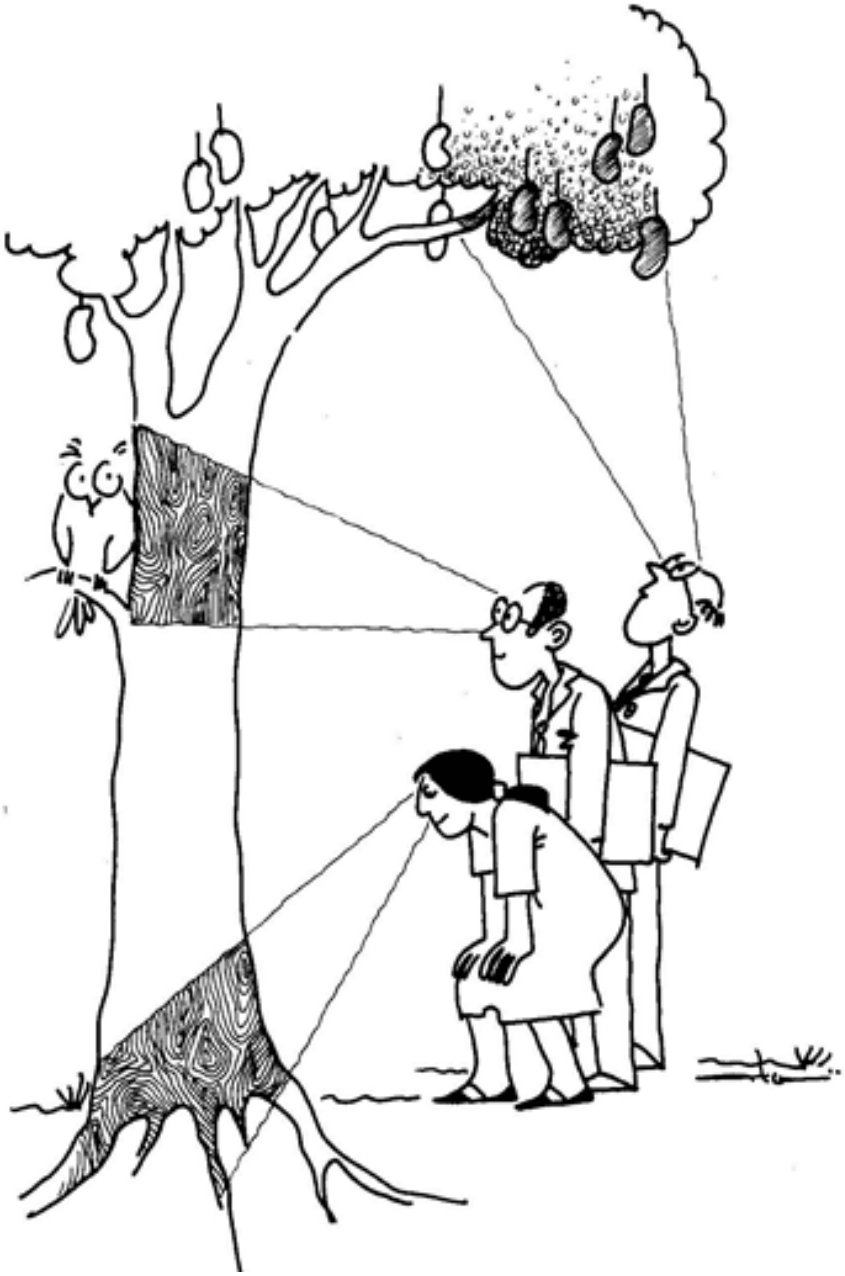
NGO-IDEAs Toolbox for Participatory Monitoring of Outcomes and Impacts



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NGO-IDEAs stands for “NGO Impact on Development, Empowerment and Actions”. The earlier version of the NGO-IDEAs Toolbox was developed between 2004 and 2012 with more than 30 NGOs in Asia and Africa.

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The Project “Strengthening monitoring of outcomes and impacts of non-governmental organizations in eleven countries in Latin America – NGO-IDEAs” known as Proyecto ONG-IDEAs Latinoamérica (2015-2018) is led by a consortium of seven German NGO, co-financed by the Federal Ministry of Economic Cooperation and Development of Germany (BMZ), and executed in alliance with thirty-nine Latin American counterparts.

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Preface

The project ´Strengthening of outcome and impact monitoring for projects of non-governmental organizations in eleven countries in Latin America – NGO IDEAs`, better known as: `Project NGO-IDEAs Latin America´, is a joint effort of seven German NGOs, thirty-nine Latin American NGOs and about 120 groups they work with, oriented towards understanding, using and adapting the NGO-IDEAs Toolbox so it can help to strengthen the focus on outcomes and the participatory management approach. The German Ministry of Cooperation (BMZ) has supported this initiative.

NGO-IDEAs stands for NGO with Impacts in Development, Empowerment, and Actions. The project has worked with two parallel processes, one in Central America and one in South America. In both regions, for 18 months, four workshops have taken place where two representatives of each NGO confronted their own ways of monitoring, learning to use the tools of the Toolbox, socializing their training with their colleagues, experimenting with the application of the tool with the groups of participants of their projects and in the process adapting them and using the tools as part of their project management. In order to do this it was necessary to let go of the idea of monitoring in a strictly technical way, and integrate it in the goals of the project itself, recovering the participatory approach that most of them use.

NGO-IDEAs´ Toolbox has been used for about fifteen years, with diverse groups in India, Bangladesh and the Philippines (Asia), as well as in Ethiopia, Kenya, Tanzania and Uganda (Africa). It comes from a context where it becomes more and more important to focus on the outcomes and impacts, in the context of the discussion about the ´efficiency of aid´. This trend is evidenced by the Millennium Development Goals (MDGs) adopted in 2000, the Paris Declaration on Aid Effectiveness in 2005 and the Accra Agenda for Action, 2008. These forums emphasize four principles, alignment (donors base all their support on the strategies, institutions and national development procedures of partner countries, align with them), harmonization (donor actions are more harmonized, transparent and collectively effective simplifying procedures), results-oriented management (managing resources and improving results-driven decision making) and mutual accountability (donors and partners are responsible for development results) between donor countries and

partner countries, oriented to show tangible results of the development initiatives shown as positive effects on the lives of people.

This is the context in which the work with the participatory monitoring approach of outcomes and impacts is strengthened. This leads to prioritizing the monitoring of self-effectiveness over the "effectiveness of aid", to the awareness of the actors about their own processes over accountability to others, to the self-evaluation of their progress and setbacks, over external judgment, to impact analysis as a management practice, that is, as a way to help us review the quality of our intervention strategies, not as an academic study, to constant monitoring over evaluation and to learning in grassroots organizations over the learning of "donors".

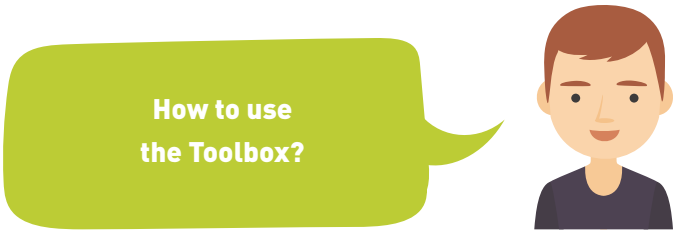
In the following pages, we will present how this approach is applied, with concrete examples of the use of the NGO-IDEAs Toolkit in Latin America. We appreciate the creative effort and enthusiasm of all the facilitators, the confidence of the groups that experienced its use, and the commitment of the directors and managers of the NGOs involved.

INTRODUCTION TO CONCEPTS AND TOOLBOX

Adapting the NGO-IDEAs toolbox to the context and experiences from Latin America has been an enriching experience. Since 2015 the project "Strengthening the monitoring of effects and impacts of NGO projects in eleven countries in Latin America – NGO-IDEAs" has started a new phase with the NGOs in Central and South America who have adapted to their needs, the tools that were originally developed in the context of NGOs and communities in countries in Africa and Asia.

New learning processes started and changes to the toolbox have been made according to the context, topics, dynamics and priorities of the Latin American organizations. Thus, the Toolbox now contains the recent experiences from the reality of partners and groups in Latin America. It includes guidelines and examples to face the challenges of establishing and managing a monitoring system from the bottom up and enhancing self-effectiveness.

Furthermore, it provides orientation for the different options to apply it efficiently, not just in the context of NGOs.



The Toolbox is made for project coordinators and people responsible for monitoring and evaluation. In this Toolbox we call them facilitators. The Toolbox is an additional support for the trained facilitators and provides information, explication and examples to orient their own processes. NGO-IDEAs in each case needs to be adapted, so the Toolbox does not include recipes, but guidelines, examples and experiences that should allow this adaptation to the local context, themes and strategies of the NGO and their groups in a smooth way. Creativity, continuity, cooperation and motivation are other fundamental elements that are required.

- Chapter 1 offers a general introduction to the concept and its purpose, as well as approaches that support the proposed methodology and application of the tools.
- Chapters 2, 3 and 4 present each one of the tools: "Differentiated Analysis of Well-being" (DAW), "Collective Change" (CC) and "Individual Change" (IC) respectively. Each chapter includes an explication of the concept, the steps for facilitation, how to analyze and interpret the results and examples of applications. They also give ideas for different ways to apply the tools depending on the project, its strategy and the characteristics of the target group.
- Chapter 5 emphasizes the need to link the tools to the NGOs monitoring system. It explains how the second and following measurements can provide quantitative and qualitative data to measure indicators defined in the project agreement or Logical Framework. With examples and details it will show how individual goals and group goals of the "Individual Change" (IC) and "Collective Change" (CC) allow for a better understanding of the indicators and most of all how these IC and CC measurements can be used by the primary stakeholders themselves as their own indicators and assessment of their own effectiveness.
- In chapter 6, the concept is described in detail, as well as the procedures to guarantee that the information generated by the DAW, IC and CC tools when put together can explain the changing realities and their implications for managing the project. "Analysis and Reflection about Changes" (ARC) is the tool with which each cycle of measurement is closed.

1.1 Purpose and key characteristics of the Toolbox

Frequent monitoring is the weak point of NGOs and their projects. NGO-IDEAs stands for the idea that monitoring –the observation, systematic and periodic reflection, followed by decision making– becomes a powerful management tool of innovation, learning and collaboration between the NGO and the groups involved. NGO's concern to monitor is often related to the importance to report to the development agencies that support their projects financially. Through accountability it is possible to justify the proper use of public funds and show what the project has done and accomplished. But likewise, this accountability is also necessary towards the target groups or beneficiaries and the general public. At the same time, there is a growing concern in development agencies that the activity reports do not reflect the direct effects on the beneficiaries and that NGOs do not manage to capture and visualize the impact of their contributions to the individuals and groups. This focus sometimes leads the measurement of indicators away from the interests and experiences of the beneficiaries and their groups. In spite of having formulated a Logical Framework which indicates the results and indicators, in practice it's often difficult to achieve for effects and impacts. In other words, it is hard to recognize how the people or target groups have taken advantage of the support and contributions of the project. Until what extent are the training, advise, support, input and materials useful and relevant? The use of the outputs offered is essential, on the contrary the effect will not be reached and the benefits will fade.

Tools for an orientation towards outcomes and impacts

A project, and even an NGO, has justification for the effects and impacts they are trying to generate. The management and monitoring should be oriented especially towards the outcomes and impacts, instead of the activities and products or outputs. In order to recognize and analyze how individuals and grassroots groups and organizations take advantage of the contributions of the project, how they manage to convert them to benefits that mean change and improvement in their well-being and quality of life, and how they seize new opportunities, it is necessary to direct management towards direct effects and impacts. Therefore, the project management should overcome a planning and monitoring approach that focuses primarily on planning and registering the accomplished activities, and complement their management perspective with instruments that generate specific information about the reach of the project and the target group.

> **Oriented towards effects: Focusing the changes in the situation of the beneficiaries, especially on poverty reduction and the exercise of their rights, through the project**

There cannot be fieldwork without monitoring change. The concept of NGO-IDEAs and its Toolbox is designed to orient organizations to find suitable ways and monitoring and planning procedures with their target groups, that strengthen their commitment to take the most out of the project inputs and reach more sustainability in this way. The set of tools allows for the project management and the measurement of indicators to be linked to the goals of change the groups and people involved have set themselves.

Tools for strengthening self-effectiveness and empowerment

NGO-IDEAs aims to build inclusive monitoring systems that promote the empowerment of all the primary stakeholders or beneficiary groups and to increase the positive effects and impacts of the projects, while reducing the negative ones at the same time.

NGO-IDEAs is based on two basic assumptions:

Self-effectiveness

Monitoring does not only aim to measure the achievements of the project, but motivates and creates awareness in the groups and individuals themselves of their own ability to create change. Monitoring of outcomes and impacts works better if the people are committed to their own goals. If the individuals and the community are aware of their own effectiveness and of what they have been capable to transform, this motivates them to implement additional measures.

Learning

The process of monitoring the changes should not be limited to complying with accountability, but should be a learning process for everybody involved: the primary stakeholders, the group leaders, the NGO teams, and the project coordinators. The participatory approach contains democratic elements that promote a learning culture that can be passed on to the participants.

NGO-IDEAs tries to start from the perspective of the people involved, in order to use an inductive approach –based on experience– instead of a deductive approach –based on theory.

Useful, practical and simple tools

In the first place, the Toolbox should be useful for those who apply it: therefore it is composed of practical, simple and participatory tools.

- They are useful tools for those looking for practical ways to identify and visualize the changes promoted by an initiative, a project, a strategy of an organization or an NGO.
- Simple means: based on knowledge and practical knowledge of people, therefore, easy to understand and apply.
- Its application must be integrated as part of the normal activities of the project teams, the NGO and its monitoring system. The measurements and self-assessments with the tools of NGO-IDEAs will then enrich the normal work of the project with the groups.
- The assumption of NGO-IDEAs is that the monitoring of outcomes and impacts does not mean additional work but rather different work, which is more systematic and reflective. However, the documentation of this type of work definitely requires additional work.

1.2 Monitoring and participation in the concept of NGO-IDEAs

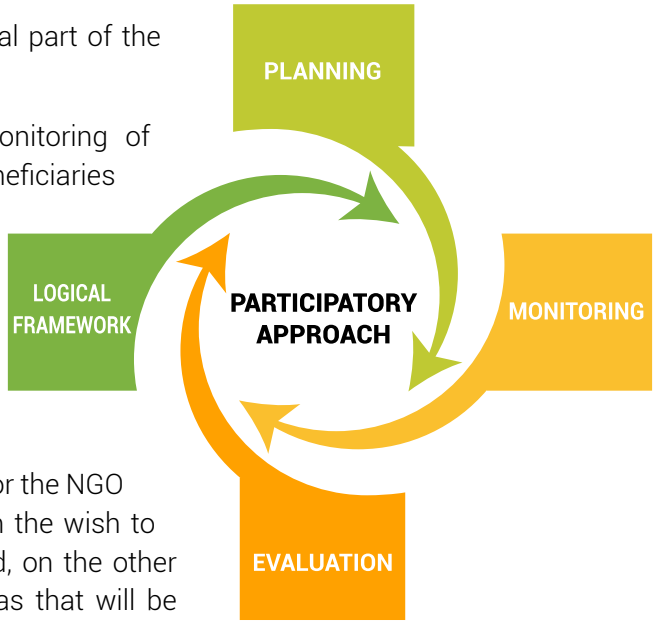
Monitoring means for an organization to systematically and periodically observe and reflect with the objective of implementing their contributions or those of the project, verifying scope to adapt activities, products and services to changing circumstances. If necessary, decisions on adjustments have to be made.

Monitoring

- Requires instruments to generate and analyze information and observe the changes that are made.
- Strengthens the capacity to learn and reflect collectively in actors and organizations.
- Focuses on the changes that are important and relevant for the people and groups involved.
- Analyzes which changes are caused by the project, allowing the project team to establish how and until what point the project has contributed to the observed changes.
- Manages the registration and documentation in a systematic way.
- Leads to decisions if necessary.

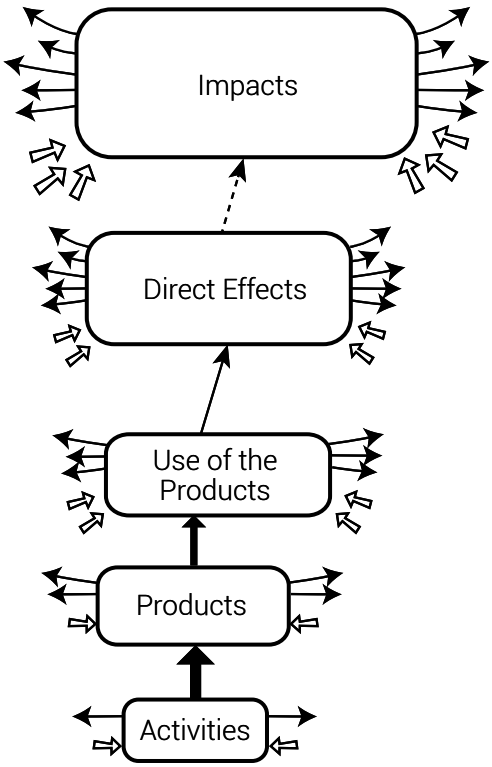
NGO-IDEAs is based on the vision that a participatory approach enriches the monitoring system with a balance in its functions of accountability, learning and empowerment. Participation promotes the mainstreaming of the perspective from the ground in the Logical Framework and Planning, Monitoring and Evaluation (PME) of the organization, generating increasingly autonomy. The "Analysis and Reflection about Changes" (ARC) tool to aggregate and analyze information on changes also offers the opportunity for a more intense dialogue between the actors.

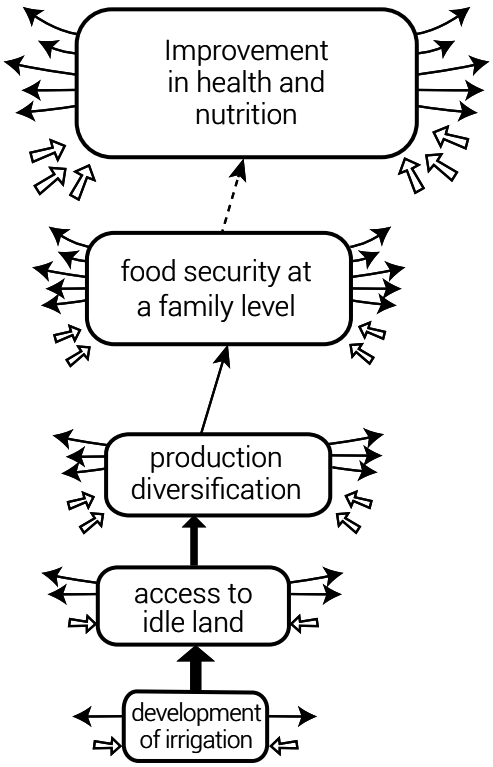
The continuous reflection about the actions is an integral part of the regular work in all sectors.



Therefore, this Toolbox is meant to promote the monitoring of outcomes and impacts from the perspective of the beneficiaries and the people from the communities. NGO-IDEAs wants to support the NGOs to establish a monitoring that responds both to the needs of the project team and coordination, as well as the needs of the groups, people and beneficiaries that participate in the implementation. Accountability is a responsibility towards them as much as to the donors and should be developed with a spirit of learning and collaboration. For the NGO this means, on the one hand, to find a balance between the wish to understand and measure the effects to a full extent and, on the other hand the practical need to select and prioritize the areas that will be monitored based on the usefulness for the actors and the limited available resources.

The results chain is a way of expressing the theory of change of a project. When it is not limited only to the perspective of planning using the Logical Framework, it can also be developed from practical experiences, so that the emergence of impacts can be reconstructed from the bottom up. The desired and actual outcomes and impacts can be identified as starting points, according to the local situation and needs. A theory of change or a results chain can be established based on this practical experience with the people and target groups. NGO-IDEAs aims to create inclusive monitoring systems that promote the empowerment of all stakeholders with a participatory monitoring approach designed for their own improvement and effectiveness. It focuses on the transformations that are being achieved and not in the first place on the activities carried out.





NGO-IDEA´s participatory approach facilitates the setting up of a monitoring system in different dimensions, including:

- **Formulate individual objectives of men and women, of families and groups with the self-assessment of their situation and the levels of their progress.**
- **Analyze social and gender differences and raise awareness to promote equity and reduce discrimination.**
- **Incorporate in the project strategies the priorities of the people and groups to whom the project is directed.**
- **Create awareness about the motivation of the people and groups involved to implement the project.**
- **Strengthen the autonomy of people and grassroots groups and maintain dialogue between people.**
- **Identify simple indicators by the actors themselves, that individuals and groups can monitor according to their own established objectives and partly interpret them as effects of their own action.**

Participation is a continuous process of learning. In applying the tools, it can be difficult for a group to establish their vision of change for the future if they have rarely had the opportunity to make decisions. It may be complex, for example, for some women, to identify their individual goals if in their daily lives they have been conditioned to think of others, to serve others, instead of perceiving themselves as people with their own horizons. Participation encourages them to advance in their own knowledge, to assume different attitudes. Participation opens minds, mobilizes capacities to assume own challenges and to self-assess the steps towards reaching their goals. Therefore, the facilitation of the NGO teams requires a lot of awareness and capacities to guide and lead these group processes with deep reflection.

1.3 The four main tools of NGO-IDEAs and the beginning of a systematic process of observation and reflection

In the management of the tools, the NGOs and their teams assume the role of facilitation, and this means that the teams must have the knowledge, skills and materials for facilitation. Therefore, NGO-IDEAs has trained NGO facilitators for the application and management of the tools according to their project context. The Toolbox is an additional support to guide the facilitators, their NGO and their groups. The power of tools is to reveal people's own perspectives. With their analysis, joint visions are discovered and organized that motivate and empower them to make decisions that give directionality, in order to fulfill objectives that the people or groups have set themselves. The power of the facilitators is expressed in the control of the quality of the process, in the ability to document, in the adequate management of the analysis of the results, in the use of the information for the management of the project and in the joint work. The Toolbox is understood as a contribution to the professionalization of NGOs, their teams and the scope of new standards for participatory, inclusive and sustainable development.

There are four basic tools that combine and complement each other, linking and comparing perspectives, as well as connecting individuals and people in their current, past and future situations. They concentrate on the joint establishment of goals, in their respective monitoring with periodic measurements and their analysis. The facilitation for each tool takes into account moments of preparation, the application itself, the analysis and systematization of its results and the documentation. The groups themselves carry out the first steps of the monitoring using DAW, IC and CC including assessments (measurements), validation, analysis and reflection on the results.

Differentiated Analysis of Well-being (DAW)

It is the tool that places the NGO in the context of the welfare and poverty dimensions. Its application makes it possible to discover the dimensions of well-being, exclusion and poverty from the perspective of the people themselves and their analysis facilitates recognizing the differentiated needs of individuals. The DAW, as a comparative analysis of the current situation, can be applied as the first tool in the sequence of NGO-IDEAs, just as a base to take off the discussion on joint visions and goals of change. The DAW also documents the initial situation of a group and its context; this information can be part of the baseline.

