UN Women/Caroline Pankert

MODULE NINE

Monitor and Evaluate Progress

Advocacy for Inclusive Security
Curriculum

Acknowledgements

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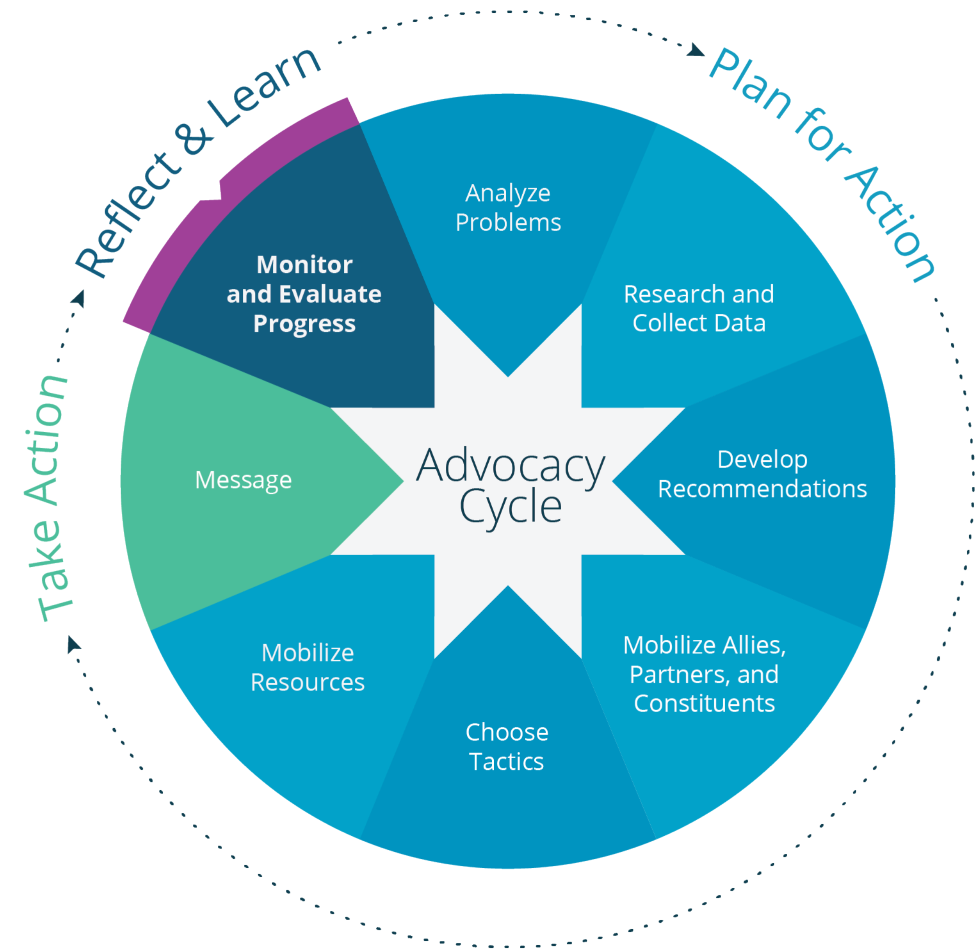
Contents



Advocacy for Inclusive Security Curriculum

Module 1 | Introduction to Advocacy

Module 2 | Analyze Problems

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Module 5 | Mobilize Allies, Partners, and Constituents

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MODULE OVERVIEW:
Monitor and Evaluate Progress

Learning Objectives

Participants are able to:

- Explain the purpose of monitoring and evaluation.
- Identify and define the components of a logical framework.
- Develop a logical framework and indicators.
- Describe data visualization tools and how those tools can support analysis and reflection.
- Conduct a reflection session.

Evaluation Procedures
Pre- and post-workshop evaluations

Time Frame
6 Hours 4 Minutes

Background for Facilitator

This module provides an introduction to monitoring and evaluation (M&E) and provides some basic tools and practical skills for designing and implementing an M&E system for advocacy. This module is intended for participants who may be farmiliar with the concept of M&E but have little to no experience designing and implementing an M&E system. Be aware that for participants with no prior familiarity with M&E, the module includes a lot of new concepts. Note that some aspects of the M&E system are included in the 'more time' section for groups who intend to or currently have a full M&E system in their work.

There may be situations where running this entire module is not feasible (because of time, participant level, etc.). In those cases, consider using an abridged version (see two options below). While advocates may strive to have logframes, indicators, and data collection and analysis tools, reflection sessions are easy to implement and can be done without formal data collection.

- Approximately 1 hour: Use the talking points from Presentation 9.1: Introduction to the Module to frame the session and Activity 9.13: Reflection Sessions as the primary content.
- Approximately 4 hours: Use talking points from Presentation 9.1: Introduction to the Module to frame the session and Activity 9.13: Reflection Sessions and activities on Theory of Change (see More Time section) as the primary content.

Background Resources

- Inclusive Security, *Inclusive Security: A Curriculum for Women Waging Peace.* Washington: Inclusive Security, 2009.
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action.* Washington: Inclusive Security, 2004.
- Guijt, Irene, and Jim Woodhill. *Managing for Impact in Rural Development: A Guide for Project M&E.* Rome: International Fund for Agricultural Development, 2002.
- Lederach, John Paul, Reina Neufeldt and Hal Culbertson. *Reflective Peacebuilding: A Planning, Monitoring and Evaluation Toolkit.* Notre Dame: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame, 2007.
- CARE International UK. *Peacebuilding with Impact: Defining Theories of Change.* London: CARE International UK, 2012.
- Babbitt, Eileen, Diana Chigas, and Robert Wilkinson. *Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation.* Washington: USAID, 2013.

Time	Type of Session	Title
2 minutes	Presentation	Introduction to the Module
30 minutes	Presentation	Introduction to Monitoring and Evaluation
7 minutes	Presentation	Developing a Monitoring and Evaluation System
5 minutes	Presentation	Defining Intended Goals
10 minutes	Presentation	Logical Framework
5 minutes	Presentation	Testing the Logic of Your Logframe
20 minutes	Activity	Logframe Races
100 minutes	Activity	Developing Your Logframe
25 minutes	Activity	Defining Indicators
20 minutes	Activity	Indicator Practice
45 minutes	Activity	Drafting Indicators
20-45 minutes	Presentation	Visualizing Data
10-45 minutes	Activity	Reflection Session
5 minutes	Presentation	Conclusion
90 minutes	More Time: Activity	Theory of Change
90 minutes	More Time: Activity	Developing a Strong Theory of Change
20 minutes	More Time: Activity	Quantitative vs. Qualitative Indicators
15-60 minutes	More Time: Activity	Drafting an Indicator Plan
65-90 minutes	More Time: Activity	Data Collection Tools
65-90 minutes	More Time: Activity	Data Management Tools

Monitor and Evaluate Progress

Key Takeaways

M&E improves advocacy by informing decision-making.

Monitoring and evaluation is a process where we use data from past and ongoing activities to make decisions, analyze the degree to which our goals/objectives are met, adjust our strategy, and plan for the future. Monitoring and evaluation can help you make smart decisions about how to use valuable resources, engage policymakers, and attract new supporters.

For M&E to be effective, the intended outcome must be identified.

In order to determine if advocacy efforts are having an impact, the goals and objectives must be determined. A logframe can help to structure our goals as well as the actions or changes needed in order to achieve those goals.

Indicators are tools for measuring progress.

Indicators provide a simple and reliable means to measure achievement. They show whether progress is being made toward achieving the objectives, midterm objectives, and activities of an advocacy strategy. While indicators make measuring progress more manageable, tracking too many factors can result in poor data collection. It's better to track a few indicators well than many indicators poorly.

Reflection and analysis provide valuable lessons learned.

Reflection sessions are a necessary step in any M&E system. There is little value in collecting data if analysis is absent. The sessions can reveal which activities are driving toward the objectives and which are falling short. The sessions can also show where adjustments to an advocacy strategy are needed. Analysis may also uncover that the wrong factors are being measured or that incorrect data is being collected.

Presentation 9.1 Introduction to the Module

Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Materials Needed
None

Learning Objectives
Participants are able to identify the purpose and learning objectives of this module.

Time 2 minutes

Facilitator Talking Points

- The purpose of this module is to introduce you to the basic concepts and tools for monitoring and evaluation (M&E). If done effectively, M&E can be incredibly useful for planning, assessing, and implementing your advocacy strategy and will strengthen your advocacy strategy overall.
- This module will provide guidance on how to develop the systems and practices your organization or platform need to conduct effective M&E. It will provide you with some practical skills that you can begin applying to your advocacy strategy.
- After completing this module, you will be able to:
  - Explain the purpose of monitoring and evaluation.
  - Identify and define the components of a logical framework.
  - Develop a logical framework and indicators.
  - Describe data visualization tools and how those tools can support analysis and reflection.
  - Conduct a reflection session.

Activity 9.2 Introduction to Monitoring and Evaluation

Background for Facilitator

The purpose of this section is to introduce the general concept of M&E as information gathering to inform future decisions. There is an "everyday life" example provided below about helping a child get better grades. You may want to think of an alternative example that pertains to your life more directly.

Materials Needed
Presentation slides

Learning Objectives
Participants are able to describe the value of monitoring and evaluation.

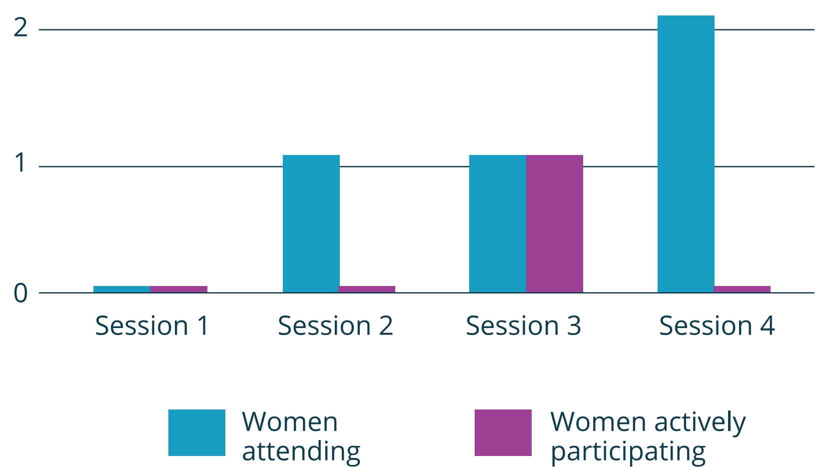
Time 30 minutes

Facilitator Talking Points

- Monitoring and evaluation (or M&E) is the process by which you gather relevant data from past and ongoing activities to use as the basis for
  - analyzing the degree to which your goals are met,
  - adjusting your strategy in the ongoing project, and
  - planning for future projects.
- Monitoring and evaluation is a skill that we all use in our daily lives. For example, when my child receives a bad report card in school, I might take time to talk to both the teacher and my child to determine where the problem areas have been. Then I can identify ways to help my child. If my child is having difficulty in math, I might spend time working on extra math problems at home or ask family members for help. The next time a report card comes home, I can use that information to see if my strategy is working. Has the extra help at home been effective? Or perhaps I need to try a different approach or enroll my child in other types of classes.
- This is just one example of how we mentally use data in our daily lives to make decisions. How do you use data to make decisions in your daily life? For example, how do you decide:
  - How much and what food to purchase for the week?
  - How much money to save to buy a house or a car?
- We use data and information to make decisions, analyze the degree to which our goals are met, adjust our strategy, and plan for the future.
- Within the scope of your advocacy strategy, monitoring and evaluation can help you make smart decisions about how to use valuable resources, engage policymakers, and attract new supporters.

- Let's say that I'm working to help increase the number of women involved in ongoing peace talks. There have been four peace negotiation sessions this year. My organization was allowed to observe these sessions and tracked women's attendance and participation. *[Facilitator note: See bar chart below. There is also a corresponding presentation slide.]*

Number of Women Engaged in Peace Negotiation Sessions



  - Based on the bar chart, what happened to the number of women present between sessions 1 and 4? [Increased]
  - One woman attended session 2, and then she also attended session 3. What happened to her level of engagement? [In session 2 she only attended and in session 3, she actively participated]
  - How many women participated in session 4? [Two]
  - What happened to the women's level of engagement when a second woman attended in session 4? [None of them actively participated]
- After the second session, my organization reached out to the woman who attended that session and offered to help her prepare for session 3. Based on what we saw her do in session 3, it's likely that our assistance was useful in increasing her active participation.
- From this information I know that I need to take the following steps:
  - Reach out to the two women who attended the sessions to identify why they didn't participate in session 4.
  - Ask the two women if they would like some additional assistance preparing for the next session.
- Would having information like this be useful for your advocacy strategy? Do you have data like this available now?

Activity 9.3 Developing a Monitoring and Evaluation System

Background for Facilitator

This section describes the steps for setting up an M&E system and it also gives a preview of the material that will be covered in this module

Materials Needed
Presentation slides

Learning Objectives
Participants are able to describe the steps involved in a monitoring and evaluation system.

Time 7 minutes

Facilitator Talking Points

- In order to have good data that can help you make smart decisions, you need to set up systems to collect and organize the information.
- **First, define the intended outcome**. Your intended outcome is what you hope to achieve. You have already done some of this work in thinking about your goals, objectives, and tactics/activities.
- **Second, identify indicators (or key data points)**. Indicators are key data points that show the success of your project. You also need to determine where and how you can obtain this information (i.e., data that shows how successful your project is).
- **Third, develop data collection tools.** These tools (surveys, observation forms, matrices) will be used to gather data or information during your activities.
- **Fourth, develop data storage tools.** Data storage tools are where you store and organize the data collected. They can be as simple as creating a spreadsheet, or as elaborate as developing a full database. These tools are important because they help you find and navigate all your data in an organized and timely way.
- **Fifth, create visual templates.** Once you have data, you can think about how to present it in a visual way that can help the advocacy team identify trends, changes, and connections (e.g., the bar chart we discussed earlier).
- **Lastly, develop guidelines for reflection and data analysis.** What's the point of gathering data if you're not going to study it? This includes time for staff to come together to review the data collected together, to identify trends, strategies that worked, strategies that didn't work, etc.

Activity 9.4 Defining Intended Goals

Background for Facilitator

The purpose of this section is to show participants that it's difficult to measure something if you haven't defined.

Materials Needed
Presentation slides

Learning Objectives
Participants are able to identify the importance of defining clear results.

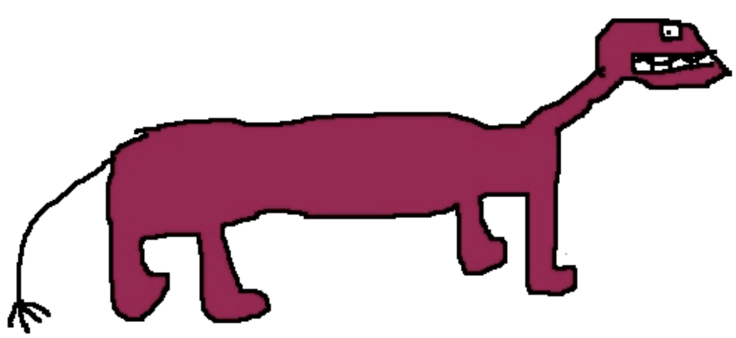
Time
5 minutes

Facilitator Talking Points

- Ultimately, we cannot measure what is not defined. Look at the drawing on the screen. Was the artist successful in drawing her intended animal?
- We cannot know whether the artist was successful at her drawing until we know her intentions. So, if I told you she meant to draw a horse, can you evaluate the degree to which the artist was successful? Clearly, this artist still has a long way to go in improving her horse-drawing skills. You know this because you know exactly what a horse looks like, and it's clear that this is not a horse.
- What if I told you that the artist meant to draw a dinosaur? Would you say that she was more successful? Again, that's because we know what a dinosaur looks like.
- If you're clear on what you're trying to achieve, it'll be much easier to evaluate the degree to which your goals were met.

Defining the intended results

We cannot measure what is not defined.



Presentation 9.5 Logical Framework

Background for Facilitator

This section introduces the concept of a logical framework ("logframe") and hierarchical change. It is important that participants understand this material before moving to the "Logframe Races" activity.

The logframe terminology builds on concepts and terms (i.e., goal, objectives, activities) covered in:

- Module 2: Analyze Problems
- Module 3: Research and Collect Data
- Module 4: Develop Recommendations
- Module 6: Choose Tactics

Materials Needed
Presentation slides

Learning Objectives
Participants are able to identify the basic components of a logical framework and describe the hierarchical nature of a logframe.

