

Design, Monitoring, Evaluation and Learning Guidelines for

SOCIAL ACCOUNTABILITY PROGRAMS



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GLOSSARY

Adaptive management: A management method for projects which encourages 1) recognition that experimentation is needed to find what works, through trial and error; 2) establishing a flow of information about the context, through monitoring and/or other data; 3) and adapting activities, operations, plans and/or strategies based on this information.¹

Conflict sensitivity: The ability of an organisation to 1) understand the context it operates in 2) understand the interaction between its intervention and that context and 3) Act upon this understanding in order to minimise negative impacts and maximise positive impacts on conflict.²

Do no harm: One of several tools for the application of conflict sensitivity to development and humanitarian policies and programs, which summarizes the context in terms of connectors and dividers. Its framework can help analyze development and humanitarian programs and understand the relationship between what they are doing, and the context in which they are operating.³

Social accountability: The extent and capability of citizens to hold service providers accountable and make it responsive to their needs.” It is applied to the relationships between service users and service providers of holding and account and giving an account.⁴

Theory of change: It reveals why we believe that what we intend to do will generate change. Having a theory of change grounds our initiative in a logic of connection and causality, aligning activities, objectives, and goals. It reflects our assumptions about what intervention causes what effect. It captures the connections between the day-to-day work of the project and the broader changes it hopes to create.⁵

Woreda: also known as Districts, they are the third-level administrative divisions of Ethiopia.

Kebele: is the smallest administrative unit of Ethiopia, similar to a ward, a neighbourhood or a localized and delimited group of people.

1 (Alliance for Peacebuilding, 2018)

2 (Search for common ground, 2016)

3 (CDA, Do No Harm Handbook, 2004)

4 (World Bank, 2012)

5 Enduring Change User Guide (2018)

ACRONYMS

ADA	Amhara Development Association
CSO	Civil Society Organisation
FGD	Focus Group Discussion
FH	Food for the Hungry
KII	Key Informant Interview
KSAC	Kebele social accountability committee
M&E	Monitoring and Evaluation
OECD DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
PETS	Public Expenditure Tracking Surveys
PSNP	Productive Safety Net Programme
PIM	Programme Implementation Manual
SoW	Scope of work
SA	Social Accountability
SAC	Social Accountability Committee
SBCC	Social Behaviour Change in Communication
Search	Search for Common Ground
TOC	Theory of Change
ToR	Terms of references
TRAIN	Targeted Response for Agriculture, Income and Nutrition
WSAC	Woreda social accountability

INTRODUCTION

This document presents general guidelines for design, monitoring and evaluation (DM&E) for social accountability (SA) programs and projects, with a focus on design, monitoring and evaluation practices and procedures. These guidelines aim to be of practical use for M&E practitioners, staff involved in program design and other staff managing SA programming or involved in the implementation of SA activities. Developed from a peacebuilding perspective, these guidelines aim to orient practitioners when designing, implementing, monitoring and evaluating SA interventions. The idea of these guidelines was born from a need to establish good M&E practices and procedures for the SA activities of the Targeted Response for Agriculture, Income and Nutrition (TRAIN) project implemented in Ethiopia by Food for the Hungry (FH) and its implementing partners the Amhara Development Association (ADA) and Search for Common Ground (Search).

While SA has been growingly recognised as central for programming aiming to tackle governance issues in the development field, it is now also becoming increasingly relevant for peacebuilding and humanitarian programming, involving a vast array of actors in service delivery, from public institutions to the private sector. The impact that SA programming can have and its scope often go beyond the mere technical provision of services, holding service providers accountable for the quality of the services they provide. SA programs can enhance horizontal and vertical cohesion, transform relationships among service users and providers, improve the quality and accountability of services provided, to eventually benefit society broadly and generate stability and enduring peace.

The provision of adequate services and their fair distribution are a central concern for individuals across the globe. Whether those responsible for providing those services are business actors, non-profit organisations or governmental institutions, in contexts of fragility and conflicts, collaboration between these actors is essential, and the provision of basic services responding to citizens' needs allow its society to recover and engage in the path for peace.

These guidelines have been organized in 4 main chapters. The first chapter guides the reader through how to design social accountability programming, including a description of SA program and its activities, how to develop a Theory of Change for SA activities, and how to design a SA program which make those changes enduring. The second chapter provides directions on how to monitor SA programming, this includes different levels of monitoring: from process monitoring to output and outcome monitoring; template tools are provided for each level of monitoring described. The third chapter gives guidance on how to evaluate SA programming, the different options and approaches available and how to choose among those. Finally, the last chapter provides guidelines on learning, it details how learning can be integrated within your SA program to improve its quality and to contribute to your organizational learning and broader learning on SA programming at the global level.

Although comprehensive and englobing the entire programme cycle, these guidelines are meant to be a dynamic tool, where each chapter is independent from the others, so that readers can skip through the chapters and read only the sections which are relevant to them.

The authors,
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1. DESIGNING FOR SOCIAL ACCOUNTABILITY PROGRAMS

This section presents a set of principles and general guidelines for designing social accountability processes, paying particular attention to the importance of context-specific Theories of Change. This section is divided into four subsections: the first one provides an overview of social accountability program followed by the second section where key concepts on what is a ToC and how it fits within SA programs are presented; the third subsection provides concrete changes brought by SA programs focusing on questions and elements used to inform the development of ToC; lastly, the fourth part provides a description of three possible ways through which the changes brought in by SA programming can become enduring.

1.1 SOCIAL ACCOUNTABILITY PROGRAMS

Social accountability (SA) refers to actions initiated by citizen groups to hold public officials, politicians, and service providers accountable for their conduct and performance in terms of delivering services, improving people's welfare and protecting people's rights (World Bank⁶). SA is about governance relationships between citizens, as services' users, and the providers of public services. The ultimate goal of SA is to develop this relationship into one where entitlements are realized, quality of service provision improved and, ultimately, citizen welfare is advanced by means of structured and meaningful participation of citizens (Camargo and Stahl, 2016⁷). In order to achieve this goal, the premise of social accountability is to enable an environment in which citizens can exercise their voices and service providers are answerable to them, fostering collaboration among the two groups for better service outcomes. Since all providers are both state and non-state bodies, it might also concern public officials, donors, private sector organisations or NGOs.

The following example of SA programming comes from the USAID-funded Targeted Response for Agriculture, Income and Nutrition (TRAIN) project, implemented by Food for the Hungry (FH) in consortium with the Amhara Development Association (ADA) and Search for Common Ground (Search). This project entails a comprehensive, integrated approach to improve food and nutrition security and enhance resiliency to shocks and livelihoods among vulnerable households in the Amhara region of Ethiopia. The SA component of this project ensures that service provision is accountable to the service users and is embedded in the Government of Ethiopia Social Accountability Programme (ESAP). Social Accountability activities under the TRAIN project are meant to improve the quality, access, transparency and effectiveness of the Productive Safety Net Programme (PSNP) managed by the Government of Ethiopia.

ADA's SA definition is "a process by which citizens voice their needs and demands, whereby they hold service providers accountable". According to ADA, SA helps service users from the community to express their needs, preferences and demands and to be able to hold service providers accountable for their performance and commitments via service delivery.

6 http://siteresources.worldbank.org/INTMONGOLIA/Resources/What_is_social_accountability.pdf

7 Claudia Baez Camargo, Franziska Stahl, social accountability: a practitioner's handbook, USAID, Transparency International, Basel institute of governance, 2016

THE COMPONENTS OF SOCIAL ACCOUNTABILITY⁸

SA is a multifaceted concept involving various actors and mechanisms that relate to each other.

Actors and pillars

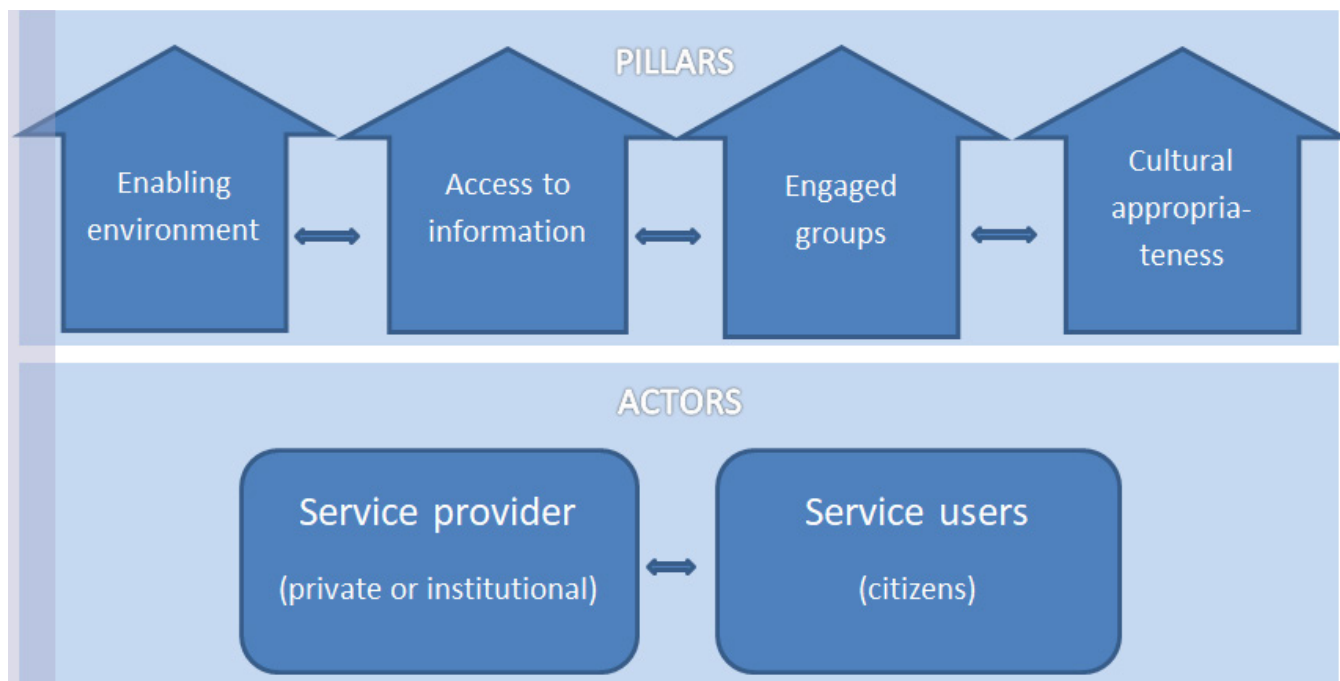
At the center of SA processes there are two groups of actors: service users and service providers. Both of these actors are expected to actively contribute to SA. On the one hand, service users organize themselves to carry out collective actions by making demands for information, justifications or claiming better public goods. In this way, users can monitor and evaluate the quality of the service provided and the modality in which this is provided, holding service providers accountable for the service they provide. On the other hand, the service provider, who cares about its reputation, has an interest in providing the space for the service users for interaction and feedback in order to improve the quality of the service it provides. An additional incentive for service providers to attend SA activities is that when they show accountable they can get a better support from the users. The regular interaction leads to a better understanding of the roles and responsibilities of both sides to achieve an improved service delivery: users can then see the importance of paying the due fees on time, taking care of the equipment, breaking rumours, etc. This can be the case if the service provider is the Government, who has an interest in keeping its citizens satisfied of its services, or the private sector, who is interested in increasing the number of clients and making a profit. Ultimately, these actors must enter in relation and collaborate to dialogue or develop joint actions aimed at improving the quality of and access to services.

There are four main pillars for social accountability programming:

- ⦿ An **enabling environment**, with platforms where all stakeholders can interact, communicate and collaborate;
- ⦿ **Access to information** between and within the stakeholders;
- ⦿ **Organized and capable citizen groups and government** (or service providers) champions who are willing and able to engage across dividing lines;
- ⦿ **Cultural appropriateness**, to ensure that your SA activities remain culturally appropriate regarding the context (refer to section 2.4 for more details).

⁸ Mostly based on chapter 4 of Grandvoinet, H., Aslam, G., Raha, S. Opening the Black Box: The Contextual Drivers of Social Accountability. Washington: World Bank Group, 2015. This is an adaptation of an original work by The World Bank. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by The World Bank.

SOCIAL ACCOUNTABILITY



In this process, intermediaries and facilitators might be needed to enable service users to access and fully understand information and providers to have the capacity to provide those information and access, to engage users and providers and to enable efficient interaction and communication. Often, Civil society organizations (CSOs) are the actors occupying this role as a citizen representatives.

An SA intervention must adopt a multi-level approach, integrating actors situated at various levels: government actors, citizens representatives, service users, and service providers. The interface, information sharing and citizens engagement provide space and opportunities for these actors to interact.

Under the TRAIN project in Ethiopia, focus group discussion (FGD) for social accountability activities are organised, moderated by a facilitator from the community, they foster citizens' engagement and awareness, using participatory discussion during which users co-develop scores and rate public services.

Afterwards, an interface meeting is organized with SAC members to discuss problems raised at community level and to design joint action plan to address these issues. SAC meeting is an interface for stakeholders within the community, authorities and services providers to discuss on the quality of the services provided and service users' needs.

Be attentive to the local nature and understanding of it, as it may vary. For instance, locally, SA is felt as a foreign concept but there are informal rules about how resources should be equally redistributed, and an interface or platform might already exist under a traditional form of community meetings, that could potentially be leveraged.

An iterative process

SA processes are iterative. As SA comprises several elements, each step achieved in one domain will lead to and reinforce the next into another domain. For instance, increased availability of information can encourage citizens' engagement, or the development of an interface can improve the transmission of information between the service provider and citizens. In the same way, if one step or activity encounters negative results, it will impact negatively the steps undertaken in another domain and the overall process of SA.

In this way, your program must consider the plurality of the elements SA encompasses and the interconnectivity of their processes, in order to ensure effective implementation of SA.