Collective Change (CC)

With the Collective Change (CC) instrument, the group sets its joint vision and the goals that it wishes to achieve for the benefit of the group, which can be complemented with the goals of the individuals. The group goals are the responsibility of the group as a whole and the group establishes its current level by comparing its progress in periodic monitoring.

Individual Change (IC)

With the Individual Change (IC) instrument, the people that make up a group identify their visions and elaborate a joint horizon to agree on objectives that each one assumes as a commitment. "I'm going to achieve ...", "I commit myself to ...". This way everyone can make a real and challenging commitment about how the difference in their life and behavior should be in two or three years. The determination and consensus about these individual goals imply work sessions rich in reflection and introspection, in own questions and joint discovery. From the vision of change every person, adult, youth or child can gradually gain clarity about his or her own needs and potentials. The Individual Change is established as responsibility and commitment of each one, its gradual individual progress towards its compliance is periodically monitored as a group. Each person starts from his/her specific level with respect to the ICs and sets his/her own goals.

Analysis and Reflection on Changes (ARC)

The Analysis and Reflection about Changes (ARC) is based on the information generated and the results of the application of the DAW, IC and CC. It relates these tools and the interpretation of their meaning with the indicators of the Logical Framework and the strategy of promotion and contribution. The causes and factors that have contributed, directly and indirectly, to the observed changes are analyzed, as well as the factors that hinder the changes. ARC provides the NGO with a deep and transparent analysis for making decisions and adjustments. ARC can also be managed by a grassroots organization with a formalized structure and an installed management capacity, for example by the board of directors of an association. ARC can be the tool for the grassroots organization to be strengthened in the implementation of its own monitoring system –for any indicator– as it provides guidance on how the monitoring results of many groups are consolidated, documented, analyzed and discussed.

Table 1. Summary of the four tools

Tools	Purpose of measurement	Topic and link with project management instruments
DAW Differentiated Analysis of Well-being	Analysis of criteria and differences in well-being, poverty of the households and/or people that live in a community or are part of a group.	There is a reflection on perceptions of well-being and/or poverty, and the own criteria about well-being. The assessment allows for the establishment of different levels of welfare of the people and households. DAW allows for identification of the biggest shortcomings, or the most vulnerable people and their differences. The information can serve as a baseline.
CC Collective Change	The goals that the group as a whole set in consensus for its strengthening, its functioning; its contribution to the members and the community for two or three years. Each objective and each measurement is recorded in a table. It is periodically monitored.	The group will discuss a common vision of change for the group. The group goals should be established in steps and goals to reach by the group as a whole. The common goals of the group can be formulated as indicators to coincide with the indicators in the Logical Framework.
IC Individual Change	Individual objectives for change of behavior, attitudes, and skills for several years. It is recorded in a table with individual values for each person, each objective and each measurement. It is periodically monitored.	The group will discuss a vision about the situation in which they will want to find themselves approximately in three to five years. Individual change objectives will be established, and the levels of accomplishment will be measured periodically. The individual objectives can turn into indicators.
ARC Analysis and Reflection about Changes	A profound analysis of the outcomes and impacts that are generated by an initiative and organization during a fixed period of time. It serves as a base to take decisions about the management of the project.	The NGO relates the data and results of all the NGO-IDEAs tools and the different measurements and groups.

For the purposes of learning the application of the tools, it is suggested to use them in the same sequence in which they are presented in this document. Subsequently, the order or type of tool and its combination depends on the strategy of the project and the purpose of its monitoring. The Toolbox does not describe the entire process of situational analysis and project planning that is normally carried out before starting a project, but can provide some useful ideas. More specifically, it will help to identify the objectives and indicators foreseen for the beneficiaries, so they can monitor them themselves; both can easily be combined with project plans from the Logical Framework. In summary, proven organizational practices can be combined with the application of the Toolbox.

Key features and advantages of the NGO-IDEAs Toolbox

- The Toolbox offers the combination of four tools that are linked together. They form a methodological whole, but also, if necessary, can be applied individually to reduce complexity.
- The Toolbox is based on a participatory approach in which the NGO acts as facilitator. The NGO must have some experience in the management of qualitative and quantitative data. The NGO can apply these tools with the grassroots organizations and gradually hand them over for their independent use, including the facilitation.
- The changes that group members can periodically monitor are derived mainly from their own individual and collective goals that motivate them to participate in the group very directly and very easily.
- The Toolbox allows the measurement of changes in a quantitative way. While in this way the aggregation of data is facilitated, the results of the monitoring and its periodic measurements can be easily disaggregated, that is, they can be differentiated if necessary; for example, according to gender, according to poverty categories or other social criteria, depending on the requirements.
- This quantified information is combined with exploratory questions that lead to additional qualitative information.
- The results of the monitoring encourage reflection on how the particular initiative of the people contributed to the change and help to make decisions based on continuous information about the outcomes and impacts achieved. They can also be used for reporting where this is necessary.
- The tools create awareness within group members on issues of poverty and social inclusion, enabling the poorest and most marginalized people to monitor their achievements related to the objectives and improve their quality of life.

NGO-IDEAs and the right moment for the introduction in the project cycle.

The beginning of the application of the tools can coincide with the beginning of a project cycle, which will allow to base its planning on the perspectives of change of the communities, groups and individuals. The same tools used for project planning can even guide the NGO in the selection of its target groups.

If the NGO and the project already have worked for several years with a particular strategy, the same group or in the same area, and if the project is already at an advanced stage, the NGO and the project coordination will start with ONG-IDEAs learning processes to improve its management capabilities, specifically to orient management towards outcomes and impacts. In other words, it does not necessarily have to be a new project. NGO-IDEAs can give an orientation about how to improve the strategy of a project, group or area where there is already an ongoing process and an established work dynamic, and to describe the outcomes and impacts that are generated. The data obtained can and should serve to improve the quality of monitoring and to validate the data. In the end it is the NGO and the groups themselves who decide about the usefulness and applicability of the tools and the level of incorporation into the project; even the institutionalization of NGO-IDEAs elements to the monitoring system may be thought of, to respond to the challenges of a management oriented towards effectiveness. Regardless of the starting point of NGO-IDEAs, the tools support the design of a monitoring system oriented to outcomes and impacts because they are instruments to generate information and analysis that the project needs to assess its effectiveness.

Preparation of the NGO to incorporate NGO-IDEAs and its tools. Analysis of the link and interaction of the project with the group.

If there is a Logical Framework, this summarizes, defines and maps the project's strategies in specific thematic and territorial contexts, it also determines the target groups, actors and population that are involved and that will then benefit. The Logical Framework, and its chain of results and formulated indicators show what the project wants to accomplish and what are or were the planned contributions, as well as the activities and resources to reach these goals. Therefore, it is important that the NGO reflects, before starting with NGO-IDEAs, with a group of relevant participants about their characteristics, work history and their role within the current strategy of the project.

The Logical Framework is linked with the future process of NGO-IDEAs. Before starting the process of monitoring based on the concept and tools of NGO-IDEAs in a project, the NGO and its facilitators determine with which group or people and in which place they want to start the process. For this preliminary and internal analysis by the project team, the team screens its Logical Framework, its annual operative plan, its reports and indicators to be clear on what are the main contributions already planned in the project for the group, as well as the assumed results chain related to the project. From the formulated indicators for outcomes and impacts, it is possible to specify what are the dimensions of change in people or in the group, either in terms of qualitative changes or aspects of quantitative amplitude[1].

To consider:

- **Name, group location and number of members**
- **In which indicators and which levels of the Logical Framework can you find the change and goals related to the group?**

[1] How to link the NGO-IDEAs tools to the monitoring system and indicators established in the Logical Framework? A small guide by NGO-IDEAs gives several concrete examples of how to combine NGO-IDEAs and Logical Framework.

1.4 The principle of self-assessment

The self-assessment of each participant and of the group as a whole is an essential part of all the tools, and it is a fundamental principle of the participatory approach of NGO-IDEAs.

Self-assessment is the basis for calculating levels of well-being, the scope of achievement of individual and group objectives, and it shows the seriousness of the reflection, understanding and commitment to the agreed objectives.

Self-assessment registers and demonstrates the extent to which each member individually or the group as a whole approaches its own objectives and reflects on the power assumed related to its own actions.

At the beginning this principle can bring problems, especially when people are not used to assess themselves, when external control has been prevailing or when, as in a school, students are accustomed to the evaluations of their teachers. Groups whose members do not know each other well or whose members are in a certain situation of competition with each other may lack the confidence necessary to make their own situation visible through the assessment scores. Self-assessment is a learning process for both group members and facilitators, but it may happen that they have a different perspective or give a different assessment to the person. Self-assessment bases and governs the decisions and preferences of individuals and groups. For this reason, the tools consider, in their application, moments of review of the validity and quality of the information of the data, as well as the possibilities of collecting or using additional information; that means, the tools suggest to cross-check the data of the self-assessment.

The explanation of the method of self-assessment to the participants is extremely important:

- **Your opinion is valid, your answer should be personal and sincere.**
- **A greater discussion about welfare criteria or objectives and their measurements can give you more clarity and, therefore, a greater basis for self-assessment.**
- **Do not copy someone else or ignore their views, but others can help with their own examples.**
- **It can be rectified later if someone has noticed a mistake.**
- **The data is yours and reflects your own commitment to the facilitator or the group.**
- **The group analyzes the set of evaluations and draws its conclusions.**
- **The data and assessments should remain anonymous if they are disseminated to other organizations.**

1.5 Conditions to introduce NGO-IDEAs

Not all NGOs have an established monitoring system which is manageable. The experiences with the monitoring of indicators are diverse and sometimes the experiences of generating information and data, for the measurement of indicators and the analysis of the changes and contributions of the project, have been quite complicated.

NGO-IDEAs can bring a series of advantages to the NGO, their management and the quality of their work, but at the same time it requires the NGO to establish and maintain several conditions to be able to make these processes work.

For the NGO-IDEAs it´s important that the NGO and its team are motivated and have the complete support of the management to improve, widen or in some cases, correct previous experiences. Applying NGO-IDEAs tools does not only require specific activities of the team with the groups. The conditions to introduce NGO-IDEAs are the interest, motivation to learn, commitment to a participatory approach with the groups and the continuity of applying the tools with periodic measurements.

These conditions should exist in the NGO and its team, only then NGO-IDEAs can make an effective contribution. It is absolutely necessary to analyze collectively, before starting this new experience, if the NGO can assume the work with NGO-IDEAs Toolbox.

- ... its management is willing to support the introduction of NGO-IDEAs actively. In the beginning its leaders have to support the first experiences with NGO-IDEAs, participate in the evaluation of their usefulness, and decide on the adaptations of the application.
- ... there is the will and ability to invest time in agreeing on the goals of change with the target groups and in monitoring –possibly more than before– of activities to generate information, analyze and systematize them.
- ... resources and spaces for the meetings with the groups are available. In many NGOs the personal does not have enough time for the regular meetings with the target group. The partners should be aware that the dialogue with the population about the effects of the project takes time but nevertheless increases the efficiency of the project.
- ... responsibilities and roles regarding monitoring are clearly defined in the team. It is recommended to name two facilitators per partner who can be trained and as they progress in the learning process of facilitating the tools, can suggest adaptations to the specific realities of the context of the institution, project and groups.
- ... facilitators in the NGO teams are appointed who want to learn to manage the tools and the commitment of management to maintain them and support them.
- ... there is communication, direct relationship and mutual trust with the groups and regular meetings with them.
- ... the team is willing to promote participation and look to strengthen the autonomy of the groups and their empowerment from an equality and democratic perspective.
- ... the team is willing to accept and incorporate changes to the project, their work methodology and decision making in order to adapt their plans and contributions according to the results of the monitoring and the perspectives of the target group.

1.6 Guidelines to facilitate NGO-IDEAs tools

The application of the tools requires knowledge and skills for the facilitation of group processes and communication attitudes that favor awareness, exchange, dialogue, learning and decision-making. NGO-IDEAs approach emphasizes that such facilitation is crucial to generate suitable conditions for a thoughtful participation.

In the training workshops that NGO-IDEAs offers to facilitators of NGOs interested in integrating this approach into their work, techniques and skills are taught that strengthen the facilitator:

The facilitator ...

- **... doesn´t influence the content, but generates an appropriate atmosphere to participate and supports the group to come to an independent opinion and decision**
- **... gives up some of his or her power to give to the group and their participants so they can be the protagonists of the process**
- **... assures the results and the quality of the content**
- **... prepares and uses facilitation materials (flip chart papers, cards, markers, explanation boards, etc.) that allow to permanently visualize and document the results**
- **... facilitates by asking "driving questions", not by making statements. The questions start from the experience of the group, trigger opinions and promote the interaction within the group.**

For all of the tools, it is recommended that the team consist of two people: a facilitator and a specialist or resource person. The specialist or resource person is the person who can make statements by presenting his or her opinion or suggestions to the group. Facilitator and specialist separate their roles clearly, but complementing each other. They assure the application of the tools, the previous methodological preparation and the joint analysis afterwards.

Although initially just two facilitators per NGO were trained, the application of the tools and the monitoring of the project require a couple of professionals to be familiar with the management, facilitation and analysis of the tools.

The knowledge and practice of facilitation are basic requirements to apply NGO-IDEAs tools, as well as the use of participatory tools.

"The driving questions (or exploratory questions) are those posed by the facilitating team to open an enriching debate in order to build the criteria or objectives linked to each tool. The wording of the question is very important to generate a discussion open enough to arouse interest, but at the same time focus on a specific topic, related to the type of tool that will be built."

TOOL 1: DIFFERENTIATED ANALYSIS OF WELL-BEING-DAW

NGO-IDEAs basically sees people with their visions, reflections and capacity to take decisions and face challenges. The Differentiated Analysis of Well-being–DAW – is the first tool that defines well-being and measures it in a participatory way

2.1 Concept of DAW: purpose, criteria and levels of well-being and poverty

The DAW is an analysis of well-being from people's perspective, in other words, the analysis of the subjective well-being determined by the identification of a group´s criteria and dimensions of well-being and the differences that exist between families or households. It is a flexible instrument that can be adapted to the specific purpose of diagnostics, self-assessment and analysis. As a first tool, within the concept of NGO-IDEAs, it is a starting point that allows, among other things, to identify in a better way the options of change that people, families or specific groups have. The level of well-being, understood as a way of living a good life, a happy life, ´buen vivir´, is measured from a multidimensional viewpoint in a sociocultural and local context. From this starting point, shortcomings are identified, with measures and values that are identified by the people themselves.

Many development programs aim to contribute to well-being, to quality of life, to fulfillment of rights of specific groups. It is the motor that drives people to provoke change in their capacities, knowledge, attitudes and relationships. The appreciation of well-being depends on the opportunities that people themselves perceive or want to propose as objectives of change, of development, as an expansion of their capacities.

There are many definitions of well-being, but DAW is not a scientific tool. Applying the DAW tool, primarily, the perception of the people themselves is valued and reflected upon, as these perceptions also reflect their interests, needs, wishes and levels of knowledge. DAW highlights the aspects people value and wish for.

The evaluation of levels of well-being is based on the existing knowledge of the people and the experiences of the community. It helps the group to become aware of their potential and the obstacles that exist to their well-being. The DAW visualizes which of the households have the biggest needs and motivates the community to find solutions to overcome poverty. It is a tool that facilitates the NGO to classify the households of the members of the community in several categories of well-being.

The NGO teams facilitate the application of the tool so that particular families or persons can become aware of their vision of well-being. The application of the tool also helps to understand which factors are linked to higher levels of poverty and to prioritize those who contribute to the development to higher levels of well-being.

> **The application is an encounter between the project´s strategy and the perception of the community about their views, visions of change and human development.**

The application is an encounter between the project´s strategy and the perception of the community about their views, visions of change and human development. Therefore, it is necessary that the NGO team has facilitation skills and knowledge of the concepts that underline the application of NGO-IDEAs tools.

2.2 Purpose and ways to apply DAW

DAW can have several goals and purposes; for an NGO, a specific project or for people of a target group who are motivated to look for changes in their quality of life.

Among the possible purposes for NGOs are:

- Getting to know the groups they work with, their characteristics and differences.
- Deepening their awareness about the main factors that influence the well-being and the quality of life of a community or geographic area.
- Identify vulnerable people or households that will be included in a strategy and part of the project, and the aspects of the main vulnerabilities of the families or households to adjust the project strategy.
- Establish a well-being profile and identify the social mobility from one level of poverty to another.
- Provide information for the planning and adequate goal setting for the reduction of poverty.
- Contribute with the classification of well-being/poverty for a base line as part of a monitoring system.
- Guarantee that the poorest or most marginal households benefit at least equally from the project as others that are in a better situation.

For the people of a group or a community, the possible purposes may be:

- **Generate awareness about which factors condition and influence the improvement of their levels of life.**
- **Motivate to take decisions on priorities of change, to plan and to assume their own commitment to it.**
- **Create awareness and a sense of support between members of a group about the specific vulnerability factors and the inclusion of the poorest people of the community as well as those who are in a better situation.**

Application methods

According to the specific purposes, there are basically two ways to apply the DAW tool. In both cases, it is required that the person who facilitates the process knows the context and has a connection with the people.

Method 1

The assessment by key actors, people who know the group or the people/ families (more analytical)

Method 2

Self–assessment with subjective views about the quality of their own life and criteria of well-being or exclusion (more awareness generating).

Method 1. Through key actors:

Key actors can be the leaders, people who know the families and members of the community well. They show their knowledge and criteria to classify the levels of well-being or poverty. They can be based on other tools, such as community maps, a diagnostic, existing statistics or surveys that might have been taken earlier and are, for example, available in the NGOs database.

Method 2. Self-Assessment:

The members of the community, of a group or of a specific target group of a project do a self-assessment on their level of well-being, through a debate between people and dialogue with the facilitators. It is possible to create mechanisms and space for reflection to correct or validate the self-assessments.

To take into account for Method 1:

- Select key informants that represent all sectors of the community. Form at least three small groups (of three people for example) of informants that represent different socioeconomic sectors of the community. Of those groups, at least one should be made up of women, and if possible one group with youth.
- Make a preliminary list of households that should at least include the names of the heads of family. The NGO needs basic information about the households (community survey or social map).

To take into account for Method 2:

- The DAW can be done with people who are already a part of the project, or with people who do not work with the NGO yet. In the last case, consider the risk of generating expectations.
- With this tool you can analyze the well-being of the community in a broader way, comparing the situation of one person with other people of the same community.
- The DAW can be used to assess the well-being of the whole family, but can also be about a specific situation of each one of its members (youth, women)
- Always take into account how people see self-assessments, taking into account the local culture.

2.3 The DAW Matrix: Criteria and levels of well-being

The factors that influence well-being, quality of life or a specific situation the group wants to analyze are called ´criteria of well-being. The criteria are identified first when establishing the DAW matrix. As a second step the group will discuss and determine what the levels are of each criterion. The following example shows what this might look like.

Table 2. Example of criteria and levels of well-being

Driving question: At which level of well-being may a family be?				
CRITERIA	**GOOD**	**REGULAR**	**BAD**	**VERY BAD**
HEALTH	Always take their children to health checks	Sometimes take their children to health checks	Take their children to health checks only when they are sick	Never take their children to health checks
NUTRITION	The family eats healthy food	The family eats regular food	The family eats unhealthy food	The family eats very unhealthy food
EDUCATION	The parents always play with their children	The parents only play with their children occasionally	The parents only play a little bit with their children	The parents never play with their children
PROTECTION	The family makes sure all the children's rights are fulfilled	The family makes sure most of the rights of the children are fulfilled	The family makes sure just a few of the children´s rights are fulfilled	The family does not assure any of the children´s rights

Every criterion can have several levels: Excellent or very well, good, regular, poor or little well-being, extreme poverty, for example. It is advisable to distinguish 4 or 5 levels; 3 levels are not enough. Instead of the numbers you can also symbolize the levels with faces or smileys, expressing happy or sad faces, etc. For example, Table 4 has been elaborated initially using smileys, which later on have been replaced by their equivalent in numbers to be able to make calculations.

In table 3, the DAW matrix in its first row shows the name of the people, followed by additional information (for example about their age, gender, community, etc).

In the first column the criteria established previously are put. Every person identifies the situation of their family, household or their own and values it according to the levels which are previously defined in the legend below.

Table 3. Example of a DAW matrix

Head of Household		Adriana	Bárbara	Carlos	Domingo	Emma	Francisco	Gustavo	Hugo	Ignacio	Juana	Kevin	Lara	Juana	Marta	Average
Head of household: M/F		F	F	M	M	M	M	M	M	M	F	F	M	F	M	
Age		16-25	26-45	26-45	60 +	16-25	46-60	16-25	16-25	26-45	60 +	46-60	46-60	16-25	46-60	
Criteria DAW	Health	2	2	3	3	4	1	3	1	4	3	3	2	3	1	2,5
	Nutrition	2	3	3	3	4	1	3	1	3	4	3	2	3	2	2,6
	Protection	1	2	1	3	4	2	2	2	3	2	3	2	4	1	2,3
	Formal Education	3	3	4	4	4	3	4	1	4	4	NA	3	NA	2	3,3
	Education at home	2	2	1	3	3	1	2	2	4	2	3	2	4	2	2,4
	Sum	10	12	12	16	19	8	14	7	18	15	12	11	14	8	12,6
Category of wellbeing		R	R	R	W	VW	R	W	B	VW	W	W	R	VW	R	

Legend

Points	Description	Abbreviation	Categories (based on the sums)	Number of households per category
1	bad	B	Until 7	1
2	regular	R	From 8 to 12	6
3	well	W	From 13 to 17	4
4	very well	VW	From 18 to 20	3
0	not applicable	NA		

Table 4. Example of a DAW Matrix with four levels originally symbolized by smileys

Criteria \ Names	Angela	María C.	Luz María	Josefina	Angela R.	Prima	Genoveva	Yanet	Marina	Daysi	Miriam	Jesús	Maribel	Andrea	Milagros	Ana	Carola	Cintia	Eduvigis	Sum of values	% per criterion
Income and work	1	3	4	2	1	3	1	3	1	3	3	1	2	2	2	3	1	3	2	41	54 %
Level of education	3	2	4	3	2	3	3	3	2	3	3	2	3	2	3	1	2	3	3	50	66 %
Quality of housing	2	1	4	3	1	3	1	4	4	3	3	3	3	2	3	1	4	1	3	49	64 %
Healthy body and prevention	3	4	2	3	1	2	4	1	2	2	3	1	2	3	2	3	2	3	3	46	61 %
Eating habits	3	3	4	3	1	3	3	3	4	4	3	3	2	2	3	4	3	4	4	59	78 %
Total Individual	12	13	18	14	6	14	12	14	13	15	15	10	12	11	13	12	12	14	15	245	
% Level of well-being	60 %	65 %	90 %	70 %	30 %	70 %	60 %	70 %	65 %	75 %	75 %	50 %	60 %	55 %	65 %	60 %	60 %	70 %	75 %	64 %	
Category of Well-being	B	B	W	R	VB	R	B	R	B	R	R	VB	B	B	B	B	B	R	R		

Legend

Description	Symbol	Level	Abbreviation	Categories	Number of households per category
(Very) well		4	W	Above 75 %	1
Regular		3	R	Between 66 and 75 %	7
Bad		2	B	Between 51 and 65 %	9
Very Bad		1	VB	Until 50 %	2

All the individual results are added up and presented either in absolute numbers or in percentages of a total ´ideal´ (see table 3 and 4, respectively). Categories are established that can have the same intervals (see legend table 3) or can have different steps (see legend of table 4), as long as the categories and their meaning are agreed upon previously with the participants.

