

An M&E Strategy
The project:
Improving Women's Social and Legal Environment in Zambia
A holistic rights-based approach
2009-2012

CODA International
Women and Law in Southern Africa (Zambia)

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The reader can find more thorough and detailed material about the methodologies and approaches mentioned in this report at www.petersigsgaard.dk

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Abbreviations and References

CB	Capacity Building
CODA International	Community Development and Action International
Comic Relief	British granting organisation
GBV	Gender Based Violence
LADA	Law and Development Association
M&E	Monitoring and Evaluation
MS	Mellemfolkeligt Samvirke = Danish Association for International Co-operation
MSC	Most Significant Change (technique for monitoring)
NCCW	National Council for Catholic Women
NGOCC	The Non-Governmental Organisations Coordinating Council
PSC	Project Steering Committee
QMC	Quarterly Monitoring Chart (used in monitoring)
VSU	Victims Support Unit (unit under the police in Zambia)
WLSA	Women and Law in Southern Africa - Zambia
ZNTCA	Zambia National Traditional Counsellors Association (in the original project document, the organisation was known by the name it had by then: TCA)

Executive Summary

Women and Law in Southern Africa - Zambia (WLSA) has existed since 1989, and its focus was from the start to research and advocate for change in laws and legal practices that negatively affected Zambian women's lives. Over the years, WLSA broadened its focus from research to more direct work on improving the legal environment for women at community level.

The present three-year project will operate in localities yet to be identified in the districts of Lusaka, Kapiri Mposhi, and Monze. It will be run by WLSA in collaboration with six local partner organisations, and its UK-based partner, *Community Development and Action International* (CODA). *Comic Relief* funds the project.

The project will conduct activities in specific communities and will serve a wider purpose: besides providing specific assistance to women and girls, WLSA wants to strengthen its research and advocacy work by drawing on tangible grass-roots experiences.

An M&E strategy should thus reflect the need for appropriating such experiences. It is also essential that the M&E methodology be firmly anchored in the participatory approaches that mark the project activities. It will thus be possible to catch relevant and trustworthy experiences of women and girls in the target communities.

Furthermore, the strategy should be manageable and contribute to organisational learning and capacity-building within WLSA.

The present document is mostly about monitoring. Its outline resembles that of a manual, thus making it easier to use it actively and implement its recommendations.

A simple, but not simplistic, planning and monitoring tool for the project is *The Quarterly Monitoring Chart* (QMC). The format forces its users to think of achievements in terms of *changes* (outcomes) brought about by the project activities. It also lays the ground for lively discussion among staff and other stakeholders, including those women and girls, who benefit directly.

Data to inform the chart should come from many corroborating sources. Again, the strategy stresses that the collection of the data should be manageable and simple. The proposed means are to tap existing data, to conduct spot checks and mini surveys, to request reports from field staff, and to set up small focus groups that will act as informants over the years. A way of getting information from focus groups and through mini-surveys is *The Most Significant Changes Approach* (MSC). It is a simple way of getting an assessment of changes or "impact" happening in a community or in the wider society from key sources of information. It operates without predefined indicators invented by the project administration, but lets people on the ground formulate them. It also captures unforeseen changes. Furthermore, this method makes reporting simple and interesting, and it stimulates debate and dialogue at all levels.

Systematic monitoring centred on the QMC and MSC methodologies will contribute to a necessary process of capacity-building and organisational learning in WLSA. Some of the partners may also adopt the approaches.

The strategy also lists some potential *indicators for progress*. Other such *negotiated indicators* should be "designed" together with people in the affected communities when the project is introduced.

The list of indicators for progress focuses solely on indicators for observed change (outcome). Indicators that “measure” immediate results (output) are not included. They just form a list of accomplished activities, and such simple rephrasing is left for the planners to do.

Some of the indicators of change may be difficult to interpret in relation to outcome, not least because the project document formulates outcome in very broad terms. However, we foresee further specification of expected change to happen when the project team elaborates on operational plans in the QMC-format.

The indicators are quantitative as well as qualitative. They can support and corroborate each other. Statistical data from official sources may for example serve to verify or clarify verbal assessments from the focus groups. Few projects work with qualitative and quantitative indicators in this way, and WLSA breaks new ground by using this approach.

One sees progress in relation to what was already there before project start. There is thus a need for a *baseline* for each outcome, and it should be in place just after identification of the appropriate project areas within the three districts.

In this project, the strategy outlines a few ways of tapping existing sources. However, most of the baselines will be the *first compilation of data* about the different outcomes: statistics from police and health clinics, MSC assessment from focus groups and field workers in the area, possible mini surveys, etc.