Search for Common Ground, 2019, based on H. Grandvoinet, G. Aslam, S. Raha (2015) The contextual drivers of social accountability

1.2 SOCIAL ACCOUNTABILITY STRUCTURES AND ACTIVITIES

Social accountability programming require the set up of clear structures for them to succeed specific structures need to either exists or to be put in place, before any activity can be implemented. These structures, ac-

ording to the context, often take the shape of committees, clubs or groups. Social accountability committee (SAC) are groups which are meant to be representative of the citizens, or the service users, they are meant to be inclusive of the different citizens groups and needs and used to vehiculate their voice and need; often the Government and other service providers are also part of those committees.

In the TRAIN project, 2 separate types of committees exist: Kebele Social Accountability Committee (KSAC) and Woreda Social Accountability Committee (WSAC). Both committees play a vital role in ensuring that the selected SA tools are used and SA activities implemented.

SAC members are responsible for empowering community members by raising awareness on the services provided, and providing a space for service users to channel their feedback, through the use of scorecard. They facilitate also the dialogue between service users and providers to improve the quality of services.

Several activities can be implemented under SA programming, these activities can contribute to different types of change, which will be further explored in the chapter which follows. Below we present a list of possible activities to be implemented in the framework of Social Accountability programming, based on the TRAIN project and on Search experience.

Community Scorecard enables citizens and service providers to jointly define performance criteria, rate performance and work collaboratively towards improvement. It is based on dialogue, accountability and transparency. As performance is rated and discussed, the score card process enables government and providers to understand the public perception of the services, while also enabling citizens to better understand the challenges in service delivery and how citizens and authorities may be able to help.

Interface meeting, also known as town halls at Search or JAP within the TRAIN projects, is a dialogue and accountability tool that allows for interaction between local leaders, service providers and community members. Such meetings often involve government members at the relevant level, as well as civil society and community members. Town hall or interface meetings are facilitated by a credible party, to build trust and amplify diverse voices so that issues can be tackled while collaborative relationships are strengthened. They constitute an opportunity for an open discussion between service users and service providers, for suggesting solutions, and for service providers to make concrete commitments towards the improvement of their services, for instance through the design of a Joint Action Plan. Interface meetings should be guided by the scorecard results, as they provide the basis for the discussion among service users and providers.

The TRAIN project implements several of the SA activities and structures mentioned above. The SA system in place under the TRAIN project abides by the Gov. of Ethiopia directions on how to foster SA at the local level (Woreda). The role of ADA is to coach committees members and FGDs facilitators, provide trainings to the scorecards participants and accompany the SA activities.

The TRAIN project teaches us that the sequencing of activities is important: to carry on the scorecards, it was important first to organize awareness sessions on the concept of social accountability, its benefits and the purpose of scorecards at the community level in each kebele.

Participatory budget formulation is an activity in which citizens and policymakers negotiate municipality's investment priorities and budget allocations. Participatory budget aims at making budgetary allocations more equitable by creating channels through which citizens can voice their needs and priorities, which can then be incorporated in the budget.

Public expenditure tracking surveys (PETS) enables citizens to understand how much budget is allocated to the service provided (often by the Government) and how much of this budget is being spent and how, and what outputs are obtained through the money spent. It aims to determine exactly how much of the funds originally allocated to a particular service is diverted from the main plan or scheme, and how much is used for the service delivery.

If the tools listed below can be used to monitor implementation of policies and outcomes by engaging users in SA. A need to diffuse SA messages and content through multiple channels to a broad audience is important. Diffusing content to all segments of the community should engage stakeholders in dialogue and to raise awareness about what is actually SA and the possibilities for collaboration and what can be changed and improved in public services. Below are some communication and media tools which help you to spread SA messages which influence knowledge, awareness, and perceptions of stakeholders on SA by highlighting positive examples of transforming conflict

Participatory theater⁹ (PT) enables the community to develop and perform artistic and cultural content that reflects their reality, and actively engage participants in dialogue, analysis, planning, and action towards positive social transformation. It is derived from real conflict dynamics and facilitated through art-based techniques which encourage reflection, empathy and agency

Comic book is a fictional narrative, using drawings and short written dialogues, that reflects reality or is inspired by a true story. Characters resonate with the audiences and face choices relevant to the conflict dynamics. Can be adapted to adult or youth audiences, including the general public and use in schools or local associations. A discussion guide can transform a comic book into a pedagogical tool.

Radio and television production is an audio or video program which is pre-produced and then broadcasted or distributed. Format of the production include: talk show, round table, field report, vox pop, interview, game

9 For specific guidelines on how to design, monitoring and evaluate PT activities please refer to the [M&E manual for PT available here](#) [Monitoring and evaluation for participatory theater for change](#)

shows, diary, portrait or other magazine formats. The choice of the format and content responds to specific goals around awareness, perception and attitudes change in line with your SA program.

2. DESIGNING FOR SOCIAL ACCOUNTABILITY PROGRAMS

2.1 THEORY OF CHANGE (TOC) FOR SA PROGRAMS

The ToC is a set of beliefs which reveals why we believe that what we intend to do will generate change. Having a theory of change grounds our initiative in a logic of connection and causality, aligning activities, objectives, and goals. It reflects our assumptions about what intervention causes what effect. It captures the connections between the day-to-day work of the project and the broader changes it hopes to create. ToCs provide the backbone for programs and activities by enabling practitioners to express and understand what changes their activities will cause, and why this change will happen. Well-evidenced ToC articulating a testable hypothesis about how change comes about, are widely understood to be a critical component of robust program design, monitoring and evaluation (Bayne and Vaux, 2013¹⁰).

In the framework of SA programs, articulating the causality within each change defined will also enable you to better understand the different stakeholders, activities and structures at play and consider their interconnectivity. As explained above, SA comprises several pillars which trigger each other in an iterative manner. One element alone, for instance awareness, has a low potential for activating SA mechanisms if dialogue structures are not included. In the same way, focusing on one actor only could disregard the impact of other actors' actions¹¹. For example, focusing strictly on citizens could miss out the importance of the state/service provider response to it. Moreover, the context surrounding the intervention is crucial, and can determine the nature of the elements as well as the mechanisms to employ¹². The underpinning ToC for SA programming are multidimensional, moving from the individual to the collective and institutional changes.

WHAT CHANGES CAN SA BRING ABOUT?

Seven main types of change are expected when implementing SA programming: change in attitude, relationship, perception, awareness, knowledge, skills, and behaviours.

Knowledge: SA has the potential to provide the communities involved with more information about the service provider's performance, the issues at stake, as well as the wider system in which they are, which can be acquired through specific information campaigns or through experience. For instance, dialogue between all parties can clarify facts, and dispel rumours and misunderstandings.

Awareness: By engaging various actors in dialogue and joint decision-making, SA activities raise awareness about what is actually SA, and the possibilities for collaboration and what can be changed and improved.

¹⁰ Bayne and Vaux, Integrated development and peacebuilding programming: Design, monitoring and evaluation, 2013

¹¹ Social Accountability: What does the Evidence Really Say? J. A. Fox (2015), World Development Vol 72

and A., Joshi. (2014) Reading the Local Context: A Causal Chain Approach to Social Accountability. IDS Bulletin. 5 (6). Institute of Development Studies: Oxford.

¹² A., Joshi. (2014) Reading the Local Context: A Causal Chain Approach to Social Accountability. IDS Bulletin. 5 (6). Institute of Development Studies: Oxford.

Attitude: SA activities can transform the attitude of all the actors involved. It encourages participants to see other stakeholders in the process as partners. It fosters the recognition of the value of collaboration and inclusion of diversity, and ultimately of more civic mobilisation (participation and engagement into public matters).

Perceptions across all stakeholders can be shifted through SA activities by enabling an open and transparent dialogue. This leads to increased understanding and empathy for all sides, as well as interpretation of SA as the collective responsibility of all stakeholders. By creating a mechanism for dialogue, collaboration and fostering accountability, it enables the service provider to be more legitimate¹³.

Skills: the involvement in SA processes can generate new abilities for the communities and service providers engaged in it. It trains them to undertake collective activities, in terms of organisation, management and communication, including capacity for dialogue. Additionally, if they are involved in technical activities within the framework of SA, they can acquire new abilities related to them.

Relationships: SA activities can improve relationships between the service users and the service providers involved in its process. It also has the potential to improve connections and interactions within the communities (the service users involved in SA). This in turn can create more trust among all actors involved, within communities and between them and the service provider.

Behavior: SA activities also foster collaborative actions and practices. When these collaborative actions and practices become the norm adopted among all stakeholders, they can be institutionalised, ultimately enabling the improvement of services to the population.

EXAMPLE OF CHANGES THAT DIFFERENT ACTIVITIES CAN BRING

The **Community Score Card** is a process by which citizens rate various services, especially their perception of ideal care quality. It initiates a change in **knowledge** about the issues and the wider system, and in **relationships**, between public administration and citizens by creating a mechanism for dialogue and collaboration.

The **interface meeting** enable a change in **knowledge** of the participants, as they acquire information about the service and rumors and misconceptions are dispelled. Also, it generates a shift in **perception** across diverse stakeholders through open and transparent dialogue. Through this process, **relationships** and trust are built by engaging local authorities around the services provision process, fostering mutual accountability. Finally, it improves **awareness** on the possibilities for collaboration by proposing recommendations, and supports changes in **behavior** when recommendations are applied by the organisation.

Participatory theaters or comic books can be used to trigger changes by increasing **awareness** of SA issues across a wide and diverse audience. PT creates space for shifts in **attitudes** by tackling SA issues through humor, irony, metaphors, and skillful participatory techniques. It also change audience members' **perceptions** by creating understanding and empathy for all sides around the service provision and plants the seeds for **behavior** change by showing the benefits of collaboration.

¹³ as corresponding to the interests of citizens

2.2 HOW CAN THESE CHANGES BECOME ENDURING?¹⁴

While SA tends to be generally associated with changes in the quality of service provision and accountability of the service provider, for those changes to become enduring they need to become part of the social norms, being embedded within institutions and markets.

SA and social norms

“When social accountability becomes normal and expected, people will act together peacefully to demand quality of service provided and hold service providers accountable, supporting citizens’ social cohesion, collaboration, solidarity and trust.”

A social norm can be defined as a collectively shared belief about what others do and what others are expected to do. Social norms create accepted and expected behavior. In the case of SA programming a first step is creating awareness among service users on their entitlements and rights. Thus, SA begins with increasing knowledge and awareness about the service. Afterwards it is important to ensure peaceful collaboration and interactions among service users for them to act together to hold service providers accountable. This can be achieved for instance by identifying champions among the service users, who showed the ability to generate better collaboration and peaceful interactions, and strengthen their skills on the Common Ground Approach (CGA). SA encourages the interaction between citizens, by acting together and towards a common goal, this can lead to more trust and better relationships with communities. This collective engagement pushes people to adopt an attitude of collaboration and inclusion, skills that they will acquire for life and will apply in other domains of public life.

Improving accountability within institutions

“When governments see how social accountability helps them fulfill their mandate and keep their citizens satisfied and happy, they adopt it as their own”.

SA encourages dialogue between institutional actors and citizens. Institutions are often at the forefront of service provision, and they have an interest in ensuring the satisfaction of their citizens towards the service they provide and their support, acknowledging the institution as the legitimate actor for the provision of that service and ultimately fulfilling their mandate. When citizens see that the quality of the service they use has improved, they will be more inclined to support the institution. Government thus has a strong interest in supporting SA processes including providing the citizens a space for channeling their feedback in a peaceful manner and to dialogue with their citizens to understand their concerns and draw solutions on how to improve the service. This entails the capacity of peacefully engage and communicate with each other and the dissemination of the right information on the service provided and the citizens’ rights and entitlements. As

¹⁴ Loosely based on Chapter 6 of Grandvoinet, H., Aslam, G., Raha, S. Opening the Black Box: The Contextual Drivers of Social Accountability. Washington: World Bank Group, 2015. This is an adaptation of an original work by The World Bank. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by The World Bank.

citizens feel they have a say in the quality of the service provided, they feel part of the decision-making process, which reinforces the culture of engagement between the State and its citizens, which ultimately improves the relationship between citizens and institutions, fostering the legitimacy of the institutions as they abide by citizens' needs.

Supporting accountable markets

“When the diverse actors who make up a market see the value of social accountability, they resource it”.

SA aims to improve the quality of service provided and to hold providers accountable to the delivery of services which take into account citizen's needs. By ensuring that the supply corresponds to the demand, SA improves the relationship between the two, generating more trust. Additionally, communication on the quality of the service could stimulate a positive competition among private service providers, and ultimately stimulating a market for the provision of services which is more accountable to its citizens and their needs. If users prefer a service over another because it better responds to their needs, as it was developed taking their perspective into account, then other service providers might want to follow this model because it will lead to more profit. By enabling citizens to voice their demands, markets become accountable to its citizens, who are those affected by the quality of the services in the market. Citizens become empowered as consumers and private service providers are encouraged to dialogue with citizens and create a space for positive collaboration and for citizens to voice their feedback. Institutions can support and reinforce this process by formalising (through policies, laws etc) the results of this collaboration to ensure its sustainability¹⁵.

2.3 TOCS FOR SOCIAL ACCOUNTABILITY PROGRAMMING

Ideal theories of change should illustrate the “causal pathways from activities to inputs and assumptions”. A ToC clearly articulates the intended change (the ‘if’ part) which needs to happen for the overall broader level of change to become true. It then brings about (the ‘then’ part) and how we expect the program activities actually to cause the expected change (the “because” part).

Results chain for SA programming

While you design your SA program, it is important to define the results you intend to achieve, beyond the activities. In order to do so you need to define your results chain and the metric of success which will be used to track if those results are achieved or not.

Through program design, an organization builds the objectives, desired outputs, and necessary activities for its SA programming to be effective. When designing your SA program, you must formulate the logical link between the different levels of results.

¹⁵ Bruyn, S. T. H. (2000). A Civil Economy : Transforming the Marketplace in the Twenty-First Century.