The group analyzes the differences between the levels of well-being taking into account the sums (or percentages) of their personal scores. Counting the people in each category you can make a summary of the situation of well-being of the people that are part of the group, as is shown in table 3 and 4.

2.4 Sequence of application, facilitation and systematization of the results of DAW

The sequence is the same in both methods:

Step 1: **Prepare the facilitation for the application of the tool**

Step 2: **Identify and prioritize the criteria of well-being**

Step 3: **Identification of levels of well-being, attribution to a category**

Step 4: **Systematize the findings and documentation**

Step 5: **Use the results**

Step 1: Prepare the facilitation for the application of the tool.

To apply the DAW, the facilitators need to prepare a series of activities to guarantee the success of the tool.

Investigate and Document	Select key actors	Write down the methodology	Invite and prepare the logistics and materials
Review of documents, data, existing statistics. It can include a tour through the community and the elaboration of maps of the community,even making them with the participants later on.	Selection of people and key actors and/or informants that will be invited to participate. You can analyze the general well-being of a household or a family; it is also possible to focus directly on persons or specific groups such as youth or women.	The methodological note or plan that guides the facilitation of the application should include the duration (it is recommended between three and four hours), the goals, sequence and assigned responsibility between the facilitators.	Invitation to participants and preparation of the logistics and material which includes a description of the goals and the tool, flipchart paper to visualize the DAW to the whole group, as well as rectangular cards and markers.

Step 2: Identify and prioritize the criteria of well-being

It is recommended that two people who are previously trained about the NGO-IDEAs concept and tools act as facilitators.

- The process starts with an introduction and an explanation of the tool and the objectives of the activity
- Then, a focus question is posed that allows sparking a discussion about the specific topic to analyze. The topic depends on the project, the strategy and the composition of the target group: Whose well-being?

The driving question depends on the main topic of the strategy or characteristics of the group.

Typically driving questions could be:

- **Well-being, youth and social vulnerabilities: What is necessary for youth in this neighborhood to have a high level of well-being and little vulnerability? To what extent do they have access to their rights?**
- **Well-being and rural family: How do a family with high levels of well-being look like in this community? How does the situation of a family whose members are extremely poor look like? What factors are needed for a rural family here to improve their quality of life or their food security?**
- **Well-being and women's empowerment: What skills and attitudes do women who take decisions, defend their rights and have managed to empower themselves, have?**
- **Well-being and education: What skills and characteristics should a family have so their children can continue their studies and have the support of their parents? What are the families like whose kids do not continue school, repeat grades, drop out, don´t learn or move on?**
- **Well-being and health: What are the characteristics of men and women in a family with better health conditions, food and family planning habits? What are the families like where reproductive health and family planning is practiced?**

The driving question should lead to identify and prioritize four, five or six different criteria. Poverty and well-being should not be understood solely in economic terms. The driving question helps to find and discuss criteria of well-being, quality of life or poverty. The criteria of well-being vary according to the local context, the culture but also according to age and gender.

Possible criteria to be identified:

- **Knowledge and skills for work**
- **Work opportunities**
- **Housing conditions**
- **Healthy habits**
- **Availability of food during the year**
- **Access to land for production**
- **Production of food**
- **Family relationships**
- **Non-violent collaboration in the community**
- **Family planning and reproductive health**
- **Access to rights**

Step 3: Identification of levels of well-being, attribution to a category

Remember that levels of well-being should be established as the example in table 2 shows. The group discusses and determines what levels of each criterion are typical in their community. One may use a scale of one to four or one to five (a scale of one to three is not recommended), and possibly with symbols.

Once these levels have been determined, the present situation of every person, or family or household is assessed. Remember that the assessment of well-being can be done with key actors or through self-assessment. In both cases the levels of well-being or poverty of the people are identified without going into much detail of the situation of each person.

In the case of self-assessment, based on the criteria and when everyone has clarity of the levels of well-being for each of them, each person is asked to assess their own level.

The matrix allows converting qualitative information on conditions and capacities for human development into quantitative and comparable information. Through simple sums and calculations of averages or percentages it is possible to compare the different levels of well-being. In this comparative analysis lies the greatest value of this tool.

To consider:

- For each name there will be a column and for each criterion a row (see example in Table 3).
- For every name, also important characteristics in regards to the project will be provided. It could be their age, level of education, occupation, gender, etc.
- For every criterion, every person will be assigned a level of well-being. If a criterion doesn´t apply for some reason, for example in the cases of Kevin and Juana in table 3, who don´t have children of school-ages, a note is made, such as Not Applicable (N/A)
- At the end, the level of well-being is registered at the bottom, based on the sum of the points scored. When calculating an average, it is important to remember the ones that are N/A.
- One of the facilitators should support in doing the calculations, the other people in the group can also help.
- The other facilitator should take notes of the discussion, either on a flipchart paper or in a notebook – because not only the numbers are important, also all the examples and explanations given by the people.
- From the individual assessments it is possible to also calculate the sums and averages of the values, both horizontally as well as vertically, like in the example. It is also possible to calculate percentages (indicating levels of achievement of goals).
- This way, it is possible to compare the results of the people, households and criteria. In which criteria are the better situations? Which criterion reveals a bad situation? What differences are there?
- It is also possible to analyze the differences between members of a group, between families and households that share similar conditions. Which people or households live in situations of higher well-being or lower vulnerability? Who is the people who are in the most unfavorable situation?
- Regardless of the answers, it can be a starting point for a dialogue about the causes or obstacles of well-being. What could be the causes of the differences between people with a higher or lower score?

Step 4: Systematization of the findings and documentation.

After the joint activity, the facilitators and the NGOs team analyze and systematize the process and the findings and document the results of the DAW.

> It is recommended to take pictures to transcribe the flipchart matrix to an Excel or Word document.

The systematization should be done the soonest as possible after applying the tool, and include the interpretation of the results and conclusions from the perspective of the NGO or project.

- Identify the decisive factors, the necessary practices of solidarity and discuss the consequences for the conformation of the group, the strategy and/or methodology of the project and the necessary adjustments.
- It is important that the group has a copy and keeps their results, especially in cases where self-assessment was used.
- The NGO will make a summary of the results and the differences in levels of well-being:
  - Which people, according to the sum of points obtained, are in which category?

VL = Very Low	L = Low	R = Regular	W= Well and Very Well
Names and number of people	Names and number of people	Names and number of people	Names and number of people

Step 5: Use of the results

The results of the DAW Analysis can be a basis for the identification of individual or group change objectives when applying the tools of Individual Change (IC) or Collective Change (CC) of NGO-IDEAs. In the ARC tool, the results of the DAW will serve for the differentiated analysis of outcomes and impacts.

Consider that:

- The results can also be used to justify a community plan, or a strategic plan of a group, an association, etc.
- The conclusions of the analysis or systematization show a light on how to use the result, the findings and the reflection process that was created.
- The confidentiality of the informants or key actors should be guaranteed. This means that data should be codified before it leaves the NGO. When the data is aggregated or the results are published, it should not be possible to identify individual informants, persons or households.

2.5 Alternatives and special situations

- A DAW with illiterate people. If you work with self-assessments, the criteria can be expressed through drawings or symbols; smileys can help to express the values. Also, amongst the group they can help each other in the discussion.
- A DAW with children. You can use stories to introduce the activities with pictures to help them express their own perceptions. Incorporating fun activities can also allow for breaks between moments of analysis.
- A DAW about children with key actors. You can involve the key actors who know the children well. For example, with the parents you can formulate the driving question in a way that focuses their attention on the conditions and factors of well-being that for example allow for a good development of their children. The schoolteachers can do a DAW about their students as key actors.
- A DAW with civil servants, a health center or with schoolteacher. The analysis of well-being can be done according to their condition and quality of work, adapting the drivng question: Which personal factors and conditions, in your institution, determine that you can do your work well and offer a good service?

Specific order with key actors that is also used to determine the criteria of well-being

Having identified the key actors, they are asked to classify the households according to the level of well-being, comparing them with each other (every household with their name on one card).

- At least three groups of key informants (e.g. women; men; youth) will meet separately and classify the cards in different piles according to the category of well-being. They start by forming a sequence with the cards; households with equal situation of well-being are piled. Between 5 to 8 categories or piles can emerge.
- The cards may be re-grouped, finally one may have about 4 to 5 categories or piles. The informants are then requested to label each category (for example: extreme poverty, severe poverty, subsistence poverty, simple prosperity) and to explain what their characteristics are.
- After this classification the criteria that the community has on well-being can be identified, discussed and complemented.
- In order to validate the results, they should be reviewed and crosschecked with other members of the community. The results can be discussed in community meetings.

Individual assessment from the pre-established criteria of well-being

The facilitators introduce, explain and reflect jointly about each and every criterion and the categories of high well-being, regular well-being, bad well-being and extremely bad well-being. After that, the households will be attributed to a category based on the set criteria .

- This procedure could be based on the NGO experiences and would be time-saving. It could also be made beforehand with group representatives, if they are organized.
- An advantage of this method would be that results aggregation will be easier. A disadvantage would be less participation, so we recommend a transparent and participatory process in this option.

2.6 Appropriate moments for a DAW in the project cycle

When is it appropriate to apply the tool? There are many possibilities to apply the tool and to use the information and the generated analysis.

Before the start of the project

In terms of the project cycle, a very timely moment could be before the start of the project, in the design or planning phase.

- To identify the target groups of a project or the most vulnerable people to integrate them into the project
- As a part of the diagnostic and situational analysis
- To determine the base line of the project
- To widen the target group based on specific criteria of vulnerability and poverty
- When the elaboration of the monitoring system starts

During the project cycle

If a project has already started to operate or if the strategies are already defined, it is also possible to start applying NGO-IDEAs, e.g. by using the DAW tool with a group, several groups or new communities.

- When there is a need to deepen the process of empowerment
- When you want to make sure the most needy population is included in the project activities
- When you want to improve the monitoring system, guide the project management towards effects and impacts or while evaluating the project
- When you want to compare the well-being of different groups, groups of people or communities regarding to some aspects of well-being

At the end of the project (or ex post)

- During the monitoring or final evaluation of the project you can apply DAW again with the groups you have worked with during the implementation phase of the project.
- This way, you can check how much the levels of well-being or the access to certain rights have been changed – even for each household, and even if the perception of well-being amongst the people has changed.

2.7 Examples of DAW and differentiated analysis of people and households

The reflection regarding the criteria that indicate if a family or person lives well or lives in extreme poverty can be visualized in a simple list of criteria mentioned by the participants. However, with more time, it can also become a matrix that shows specific situations for every criterion. In the following table you can see an example of the establishment of well-being criteria and the specific situations for each level of well-being or poverty.

Table 5. Criteria and levels of well-being

CRITERIA OF WELL-BEING AND POVERTY	4 = Very Well	3 = Well	2 = Little/Regular	1 = Low
1. Employment and work that generates an income (urban)	- Adults have work - Good administration - Savings, Investment	- Enough income for children´s education - Women with own income	- Not enough income for children´s education - Remittances	- Irregular work - Children work
2. Land and resources for production (rural)	- More than 80 tasks - Hired workers - Technology	- 50 tasks - Access to credit - Women with own production	- 25 tasks but without financing - Youth migrate/ Informal work	- No land - Day workers - Youth migrate
3. Level of education and skills. From M and W and children.	- M and W with technical, professional training - Youth continue education	- Women with complete basic education - One professional - Parents support children	- Adults without finished basic education - Children abandon school	- Illiterate or can only read
4. Quality of the home. Access to quality water.	- Homes made of good materials. - Electricity and complete sanitary services - Good location	- Good floor - Separate rooms - Bathroom - Electricity	- Wood and zinc - Latrine - Cement floor - Wood stove	- Rented house - High risk location - Dirt floor - Wood stove - No latrine
5. Access to health and healthy habits	- Exercise and healthy habits - All members of the household have social security and health insurance	- Access to medicine - Youth and children receive health care	- Live far away - Do not have health insurance or money - Addictions	- Drugs - Illness - Mental problems - Do not participate because of health issues
6. Quality of nutrition and Sufficient access to food.	- Sufficient and balanced diet - Awareness of man and woman	- Produce food - Hygiene regarding food	- Men do not know - Not enough money - Do not share meals together - Not enough vitamins	- Junk food - Malnourished children - Sometimes during the day
7. Coexistence and values. Investment of money in family priorities	- There are resources for recreation as a family - No violence - Man and woman take decisions	- Bad habits are avoided - Mutual support - Children can talk to their parents	- Man does not contribute to the alimentation of the family - Violence	- Machismo - Not men, women or youth participate - Adolescent daughters pregnant or with kids
8. Level of participation in the community	- Are honest - Man, woman and youth contribute to solve problems	- Man support woman to participate - Know the proposals to improve the community well - Take part in activities	- 1 person of the household participates passively - There are no democratic practices to solve conflicts	- No member participates in activities.

TOOL 2:
COLLECTIVE CHANGE (CC)

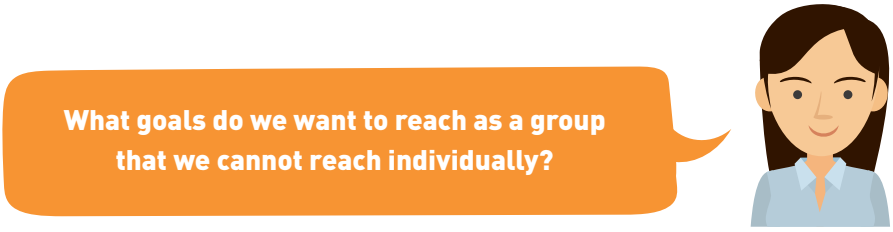
NGO-IDEAs believes that groups can create joint visions to guide their action. Collective Change - CC, is the second tool that sets objectives in a participatory way and measures their progress regularly.

3.1 Concept and purpose of Collective Change

The Collective Change (CC) tool is used to identify objectives that a group as a whole aim to achieve, based on a collective vision of their future living conditions. Then, the progress as well as the reasons of the changes can be measured regularly.

CC can be used with groups and/or communities the NGO is looking to support changes through the project and its actions. By applying the tool, the NGO has the opportunity to match group goals with the project goals and indicators. Another important aspect to take into account is how the periodic monitoring of the CC goals is an important way to strengthen the organization of the groups, as the tool allows for review of the progress that has been made towards the goals.

A collective goal is reachable only by the group as a whole and is the responsibility of the WHOLE group. Ideally, the CC is based on the DAW analysis.



The CC goals can be identified with the help of a question such as: What goals do we want to reach as a group that we cannot reach individually? These goals can cover different aspects such as attitudes, collective behaviors, social, cultural, economic, political or sustainability aspects. The group will prioritize, preferably, three to five goals and confirm them during the monitoring later on.

Purpose

The CC can have several purposes, both for an NGO as well as for a specific project or for the target groups:

- Identify goals for each group regarding improvement in attitudes or in organizational, social, cultural, political and economic aspects
- Reconcile the group goals with the relevant project goals and indicators
- Plan and establish a joint commitment for action to move forward towards those goals
- Identify changes in the group performance, with regard to the group objectives, as well as factors that contribute to these changes
- Understand the influence of the group activities, within the project or other activities, on the achievement of the set goals.
- Increase the responsibility and sense of ownership of the group in the establishment and monitoring of their own objectives and in this way increase their empowerment, as well as the positive effects of the project
- Guide the NGO to decide the type of support that will be provided to the group and reach agreements between the NGO and the group to achieve the proposed goals.

3.2 Two options to apply CC

There are basically two options to apply the CC:

- **As a separate process after or prior to the preparation of the IC. Much of this chapter emphasizes the application of CC in this way.**
- **As a joint process with the IC. Some partners have had good experiences organizing IC and CC together, until they have identified a complete vision of the group and its objectives. In this case, after identifying the objectives, a distinction is made between the objectives related to individuals (for IC) and the objectives related to the group (for CC). This option could simplify and reduce the application time.**

The NGO team should be aware of both options and manage both tools adequately to define which of the two methods fits better to the specific situation.

3.3 Best moments in the project cycle to apply the CC

What is the best time to start applying the CC? There are different moments in the project cycle in which you can start the CC and use the information and analysis that comes out of it.

Before the project

Regarding to the project cycle, a good moment to start the application of the CC is in the design or planning phase of the project:

- As part of the diagnostic and situational analysis
- To contribute to the base line of the project
- To incorporate the goals prioritized by the groups into the project strategies and main activities.
- To identify and make the indicators operational, in other words to define in detail how the indicators are going to be measured.
- To build the monitoring system of the project.

During the project cycle

If the project has already started, it is possible to start the application of the CC with the groups that are already part of the project.

- When there is a need to involve the organizations of the projects participants more closely and involve them more actively
- When looking to adjust the project, including some new strategies and activities to attend to the needs and interests of the groups, adapting the indicators and the way of measuring them
- When you want to improve the monitoring system and integrate the changes that happen within the organizations that participate in the project.

3.4 Sequence to apply, facilitate and systematize the goals with CC

The seven steps to apply CC

The best way to implement this tool is to follow the suggested sequence. Every step implies a series of activities that are described in more detail.

STEP 1 Preparation of the application of the CC tool

This step includes all activities previous to the workshop to apply the CC. It starts with a reflection by the project team about how to apply the CC in the most relevant and adequate way, taking into account three elements. First, the characteristics of the project, the goals and indicators; Second, the characteristics of the groups the project works with (see table); and third the current phase of the project cycle. In this reflection, it is necessary to observe if any of the goals and indicators of the project can be linked directly to the expected changes in the groups the project works with, so the development of Collective Change goals can be done with those groups. Finally, it has to be decided if the CC will be applied with all groups, or if specific groups or organizations will be selected to apply the tool.

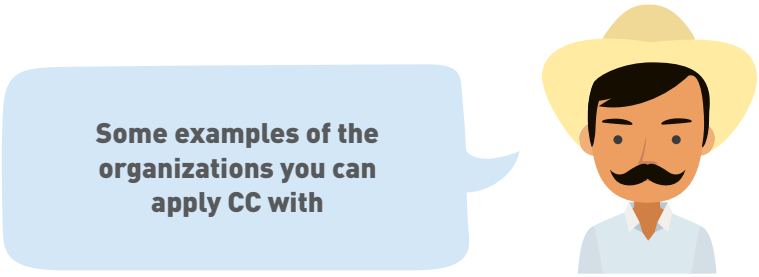
Starting from this reflection and having identified clearly the groups the tool will be applied with, the following actions should be taken:

- Analyze all the documents that exist on the group, if there are any: strategic plan, operational plan, diagnostics, timelines and other similar documents.
- Decide with which people of the group the CC will be applied, there are basically two options:
  - You can identify the goals with the leaders, or key actors of the group/organization, and validate them later with the whole group.
  - Another possibility is to identify the goals together with the whole group.

The decision to apply one or the other option depends on a series of factors. One of them is the size of the organization. Generally, in small groups or organizations it is recommended to identify the goals with the whole group. This allows for collecting all points of view and generates a commitment with the elaborated goals. When the organization is bigger, it can be difficult to get everybody together and be able to discuss in such a level that relevant goals can be elaborated.

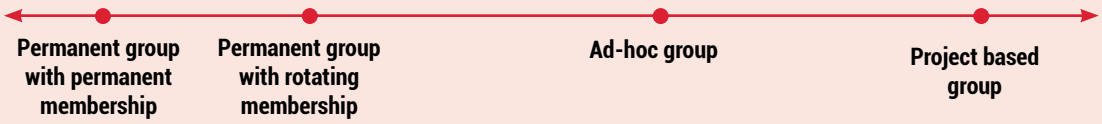
A second aspect to take into consideration when applying the tool is the nature of the group you are going to work with. This will influence the way you will work with the CC. In some cases, the projects work with organizations that already exist and that have a permanent membership base, like a village association, a producers' organization or a rural community. These organizations usually have an internal

organizational structure and planning and usually have a broad agenda of topics that should be considered when proposing to implement the CC



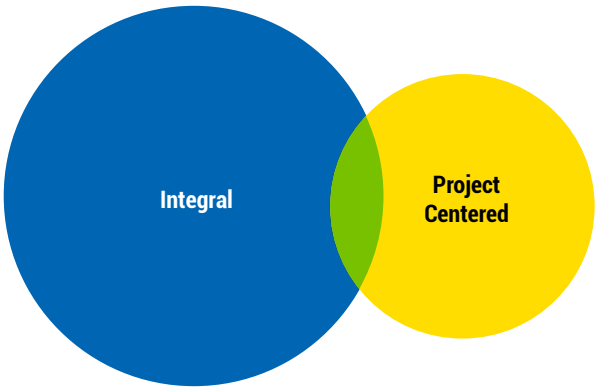
- Many groups are permanent, with a permanent membership base as well, for example: associations of producers, Kolping families, and others.
- An organization can have a rotating membership, like for example the case of student councils, organizations of female local authorities and parent associations. Because of the rotation of the membership it is important to guarantee that the commitment to the agreed goals will be maintained.
- Other groups are ad-hoc, in other words, those formed exclusively to attend a specific issue; for example, in the case of drinking water committees. Most of these groups have a clear goal and, in this sense, when applying the CC it is important to take into account that the goals that are set should be reachable taking into consideration the goals of the organization.
- Finally, there are groups that are formed because of a certain project initiative. Some of these groups are beneficiaries and others are multipliers, related to the strategy of the project. In the first case it is necessary to evaluate the relevance, considering the periodicity of their meetings, and the possibility that the group remains even after the project finishes, especially it is a short-term project. In the second case, it is necessary to define clearly what the role of the multipliers will be.

Graphic 1



A third aspect to consider is the type of driving question that should be posed to elaborate the Collective Change goals. The question can be broadened to include general change goals that the group would like to reach in a timeframe of three to five years, or can be centered more clearly in the goals that the project can help the group to reach. It is also possible to take a middle way.

Graphic 2



Example of the broad question: As a producers' association, what would you like to reach in the next five years?

Example of the project centered question: As a community organization: what should we change so our children will be better nourished in the next three years?

This process should lead us to develop a methodological note or guide for the workshop that includes steps 2, 3 and 4, in other words: until the first measurement of the CC. This workshop should be done in one or two sessions, depending on the depth taken in each step and the available time for each session. The guide should be detailed, including a presentation of the tool, its purpose, application and use, taking into account the characteristics of the participants, the steps to elaborate the CC, as well as inviting the participants and preparing the logistics.

STEP 2 Presentation of the Collective Change tool

This step is the start of the workshop and should be detailed in the methodological note or guide established in step 1. The duration of this part can be as short as ten minutes up to a maximum of half an hour, depending on the depth you want to reach with the group. Considering the characteristics of the group, it is recommended that, as an introduction to the presentation of the tool, a general dialogue about the experiences in planning is started with the participants, to recover the lessons learned in these experiences.