Time
10 minutes

Facilitator Talking Points

- A logical framework (or logframe) is used as a tool to define our goals and the actions or changes needed in order to achieve those goals. A logframe is created by organizing your goals, objectives, and activities in a hierarchical way. Usually a logframe has four levels of change: activities, midterm objectives, objectives, and goals.
- Let's take a look at a sample logframe to help us define these levels of change.

GOAL
The wider aim.

GOAL: The country's peace process is sustainable and successful.

OBJECTIVES
What your advocacy project will achieve.

OBJECTIVE 1: Women and civil society are effectively engaged peace negotiations

OBJ 2

OBJ 2

MIDTERM OBJECTIVES
The changes made by advocacy targets that need to take place to achieve the objective.

MIDTERM OBJECTIVE 1.1
Civil society group (50% women) is granted observer status in the peace negotiations

MIDTERM OBJECTIVE 1.2
Advisory group with 50% women is establised to support the mediator

MIDTERM OBJECTIVE 1.3
A gender advisor who advocates for inclusion is hired by the mediator

MTO 2.1

MTO 2.2

MTO 3.1

MTO 3.2

ACTIVITIES
What your organization or platform does.

ACTIVITIES
1.1.1 Meetings with policymakers
1.1.2 Recommendations
1.1.3 Civil society convenings

ACTIVITIES
1.2.1 Meetings with policymakers
1.2.2 Recommendations
1.2.3 Civil society convenings

ACTIVITIES
1.3.1 Meetings with policymakers
1.3.2 Recommendations
1.3.3 Civil society convenings

ACTIVITIES

ACTIVITIES

ACTIVITIES

ACTIVITIES

- **Goal**: In this case the project's goal is "The country's peace process is sustainable and successful". The goal is the **wider aim** to which your advocacy efforts will contribute.
- In order to achieve your goal, your advocacy strategy has **objectives**, which are **what you want your organization or platform to achieve** in pursuit of the goal. In this case, the example objective is "Women and civil society are effectively engaged in peace negotiations."
- To help achieve the objective, you must first achieve your **midterm objectives**, or **changes made by advocacy targets (policymakers, civil society) that need to take place to achieve the objective**. For example, in order for more women and civil society to be effectively engaged in peace negotiations (the objective), first "a civil society group must be granted observer status in the peace negotiations," "a national advisory body with 50% women must be established to support the mediator," and "a gender advisor who advocates for inclusion is hired by the mediator."
- There are specific **activities** (similar to **tactics)** that your organization or platform must deliver in order to achieve the midterm objectives. For example, in order to ensure that a civil society observer group is granted observer status, the organization must hold advocacy meetings with policymakers, draft recommendations, and convene civil society.

• The sections in yellow (the activities) are what your organization has control over. These activities are what your organization or platform is responsible for doing.

• The sections in green (the midterm objectives, the objectives, and the goal) depend on your advocacy targets (the people who you are seeking to influence through advocacy) and their actions. You can try to tailor your activities to influence your advocacy targets to do certain things, but in the end you cannot guarantee that your advocacy targets will do what you want them to do. For this reason you have less control over the green sections; they are dependent on other actors' actions.

Presentation 9.6 Testing the Logic of Your Logframe

Background for Facilitator

This section builds on the previous section by providing an additional way to think about hierarchical change. This approach may help participants who are struggling to understand the hierarchical nature of the logframe. This presentation is helpful but not necessary for the "Logframe Races" activity.

The example in this section follows the sample logframe from the previous section. For more information on hierarchical logic and assumptions, see Activity: Theory of Change activity in the More Time section.

Materials Needed
None

Learning Objectives
Participants are able to explain the hierarchical nature of a logframe.

Time 5 minutes

Facilitator Talking Points

- In order to check that your logframe is logical, you can use **if-then statements** to test if the logic moves from one level to the next, from the bottom up. In other words, you would ask: If we do these **activities**, then we will contribute to achieving the **midterm objective** – does this make sense? Are there any other activities we can/should do to contribute to the midterm objective? For example:
  - **IF** you hold advocacy meetings with policymakers, develop recommendations, and convene civil society, **THEN** you will help ensure that a civil society observer group is granted observer status in the negotiation.
  - And **IF** a civil society observer group is granted observer status, and a national advisory body is established, and a gender advisor is hired, **THEN** women and civil society will be effectively engaged in mediation efforts.
  - And **IF** women and civil society are engaged in mediation efforts, and objectives 2 and 3 are achieved, **THEN** the country's peace processes will be inclusive.
- These if-then statements test the logic of the logframe. Sound logic is necessary to make sure that your organization's activities are all contributing toward your goal in a logical way. The logframe is a key component of your M&E system – you can use it to map out how your planned activities will support your objectives and goals and, after your activities are underway, you can use it to evaluate whether your actions are actually working toward your objectives and goals.

Activity 9.7 Logframe Races

Background for Facilitator

Prior to this activity, you will need to (1) print and cut out one Logframe Races handout per group (see annex), and (2) place the pieces of the logframe in an envelope (one logframe per envelope; one envelope per group).

For this activity to be successful, participants should have a good understanding of (1) activities constitute your actions and midterm objectives, objectives, and goals rely on the actions of advocacy targets, and (2) the logic of the logframe builds from the bottom up – activities contribute to midterm objectives, midterm objectives contribute to objectives, etc.

Materials Needed
Logframe Races handout (one per group); scissors; envelopes; presentation slides

Learning Objectives
Participants are able to assemble a series of objectives, midterm objectives, and activities into a logframe.

Time 20 minutes

Instructions

Divide participants into small groups (3-4 persons per group, preferable if members of each group work/will work together after the workshop – these will be the same group assignments throughout the module) and distribute one sealed envelope per group.

Explain to participants that they will be putting together Objective 2 of the example advocacy logframe we've been discussing thus far. Each group has been given the activities, midterm objectives, objectives, and goal for Objective 2 inside an envelope and the goal of the activity is to put the logframe together as fast as possible. Each group will also need to label the logframe with the correct numbering (e.g., Midterm Objective 2.1 - see logframe for objective 1 as an example). The first group to complete and label the logframe correctly wins (see answer key below).

Place the Objective 1 logframe on the screen as an example.

Debrief

Discussion Questions

- What was most challenging about putting the logframe together?
- What strategies did you use to put the logframe together?
- Did anyone divide the statements into the actions your organization would do vs. what advocacy targets would do?
- Did you find yourselves consciously or unconsciously forming if-then statements?

Answer Key

Logframe Races

Objective 2 Logical Framework

GOAL | The country's peace process is sustainable and successful

OBJECTIVE 2 | Women are effectively engaged in the National Dialogue

MIDTERM OBJECTIVE 2.1 All structures in the National Dialogue include women	**MIDTERM OBJECTIVE 2.2** Women members of the National Dialogue provide recommendations during National Dialogue sessions
ACTIVITY 2.1.1 Meetings with policymakers are held	**ACTIVITY 2.2.1** Strategic meetings with women members and National Dialogue leadership are held
ACTIVITY 2.1.2 Recommendations are drafted	**ACTIVITY 2.2.2** Trainings for women members of the National Dialogue are held
ACTIVITY 2.1.3 Lists of qualified women are distributed	
ACTIVITY 2.1.4 "Why women" research is distributed	

Activity 9.8 Developing Your Logframe

Background for Facilitator

This section is only relevant if participants have already completed the activities in Modules 2, 3, 4, and 6 in which they have defined their "goals", "objectives", and "activities." This section may also be applicable it participants have already drafted action plans and policy recommendations for the coming year.

This activity may be most appropriate where there are groups of participants from the same organization – this activity could be difficult for one person to complete on alone.

Groups will likely have a lot of questions and require support and encouragement throughout this activity. Logframes might not be completed by the end of the session, but groups should have a good starting point from which to continue defining their logframes on their own time.

Materials Needed
Developing Your Logframe handout; green, pink, blue, yellow 4x5 post-its; white index cards; markers; flipchart

Learning Objectives
Participants are able to organize their advocacy goals, objectives, and tactics into a logframe.

Time 100 minutes

In order to develop their logframe, participants will need to develop midterm objectives. The activities in previous modules help participants to develop a goal, objectives, and activities; midterm objectives are not covered. Activity: Theory of Change and Activity: Developing a Strong Theory of Change in the More Time section can help participants identify the additional levels of change needed to achieve their objectives, which can then be translated into midterm objectives.

Facilitator Talking Points

- Believe it or not, but you've already done much of the work to develop your own logframe. Throughout this workshop we've been talking about setting goals, determining advocacy targets and objectives, and deciding on tactics; these are all vital parts of your logframe.
  - **Goals**: Consider the goal that you have identified for your advocacy strategy. Your goal is the wider aim to which your advocacy strategy will contribute. Your goal should be something that you cannot accomplish alone; it requires the work of many other actors to achieve. *[Facilitator note: See Module 2: Analyze Problems.]*
  - **Objectives**: Now consider the advocacy objectives you defined for developing recommendations. An objective is the highest level change that you can expect to achieve within the span of your current project. Note: The objectives you drafted may be a midterm objectives if they do not represent the highest level of change you expect to achieve in your project. *[Facilitator note: See Module 2: Analyze Problems and Module 4: Develop Recommendations.]*
  - **Activities**: Activities are the actions that your organization or platform are going to take. These include your tactics (e.g., advocacy meetings, working with policymakers, boycotts/strikes, demonstrations/protests). You may want to consider grouping your activities together into categories like "advocacy meetings," "convenings," "policy recommendations," "trainings/workshops," etc. This will make it easier to place them into your logframe. *[Facilitator note: See Module 6: Choose Tactics.]*

- You may also consider how your **action plan** aligns with your logframe. The activities and tactics listed in your action plan should be the same as the activities in your logframe. *[Facilitator note: See Module 6: Choose Tactics.]*
- You may also consider how your recommendations can complement your logframe. Your **recommendations** should feed into your midterm objectives and objectives. *[Facilitator note: See Module 4: Develop Recommendations.]*
  - For example, imagine that your objective is to increase the number of women participating in the peace process and one of your midterm objectives is that each negotiation delegation adds women to their delegation. As one of your recommendations you are asking a policymaker (who) to increase the number of women in their negotiation delegation (what) by incorporating representatives from the women's caucus in parliament (how). Your recommendation to the policymaker therefore directly supports and links to the achievement of the midterm objective and subsequently the objective.

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity). Provide each group with green, blue, pink, and yellow 4x5 post-its and markers. The post-its colors are meant to mirror the colors in the logframe, but feel free to replace colors with any available if colors are limited. Also distribute the Developing Your Logframe handout (see annex), which includes helpful definitions for completing the logframe.

Explain that they will be working in small groups using post-its to create their a logframe for their advocacy strategy from activities to goal. They can draft activities too (on white index cards), if they have time.

Before the groups begin, note that it could be useful for them to review their previous work on goals, objectives, etc. and any action plans or recommendations to get them started. They could also begin by identifying the work that they know they want to do and build from there.

Encourage groups to limit their logframe to 2-3 objectives and midterm objectives – the more objectives and midterm objectives, the more indicators to track. Monitoring can become unwieldy if the logframe is too complex.

Take the last 15-30 minutes to have participants present their logframes to the group or to have participants walk around and look at other groups' logframes.

Debrief

Discussion Questions

- What was most challenging about defining your logframe?
- What was most useful about defining your logframes?

Activity 9.9 Defining Indicators

Background for Facilitator

This section introduces participants to "indicators," a way to measure progress toward goals, objectives, etc. It is important that participants understand this material before moving to the "Indicator Practice" activity.

This activity can be used to test participants' comprehension of concepts and definitions before moving on to the "Indicator Practice" activity. Depending on the level of participants, you may consider having them complete this activity individually.

Materials Needed
Identifying Indicators handout; presentation slides

Learning Objectives
Participants are able to describe the purpose and definition of an indicator.

Time 25 minutes

Facilitator Talking Points

- What is an indicator? Can anyone give an example of an indicator?
- An **indicator** is a factor or variable that provides a simple and reliable means to measure achievement. An indicator is a piece of information that can tell us if we're making progress toward achieving our objectives, midterm objectives, and activities.
- For example, Objective 1 in our logframe is "Women and civil society are effectively engaged in the peace process." How can you tell if we're making progress toward this objective? What are some ways we can measure our progress? Perhaps we could consider the number of women who are involved in the peace process. But this would only tell us that women were involved, it doesn't tell us anything about whether they were effectively engaged. What else would we need to know in order to say that women were effectively engaged? (e.g., women actively participated; women's recommendations were heard and acted upon).
- We need indicators because it's hard to measure progress toward these types of objectives. It's difficult to just say that "women and civil society were effectively engaged" – we have to think critically about what that actually looks like.
- An indicator helps us to measure progress, but what does an indicator look like exactly? An indicator can be broken down into two criteria:
  - An indicator includes a unit of measure. A unit of measure would be something like "the number of," "the percentage of."
  - An indicator can be linked to a goal, objective, midterm objective, or activity using the phrase "as measured by."
- For example, Objective 1 in our logframe is "Women and civil society are effectively engaged in the peace process." One potential indicator is: Percentage of individuals attending peace negotiation sessions who are women.

Indicator
A factor or variable that provides a simple and reliable means to measure achievement. An indicator is a piece of information that can tell us if we're making progress toward achieving our objectives, midterm objectives, and activities.

- To check if this statement qualifies as an indicator, we can check them against the two key criteria:
  - Does this statement include a unit of measure? [Yes. “Percentage of women.”]
  - Can this indicator be linked to a goal, objective, midterm objective, or activity using the phrase “as measured by”? [Yes. “Women and civil society are effectively engaged in the peace process” as measured by “percentage of individuals attending peace negotiation sessions who are women.”]
- For the same objective, how about the indicator: “Women are present at peace process sessions.” Does it meet the two criteria?
  - Does this statement include a unit of measure? [No. The is no “number”, “level”, “rating”, “percent”, or other type of unit that we could use to measure.]
  - Can this indicator be linked to a goal, objective, midterm objective, or activity using the phrase “as measured by”? [No. “Women and civil society are effectively engaged in the peace process” as measured by “women are present at peace process sessions.” That doesn’t easily fit together at all.]
  - “Women are present at peace process sessions” is not an indicator. It sounds more like a midterm objective. This is why you need to be sure that you’re always including a unit of measure and checking that the indicator meets the two criteria.

Instructions

Have participants pair with the person sitting next to them and distribute Identifying Indicators handout (see annex).

Each pair is to complete the worksheet by identifying each of the statements on the handout as an indicator or non-indicator.

Debrief

Facilitator instructions

- Review the answers with participants (see answer key below).

Answer Key

Identifying Indicators

		INDICATOR	NON-INDICATOR
1	Percentage of women who are members of party delegations.	X	
2	Observer group is established. *No unit of measure- sounds like an objective or midterm objective*		X
3	Women actively participate in negotiations. *No unit of measure– sounds like an objective or midterm objective*		X
4	Percentage of women in negotiations who make at least 3 statements.	X	
5	Peace agreement is drafted. *No unit of measure– sounds like an objective or midterm objective*		X
6	Scaled score (1 to 5) for the degree to which the draft peace agreement includes women's priorities.	X	
7	Number of negotiation meetings where observer group is present.	X	
8	Warring parties uphold the peace agreement. *No unit of measure– sounds like an objective or midterm objective*		X

Activity 9.10 Indicator Practice

Background for Facilitator

Prior to this activity, you will need to (1) print and cut out one Indicator Practice handout per group (see annex), and (2) place the indicator pieces in an envelope (one set of indicators per envelope; one envelope per group). You may also want to draw/write the logframe on a flipchart, so that groups can place the indicators on the paper:

OBJECTIVE 2

Midterm Objective 2.1	Midterm Objective 2.2
Activity 2.1.1	Activity 2.2.1
Activity 2.1.2	Activity 2.2.2
Activity 2.1.3	
Activity 2.1.4	

Materials Needed
Indicator Practice handout (one per group); Objective 2 Logframe handout (one per participant); scissors; envelopes; flipchart; markers

Learning Objectives
Participants are able to explain how indicators measure progress toward intended results.

Time 20 minutes

For this activity to be successful, participants should understand how indicators help to measure progress toward achieving activities, midterm objectives, and objectives.