THE SEQUENCES GOES AS FOLLOWS:

Goal: Broadest change in the conflict;

Objectives: types of change that are prerequisites;

Outputs: deliverables of products, often tangible from the activities;

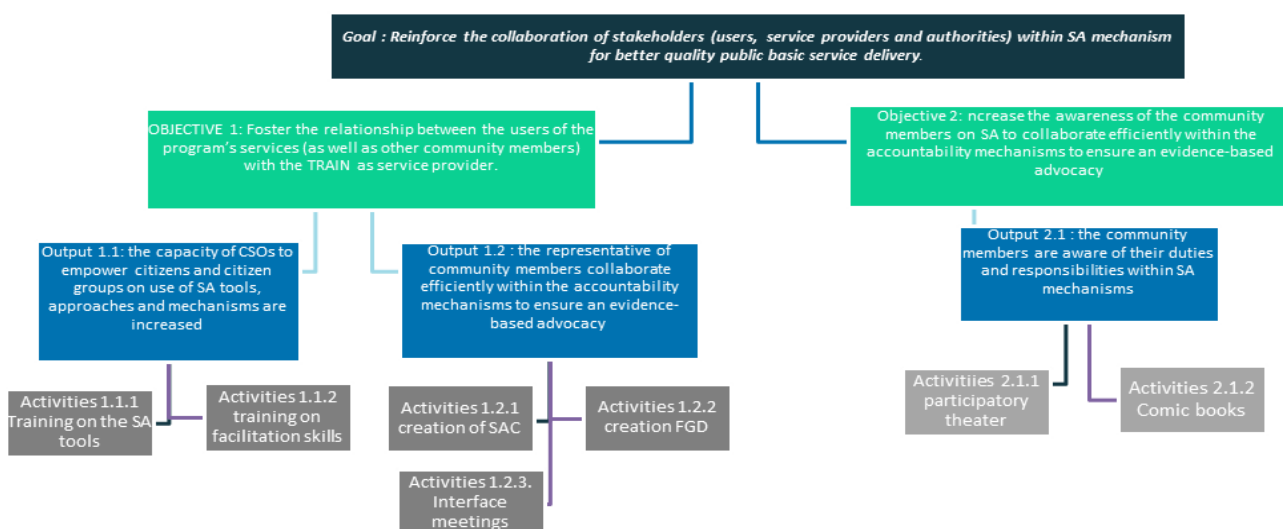
Activities: Concrete events or services performed.

Different organisations use different terminology for the same concepts. For instance, the goal can be also named objective, outcomes can be objectives, outputs can be results/intermediate results. Just keep in mind that the intervention logic runs from the means to the goal: through the availability of the means, activities can be carried out; by the execution of the activities, results are achieved; the results will lead to the project outcomes, which contributes to the goal.

See Search’s [designing for results](#)¹⁶ Guide for more detailed guidelines on how to elaborate the results chain.

Each of these elements must lead to the other in a logical and causal manner, from bottom to top and top to bottom. The aim of developing a results chain is to clearly determine the steps (results) you must complete to achieve the expected impact (your goal) achieve to complete the aim of your project, and define the rationale behind this progression. From a M&E perspective, once you have finalized your results chain, you will then be able to determine which results and indicators allow you to measure the achievement of each result should observe.

The following figure represents the results chain developed for the TRAIN program in Ethiopia.



16 Search for Common Ground, 2006

2.4. CULTURAL APPROPRIATENESS

As you conduct an SA intervention, you aim to influence societal systems and mechanisms, and therefore you need to ensure that your activities remain culturally appropriate to ensure conflict sensitivity. Analysing your context is the primary step you must undertake during the design phase. In the same way, your ToC for SA must derive from such an analysis.

UNDERSTAND THE SA DYNAMICS ALREADY AT PLAY

Before starting your design, it is recommended to conduct an initial assessment which allows you to understand actors and power dynamics at play around service provision and use, gender dynamics around access to services, existing barriers and opportunities around SA processes, including local understanding of SA or the already existing local mechanisms. In addition to the wider context, you must also take into account the 'micro' context: the particularities of the localities where your intervention will take place¹⁷. Local variations can be determinant for your intervention. For instance, culturally SA could be felt as a foreign concept, but there could be informal rules about how resources should be equally redistributed already. Locally, there could already be mechanisms for SA, such as meetings between communities and local authorities. These are the kind of local particularities on which your SA program can (and if appropriate, should) build on, and to notably ensure a local buy-in.

UNDERSTAND THE CONFLICT CONTEXT

Conflict sensitivity is the ability of an organisation to 1) understand the context it operates in 2) understand the interaction between its intervention and that context and 3) act upon this understanding in order to minimise negative impacts and maximise positive impacts on conflict¹⁸.

There is no single blueprint of an SA intervention: it must be adapted to your context. As you are conducting an SA programming, your design must be based on a conflict sensitivity analysis around your SA interventions, to do this, you can use the do no harm framework.¹⁹ Several aspects of a conflict must be considered:

- ⦿ The **area of implementation**: What is the area (geographic or conceptual) relevant to your work? At what level will the intervention be implemented (i.e., local, national, etc.)?
- ⦿ The **stakeholders** involved: What groups (ethnic, political, social, etc.) exist within the SA program implementation area? What are some of the power dynamics between these groups that we need to take into account prior to implementing an SA program? Can the implementation area be defined as "belonging to" or "territory of" any particular group or groups? What other interventions are taking place that will have an impact on the context? Who would be threatened by increased SA? Who could be a champion of SA? Who are the facilitators and spoilers? Who are the champions who could support enduring changes? Who are the

¹⁷ Joshi, A. Reading the Local Context: A Causal Chain Approach to Social Accountability. IDS Bulletin 5.6. Oxford: Institute of Development Studies, 2014.

¹⁸ Conflict Sensitivity Consortium. *How to guide to conflict sensitivity*. UKaid, 2012.

¹⁹ For more details, see <https://www.cdacollaborative.org/publication>

influencers, as the key actors for changing norms around accountability and participation?

⦿ Lastly, you must consider what connects and divides people, the **dynamics** of the conflict and opportunities for peace, reflecting on any potential future scenarios: Have any conflicts between identified groups erupted into violence? Are there non-violent conflicts that are significantly destructive, and/or have the potential to erupt into violence? Which are the existing mechanism for peaceful transformation of these conflicts? What are the norms that prevent citizen's participation/collaboration? What norms facilitate them?

As conflicts are continually evolving, this analysis will need to be regularly updated throughout the different phases of the project to ensure that your approach is adequate, and to provide indications for potential adjustments. This will allow you to determine how your project will position itself in the conflict: whether encouraging, building on peace dynamics or exacerbating the conflict and/or provoking more tensions.

DIVIDERS AND CONNECTORS ANALYSIS

Dividers create tensions, divisions or capacities for war between groups of people. It creates suspicion, mistrust or inequality in a society. Connectors, on the contrary, bring people together despite their differences, and decreases suspicion, mistrust or inequality in a society. In different contexts, these dynamics may not be as obvious as you may think, so this analysis must be done thoroughly and preferably through group discussions. Orient your reflection towards what systems, institutions, attitudes, actions, experiences, values, interests or symbols and occasions are dividing and are sources of tensions, and what are those connecting people together, and are capacities for peace? Through your intervention, what do you rely on, give weight to? When doing so, be attentive to details. It is often not the overall goal that is misplaced, but the details of your program, and that can have a great impact on the conflict.

3. MONITORING SOCIAL ACCOUNTABILITY PROGRAMMING

This chapter provides a brief description of a M&E plan as a framework for SA programming and it then provides directions for how to implement different types of monitoring within SA programming, including process, output and outcome level monitoring.

3.1 DEVELOP YOUR M&E PLAN FOR SA PROGRAMS

The M&E plan provides a vision on how we expect to learn, reflect, and understand the SA project's impact. Specifically, the M&E plan is a document which details all your planned M&E activities and which should be used as a reference for your SA program activities.

Design of the plan is led by the M&E Focal Point, who organizes a meeting with all key project staff to discuss and agree on a final plan. This includes the types of change to track in the project, roles and responsibilities, indicator definitions, and needs for accompanying databases. M&E plans also include planning for any

learning piece meant for communication and sharing with partners. Your M&E plan should also detail your findings' dissemination strategy and how you intend to use the learning to improve the quality of your SA programming.

The M&E plan is intended for the use of the program team, its design should be participatory and include discussions with those who are involved in the program, including community representatives who are in charge to implement some of the SA activities. This participatory approach ensures that all stakeholders are involved in defining and understanding what they have to achieve and to report according to the expected results and changes through SA program and guarantees buy-in from all people involved in program management and implementation, enhancing ownership of M&E activities by the implementation team. This step is important since the M&E plan is intended to be used as a reference by the implementation team too, and not only by the M&E team. Remember that your M&E plan should be reviewed regularly to include up-to-date progresses on monitoring and evaluation activities: this includes indicator results after each activity or intervention, data collection methods and sources. There are several templates and structures available for M&E plans, which can be modified and adapted to best fit the programme, communication, and organisational needs. The content as a minimum should contain:

Project background: a short summary of your SA project's background, defining its duration, donor, scope and target population.

Project ToC and logframe: detailing the expected changes and results your SA program intends to achieve, including a breakdown of SA activities contributes to these changes.

Monitoring system: a description of all the monitoring activities planned, included which indicators and change they intend to measure, roles and responsibilities, budget and data dissemination and use.

Evaluation approach: a description of the overall approach for any evaluation activity planned.

See [DME for peace M&E module](#) for more detailed guidelines on how to elaborate M&E plan or refer to annex 6 for M&E plan template

Be aware of your M&E budget!

Monitoring and evaluation budget has a critical importance and must reflect the cost of your M&E plan. M&E costs are variable and largely depend on how you structure your M&E plan. To be most effective, M&E budgets for both activities and personnel, should be planned at the design stage of a program and allocated in advance.

When making an M&E plan, carefully consider resource and budget limitations. Data Collection costs, in terms of human and financial costs, is an important consideration. Do you have the time and resources available to cover all the M&E activities?

A good approach is to budget at least 10% of total project costs for M&E, though some donors specify the amount allowed for M&E activities.

3.2 WHICH TYPE OF MONITORING?

When conducting SA interventions, you must be able to monitor its implementation processes and modalities, its activities and its immediate and long term results. Monitoring of these different phases are important to be able to ensure that you are working towards achieving the expected changes and results and that your program stays conflict sensitive. This chapter discusses three types of monitoring in SA programming: process monitoring, output monitoring and outcome monitoring, and provides suggestions on how to track expected changes along these three different monitoring modalities and how to adapt your SA program based on the findings.

3.2.1 PROCESS-LEVEL MONITORING

Process monitoring refers to the monitoring of the modalities under which the activities take place. Modalities or processes are often pre-established before the SA activity is implemented. However those should be informed based on the local context and your participants' needs. This type of monitoring is often underestimated, yet it bears a big importance in ensuring that your SA activities are not causing any harm and are tailored on your participants' needs and the context. Process monitoring helps you to answer questions such as: *was the SA activity implemented on time? Where the participants well informed on the time, space and scope of the SA activity? Are other people (than participants) aware of the selection process? Was the place in which the activity took place safe for participants? How long did participants have to wait before the activity started? Was the targeting inclusive? Etc..* These questions are key to understanding the modality (process) in which the SA activity is implemented and if it matches the expectations of the participants, respect the participants and is conflict sensitive. Sometimes you will need to review the implementation modalities, sometimes the modality conceived was adapted to the context, but not well implemented in the field. These are both important information to have at your disposal in order to take the right decision and ensure conflict sensitivity and program effectiveness. Process monitoring informs the actual implementation of activities in the field and provides directions to people in charge of activities implementation on which improvements they can bring to the work they are doing.

Process monitoring can also be used to understand how communities perceive the implementing staff and if their behaviour is respectful and sensitive to the context. The way staff is perceived by participants is key for program effectiveness, as well as it is their level of knowledge of the topic a preparedness.

Remember that process monitoring is not meant to be representative of the entire population, neither you need representative information at the participants level. Process monitoring is meant for gathering quick and actionable information to improve the quality of activity implementation and ensure it does not cause any harm. Process monitoring is usually done either before the activity take place (to inform your modalities) or while the activity takes place (to inform if your modalities are adapted to the context and the needs). You can also do process monitoring at the end of the activity, especially if you plan to repeat that activity in the same area or nearby.

The table below provides the type of information you can collect through process monitoring, some possible indicators you can use and the type of monitoring tool which can allow you to capture those information. Please consider that the list of indicators is not exhaustive and is meant to provide some examples of what process indicators can be for each process theme. You should be bold and feel free to develop your own indicators according to the context and the program needs. Snap surveys or spot checks are often good enough

to give you an idea of how well adapted your implementation modalities are and how well are implemented in the field.

For a template of the snap survey please refer to annex 3.

Theme	Indicators
Timing of the activity	<p>% of participants interviewed who report they knew the time of the activity (disaggregated by sex and age)</p> <p>% of participants interviewed who waited less than 10 min before the activity started (disaggregated by sex and age)</p> <p>% of participants interviewed who report that the time of the activity fits within their daily work commitment (disaggregated by sex and age)</p>
Selection of participants	<p>% of non-participants interviewed who report that the target was inclusive</p> <p>% of participants interviewed who report that the targeting was inclusive</p> <p>% of non-participants interviewed who report that they understand why they were not selected</p> <p>% of participants interviewed who can explain why they were selected</p>
Protection of participants	<p>% of participants who feel safe to go to the activity</p> <p>% of non-participants interviewed who think the space where the activity takes place is safe</p> <p>% of participants interviewed who report that the space where the activity takes place is safe.</p> <p>% of participants interviewed who report they are not exposed to risk by participating in the activity</p>

<p>Communication around the activity</p>	<p>% of participants interviewed who report that the scope of the activity matched with what was communicated to them</p> <p>% of non participants interviewed who report to be aware of the scope of the activity</p> <p>% of participants interviewed who has been communicated in advance on what is the purpose of the activity</p> <p>% of participants interviewed who report being aware on-time on what is expected from them to attend the activity</p>
<p>Staff behaviour and preparation</p>	<p>% of participants interviewed who think the project staff is respectful</p> <p>% of participants interviewed who think that the staff has the required skills to implement the activity</p> <p>% of participants interviewed who think that the logistics of the activity have been well prepared</p>

Be conflict sensitive!