Then, the tool is presented, considering the local context and the characteristics of the group members. Facilitators need to use the simplest resources, but at the same time spark the interest of the participants to participate actively in the process. If you have done an IC with the same group before, the presentation should be built around this experience, focusing on the differences between both tools to avoid confusion when applying the CC.

STEP 3 Development of a vision and identification of CC

This step is done in the same workshop. This part should also be detailed in the methodological guide and can last between one and two hours. If it is the first time for the group to set goals, it can seem too abstract. It is necessary to pose questions that are easier to answer. The experience shows that you should start with a broader perspective about the accomplishments of the group – a vision – and the question should be stated in simple terms. For example:

As a group, where do you want to go, what do you want to reach in three/five years?

The time period for this kind of vision can be bigger or smaller, but in this context 5 years can be an adequate time.

The members of the group will share ideas. They should be encouraged to develop the ideas and to guarantee the participation of the majority. Some groups tend to share stories about their achievements and lose focus. It is necessary to tactfully, but quickly, guide them back to the question.

There are several methods to develop a vision:

- Group members will take a few minutes to dream individually and then share their dreams.
- Ask small groups to draw an image of their future lives as a collective and then the group collectively can discuss the contents of the drawings.
- Ask them to form groups, each group makes a news article - to be read in the newspaper or presented in a radio program – set 3 to 5 years from now, that reflects the achievements that they should have reached by then.

With either one of these methods or similar ones, it is important to take note of the main ideas when the individual or group visions are shared, in order to then form them into goals. This can be done using cards, post-its, or a flipchart, taking into consideration they should be visible for the whole group.

If there are difficulties to develop a vision, you can use some of these questions to spark the discussion, depending on the topic of interest for each group.

What are we here for?

What should the group do for its members?

What social benefits should the group members get?

What benefits should the members get regarding to their health?

What economic benefits should the members get?

Often these topics emerge through the discussion about the activities and achievements of the group. The group members remember what has happened, evaluate the process and the results and express in words what went well and what they didn´t like. This is an important reflection and sensibilization process and needs a good facilitator.

The groups tend to look for collective benefits for the members, but often, these benefits include a broader community, since they will also imply change for others. This could be a group goal. Therefore, we can pose questions like these.

What benefits does our group offer to the community?

What would we like to reach as a group for the community?

Up until this moment, the steps have been a combination of brainstorming and dialogue, which should be registered, either written or with illustrations and ideally should be stated as a collective vision that summarizes the process.

From this vision, developed in consensus with the group, you can now identify the goals for Collective Change. To do this, an additional question is posed which can be: What should we do as a group in the next two years to reach our vision? The group has to decide about the goals it wants to set, starting from the ideas that are registered, ordering and prioritizing those that are repeated or that have a meaningful consensus, so a list can be made with three to five goals of Collective Change. A number of goals that is manageable so they can be revised regularly.

It is important that the goals are formulated in present tense, as if they were already accomplished. This work can be done collectively, always making sure the process is monitored adequately so it is possible for everyone to contribute. Alternatively, the group can ask a smaller group (especially if the group is big) to identify the goals that can be defined and agreed on.

The goals should be realistic, but at the same time should pose a challenge for the collective work. It is important to keep in mind how to reach these goals, and if the group has the capacity to do so. This should be discussed with the group, and then the goals should be prioritized. Then, these goals should be put into a group/community action plan or a similar tool that the group uses to plan its work.

STEP 4 Carrying out the measurements

After setting the goals, it is necessary to measure periodically the advances of each goal. Therefore, a way of measuring should be established to define how to take measurements, validate them and consolidate the results.

Establishing a form of measuring

The measurement can be something simple with Yes/No answers, or a scale of at least four levels, to measure the level of progress throughout the process, as you can see in the following tables.

In Table 6, you can observe simple options for answers and appreciations. The options on either end of the spectrum are: ´very poor performance´ and ´very good performance´.

Table 6. General scoring options with a 5-point scale.

CC GOAL: THE GROUP IS CAPABLE OF RESOLVING CONFLICTS WITHOUT EXTERNAL SUPPORT	
General scores options	Score
Very poor performance	1
Poor performance	2
Moderate performance	3
Good performance	4
Very good performance	5

In Table 7, explicit terms have been used for each individual score with alternatives that are more elaborate than a five-point scale. In this option, a maximum score can be given to the group's performance. With 5 goals and a maximum score of 5 for each one of the goals, the group can reach up to 25 points.

Table 7. Detailed scoring option with a scale of 1 to 5 points

CC GOAL: THE GROUP IS CAPABLE OF RESOLVING CONFLICTS WITHOUT EXTERNAL SUPPORT	
Specific scoring options	Score
The group is not capable of resolving minor conflicts	1
The group is capable of resolving minor conflicts with the facilitation of the NGO	2
The group is capable of resolving minor conflicts with advice and training of the NGO	3
The group is capable of resolving important conflicts with the advice and training of the NGO	4
The group is capable of resolving important conflicts by themselves	5

You can also transform the scale scoring system into a Yes/No appreciation. In Table Nº8 we can observe a comparison between the two.

Table 8. Comparison of scoring alternatives

CC goal: THE GROUP IS CAPABLE OF RESOLVING CONFLICTS WITHOUT EXTERNAL SUPPORT		
Specific scoring options	Score	Yes/No
The group is not capable of resolving minor conflicts	1	No
The group is capable of resolving minor conflicts wth the facilitation of the NGO	2	
The group is capable of resolving minor conflicts with advice and training of the NGO	3	Yes
The group is capable of resolving important conflicts with the advice and training of the NGO	4	
The group is capable of resolving important conflicts by themselves	5	

The partners of NGO-IDEAs have used many creative possibilities to work with a five-point scale.

- For the scores, frequently symbols are used; for example: a broken clay pot, a clay pot, a copper, silver and gold pot. These symbols represent the scores from 1 to 5.
- You can also work with smiley faces, plants in different stages of growth, or steps of a ladder to show progress
- The score can be expressed and/or converted to percentages: 0%, 25%, 50%, 75%, 100%
- Some NGOs use different colors to symbolize the different scores: green, blue, yellow, red, and black. The members of the group select the colors that respond to each score. It is essential that the group members know what each color means, and that they understand the significance of every color without a doubt. In order to do the assessment, the members will have colored pieces of paper that they have to show to classify/order each item. In the reports, it is always necessary to explain the meaning of the colors. For calculating purposes, each color will be assigned a number.

Assessment value scales for each goal. Level 1 to 5:

CC goal: Everybody works in the group to improve communication and organization:
Level 5: We all work together in our activities and everybody is capable of representing the group
Level 4: The majority of the group participates actively and some can represent the group
Level 3: We meet and support the activities partially
Level 2: We meet regularly
Level 1: Our meetings are irregular.

CC goal: Increase our collective savings to pay for our activities
Level 5: We increase our savings in regard to the previous management and we have a positive return on our loans.
Level 4: We have bigger savings and we provide small credits to our members
Level 3: We have savings and look for new ways to increase the funds.
Level 2: We have savings that are slowly increasing
Level 1: We do not have any savings yet.

CC goal: We have an appropriate space for our activities
Level 5: We have an equipped meeting room
Level 4: We are organizing activities to fix and equip the space we have
Level 3: We managed to get a space, but we cannot use it yet.
Level 2: We started the paperwork to get a space.
Level 1: We do not have a meeting room or equipment.

CC goal: We support the community arrangements to have a chapel
Level 5: The construction of the chapel has started
Level 4: Funds and materials have been collected
Level 3: Group members are helping with the arrangements
Level 2: Our board has presented a proposal to build the chapel to the neighborhood assembly
Level 1: There is no chapel and there are no initiatives in the community

The easiest and most appropriate qualification methods for the group should be decided during the workshop where the goals are set, together with the group members. The scale can be elaborated by the technical team as well, but should always be validated by the group. A detailed scale allows for a consistent measurement, more than a simple point system. With this information it is possible to elaborate a matrix to register the measurements.

Measurement
After defining the measurement options, together with the group members the level of achievement can be defined for each goal. This measurement can be done in the same meeting, or in the following meeting, which ideally should be held between a week and a month after having established the goals to give the group the chance to validate the goals, as we will see further on.

The simplest way, and at the same time the most efficient way, to measure is to agree upon a value or score after a group discussion about the progress of each goal. The group members should reach an agreement about the level or score they have reached until that moment; if there are different opinions, the arguments should be written down on a flipchart. What has the group reached specifically? What specifically has the group not reached yet? At the end, the group should decide on a score.

If it not possible to reach an agreement, the alternative, always after a discussion, is to vote and use the score most people have voted on. In some cases, groups have preferred to get an average score of the individual votes.

Monitoring the achievement of the goals (indicators) with the help of Yes/No answers, or numbers (quotients, percentages, scores) is an important part of the appreciation of change, but not the only one.

The goals refer to expected changes that have been defined beforehand. On top of these, it is also necessary to explore if other changes have happened, beyond what was expected when the goals were set. Therefore, after evaluating the progress on the goals, some more exploring questions should be posed.

If you want to know about any important change in the situation of the community:

- **What else has changed?**
- Are there other important changes?
- Please highlight the important changes in the community.

If you want to know about any important influences in the community:

- **What else has happened?**
- Have there been any other influences or extraordinary events?

If you specifically need to know about the change the project has brought to the community:

- **What else has changed as a result of the activities of the group or the NGO?**
- Are there other important changes that are a result of the influence of the organization and/or the NGO?

The person in charge of writing the report of the workshop should take note of the most relevant answers. Ideally, if many members are literate, these answers will be written down on a flipchart. The group can prioritize the most important answers.

Validation

As a part of the measuring process, it is necessary to check the quality. If the classification session is done in a later meeting than the goal setting, the goals should be validated before starting the classification. This means to ask the participants if the goals that they have established earlier are really what they want to reach. This also allows for the members to be reminded of the goals they have set and can lead to some changes to the goals.

It is key to have a facilitator or team member that knows the group to lead this process, as self-evaluation can be biased. The quality control in the groups is decisive. The next questions can be useful to check the quality of the data.

Did you understand clearly the scale of the classification?

Were you able to get to sincere answers after a participatory discussion?

Is it possible that the classification provided has distorted some information?

Consolidation

Consolidation is the organization of the information from various groups or applications in order to analyze it. The first consolidation of the results is very easy. A table is simply drawn up in which the objectives of collective change identified are listed in the first column and the score obtained in each objective in the second column. By adding the resulting values vertically, it is possible to find the total score.

As the measurements are made, the scheme is extended by incorporating new columns, as follows:

> The rows in the standard table show until what extent each goal is reached. The columns show the results of every measurement.

- At the end of each column, you can calculate the sum.
- For each appreciation (in each column), the sum of the scores/classifications is calculated.

In Table 9 the results are shown of two rounds of measurements of a list of Collective Change goals, taken four months apart.

Table 9. Registry of periodic measurement of CC. First and second measurements.

Collective Change goal Nr.	COLLECTIVE CHANGE	First measurement August 2015	Second measurement December 2015	Difference
1	We respect other people's ideas	3	4	+1
2	We add to or complement the ideas	3	3	0
3	We start the meetings on time	1	3	+2
4	We greet each other outside the workshops	1	4	+3
5	We develop games to get to know each other	1	4	+3
6	We develop activities in a coordinated way	1	3	+2
	Sum	10	21	+11

Scale: 1 (no progress) to 5 (excellent achievement)

If necessary, subtotals can also be calculated. Many organizations that have applied the NGO-IDEAs tools have preferred to group the goals that refer to similar efforts.

In Table 10 the values are based on a 5-point scale with numbers from 1 to 5.

Table 10. Registry of periodic measurement of CC with more than one topic

Name of the organization: _____ Group's name _____ Number of members _____ Month and year of group's establishment _____			Date of application		
№	CC Goal	Max. Score	Aug. 2015	Oct. 2015	Mar. 2016
1	**Communication**				
1.1	Our national team has a fluid communication with the grassroots groups.	5	3	4	5
1.2	Our national team has a fluid communication with the national board.	5	3	3	4
1.3	Our national team has listened to the needs of the grassroots groups.	5	4	4	4
	Sub-total	15	10	11	13
2	**Participation – Commitment – Support**				
2.1	Our national team is open to the needs of the grassroots groups.	5	4	4	4
2.2	Our national team plans, executes and evaluates the national activities.	5	4	5	5
2.3	Our national team supports the grassroots groups.	5	3	3	3
2.4	Our national team generates/proposes activities to the grassroots groups.	5	2	3	4
2.5	Our national team is active throughout the entire year.	5	3	3	3
	Sub-total	25	16	18	19
	TOTAL	40	26	29	32

STEP 5 Comparisons (Previous and current)

Collective Change allows you to measure progress as long as it is used periodically. The periodicity of the measurements must be decided according to the nature of the identified goals and the feasibility of finding changes. Experience shows that it is recommended that the period should be between three and six months. A shorter period of time than three months may be of little use in identifying changes. A period longer than six months can diminish the impulse the measurement experience brings to the achievement of the proposed objectives.

From the second measurement on, immediately after carrying out each measurement, it is necessary to compare the results with some references. The most frequent way to do this - and this is very common in groups - is to compare the results of the current assessment with those of the previous assessment. The changes are analyzed in conversation with the group.

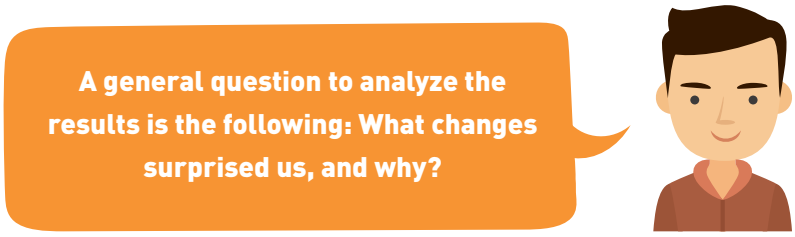
It may also be useful to compare with the starting point (baseline) or with the expected final result (target value) or with any other reference point. A simple table to see these comparisons can be the following:

Table 11. Basic structure of a comparative table

Goals/Indicators	Base line	Previous value	Current Value	Observations (What has contributed positively or negatively to the change?)

Note: It is possible to add an additional column to include other points of reference.

The comparisons can also be made with qualitative (not numeric) findings, but normally they are not listed in a table.



Additional questions to compare the findings of the previous and current assessment can be as followed:

Questions to compare results.

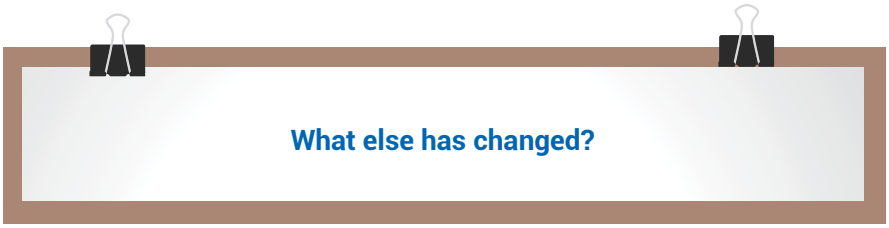
What differences between the last and the current assessment are bigger than expected?
What differences between the last and the current assessment are smaller than expected?

Combined with the questions about unplanned or unforeseen changes, identified by the exploratory questions, you can also ask the following:

Which changes have been particularly positive?
Which changes have been particularly negative?

Exploring unplanned or unexpected changes

The goals refer to expected changes that have been defined beforehand. On top of these, it is also necessary to explore if other changes have happened, beyond what was expected when the goals were set. The easiest question is:



The validation of the self-evaluation is decisive, and is done by members of the group, the facilitator or members of the team that know the group.

STEP 6 Causes of change

If changes have been observed, this does not necessarily mean that the group or the NGO produced them, they may have originated from other influences: climate, regional economic and social development, mass media, etc.

Therefore, to analyze direct effects and impacts, it is always necessary to ask about the causes of the observed changes.

Questions to analyze the contributions to the change.

Analyze who and what has contributed to the observed changes:

- What has been the group's contribution to the changes observed?
- What has been the contribution of the NGO to the observed changes?
- What has been the contribution of others to the changes observed? or
- How have the changes in the context contributed to the observed changes?

In addition, or as an alternative, you could also ask:

- What/who made this change possible?
- What/who prevented the expected change?

STEP 7 Consequences for action

The analysis of the observed changes and the causes of these changes should help the members of the group and the NGO to draw conclusions about their future activities. The group and the NGO can prepare or adjust their action plans. The basic question is the following: Where do you see the need to take action?

Questions to adjust the action plans.

What adjustments should be made to our action plan?

What can the group do to improve their performance in this area?

What can the NGO do to improve their performance in this area?

Normally the group does not operate completely by itself; it is connected to its own second level organizations (e.g. network or federation) or to the NGO. Therefore, it can also be useful to ask about issues that the group has difficulty solving on their own. But, at the same time, there may be some particularly interesting direct effects.

Is there an issue or conflict that has not been resolved yet, or is very difficult to resolve?

Is there a story of success that should be shared with others?

3.5 Examples of CC of specific groups.

Next, we will show some examples of Collective Change goals that are developed by different groups in Latin America.

Collective Change goals: For a group of young leaders working on sexual and reproductive health.

- The group with its agents, facilitators and communicators informs, sensitizes and widely discusses the problems and consequences of teenage pregnancy.
- All the members of the group practice mutual care and self-care in their reproductive and sexual health and intimate relationships.
- We achieve the growth of the Youth Center and the constant participation of young people.

In this example you can see the selection of collective goals that include the members of the group individually and collectively; emphasizing commitment to action both in their daily behavior as well as strengthening of the group, focused towards sustainability.

Collective Change goals assumed by the group. For an organization of rural producers focused on the improvement of their production.

- We guarantee a diversified production of vegetables for the market.
- We have and use statues and regulations.
- We obtain and use legal entity.
- Our production is free of pests and diseases.
- We have irrigation infrastructure.
- We get the registration of the producers in the agricultural insurance.
- We achieve the improvement of roads through the municipality.

The process of elaborating the Collective Change goals in this group has been an opportunity to reflect on the link between the work of each person and their community. It is for example not possible to get rid of plant pests and diseases in the parcels if the neighbors do not make the same effort. Also, it showed that to have a better relationship with the authorities it was necessary to strengthen the group.

Collective Change goals for a cultural youth center interested in promoting the community-based participation of its members.

- The group influences in the change in non-violent attitudes and behaviors of parents and siblings of youth members of our cultural center.
- The group mobilizes and supervises a young force to reduce garbage in our locality.
- Together with the communicators and videographers, the group creates and conducts debates with young people, adults and authorities around its videos that demonstrate problems of young people.

This example shows the diversity of interests and commitments this youth collective proposes in regard to their community. The monitoring of these goals will allow them to realize the progress they are making towards their community.

Collective Change goals for a coordinating team of a national youth organization oriented towards the strengthening as a team.

Communication

- The team has a fluid communication with the grassroots groups.
- The team has a fluid communication with the national board.
- The team listens to the needs of the grassroots groups.

Participation – Commitment – Support

- The team is open to the needs of the grassroots groups.
- The team plans, executes and evaluates the national activities.
- The team supports the grassroots groups.
- The team generates/proposes activities to the grassroots groups.
- The team is active throughout the entire year.

The way this group has organized the presentation of their goals shows two big topics that they are worried about: their role as communicators and their work to support the grassroots groups that make up the organization.

4

TOOL 3: THE INDIVIDUAL CHANGE (IC)

The Individual Change (IC) is a tool that is used to identify the objectives of individuals and to estimate changes that they intend to achieve personally or at home. This tool works with the concept that people create their own vision of future life.

4.1 Concept and purpose of Individual Change (IC)

The purpose of this tool is to create awareness for individuals to establish their own short and long-term goals. These goals will guide their actions and help them to monitor until what point every member of the group or household is progressing towards these goals. The NGO has the opportunity to match the goals of the beneficiaries with the goals and indicators of its project.

It is necessary to consider that the situational analysis of the individual members (including personal, social, cultural, economic and political aspects) ideally has started with the application of DAW. The IC brings continuity to this process specifying concrete goals for individuals and/or their households, so they can be monitored regularly in the following measurements. In this sense, the IC is applied with the groups with whom the project has direct, face-to-face, contact.

> ´An individual goal is reachable by people or households INDIVIDUALLY. For the project it is useful to identify clear individual goals that everybody in the group shares.´

Applying the IC and the situational analysis periodically, the individuals can establish their progress regarding each of the goals; this helps to monitor the improvement of the quality of life of each individual, their family and household.

The IC can have different purposes, for NGOs, a specific project or for the people of the target group that are looking to improve the quality of life.

Amongst the possible purposes are the following:

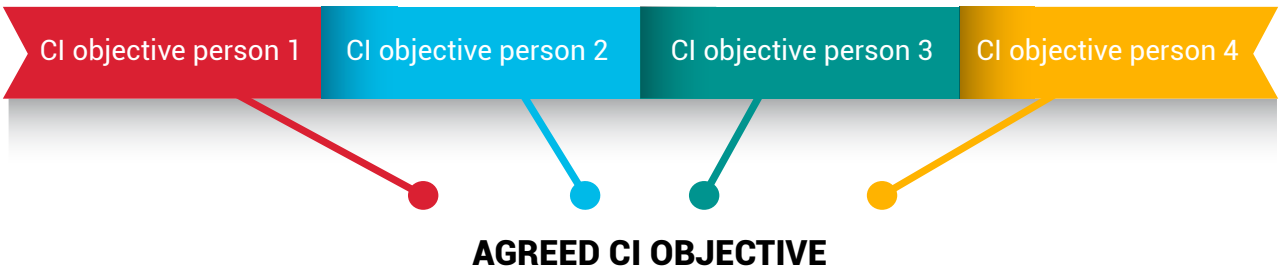
- Identify the goals of the individual members of a group to improve their lives regarding their personal, social, cultural, health, political and economic goals.
- Plan for joint action in the future together with the individuals, their households and/or group
- Establish (individual and/or family) commitment to action to progress towards these goals.
- In some cases, reach agreements on joint collaboration between NGOs and people or families to reach goals established in the Logical Framework of the project
- Assure that all members, including the poorest and most marginalized people of the group, have established their goals and that the improvements in their conditions can be monitored
- Periodically identify the accomplished changes by the individual members and/or their households
- Recognize the changes in the lives of members of the group, based on the group view and the goals for individuals, as well as on the factors that contributed to these changes.
- Guide the group and NGO to decide the type of support they will provide to the individuals and their households.

4.2 Options to apply IC

As all NGO-IDEAs tools, the IC offers a wide range of options to adapt to the characteristics of the projects and groups. There are two key moments in which these options become visible: when establishing the IC objectives and when measuring progress. When establishing the IC goals, the possible options vary within a spectrum between the following two options:

a. Building the Individual goals of change from the people and/or families towards agreed individual goals, using the common elements found in the individual proposals, for a big or small collective, taking into account their link to the effect and impact indicators from the Logical Framework of the project.

Graphic 3



b. Develop a number of small individual goals of change for the leaders of the group, or the groups that are part of a network or second or third level organization (with the NGOs facilitation) taking into account the effect and impact indicators from the Logical Framework of the project as well, to be validated (and adapted) by the groups later on.

The product in both options is a collection of individual goals agreed upon by the group, assumed by every participant.