This collection of data is to be kept with special care, as it should be used for further reference along the way. Especially the *Annual Review Workshops* with partners and other stakeholders, and the final *External Evaluation* will need the information.

Two outcomes in the project document are about WLSA’s capacity to monitor and evaluate its work and to demonstrate its impact. To include this issue in the project reflects a general need for WLSA to work on its own development as an organisation.

This document, therefore, includes a few suggestions on how to proceed. Central to the recommendation is that the process of *Organisational Development* takes place as an integrated element of the normal, daily work. It should be “learning by doing”. Too many development organisations perform even worse when they embark on an OD-process detached from daily reality. Personnel and stakeholders become so passionate of their own development that they have no time to deliver it to others.

About WLSA and the project

WLSA is the lead organisation in implementing this project together with six Zambian partner organisations¹. WLSA was created as part of a regional organisation set up in 1989 by female lecturers in southern African universities to respond to the socio-legal needs of women in the region. In brief, they are combating discriminatory laws and practices, as well as trying to improve the legal, political, and socio-economic status of women in Zambia.

WLSA is thus strongly oriented towards research combined with advocacy and lobby work at policy-making and law-making level. Over the years, however, there has been a trend for WLSA to engage increasingly in activities at community level with the aim of bringing about change in the life conditions of women and girls, not least in relation to the legal environment.

The current long term strategic plan for WLSA focuses on improving the human rights programme for women through the provision of legal aid services, legal education and training, and advocacy. It is also making a new commitment to the need to demonstrate the impact of its work at community level. Although WLSA did over the years bring change for women through its partner organisations, it has proven difficult to measure the positive effect it has had and the results it achieved.

One sees this clearly, for example, in the WLSA's annual report for 2007. It lists many interesting activities that WLSA was part of or that it has initiated, but there is extremely little documentation of what came out of the activities. In this focusing on activities without knowing whether they attain their organisational goals, WLSA is similar to many other national and international development organisations.

WLSA's National Coordinator has acknowledged this. In a meeting discussing the preparation of the present report she said: "I believe that monitoring is our weakest point."

Besides collaborating with six local partners, WLSA is in partnership with *Community Development and Action International* (CODA International), which is a relatively small UK-based organisation advocating for policy reforms and an equitable development that integrates the interests of marginalised sectors of society.

WLSA and CODA worked together on a project proposal. Its objectives reflect the need for WLSA to corroborate its advocacy and lobby work with solid experiences and documentation from the field. However, the project is also about promoting a process of change in the project's target areas. See the objectives and outcomes planned for, in the project matrix p.16.

The title of the project is:

Improving Women's Social and Legal Environment in Zambia: A holistic rights-based approach

¹ National Council for Catholic Women (NCCW), Zambia National Traditional Counselors Association (ZNTCA), Law and Development Association (LADA), Victims Support Unit (VSU) - a police unit, The Non-Governmental Organisations Coordinating Council (NGOCC), Gender in Development Division (GIDD) - a governmental institution

CODA got funds from *Comic Relief*, which, however, made it a precondition for the grant, that the project worked out an M&E strategy and identified indicators of progress on the outcomes. The present paper is an answer to this request. Upon approval, the project takes off in the beginning of 2009. It runs over three years and targets selected areas in three districts: Monze, Kapiri Mposhi, and Lusaka. WLSA and CODA have not yet designated the project areas.

Compared to other programmes running, this project is not a big one. Two full time persons (a project co-ordinator and a community worker) will co-ordinate and manage it. In addition, it can draw on assistance for specific tasks from the partners, from possible interns recruited by WLSA, and a free-lance consultant, who will provide support to the staff in their monitoring work.

Given its size and the limited resources available, it is necessary to adopt a monitoring strategy, which is realistic to implement. It should be simple, cost-effective, and manageable. Furthermore, it should serve the advocacy and lobbying purposes of the organisation as well as it needs to document the changes (whether good or bad) in the legal and social environment of women and girls.

However, the limited resources should not compromise the overall endeavour to let the M&E draw on the everyday experiences of affected women and girls in the target areas. The project wants to give them a voice, and the monitoring and evaluation activities are excellent means to further that.

A strategy for monitoring and evaluating the project

Obviously, the M&E described in this report is for the project alone. It is not a strategy for how WLSA as an organisation monitors its work. However, the organisation can use many of the elements described here in its work as a whole.

It is part of the project that WLSA will adopt many elements of the strategy in its daily work; and that the consultants and CODA will support the process of strategy implementation throughout the three year period – or at least until WLSA has internalised the approaches and the work routines.