Take into account that the ability of an organisation to (1) understand the context (2) understand the interaction between its intervention and that context and (3) act upon this understanding in order to minimise negative impacts and maximise positive impacts on conflict, is very important.

Remember, the SA activities modalities you and your team have set are just an estimation, which will be defined and adjusted during the project implementation based on the process monitoring findings. The process level monitoring findings helps you for adaptive management, which refers to a process that promotes flexible decision-making that can be adjusted in the face of uncertainties and in complex or volatile contexts.

For more details about adaptive management, please refer to section 5 of the guidelines: reflection and learning

3.2.2 OUTPUT-LEVEL MONITORING

Output monitoring tracks how the project is running and provides key information on the project pace - based on your work plan - and if we are attending the expected audience number and type of participants. It provides valuable information on the pace . It contributes to keeping the project on track, moving forward and ensuring that activities are implemented as planned, following the expected burn rate found in the work plans, achieving the expected attendance rate.

Data from output monitoring can help you to explain what has been implemented compared to what was planned. Output-level indicators are essential to understand the extent to which SA activities have been delivered, and if we are reaching the expected number and type of participants. This refers to the number of

activities which took place and the number of participants for each of these activities (ex. # of participants to SA training or # of participants to participatory theater (PT) sessions and # of SA trainings or # of PT sessions implemented). Output-level indicators are an important project management tool. However, it may also be important to describe the quality of your outputs by, for example, asking trained participants whether the pieces of information provided during the training were clear, comprehensive, and relevant to their work or to assess their level of satisfaction with the activity

BEWARE! As SA is a participative process, participants tracking should measure not just the overall number of participants, but also its disaggregations for each group involved in SA activities. This also applies to tracking changes over time (see outcome monitoring below), for which you should be able to measure the level of changes within each group.

The table below shows the type of indicators to be collected and tools to be used for output monitoring based on TRAIN project. Templates for the monitoring tools mentioned are available under annex 4.

Activities	Output level indicator	Monitoring tools
SA training	# of participants, disaggregated by sex, age, group # of SA training implemented Indicators linked to level of satisfaction of the participants: content of the training	Attendance list Activity report Training evaluation form
FGD	# of FGDs held # of attendees, disaggregated by sex, age, group # of grievances raised for each FGD Level of satisfaction of the participants: interaction and participation	FGD report Attendance list FGD minute meetings Activity evaluation form
KSAC and WSAC meetings	# of SAC meetings # of grievances raised compiled based on PSNP # of participants, disaggregated by sex, age, group Level of satisfaction of the participants: interaction and participation	SAC meeting reports SAC minute meetings Attendance list Activity evaluation form

Interface meetings (JAP)	# of interface meetings # of attendees, disaggregated by sex, age, category # of joint action plans produced Level of satisfaction of the participants: interaction and participation	JAP report Attendance list Joint action plan tracker Activity evaluation form
Participatory theatre performances²⁰	# of people who engaged in the process # of participatory theater held Level of satisfaction of the attendees based on the performance of the actors # of participants	Activity report Activity report Spot-check at the end of the performance Photos or attendance list or colored cards ²¹
Comic book	# of comic book produced # of comic book printed Level of satisfaction of the readers based on the content	Sample of the comic book Invoice from printing company Feedback form ²²

3.2.3 OUTCOME-LEVEL MONITORING

Outcome monitoring allows to track the progress achieved towards the expected changes. This goes beyond simply reporting on planned versus actual activities and participants. If output monitoring allows us to collect output-level indicators, outcome monitoring informs on outcome-level indicators. Beyond quantifying the participants reached and the number of activities implemented, outcome monitoring entails tracking changes achieved within each activity and across activities. For instance, a training is expected to bring change in knowledge within participants, whereas a participatory theatre session is expected to create space for shifts in attitudes by tackling sensitive issues through humor, irony, metaphors, and skillful participatory techniques²³. Effective outcome indicators typically combine quantitative and qualitative measures.

For this outcomes monitoring, it is important to be clear which kinds of change the monitoring will aim to capture. This will depend on the intervention's ToC: for instance, if your ToC states that the SA programming aims to trigger changes in the perceptions of the service users and providers involved in SA mechanism to-

²⁰ For more detailed on how to monitor participatory theater, see [Search's guide on monitoring and evaluation of participatory theater for change](#)

²¹ This tools could be use when you have too many people attending the activity and counting is difficult. The use post-it of different color that people pick up at the entrance or can be distributed to each participant during the activity. After you count how many are left with you (based on how many you have at the beginning) and this allows you to know the # of participants (if you use yellow for women, brown for men and blue for girls and green for boys , this also tells you the sex and age of participants without using the list)

²² This can be put at the end of the book, so the readers can fill it and return to the organisation

²³ Search enduring change toolkit: <https://sites.google.com/sfcg.org/policy-site/program-quality-and-strategies/toolkits-and-methodologies/convene/participatory-theatre?authuser=0>

wards each other, your monitoring system should be able to measure this over time, including the provision of clear directions for adaptive management if this is not happening or happening at a lower speed than what has been initially planned.

The table below provides examples of the type of indicators to be collected and tools to be used for outcome monitoring. For specific tools which can be used for outcome monitoring please refer to annex 5.

Activities	Outcome-level indicators	Monitoring tools
Training in SA	% of participants who have knowledge of SA principles and theory % of participants who have skills to facilitate the scorecard process	Pre and post test
Scorecards/FGDs	% of scorecards participants who have knowledge about their rights and entitlement (ex. the PIM) % of scorecards participants who are willing to collaborate with state actors for service quality improvement % of scorecards participants who report they believe the service providers is willing to provide a service of quality which respond to the users' needs Extend to which trust is built among service users and providers Awareness of the possibility for collaboration and civic engagement	Post-activity survey Barometer Barometer KII and FGD with service user
KSAC and WSAC meetings	% of participants who are aware of the grievances of service users % of participants who are willing to collaborate with service users to improve the quality of the service % of participants who report they believe the service users are willing to collaborate Extend to which trust is built among service users and providers	Post-activity survey FGD or KII with service users and providers

<p>Interface meetings</p>	<p>Level of awareness of the SA issues raised and opportunities for collaboration</p> <p>% of community members who trust service providers in delivering quality service which respond to their needs (relationships)</p> <p>% of community members who report that citizens believe they have a voice in the decision making process for service provision (perceptions)</p> <p>% of community members who believe that citizens have a voice in the decision making process for service provision (attitudes)</p> <p>% of service providers who report that the feedback of users is important to them (attitudes)</p> <p>% of service providers who report that service providers are interested in addressing users' complaints to improve the quality of the service (perceptions)</p>	<p>KII or FGD with service users and providers</p> <p>Barometer</p>
<p>Participatory theatre performances</p>	<p>Extent to which the knowledge and awareness of the community on SA increased</p> <p>% of participants who are aware of existing SA mechanisms (awareness)</p> <p>% of participants who can cite one opportunity for collaborating with authorities on service provision (behaviour)</p> <p>% of participants who believe they have a role in improving the quality of service provision (attitudes)</p> <p>% of participants who believe service providers are interested in listening to users' grievances and needs (perceptions)</p>	<p>KII or FGD with the participants</p> <p>Spot-interviews</p>

<p>Comic books</p>	<p>Extent to which the knowledge and awareness of the community on SA increased</p> <p>% of readers who are aware of existing SA mechanisms (awareness)</p> <p>% of readers who can cite one opportunity for collaborating with authorities on service provision (behaviour)</p> <p>% of readers who believe they have a role in improving the quality of service provision (attitudes)</p> <p>% of readers who believe service providers are interested in listening to users' grievances and needs (perceptions)</p>	<p>KII or FGD with the participants²⁴</p> <p>Survey form (inside the comic book distributed)</p>
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Generally, outcome monitoring should inform on if the expected changes are happening (or not) and to what extent, including the provision of details about the groups among which these changes are identified. The changes to be tracked should be based on the program's ToC and on the expected changes that the different activities are expected to bring²⁵.

Be conflict sensitive during the data collection!

The data collection methodology should also take into account the local context, beyond the project. For instance, in some communities it may be inappropriate to do private interviews with women, while in others there may be restricted access to other categories of the population.

Conflict-sensitive monitoring for SA programs will need to include a combination of perception-based and factual data so that information received from one source is triangulated with information received from another source, in order to avoid biased information.

The monitoring for SA programming should value information from different stakeholders within the SA component: service users, service providers, authorities, and the project staff.

Please refer to annex 1 for more detail on data collection methodology and annex 2 for a guidelines for focus group and interview facilitation, note taking and transcription.

²⁴ to be selected among readers who fill the feedback form

²⁵ For more details on the expected changes that SA programming can bring see section 2 on designing for SA programming.

In order to monitor outcomes, the monitoring can be done just after the activities have taken place or after a short time through a field monitoring visit.

An alternative methodology for monitoring outcome level results beyond the results-based and ToC-based approaches, is outcome harvesting. This can be used both as a compliment to your result-based approach or your ToC-based approach or as an alternative. Is particularly useful if your outcomes and the expected changes were not predetermined (at the beginning of your SA program) or if the predetermined results and changes don't resonate with your program anymore.

OUTCOME HARVESTING

Outcome Harvesting is a method that enables you to identify, formulate, verify, and make sense of outcomes. Outcome Harvesting does not measure progress towards predetermined outcomes or objectives, but rather collects evidence of the emerging or achieved outcomes.

The first step entails identifying (or “harvesting”) outcomes which happened throughout the project, this requires a series of participatory sessions with different stakeholders classifying these outcomes as intended and unintended, negative and positive. The following step will be attempting to correlate - using attribution and contribution - the project intervention with the outcomes identified, using the outcome journal (see Annex 7 for a template you can use). The outcome journal details: a description of the outcome identified; the actors involved and the place; the relevance of the outcome in the light of the program; the program’s contribution to the outcome described; the source which documents the outcome and the person of reference.

On DME for Peace you can find more [detailed guidelines](#) on outcome harvesting

The timeline for your outcome-level monitoring should be established in your M&E plan based on the program’s needs, on what you want to learn and the budget and resource available. Outcome monitoring is always done after your SA activities have taken place.

3.3 EVALUATING SOCIAL ACCOUNTABILITY PROGRAMMING

The Organization for Economic Co-operation and Development - Development Assistance Committee (OECD - DAC) defines evaluation as “the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability”²⁶.

Social accountability interventions which promote users and service providers’ engagement are a relatively recent phenomenon in international development²⁷. Until more recently, evaluation in the SA sector tends²⁸ to

26 <https://www.oecd.org/dac/evaluation/2754804.pdf>

27 Cant, S. Evaluating social accountability interventions: the case for mixed methods and program theory; Melbourne Graduate School of Education, University of Melbourne (2015)

28 Cant, S. Evaluating social accountability interventions: the case for mixed methods and program theory; Melbourne Graduate

focus on outputs rather than outcomes and impact, resulting in weak evidence of enduring change brought in by the SA program. Remember that the evaluation of your SA programs will produce stronger and more useful findings if it investigates several aspects of the program, including the program's ability to achieve enduring changes. The overall goal and objectives of your evaluation might vary and needs to be clearly established beforehand.

Ideally, evaluations should be included in the design and budgeted accordingly, included considering whether one or more evaluations will be done within the project's life. At the beginning of the project the program and M&E team should sit together and discuss the Scope of Work (SoW) of the evaluation, as this will allow for clearly establishing - since the very beginning - your learning objectives. Your SoW should be updated towards the end of the project based on new evidences or learning opportunities identified during the life of the project. Overall, your evaluation should allow you to understand the results of your SA program and to learn from it for the remaining project implementation lifetime (for mid-term evaluation, RCT or developmental evaluation) or for other SA programming to be implemented within or outside your organization. Evaluations are only useful if the findings are digested and integrated into your current or future SA programs. There is a moral responsibility within peacebuilding, development and humanitarian practitioners of sharing evaluations outside your organization: posting evaluations on your website or on other websites which collect body of evidence from SA programming, could help increase the knowledge of SA programming more broadly.²⁹

SA programs involve interactions between the services providers and its citizens, with many actors and relationships involved. It is almost impossible to untangle these relationships from each other, from the political system in which they exist and the cultural norms of that society. These are particularly complex interventions, and the quality of their evaluations must be robust.

Below we provide initial questions you can ask yourself to identify if you are ready to execute an evaluation.

KEY QUESTIONS FOR GETTING READY TO EXECUTE EVALUATIONS

- ⦿ Has the SA program leadership been adequately informed and updated on the entire process of conducting those activities?
- ⦿ What is the budget available?
- ⦿ Who will conduct the study?
- ⦿ Have you discussed the lines of inquiry for your evaluation with all the relevant stakeholders?
- ⦿ Have you clearly defined the draft report review process and communicated it to all parties?

Some donors require the Scope of Work (SoW) of the evaluation to be included in your M&E plan. Although this could be reviewed along the project, a good practice is to draft your SoW (or Terms of Reference) at the beginning of your SA program intervention. This will also help to clarify with the rest of the program team what you would like to learn from your SA program. Your SoW should include: objectives, lines of inquiry (or evaluation questions) developed based on each objective defined, evaluation approach foreseen, people involved, evalua-

School of Education, University of Melbourne (2015)

29 Among the website where body of knowledge around specific programming are stored you can visit www.dmeformpeace.org

tion calendar (including recruitment), expected milestones or deliverables, dissemination and learning strategy, ethical considerations and requirements, and budget. Each of these eight steps is defined below:

Step 1: Defining the evaluation objectives

Your evaluation objectives are the criteria by which the SA project will be evaluated. The OECD-DAC³⁰ criteria might help you to set your evaluation objectives:

- ⦿ **Relevance:** the extent to which the SA activities are suited to the priorities and policies of beneficiaries' requirements, country needs, global priorities and partners' and donors' policies;
- ⦿ **Effectiveness:** the extent to which objectives were/are likely to be achieved, including understanding the major factors influencing the achievement or non-achievement of the objectives;
- ⦿ **Efficiency:** measures how economic resources are converted to results, the cost-effectiveness of the project;
- ⦿ **Impact:** the intended and unintended broader effect as a result of the programme;
- ⦿ **Sustainability:** the extent to which the benefits of a programme or project continue after donor funding ceases.