You can scale this activity to the participants' level. If you feel participants have a clear understanding of indicators, then cut up the pieces for Objective 2 and Midterm Objective 2.1 and 2.2. If participants are less familiar with the content, then only use pieces for the Objective 2 and Midterm Objective 2.1. If you decide to simplify the exercise, make sure to adjust the instructions below (i.e., that groups will be matching indicators for Midterm Objective 2.1 and its associated activities).

Prior to moving on to the next activity, consider including Activity: Quantitative vs. Qualitative Indicators in the More Time section for more information on indicators.

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity). Provide each group with (1) a copy of the Objective 2 Logframe handout (see annex) and (2) one sealed envelope with indicators inside.

Explain to participants that each group has been given indicators for the activities, midterm objectives, and objective for Objective 2. They will be matching the indicators in the sealed envelope to the logframe provided on the handout. The goal of the activity is to correctly match the indicators to the logframe as fast as possible. The first group to complete the logframe correctly wins (see answer key below).

Remind participants of two helpful hints:

- Some indicators are used more than once.
- Most of the activities/midterm objectives/objective have two indicators, a few only have one indicator.

Debrief

Discussion Questions

- Were any of the indicators particularly difficult to place?
- Which indicators would be easier to collect? Why?
  - Since the activities are related to what the advocacy team is doing, it should be much easier to access that data than the data for the midterm objective and objective, which may require the advocacy team to leverage their relationships in order to obtain.

Facilitator Talking Points

- Note that each objective, midterm objective, and activity only has one or two indicators. You do not want to track too much – this is a common mistake.

Answer Key

Indicator Practice

OBJECTIVE 2 | Women are effectively engaged in the National Dialogue

Degree to which women feel they have influence over the priorities of the National Dialogue

MIDTERM OBJECTIVE 2.1
All structures in the National Dialogue include women

% of women in the National Dialogue structures

ACTIVITY 2.1.1
Meetings with policymakers are held

# of policymakers met

# of meetings with policymakers

ACTIVITY 2.1.2
Recommendations are drafted

# of recommendations drafted

# of individuals to whom recommendations are submitted

ACTIVITY 2.1.3
Lists of qualified women are distributed

# of individuals to whom lists are distributed

# of women identified to be on the list

ACTIVITY 2.1.4
"Why women" research is distributed

# of individuals who receive a copy of the research

MIDTERM OBJECTIVE 2.2
Women members of the National Dialogue provide recommendations during National Dialogue sessions

# of recommendations made by women members during National Dialogue sessions

# of recommendations made by women members in the National Dialogue that are implemented

ACTIVITY 2.2.1
Strategic meetings with women members and National Dialogue leadership are held

# of strategic meetings held women members and National Dialogue leadership

# of women attending strategic meetings

ACTIVITY 2.2.2
Trainings for women members of the National Dialogue are held

# of trainings held for women members of the National Dialogue

# of women attending trainings for members of the National Dialogue

Activity 9.11 Drafting Indicators

Background for Facilitator

If your group is still struggling to understand indicators, you may want to skip this activity and move on to the Data Utilization section. This activity requires participants to have a strong understanding of the purpose and function of indicators. In this activity, participants will be drafting indicators for their logframe (drafted in Activity 9.8: Developing Your Logframe) or for a sample logframe (using Objective 1 Logframe handout, see annex). See Activity: Drafting an Indicator Plan in the More Time section for a more advanced indicator activity.

Prior to the session, create flipcharts modeled after the Indicator Planning Tool Template handout (see annex).

Groups will likely have a lot of questions and require support and encouragement throughout this activity. Prior to moving on to data utilization, you can include a section on collecting and managing data, which includes creating tools for data collection and data management (see Activity: Data Collection Tools and Activity: Data Management Tools in the More Time section).

Materials Needed
Indicator Planning Tool Template handout; flipchart; markers; post-its; Objective 1 Logframe handout (optional)

Learning Objectives
Participants are able to draft indicators that measure progress on their objectives, midterm objectives, and activities.

Time 45 minutes

Facilitator Talking Points

- In this next activity, you will apply all that you have learned about indicators and will be drafting your own.
- What are some important factors you need to keep in mind when drafting indicators? *[Facilitator note: Write responses on a flipchart – make sure the following points are covered.]*
  - An indicator tells us if we're making progress toward achieving our activity, midterm objective, or objective.
  - An indicator must include a unit of measure.
  - An indicator can be linked to an activity, midterm objective, or objective with the phrase "as measured by."
- To keep track of these and a few additional factors, we've developed an Indicator Planning Tool Template handout, which can help you develop high-quality indicators. You'll be using this tool as you develop your own indicators: *[Facilitator note: Walk participants through a sample flipchart of the planning tool.]*
  - **Goal, objective, midterm objective or activity**: In this box, you should write down which goal, objective, midterm objective or activity this indicator will measure (e.g., Midterm Objective 1.2.1).

- **Indicator**: This is where you write your indicator – remember it has to have a unit of measure (e.g., % of women members in the National Dialogue).
- **Definition**: You may need to provide additional information so that everyone is clear on what counts under this indicator and what doesn't (e.g., "women members" are women who have full participation rights in the National Dialogue – this might mean that women who are observers do not count as "women members").
- **Data source and method**: How will you collect data on this indicator? (e.g., How will you figure out how many women members there are? You might get a list of members from the government or you might survey National Dialogue members.).
- **Frequency**: How often will you collect data? Once a month? Once a year?
- **Person responsible**: It is a best practice to assign these data collection responsibilities to a specific person. When a specific person is not assigned, data collection could fall through the cracks.

- Remember that when it comes to indicators, more is not better. Try not to track too many things; it's better to track two things well than 20 things poorly. Select your indicators carefully and think about what is realistic for your organization.

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity). Provide each group with a flipchart version of the handout.

Explain that each group will be developing indicators using the Indicator Planning Tool Template handout (either for the logframe they created for their advocacy strategy or for Objective 1 in the sample logframe). Participants should complete a row on the flipchart for each indicator they draft. They can use post-its and markers to complete their work on the flipchart.

After 30 minutes of group work, have participants do a gallery walk to see the different indicators drafted.

Debrief

Discussion Questions

- What was the hardest part about drafting indicators?
- For those who have drafted indicators before, did this process make it easier to identify relevant indicators?

Activity 9.12 Visualizing Data

Background for Facilitator

The purpose of this section is to guide participants through the reflection and analysis phase of M&E. It may be helpful to review the M&E system (see Presentation 9.3: Developing a Monitor and Evaluation System) with the group to establish where you are in the M&E process.

The data report accompanying this presentation can be overwhelming to participants, so the talking points below are designed to breakdown the report's components. Walk participants through at least one page of the report, so they can make sense of the charts and graphs. Make sure to review the report prior to the session, so you can answer any questions.

Materials Needed
Data Report handout; Objective 1 Logframe handout

Learning Objectives
Participants are able to describe types of visualizations that can be used to display data from multiple sources and analyze data visualizations.

Time 20-45 minutes

Facilitator Talking Points

- Once you have your logframe and indicators, you will start collecting data on your indicators. In this section, we will look at some ways to transform that data into a visual or chart. Visual tools are often useful for reflection and analysis; visuals will help you make sense of the data, identify trends, what is working/ not working, where more information is needed, etc.
- *[Facilitator note: Distribute Data Report handout (see annex). Participants should also have the Objective 1 Logframe handout for reference.]*
- This is a sample data report. Data reports can take many forms – this is an example of one approach you can take. This data report uses tables and bar charts/pie charts to visualize the data. You do not need fancy software and computers to develop visualizations – you can also use pen and paper to draw tables and charts. *[Facilitator note: If participants are interested in learning how to construct charts by hand, consider walking them through a simple bar chart using slightly amended indicators for Objective 1 (# of individuals attending peace negotiation sessions who are women; # of women attending peace negotiation sessions who actively participate).]*
- On the first page is Objective 1: Women and civil society are effectively engaged in peace negotiations.
  - There are two indicators for this objective:
    - % of individuals attending peace negotiation sessions who are women
    - % of women attending peace negotiation sessions who actively participate
  - We collected data for each indicator across four peace negotiation sessions.
  - For each of the indicators, we set a target goal.
    - For Indicator 1, we were hoping that women would make up 30% of all participants in a peace negotiation session.
    - For Indicator 2, we were hoping that all women who attended a peace negotiation session would actively participate.

- Is this information helpful for assessing our performance (or how we did in terms of achieving our target goals)? Did we achieve our targets? Where do we need to invest more work or maybe reassess our approach?
- *[Facilitator note: If the participants seem comfortable with the data report, have them analyze the data for Midterm Objective 1.1 in small group and debrief as a group with the same questions as above.]*
- What are some of the ways that the data is presented effectively for reflection and analysis?
- Data visualization can help us reflect on the data we've collected if it's organized in a way that is easy to analyze:
  - It is organized by objective, midterm objective, and activity and clearly lists:
    - The activities we delivered
    - The objectives we contributed to
    - The indicators and data we collected
  - The charts include the totals and breakdown of some data to be able to probe deeper
  - Having targets clearly labeled in the tables and in the chart
  - Using different colors can help differentiate between the data

Activity 9.13 Reflection Session

Background for Facilitator

The purpose of this activity is to emphasize the importance of reflection sessions. If participants take anything away from the M&E module, the reflection is the easiest to implement and can be done with or without formal data collection.

This activity does not require any familiarity with logframes, indicators, or data visualization. So, if you skipped the previous sections and are focusing on reflection sessions as a primary tool for M&E, you can still run this activity. However, if you cannot group participants by organization (i.e., only one individual per organization) or if you believe the participants do not have enough experience to effectively run a mock reflection session, then you may want to focus on the facilitator talking points only.

Materials Needed
Reflection Session Guide handout

Learning Objectives
Participants are able to explain how a reflection session can help to synthesize and draw lessons learned from data collected and run a reflection session.

Time 10-45 minutes

If you would like to run a mock reflection session using the data in the Data Report handout, you can use the reflection questions on the Mock Reflection Session – Facilitator's Guide handout (see annex).

Facilitator Talking Points

- Reflection sessions are one way to analyze the status of your advocacy and to determine whether or not you are achieving your intended objectives. The reflection session will help you to review accomplishments, better understand challenges, and plan for the coming months. In a reflection session, you work as a team to assess the status of your advocacy strategy by asking questions about your previous activities:
  - What were the activities over the past 3 months?
  - How did those activities influence our advocacy targets (policymakers, parties, international actors, etc.)?
  - Which activities were most effective? What should we have done differently?
- These sessions are also an opportunity to reflect on the environment that you're working in or the process that you're working on:
  - Did any major factors or conditions change since the last reflection session? Have there been new policies or events that have changed how you need to approach your work? (e.g., the parties in the peace talks came to a major agreement; the government started to arrest civil society activists making it dangerous to do certain types of work)
  - What opportunities or risks do you foresee in the upcoming 3 months?

- How to organize a reflection session:
  - **Timing**: Ideally, reflection sessions should be held every 3-4 months/once a quarter. The sessions help you to reflect on your work in the past and make adjustments as you look into the future, so it's often helpful to hold a session mid-way through your project or funding period. If you hold reflection sessions every quarter for a year, at the end of the year you can do an analysis of what the trends were across each of the key questions.
  - **Participants**: Reflection sessions should include individuals who have played a key role in developing and implementing your advocacy strategy. It's important that there is a strong note-taker at these sessions. This will allow you to document the lessons learned and action points.
  - **Materials needed**: It can be helpful to have questions drafted ahead of time – like the Reflection Session Guide handout. If you have been collecting data, your team should compile all the data into data management sheets, visualize it, and then hold a reflection session. You can still hold a reflection session if your team has not yet gathered enough data, but participants in the reflection session will need to have a sense of what activities have been completed/are underway.

Instructions

Divide participants into small groups where all group members belong to the same organization. If all participants are from the same organization, divide into groups of 4-5 individuals and have them work separately. Distribute Reflection Session Guide handout (see annex).

Explain that each group will be conducting a mock reflection session using the Reflection Session Guide handout. The purpose of this activity is to practice using the Guide. This is just a practice session since no one has their data collection tools with them (some organizations may not even be collecting data). The groups will have to rely on what they can remember for this practice session. They will have 30 minutes to answer the questions in the Guide – this is just a practice session, so it's okay if they do not get to all the questions. Each group should designate a notetaker.

Debrief

Discussion Questions

- How do you think a reflection session could be useful for your team and advocacy work?
- Do you think this is something you can implement?

Activity 9.14 Conclusion

Background for Facilitator

Make sure to tailor this conclusion based on what components of M&E that you covered. Note that the standard module does not cover Step 3: Develop data collection tools and Step 4: Develop data storage tools – these steps are covered in the More Time section.

Facilitator Talking Points

- Monitoring and evaluation is a process where we use data from past and ongoing activities to make decisions, analyze the degree to which our goals/objectives are met, adjust our strategy, and plan for the future. Monitoring and evaluation can help you make smart decisions about how to use valuable resources, engage policymakers, and attract new supporters.
- In order for M&E to be successful, we need to know (1) where we're going or what our intended objectives are (remember that drawing of a "dinosaur"), (2) how we're going to measure success, and (3) how we're going to collect and organize to determine whether we've been successful.
- *[Facilitator note: Review the M&E system and some of the tools/concepts for each step that you covered.]*
  - Step 1: Define your outcomes
    - Logframe
    - Goals, objectives, midterm outcomes (depends on your advocacy targets) vs. activities (what you can control)
  - Step 2: Identify indicators
    - An indicator includes a unit of measure.
    - An indicator can be linked to a goal, objective, midterm objective, activity using the phrase "as measured by"
  - Step 3: Develop data collection tools
    - Activity reports, observation forms, surveys, matrices
  - Step 4: Develop a data storage tools
    - Spreadsheets or tables
  - Step 5: Visualize your data
    - Data report using tables and/or graphs
  - Step 6: Hold a reflection and analysis session
    - Using guiding questions to review activities, accomplishments, setbacks and to analyze the environment

Activity Theory of Change

Background for Facilitator

This activity introduces participants to the idea of hierarchical change and that there are several levels of change required in order to achieve their advocacy goal and/or objective. This activity can be used to help participants identify midterm objectives for their logframes.

Participants will work in small groups to assemble a theory of change with pre-drafted if/then statements. There are two versions:

- Puzzle 1 is intended for groups with little to no previous experience with theories of change and uses the girls' literacy example from the facilitator talking points.
- Puzzle 2 is for more advanced groups and uses a peace process example.

Prior to this activity, you will need to (1) print and cut out one of the Theory of Change Puzzle handouts per group (see annex), and (2) place the "steps" in one envelope and the "assumptions" in a separate envelope (each group will receive two envelopes).

Note that this activity can be combined with the next activity (Developing a Strong Theory of Change) as a means for participants to develop their midterm objectives.

Materials Needed
Theory of Change Puzzle handout (one per group); Theory of Change Puzzle – Answer Key handout; scissors; envelopes; presentation slides

Learning Objectives
Participants are able to organize a theory of change and identify the logic and assumptions and describe the importance of articulating a theory of change for their advocacy efforts.

Time 90 minutes

Facilitator Talking Points

- The overall goal of advocacy is to create change that will be sustained. To do this, it is important to take the time to understand the environment you are working in and then shape your actions based on that understanding. Your understanding of the environment is critical; it provides the foundation of your advocacy strategy. This is why we suggest thorough research and analysis before forming an advocacy strategy.

- Consider this example about improving girls' access to schools:

Good Planning Pays Off: Improving Girls' Access to Schools

In a conflict affected country, literacy rates for young girls were very low. A group of NGOs found that illiterate girls were more likely to be married at a very young age in rural parts of the country, so they set out to address the literacy problem as a way to decrease rates of early marriage.

The NGOs first observed that there were no girls' schools in the rural areas and believed that the shortage of schools was the reason why literacy rates were so low for girls. So, the NGOs built schools and provided books and salaries for teachers. But, the girls in those communities did not go to school.

The NGOs then noticed that girls were responsible for collecting water for their families and they often had to walk long distances to get clean water. The NGOs believed that if they built wells, then the girls would spend less time collecting water and would have more time to go to school. The NGO workers met with the tribal elders and asked them where to build the wells; the tribal elders told them to build the wells by the mosque. The NGOs built wells by the mosque, but the girls still did not go to school.

