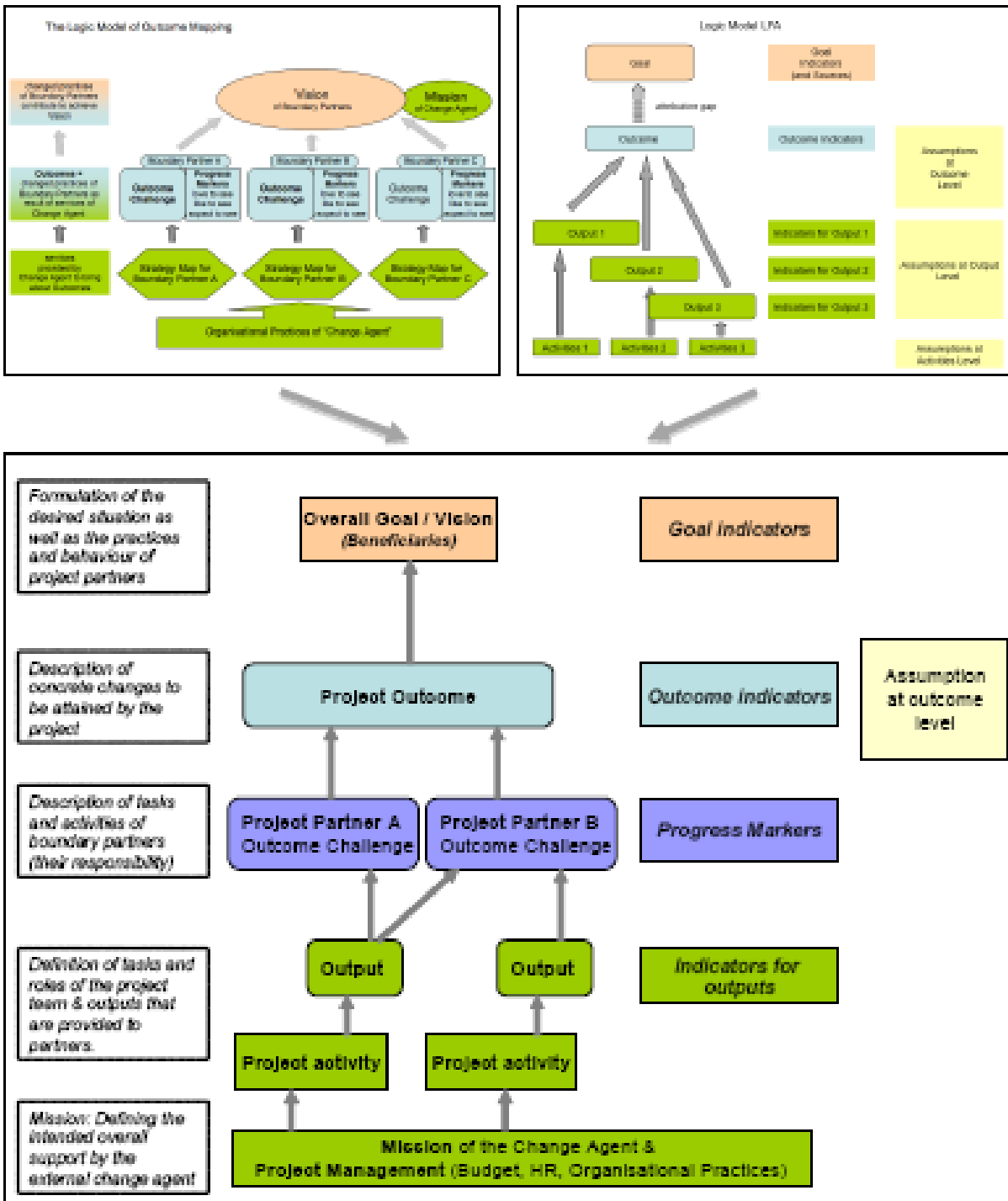
Appendix 3: Most Significant Change (MSC)[12]

What is it?

The Most Significant Change (MSC) technique is a form of participatory monitoring and evaluation that involves the collection of significant change stories from people (in the field) and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff.

People are asked:
- What is the most significant or important change?
- Why do they think it is important?
- What lessons do they identify or what recommendations do they have?

It is thus bottom-up participatory M&E, where stakeholders identify what is important and do the analysis themselves. It gives them direct voice in the process.

MNS therefore facilitates the collection of information on:
- people's opinions of what results (positive or negative) a project has had and collecting direct experiences to illustrate these;
- what people feel is important;
- the complex range of factors influencing change, which may or may not be related to the project – it puts things in context.

MSC is an M&E tool as it collects information on the results of a project.
- It feeds into monitoring by providing information on what is working and not working in a project to inform management and adaptive management.
- It can be used in evaluation to provide information on the medium and long term results of a project (outcomes and impacts) together with a rich story of the factors contributing to the results.

It is a qualitative approach but can have some quantitative aspects:
- Within stories
- During feedback, check if other similar stories experienced by participants
- In secondary analysis

Advantages & Applications:

MSC facilitates:
- participatory monitoring and evaluation facilitated by and involving people with no special skills or knowledge – it focuses simply on stories (without needing to understand what are indicators or definitions of results);
- identification of unexpected changes *'Conventional quantitative monitoring of predetermined indicators only tells us about what we think we need to know. It does not lead us into the realm of what we don't realise we need to know.' p 59;*

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[12] Davies, R. & J. Dart. (2005). The 'Most Significant Change' Technique: A Guide to its Use. Rick Davies and Jess Dart, Cambridge and Hastings.