Other criteria such as Coherence and Coverage might also be considered.

Step 2: Developing your lines of inquiry (research questions)

Your evaluation objectives should be used as a basis for developing evaluative questions (or lines of inquiry) which the evaluation aims to respond.

ILLUSTRATIVE LINES OF INQUIRIES FOR SA PROGRAMMING

Relevance

Was the SA intervention pertinent to the context?

Was your SA intervention able to adapt to services users and providers's needs?

Was your ToC relevant and appropriate to the context? Or were there other approaches which could have contributed in a more significant manner?

Have we worked with the right people and did the right activities?

Effectiveness

To what extent the project's expected results were achieved?

Which are the final values for the project's indicators?

Which were the best SA practices contributing to these results?

How did the sequence of SA activity contribute to the transformation?

30 <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance>

Efficiency

How did available resources affect results for enduring change?

Where the resources used in a cost-effective manner?

Was there any added value in investing in SA?

Impact

What was the overall impact of the SA intervention?

Were there unintended positive and negative changes which occurred and we did not anticipate?

Which aspect of the project was most important in catalyzing the change?

Are the benefits of the SA meeting users' and providers' needs? Will users and providers pursue this on their own?

Sustainability

Are we operating at a size and scope that lays the foundation for enduring change?

Are we ensuring that collaboration across users and providers will endure?

Are market willing to invest in SA?

Is SA becoming part of the accepted and expected behaviour?

Step 3: Defining the Approach

During the years, several evaluation approaches have been developed to respond to specific challenges. Each of those is adapted to a specific context and situation and you should be able to choose which one best fits your needs, based on your evaluation scope and questions. SA programs can be evaluated using several approaches and sometimes a combination of approaches is possible. As these guidelines are not meant to be a detailed description of the different existing evaluation approaches, for more information on the approaches available please refer to [Better Evaluation](#) and [DME For Peace](#). Ultimately you should discuss agree on the final methodology with the selected evaluator.

Step 4: Identifying the evaluation team

It is necessary to have a broad understanding of the type of person needed to conduct the evaluation. The important step is to select the right evaluator. As SA program is complex involving different stakeholders, you might consider involving internal staff members in the evaluation team. The external evaluator hired, beyond statistical and analytical expertise, must have knowledge of SA programming and a good understanding of the local context.

Step 5: Evaluation calendar

Evaluation planners should review the proposed timing ensuring that all the different evaluation steps are taken into account. There are also some practical concerns to take into account related with respondents

and key staff availability during the proposed evaluation period. Overall, the duration of the evaluation must be detailed: from its design phase, to recruitment, to design of the evaluation plan, data collection, analysis, reporting and dissemination.

Step 6: Clarifying the deliverables

Final products that are required from an evaluation should be clarified in the SoW. While there are a variety of deliverables possible, the most common is the final evaluation report and the database. You might want to have also a PowerPoint presentation summarizing the evaluation findings and/or a two pager summarizing the findings for dissemination with a larger audience.

Step 7: Dissemination and learning strategy

In the Scope of Work, you need to clarify how the project team and your organization at large intends to use the information generated by the evaluation. Learning is a very important step of your evaluation activity, and findings must be used for project adaptations, to inform future programming and to contribute to the body of knowledge on SA. Publication of the evaluation increase accountability and transparency between the organization, project's participants and its stakeholders and donors.

Step 8. Budgeting

The scope of work of your evaluation must take into account the budget. The budget should be decided at the design stage and costs for the evaluation embedded in the project's budget. The budget available will ultimately determine the type of evaluation, so it needs to be carefully considered. An evaluation that uses surveyors, for example, would need to include the fee to hire the surveyors plus the costs associated with training them and equipment. For an example of an evaluation Scope of Work see annex 8.

4. LEARNING FROM SA PROGRAMMING

Monitoring and evaluation for SA programming are meant to both generate learning and promote reflection. Learning requires a solid knowledge management system in place; and reflection is a very important programmatic aspects which fed learning. This chapter starts with explaining how to foster knowledge management around your SA program, afterwards it explains reflection processes and how to promote reflection around SA programming, finally it guides the reader on how to integrate learning within the SA program and contribute to broader learning on SA programming outside her/his organization.



KNOWLEDGE MANAGEMENT → LEARNING

4.1. KNOWLEDGE MANAGEMENT

Knowledge management refers to the efficient handling of information and resources within an organization³¹. Knowledge management entails creating, storing, managing, sharing and using the information within an organization ensuring that organizational learning is fostered and enhanced. Information is created at all levels and continuously during the program.

CREATING INFORMATION

While data is collected during monitoring and evaluation activities, other types of data and information are also created during the SA program implementation. A first important principle to keep in mind is that information and data should not be created if those are not meant to be used to generate learning, therefore it is important to limit data collection and information gathering to what is important for you and the people involved in the program.

STORING INFORMATION

A robust data storage system should be set up to ensure continuity in learning and make it sustainable. Data storage entails securely keeping and maintaining information or data collected for current and future reference. Data storage is done best when both electronic and hard copy are well organized and kept safe: investing in an online database is a good option for keeping your information secured and have them easily accessible and stored in one place: serving as a core source of institutional memory.

MANAGING INFORMATION

Data collected and stored must be analyzed and shared. Transforming data into useful information and is a key part of your knowledge management and good data visualization is key to ensure that the information produced are digested by different stakeholders. Efforts should be put into making these data open and accessible to different stakeholders, especially those in charge of implementing SA activities. This follows from the idea that, with the right information, users and providers can tackle local issues by being aware of the results progress of SA mechanisms.

DATA VISUALIZATION

Visualizing data can greatly improve our ability to spot patterns and form judgements. But it can also take a lot of time and effort to produce meaningful graphs from a stack of data. There are many types of data visualizations: charts, tables, bar graphs, word clouds, bubble clouds, heat maps, timelines. Your data visualization strategy must consider the audience: start by getting a sense of what you find insightful and want to highlight in your visualization, then identify which are the most significant findings which deserve to be shared, and finally decide which format is the best fit for displaying your data.

[Refer to DME for peace data visualisation](#) for more detailed guidelines

4.2. LEARNING

Learning is a key aspect of making sure evidence and data are being used to inform decisions about the project and program strategy. Learning directly builds on M&E and uses the findings from M&E activities to strengthen program design and best practices. Data is important, M&E staff must not only collect, but also interpret this data. An important learning opportunity is missed if monitoring data is simply forgotten once the report has been sent. Remember that informal learning happens all the time, we notice things, judge them, weigh them and assign value and significance to them. But it predominantly happens as a social process when interacting with colleagues or partners or struggling with a report. Monitoring can help make informal sense-making more systematic and conscious, and better linked to decision-making.

Try and think creatively and move beyond heavy, and unwieldy reports as the only way to share findings!

SHARING INFORMATION

Since SA programming involves different stakeholders, your strategy must be sensitive to the needs of each stakeholder within the mechanisms, including the donor. Also, note that the purposes of monitoring are usually viewed in terms of learning (to improve what we are doing) and accountability. Sharing findings through a report is only one way to disseminate those. Depending on the audience targeted and the available budget, other options may include: community dialogue sessions, conferences, factsheet, and conferences.

USING INFORMATION

A key communication task is to ensure that your findings are used. To do this, you need to organize feedback sessions with relevant stakeholders who can discuss the findings, analyze its implications, and agree on action. This last step of knowledge management will be detailed in the next chapter on reflection.

MAKE SURE YOUR LEARNING PROCESSES ARE PARTICIPATORY

To ensure that a large range of opinions are captured relating to program performance and because learning initiatives include important capacity development and growth dimensions, they should be as participatory as possible. Stakeholder involvement in learning promotes a sense of partnership among all the key people and/or groups interested in the organization. A participatory process is essential to provide insight into programs and analysis of how well the needs of different stakeholders are being met.

The project team is responsible for building a learning culture in the organization where there is capacity to understand and a willingness to use findings. Documentation of decision points, modifications, and adaptations is also crucial, allowing for reflection at the end of the project and development of lessons learned that apply to the field at large.

4.3. REFLECTION

Reflections are structured conversations among staff which involves looking back at the experience with some distance and thinking about what worked and what didn't. Reflection is intended to generate lessons learned

for your SA programme and to develop recommendations based upon the lessons learned. Reflective practice enables us to be nimble and adaptive, sensing the ecosystem around us, and questioning the assumptions behind our ToCs³². Reflective sessions can be organized at different levels, involving different stakeholders. They can happen with the project team or with other SA stakeholders. Since SA programming involves different local stakeholders (such as: local committee, local authorities, etc.), organize a societal reflection could be very useful.

Reflections should be organised on a quarterly basis as a minimum, but they can also be organised every time they are deemed necessary. Expectations on the reflection objectives need to be clarified with all participants beforehand. Rotating the chairing of the session within the project team ensure ownership of these projects by the whole program team. The duration of the meeting should be less than half a day. The meeting should be kept participatory and participants must be kept engaged through good facilitation; the facilitator is also responsible to ensure that reflection is brought into action: at the end of the reflection an action plan must be produced. In the action plan, participants identify actions to be taken based on the recommendations and lessons learned identified. For a template for a reflection action plan see the annexes.

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CHAPTER 2 MONITORING

ANNEX 1: TOOLS FOR PROCESS-LEVEL MONITORING

Snap survey

This form can be used after the implementation of your activity with a sample of activity participants. The answers of all the surveys should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data for the process-level monitoring (timing of the activity, selection of participants, protection of participants, communication around the activity, staff behaviour and preparation).

For the participants of the activities (to be disaggregated by sex and age)

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
I knew the time of the activity						
I had to wait less than 10 minutes before the activity started						
The time of the activity fits my daily work commitments						
The targeting of the participants was inclusive						
Please explain why you were selected.						
I feel safe to go to the activity						

The place where the activity itself takes place is safe						
I am exposed to risks by participating in the activity						
The activity corresponds to what was communicated to me prior to the activity						
I was informed in advance about the purpose of the activity						
I was aware on-time of what is expected of me from attending the activity						
The project staff is respectful						
The project staff has the required skills to implement the activity						
The logistics of the activity were well prepared						

For the community members who did not participate in the activities (non-participants)

This can be identified randomly in the project implementation area, ideally you want to keep a balance between the sex, age and category of respondents as defined beforehand in your monitoring visit Terms of Reference.

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
The targeting of the activity was inclusive						
I understand why I was not selected						
I think the place where the activity takes place is safe						

ANNEX 4: TOOLS FOR OUTPUT LEVEL MONITORING

EVALUATION FORMS

Training evaluation form

This form can be used after the implementation of your activity. Each participant of the training can fill it. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data for the output-level indicators linked to the level of satisfaction of the participants about the content of the training.

Do you agree with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
I gained new skills related to SA thanks to this training						
The training provided me with the necessary knowledge about SA.						
The content of the training is relevant for the role I have to fulfill within SA						
The density of the training is appropriate						

1. What did you think was the most useful module [/session]?
2. What did you think was the less useful module [/session]?
3. What would you change about the training?
4. What parts of what you learned today will you apply in your SA responsibilities?
5. Did the training meet your expectations? Why? [*remark: prior to the training, I recommend to ask what are the participants' expectations vis-à-vis the training*]
6. Please share any other comments:

Activity evaluation form (FGD, KSAC, WSAC and interface meetings)

This form can be used after the implementation of your activity. Each or some (in the case of activities with high level of attendance) participants of the activity can fill it. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data for the output-level level indicators on the level of satisfaction of the participants in terms of interaction and participation during the FGD, KSAC, WSAC and interface meetings.

This template can be adapted to the activity you wish to evaluate.

Do you agree with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
The [activity] was an effective opportunity for dialogue						
There is equity in terms of participation during the [activity]						
The [activity] enables discussions about the real issues regarding public services						
The opinions of all the different categories of users have been considered						
The [activity] facilitates constructive interactions between the participants						

The locality of the [activity] offers a safe space for women and youth to express their opinion freely						
--	--	--	--	--	--	--

Please share any other comments:

Depending on your monitoring objectives, feel free to add more statements.

REPORTS

Activity report (SA training, SAC meetings, interface meetings)

Activity reports should be done after the implementation of the activity, based on observations made during the activity as well as the results of the monitoring tools (the evaluation forms), and for the interface meetings the information provided by the joint action plan tracker. It will enable you to gather data for the output-level indicators for:

- the SA training (the level of satisfaction of participants about the content of the training, the # of participants disaggregated by sex, age, group, the # of SA trainings implemented);
- the SAC meetings (the level of satisfaction of participants in terms of interaction and participation, # of SAC meetings, # of grievances raised, compiled based on PSNP, and the # of participants);
- the interface meetings (the level of satisfaction of participants in terms of interaction and participation, the # of interface meetings, # of attendees at interface meetings disaggregated by sex and age, and the # of joint action plans produced) .

This template can be adapted to the activity you wish to report on.