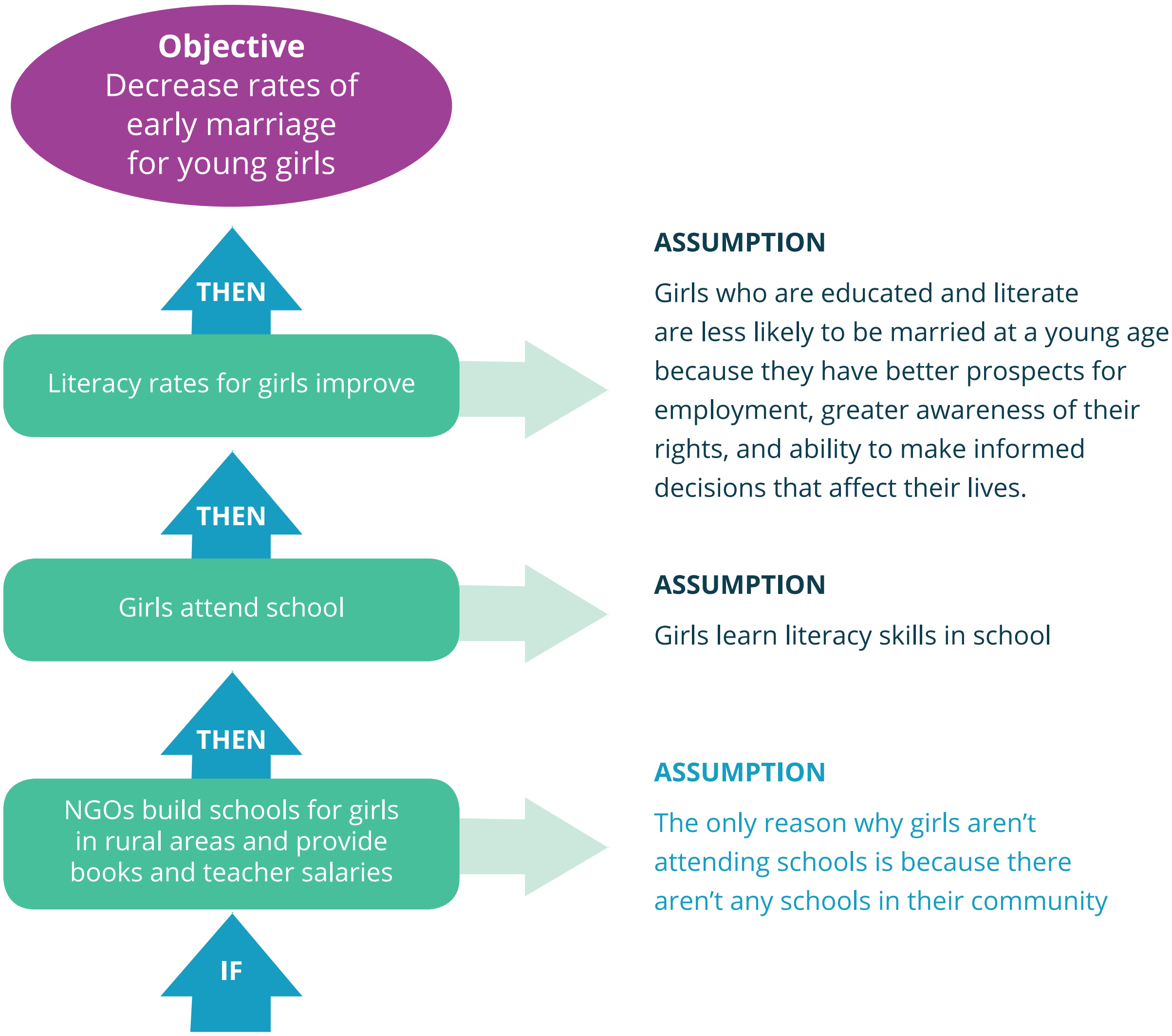
Finally, the NGOs asked the girls why they were not using the wells. The girls said that they did not use the wells because women and girls were only allowed to visit the mosque on certain days/times. Based on this information, the NGOs built wells where the girls could access them, and number of girls attending school (and therefore the number of literate girls) increased dramatically.

- Imagine how much time they could have saved if they just asked the women and girls in the first place!
- There were a lot of assumptions in that story. Can someone tell me what an assumption is? [An assumption is a thing that is accepted as true about what will happen, without proof.]
  - What were the assumptions in that story? [If they built schools, the girls would attend; if they built wells, the girls would have more time to attend school; the tribal elders knew the best place to put the wells; girls could go anywhere in the community, whenever they wanted]
- As practitioners, we draw upon our own experience and knowledge to facilitate the change we wish to see. In doing do, we are making assumptions about how that change will come about.
- What is a theory or hypothesis? [A theory is a guess based on evidence about how an activity will lead to a certain outcome.]
- Efforts to make change, like the ones in the story, is based on theories people have about how change will be made. In this story, the NGOs had a theory that if there were schools for girls, then girls would attend and their literacy would improve. This first theory was not wholly incorrect. The NGOs just didn't realize that there would be barriers to attending school. Once they got more information and developed a new theory, they eventually got the change they wanted – the girls attended school.

- A **theory of change** is a planning tool that can help you think logically about the change you want to achieve. A theory of change is made up of a series of "if/then" statements, like "If we do X, then Y will occur. And, if Y occurs, then Z will likely occur." But often, the series or chain of if/then statements can be much longer.

Theory of change
A planning tool that uses "if/then" statements to help you think logically about the change you want to achieve.

- For example, let's consider the theory of change that the NGOs began with: *[Facilitator note: Show the sample theory of change on a presentation slide.]*
  - If we build schools for girls in rural areas, then more girls will attend school.
  - If more girls attend school, then literacy rates for girls will improve.
  - If literacy rates for girls improve, then there will be a decrease in recruitment of girls by armed groups.
- And let's look at the assumptions the NGOs made in putting together this theory:
  - The only reason why girls aren't attending schools is because there aren't any schools in their community.
  - Girls learn literacy skills in school.
- Based on what we know about the story, where did the NGOs go wrong? [Assuming that lack of schools was the only reason why girls were not attending school]
- Perhaps if the NGOs had constructed a theory of change, they would've noticed that this assumption could be problematic. Perhaps they would've realized that they needed to conduct additional research (e.g., community consultations) to find out what other barriers might be preventing girls from attending school.
- When thinking about theories of change, keep a few things in mind:
  - Is this theory of change **plausible**? In other words, do evidence and common sense suggest that the specified activities will lead to the desired change?



Instructions

Divide participants into small groups (4-5 persons per group) and distribute the sealed envelopes with the steps enclosed (one envelope per group). Explain to the participants that they will be putting together a sample theory of change. They can either start from the goal and work backwards, or decide which step comes first. Each step in the chain should be connected by an "if/then" statement. Give participants 15-20 minutes to complete this portion of the activity.

Once the groups have developed their logic chain, distribute the sealed envelopes with the assumptions enclosed (one envelope per group). Instruct the participants to pair the assumptions with the stages in the chain. Remind them that an **assumption** is a fact that is accepted as true about what will happen, without proof. Give participants 15-20 minutes to complete this portion of the activity.

Debrief

Facilitator Instructions

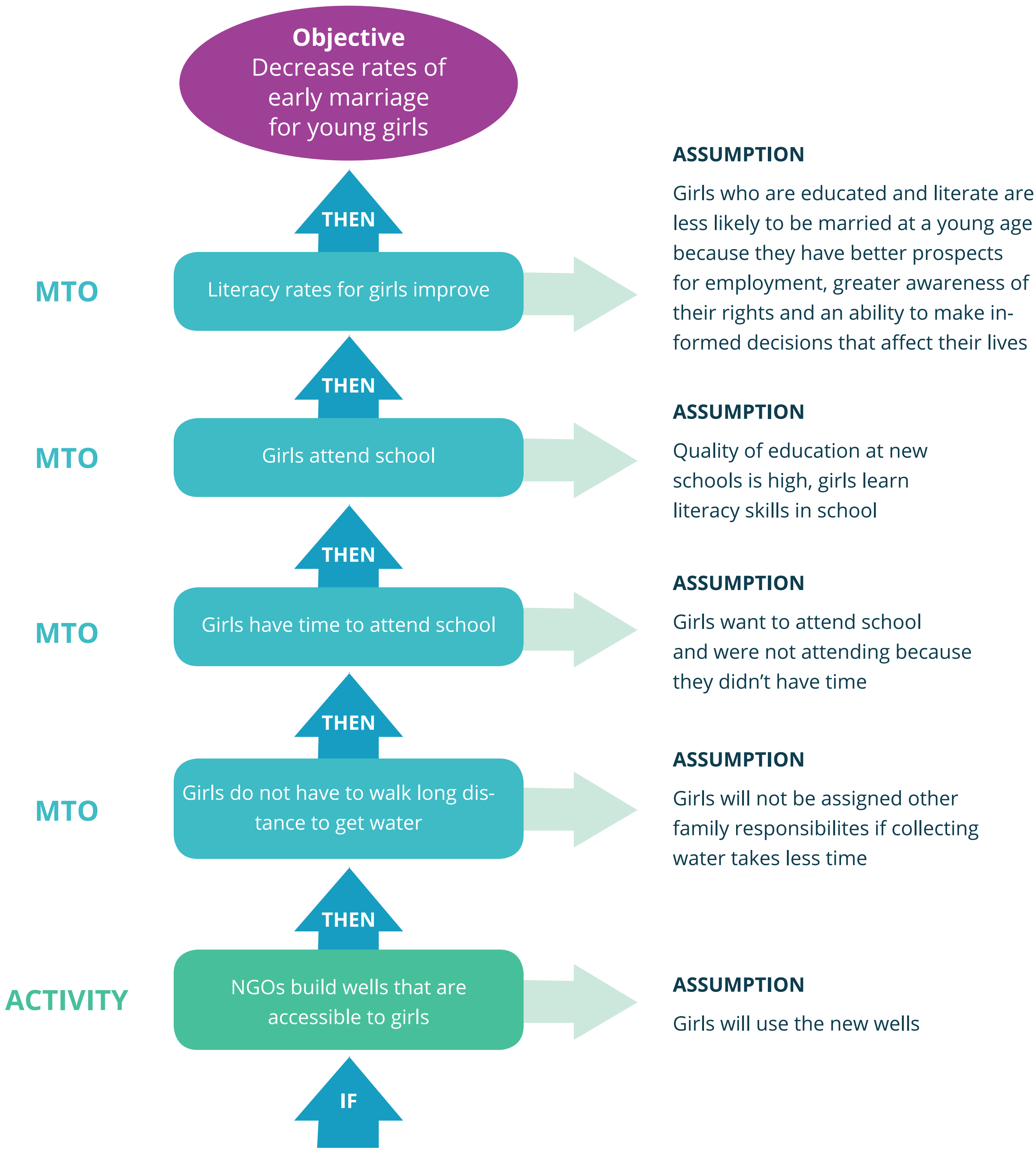
- Once the groups are satisfied with the placement of assumptions, if time allows, ask one group present their theory of change. Distribute the answer key (one handout per participant) and give them time to review it (see annex).
- Ask participants for feedback on how the exercise went, and leave time for additional questions.

Facilitator Talking Points

- Theories of change are a lot like connecting the dots.
- In every theory of change, there is a point where our actions end and we can only hope that the chain continues. In other words, our direct actions can only take us so far – at some point, we have to rely on others to carry out the change we want to see. This is where your activities or tactics end (what your organization or platform will deliver) and where your midterm objectives begin (the changes made by advocacy targets that need to take place to achieve the objective). Can you identify where this happens in your theory of change? [Girls' literacy: After the NGOs build schools and build wells; Peace process: After women advocate to policymakers]
- This is why advocacy is so important – you may only have control over the first few steps in your theory of change, so you need to advocate to those individuals or groups whose actions are necessary to move closer to your goal.
  - Girls' literacy: If the girls have agreed that they will attend school, you may need to advocate to policymakers who hire the teachers and buy the books to ensure that the girls are receiving qualify education that will boost their literacy skills.
  - Peace process: You may need to advocate to policymakers to convince them to take action on their new awareness. Encourage them to take action and to change policies in favor of inclusion.

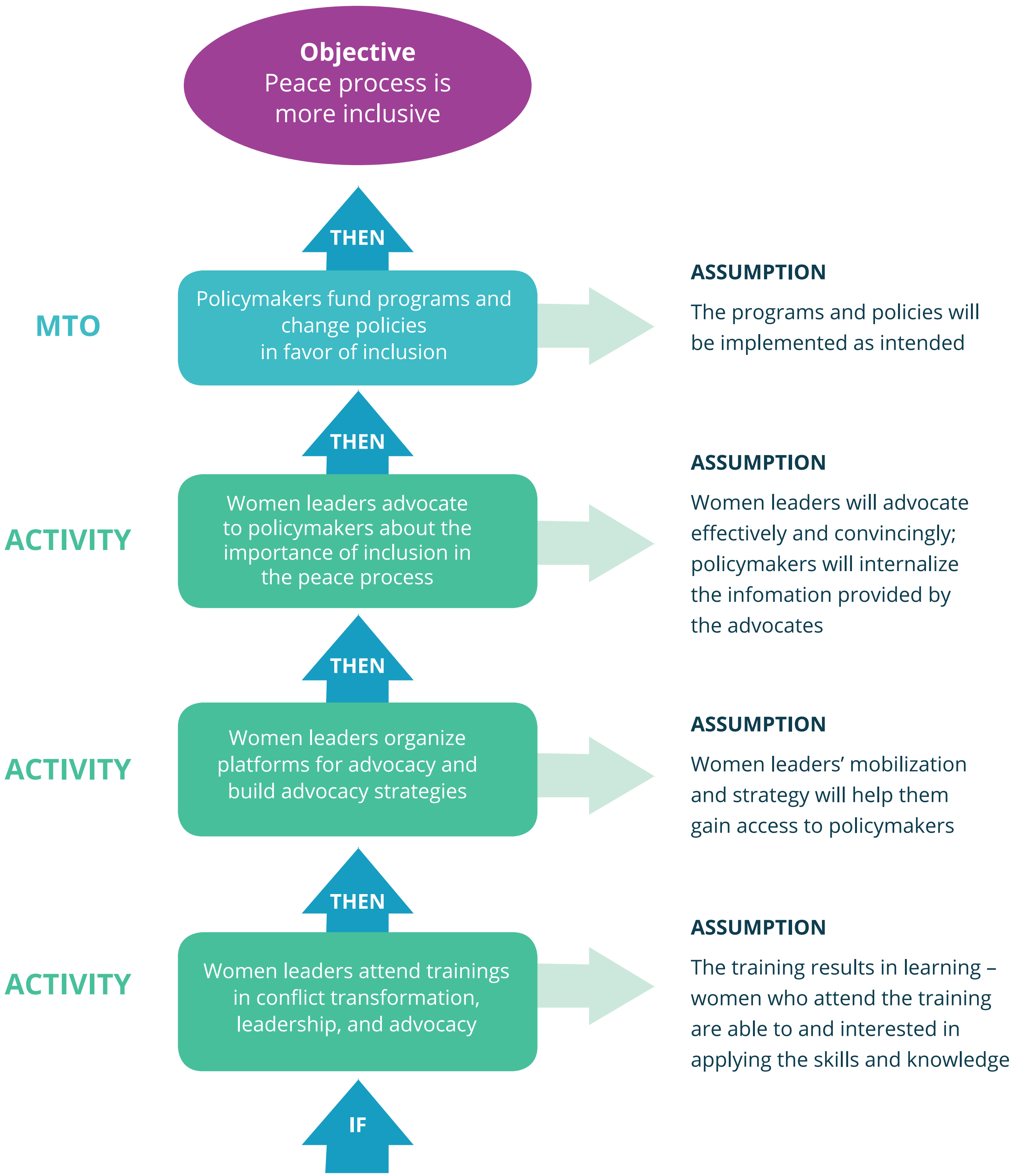
Answer Key

Theory of Change Puzzle 1



Answer Key

Theory of Change Puzzle 2



Activity Developing a Strong Theory of Change

Background for Facilitator

Materials Needed
Flipchart; post-its (two colors)

Learning Objectives
Participants are able to link and test levels of change and construct a theory of change.

Time 90 minutes

This activity builds on the knowledge and skills from the previous activity "Theory of Change." Participants must understand the purpose and logic of a theory of change in order for this activity to be useful.

This activity may be most appropriate where there are groups of participants from the same organization – this activity could be difficult for one person to complete alone.