4.3 Timely moments to apply the IC in the project cycle

When is the most adequate moment to start the application of IC? There are different options to start the application of the tool and to take advantage of the information and analysis generated by it.

Before the project

According to the project cycle, a good moment could be to start the application of the IC at the design or planning phase of the project:

- As a part of the diagnostic and situational analysis
- To determine the baseline of a project
- To include the goals in the strategies and main activities of the project.
- To identify and operationalize the indicators of the project, in other words to define in detail how the indicators will be measured.

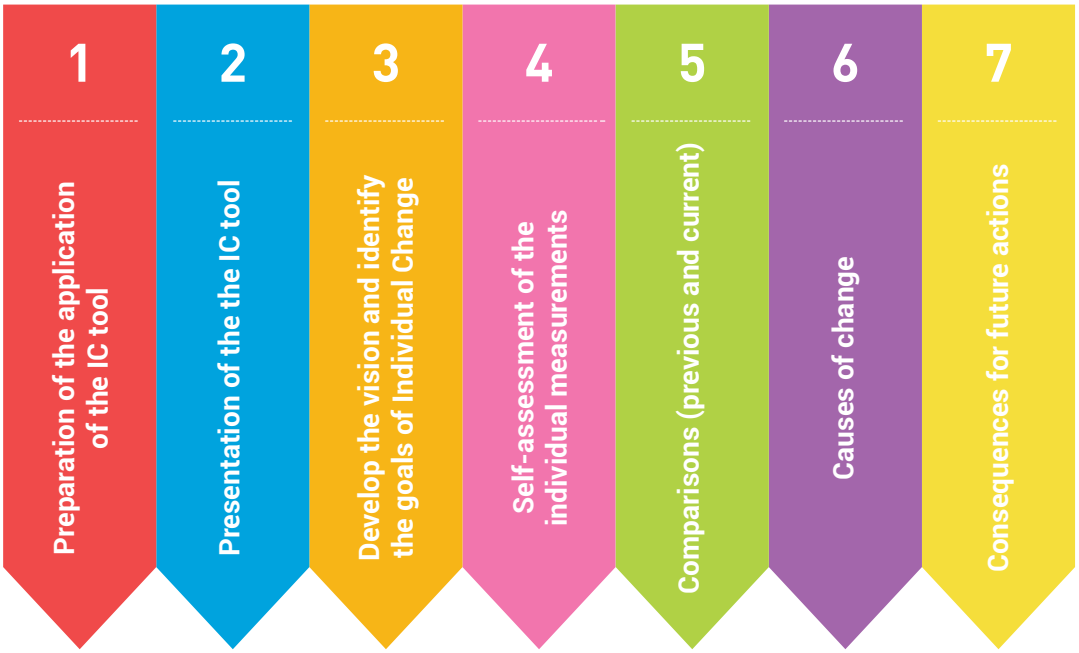
During the project cycle

If the project has already started, or if the strategies are already defined, it is also possible to start the application of the IC with the groups that are a part of the project:

- It is always necessary to involve the participants of a project more and more closely according to their own interests.
- When you want to improve the project: incorporating some strategies and activities from the project´s participant's interest, adapting indicators or the way they are measured.
- When you want to improve the monitoring system, integrating the changes that have been produced in the lives of the people that participate in the project.

4.4 Application sequences, facilitation and systematization of goals with IC

These are the important moments in the application sequence of IC, for both application methods.

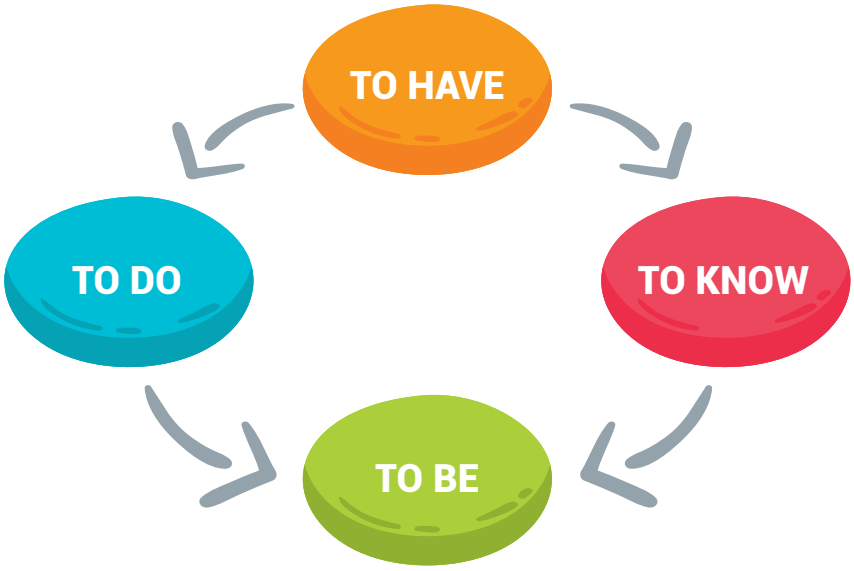


Each step requires a number of activities, which will be explained in further detail.

This step includes all the activities prior to the application of the IC. It starts with a reflection between project team members about how to apply the tool in the most relevant and useful way, taking into consideration the characteristics of the project, its goals and indicators and the current moment in the project cycle. It includes the identification of who amongst the different actors involved in the project, will be chosen to apply the tool.

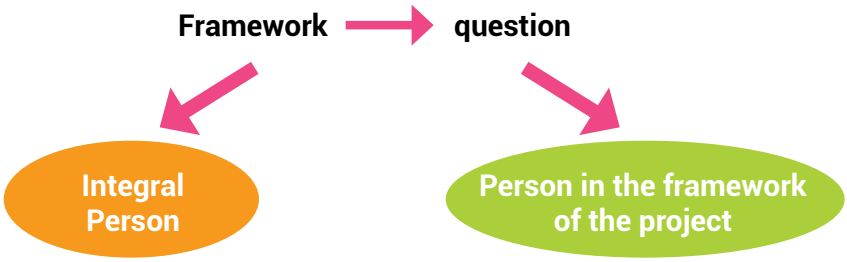
A first reflection should be about the approach, the depth of the change the project is looking to generate in the participants and the depth of the change goals of the IC that the project wants to reach. Many times, the depth of the change that is set in the project starts by ´having´ a level that we could consider somewhat superficial, linked to material change. Usually, however, the projects go beyond this, implying changes to the way things are done and knowledge obtained that can reflect changes in behavior and the incorporation of new ideas in their daily behavior. Finally, there is a more profound level still, and therefore more challenging to reach, which relates to the ´being´ as a consequence of personal empowerment processes. What type of individual change is the project looking for? Are any of these changes included in the effect and impact indicators of the project? What level do we want to reach in terms of identifying Individual Change goals? These are some of the questions that should be answered in this reflection.

Graphic 4



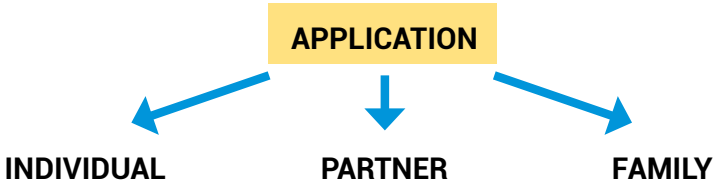
In this process the team should take a decision on how to frame the question, in order to establish a vision and the individual change goals. Taking into account the previous reflection, the question can be oriented towards a general view of the person, or on the contrary, can be focused more on those aspect of the person that are linked to the project´s indicators and goals.

Graphic 5



Another element to take into account in the preparation process of the session about IC is to agree who will participate in the measuring process. This should be done from a gender perspective and taking into account the nature of the project. If the focus is the family unit, and usually the men come to the meetings (or vice versa), it should be considered to also invite the partners. There are several options: participation as a couple, separate groups for women and men, or that the person who interacts with the project takes the final product home to talk to his or her partner about it. If the IC can be applied in several meetings, the usual participants can be part of the discussion on whether or not to invite the partners to the next meeting.

Graphic 6



Having cleared up these aspects, you need to prepare a detailed methodological note or guide that includes a presentation of the tool, its purpose, application and use taking into consideration the characteristics of the participants as well as the steps for elaborating the IC. Also, the invitations and logistics for the workshop should be prepared.

STEP 2 Presentation of the Individual Change tool

How can groups develop a vision or goals? Facilitators need to explain the tool in simple words and methods to the group, to guarantee that all members understand and appreciate the benefits. This is key for the group to accept the tool and use it successfully.

If the presentation of the tool is done in a first separate meeting, and if appropriate, it is possible to take decisions about the possibility to invite partners or older children to the next meeting.

Some partners have had good experiences organizing only a brainstorm session and work on the CC and IC together to identify the complete vision of the groups and all the long-term goals. The distinction between the individual goals (for IC) and the group goals (for CC) can be determined later on.

STEP 3 Develop the vision and identify the goals of Individual Change

If it´s the first time the group establishes its own goals, it is possible it sounds too abstract. We start with one, or several, questions. Experience shows you should start with a perspective – a vision – and the question should be phrased in simple terms. Taking into account the reflection about the framework and approach, the following questions can be posed:

Questions about people as a whole:

- Three to five years from now, what would you like to have changed in the lives of the members of the group,
- Or in the lives of your families? What do you think your life will be like in five years??

Questions focused on the project:

- What do I want to reach in my life through my participation in the project?
- What would you like the relationship with your children to be like in five years?
- How do you imagine your land three years from now?

The time period for a vision of this type can be longer or shorter but in general three to five years can be the right timeframe. The members of the group will share ideas. They should be encouraged to develop ideas and to guarantee the participation of the majority. Some groups tend to tell stories about their achievements and lose focus. It is necessary to tactfully, but quickly, guide them back to the question.

There are several dynamics to develop a vision:

- **You can start with a motivational activity, like a story or a video related to the topic.**
- **The members of the group can take a few minutes to dream individually, and then share their dreams.**
- **You can ask people to draw an image of their future lives, and afterwards in small groups they can discuss the drawings.**

After developing a vision that presents a joint vision of the future, some specific aspects or long-term goals are selected, that serve to appreciate the change of the individual members towards their goals on a personal, social, cultural, healthcare, economic and political level.

The goals should be based on the local situation and the needs of the group members in the areas where the project intervenes. These should be more concrete and reachable by the group members. It´s not recommended limiting them solely to the project goals. After establishing the individual goals that everybody shares, the group will prioritize and establish which goals will be monitored in the future.

The following example shows the steps from the individual dreams to the agreed individual goals.

Table 12. Visions and Individual goals

Area	How would I like to be in 5 years	Individual change
Work	Work in a bakery	I am self-employed according to my skills and interests
	Have my own business (a store)	
	Work in agriculture	
	Have an irrigation system	
	I want my business to go well	
	I want to be a cook	
Family	Share with my husband	Share recreational and social activities with the family
	Share with my children	
	Celebrate our children´s birthdays	
Health	I want to be healthy	We have a healthy diet
	I want my family to be healthy	
	Finish my treatment	
	I want my husband to be healthy	
Home	Have my own home	My house has all the basic living conditions
	I want to improve my home	
Education and training	Manage to make sure my children get their degree	I support my children with their studies
	Make sure my children do not miss classes	
	I want my child to be a professional	
	Help my children in their studies	
Better work	My husband has a good job	Does not apply
	My husband has enough work	
	My husband has a job	
	My husband has a good job	
	I want a secure job for my husband and myself	

As shown in the example, which shows the process of a group of women in a rural area, in the first column the thematic area is identified. The second column shows the elements of the vision the way participants presented it. In the third column, these different ideas are translated to a common goal. The experience in South America has shown that this process requires organizing, comparing and trying to find a wording that can satisfy all people involved, which can be monitored regularly. It´s important that the goal is formulated in first person, in order to express the personal, individual commitment. This also helps to show which elements of the vision should be part of the CC, which ones should be adapted, translating the interest of

the accomplishments of their children in school to something that is in their reach such as ´Support my children in their studies´ and which ones should be left out, such as getting a job for the husband.

It is possible at this time to adapt the wording, as well as to decide which of the identified goals will be monitored. It is very likely not all goals can be incorporated into the group planning.

STEP 4 Self-assessment of the individual measurements

After establishing the goals of the IC, the first round of measurements should be taken and a periodicity of the following measurements should be established. Just like the CC, this step is done after establishing the goals and has several components: 1) establish a way to measure, 2) measure, 3) validate the measurements and 4) consolidate the results.

Establish a way to measure

In the IC numbers are used (quantified indicators) to describe the situation of individuals or their households. While this brings many advantages to add or analyze the results, it also can present some disadvantages compared to descriptive methods. There is a risk the IC has the character of a school grade. However, this depends a lot on how these tools are applied. There is a range of options for the design. Here three of these options are presented that use numbers.

Option 1. Yes/No answers

The specific questions are: Have I reached this particular goal? Or did my family reach the particular goal?

- If the member considers he or she has reached the goal, the answer is yes
- If the member considers he or she has not reached the goal yet, the answer is no.

This type of measurement is not very exact. The decision to opt for yes or no is very hard, even with the support of the group and the facilitator.

However, the consolidation of the results is very easy and this is why many groups and NGOs prefer to start with this option. Experience shows that after a while they will look for a more exact measurement, as shown in the options 2 and 3.

Option 2. Percentages

When percentages or scores/qualifications are used to estimate the achievement of the goals, its meaning should be explained carefully. There are many forms of doing it, and it should be close to the way of thinking and practices of the group members.

For the percentages, many NGOs use monetary units. For example, in India 100 paisas are one rupee. Therefore, the question can be:

Regarding to this goal, how many paisas have you collected so far, considering that the total goal corresponds to 1 rupee.

Option 3. Scores

Generally, it´s possible to have many levels with scores. However, experience of the NGO-IDEAs´ partners shows that a 5-point scale is more than adequate. This allows results and analysis to be more differentiated than the Yes/No answers and it is easier than having a bigger number of options. The lowest score of the scale is 1 and the highest 5. Each number of the qualifications represents a level.

As with the CC, it is recommended to elaborate a guideline that explains the meaning of each score. This can be as general as the scores on the following page, or elaborated specifically for each goal of individual change. The most important thing is that the scores are understood in such a way that it´s easy to narrow the margin of different interpretations and guarantee that there is a consistency in the following measurements.

TABLE 13. Quantitative measurement options

Option 1. Yes/No	Yes, means: I have reached the status I wished for when I joined the group. No means: I have not yet reached the status I wished for when I joined the group.
Option 2. Percentages	100 % means: I have reached the status I wished for when I joined the group completely. The percentages between 0 % and 100 % mean the gradual achievement of the goals with estimates given by impressions. Note. The ´technique of the 10 seeds´ known by PRA (Participatory Rural Appraisal) follows the same pattern. Every seed represents 10%. However, NGO-IDEAs partners have experienced it is easier to work with less seeds; for example, between 3 and 5. See Scores
Option 3. Scores	For every criteria growth levels are established, every one of them is given a number of points. You can add up the points directly or calculate averages. This is also possible if you use five different colours to represent a five-point scale. The scores/qualifications can also be written down as percentages. With a five-point scale, you would have five steps: 0 %, 25 %, 50 %, 75 %, and 100 %.
General Option N.A.: "not applicable¨	To calculate the sums and averages, it is important that in every method the score/qualification excludes members or households if the specific goal does not apply to them. For example: • I send all my children to school. This only applies if the participant has school-aged children. • I can read and write´. Possibly this goal does not apply to all members, for example in the case of elderly women who think they are too old to learn. • ´I have additional income from non-wood forest production´. This goal applies only to those households that can and are willing to collect products from the forest. .

Example of a general point scale for IC agreed upon by children.

SCORING CATEGORIES	VALUE
I always do it	5
I mostly do it	4
I try to do it, but I still forget	3
Sometimes I do it	2
I never do it	1

Measurement

For NGO-IDEAs the self-assessment is a privileged mechanism for measurement.

There are basically two scenarios to analyze if each individual or their household has reached each and every one of the goals or to what extent they have:

> Open question to the whole group. This is recommended when there is enough trust within the group so there can be an open discussion on individual change, reflection can take place about the self-evaluations that are not realistic and a joint learning process can be easily reached.
>
> Individual confidential questions. This is recommended when it´s not possible or it is not advisable to discuss the individual change within the group. For example, when the goals are related to sexual and reproductive health, the information is highly confidential and it will be hard and even inappropriate to expect honest answers if the answer will be observed by the whole group.

There are also intermediate solutions. The group agrees with the facilitator on how to organize the measurements and evaluates the experience afterwards, in order to improve the process.

The goals refer to the expected changes that the people have set, in other words, the changes that have been defined beforehand. Additionally, it is necessary to explore if there have been other changes; beyond what was expected when the goals were set. The easiest way is to ask: ´What else has changed?

Validation

Validating the scores, with the help of the facilitator or a member of the team that knows the group, is essential because it assures the quality of the self-evaluation. In case the self-evaluations are done openly, sometimes the participants themselves help to validate the answers of the members of the group.

The following questions can help to verify the quality of the data.

Did everybody understand the questions well, and in the same way?

Are the answers honest?

Is it possible that the context of the interview (or self-evaluation) has biased the information?

Are the answers properly recorded?

The frequency of the next measurements should be agreed on. It is recommended to measure at least every three to six months.

Consolidation

The results will be put in a table, like the following:

- The rows in this basic table show to what extent each goal has been reached.
- The columns in this table show the way in which each member has reach each of the goals.
- At the end of each row and column you can calculate the respective sums.
- For each goal (in each row), the sum of the scores is calculated and the percentage of positive answers is generated.
- For each person (in each column) the sum of scores is calculated.
- It should be taken into consideration for the calculation of the sums and averages that there can be answers ´NA´(not applicable) as you can see in Table 14.

Furthermore, you can calculate subtotals:

- Subtotals can be calculated for the goals, as they require it. Some NGO-IDEAs partners preferred to group the goals that capture a similar effort.
- Also, subtotals can be calculated for people. Many NGO-IDEAs partners have grouped the members/families that belong to the same social category.

TABLE **14. Result analysis of the first IC measurement.**

	Names	Sonia	Elvia	Carlos	Jesús	Emma	Tomás	José	Hugo	Kevin	Juana	Kevin	Lara	Iris	Marta	Sum	Maximum score	Average
Individual Change Objectives	**1.** I take my children to their medical checks when necessary.	1	2	4	3	5	1	3	1	5	3	3	3	3	1	38	70	2,71
	2. I feed my children adequately	2	4	3	4	4	2	2	2	4	3	3	2	3	2	34	70	2,86
	3. I avoid violence, also at home	1	2	2	3	3	2	3	2	3	3	2	3	2	1	32	70	2,29
	4. I send my school-aged children to school	3	3	4	4	5	2	3	1	5	5	NA	4	NA	2	41	60	3,42
	5. I dedicate enough time to teaching and caring for my children.	2	3	2	3	3	1	2	1	3	3	3	3	3	2	34	70	2,43
	Sum: 1st measurement	9	14	15	17	20	8	13	7	20	17	11	15	11	8	185	340	13,21
	Maximum Score	25	25	25	25	25	25	25	25	25	25	20	25	20	25			
	Average 1st measurement	1,80	2,80	3,00	3,40	4,00	1,60	2,60	1,40	4,00	3,40	2,75	3,00	2,75	1,60			2,72

Legend: Scale of measurement: 1- very little, 2 – little, 3 – medium, 4 – a lot, 5 – very much, NA- Not applicable

The confidentiality of the data should be assured. This means the data should be codified before they leave the NGO. When the data is added and the results are published it should not be possible to identify the actors. To present the information to external people, it is enough to present reports of the last columns exclusively, which represent the summaries. The details of each member can stay with the group and even at that level, it could be necessary to avoid using names. This makes the presentation of the reports – and if necessary, the input of the data in the program – a lot easier.

STEP 5 Comparisons (previous and current)

This step is started from the second measurement on. The Individual Change, like the CC should be applied in a periodic way to compare the changes.

The first comparison is with the previous measurement. In order to do this, rows are added to the basic table, so notes can be taken and it can immediately be compared. It´s also possible to compare the general progress by goal, summing up the individual points.

Table 15. Result analysis DAW (January 2016) and IC first and second measurement (January and July 2016)

	Names		Adriana	Bárbara	Carlos	Domingo	Emma	Francisco	Gustavo	Hugo	Ignacio	Juana	Kevin	Lara	Juana	Marta	Sum	Maximum score	Average
DAW	Head of Household: M/W		W	W	M	M	W	M	M	M	M	W	M	W	W	W			
	Well-being		B	B	B	R	VW	R	VB	W	R	R	B	VB					
	Age		16-25	26-35	36-45	36-45	36-45	16-25	26-35	16-25	26-35	26-35	26-35	16-25	16-25	16-25			
Individual Change (IC)	**1.** I take my children to their medical checks when necessary.	IC 1	1	2	4	3	5	1	3	1	5	3	3	3	3	1	38	70	2,71
		IC 2	3	3	4	3	5	3	3	3	5	4	3	3	4	3	49	70	3,50
	2. I feed my children adequately.	IC 1	2	4	3	4	4	2	2	2	4	3	3	2	3	2	40	70	2,86
		IC 2	2	4	3	4	2	2	2	2	2	2	3	2	2	1	33	70	2,36
	3. I avoid violence, also at home.	IC 1	1	2	2	3	3	2	3	2	3	3	2	3	2	1	32	70	2,29
		IC 2	2	2	2	3	3	2	3	2	4	3	2	3	2	1	34	70	2,43
	4. I send my school-aged children to school.	IC 1	3	3	4	4	5	2	3	1	5	5	NA	4	NA	2	41	60	3,42
		IC 2	5	5	5	5	5	5	5	5	5	5	NA	5	NA	5	60	60	5,00
	5. I dedicate enough time to teaching and caring for my children.	IC 1	2	3	2	3	3	1	2	1	3	3	3	3	3	2	34	70	2,43
		IC 2	2	3	2	3	3	2	2	2	3	2	4	3	3	1	35	70	2,50
	Sum 1st measurement	IC 1	9	14	15	17	20	8	13	7	20	17	11	15	11	8	185	340	
	Sum 2nd measurement	IC 2	14	17	16	18	18	14	15	14	19	16	12	16	11	11	211	340	
	Maximum Score		25	25	25	25	25	25	25	25	25	25	20	25	20	25			
	Average 1st measurement	IC 1	1,80	2,80	3,00	3,40	4,00	1,60	2,60	1,40	4,00	3,40	2,75	3,00	2,75	1,60			2,59
	Average 2nd measurement	IC 2	2,80	3,40	3,20	3,60	3,60	2,80	3,00	2,80	3.80	3,20	3,00	3,20	2,75	2,20			2,99

Legend: Scale of measurement

Score	Value
1	very little
2	little
3	medium
4	a lot
5	very much
N/A	Not applicable

Some questions can help to analyze changes with individuals and groups:

- **Who has improved their situation? Who has a worse situation or is improving slower?**
- **In which IC goals has there been more progress? In which IC goals is there less progress?**

These comparisons are done immediately after the measurements with the group, and afterwards with the NGO team.

It is recommended as well to consider the additional questions for comparison that were suggested for the CC.