An activity report must contain the following :

I. Background information : to put the activity into context.

1. Title of the activity
2. Short and updated context within which the activity occurred
3. To which specific objectives the activity contributed

II. The activity : describe the activity itself.

4. Products (e.g. number of trained participants, theater shows...)
5. Result indicators (to what extent the activity was realized according to project objectives. Add the pre/post-test results)

6. Zone of the activity implementation (national, regional, communal, village...)

6.1. Name of the locality where the activity was implemented

7. Date of implementation of the activity

8. Name of the staff involved and their responsibilities

9. Type of activity

10. Themes and objectives of the activity

11. Targeted audience

12. Participants (disaggregated data by sex, age, group)

13. Methodology used (how you conducted the activity)

14. Tools and material used

15. How the activity unfolded

III. Results : This is the most important part of the report. Present the results of the activities (both quantitative and qualitative) and analyse them. Provide meaningful quotes to give perspective.

16. Results

IV. Observations and recommendations : Consider the perspectives of the implementing staff and participants on the activity and the project.

17. Staff observations (Successes, obstacles, challenges)

18. Participants' recommendations for the upcoming steps

19. Staff's recommendations for the upcoming steps

Activity report for the participatory theater performance¹

Activity reports should be done after the theater performance. It should be based on observations made during the performance and should include the quotes capturing the interventions, the results of the survey as well as the attendance list/coloured cards. It will enable you to gather data for the output-level indicators for the participatory theater performances (the level of satisfaction of the attendees based on the performance of the actors, the # of participants, # of people who intervened or engaged in the process, # of participatory theater held).

Participatory theater performance reports should include the following:

¹ Herrington, R. (2016). Monitoring and Evaluating Participatory theater for Change. 1st ed. Washington DC: Search for Common Ground

Supervisor of Theater Team		Primary Intended Audience	
Group		Number of Total Participants	
Territory		Men	
Locality		Women	
Date		Girls	
Start Time		Boys	
End Time		*Tool can be adapted for particular groups, according to the primary intended audience	

1. Can you identify key influencers within the community who attended the performance? What was done to include and engage these people? Who among these came to the performance?
2. Did you make an effort to include marginalized groups, according to the primary intended audience?
3. What core community issues were highlighted in the show?
4. Write a short synopsis of the show:
5. Give the different positions of your characters at the beginning and through the course of the show:

Character 1 Description:	Beginning:
	Middle:
	Conclusion:
Character 2 <i>Description:</i>	Beginning:
	Middle:
	Conclusion:
Character 3 <i>Description:</i>	Beginning:
	Middle:
	Conclusion:

6. In this show, what interests were illustrated by your characters before audience participation?

Character 1	Interest 1:
	Interest 2:
	Interest 3:
Character 2	Interest 1:
	Interest 2:
	Interest 3:
Character 3	Interest 1:
	Interest 2:
	Interest 3:

7. Describe how the participants reacted to the conflicts between the actors during the play?
8. How many people chose to STOP the show to engage? What are common examples of why they chose to STOP the show?
 - 8.1. How Many Chose to STOP?
 - 8.2. Describe the appearance and demographics of those that stopped the show, for follow-up after the performance:
 - 8.3. Describe how and why participants chose to STOP the performance:
9. What did the participants find most relevant about the show? How did you reflect the choices and feelings of the participants?
10. Any other observations and/or suggestions from the public? (Quotes are important on this)
11. Is there anything about the performance that you would do differently?

ATTENDANCE LIST

The attendance list should be filled either at the beginning of the activity or at the end. You may need to accompany the participants to fill it in properly and fully. It will enable you to gather data for the output-level indicators related to the FGD, SA training and participatory theater performances (the indicators of # of participants / attendees disaggregated by sex, age, group).

An attendance list should contain the following:

Activity :

Location :

Date :

N°	Name and surname	Male	Female	Age	Organisation	Fonction	Phone number and email	Signature
1
2

Coloured cards

Use different post-its of different colours that people pick up at the entrance or that you distribute to each attendee during the activity. Afterwards, you can count how many post-it you have left compared to how many you had at the beginning, and in this way gather data about the # of participants who attended. The different colours, for instance yellow for women, brown for men and blue for girls and green for boys, can also enable you to gather disaggregated data with the sex and age of participants without using an attendance list.

Joint action plan tracker

This tool will enable you to keep track of the issues raised during the interface meeting and the related joint action plans that were selected. It should be filled in during and after the interface meetings based on the discussions during the meeting. It will enable you to gather data for the output-level indicators related to the interface meetings, in terms of # action plans produced (by type of actions).

of joint action plans produced / # of issues/actions included in the JAP

No.	Issues raised	Related action plan identified after interface meetings	Validated for implementation (yes or no)	Why?

Survey (for the participatory theater performance)

This survey should be conducted after the theater performance with community members who attended it. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data for the output-level indicators related to the participatory theater performance, about the level of satisfaction of the attendees based on the performance of the actors.

Do you agree with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
The performance was comprehensible and easy to follow						
The performance reflects issues in my community						
I was able to identify with at least one of the characters						
I think the actors represented well the community in its entirety						
The performance taught me new things about SA						
The performance of the actors enabled me to understand the different roles the stakeholders bear within SA						

What did you think was the most relevant scene?

1. What did you think was the less relevant scene?
2. What would you change about the performance?
3. Please share any other comments.

Depending on your monitoring objectives, feel free to add more statements.

Feedback form (for the comic book)

This feedback form can be placed at the end of the comic book for readers to fill it in and send it back to the organisation. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data for the output-level indicators related to the comic book, regarding the level of satisfaction of the readers based on the content.

Do you agree with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Why?
What was described in the comic book was relevant for me						
I find the comic book easy to read and understand						
The density of the comic book was adequate						

What did you think was the most relevant scene?

What did you think was the less relevant scene?

Would you change anything in the comic book? If yes, what?

Please share any other comments.

Depending on your monitoring objectives, feel free to add more statements.

ANNEX 5: TOOLS FOR OUTCOME LEVEL MONITORING

The tools for results monitoring should allow you to capture results towards your theory of change or the changes the SA activities aims to achieve.

FOCUS GROUP AND KEY INFORMANT INTERVIEWS DISCUSSION GUIDE "TRAIN"

INSTRUCTIONS

This tool should be used during small group discussions. The team should assure participants that all information shared within the discussion will remain confidential; if the team takes down notes, they will not have any information identifying or associating individuals with responses.

You should take all potential ethical concerns into consideration before the discussion, considering the safety

of respondents, ensuring that all participants agree that no information shared in the discussion will be divulged outside the group, and obtaining informed consent from participants.

The group should be made of like members should not include more than 8 to 10 participants and should not last more than 1.5 hour.

To increase acceptance and ensure that participants are not the targets of community suspicion, threats or violence:

1. If you do not feel it is safe to have this discussion, or that it may cause risk for staff or participants, do not proceed.
2. Before mobilizing participants, meet with community leaders and/or local government to explain the purpose of the monitoring visit and the presence of the monitoring team in the community.
3. Link with the facilitators or local key leaders for participant mobilization.
4. Service providers should not be present in all groups to ensure that participants feel free to speak openly.

ORAL INTRODUCTION

Hello. My name is _____. I am conducting a Focus Group for Amara Development Association (ADA). ADA is supporting the implementation of the Social Accountability (SA) component under the Targeted Response for Agriculture, Income and Nutrition "TRAIN" in Amare region.

We are conducting this focus group here and in other communities in which we will be implementing the SA component to better understand the needs, level of satisfaction and quality of services provided.

There will be no compensation for speaking with us today, the findings of this meeting will inform and the SA component. We do believe you will find this meeting interesting and it will give you an opportunity to exchange views on topics you might not necessarily find time to discuss otherwise.

Everything that you say will remain confidential, and we will not collect information that could be used to identify you. I will be taking notes as we speak, to allow us to analyze the data from your responses. However, we won't share these notes with anyone outside of the monitoring team. When we do share information, for example in our monitoring report, the information will be anonymous. Your name and identity will never be associated with any information we share.

The focus group should not last more than 1.5 hour, and you are free to leave at any point should you feel uncomfortable with any of the questions. It is important to make sure we hear what all participants want to say, therefore we hope you can stay for the whole discussion.

What I'm looking for today is a discussion. There are no right or wrong answers. I won't be offended if you say negative things. I just want your honest opinion. I also don't want you to feel like you must direct all your comments to me. If anyone says something you disagree with, I want you to feel free to speak up. Our goal is to have a discussion with lots of different opinions.

I also want you to speak up, even if you think you are the only person at the table who has that opinion. But

also if you don't have an opinion on something, I want you to feel free to say that too.

I do have some ground rules before we get started:

- Please turn off your mobiles. It's really distracting for me to have the phone ring during the group and it makes it hard for me to concentrate on what you're saying.
- I do want to hear from everyone. If I notice that you're being quiet, I will call on you. Also, I have a lot of things to cover and I know how valuable your time is. To cover everything, I might have to interrupt you and move on to the next topic, or make sure that someone else gets a chance to talk in the short time we're together.
- So that I can make sure to take good notes, please speak one at a time. That's just so I can write a report after we're done, and it is really hard listen to everyone's voices at once.
- Also, please try to avoid side conversations. Some of the most interesting things you have to say you might be whispering to your neighbor.

Before we start, do you have any questions to ask?

INFORMED CONSENT

1. Ask everyone to raise their hand if they understand and accept the rules of the discussion.
2. Ask everyone to raise their hand if they agree to let ADA use the informations they share to write a report that will influence Social Accountability activities in their community?

Anyone that does not raise their hand should be asked to leave.

FOCUS GROUP DISCUSSION QUESTIONS – FOR COMMUNITY MEMBERS

- 1.1 Could you tell us the type of services that are provided in your community?
- 1.2 Is there any gap in any of these services provision? Could you tell us more?
- 1.3 Were these gaps discussed and addressed? If not, why not? If yes, how?
- 1.4 What is the level of satisfaction of the community around these services provided? Is there any difference in the level of satisfaction among the different services provided?
- 2.1. Have your community had the chance to be informed or oriented on PIM and PSNP?
- 2.2 Do you/your community know which are the rights and responsibilities under the PIM?
- 2.3 What do community members do if the services do not respect these standards or they are not satisfied with the service provision?
- 2.4 Where would you go to address your grievances/complaints?
- 2.5 How important Social Accountability is for your community and do you have any recommendations for improvement of the system?

KEY INFORMANT INTERVIEW QUESTIONS - FOR FGDS MEMBERS ONLY

Please ask the same questions above, plus:

2.6 Could you explain how Social Accountability is implemented in your Kebele?

2.7 Could you tell us which tools you use for SA activities?

FOR THE TRAINING IN SA

Pre and post test

The pre- and post- test enables to collect quantitative and qualitative information regarding the outcome-level indicators of the change in knowledge, as well as the change in relationships, attitudes and behaviours of the participants after the training.

The idea is to ask participants the same set of questions prior to the training (to measure their basic knowledge of the topics addressed) and after the training (to measure how the training contributed to an increase in knowledge/skills for each participant). The set of questions should relate to the content of the training, so as the answers to the questions should be covered during the training.

The questions and assertions designed for the pre- and post- test must be short and precise, easy to understand by the respondent. Closed assertions are preferred (multiple choices are easier to compare before/after) but open questions can also be included.

KII with the participants of the training

The KII should be conducted at the end of the training or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators of the change in knowledge, as well as the change in relationships, attitudes and behaviours of the participants after the training.

- What can you say about the SA mechanism?
- Within the SA mechanism, how can you ameliorate the provision of services?
- Do you think the training provided you with the necessary knowledge about SA?
- What part of the training was most relevant to you? Why?
- Do you think attendees participated equitably during the training?
- Do you think that all participants had the opportunity to participate?
- How was the relationship between all the participants?
- Did the training change the perceptions you had of the other participants?
- Do you feel you can collaborate with the other participants after the training?
- What has the training changed for you?

KII with SAC and FGD facilitators who were trained

The KII should be conducted at the end of the training or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators of the change in knowledge, as well as the change in relationships, attitudes and behaviours of the participants after the training.

In addition to theoretical knowledge, your training is likely to intend to equip the participants with a set of skills/competencies in SA. Design your guide based on the content of the training you provided.

Skills can be very specific, such as:

- Skills to facilitate the SAC or FGD
- Skills for reporting
- Skills to communicate the results of the CSC
- Skills to advocate with services providers to raise issues from the community and find solutions
- Skills to take appropriate role within the SA mechanisms
- Skills in participatory monitoring

You can use the scale below to indicate the level of confidence of the person to demonstrate his competencies based on your analysis:

	Extremely Uncertain	Somewhat uncertain	Unsure	Somewhat Confident	Extremely Confident
Ability to....					
Ability to....					

This form can be filled by the facilitator of the KII. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed.

FGD*KII or FGD with the communities involved in the FGD*

The KII should be conducted at the end of the FGD or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators related to the knowledge of the facilitators on the use of CSC and FGD facilitators, as well as the awareness on the possibilities for collaboration and civic engagement.

- Did the facilitators provide you with the necessary knowledge about the CSC and their use?
- What can you say about the CSCs? How does it work? Who is involved?
- Do you find it relevant for your role in your community? Why or why not?
- How can you participate within the SA mechanism? Do you think it can be effective?

KSAC AND WSAC

KII with SAC members

The KII should be conducted at the end of the SAC or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data regarding the outcome-level indicators of the change in knowledge, as well as the change in relationships and attitudes of and between the participants.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- How can you participate within this mechanism?
- What is your role within this mechanism?
- What are the main issues at stake do you think? For you and the other stakeholders?
- How is the collaboration with other SAC members? How do you interact with them?
- Do you feel supported by them?
- How is the level of participation or all stakeholders during the SAC?
- How is your level of participation during the interface meeting?
- How do you share roles and responsibilities within the SAC?
- How do you proceed to select what problem should be reported and the corresponding solutions?
- How are decisions made within SAC? How do you act upon it?
- Do you think each actor involved in the SAC meeting has the ability to endorse the planned joint action?
- How is your interaction with community members? SAC Kebele or SAC Woreda? FGD facilitators?
- How is your interaction with service providers? State representatives?
- How is your collaboration with service providers? State representatives? FGD facilitators?
- Do you feel that you can communicate and collaborate easily with other SAC members? Why or why not?
- Do you feel that you can communicate and collaborate easily with services providers? Why or why not?
- What groups work well with each other, and what makes the relationship a positive one?