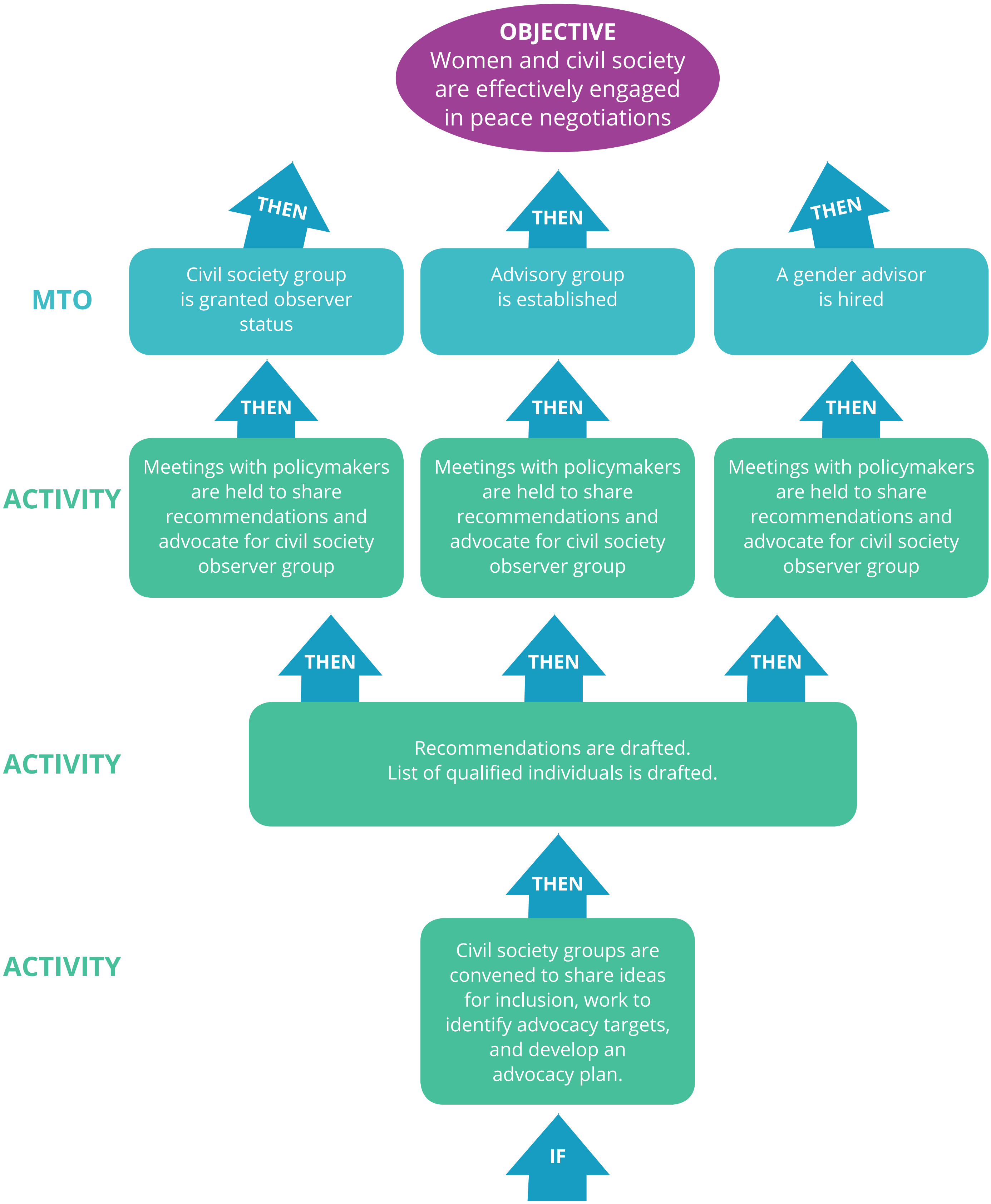
This is a difficult activity. If possible, have a facilitator/staff member working with each group throughout the activity. Groups may struggle with explaining how their activities link to the change they want to see. Push groups to identify assumptions about how they think the change will happen and gently poke holes in their logic about how one step might lead to another. Typically there are interim steps that can help clarify their thinking.

This activity links to Activity 9.8: Developing Your Logframe and Activity 9.13: Reflection Session. Developing a theory of change can be used as a way for participants to identify and develop their midterm objectives for their logframe. The activities in previous modules help participants to develop a goal, objectives, and activities; midterm objectives are not covered. A theory of change can also provide a framework for evaluation in a reflection session; participants can use their theory of change to measure their progress toward advocacy objectives and assess whether their activities are leading to midterm objectives and objectives.

Facilitator Talking Points

- Now that you are experts at putting together others' theories of change, you are going to develop a theory of change for your own work anchored by one of your advocacy objectives.
- Remember, a theory of change:
  - Focuses on change you want to see
  - Illustrates how you believe certain actions will produce certain changes
  - States assumptions about what you believe will result from your actions
  - Makes your logic or theory clear to an external audience
  - Ensures goals are realistic and attainable
- Your theory of change serves as the foundation for your advocacy strategy.
- *[Facilitator note: It might be helpful to show participants what a theory of change would look like for Objective 1 – see below.]*

Theory of Change – Objective 1



Instructions

Divide participants into small groups (3-4 persons per group, preferable if members of each group work/will work together after the workshop) and make sure each group has flipchart paper and two colors of post-its.

Instruct participants to write one of their advocacy objectives at the top of the flipchart. They will use one color post-its to determine the steps needed to get to their desired objective; the other color is for their assumptions. Remind participants that a theory of change is a series of "if/then" statements and that they should use "if/then" statements to connect each of the post-its. The first few steps should be within their control (e.g., build wells, conduct trainings), but eventually the steps will describe the actions of other actors.

In each group, you might ask them to narrate what they think their theory of change is, while you write down each step on a post-it. For example, you might ask what they are doing in order to achieve their advocacy objective and ask "what else?" and "why?" until they've illuminated their theory of change.

Debrief

Facilitator Instructions

- Depending on how the activity went, have groups present their work or if groups really struggled, select one group and work through their theory of change together in the plenary, facilitating the process for everyone to see and understand.

Facilitator Talking Points

- A theory of change is difficult to construct. Everyone struggles with this, even the most seasoned practitioners. But a theory of change can really help you think critically about your advocacy strategy and whether the change you want to happen is realistic. By constructing a theory of change, you might realize that one of your assumptions is problematic or that you have to rely on a policymaker who is really uncooperative.

Activity Quantitative vs. Qualitative Indicators

Background for Facilitator

This section is intended to supplement the presentation and activities on indicators in Activity 9.9: Defining Indicators, Activity 9.10: Indicator Practice, and Activity 9.11: Drafting Indicators. This activity is ideal for groups who intend to or currently use a logframe and indicators in their work. Groups who are learning about M&E for the first time or who are unlikely to use indicators in the near future should focus on the fundamental concepts covered in Activities 9.9, 9.10, and 9.11.

Prior to this activity, you will need to print and cut out one Indicator Practice handout for the debrief (see annex).

Materials Needed
Indicator Practice handout (one copy); scissors; flipchart; tape

Learning Objectives
Participants are able to describe the difference between quantitative and qualitative indicators and the advantages and disadvantages of using quantitative and qualitative indicators.

Time 20 minutes

Facilitator Talking Points

- Sometimes indicators are defined as quantitative or qualitative. In reality, "quantitative" and "qualitative" is more a spectrum of indicators rather than distinct categories.
  - Quantitative indicators are those indicators with data that can be easily counted.
  - Qualitative indicators are indicators with data that require a framework for analysis.
  - Like quantitative indicators, qualitative indicators can also be quantifiable, but a greater level of analysis is required to arrive at a specific value. With quantitative indicators you can count the data right away to obtain the final value.
- "The number of women in peace negotiation sessions" is on the quantitative side of the spectrum. All we need to do is count the number of women at a mediation meeting and we have a value for that indicator.
- "Degree to which women feel they have influence over the priorities of the National Dialogue" is a more qualitative indicator, since you cannot simply count and have a value for this indicator. To determine the value for this indicator requires a clear definition of "influence" - in other words, we need some benchmarks that will help us understand what low, medium, or high influence looks like. Only after the definition or benchmarks are set can we count the number of women who fall into the low, medium, and high categories. That's a lot more analysis than just counting the number of women at a negotiation session.
- Quantitative and qualitative indicators have different advantages and disadvantages:
  - Quantitative indicators provide hard facts, are easier and more mechanical to collect, are more objective (do not require feelings or judgement calls), and are easier to verify. However, quantitative indicators are also not very nuanced and do not probe into the "why" or "how" of a situation.

– Qualitative indicators are much more nuanced. They can also account for individual interpretations and points of view and they give structure to abstract ideas, such as “influence”. However, qualitative indicators are also more subjective. A person’s “influence” score may change slightly from one day to the next. This makes qualitative data difficult to replicate and verify. Qualitative indicators also require much more intensive set-up, as they may require significant research and testing.

Score		1 - Low	2 - Medium	3 - High
DEGREE OF INFLUENCE OVER NATIONAL DIALOGUE PRIORITIES				
2		I have no say in setting priorities. I cannot express my opinions for strategic direction.	I can make suggestions to define our priorities. Sometimes my suggestions are considered, other times they are not.	I often lead the efforts to define our priorities and my opinions are always considered.

- When drafting indicators, you will want to have a mix of qualitative and quantitative indicators. Most of your indicators will likely be quantitative in nature. For your goal or objective, you will want to have at least 1-2 qualitative indicators. You do not want to have more than three fully qualitative indicators because the required level of effort to research and develop tools will be very high.

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity). Ask participants to consider the indicators they linked in Activity 9.10: Indicator Practice. They will now sort the indicators into “more quantitative” and “more qualitative” categories.

Draw a flipchart with quantitative written on the left and qualitative written on the right. With your own set of indicator cut outs, ask participants to tell you whether they identified the indicator as more qualitative or more quantitative. Tape the indicator where participants placed it.

Debrief

Facilitator Instructions

- Field any last questions about the differences between quantitative and qualitative indicators.
- Emphasize that a strong indicator plan includes both types of indicators.

Activity Drafting an Indicator Plan

Background for Facilitator

This activity is a more advanced version of Activity 9.11: Drafting Indicators – it includes columns for tracking baseline, target, and actual data. This activity can be used for groups who are very familiar with M&E tools and intend to or currently use a logframe and indicators in their work. In order to run this activity, groups must have a completed logframe.

It could take several hours for groups to successfully assign indicators to their logframe. As an alternative, you could (1) present and discuss the Sample Indicator Plan for Objective 1 handout (15 minutes); or (2) have groups begin to fill out the Indicator Plan handout and complete it on their own time (1 hour).

Materials Needed
Indicator Practice handout; Sample Indicator Plan for Objective 1 handout; scissors; flipchart; tape

Learning Objectives
Participants are able to plan for data collection on their indicators.

Time 15 minutes – 1 hour

Facilitator Talking Points

- In this next activity, you will apply all that you have learned about indicators and will be drafting your own indicator plan.
- What are some important factors you need to keep in mind when drafting indicators? *[Facilitator note: Write responses on a flipchart – make sure the following points are covered.]*
  - An indicator tells us if we're making progress toward achieving our activity, midterm objective, or objective
  - An indicator must include a unit of measure
  - An indicator can be linked to an activity, midterm objective, or objective with the phrase "as measured by"
- To keep track of these and a few additional factors, we've developed an Indicator Plan, which can help you develop a plan for tracking high-quality indicators. *[Facilitator note: Distribute blank Indicator Plan handout (see annex).]*
  - **Indicator**: This is where you write your indicator – remember it has to have a unit of measure (e.g., % of women members in the National Dialogue)
  - **Definition**: You may need to provide additional information so that everyone is clear on what counts under this indicator and what doesn't (e.g., "women members" are women who have full participation rights in the National Dialogue – this might mean that women who are observers do not count as "women members")

- **Data source and method**: How will you collect data on this indicator? (e.g., How will you figure out how many women members there are? You might get a list of members from the government or you might survey National Dialogue members.)
- **Frequency**: How often will you collect data? Once a month? Once a year?
- **Person responsible**: It is a best practice to assign these data collection responsibilities to a specific person. When a specific person is not assigned, data collection could fall through the cracks.
- Lastly, enter the **baseline values** (the values before you started your current project) and your **target values** for year 1 (what you hope to achieve by the end of year 1). The **actual values** for year 1 will be collected at year end. You want to make sure that you set targets you can achieve.

- Let's look at a Sample Indicator Plan for Objective 1 handout. Notice that several of the activities and corresponding indicators repeat themselves. That's because our strategies are similar under each of the midterm objectives. In your plan, you can choose to repeat the activities and corresponding indicators or you may choose to put all the activities and corresponding indicators together at the end and not repeat them.

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity) and distribute a handful of blank Indicator Plan handouts per group. Explain that each group will be developing indicators for the logframe they created for their advocacy strategy. Groups can use the Sample Indicator Plan for Objective 1 handout as a guide.

Remind participants that when it comes to indicators, more is not better. Try not to track too many things; it's better to track two things well than 20 things poorly. Select your indicators carefully and think about what is realistic for your organization.

If you are only running the activity for one hour, notify participants that they will start but likely not finish their indicator plan in the time allotted.

Debrief

Discussion Questions

- What was the hardest part about drafting indicators?
- For those who have drafted indicators before, did this process make it easier to identify relevant indicators?

Activity Data Collection Tools

Background for Facilitator

This activity introduces Step 3 in the M&E system – developing data collection tools. While this is an important component of an M&E system, it is also an intuitive step, which is why it is included in the 'more time' section. This activity is ideal for trainings that have a specific on M&E and with groups who intend to or currently use a full M&E system in their work.

Materials Needed

Data Collection Tools hand-out; Objective 1 Logframe handout; Data Collection Tool Planning Guide handout; flipchart; markers

Learning Objectives

Participants are able to describe the type of tools that can be used to collect data and design a data collection form.

Time 65-90 minutes

Facilitator Talking Points

- In order to ensure that data is collected, you need to create data collection tools for each of your indicators. The type of tools will depend on each of your indicators. These tools can include activity reports, observation forms, surveys, or matrices.

DATA COLLECTION TOOL	WHAT IS IT?	WHEN SHOULD YOU USE IT?
Activity Reports	A summary of an activity carried out by the advocacy team. It includes information about who participated in the activity, a general debrief of discussion points made, and potential next steps.	Reporting on meetings Reporting on trainings Ideal for activity-tracking
Observation Forms	A tally or checklist of different actions that were taken.	Describe ways individuals participated Compare amount of participation by specific individuals Track whether specific actions were taken in a meeting
Surveys	A series of open-ended, closed-ended, and rating/ranking questions.	Soliciting opinions Documenting experience Documenting perceptions Documenting personal feelings/attitudes One-on-one time is available
Matrices	To breakdown complicated concepts and requirements by listing criteria and describing various levels of quality from excellent to poor.	When you would like to define and evaluate a complicated concepts such as the criteria for drafting "gender-responsive policy"

- *[Facilitator note: Distribute Data Collection Tools handout (see annex) and Objective 1 Logframe handout, if needed.]*
  - Look at page 1 (Form A) of the handout. Which type of data collection tool is this? [Activity report]
  - When would you use a tool like this? [To track advocacy meetings with policymakers]
  - To which indicator(s) in Objective 1 does this tool relate? [policymaker meetings, recommendations distributed, list of women candidates distributed]
  - Who would be filling out this tool? [team members]
  - Is it clear what the person completing this form needs to do and when?
  - Do any of you already have a tool like this in place?
  - How does this compare to the tools you already have?
  - What would you change about the tool?
- Now let's consider a second data collection tool on page 2.
  - Which type of data collection tool is this? [Observation form]
  - When would you use a tool like this? [During mediation sessions observed by the observer group]
  - To which indicator(s) in Objective 1 does this tool relate? % of individuals attending peace negotiation sessions who are women, % of women attending mediation session who actively participate
  - Who would be filling out this tool? [member of the civil society observer group]
  - Is it clear what the person completing this form needs to do and when?
  - Do any of you already have a tool like this in place?
  - How does this compare to the tools you already have?
  - What would you change about the tool?

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity) and provide participants with two copies of the Data Collection Tool Planning Guide handout (see annex).

Have each group identify an event or indicator for which they need to collect data after consulting their indicator plan.

Explain that they will use the Data Collection Tool Planning Guide to identify what information they need gather in their data collection. Once they complete the guide, each group will design a data collection tool on a separate piece of paper.

If time allows, have the groups develop a data collection tool for one outcome-level indicator (objective, midterm objective) and one output-level indicator (activity).