STEP 6 Causes of change

This step consists in posing the same questions in the same step of the CC process, in the last chapter, to identify the causes of the changes. The only addition is that questions related to the individual changes will be incorporated.

STEP 7 Consequences for future actions

The final step is the identification of consequences for action. People can identify what they can do to improve their personal or family achievements. Starting from the same basic question as with the CC, there are other specific questions to be asked:

- What can each person do to reach better effects and impacts?
- What can the group do to improve the situation even more for the most needed people in this area?
- What can the NGO do to improve the impact for the most needed people in this area?
- What can others do to improve the impact for the most needed people in this area?

4.5 Examples of IC. The goals of the group from the specific visions according to topics, actors, values and their analysis

A group of student leaders that work on sexual and reproductive health:

1. I have more knowledge of my fellow student´s problems
2. I am informed and I do research on the important topics to provide information
3. I show my commitment by helping others
4. I improve the way I transmit information
5. I listen, understand and tolerate my fellow students
6. I express my opinions without the fear of being judged

In this example, IC statements focus on strengthening students' leadership role in these topics. Therefore, it includes both the development of knowledge as well as attitudes and practices that contribute to their personal empowerment.

In a group of **rural producers** focused on improving their crops:

1. My parcel has a technical irrigation system
2. The production of grass of my parcel is enough to feed my animals
3. I have been able to rotate the crops on my parcel
4. I have an agricultural production that allows me to commercialize constantly
5. I continuously progress in my education/career and skills improving my grades; I have better study habits and am more punctual

The goals these rural producers have set, even though the majority refers to the improvement of productivity in their land, include their education and training, which reflects a broader view of the individual empowerment process of this group.

A group of **young women** who want a life without violence:

1. I relate and communicate better with my family and I face situations without violence and with a more positive attitude
2. I get/maintain my job and save monthly
3. I take care of my body and I prevent my reproductive health from illnesses
4. I participate actively and contribute more continuously to my group

The goals that were prioritized by this group of young women each tackle different, complementary and essential areas in their lives, at the same time they are redacted very well.

A group of **mothers** interested in keeping their children in school:

1. I participate promptly in all meetings
2. I send my children to school punctually
3. I have enough income to satisfy the needs of my children
4. I avoid violence towards my children

The commitments drafted by these mothers in their goals visualize and formalize basic commitments to their children.

In a group of **teachers**, the following individual goals could be agreed upon::

1. I constantly keep myself updated to improve my teaching and learning methodology
2. I respect and promote the rights and duties of the children in my classroom
3. I make the parents aware of the right to education
4. I improve the relationship I have with my students
5. I believe in a pleasant classroom environment that promotes trust

4.6 Common characteristics and differences between CC and IC

IC and CC have many characteristics in common, but also have differences. They should not be confused.

Table 16. Common and differentiated characteristics of IC and CC

Common characteristics	Different Characteristics
• Both tools refer to goals that people have in common. • For example: a group proposes to take care of the environment in the community.	• IC refers to the goals that members set for themselves and can achieve independently of the group. The performance and achievements can be measured for each individual. For example: each member proposes to take out the trash to the designated places. • CC refers to the goals that the group sets as a collective. The performance and achievement can only be measured as a whole group. For example: the group proposes to demand the municipality collects trash from the designated places on a weekly basis.
• The same type of measurement can be used for both tools o Yes/No answers o Percentages o Scores	• With IC, the NGO-IDEAs partners usually pick a measurement by scores (4 or 5). In some cases, some indicators are based on Yes/No answers • With CC usually the scoring system is introduced.
• Both tools consider qualitative and quantitative aspects for data collection and both help to identify changes comparing the current situation to previous ones. • Also, both include questions to reflect, mainly about the causes of the observed changes.	• With IC, sometimes it is not possible to publicly make a profound analysis on the reasons for the changes. In this case, individual conversations and guidance can be more adequate. • With CC the analysis is done collectively for the group as a whole.

Experience has shown that the achievement of the individual goals (IC) is bigger where CC is applied because the group goals generally complement the achievement of the individual goals.

4.7 Frequently Asked Questions related to IC and CC

Frequently Asked Questions about IC

When are Yes/No answers used as a measurement?
This way of measuring is the easiest, but the least precise. Frequently the indicators in the Logical Framework are based on this type of measurements: number of people who know how to solve conflict in a peaceful way. It means these people have proposed to solve conflicts in a non-violent way, and immediately it is measured how many can confirm that they know.

What is the best alternative for Yes/No answers?
A scoring system can be introduced and the quantification depends on the type of goal. More details can be found in step 4 of this chapter.

Frequently Asked Questions about CC

During the consolidation of a group, when is a good moment to introduce CC?

CC can be applied at any moment. It is important to take into account the moment the group is in. The CC looks for goals that strengthen the group or that solve a problem. That is always relevant.

However, if the group sets its goals at the beginning it can provide a clearer guidance from the start and contribute more to the immediate impacts and effects.

Many NGO-IDEAs partners consider at least six months should pass to start to apply the CC. The group should be somewhat consolidated. The group members should understand why it is formed before goals can be set.

It is also recommended to use CC when the group is looking to strengthen its autonomy and sustainability.

Frequently asked questions regarding IC and CC

Should the vision relate to the IC and CC? Can the brainstorm be combined for the IC and CC?

- Yes, there should be a joint vision for the group as a whole. Within this framework each individual and their family propose their IC and the performance of the group is also measured against the vision
- In practice, some NGO-IDEAs partners have had good experiences organizing only one joint brainstorming session for IC and CC, to identify the whole vision and immediately separate the individual and collective goals.

To what extent are IC and CC gender sensitive?

- All NGO-IDEAs tools: DAW, IC, CC, ARC need a gender sensitive facilitation
- The Differentiated Analysis of Well-Being (DAW) that differentiates peoples or families' situations can help, with a proper facilitation, to discover the differences in the situations of men and women. For this to work, it is important to consciously make the distinction that well-being does not relate to a family or a household but to a person. In the table of measurements for the IC goals, there is a column for each person (or household): from the name, the gender is already indicated, alternatively an extra line can be introduced to explicitly state the sex; for example: M= man and W = woman. For other examples, see chapter 6 on ARC.
- With IC and CC, the training and level of awareness determine mostly if the goals proposed are gender sensitive or not. The tools have been applied with many mixed groups, but also with same sex groups. It is important to motivate the group to propose goals that reduce gender injustice.
- In the ARC every observed change and the progress in any goal will be analyzed by gender and/or levels of well-being.

Can the IC and CC be applied to different groups?

Yes, this can happen, although it´s more of an exception. For example, in a health center managed by the community (CC), but those who should commit themselves to use the facilities are pregnant and breastfeeding women (IC).

Is CC a recompilation of IC?

No, CC is not a recompilation of IC. CC establishes goals that relate to the performance of the group as an organization. IC are goals established by individual members to achieve them in their own lives or in the lives of their families ideally these goals are agreed upon by the group. Although all group members have the same or similar goals (for example, my self-confidence has increased), the goals of the individuals are not the same as the goals of a group (for example, our self-confidence to deal with authorities as a group has increased).

Even though the performance of a group can be the sum of individual efforts, it´s useful to separate the individual goals with the IC because this helps to monitor the changes in individuals and households, while the CC only provides a general perspective of the changes in the group.

How can the IC and CC be linked better?

The development of goals for IC and CC can be combined if the vision and the common goals are set in the beginning. Then, in a second step, you can separate the tools when asking questions: What should the individual members of the group do to reach this goal (IC)? What should the group as a whole do (CC)?

Sometimes it is recommended to start with IC since it can show the motivation of the members to participate in group activities. These results can influence the CC later on, which shows the assets the group should have to serve the aspirations of its individuals.

How can collective issues be tackled with IC?

- IC is designed to start from the individual and family needs and help them monitor the achievements.
- If each member can influence in community issues and these influence the life of each member or household, then they can be included in the IC. For example, members can formulate the goals in the following way:
  - Each member supports their family to resolve conflicts
  - All members assure that within the communities there are no children with disabilities hidden in the homes (groups of people with disabilities)
- If the group influences in community issues, then this should be considered in the issues included in the CC

Does it make sense to develop short, medium and long-term goals that are adapted to each level of the organization?

- Yes, it can make sense, but in general it´s recommended to choose goals for a period of two, three or maximum five years. But this does not necessarily have to be decided when the goals are set; it becomes obvious when the achievements of the goals are monitored. When a short-term goal is reached, it can be discarded, except if it is important goal to monitor the sustainability.
- For the impact and direct effect monitoring and when the project is based on the Logical Framework, sometimes it is important for the NGO to separate activities and products from direct effects and impacts. Additional distinctions are only necessary if they are relevant for the NGO´s project management.
- If these distinctions are only relevant for the NGO, the team can do them on their own after the meeting, without involving the group.

CC AND IC DURING PLANNING AND MONITORING OF OUTCOMES AND IMPACTS

NGO-IDEAs Toolbox is not only used to plan a new project, but can also be applied to projects that are already planned and approved. In this case, it can easily contribute to change the vertical approach (top-down) towards an upward practice (bottom-up) in the planning and monitoring of projects.

5.1 Match the group goals to the Logical Framework

To combine NGO-IDEAs with the Logical Framework in practice, there are three different situations in which you can apply the Individual Change (IC) and the Collective Change (CC) tools.

a. The project is being designed and planned
b. The current project is finishing and the results of the tools will be used to plan a new project
c. The project is already planned and has its Logical Framework and indicators.

With NGO-IDEAs tools you can plan and monitor the changes proposed by people or groups the project works with directly. In general, changes in attitudes, behavior and knowledge are proposed that are in their own hands:

- Empowerment
- Commitment

Sometimes the achievements are a result of the actions of the beneficiaries, even if it implies that they have to convince others:

- Claim and restitution of their rights
- Results of advocacy activities

What cannot be measured are actions and changes that are not a result of the actions of the beneficiaries:

- Changes in people who are not direct beneficiaries of the project
- Changes that are the responsibility of people who are not direct beneficiaries of the project

5.2 Possible scenarios when linking CC and IC to the Logical Framework of the project

In the next section we will present two of the possible scenarios when linking CC and IC to the Logical Framework of the project.

Option 1: The project is being designed and planned

Option 2: The project is planned and has its Logical Framework and indicators

Option 1: The project is being designed and planned

NGO-IDEAs toolbox is designed to be used in the planning of projects and to establish indicators.

- **The situational analysis obtained by the DAW will help to focus more clearly on the families that live in extreme poverty and to identify the causes and specific needs**
- **The goals derived from IC and CC will help to formulate the goals and indicators of the Logical Framework, which ideally coincide with the goals of the beneficiaries. This way, realistic goals will be set that are established by the group itself and the group can monitor the results periodically.**

Methods to convert goals into indicators

With IC and CC, first goals are formulated and prioritized for individuals and for the group as a whole. After that, indicators can be formulated for each goal. Formulating the indicators is no longer a group task, but rather one of the NGOs facilitators, in other words it is an additional activity exclusively for the NGO.

Frequently the indicator is based on a count of people, for example: how many people or households have reached a specific goal. The count of these people or homes is done based on a yes or no question that people have answered, and counts the people that have answered yes (only in IC).

To convert the goals into indicators there are basically two options:

- Conversion of goals to indicators that are based on a count (IC only)
- Conversion of goals to indicators calculating rate of achievement of the goal (for IC or CC)

First possibility:

Conversion of goals to indicators that are based on a count (IC only). The goals are slightly reformulated, so it is possible to count the members or homes that have reached the goals. The indicators can be formulated like those in Table 17:

Table 17. Examples of indicators based on a count.

Case 1. Conversion of goals to indicators that measure the NUMBER of members or households	**Case 2.** Conversion of goals to indicators that measure the PROPORTION of members or households
· **Number of households** that have enough income to provide all family members with healthy food.	· **Percentage of households** that have enough income to provide all family members with healthy food.
· **Number of members that** participate actively in the community activities.	· **Percentage of members** that participate actively in the community activities.

Second possibility: If a count is done in **groups that vary in size**, it is more useful to select an indicator that specifies the percentage of members or households that have reached the goal. This is done calculating the number of people that have reached the goal, divided by the total number of people in the group. To obtain the percentage the result is multiplied by 100.

Alternatively, the assessment of the achievement of the goal can be based on levels of growth with scores or values on a scale of four or five. The majority of NGO-IDEAs partners prefer methods with scores or values.

Table 18 shows an example of how the use of IC made it possible to build an indicator for the Logical Framework, in a participatory process, tackling a complex and sensitive issue like violence in the educational system.

Table 18. Closing the gap between Logical Framework indicators and IC goals

Indicator in Logical Framework	Operationalization of the indicator	IC goals of teachers related to indicator	Agreed scale to evaluate indicator	Converting IC results to indicators
80% of the teachers understand that using violence as a corrective method is harmful for the development of children and adolescents.	"Understand" means: a. They put themselves in their place b. Avoid physical and verbal violence c. Keep their promises	1. I put myself in the shoes of the child. 2. I avoid physical and verbal violence and I find ways to solve problems by talking. 3. I keep my promises to my students.	On a scale of 1 to 5, for every criterion (maximum total is 15), the individual sum of the 3 criteria should be at least 12 points and ´I avoid physical and verbal violence´ should not be below 4.	In the first measurement (IC1), 8 out of 80 teachers met the criteria, 10%. In IC2, 48 out of 80 teachers met the criteria, 60%. In the IC3 measurement, 65 out of 80 teachers met the criteria, 80%.

It is also possible to convert a scale with scores into a Yes or No scale. To do this, you need to define which level counts as a ¨Yes¨ and which level corresponds to ¨No¨, for example:

Table 19. Qualification guide

1	Very low	No
2	Low	
3	Regular	Yes
4	Good	
5	Very good	

Option 2. The project is planned and has its Logical Framework and Indicators.
It is important that before formulating the IC or CC with the group, the facilitators know the goals and indicators of the Logical Framework well. It is not always possible, or even desirable, to completely overlap the goals and indicators of the group (IC and CC) with the Logical Framework of the project. When they are completely different, the indicators emerging from NGO-IDEAs will not link to the indicators in the Logical Framework, i.e. NGO-IDEAs will not support the formal monitoring of the project.

If the project and the monitoring plans are already established

- DAW helps to verify to what extent the identification of the beneficiaries matches the situational analysis and justification of the project.
- IC helps to verify to what extent the goals of the project and the corresponding indicators match with the individual goals of the members of the group and their households
- CC helps to verify to what extent the goals of the project and the corresponding indicators adapt to the organization goals of the group.
- ARC helps to analyze the outcomes and impacts of the project, not just related to the goals and indicators form the IC and CC but also from the Logical Framework and unforeseen changes.

All tools support the analysis of changes, in a participatory process with members of the group. IC and CC facilitate setting indicators, without replacing the existing ones of the Logical Framework.

In the real- life examples from Table 20 you can observe the following:

- Very different types of indicators can relate to the project goals. Many goals and indicators of the IC and CC refer directly to the project goals.
- Indicators can refer to different logical levels, in other words, to activities, output, outcomes and impacts.

Activity, output or outcomes and impact?

Frequently it is hard to attribute goals and indicators to the right level of the result chain. You need to be aware of the following: an activity or output implemented by the beneficiaries, by individuals or by the group, for example, ´to send the girls to school´, or ´to have a health awareness program´, are frequently outcomes or impacts of the promotion efforts of the NGO.

Therefore, from a project perspective, those changes in activities of the primary beneficiaries are outcomes or impacts of the project – and they are not project activities!

If the monitoring plans and indicators are already established, you need to follow at least three steps:

> **Step 1.** Identify the indicators in the Logical Framework that can be monitored with NGO-IDEAs.
>
> **Step 2.** When applying IC and CC, inform the beneficiaries about the existing indicators that refer to changes produced by them.
>
> **Step 3.** Try to reach an agreement with them so they propose these changes as goals (IC or CC).

Table 20. Examples that link IC and CC goals to Logical Framework Indicators.

Project Goal	Indicators established in the Project Plans (e.g. in a Logical Framework)	Goals developed with IC and CC (NGO-IDEAs Toolbox)
To promote and claim economic, social, political and cultural rights for youth. (explored with IC)	• At the end of 2017, 650 youth (m/f) are empowered to claim the fulfillment of their rights to education and participation in the municipalities A and B.	• I know my rights to quality education and I know how to claim it when necessary • I know my rights to participate in my municipality and I know how to claim my right if necessary Note: the assessment of the achievement of these goals should be differentiated by gender. You can measure with a 1 to 5 scale or by counting Yes/No answers.
To promote and claim economic, social, political and cultural rights for youth (explored with CC)	• At the end of 2017, 50 youth groups are empowered to claim the fulfillment of their rights to education and participation in the municipalities A and B.	• As the Municipal Youth Council, we investigate, analyze, and create awareness on cases of teen pregnancies. • Our group includes highly vulnerable youth in the group. • Our managers, communicators, facilitators mobilize other youth and authorities to remove illegal trash. • As a Student Council, we negotiate a better infrastructure for our school. • As a group we promote the social, economic, political and cultural rights of youth. • As a group we are actively claiming economic, social, political and cultural rights for youth. Note: the assessments of the achievements of these CC goals can be done with a 1 to 5 scale.

Strengthening of participation (explored with IC)	• At the end of 2017, 50 adolescents are participating in decision-making spaces within the municipality	• I am participating in a decision-making space in our municipality • Note: the assessment of the achievement of this IC goal should be differentiated by gender. It can be measured with a 1 to 5 scale or by counting Yes/No answers.
Strengthening of participation (explored with CC)	• At the end of 2017, at least one representative of each of the 50 groups is participating in decision-making spaces within the municipality.	• At least one member of our group will represent us actively in one of the decision-making spaces of our municipality • Note: the assessment of the achievement of this goal can be done with a 1 to 5 scale or by counting Yes/No answers.
Knowledge about the use of contraceptives (explored with IC)	• 70% of the youth has knowledge of the correct way to use contraceptives	• I know at least three contraceptive methods • I know the correct use of three contraceptive methods • Note: the assessment of the achievement of this IC goal should be differentiated by gender. It can be measured with a 1 to 5 scale or by counting Yes/No answers.
Knowledge about the use of contraceptives (explored with CC)	• Adolescents advice each other mutually about the correct use of contraceptives	• In our group we can talk openly and confidentially about the correct use of contraceptives Note: the assessment of the achievement of this CC goal can be done with a 1 to 5 scale or by counting Yes/No answers.

If on top of that you want to consolidate the indicators of different groups, you need to establish the same goals in all the groups. Then, it is recommended to follow these steps:

STEP 1

The groups develop their own goals (IC and CC) through a facilitated process.

STEP 2

If they are organized in an association, they should discuss these common goals. The representatives of all groups participate in this process and decide about the goals, and all the groups apply the same ones. Additionally, each group set itself specific goals depending on their context.

STEP 3

The NGO can propose – not impose – common goals for all groups that respond to the goals and indicators of the Logical Framework of the project, so everyone can adopt them in the same way.

This means, if the NGO is implementing an approved project, it makes sense to suggest the groups to establish certain goals and indicators, which will be the same ones for all of the groups in the program. Not only will this facilitate the consolidation or aggregation of the results of the monitoring throughout the groups, but it will also motivate and strengthen joint action. Moreover, it will be an important contribution to the monitoring of the project and to present the reports.

Avoid having all goals predetermined and imposing them on the group!

It is recommended to agree with the group that a part of their IC and CC goals match some of the goals and/or indicators of the project. If it is not possible to agree on this, the concept of the project should be reconsidered.

5.3 Adapting the planning and monitoring tools with the use of the results of the NGO-IDEAs tools.

NGO-IDEAs can be combined with the Logical Framework, but also with any form of planning and monitoring. It can even improve these instruments with active participation of the beneficiaries, allowing to start from their individual and collective goals and to emphasize the outcomes and impacts that they propose.

How can you match goals and indicators to other goals?

With NGO´s goals or other transversal goals.

Many NGOs have strategic plans for their organization. The procedure, detailed above, should match the goals of the people with the other goals, not just the project goals, but also higher-level goals like::

- Mandate or strategic goals of the organization
- Transversal goals of the organization (for example: referring to inclusion, gender or environment
- National, regional or local development goals
- International development goals, such as the Sustainable Development Goals (SDGs)

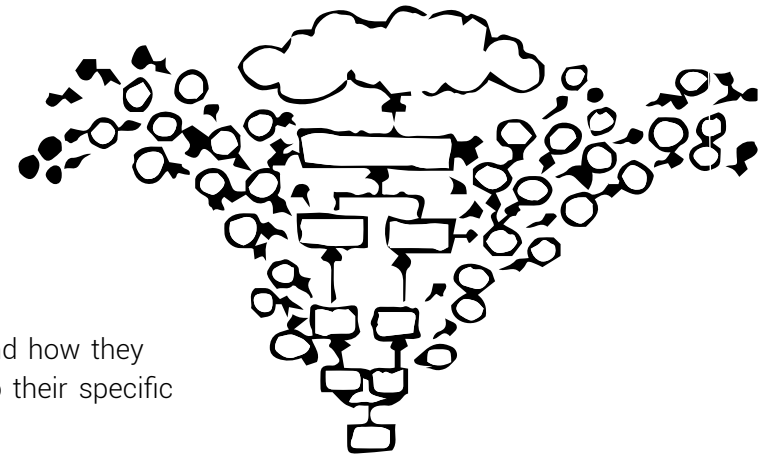
This means that, in a similar way to how members of the group establish goals, indicators can be created to assess the achievement of these higher-level goals. This can be very important in terms of internal and external accountability for the organization and can be an attractive argument when looking for external funds.

With community goals, or group goals.

Other plans are also important: many groups have their own strategic plans or action plans, and even more important are the strategic plans the communities might have. NGO-IDEAs provides guidelines as to how to contribute to these plans the beneficiaries establish for their context, beyond the scope of the project.

Integrate the plans to the monitoring system.

NGO-IDEAs believes outcome and impact monitoring should not just be done within the scope of a project or an NGO. It is common practice that people monitor the actions of the community or the group – i.e. their own actions. This monitoring in general tends to not be formal, and thus, can be done in many different ways, but therefore can also generate very different results. NGO-IDEAs proposes the protagonists identify what goals are important to them, and how they want to organize the monitoring according to their specific needs.