- What groups do not work well with each other within the SAC, and what makes the relationship difficult?
- What do you think about SAC's work? Do you think your work can be improved?

KII with service providers involved in the SAC

The KII should be conducted at the end of the SAC or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators of the change in knowledge, as well as the change in relationships and attitudes of and between the participants.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- How can you participate within this mechanism?
- What is your role within this mechanism?
- What are the main issues at stake do you think? For you and the other stakeholders?
- How is the level of participation of all stakeholders during the SAC?
- How is your level of participation during the interface meeting?
- How do you share roles and responsibilities within the SAC?
- How do you proceed to select what problem should be reported and the corresponding solutions?
- How are decisions made within the SAC? How do you act upon it?
- How do you deal with the problems raised by the SAC?
- How do you implement action planned based on the problems raised by the SAC?
- Do you think each actor involved in the SAC meeting has the ability to endorse the planned joint action?
- How do you interact with them?
- Do you interact directly with service users to collect their feedback?
- Do you feel that you can communicate and collaborate easily with other SAC members? Why or why not?
- What groups work well with each other, and what makes the relationship a positive one?
- What groups do not work well with each other within the SAC, and what makes the relationship difficult?
- What do you think about SAC's work? Do you think its work can be improved?

FGD with community members involved in the SAC

The FGD should be conducted at the end of the SAC or during monitoring visits (see annex 2 for methodological details about the conduct of FGD). It will enable you to collect data about the outcome-level indicators of the change in knowledge, as well as the change in relationships and attitudes of and between the participants.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- How can you participate within this mechanism?
- What is your role within this mechanism?
- What are the main issues at stake do you think? For you and the other stakeholders?
- What is the SAC? What is its role?
- What is your level of participation during the SAC? What is the level of participation of all actors according to you?
- How do you share roles and responsibilities within the SAC?
- How do you proceed to select what problem should be reported and the corresponding solutions?
- How are decisions made within the SAC? How do you act upon it?
- Are you satisfied with the process of the SAC meeting?
- Do you feel that you can communicate and collaborate easily with all stakeholders involved in this committee?
- Do you believe that service providers are responsive to the information provided through the CSC? if yes can you give a concrete example of service improved?
- Are some groups better treated than others? If yes, under what circumstances? What would explain so?
- How do you see your relationship with other SAC members?
- Is the interaction with service providers cordial? Is it easy to communicate with them?
- Are providers of public services considered community members? Do they understand and relate to the needs and concerns of community members?
- What groups work well with each other during the SAC meeting, and what makes the relationship a positive one?
- What groups do not work well with each other during the SAC meeting, and what makes the relationship difficult?
- What do you think about SAC's work? Do you think its work can be improved?
- Do you think these solutions contribute to the improvement of services providers' work?
- Can you give concrete examples of basic service improvement emanating from the SA process?

JOINT ACTION PLAN TRACKERS

This tool enables you to keep track of the joint action plans, their elaboration, implementation and the process of the resolution of service gaps. It should be filled in during and after the SAC meetings. It will enable you to collect data related to the outcome-level indicators about the change in attitude of the stakeholders involved, in terms of collaboration as well as the change in knowledge about the issues and the wider system surrounding the participants.

To track the joint action plans elaborated by the JAP

No.	Issues raised	Related action plan identified after interface meetings	Roles and responsibilities for the implementation	Validated for implementation (yes or no)	Why?

To track the implementation of joint action plans

No.	Issue raised	Nature of the action planned	Roles and responsibilities for the implementation	Input of the SAC Kebele	Input of the SAC Woreda	Implemented or not?	Why?

To track the adequacy of the SA mechanism in solving service gaps

No.	Service Gaps identified	Solved	Unsolved	If it is solved, how? If not, why?

INTERFACE MEETING

KII with participants of the interface meeting

The KII should be conducted at the end of the interface meeting or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators related to the change in knowledge, civic engagement, attitude and relationships of the participants.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- What is the interface meeting for?
- What is your role in this meeting?

- What issues are at stake do you think? For you and the other stakeholders?
- How is the interface meeting process?
- How is the level of participation of SAC, service providers, administration during the interface meeting?
- Are leaders engaged effectively during the meeting? How?
- Do you feel that you can communicate and collaborate easily with all stakeholders involved in this meeting?
- Do you believe that service providers are responsive to the information provided through the CSC? if yes can you give a concrete example of service improved?
- What do you think about the joint action plan decided during the interface meeting?
- How is the share of responsibilities for the implementation of joint action plan?
- Are you satisfied with the process of the interface meeting?
- What groups work well with each other during the meeting, and what makes the relationship a positive one?
- What groups do not work well with each other during the meeting, and what makes the relationship difficult?
- Do you think these solutions contribute to the improvement of services providers' work?
- Can you give concrete examples of basic service improvement emanating from the SA process?

FGD with community members participating in the interface meeting

The KII should be conducted at the end of the interface meeting or during monitoring visits (see annex 2 for methodological details about the conduct of KII). It will enable you to collect data about the outcome-level indicators about the change in knowledge, civic engagement, attitude and relationships of the community members involved in the interface meeting.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- How can you participate within this mechanism?
- What is your role within this mechanism?
- What are the main issues at stake do you think? For you and the other stakeholders?
- What is the interface meeting? What is it for?
- Who participates in these instances? Do all citizens who have an interest in this area have the ability to participate equally or do different groups have different levels of access?
- Do you think each actor involved in the interface meeting has the ability to endorse the planned joint action?
- Do you feel that you can communicate and collaborate easily with all stakeholders involved in this meeting?

- Do you think that you can communicate easily with SAC members about your grievances?
- Do you believe that service providers are responsive to the information provided through the CSC? if yes can you give a concrete example of service improved?
- What do you think about the joint action plan decided during the interface meeting?
- How is the share of responsibilities for the implementation of joint action plan?
- Are you satisfied with the process of the interface meeting?
- What groups work well with each other during the interface meeting, and what makes the relationship a positive one?
- What groups do not work well with each other during the interface meeting, and what makes the relationship difficult?
- Do you think these solutions contribute to the improvement of services providers' work?
- Can you give concrete examples of basic service improvement emanating from the SA process?

Perception survey with community members

This survey can be conducted every 3 or 6 months, since this can be used as follow-up data source. This allows you to collect quantitative data in order to monitor the perception of the community about the link between SA mechanism and the improvement of the services. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to gather data about the outcome-level indicators regarding the perceived change in knowledge, civic engagement, attitude and relationships of the stakeholders. The sample surveyed should be service users linked to TRAIN project.

Do you agree with the following statement?

	Totally agree	Agree	Neither agree or nor disagree	Disagree	Totally disagree
I know what is SA					
I know what my role is within SA as a citizen					
I am better informed on SA mechanisms					
I know what is PSNP					
I participate in decision making regarding the improvement of public services					

I know what is CSC and PETs					
I know the role of FGD facilitators					
I know the role of SAC					
I know the role of ADA					
I know what is in-terface meeting					
The service providers are responsive to the grievances we raised					
There is an improvement of public service quality since there is SA activities					
There is collaboration among the community to improve the quality of services					
Service providers, service users and the state collaborate within the SA mechanism					
SA mechanisms enable service providers, service users and the state to develop more positive relationships					
All categories of the population are given the opportunity to provide their input in the SA mechanism					

Please share any other comments:

Depending on your monitoring objectives, feel free to add more statements.

INTERFACE MEETING, KSAC AND WSAC

KII or FGD with community members not involved in the interface meeting / SAC

The KII or FGD should be conducted at either the end of the interface meeting or KSAC and WSAC, or during monitoring visits (see annex 2 for methodological details about the conduct of KII and FGD). It will enable you to collect data about the outcome-level indicators about the change in knowledge, attitude and relationships of the stakeholders, as well as the change in civic engagement for the interface meeting.

- What can you say about the SA mechanism? What are the different entities and actors involved?
- What are the main issues at stake do you think? For you and the other stakeholders?
- How can you participate within this mechanism?
- What is your role within this mechanism?
- Do you know ADA?
- Do you know ADA's role?
- Do you know what is the purpose of CSC, PETS, FGD, and SAC? if yes, explain?
- Do you know what the PSNP is?
- Do you or did you take part in any event related to and the amelioration provision of services in your community? If yes, please describe it. If no, why?
- Is there any gap in [the service provider]'s service provision? If yes, where are these gaps discussed?
- What can you say about your rights in terms of service provision? Would say there are services that you are entitled to? Do you know what are the costs associated with them?
- What do you think about the quality of the service you receive? Do you have any grievance around the service provided?
- Did you raise your grievance to someone? Who? How?
- In cases of bad service, how do people usually deal with their unresolved problems?
- Are people aware of SA mechanisms available, for filing complaints and providing feedback about the provision of public services? Are they used? If yes, with what results? If not, why not?
- Do you feel that you can communicate on the grievances and issues you faced when using the public services?
- Do you think that you can collaborate easily with people in the community (service users) to find and express a common issue when using the public services?
- Do you think that you can communicate easily with SAC members and interface meeting participants about your grievances?

- Are some groups better treated than others? If yes, under what circumstances? What would explain so?
- How do you see your relationship with the providers of public services? With the government?
- Describe attitudes of service providers towards the public.
- Do the existence of the interface meeting, SAC, and the general discussion about the provision of services have an impact on your community?
- Can you give an example of joint action plan decided by the interface meeting / SACs?
- Do you think the solutions adopted by these meetings contribute to the improvement of services providers' work?
- Can you give concrete examples of basic service improvement emanating from the SA process?

PARTICIPATORY THEATER PERFORMANCES

KII or FGD with community members reached by the participatory theater performance

The KII or FGD should be conducted at the end of the participatory theater performance or during monitoring visits (see annex 2 for methodological details about the conduct of KII and FGD). It will enable you to collect data related to the outcome-level indicators about how participants are connecting with the participatory theater programming, their perception on how much it reflects real situations and problems on their community. It also gathers data about the changes in awareness, perceptions, feelings and values related to SA, and how these changes channel civic mobilisation and collaboration. Finally, it enables you to collect data about the % of participants that are aware of SA mechanisms and % of participants who think that the behaviour and attitude rehearsed during the performance are feasible and realistic.

- Did you attend the participatory theater?
- Please describe to me what happened during the participatory theater performance?
- What did you like best about the participatory theater? Why?
- What did you like the least about the participatory theater? Why?
- Did the play adequately represent your community? Why or why not?
- In your opinion, which scene seemed the most real or familiar to you? Why?
- Which character did you relate the most to and why?
- Which character did you relate to the least? Why?
- Did you feel the same about these characters at the beginning as you did at the end? Please explain.
- What did you learn new during this performance about SA?

- Will you use what you learned in today's performance in your life? If yes, how? If no, why not?
- Did you like the way the characters went about addressing the issue in the performance? Could you see yourself using this in real life?
- Do you believe in the SA mechanism information/messages performed during the participatory theater? Why or why not?
- Do you know what the role of administration is, service providers, SAC after attending today's performance?
- After reading attending this theater performance, how do you think you can improve the provision of services to your community?

COMIC BOOKS

FGD or KII with community members reached by the comic book

The KII or FGD should be conducted at the end of the SAC or during monitoring visits (see annex 2 for methodological details about the conduct of KII and FGD). It will enable you to collect data about the outcome-level indicators related to the change in knowledge about SA, and attitudes further modelling behaviour.

- Please describe to me what was depicted in the comic book?
- Did you find the comic book easy to read and understand?
- What did you like best about the comic book? Why?
- What did you like the least about the comic book? Why?
- Did the characters in the comic book adequately represent your community? Why or why not?
- Which character did you relate the most to and why?
- Which character did you relate to the least? Why?
- Did you like the way the characters went about addressing the issue in the performance? Could you see yourself using this in real life?
- Did you feel the same about these characters at the beginning as you did at the end? Please explain.
- In your opinion, which scene seemed the most real or familiar to you? Why?
- The comic book dealt with SA issues. Are those issues prevalent in this community?
- What new things did you learn about SA?
- Do you know what the role of administration is, service providers, SAC after reading this comic book?
- Will you use what you have learned through this comic in your life? If yes, how?
- After reading this comic book, how do you think you can improve the provision of services to your community?

Feedback form

This feedback form can be placed at the end of the comic book for readers to fill it in and send it back to the organisation. The answers of all the forms should then be compiled and cleaned in an Excel sheet for them to be analysed. It will enable you to collect data about the outcome-level indicators related to the change in knowledge about SA, and attitudes further modelling behaviour.

Feedback form
Please describe what was illustrated in this comic book.
What did you like best about the comic book? Why?
What did you like the least about the comic book? Why?
In your opinion, which scene seemed the most real or familiar to you? Why?
Which character did you relate the most to and why?
Which character did you relate to the least?
Did you feel the same about these characters at the beginning as you did at the end? Please explain.
Did you like the way the characters went about addressing the issue in the comic book? Could you see yourself using this in real life?
What new things did you learn about SA?

Will you use what you learned in this comic book in your life? If yes, how? If no, why not?

Please share any other comments.

ANNEX 5: M&E PLAN TEMPLATE

An M&E plan should contain the following:

1. Introduction

- Provide the project background (on the nature of the project: duration, donor, scope and target population)

2. Speaking to Change

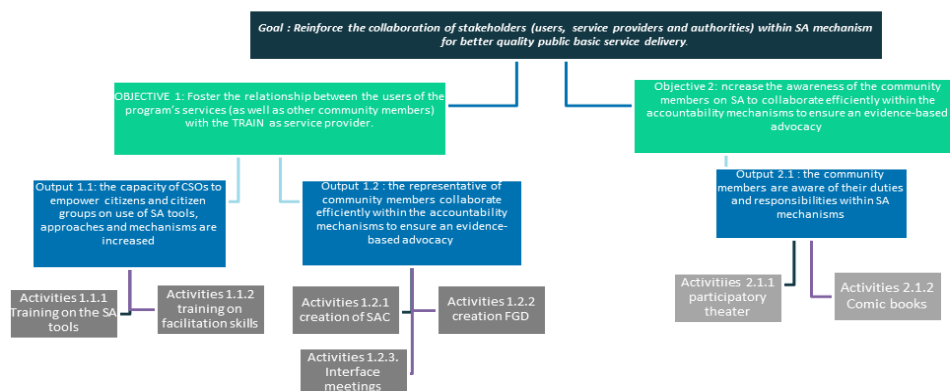
- Provide the theory of change of your project;
- And the explanation of the types of change you are hoping to achieve, as well as what examples might embody this, as following:

Type of change	Examples
...	...