Debrief

Discussion Questions

- Was it difficult/easy to develop your data collection tool? What was the most challenging part?
- Could your data collection tool be used to also collect information on another indicator?
- Is this something your team members would take the time to fill out after every meeting?

Facilitator Talking Points

- One of the hardest parts of data collection is making sure that the tools are actually used by team members, so it's helpful if you can design one form that can serve multiple data collection purposes.

Activity Data Management Tools

Background for Facilitator

This activity introduces Step 4 in the M&E system – developing data storage tools. While this is an important component of an M&E system, it is also an intuitive step, which is why it is included in the More Time section. This activity is ideal for trainings that have specific learning outcomes related to M&E and with groups who intend to or currently use a full M&E system in their work.

Materials Needed
Data Management Spreadsheet handout; grid paper; tape; presentation slides

Learning Objectives
Participants are able to describe the type of tools that can be used to manage data and design a data management form.

Time 65-90 minutes

Facilitator Talking Points

- Once data is collected using the data collection tools, you will need a way to organize, compile, and access the information in one place. In other words, you need a data management tool or system that will serve as a central storage location for all your data.
- There are two primary data management tools:
  - **Spreadsheets**: A spreadsheet is a table in which data is arranged in rows and columns on a grid. You can draw a spreadsheet on a piece of paper or you can design one on a computer. With an electronic version, the data entered on the grid can be manipulated and used in calculations.
  - **Database**: A database is an electronic method for entering and storing information in a computer. A database is better than a spreadsheet because you can enter data by using a simple form (similar to the data collection tools we discussed earlier). Through a database, you can also create reports with the click of a button. Although databases are the gold standard for data management, they are also very labor-intensive and cannot be quickly or easily created. For that reason, we are going focus on creating a spreadsheet to store your data.
- *[Facilitator note: Distribute Data Management Spreadsheet handout (see annex) and ask participants to pull out their Data Collection Tools handouts.]*
  - How does the information on this spreadsheet relate to the advocacy meetings form? [It has some of the same fields]
  - To which indicator does this relate? [Meetings with policymakers; recommendations distributed; list of qualified individuals distributed]
  - When would you use a tool like this? [To track advocacy meetings with policymakers]
  - What other tools may you need to store your data in addition to this spreadsheet? [Folders in which to save scanned reporting forms, Folders in which to save additional notes]
  - Do any of you have anything already set up like this?

Instructions

Divide participants into small groups (3-4 persons per group, same groups as the previous activity) and provide participants with grid paper.

Explain to participants that they will look at the data collection tools they previously drafted, and draft the fields that they would like to include in a data management sheet. They can tape sheets together if they need additional room.

Remind them that a data sheet should ideally hold data for more than one indicator.

Debrief

Discussion Questions

- Was it difficult/easy to develop a spreadsheet? What was the most challenging part?
- Is this something you would use? Would your team members would take the time to fill it out after every meeting?

ANNEX

Logframe Races

____ The country’s peace process is sustainable and successful

____ Women are effectively engaged in the National Dialogue

____ Women members of the National Dialogue provide recommendations during National Dialogue sessions

____ All structures in the National Dialogue include women

____ Meetings with policymakers are held

____ Recommendations are drafted

____ Lists of qualified women are distributed

____"Why women" research is distributed

____ Strategic meetings with women members and leaders in the National Dialogue members are held

____ Training for women members of the National Dialogue are held

Developing Your Logframe

Components of a logframe

- **Goals**: Consider the goal that you have identified for your advocacy strategy. Your goal is the wider aim to which your advocacy strategy will contribute. Your goal should be something that you cannot accomplish alone; it requires the work of many other actors to achieve.
- **Objectives**: Now consider the advocacy objectives you defined for developing recommendations. An objective is the highest level change that you can expect to achieve within the span of your current project. Note: The objectives you drafted may be a midterm objectives if they do not represent the highest level of change you expect to achieve in your project.
- **Midterm objectives**: Changes in advocacy targets (policymakers, civil society) that need to take place to achieve the objective. Midterm objectives represent what must happen in order for the objectives to happen.
- **Activities**: Activities are the actions that your organization or platform are going to take. These include your tactics (e.g., advocacy meetings, working with policymakers, boycotts/strikes, demonstrations/protests). You may want to consider grouping your activities together into categories like "advocacy meetings", "convenings", "policy recommendations", "trainings/workshops", etc. This will make it easier to place them into your logframe.

Note: You may also consider how your **action plan** aligns with your logframe. In a perfect world, the activities and tactics listed in your action plan should be the same as the activities in the logframe. And also consider how your **recommendations** can complement your logframe. In a perfect world, your recommendations should feed into your midterm objectives and objectives.

Testing your logframe

In order to check that your logframe is logical and stands together, you can make if-then statements to move from one level to the next, from the bottom up. For example:

- **IF** your organization [completes the activities], **THEN** you will help ensure [the midterm objective is achieved].
- And **IF** [all of the midterm objectives are achieved], **THEN** [the objective will be achieved].
- And **IF** [all of the objectives are achieved], **THEN** your organization will have contributed to [the goal].

You want to make sure that your if-then statements hold from each level to the next. If something is missing in order to move up to the next level, you need to add it. If something is not necessary to reach the next level, then remove it.

Identifying Indicators

Instructions: Read through the indicators below and identify them as either "indicators" or "non-indicators" by placing an X in the relevant column.

		INDICATOR	NON-INDICATOR
1	Percentage of women who are members of party delegations.		
2	Observer group is established.		
3	Women actively participate in negotiations.		
4	Percentage of women in negotiations who make at least 3 statements.		
5	Peace agreement is drafted.		
6	Scaled score (1 to 5) for the degree to which the draft peace agreement includes women's priorities.		
7	Number of negotiation meetings where observer group is present.		
8	Warring parties uphold the peace agreement.		

Indicator Practice

Degree to which women feel they have influence over the priorities of the National Dialogue
% of women in the National Dialogue structures
# of meetings with policymakers
# of policymakers met
# of recommendations drafted
# of individuals to whom recommendations are submitted
# of women identified to be on the list

# of individuals to whom lists are distributed
# of individuals who receive a copy of the research
# of recommendations made by women members during National Dialogue sessions
# of recommendations made by women members in the National Dialogue that are implemented
# of strategic meetings held with women members and National Dialogue leadership
# of women attending strategic meetings
# of trainings held for women members of the National Dialogue
# of women attending trainings for women members of the National Dialogue

Objective 2 Logframe

GOAL | The country's peace process is sustainable and successful

OBJECTIVE 2 | Women are effectively engaged in the National Dialogue

MIDTERM OBJECTIVE 2.1
All structures in the National Dialogue include women

ACTIVITY 2.1.1
Meetings with policymakers are held

ACTIVITY 2.1.2
Recommendations are drafted

ACTIVITY 2.1.3
Lists of qualified women are distributed

ACTIVITY 2.1.4
"Why women" research is distributed

MIDTERM OBJECTIVE 2.2
Women members of the National Dialogue provide recommendations during National Dialogue sessions

ACTIVITY 2.2.1
Strategic meetings with women members and National Dialogue leadership are held

ACTIVITY 2.2.2
Trainings for women members of the National Dialogue are held

Indicator Planning Tool Template

GOAL, OBJECTIVE, MIDTERM OBJECTIVE, OR ACTIVITY Which goal, objective, midterm objective or activity will this indicator measure?	**INDICATOR** What is the indicator? Remember it must include a unit of measure!	**DEFINITION** Is there any additional information needed to clarify what your indicator is measuring?	**DATA SOURCE AND METHOD** How will you collect the data for this indicator? Using a survey? Desk research?	**FREQUENCY** How often will you collect this data?	**PERSON RESPONSIBLE** Who will be responsible for collecting this data?

Objective 1 Logframe

GOAL | The country's peace process is sustainable and successful

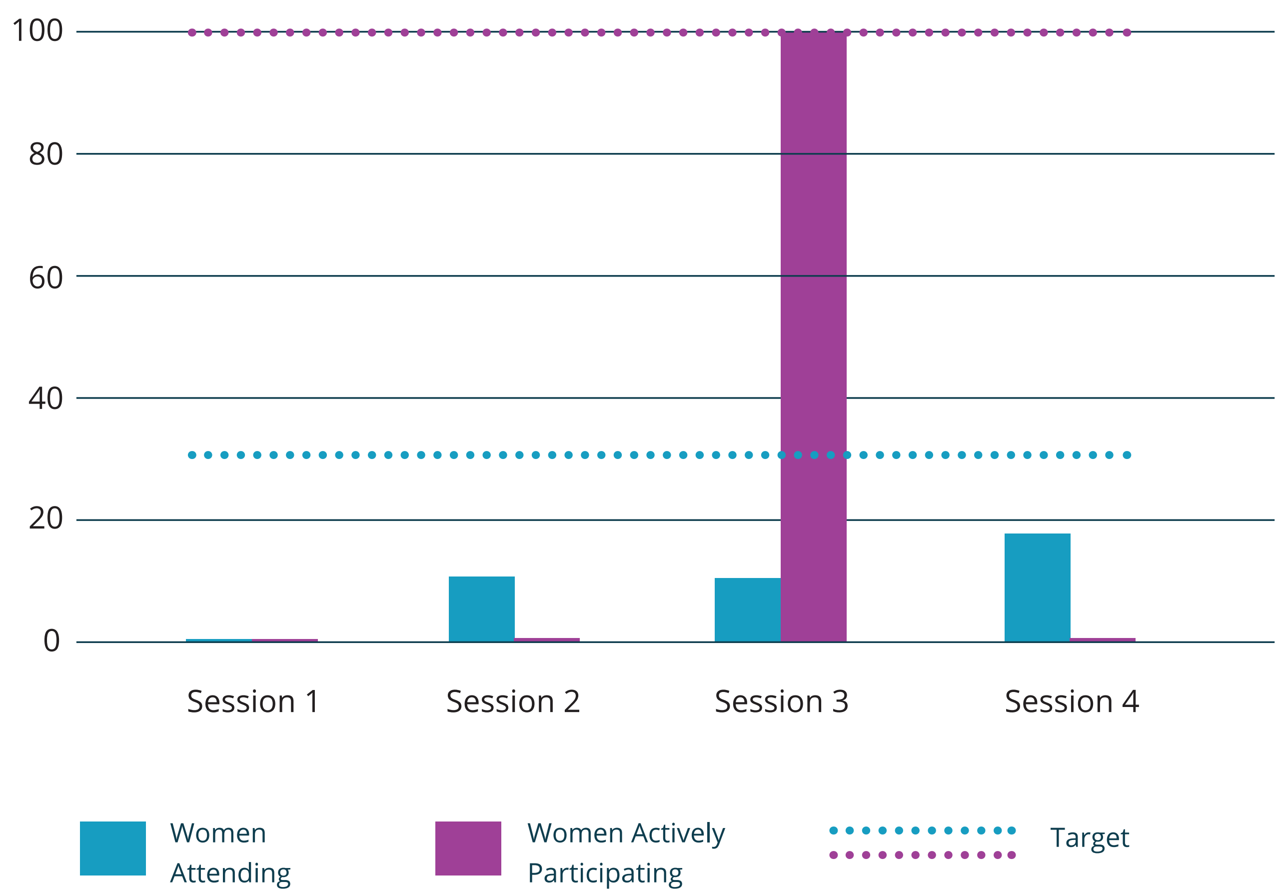
OBJECTIVE 1 | Women and civil society are effectively engaged in peace negotiations

MIDTERM OBJECTIVE 1.1 Civil society group (50% women) is granted observer status in the peace negotiations	**MIDTERM OBJECTIVE 1.2** Advisory group with 50% women is establised to support the mediator	**MIDTERM OBJECTIVE 1.3** A gender advisor who advocates for inclusion is hired by the mediator
ACTIVITY 1.1.1 Meetings with policymakers are held	**ACTIVITY 1.2.1** Meetings with policymakers are held	**ACTIVITY 1.3.1** Meetings with policymakers are held
ACTIVITY 1.1.2 Recommendations are drafted	**ACTIVITY 1.2.2** Recommendations are drafted	**ACTIVITY 1.3.2** Recommendations are drafted
ACTIVITY 1.1.3 Civil society convenings are held	**ACTIVITY 1.2.3** Civil society convenings are held	**ACTIVITY 1.3.3** List of qualified individuals are distributed

Data Report

OBJECTIVE 1 Women and civil society are effectively engaged in peace negotiations				
OBJECTIVE 1	**INDICATOR 1**		**INDICATOR 2**	
Women and civil society are effectively engaged in peace negotiations	% of individuals attending peace negotiation sessions who are women		% of women attending peace negotiation sessions who actively participate	
Session 1	0 of 10	0%	Not applicable	
Session 2	1 of 10	10%	0 of 1	0%
Session 3	1 of 10	10%	1 of 1	100%
Session 4	2 of 11	18%	0 of 2	0%
TARGET		30%		100%

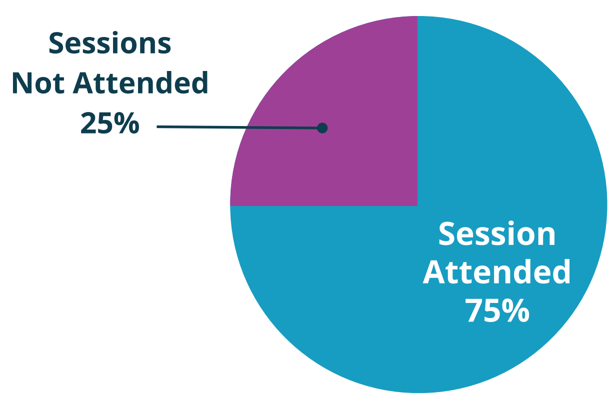
Women's Engagement in Peace Negotiation Sessions



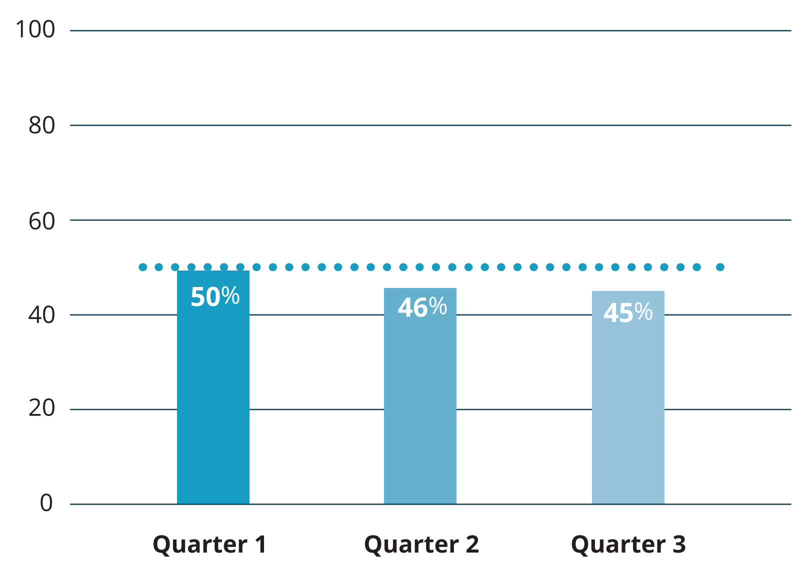
OBJECTIVE 1 Women and civil society are effectively engaged in peace negotiations

MIDTERM OBJECTIVE 1.1	INDICATOR 1		INDICATOR 2		
Civil society group (50% women) is granted observer status in the peace negotiations	% of peace negotiation sessions that observer group attends		% of women in observer group		
	3 of 4	75%	Q1 (Jan-Mar)	6 of 12	50%
			Q2 (Apr-Jun)	5 of 11	46%
			Q3 (Jul-Sept)	5 of 11	46%
TARGET		100%			50%