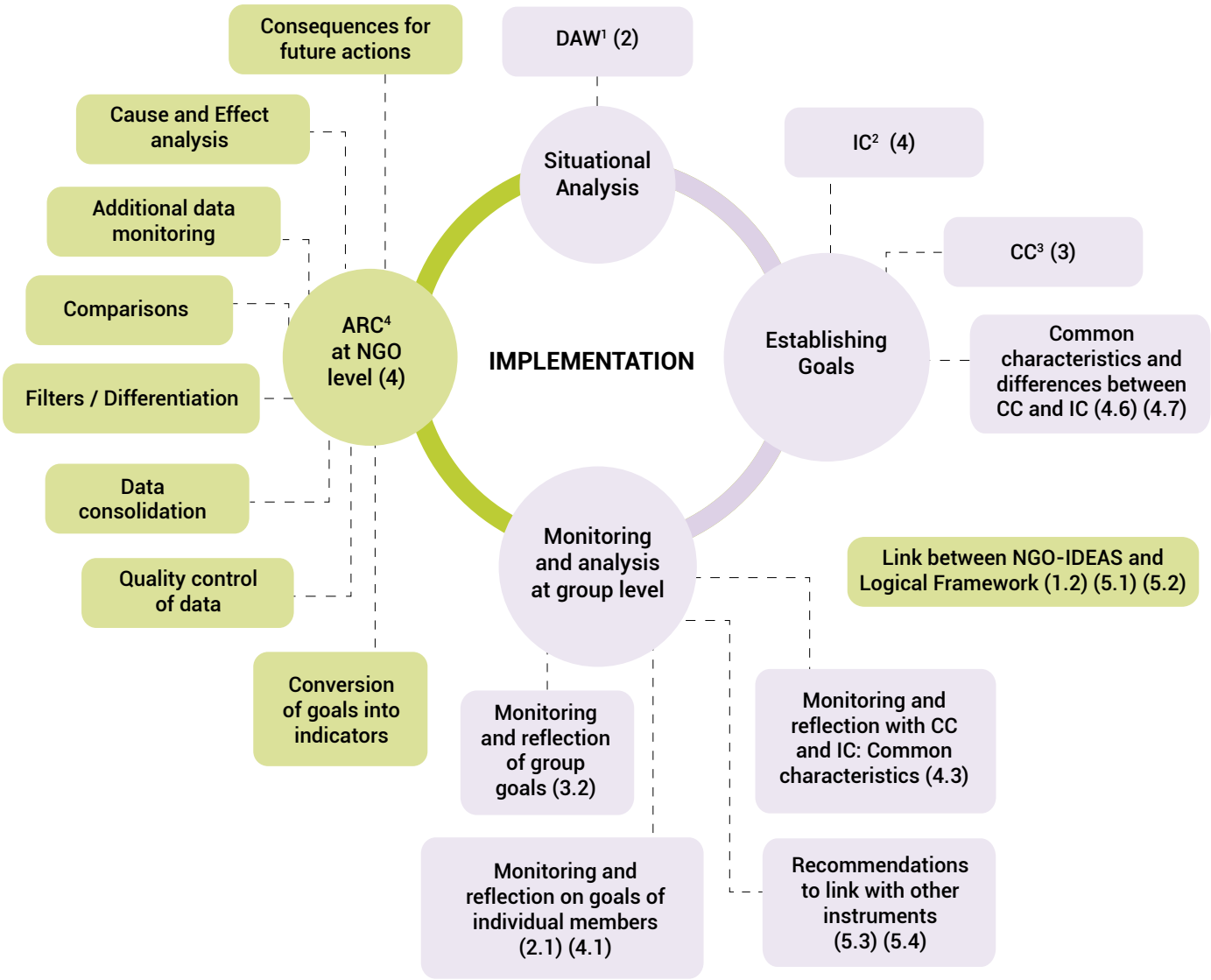


The NGO has a similar interest to verify to what extent their actions are effective. This is not limited to monitoring the activities and controlling the budget, but extends to the outcomes and impacts reached with and for the beneficiaries. The NGO has the possibility to integrate the main ideas of NGO-IDEAs in its whole system of planning and monitoring.

The following image shows how the different chapters of this NGO-IDEAs Toolbox can be used in different phases of the project cycle. For more in-depth information, the NGO-IDEAs guide ´Monitoring Self-Effectiveness: a Guide to strengthen Outcome and Impact oriented project management´ describes in more detail how you can establish a monitoring system in an NGO.

[1] http://www.ngo-IDEAs.net/monitoring_self_effectiveness/.

Image 7. Using the Toolbox



[1] DAW = Differentiated Analysis of Well-being
[2] IC = Individual Change
[3] CC = Collective Change
[4] ARC = Analysis and Reflection about Changes

Group Task
NGO Task

5.4 Considerations to apply and adapt the tools to different topics, stakeholders or beneficiaries and project approaches.

Application to different topics:

The NGO-IDEAs tools are designed to be used in any context where the population is organized and proposes to change the situation of their immediate surroundings, which they can influence with their own action, or in structure in which they don't have direct decision power, but can influence through advocacy work.

The tools DAW, IC and CC can be applied in a broad way:

- DAW: To analyze well-being in a broad way, from a holistic perspective that considers well-being and "buen vivir" (the indigenous concept of a good life) in all aspects of life.
- IC: To establish individual goals for all aspects of life, including very specific goals of each person or household.
- CC: To establish common goals in all topics to improve life or the performance of a group or community.

The tools can be used in a way which is not very broad, but much more oriented towards a specific topic of a project or campaign. During the several years that project partners in all continents have applied the tools in different sectors or types of projects, frequently specific approaches were taken: some used the tool regarding living conditions in general, and others narrowed down its use to the particular project themes.

Table 21. Example of the applicability in different topics

Agriculture	Human Rights
DAW • Access to land or water for irrigation • Access to means of production • Levels of production • Levels of processing of products • Access to credit and markets • Indebtedness towards landowners or merchants	**DAW** • Level of access to every particular human right; for example women´s rights • Capacity of each person to defend human rights
IC • Achieve better production conditions • Achieve higher incomes • Gain new knowledge in production and transformation of products • Lower the level of indebtedness	**IC** • To be well informed and have clear arguments • Know how to present those arguments in public debates • Live the principles at home and at work
CC • Strong producers' organization. • Advocacy for the rights of landless or small land owners • Joint marketing	**CC** • Strong and well informed organization. • Advocacy for human rights (for specific aspects) • High quality publications • Raise awareness in public • Achieve changes in the laws and their implementation.

Application with different stakeholder or beneficiaries' groups

NGO-IDEAs is applied with different people. It is designed in such a way primary stakeholders or beneficiaries of a project can participate directly in the planning and monitoring and little by little take over more responsibilities. The idea is that by the end, the groups or communities can use NGO-IDEAs tools independently. Originally poor rural and urban families, independently from their formal or informal affiliation to self-help groups, applied the tools.

Typically, these are:

- Women's groups
- Youth groups
- Farmer organizations
- Organizations of people with disabilities

Sometimes the groups are people that have different roles, for example: children, their parents and teachers. Every protagonist group proposes the goals that respond to their role in this context and this role is defined from the perspective of the primary stakeholders: the children.

However, depending on the project, the protagonist groups using the tools have become broader: in many projects against violence against adolescents the NGO trains youth multipliers who have better access to adolescents, that are seen as the primary stakeholders; in this case the youth multipliers when they analyze their well-being, will differ from youth that suffer violence; they will also have different IC and CC goals.

Applying to different approaches of the project

NGO-IDEAs´ tools are designed for a group or community approach, specifically to apply with a group of 10 to 30 people. If the group is bigger, it is recommended to divide the group to facilitate the participation of everybody involved.

If you work with individuals or households that are not organized in groups or in a community, then the application will be more complex and require more work.

6 ANALYSIS AND REFLECTION ABOUT CHANGES (ARC)

Analysis and Reflection about Changes (ARC) is a tool that helps to analyze the outcomes and impacts of the NGOs work in-depth. ARC is not a new process to generate information; the focus lies on a new process of analysis and reflection, using the data and measurements gathered earlier.

6.1 The concept of ARC and the NGOs monitoring

ARC allows us to analyze change from the information we have, get to conclusions, adjust decisions, propose changes. It uses the Differentiated Analysis of Well-Being (DAW), the Collective Change (CC) and Individual Change (IC), and other data independently and connects them.

ARC is an analysis and reflection tool for the teams, for the directors and for the participatory management of the project; it is a basic tool to adopt a management approach oriented to outcomes and impacts in a project or an NGO.

ARC starts to build from the first applications, from the first analysis of data and reflection processes with the groups, and from the analysis by the team after the application of DAW, CC and IC. It does not come up in any session, but arises throughout the systematic analysis process.

This chapter of the Toolbox will give guidelines to gradually use this analysis process with the NGO team. Additionally, it offers suggestions on how to communicate the results to the directors and make the primary stakeholders part of the analysis. This is one of the main conceptual principals of NGO-IDEAs: to empower the groups of their own change, their own effectiveness, which will push for their own actions and a more self-sufficient management of the groups.

Linking the results obtained from the application of the different tools allows us to have a collective analysis of the results, and have an integral perspective of the changes and the contribution of the beneficiaries, the NGO and other actors to these changes. ARC can be a main tool for monitoring the project, and thus, for managing the project. Therefore, the facilitators in charge of the tool should provide the results of ARC to the project coordinators and the NGO directors.

This tool should be part of the regular monitoring, as it assures the optimal use of resources, reflection, correction and improvement of ongoing processes and helps for the accountability to the actors. In other words, for a result-based management. The steps for the analysis and reflection are emblematic and can be used for many forms of monitoring.

6.2 Purpose and application process of ARC

Before the first application of ARC, you must already have done the CC and/or IC and ideally the DAW as well.

In every application and measurement of DAW, CC and IC, the NGO facilitates a participatory process of analysis and basic reflection. Based on the results of the analysis in the groups, the NGO deepens the analysis with ARC, but it can also be applied to networks or second level organizations if they have some experience already with monitoring of outcomes and impacts.

The ARC starts its analysis with the results of the self-assessment and the measurements of the changes by the individuals and/or households, as well as the groups (CC, IC and additional information). Furthermore, it deepens the results with the support of additional elements. The NGOs can use and synthesize the findings of other additional sources, document and verify the quality of the data and analyze the consequences with respect to the dimensions of the desired change or planning of the project.

It´s necessary to adapt the ARC to the context so people can understand it. NGO-IDEAs suggests that instead of the acronym "ARC" an alternative descriptive term is used, such as ¨analysis and reflection¨, ¨data analysis¨.

The expected results from ARC for the NGO, network or second level organization are the following:

- **To link the results from the periodic measurements of DAW, CC and IC**
- **To cross-check the information from DAW, IC and CC with information from other sources**
- **To deepen the understanding of the causes of the observed changes**
- **To differentiate the information about outcomes and impacts with regard to gender, well-being and other social categories.**
- **To reach conclusions regarding the findings about outcomes and impacts of the project.**
- **To build an analysis model that can be adapted to monitor outcomes and impacts in the project or organization.**

These results should contribute to:

- **Appraise the sustainability of the implemented strategies.**
- **Improve the performance of the teams, and the project management.**
- **Write and present reports to the project beneficiaries and funding partners.**
- **Empower the groups to create ownership of their change achievements**

The monitoring of outcomes and impacts should support the empowerment of the group members. Although the NGO takes the leadership in the process of in-depth analysis, it is essential the groups are involved in the consolidation, cross-check verification and analysis of the results, according to their capabilities. For the NGOs technical staff and the group members, the joint analysis of the results of the monitoring does not only create awareness on their self-effectiveness and improves their decisions, but also strengthens their skills to evaluate, collect data and analyze the monitoring results.

The description of the steps to build the ARC, within the team, basically follows the analytical steps, just like it was described for the group monitoring.

Analytical steps to build ARC

1. **Analyze the quality of the data.**
2. **Filter = differentiate the data.**
   a. By characteristics of the group members (poverty, gender, social issues).
   b. By characteristics of the group and the groups.
3. **Compare results of several measurements.**
   a. Different moments of measurement (for example: first measurement).
   b. Social categories with group average (for example: DAW).
   c. Compare different groups that have the same goals (CC or IC).
4. **Synthesize = consolidate data.**
   a. For each individual goal, compare groups and for the total of all of the groups.
   b. To summarize goals of several groups, to build the total of all groups.
5. **Analyze contributions to change = causes and effects.**
   a. Analyze contributions and obstacles to change.
   b. By groups of actors
6. **Monitor additional data to measure indicators of the Logical Framework**
   a. Quantitative and qualitative data
   b. Primary and secondary data
   c. Summary of descriptive information with exploratory questions.
7. **Identify consequences and implications of the monitoring results for the management and future actions.**

   Before doing the analysis within the team, it is recommended to facilitate a group analysis. The basic analysis of the results and data arises from the reflections that are facilitated to the groups based on the results of their DAW, CC and IC, as well as the change measurements of IC and CC.

Differentiated Analysis of Well-being

- What are the main criteria that determine well-being: in the community/of this group?
- What are the decisive factors that determine poverty/discrimination?

Next, we will present a summary of questions that can guide this analysis in the group and between group members

- Who are the people and households with the biggest needs in the group or in the community?
- What do the data suggest to generate more solidarity within the group or with other people and/or families in the community?
- What are the possible measures the group should take to overcome the poverty/discrimination?

Collective Change and Individual Change

When the current situation is analyzed (first measurement) or the change regarding to the accomplishment of each goal is analyzed in the next measurements.

- In what areas and/or which goals has the group as a whole had a better performance? Why?
- In which areas and/or which goals has the group had a lower performance? Why? (after several measurements)
- What differences, between the last measurement and the current one, are bigger than expected? Why?
- What differences, between the last measurement and the current one, are less than expected? Why?
- What unexpected changes can be observed?

When change in individuals or in households is analyzed (IC)

- Which people or homes have managed to progress the most towards their individual goals? Why?
- Which people or homes have managed to progress the least towards their individual goals? Why? (after several measurements)
- Who´s situation has improved (more than others)? Why?
- Who´s situation has got worse / stayed the same / improved the least? Why?

When the contributions to change are analyzed

- What has been the group's contribution to the observed changes?
- What has been the NGO´s contribution to the observed changes?
- What has been the contribution of others, or of changes in the context, to the observed changes (additionally or as an alternative)?
- What or who supported this change?
- What or who blocked this change?

When conclusions are analyzed for the action plans

- What can each member do to reach better outcomes and impacts?
- What can the group do to improve the impacts for the people with the biggest needs and/or in this area?
- What can the NGO do to improve the impacts for the people with the biggest needs and/or in this area?
- What can others do to improve the impacts in the people with the biggest needs and/or in this area?

Additional indicators from other sources

The majority of the questions mentioned above apply to the analysis of any kind of indicators or changes observed.

As an alternative, two simple questions are proposed:

- Did things develop as expected?
- What are the consequences of this development?

The information generated in the group in principle is confidential; it is not directed at external people or for external use. The easiest way to make the information confidential is to make it anonymous, which can be done by replacing the names with numbers (1,2,3,4...) or letters (A,B,C,D..) or changing the names in the specific DAW and IC matrixes. If the NGO supports several groups it can be useful to summarize the generated information by each of the tools. It´s recommended using a summary of this information in order to be able to communicate and share it, for example with the directors of the NGO.

From the CC format, the information shared with the project coordinators and/or the NGO´s directors is:

- The list of goals, with the results of the measurements of each one.
- The total sums of the group for the measurement of each goal.
- The relation of the CC goals with the project indicators and with the IC goals.

From the IC format and the measurements the project, the information shared with the project coordinators and/or the NGO's directors:

- The list of the formulated goals
- The total sums (and/or averages) reached for each goal (last column of the format) for each measurement.
- The relation between the IC goals and the project indicators.

From the DAW format, the information shared with the directors of the NGO is:

- The criteria of well-being, with their categories and descriptions
- The number of households that belong to each social category.

This means that the confidentiality of the information about the people or individual households should be assured.

In detail, the analytical steps to build ARC

STEP 1. Quality analysis of the data

Every processes and measurements, and the generation and analysis of data depend strongly on the self-assessments done. However, these evaluations sometimes can be different from the perception of external people or of the technical NGO staff. Additionally, the methods of transcription and documentation can contain errors that affect the correct analysis of the data. Not only is it useful to verify the quality and cross check or triangulate the data, but it is also necessary to introduce a secure system of controls to guarantee the quality of the data.

The following questions are suggested to determine the quality of the data and (self-) assessments or to identify problems regarding the quality:

- **If the data and appreciations are valid and reflect the reality: Did everybody understand the questions well and in the same way? Were the answers crosschecked? Have the answers been validated in the group, with other key people or other data?**
- **If the results for one of the goals have worsened after a year: is this a mistake? Or is it justified because the members have changed their understanding of the self-assessment or the goals they want to reach? In other words, the NGO or the application of the tools has changed their perspective, and therefore, they qualify their performance as less than the initial measurement?**
- **If the selected groups for this analysis are a sample: are they representative for all the groups the NGO works with?**

With a critical appreciation of the data that was generated by the tools, or even the existing data from the monitoring system itself or the baseline study, these doubts often arise. This brings an opportunity to improve the monitoring. But it is important, when documenting, to write a note about these limitations in the validity or quality of the data.

Quality control

The following questions can be useful to prove the quality of reliable data:

For groups:

- Did everybody understand the questions well? And in the same way?
- Do the answers and self-assessments of the group and individuals seem sincere?
- Is it possible the situation of self-assessment in the group has distorted the information?
- Have all the answers been transcribed and/or documented correctly, and have the sums and averages been calculated correctly?
- Is the data complete or are there self-assessment scores missing from some participants? Have the participants of the group changed between the different measurements?

For the team:

- Is it likely the answers are true and realistic?
- Have the answers been documented properly?
- Have the quantities, sums and averages been calculated correctly?

The quality control of the group´s information is decisive, because otherwise it is really hard to verify the results afterwards, when information has been consolidated from various sources.

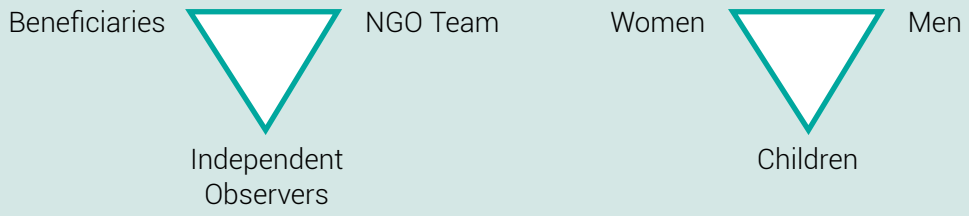
Cross check of data or triangulation

On top of the validation of the data by verifying the quality it is recommended to compare the data of the measurements of the NGO-IDEAs tools with the information from other sources or information from different tools of data collection and analysis. This way there is a triangulation or crosscheck of the data.

There are different types of crosscheck or triangulation:

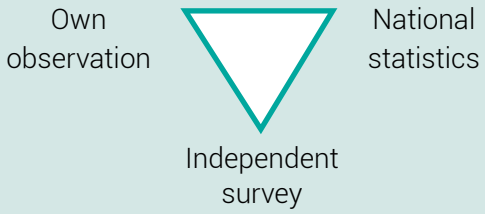
Triangulation of actors. Different perspectives of actors involved are compared, for example:

Graphic 8.



Triangulation of researchers. Different data sources are compared, for example:

Graphic 9



The results of the CC and IC measurements are based strongly on self-assessments and should be compared with information from external sources, depending on the type of project and the group, for example:

- Information about health can be verified by crosschecking with the information from the health centers.
- Information about education can be verified by crosschecking with the information from schools.
- Information about income can be verified by crosschecking with the information about sale prices.

It is also necessary to examine the validity of the data from other sources, because it is possible they contain errors. In any case, these can contribute to validate and examine the quality of the results from the CC and IC and serves as specific information about the change and its context.

STEP 2. Filtering the data from IC measurements

Filtering by characteristics of people and/or households

To start a data analysis within a group, questions should be defined:

- You want to know, for example: How have men progressed in comparison to women, in average?
- You want to compare, using the results from the DAW, the group members with low levels of well-being with those with higher levels of well-being.

In order to calculate these differences, you have to apply a filter for the calculation of averages. This filter can allow you to specify and visualize some characteristics within the group. You can filter or select the averages by characteristics of the members or households. When the households are categorized by the DAW, it is possible to order the results according to their level of well-being – sometimes called – the ¨differentiation by levels of well-being¨.

Table 22. Level in which the members of a group reach their individual goals by category of well-being.

INDIVIDUAL GOALS OF CHANGE	Categories of well-being				
	VB = Very Bad	B = Bad	R = Regular	W = Well; VW= Very Well	Group average
1. I take my children to medical controls when necessary.	2,0	2,2	2,8	3,0	2,5
2. I feed my children properly.	1,0	1,5	1,5	2,0	1,5
Group average on Health and Nutrition	1,5	1,8	2,2	2,5	2,0
3. I avoid violence, at home as well.	1,5	1,2	1,8	1,5	1,5
4. I send all my school-aged children to school.	2,0	4,0	4,2	5,0	3,8
5. I dedicate enough time to the care and teaching of my children.	2,8	2,2	1,8	1,2	2,0
Group average Education	2,1	2,5	2,6	2,6	2,4
Number of group members	3	4	5	2	14

Legend of scale of measurement: 1 = very little, 2 = little; 3= medium; 4= a lot, 5 very much; NA =Not Applicable

Other calculations can be done based on the group´s self-assessments, according to the specific needs for the analysis, with other social categories, filtering separately:

- Men and women
- Age groups (for example: until 30 years, 31 to 50 years, 50+)
- Different situations of handicaps or exclusion
- Different ethnic or social groups
- Different levels of education
- Different main income sources

Table 23. Level in which members reach goals, differentiated by gender

IC Goals	Women (W)	Men (M)	Group average
1. I take my children to medical controls when necessary	2,6	2,9	2,7
2. I feed my children properly.	2,9	2,9	2,9
3. I avoid violence, at home as well.	2,1	2,4	2,3
4. I send all my school-aged children to school.	3,7	3,2	3,4
5. I dedicate enough time to the care and teaching of my children.	2,7	2,1	2,4
Number of people	7	7	14

Legend of scale of measurement: 1 = very little, 2 = little; 3= medium; 4= a lot, 5 very much; NA =Not Applicable

The two tables above come from one single measurement, but in table 24 two different IC measurements from the same group are used.

Table 24. Analysis of DAW, IC1, IC2 results, filtered by gender

Results of the first and second measurement with data from DAW and averages by gender

	Names	Adriana	Bárbara	Carlos	Domingo	Emma	Francisco	Gustavo	Hugo	Ignacio	Juana	Kevin	Lara	Juana	Marta	Sum	Average	Women Average	Men Average
DAW	Head of family M/W	W	W	M	M	W	M	M	M	M	W	M	W	W	W				
	Well-being level	B	B	B	R	VW	VB	R	VB	W	R	R	B	R	VB				
	Age	16-25	26-35	36-45	36-45	36-45	16-25	26-35	16-25	26-35	26-35	26-35	16-25	16-25	16-25				
Individual Change (IC)	**1.** I take my children to medical controls when necessary.	1	2	4	3	5	1	3	1	5	3	3	3	3	1	38	2,71	2,57	2,86
		3	3	4	3	5	3	3	3	5	4	3	3	4	3	49	3,50	3,57	3,43
	2. I feed my children properly.	2	4	3	4	4	2	2	2	4	3	3	2	3	2	34	2,86	2,86	2,86
		2	4	3	4	2	2	2	2	2	2	3	2	2	1	33	2,36	2,14	2,57
	3. I avoid violence, at home as well.	1	2	2	3	3	2	3	2	3	3	2	3	2	1	32	2,29	2,14	2,43
		2	2	2	3	3	2	3	2	4	3	2	3	2	1	34	2,43	2,29	2,57
	4. I send all my school-aged children to school.	3	3	4	4	5	2	3	1	5	5	NA	4	NA	2	41	3,42	3.67	3,17
		5	5	5	5	5	5	5	5	5	5	NA	5	NA	5	60	5,00	5,00	5,00
	5. I dedicate enough time to the care and teaching of my children.	2	3	2	3	3	1	2	1	3	3	3	3	3	2	34	2,43	2,71	2,14
		2	3	2	3	3	2	2	2	3	2	4	3	3	1	35	2,50	2,43	2,57
	Sum: 1st measurement	9	14	15	17	20	8	13	7	20	17	11	15	11	8	185			
	Sum: 2nd measurement	14	17	16	18	18	14	15	14	19	16	12	16	11	11	211			
	Maximum score	25	25	25	25	25	25	25	25	25	25	20	25	20	25				
	Average 1st measurement	1,80	2,80	3,00	3,40	4,00	1,60	2,60	1,40	4,00	3,40	2,75	3,00	2,75	1,60		2,72	2,76	2,68
	Average 2nd measurement	2,80	3,40	3,20	3,60	3,60	2,80	3,00	2,80	3,80	3,20	3,00	3,20	2,75	2,20		3,10	3,02	3,17

Legend of scale of measurement: 1 = very little, 2 = little; 3= medium; 4= a lot, 5 very much; NA =Not Applicable

Another possibility to filter is possible when the measurements of CC and IC have been done in different groups but using the same criteria. In these cases, you can start with some questions to analyze and compare the results between groups.