3. Project expectations

- The results chain (the link between goal, objectives, expected results (outcomes) and activities of the project). You may present it under the form of a graph for readability.

Example from the TRAIN project



6. Reflection Strategy:

- Describe the project's strategy regarding how data will be used to inform decisions about the project:
- Determine what data will be analyzed,
- How the results will be presented
- And its dissemination (how, when, to whom).

7. Annexes

- Provide the templates of the different monitoring tools you will use (ex: evaluation form).

ANNEX 7 : OUTCOME JOURNAL TEMPLATE

When you use the outcome harvesting method for the outcome-level monitoring, the outcome journal will enable you to record the various outcomes or results you identify in a detailed manner: their nature, type (positive, negative, expected or unexpected), when and where it happened, the project's contribution to it and their significance. Each member of the team should have one. *You can fill in the following template:*

What is the result that you observed during your project? (provide a description of who has changed, what has changed in his/her behaviour, relationships or actions)	Is this result positive or negative? Expected or unexpected?	When did the change happen?	Where did the change happen?	What is the project's contribution to this result? How do you know that this result is linked to your activities (partially or totally, directly or indirectly)?	What is the significance of this result? (Provide an explanation of why this result is important. Contextualize it enough so that an external person could understand why this change is significant)
...

CHAPTER 3

ANNEX 8: EVALUATION SCOPE OF WORK AND EVALUATION REPORT TEMPLATES**Evaluation Scope of Work**

[Name project or study]

1. CONTEXT

THE PROJECT

[Give information here about the general project(s) being supported, including background, objectives, expected results and activities. This can generally be copied from the project document.]

2. GOAL AND OBJECTIVES OF STUDY

[Provide a brief summary of the Goal and Objectives of the study, in addition to the main M&E questions, including considerations of specific approaches like gender, youth, and/or conflict sensitivity. The goal should explain the overall purpose of conducting the study, and the objectives should outline between 3 and 5 key expectations that the study should achieve in relation to learning.

OECD-DAC evaluation criteria to be examined (or data that needs to be gathered to set up these criteria at a baseline stage) should also be outlined here: Relevance, Effectiveness, Efficiency, Sustainability and/or Impact. For more information on OECD-DAC guidelines on evaluation, [please see resources available on the intranet.](#)]

3. KEY QUESTIONS OF THE STUDY

[Provide a set of study questions that follow the outline of the objectives of the study. Questions should clarify the key elements that need to be covered as part of each objective. They should be specific, and outline specific needs for learning within the project under each OECD-DAC.]

3. GEOGRAPHIC LOCATIONS

[Provide a short paragraph of analysis justifying how locations of the study are selected and defined. List specific sites that need to be covered in data collection, if that information is already available.]

5. METHODOLOGY AND DATA COLLECTION TOOLS

[Begin with a short paragraph explaining the approach and how tools fit together (triangulation of data, etc.)

Example: The study applies a mixed methods approach consisting of a literature review, quantitative survey, and qualitative methods (Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs)). The consultant will be responsible for finalizing the literature review, designing the final methodology, developing tools, training of enumerators, data analysis, and drafting of the report. Proposals should include clarity on data triangulation and key methodologies for data collection of the data, as well as justification for the relevance of these methods to the research questions and project. Proposal methodologies will also include sampling strategies associated with the proposed methods, methodologies for data analysis outlined with justifications and reasoning for any key methods mentioned, Do No Harm strategies, and any proposed strategies for sharing the findings of the study. The Project Team will review proposed methods, tools, and data storage plans prior to data collection.]

DELIVERABLES

Search expects the following deliverables from the external consultant:

- A [study] plan (inception report) detailing a proposed methodology, tools, calendar and written data collection tools;
- Training of enumerators;
- Supervision and participation in data collection;
- Oversight of the data coding process;
- Submission of the databases to Search;
- PowerPoint presentation of findings;
- Analysis of the data collected and production of a draft evaluation report in English [insert other languages if needed], for review by Search staff and partners;
- A Final Report in English (40 pages max in length, excluding appendices) that consists of (unless otherwise agreed upon with Search):
 - Table of contents
 - Abbreviations
 - Executive summary of methodology, limitations, key findings and recommendations
 - Background information (project specifics)
 - Methodology: Objectives, data collection and analysis and limitations of the study
 - Research findings, analysis, with associated data presented (should be structured around the main objectives/evaluation criteria and should cover all indicators)
 - Indicator table showing all baseline indicators

- Appendices, which include detailed research instruments, list of interviewees, terms of references and evaluator(s) brief biography.

LOGISTICAL SUPPORT

The consultant(s) will be responsible for organizing their own logistics for data collection (vehicles, fuel, and drivers), and this must be budgeted into the study. Search will provide support in arranging logistics. At least one Search staff member will be available to support data collection and logistics for this study.

In addition, Search and partners will share the following elements with the external consultant: Background materials including the project proposal and logframe, M&E plan, etc.

5. DATA QUALITY ASSURANCE AND MANAGEMENT

7. KEY DELIVERABLES AND TIMELINE

Activities	Deadline/ Estimated Time	Who
TOTAL TIME ESTIMATED		

8. BUDGET

[Provide information on budget, as available.]

9. REQUIREMENTS OF CONSULTANT

The following skills and experience are expected by SFCG for our evaluator for this project:

- Proficiency in English and Arabic (written and spoken);
- More than 5 years of experience in project evaluation, including collecting data in interviews, surveys and focus groups;
- Experience in conflict analysis and working with justice and civil society sectors;
- Experience working with international organizations;
- Experience conducting quantitative surveys and analysis;
- Evaluation methods and data collection skills;
- Familiarity and experience with South Sudan contextual challenges.

In addition, the consultant is required to respect the following Ethical Principles[1]:

- *Comprehensive and systematic inquiry: Consultant should make the most of the existing information and full range of stakeholders available at the time of the review. Consultant should conduct systematic, data-based inquiries. He or she should communicate his or her methods and approaches accurately and in sufficient detail to allow others to understand, interpret and critique his or her work. He or she should make clear the limitations of the review and its results.*
- *Competence: Consultant should possess the abilities and skills and experience appropriate to undertake the tasks proposed and should practice within the limits of his or her professional training and competence.*
- *Honesty and integrity: Consultant should be transparent with the contractor/constituent about: any conflict of interest, any change made in the negotiated project plan and the reasons why those changes were made, any risk that certain procedures or activities produce misleading review information.*
- *Respect for people: Consultant respect the security, dignity and self-worth of respondents, program participants. Consultant has the responsibility to be sensitive to and respect differences amongst participants in culture, religion, gender, disability, age and ethnicity.*

In addition, the consultant will respect SFCG's evaluations standards, to be found in SFCG's evaluation guidelines: http://www.sfcg.org/programmes/ilt/dme_guidelines.html

APPLICATIONS

To apply, interested candidates (individuals or teams) are requested to submit the following two documents:

- Curriculum vitae;
- A technical proposal proposing a methodology for the baseline together with a financial proposal for the completion of the aforementioned deliverables and a short cover letter.

Note: Only two documents can be submitted, so the technical and financial proposals must be combined, along with the short cover letter.

Applications must be submitted to www.sfcg.org/employment/ before **[insert deadline]**.

[1]Adapted from the American Evaluation Association Guiding Principles for Evaluators, July 2004



TYPE OF EVALUATION (OR TITLE)

NAME OF PROJECT (OR SUBTITLE – PHOTO ABOVE SHOULD BE REPLACED WITH RELEVANT PROJECT PHOTO)

MONTH DATE, YEAR

Lead Evaluator

Research Team

Contact:

Name

Position title

Search for Common Ground

Address

Phone

Email

TABLE OF CONTENTS

2	Acknowledgements
3	Abbreviations
4	Executive Summary
5	1: Background Information
6	2: Methodology
7	3: Findings
8	4: Conclusions and Recommendations
10	5: Appendices

ACKNOWLEDGEMENTS

[Optional]

ABBREVIATIONS

[Optional]

EXECUTIVE SUMMARY

Recommended length : 3-4 pages

The different subtitles allow us to make sure that the essential points of the report are included in the executive summary.

Include objectives of the baseline.

METHODOLOGY

LIMITATIONS

KEY FINDINGS

RECOMMENDATIONS

1. BACKGROUND INFORMATION

Recommended length: 1-2 pages

Include the basics about the project, such as:

- Project title
- Donor
- Length of project
- Geographic locations of the project
- Analysis of conflicts that serve as a basis for the project
- Overall objective (goal) of the project
- Specific Objectives of the project
- Expected Results of the project
- Groups targeted in the project
- Major activities that are planned

INTRODUCTION

PROJECT OVERVIEW

2. METHODOLOGY

Objectives

Data Collection and Analysis

Limitations

Recommended length: 3-4 pages

Make sure to include information on the following in this section:

- **Objectives of the evaluation**
- **Target zones:** indicate where the baseline was conducted, and why these zones were chosen for the study
- **Timeframe** of the baseline study (when it took place)
- **Methodology** (qualitative, quantitative, mixed methods?)

- **Target groups of the evaluation:** indicate the groups of people that you included in the study, and how you sampled them.
- **Data collection activities** (ex : focus group discussions, interviews, surveys, etc.) : describe which data collection activities you conducted, and precisely : how many of each type of activity were realized, and how many people participated. If possible, disaggregate by sex and geographic region. Explain how sample sizes were calculated, particularly for quantitative surveys.
- **Data collection tools** (ex : discussion guides) : write which tools you used, how they were prepared (ex : was the donor or partners part of creation of tools?), how many different tools you used (ex : a discussion guide for each target group, or the same guide for all groups?)
- **Data analysis:** Explain how the data were analyzed, and by who. For a survey, identify which data analysis tools were used (SPSS, Excel, STATA, etc.)
- **Evaluation Team:** Briefly explain who conducted the evaluation and how responsibilities were shared. Pay particular attention to whether gender and ethnicity were considered in the composition of the team.
- **Difficulties and Limits of the Methodology:** indicate if certain difficulties were met, and what consequences they had on processes of data collection, analysis, or interpretation

3. FINDINGS

Indicate the main findings and results of the study. General advice:

Structure the study based on needs outlined in the objectives of the evaluation

.Make sure that evaluative questions, outlined in the Terms of Reference, are answered in this section.

Make sure that all claims made here are connected directly to data presented in this section, and that the data adequately support any conclusions that will be presented in the next section.

Keep in mind that the data will make more sense if your words are clear and precise. Also consider when a graph or graphic may be more useful in presenting information.

PROJECT INDICATORS

It can be a good idea to include a table assessing progress by project indicators for clarity. A sample is below:

The following table summarizes the project's outcome indicators that were measured and recorded throughout the life of the project [Include a short summary of the main conclusions on the project achievements, shortcomings, etc.].

Table 1: Table Showing Project Outcomes by Indicator

	Achieved in the Project	Project Target	Comments on % of Target Achieved
Project Goal:			
Objective 1:			
Expected Result 1.1:			
Example Indicator 1.1.1: % of refugees who are informed about SA standards in their location	78.6%	50%	Target surpassed.
1.1.2:			
1.1.3:			
Intermediate Result 1.2:			
1.2.1:			
1.2.2:			
1.2.3:			

4. CONCLUSIONS

Recommended length: 2-3 pages

This should be a summary and include analysis of the data above. What does this data tell us about the needs of target groups and the overall status of the conflict in question?

5. RECOMMENDATIONS

Recommended length: 1-2 pages

Keep in mind that recommendations should be precise and linked directly to the activities that are already planned. What ways can planned activities be structured in order to maximize effect and influence? How can we make sure trainings, programs, etc. are organized in order to best address the most relevant problems? It is often a good idea to group more specific recommendations into themes under which they fall, so the reader can follow more easily.

6. APPENDICES

Make sure to include all data collection tool, necessary documents, etc. If the evaluation was external, be sure to include contract and terms of reference.

ANNEX : SURVEY TOOLS

ANNEX : DOCUMENTS CONSULTED

ANNEX: EVALUATION TERMS OF REFERENCE

CHAPTER 4

ANNEX 9: REFLECTION MATRIX, ACTION PLAN AND ATTENDANCE LIST*MATRIX FOR THE REFLECTION – PROJECT NAME/QUARTER/YEAR*

Questions	Reflection notes
Which new opportunities are opening?	
Do different project activities support or undermine each other?	
How do available resources affect results for enduring change?	
How do we know if our ToC and project strategy is relevant to the current context?	
Which factors are hindering enduring change?	
Are we working with the right people and doing the right activities?	
Which are the risks inherent to this project?	
Which new opportunities are opening?	
Which proof do we have that transformation is happening?	
How does available time affect results for enduring change?	

ACTION PLAN – QUARTER/YEAR

LESSON LEARNED/RECOMMENDATION COMING FROM THE REFLECTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	STAKEHOLDERS INVOLVED	TIMELINE
Copy the recommendation/ lesson learned coming from the reflection – please notice that the same recommendation/lessons learned might require one or more to be taken for it to be addressed		Name and contact of the person responsible	Target groups	Day/Month/ Year

PARTICIPANTS LIST

Project: _____

Date: _____

N°	NAME and LAST NAME	SEX (M or F)	Age	Function	Signature
1					
2					
3					
4					
5					
6					
7					

8					
9					
10					
11					
12					
13					

Name and signature of the person in charge