Peace Negotiation Sessions Attended by Observer Group

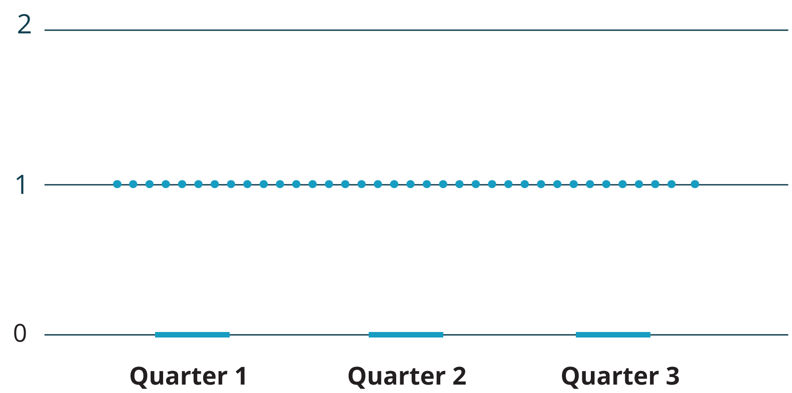


% Women in Observer Group

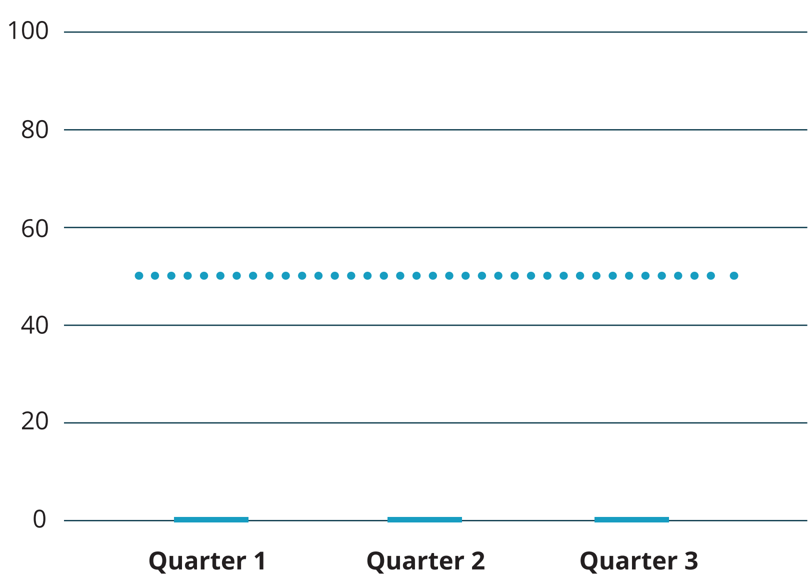


OBJECTIVE 1 Women and civil society are effectively engaged in peace negotiations			
MIDTERM OBJECTIVE 1.3	**INDICATOR 1**	**INDICATOR 2**	
A gender advisor who advocates for inclusion is hired by the mediator	# of gender advisors hired by mediator	% of candidates from suggested list of qualified individuals who are interviewed	
Quarter 1	0	0 of 10	0%
Quarter 2	0	0 of 10	0%
Quarter 3	0	0 of 10	0%
TARGET	1		50%

Number of Gender Advisors Hired

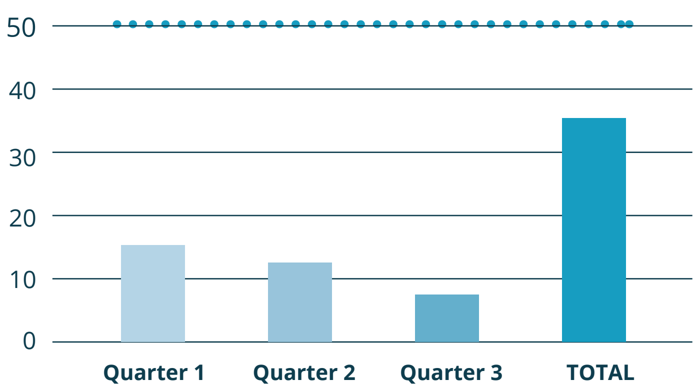


% Candidates on List Interviewed

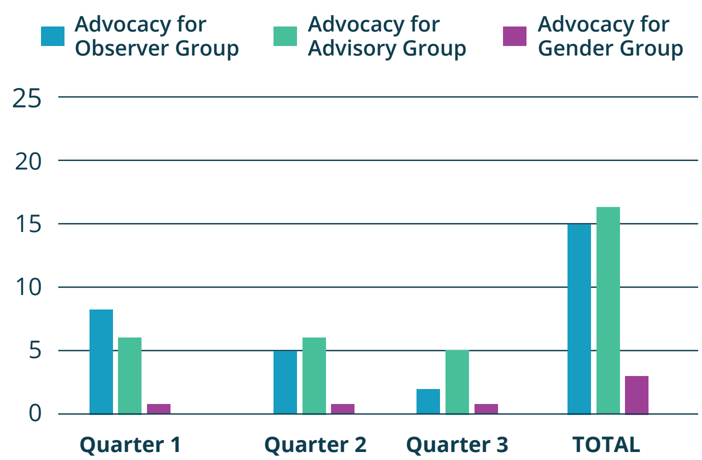


OBJECTIVE 1 Women and civil society are effectively engaged in peace negotiations		
ACTIVITY 1.1.1	**INDICATOR 1**	**INDICATOR 2**
Meetings with policymakers held	# of meetings with policymakers	# of policymakers met
	44	24
TARGET	50	30

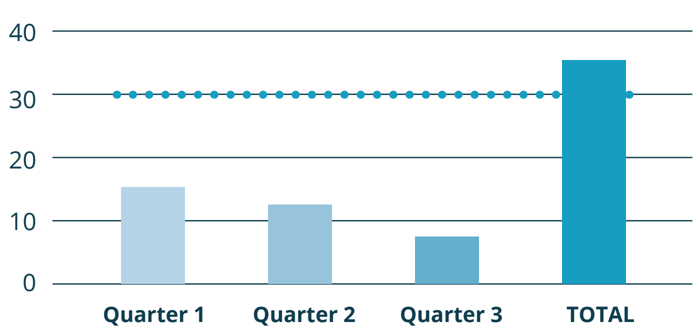
Number of Meetings with Policymakers



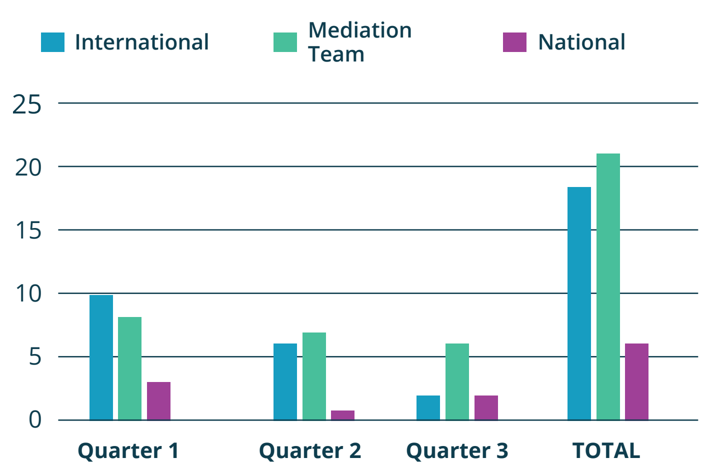
Breakdown of Meetings with Policymakers



Number of Policymakers Met



Breakdown of Policymakers Met



Reflection Session Guide

Persons Present

Date

What were the activities of this quarter?

How did the activities influence individuals, groups, or institutions to change (if applicable)?	**What is your source of evidence?**

Have there been any unexpected results – either positive or negative?

Did any major factors or conditions change since last quarter?	**How did these changes affect the work?**

What opportunities and risks do you foresee <u>the operating environment</u> for the next reporting period?

Which partnerships were challenging this quarter and why?
Which partnerships were more effective this quarter and why?

Which strategies and/or activities were most effective? Please specify why.

What would you have done differently? Please specify why.

Has any issue come up that you'd like to understand/investigate in greater depth?

Mock Reflection Session - Facilitator Guide

KEY QUESTIONS	ANSWERS
In terms of objective (helping women engage in mediation efforts), what happened to the percentage of women attending mediation sessions over time?	Rose from 0 to 18%
Did we do anything to help contribute to this increase?	Yes, we held a significant number of policy meetings with policymakers. It seems that this strategy was effective.
How many more women participated each time?	1 woman participated in the second and third sessions and 2 women participated in the fourth.
Are there any changes in the level of women's active participation?	Yes, the woman who participated in the second and third sessions did not participate in the second session, but did participate in the third session. None of the women participated in the 4th session.
Looking through the other data tables, is there anything there that points to something that we may have done to affect these changes in participation?	Yes, we offered the woman technical assistance to prepare for the mediation sessions. This means we should be helping women prepare for the mediation sessions because it appears to be helping.
Is there any data that can tell us why the women didn't participate in session 4?	No, there isn't. This means this is something we need to investigate.
In terms of Midterm Objective 1.1, which seeks to establish a civil society observer group. What does the data tell us? Was an observer group established?	Yes, an observer group has been present in 3 of the 4 mediation session.
Looking through the other data tables, is there any data that can tell us whether we did anything to enable this establishment of the observer group?	Yes, we held advocacy meetings to advocate to policymakers for the establishment of this group. This suggests that our strategy worked!
How are we doing in terms of ensuring that the observer group is made up of 50% women?	We are close. We started with 50% women, but it looks like one of the women has not been attending since originally 6 of the 12 were women, and now only 5 of 11 were women. This means that we need to reach out to that one woman and ask how we can help her.
How are we doing in terms of Midterm Objective 1.3: having the mediating body hire a gender advisor?	Nothing has been accomplished here. No advisory has been hired and no one has even been interviewed.
Have we done anything to help hire the gender advisor?	Yes, we have held some advocacy meetings with policymakers but they are very limited. We may need to hold more meetings. We held significantly fewer advocacy meetings on hiring the gender advisory than we did on getting women to participate in the mediation sessions and getting the observer group established.

Theory of Change Puzzle 1

STEPS

THEN Girls have time to attend school

Objective: Decrease rates of early marriage for young girls

THEN Girls do not have to walk long distances to get water

THEN Literacy rate for girls Improve

THEN Girls attend school

THEN NGOs build wells that are accessible to girls

ASSUMPTIONS

Assumption: Girls want to attend school and were not attending because they didn't have time

Assumption: Girls will use the new wells

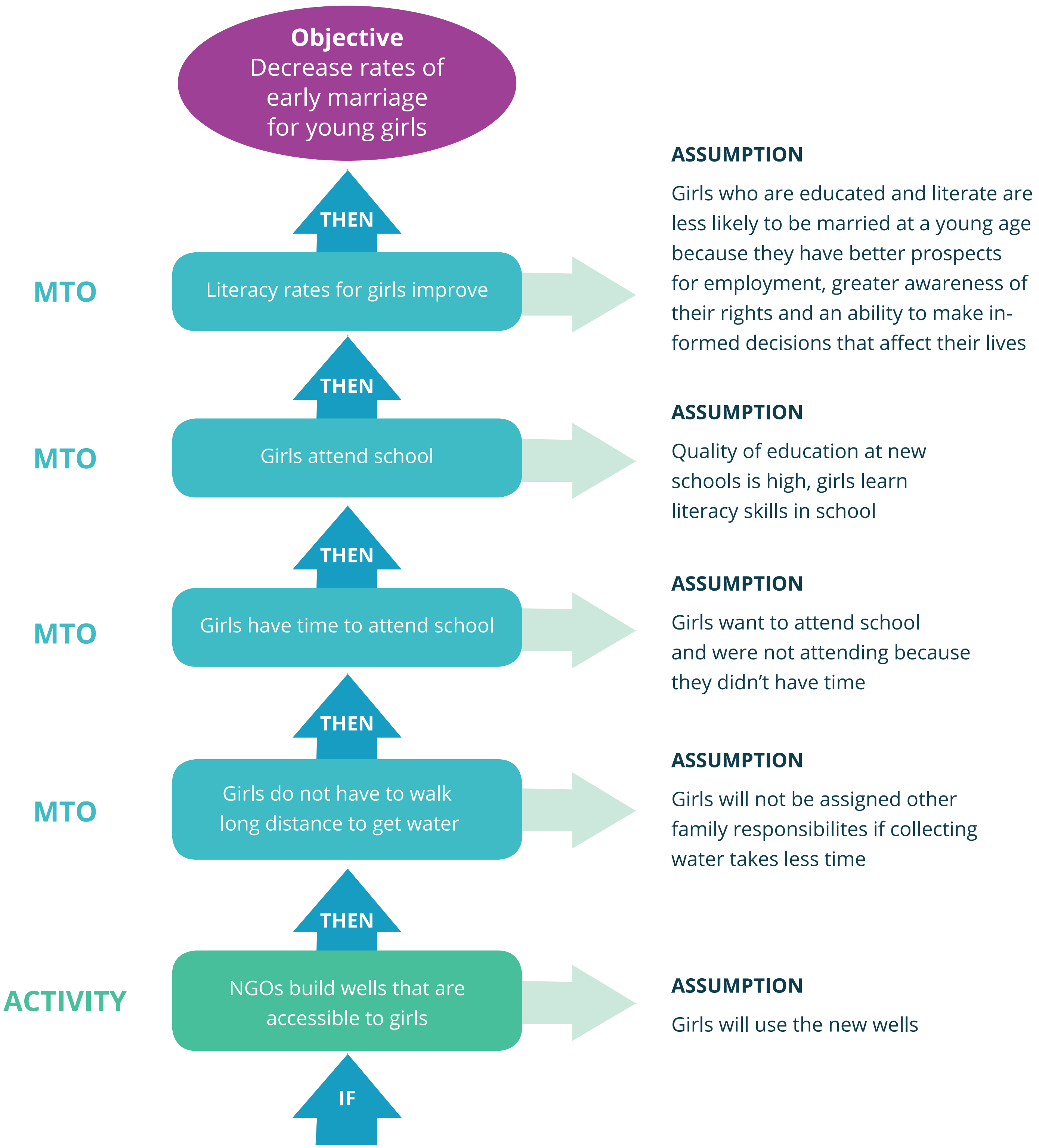
Assumption: Quality of education at new schools is high; girls learn literacy skills in school

Assumption: Girls who are educated and literate are less likely to be married at a young age because they have better prospects for employment, greater awareness of their rights, and an ability to make informed decisions that affect their lives

Assumption: Girls will not be assigned other family responsibilities if collecting water takes less time

Answer Key

Theory of Change Puzzle 1



Theory of Change Puzzle 2

STEPS

THEN

Women leaders attend trainings in conflict transformation, leadership, and advocacy

Objective: Peace process is more inclusive

THEN

Women leaders advocate to policymakers about the importance of inclusion in the peace process

THEN

Women leaders organize platforms for advocacy and build advocacy strategies

THEN

Policymakers fund programs and change policies in favor of inclusion

ASSUMPTIONS

Assumption: Women leaders' mobilization and strategy will help them gain access to policymakers

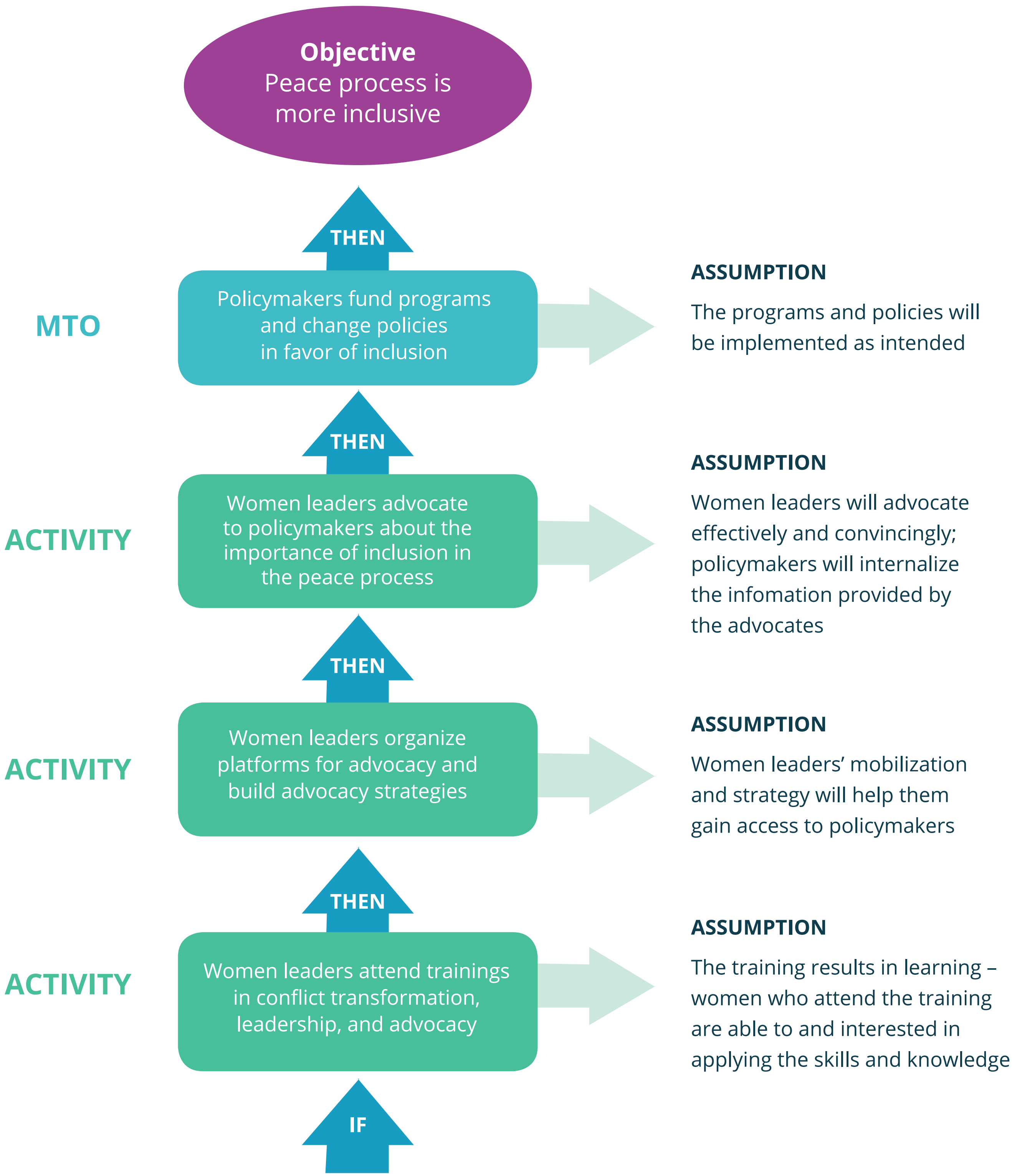
Assumption: The programs and policies will be implemented as intended