You would want to know, for example, how older groups have progressed compared to recently formed groups.

In order to do this, averages obtained by group are filtered for each goal. In the next table the averages of progress are compared of 8 groups with the same IC goals. Four of these groups exist for over 3 years, while another four groups are younger than 3 years.

Table 25. Level in which the members reach their goals, applying a filter for lifespan of the group.

IC Goals	Groups with a lifespan of more than 3 years	Groups with a lifespan of less than 3 years	Total averages
1. I take my children to medical controls when necessary	2,3	2,7	2,5
2. I feed my children properly.	1	1	1
3. I avoid violence, at home as well.	2,5	1	1,7
4. I send all my school-aged children to school.	5	3	4
5. I dedicate enough time to the care and teaching of my children.	2,2	1,8	2
Total number of groups	4	4	

Legend of scale of measurement: 1 = very little, 2 = little; 3= medium; 4= a lot, 5 very much; NA =Not Applicable

Note. This analysis can only be done only if these goals and the way to measure them do not change over the years.

Other methods to compare can be applied for example by the following characteristics of the groups:

- The NGO has applied different work approaches: some communities have combined the project with a government program; others have not.
- Socio-economic conditions differ between groups.
- Groups are linked to different ethnic groups.
- Groups that are situated in different geographic areas (highland, valley) or political divisions (province, district).

STEP 3. Comparisons

The filters elaborated in the previous step give a basis to compare according to the selected criteria. Based on this information, now the differences in progress should be observed analytically. As before, there are different ways to compare.

Compare the different moments of measuring

Building an ARC starts with the comparison progress between the last measurement and the next; but, for example, if you do a third measurement you can compare the results, data and averages with the first or with the latest measurement.

> **The most important comparison to measure outcomes and impacts is to compare the results of the last (current) values, with the results from the first, which we could also call ´baseline´.**

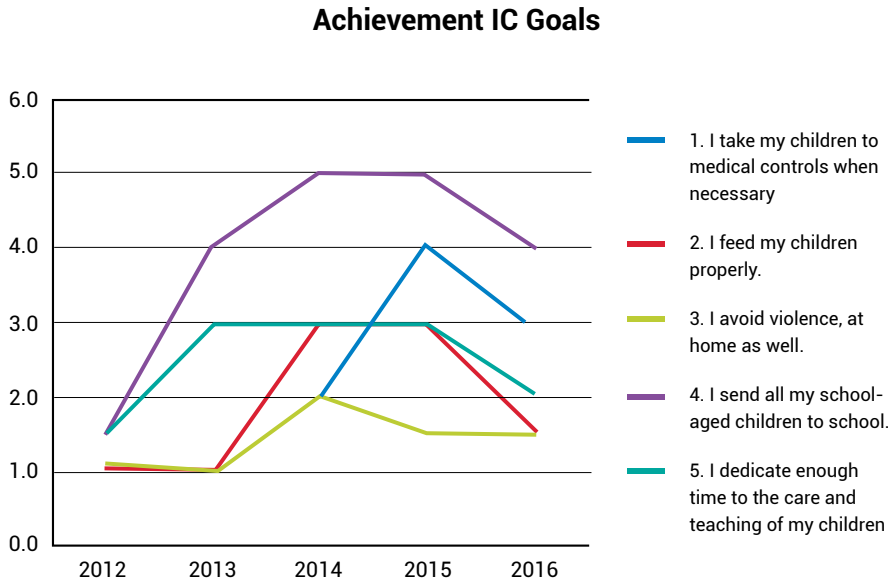
It is important for the learning process and the reflection of the group to do these comparisons of progress and accomplishment of goals in a group session, without necessarily having processed the data in a computer software (e.g. Excel). The group analysis can compare the results of each member with the results of the group as a whole, for each goal as well as for all of the formulated goals.

Table 26. Average of progress towards Individual Goals. Progress since first measurement

IC Goal	2012 (Baseline)	2013	2014	2015	2016 (Current)	Difference
1. I take my children to medical controls when necessary	1	1	2	4	3	2
2. I feed my children properly.	1	1	3	3	1,5	0,5
3. I avoid violence, at home as well.	1,1	1	2	1,5	1,5	0,4
4. I send all my school-aged children to school.	1,5	4	5	5	4	2,5
5. I dedicate enough time to the care and teaching of my children.	1,5	3	3	3	2	0,5
Number of people	30	30	30	30	30	

It is important to compare the results of the last assessment with the results of a previous one, as well as comparing to a series of previous assessments, for example: the years 2012, 2013,2014, 2015, 2016. The averages calculated in an Excel sheet can be shown in a graph. This graph can be interpreted in the group and we can find the causes of the rises and drops of the results.

Graphic 10



Questions for analysis

- What changes surprise us? Why?
- What lack of change catches our attention? Why?
- For which goals has the change been more than average? Why?
- For which goals has the change been less than average? Why?

Questions for analysis and application of a filter by levels of well-being

- Looking at members with a lower level of well-being, for which goals is the performance above average? Why?
- Looking at members with a lower level of well-being, for which goals is the performance below average? Why?

Comparison between groups

Applying the tools in different groups with similar characteristics, for example: groups of women, youth or children groups can imply it is necessary for the monitoring of the project to compare the progress of each group. If similar goals have been formulated in each group, you can compare the averages by goal and the same filters can be applied to see the specifics by social categories within and between groups.

Comparison by characteristics of groups with the same individual goals

The filter in the previous step helped to organize the information and allow for comparisons. The following questions can help to make the comparisons in this step.

Questions for analysis

- Why has one set of groups progressed more than others?
- For which goals is the performance of some groups much higher than average? Why?
- For which goals is the performance of some groups much lower than average? Why?

STEP 4. Synthesis or consolidation of results of several groups

The following examples show briefly the way in which you can analysis the data obtained from the IC and CC of several groups, as long as they have the same goals.

Synthesis of results by goals

The first step of the analysis of the monitoring results is the synthesis . The answers of all group members are compiled ("aggregated") to form the summary of the group. If you have worked with comparable groups that have formulated the same goals, you can compile ("consolidate") the data to form the summary of various groups.

The following example shows the averages reached for each goal, as well as the measurements and the averages of four groups.

Table 27. Level in which the members reach their goals, by groups and averages of all groups, in a scale from 1 to 5.

IC Goals	Group 1	Group 2	Group 3	Group 4	Average by goal
1. I take my children to medical controls when necessary	2	2,2	2,7	3	2,5
2. I feed my children properly.	0,5	1	1	1,5	1
3. I avoid violence, at home as well.	1,5	1,2	1,8	1,5	1,5
4. I send all my school-aged children to school.	5	3,3	2,7	5	4
5. I dedicate enough time to the care and teaching of my children.	2,7	2,2	1,8	1,2	2
Average of 5 goals per group	2,9	2,5	2,5	3,1	2,7
Number of members per group	18	20	19	17	74

[1] **We may distinguish:** The aggregation means the sum of all data that each individual in each group has. This will be the average of the group for each goal. The consolidation is the sum of the data of various groups, where no individual data appear. This is the average per goal.

Interpretation. The averages of four groups are compared, where the individuals have established the same goals. The number of members per group is different. In the last column the average of the four groups is calculated for the five goals, which allows for us to see which groups are above the average and which ones are below total average.

- In the tables that show averages it is necessary to always indicate the number of members per group (see last row of the table).
- This analysis can only be done if the goals are the same for each group.

Questions for analysis

- For which goals is the performance of a one group higher than average?
- Why? Which characteristics give them an advantage?
- For which goals is the performance of one group lower than average?
- Why? What are the negative factors, or barriers?
- Which groups perform well in comparison to the average? Why? What are the characteristics that give them an advantage?
- Which groups are weaker? Why? What are the negative factors, or barriers?

Synthesis of results for groups of goals

If it is relevant to monitoring, you can cluster several goals that refer to a similar topic.

- Goals that refer to personal changes: social/economical/political.
- Goals that refer to the same objective or indicator in the Logical Framework; for example, the project goal, result 1 result 2, etc.
- Goals that refer to the same global goal: for example, the transversal goal of the organization, gender equality.

This means that, besides the average reach of each goal, it is also possible to calculate averages for sets (or clusters) of goals.

Table 28. Level in which members of four groups reach their goals, by sets of goals

Set of goals	Level	Average per set of goals
Set: Health and Nutrition		1,8
1. I take my children to medical controls when necessary	2,5	
2. I feed my children properly.	1	
Set: Education		2,5
3. I avoid violence, at home as well.	1,5	
4. I send all my school-aged children to school.	4	
5. I dedicate enough time to the care and teaching of my children.	2	

- This calculation can be done for each group and as well for the total number of groups
- To be able to calculate averages for a set of goals, all of them should have the same scoring scale. (It is suggested from 1 to 5)

Questions for analysis

- For which goals is the performance higher than average? Why?
- For which goals is the performance lower than average? Why?
- For which set of goals is the performance much higher and/or lower than average? Why?

STEP 5. Analysis of the contribution to the changes: the cause-effect analysis

When we identify outcomes and impacts, we need not only to know how much things have changed; we also need to know why the change happened. Therefore there are two basic questions to monitor the outcomes and impact:

- What has changed and how much has it changed?
- What has contributed to this change?

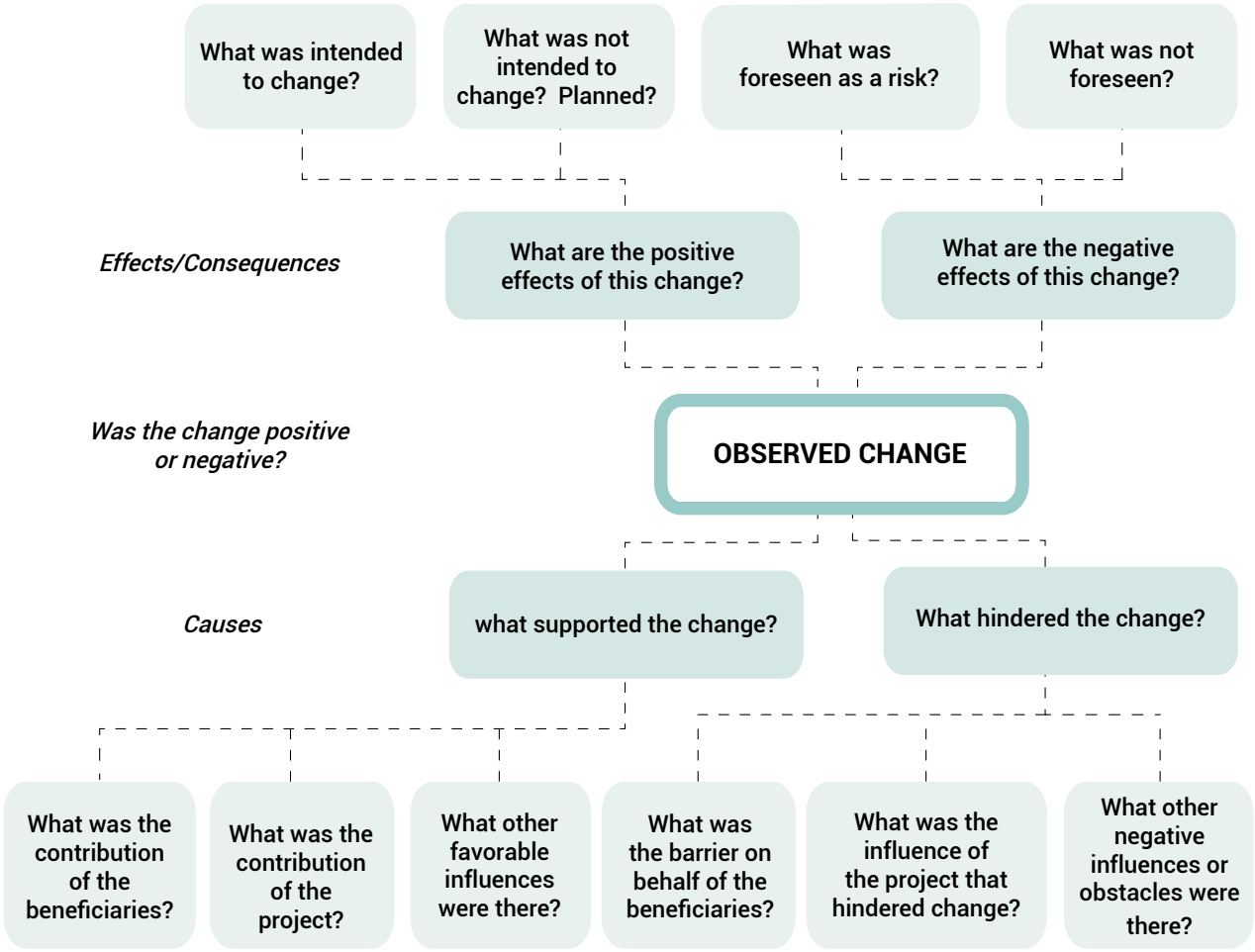
The easiest way to establish a cause-effect relationship is to ask for the causes and the consequences of the observed changes. In simple words: the cause is ´why did it happen? ¨ and the effect is ¨what were the consequences?¨ The logical relationship between these two is known as the cause-effect relationship. This will help to adjust the project activities of the groups and the NGO.

With NGO-IDEAs tools the level of achievement of the goals established by the group is measured and analyzed, as well as some properties of the changes, because for the monitoring of the project it is important to understand the causes and consequences of these observed changes. Therefore, it is an important step in a good monitoring system of a project to determine to what extent the project has contributed, directly

or indirectly, to the observed changes, for example: the activities of the group, of the NGO or of other actors, and if there are other influences. It is better if the group itself can determine what and who has influenced in the generation of the changes. The analysis of contributions is thus part of the group. The NGO should facilitate this analysis.

To apply the analysis, the following questions can be considered to clear up the causes and levels of contribution from the different actors.

Graphic 11. Questions to analyze cause and effect



- Attributions to observed changes to the activities of the community, the NGO and others
- Adjustment of the management decisions of the project

Process to apply the cause-effect analysis.

1. Summary of changes

Compile the observed changes, quantitative and qualitative indicators of the IC, CC and other sources for the prioritized areas.

2. Identification of reasons of change

Ask the community or the group to analyze the reasons for change, focusing on supporting or favorable factors and hindering factors, and the consequences of change.

a) What has contributed to the change? Who contributed and how?

b) What has hindered change? Who hindered it and how?

c) What are the consequences of this change? For whom? How?

3. Validation by NGO staff

In the team meeting of the NGO, ask the same questions from step 2 and compare the results with the support of the perspective of the team members.

4. Observe factors of influence

Use the table of factors of influence to determine the actions that lead to the change.

The accumulated results indicate the measures that need to be strengthened. The matrix of influence factors should be used only if the NGO wants to deepen the analysis. It an be used directly in step 2 and 3.

The table of factors mentioned before, can look like this:

Table 29. Influence factors that lead to change

Observed change: Women are more aware of their rights			
	Contributions of group members	Contributions of the Project/NGO	Other external factors
Supporting Factors	• Active interest by women • Mutual motivation • Positive internal regulations in the group	• Training and information for women. • Leadership training for members of the group.	• Reservation for women in the local entities. • Local teachers and health centers support the project.
Negative Factors (act as a barrier for change)	• The first activity led to strong arguments. • Some husbands opposed the activities, regardless of their wives.	• The behavior of some members of the NGOs staff is not good.	• The legal situation favors men.

This analysis of the cause – effect relationship shows what supports and what limits the desired changes. It will help to get to conclusions for further actions.

STEP 6. Monitoring of additional data to measure the indicators of the Logical Framework

Quantitative and Qualitative data

The approach of NGO-IDEAs focuses on the qualitative aspects. At the same time, the tools themselves and the self-assessments allow, in periodic measurements, to obtain data that quantifies the progress of the individuals and groups, which allows for better comparisons and measurement of change.

Quantitative indicators	**Qualitative indicators**
Indicate quantities, numbers, weights, and sizes, aspects that can be measured metrically. The measurement is not influenced by sentiments or personal judgment, but only requires a mechanic method to measure. It is frequently used to give an unquestionable measurement, regardless of who measures it.	Indicate characteristics described by appreciations or opinions. Describe things that cannot be measured metrically, for example: subjective values like skills, feelings, and appreciations. They are important to get to know perceptions of people about their personal development, the community or society. But, they can be less reliable. They require a careful validation.
However, any indicator, quantitative or qualitative, always has to be verified by cross checking (triangulating) it with other available data (see step 1 of this chapter).	

The quantitative indicators are obtained by the measurements of IC and CC, expressing the results of monitoring with numbers. Some examples of quantitative indicators are:

- Counting affirmative (yes) and negative (no) answers and relating them to the total amount of possible answers.
- Calculating averages of the results in scales or percentages.

To monitor outcomes and impacts of a project it can be necessary to observe other additional quantitative information in order to measure variables of quantitative indicators. The purpose of monitoring additional quantitative indicators is:

- To obtain more exact information about the changes in relevant areas
- To validate the self-assessment with the IC and CC

These quantitative indicators can be obtained from other sources: primary and secondary data.

Primary and secondary data

IC and CC goals can become indicators of outcomes and impact of the project and can be integrated into the Logical Framework and its monitoring plan. According to the strategy of the project, the IC and CC goals or indicators cannot cover all of the aspects to be monitored. Beyond the data obtained by the NGO-IDEAs tools, for monitoring indicators can and should be used from the logic of the groups or from the requirements of the project, adapted to the topic or context:

- Frequently, people have their own indicators. For example: Count of number of animals, size of agricultural land, number of bags of harvest of a specific crop, etc.
- The partners of the project frequently use different indicators that are specific to the sector they work in.
- National and regional statistics can provide indicators about the general context.
- Finally, the project plans (Logical Framework) can consider other indicators.

The project determines, in its monitoring plan, the information and the instruments necessary to obtain additional information or variables that allow for measuring and analyzing the established indicators. Normally the project strategy or the DAW has prioritized certain thematic areas that are relevant to the project; for example: health, education, economy or social situation. It can be necessary to obtain more information about these areas.

To monitor the projects' multiple indicators, some information and data is already available in existing documents, as secondary data. Alternatively the NGO and/or the beneficiaries can collect this information for the first time[2] with other instruments, as primary information.

The secondary[3] data can generally be obtained from public offices and published statistical data. Sometimes, other projects have collected relevant data or specific studies that can be shared. However, the use of secondary data should be studied carefully as there is no control over the quality or veracity of the data. In some cases, the purpose, aggregation and definitions used in the studies does not correspond to the monitoring needs and in some cases the data can be outdated.

In general, the project itself needs to collect the primary data as a first-hand experience. The most common way to do this is by their own studies with participatory methods: there is a series of tools available for NGOs, such as: the tools of Participatory Rapid Appraisal (PRA). Tiny Tools[4] by NGO-IDEAs and Method for Impact Assessment of Programmes and Projects (MAPP) illustrate some examples of participatory data collection that generate data and important reflections and awareness with the group from the participatory application.

It is also possible to agree with the local participants of the project that people collect and document specific information, such as:

Health center	:	Nutritional situation of children, use of mosquito nets.
School	:	Assistance, grades and performance.
Local authorities	:	Households in the community, size of agricultural lands.

Finally, the NGO can be interested in taking a survey about specific indicators that are formulated in the projects documents.

Collection of descriptive information with exploratory questions

The purpose of formulating exploratory questions to collect descriptive information is:

- **Obtain additional information about important details of the change.**
- **Monitor the context of the project, especially the risks.**
- **Know the other actors´ perspectives.**
- **Identify, describe and estimate the unforeseen changes.**
- **Prepare more specific case studies.**

2 In the context of this Toolbox it is not possible to provide detailed descriptions of how to collect data in general. The Guide ¨Monitoring Self-Effectiveness¨ of NGO-IDEAs provides some additional recommendations on collecting data.

3 Examples: Reports from census; housing, health, social security, as well as other national statistics and other documents related to research.

4 *See: www.ngo-IDEAs.net/publications*

Several indicators can require detailed information that can be obtained by using the exploratory questions. To explore people's views and opinions by brainstorming and discussion widely corresponds to current NGO practices and is especially useful to describe changes in personal attitudes, believes, behaviors etc., which are the most difficult to visualize with quantitative data. These answers are valuable because they reveal more about people's particular perspectives and opinions.

Indicators demand only information about a fixed detail. On the contrary, exploratory questions help to know the context of the changes and descriptive examples of significant changes. They will help to understand the quantitative indicators better and can help to discover new qualitative indicators.

Formulating the same questions periodically, for example every 6 to 12 months, the NGO can discover how answers of the group members are changing. This is important to appreciate the outcomes and impacts. Those descriptions are useful to prepare case studies, too.

Exploratory question	Received answers (indicate date)
In the last six months: what has significantly changed in this context?	• A new path from A to B was inaugurated • Better income opportunities have appeared, while others have gone away.
What are the positive and negative effects of these changes?	• **Positive:** more trucks come to our community now and with them more intermediaries. • **Positive:** you need only one hour to get to the market now. Before you needed three hours. • **Negative:** many people in the community have lost their jobs and additional income.

Table 30. Exploratory questions. Example of documentation

- The exploratory questions are prepared in the same way as questions posed in group meetings or as interview guides. This may also help the preparation of more specific case studies. The case studies are very useful, especially to see the life development of a person or a community since they joined the program.
- It is recommended to use the same questions repeatedly and to compare the answers. Afterwards you can ask the group to comment on the differences in the answers now and before.

STEP 7. Identify consequences and implications of the monitoring result for the management and future actions

The results of the outcome and impact monitoring will be used to make decisions on future actions of the group; this is what is meant by "results based management". The NGO will define the future activities of the project in a continuous dialogue with the group members, which will be based on the information produced by the outcome and impact monitoring.

When positive and negative influences about the observed changes are known, conclusions for further actions can be drawn:

- What can the NGO do or change in its activities or strategies to increase the impact?
- What can the group do to increase the impact?
- What can other actors do to increase the impact?
- What does it mean for the NGO´s management?
- What does it mean for the NGO's strategy?

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