- looking at positive as well as negative experiences;
- understanding what people value and judge as 'success' as they are asked why they feel the stories they tell or choose are important;
- the focus of all stakeholders (those implementing a project as well as those directly or indirectly involved) on identifying what are the results of the project;
- understanding how the results happened through development of a rich picture including all of the factors (including those outside the project) influencing the results;
- participatory identification of lessons or recommendations;
- collection of a wealth of mini case-study material to support and illustrate arguments from other types of evaluation;
- giving greater voice to those at the bottom of an organisational hierarchy than conventional M&E systems.

MSC can also be used by an organisation to:
- focus its work explicitly towards valued directions and away from less valued directions;
- aid in reflection on its system of values and foster a more shared vision;
- facilitate vertical and horizontal dialogue;
- provide material for publicity and communications (with consent!);
- build capacity in evaluation;
- help steering committees to steer;
- provide material for training;
- celebrate success.

MSC can be used effectively in situations where traditional monitoring and evaluation is challenging, for example:
- in situations where monitoring and evaluation is focused on learning rather than just accountability;
- in complex initiatives which produce diverse and emergent results;
- to assess initiatives that do not have narrowly pre-determined outcomes against which to evaluate;
- in large initiatives with multiple organisational layers;
- to feed into the evolution of an intervention with better understanding of what is working and what is not, what is important to people, and the multitude of contributing factors and how these are affecting change;
- in initiatives focusing on social change.

Disadvantages:

- MSC does not capture the average experience and has not been used as the sole technique for producing summative judgements of the overall success of an initiative – but can be used as part of a mix of methods.
- MSC favours the inclusion of stakeholders who attend sessions. It does not deliberately attempt to capture the opinions of those who choose not to participate.

Steps in implementing MSC:

1. Getting familiar with the approach and finding champions to promote MSC

- Metaphors for explaining the approach: newspapers, holiday memories – what are the most outstanding stories?
2. Establishing 'domains of change'
   - Domains if change are broad and often fuzzy categories e.g. changes in quality of people's lives, nature of people's participation, sustainability of organisations and activities, changes in policy or institutions, changes in partnerships or relationships
   - Can pre-determine depending on areas (link with objectives and desired or anticipated outcomes) or allow to emerge from the participatory process
   - Can always leave open option for 'other type of change' to be identified
   - Consider if to have a domain explicitly focusing on negative changes, otherwise often gets forgotten – under 'lessons learned' or 'areas to improve'
   - Use 3-5 as manageable number but more if needed
3. Defining the reporting period
   - Infrequent reporting (e.g. annually) runs risk of staff and participants forgetting how MSC works and why it is being used
   - When first introduced, there is often a backlog of stories. Higher frequency reporting soon leads to exhaustion of known cases of longer-term significant change and a focus on the shorter-term changes that can be identified. As a result, often frequency is decreased as the process continues.
   - If need to feed into monitoring, needs to be of adequate frequency to be able to inform adaptive management.
4. Identifying who to interview
   - Purposeful sampling – selecting people with the most rich cases (can be positive or negative)
5. Collecting stories of change
   - Need to build interviewing skills
   - Can be:
       o Unsolicited stories that staff have heard
       o Interviews with stakeholders
       o Group discussion
       o Stakeholder writes own story
   - If recorded as notes or video it is important to verify accuracy with storyteller(s)
   - Document (can use a form):
       o the story, who collected the story and when, significance of the story to the storyteller, headline or title given by the storyteller (optional), check that consent has been given (including with third party if mentioned)
   - To capture the story, use open questions – '(i) Looking back over the past six months, (ii) what do you think was (iii) the most significant (iv) change (v) in the quality of people's lives (vi) in this community.' 6 parts:
       i. Period of time for review
       ii. Asks respondents to use own judgement
       iii. Be selective
       iv. Report on change in situation
       v. What is the domain of change
       vi. Boundaries
   - Story needs to have enough detail – probe if needed
6. Reviewing the stories

- Within the organisational hierarchy, by beneficiaries, and/or by a selected group of stakeholders
- Need to document reasons for choices – reflects criteria for success
- Different processes can be used: e.g. iterative voting: individual voting, discussion of why chosen, second round of voting, facilitated discussion to move towards consensus

7. Providing stakeholders with regular feedback about the review process and results
   - Attach reason for selection to chosen stories and feed back
   - But need to be careful not to manipulate by telling individuals and communities how they should develop
   - Important to:
     - o aid selection of stories in next round
     - o celebrate stories of success
     - o motivate people
     - o identify things to look for (build understanding)
     - o make process transparent
     - o demonstrate value given to stories shared – 'downward accountability'
   - Can compare results of scoring by different groups and discuss to build common understanding -

8. Following up on the stories if necessary
   - Important to have confidence that stories are real, properly understood, and significance not exaggerated
   - But if not properly managed, may make people feel they are not trusted and discourage them from reporting anything other than what they think is expected – the word 'verification' is connected with control!
   - Follow-up enquiries can be presented as doing more in-depth capturing

9. Conducting secondary analysis of the stories en masse
   - Secondary analysis – Look more in depth across stories to identify content or themes across them
   - Meta-monitoring – Collect data on attributes of stories – who identified, who selected, number of stories, what being selected and if changes over time
   - Examine stories against expected outcomes

10. Revisiting the MSC process
    - Adapt process as learn – e.g. names of domains, frequency of reporting, types of participants, process for selection

For more information:

MSC Mailing List at http://groups.yahoo.com/group/mostsignificantchanges