Assumption: The training results in learning - women who attend the training are able to and interested in applying the skills and knowledge

Assumption: Women leaders will advocate effectively and convincingly; policymakers will internalize the information provided by the advocates

Answer Key

Theory of Change Puzzle 2



Indicator Plan

INDICATOR	DEFINITION	DATA SOURCE AND METHOD	FREQUENCY	PERSON RESPONSIBLE	Base line	Target Y1	Target Y2
OBJECTIVE 1							

Sample Indicator Plan for Objective 1

INDICATOR	DEFINITION	DATA SOURCE AND METHOD	FREQUENCY	PERSON RESPONSIBLE	Base line	Target Y1	Target Y2
OBJECTIVE 1 WOMEN AND CIVIL SOCIETY ARE EFFECTIVELY ENGAGED IN PEACE NEGOTIATIONS							
% of individuals attending peace negotiation sessions who are women	"Peace negotiation sessions" are any closed-door meetings that include the government, opposition groups, and a mediator. The goal of the "peace negotiation session" must be to find compromise on issues of tension in order to move the peace agreement or national dialogue forward.	If the observer group is established, observer group members will capture the data during the peace negotiation sessions. If no observer group is established, relationships will need to be forged with the mediator in order to gather the data.	At every peace negotiation session	Person attending peace negotiation session	8%	30%	TBD
% of women attending peace negotiation sessions who actively participate	"Actively participate" will be defined as "Making recommendation" "Offering her opinion" "Disagreeing with someone" "Agreeing with someone" "Mentioning women's needs and priorities" "Mentioning her work"	If the observer group is established, observer group members will capture the data during the peace negotiation sessions. If no observer group is established, relationships will need to be forged with the mediator in order to gather the data. Data collectors will use a form labeled with each attending woman's name to track their types of participation.	At every peace negotiation session	Person attending peace negotiation session	25%	100%	TBD

Midterm Objective 1.1: Civil society group (50% women) is granted observer status in the peace negotiations							
# of peace negotiation sessions that observer group attends	"Peace negotiation sessions" are any closed-door meetings that include the government, opposition groups, and a mediator. The goal of the "peace negotiation session" must be to find compromise on issues of tension in order to move the peace agreement or national dialogue forward. "Attends" means that at least 2 members of the civil society observer group are allowed to attend.	The observer group will log their attendance and submit and save all data collection forms as evidence of their attendance.	At every peace negotiation session	Person attending peace negotiation session	0%	100%	TBD
% of women in observer group	In order to count, women must be formally invited and have formally accepted an invitation to be a member of the civil society group. In order to count the woman must also be an active member of the observer group, which means they have attended at least every 2 of 3 observer group meetings.	Formal membership list of the observer group. Meeting minutes to determine active attendance and participation.	Every 3 months	Observer group president	N/A	50%	TBD
Activity 1.1.1: Meetings with policymakers are held							
# of meetings with policymakers	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	50	TBD
# of policymakers met	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	30	TBD

Activity 1.1.2: Recommendations are drafted							
# of sets of recommendations drafted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take.	Team members will save different sets of recommendations in a folder and log them in a sheet.	After each recommendation is completed	Team members	0	5	TBD
# of individuals to whom sets of recommendations are submitted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take. "Individuals" can be anyone who has some degree of influence in bringing about the recommendations.	Log of names to whom the recommendations are delivered.	After each submission	Team members	0	30	TBD
Activity 1.1.3: Civil society convenings are held							
# of civil society convenings	"Convenings" refer to meetings with civil society groups to discuss 1) the structure of the civil society observer group, 2) the objectives and mission of the civil society group, 3) the stated activities of the civil society group, 4) strategy for advocating for the civil society group	Convening minutes	After each convening	Team members	0	12	TBD
# of civil society members attending convenings	"Convenings" refer to meetings with civil society groups to discuss 1) the structure of the civil society observer group, 2) the objectives and mission of the civil society group, 3) the stated activities of the civil society group, 4) strategy for advocating for the civil society group	Convening minutes and sign-in sheets	After each convening	Team members	0	25	TBD

Midterm Objective 1.2: Advisory group with 50% women is established to support the mediator							
# of meetings advisory group holds with mediator	In order to count, meetings must be held specifically to either: 1) Update the advisory group on new information 2) Ask for advice from the advisory group on ideas, recommendations, priorities, or input on the mediation process.	Minutes for meetings between mediator and the advisory group.	Every advisory group and mediator meeting	Advisory group secretary	0	12	TBD
% of women in advisory group	In order to count, women must be formally invited and have formally accepted an invitation to be a member of the advisory group. In order to count the woman must also be an active member of the group, which means they have attended at least every 2 of 3 meetings (both internal and with the mediating body).	Formal advisory group membership list. Meeting minutes to determine active attendance and participation	Every 3 months	Advisory group president	N/A	50%	TBD
Activity 1.2.1: Meetings with policymakers are held							
# of meetings with policymakers	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	50	TBD
# of policymakers met	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	30	TBD

Activity 1.2.2: Recommendations are drafted							
# of sets of recommendations drafted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take.	Team members will save different sets of recommendations in a folder and log them in a sheet.	After each recommendation is completed	Team members	0	5	TBD
# of individuals to whom sets of recommendations are submitted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take. "Individuals" can be anyone who has some degree of influence in bringing about the recommendations.	Log of names to whom the recommendations are delivered.	After each submission	Team members	0	30	TBD
Activity 1.2.3: Civil society convenings are held							
# of civil society convenings	"Convenings" refer to meetings with civil society groups to discuss 1) the structure of the civil society observer group, 2) the objectives and mission of the civil society group, 3) the stated activities of the civil society group, 4) strategy for advocating for the civil society group.	Convening minutes	After each convening	Team members	0	12	TBD
# of civil society members attending convenings	"Convenings" refer to meetings with civil society groups to discuss 1) the structure of the civil society observer group, 2) the objectives and mission of the civil society group, 3) the stated activities of the civil society group, 4) strategy for advocating for the civil society group.	Convening minutes and sign-in sheets	After each convening	Team members	0	25	TBD

Midterm Objective 1.3: A gender advisor who advocates for inclusion is hired by the mediator							
# of gender advisors hired by the mediating body	"Hired" means the gender advisor signs a contract with mediating body for at least one year.	Mediator's staff	Annual	Team lead	0	1	TBD
% of candidates from suggested list who are interviewed	"Interviewed" refers to anyone who is interviewed either on the phone, in person, or via Skype for the position for gender advisor.	Mediator's staff Women on candidate list	Monthly	Team members	0%	50%	TBD
Activity 1.3.1: Meetings with policymakers are held							
# of meetings with policymakers	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	50	TBD
# of policymakers met	In order to count, the meeting with the policymaker be focused on women's inclusion in the peace process.	Team members will log the meeting and report a short summary of the outcomes.	After every meeting	Team members	0	30	TBD
Activity 1.3.2: Recommendations are drafted							
# of sets of recom-mendations drafted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take.	Team members will save different sets of recom-mendations in a folder and log them in a sheet.	After each recommenda-tion is completed	Team members	0	5	TBD
# of individuals to whom sets of recommendations are submitted	"Recommendations" are formal sets of actions that the advocacy team would like policymakers at various levels to take. "Individuals" can be anyone who has some degree of influence in bringing about the recommendations.	Log of names to whom the recommendations are delivered.	After each submission	Team members	0	30	TBD

Activity 1.3.3: Lists of qualified individuals are distributed							
# of individuals identified to be on list	In order to be on the list, women must demonstrate: 1) a passion for women's leadership, women's rights, or women's empowerment, and 2) prominence within her field.	Log of names and resumes.	Every 2 months	Team members	0	15	TBD
# of individuals to whom lists are distributed	"Individuals" can be anyone who has some degree of influence in advocating for a gender advisor.	Log of names to whom the list is delivered.	After each submission	Team members	0	30	TBD

Data Collection Tools

FORM A – ADVOCACY MEETINGS WITH POLICYMAKERS   FORM ID: ___________

This form must be completed after each meeting.
When completed, please email to [designated M&E staff person].

GENERAL DATA
Date of meeting
Type of interaction ☐ in person ☐ phone ☐ email
Place of meeting
Names and titles of policymakers present Name 1 Title 1 Name 2 Title 2 Name 3 Title 3
Names of our staff present
Meeting objective/purpose
Were materials distributed? ☐ yes ☐ no
Title and quantity of materials distributed Title Quantity Title Quantity
MEETING SUMMARY Please briefly summarize the meeting and whether the objective was reached.
POLICYMAKER ACTION
Did the policymaker(s) agree to specific action? ☐ yes ☐ no If yes, please describe:

FORM B – PEACE NEGOTIATION SESSION OBSERVATION   FORM ID: ___________

This form must be completed by at least two observer group members during peace negotiation sessions. The form must then be submitted to [designated person] within 2 business days. Scans of the form are also acceptable.

GENERAL DATA
Name of observer
Date of peace negotiation session
Place of peace negotiation session
Full names of persons present
Number of women present
Number of men present
Session objective
Was the session objective met? ___ yes ___no

FORM B CONTINUED – PEACE NEGOTIATION SESSION OBSERVATION FORM ID: ___________

At the top, enter the names of the persons present. As the session continues, tally the type of participation each participant makes when s/he speaks. Each communication can count under multiple points.

PARTICIPATION TRACKING

Full names of persons present	Spoke (general category, if no other categories fit)	Asked a question	Mentioned the priorities of women	Pushed to include the priorities of women

Data Collection Tool Planning Guide

Indicator

For which indicator will you be drafting a tool?

What is the indicator's definition?

Copy the indicator definition from your indicator plan

Are there other indicators for which you can collect at the same time?

Are there particular events in which you will need to use the tool?

What type of tool will you need?

Activity report / Observation form / Survey / Matrix

What key data points will you need?

Data Management Spreadsheet

Sheet 1: For advocacy meetings

ID	DATE OF MEETING	TYPE OF INTERACTION	PLACE OF MEETING	POLICYMAKER 1 NAME (& TITLE)	POLICYMAKER 2 NAME (& TITLE)	NAMES OF OUR STAFF PRESENT	MEETING OBJECTIVE /PURPOSE	WERE MATERIALS DISTRIBUTED? (TITLE AND #)	MEETING SUMMARY	POLICYMAKER AGREED TO A SPECIFIC ACTION?
SUMMARY DATA | # of meetings: 2 | Number of policymakers met: 3 | Number of meetings in which policmaker agrees to take action: 1										
AM1	10-Jan-16	Phone	Phone	Hassan Haddy (Opposition group leader)		Imane Bouzidi Khadija Boumadi Hind Lounaitre Houda El Drisi	To discuss reasons for impasse with government negotiators and advocate for women's inclusion in the negotia-tions	List of opposition women leaders who can assist in negotiation, 1 copy	Mr. Haddy told us about the most recent developments in the nego-tiation. In particular, he focused on the fact that the government is now backing out of specific points that it had previously agreed to on security sector reform. We explained that any reforms must support and address the needs of women and men members of the opposition. We presented Mr. Haddy with a list of women opposition leaders who we believe should join the opposition negoti-ation delegation. He agreed that more women should be included, but also noted that women some-times are not able to participate for security or family reasons. He said we would speak to the top three women listed.	Yes
AM2	22-Jan-15	In person	Ministry of Women's Affairs	Majda Kabaj (Minister of Women's Affairs)	Fatima Khateeb (Assistant to the Minister of Women's Affairs)	Imane Bouzidi Siham Rabi Hind Lounait Houda El Drisi Najat Kamil	To understand the Ministry's position on the inclusion of women	Recommendations for the Inclusion of Women and Civil Society in the Mediations (originally submitted to the mediating body), 2 copies	Ms. Kabaj noted that as a member of the government, her ministry must comply with government decisions. She has mentioned to the president and other officials involved in the negotiation that there is a need to involve more women in the delegation. She shared with us a list of notable women that are qualified to join the delegation. To date only one of the women was approached about potential participation, but was not selected.	No

Sheet 2: General Peace Negotiation Session Information

ID	OBSERVER NAME	DATE OF SESSION	# OF PARTICIPANTS	# OF WOMEN PRESENT	# OF MEN PRESENT	SESSION OBJECTIVE	SESSION OBJECTIVE MET?	GOVERNMENT REPRESENTATIVES (NAMES)	OPPOSITION REPRESENTATIVES (NAMES)	MEDIATOR REPRESENTATIVES (NAMES)	LINK TO SCANNED MEDIATION SESSION FORM	LINK TO OTHER DOCS
SUMMARY DATA | Total Women: 2												
O1	Hind Lounait	15-Mar-16	10	1	9	To determine specifics for a transitional government, regarding the judiciary	No	Marwane Sassi; Khalid Cham; Nabil Saliba; Omar Khouri	Aziz Masih; Kamal Assaf; Amina Salib (F); Mohamed Sarkis	Othmane Sayegh; Mustafa Abadi	Observation Form 1	
O2	Hind Lounait	24-Apr-16	11	2	9	To determine specifics for a transitional government, regarding the judiciary	Yes	Marwane Sassi; Omar Khouri; Khalid Cham; Nabil Saliba; Nadia Baz (F)	Aziz Masih; Kamal Assaf; Amina Salib (F); Mohamed Sarkis	Othmane Sayegh; Mustafa Abadi	Observation Form 2	

Sheet 3: General Peace Negotiation Session Information

	PEACE NEGOTIATION SESSION 1				PEACE NEGOTIATION SESSION 2				PEACE NEGOTIATION SESSION 3			
	Spoke	Asked Question	Mentioned Women's Priorities	Pushed for Women's Priorities	Spoke	Asked Question	Mentioned Women's Priorities	Pushed for Women's Priorities	Spoke	Asked Question	Mentioned Women's Priorities	Pushed for Women's Priorities
NAME	**70**	**5**	**2**	**0**	**68**	**7**	**6**	**2**				
Amina Salib	0	0	0	0	2	0	1	1				
Aziz Masih	7	0	0	0	8	0	1	1				
Kamal Assaf	8	0	0	0	9	1	1	0				
Khalid Cham	15	0	1		3	0	0	0				
Marwane Sassi	12	0	1	0	16	3	1	0				
Mohamed Sarkis	1	1	0	0	2	0	0	0				
Mustafa Abadi	8	3	0	0	5	1	0	0				
Nabil Saliba	2	0	0	0	2	0	1	0				
Nadia Baz	NA	NA	NA	NA	0	0	0	0				
Omar Khouri	3	1	0	0	11	0	1	0				
Othmane Sayegh	14	0	0	0	10	2	0	0				

Inclusive Security
1615 M Street NW, Suite 850
Washington, DC 20036
202.403.2000
inclusivesecurity.org