Monitoring is the systematic and continuous process of gathering and analysing information about the progress of the work we are doing and its effects over time. Monitoring is thus an integrated part of the project work. It continuously influences our plans.

Evaluations are different. They are typically done with long time intervals and on demand. One often conducts an evaluation *after* implementation of a given plan. They are comprehensive investigations trying to assess cost effectiveness, effects, and the impact of the project. The focus is more strictly on the declared objectives than in monitoring. It is usually persons external to the project, who evaluate.

The present project has plans for an external evaluation after the three years of activity. It also plans for conducting *Annual Review Workshops* where stakeholders take stock of project implementation so far. This type of internal “midway” evaluation has much in common with – but cannot be a substitute for - the more comprehensive, external evaluation.

WLSA’s weak point, however, is monitoring. If there is no systematic monitoring going on, the evaluation will have very little material to draw on. WLSA will not be able to give

the evaluator an estimate of the difference that the project did or did not make. Therefore, the following strategy is mostly about monitoring.

Proposal: the QMC

WLSA should introduce *The Quarterly Monitoring Chart* (QMC) as a tool for monitoring the project. It meets most of the demands for a good monitoring system and it furthers an objective-oriented approach to planning. It provides a common frame of reference and leaves little space for misinterpretation and confusion. It invites analysis of quantitative as well as qualitative data. It has the important advantage of encouraging programme discussions within WLSA and with the partners. Such a participatory monitoring stimulates joint reflection, analysis, and action.

Please consult a mini-manual and an example of a chart in Annex 1, p. 33.

WLSA should use the chart for project planning from the very start. It should reflect the result of many discussions and contributions from diverse sources within WLSA implementing partners, The Project Steering Committee (PSC), and other possible stakeholders. Important sources are the community group meetings where WLSA introduces the project in the field. A discussion with community members about signs of progress and success should result in some *negotiated indicators* to be included in the chart.

The first, left column contains the 6 objectives taken from the project document. These objectives are normally answers to the question: “Why do we conduct all these activities?”

The plan for the activities of the first year is entered in the cells of column 2.

The planners write down the achievements in terms of activities planned for the first quarter in the column for expected results².

In the column for “Changes expected” they write what is thought to be the effects or change brought about by these activities. In the project document, these effects or changes are termed “outcome”³. Filling in these cells should lead to discussions and agreements on quantitative and qualitative indicators - how can we *see* the change? and how can we prove that it happened? It is also during this discussion that the programme team agrees on realistic and cost-effective means of getting substantiating data (see below for sources and methods for acquiring such information).

After having completed the quarterly plan, the project staff displays the chart in the office for everybody to see and discuss. It is a good idea to discuss it regularly at staff meetings.

Towards the end of the quarter, in due time before the quarterly PSC meeting, the project staff completes the remaining columns with information received through monitoring activities. The staff arranges for a meeting where, as a minimum, project staff and WLSA management scrutinize the chart and agree to comments in the right hand column.

The next step is to present the chart as a quarterly report to the PSC, which gives its feedback. The chart is also copied to CODA as part of a quarterly report (including the financial report). CODA is also obliged to give feedback.

² NB: When planning for each quarter, remember to take possible seasonal variations into consideration. It is for example not all times of the year that women have time to participate in training or sensitisation meetings. Seasonal variations can also affect the monitoring activities.

³ Some changes can be termed “Impact” ≈ long term sustainable changes. Other changes may be of a more immediate and temporal character, and may be called “effects”, or just change.

Meanwhile, the project staff makes a plan for the forthcoming quarter. This new plan reflects experiences gained in the first quarter. They hang it up on the wall besides or on top of the first quarter chart.

The process is repeated as stated in the mini manual (Annex1). From time to time, WLSA will discover that it is necessary to revisit and elaborate on objectives and outcomes as stated in the original document. If this happens, it is proof that the monitoring system is working as foreseen.

At the end of the year, the charts play a prominent role in the *Annual Review Workshop(s)* where stakeholders, including “beneficiaries,” participate. The charts are put on display and a facilitator can make them trigger discussions leading to the formulation of plans for the coming year. A substantial part of the Annual Report summarizes the outcomes of the workshops.

Means of getting information into the chart

The size of the project and its limited resources do not allow for comprehensive methods like large surveys or interviews of relatively big, representative samples of people in the project sites. Therefore, the monitoring must make use of the following ways of getting information.

Existing data

Here we find official statistics and reports from institutions like the Ministry of Health, the Central Statistics Office, the Zambia Police and the Law and Development Commission.

Such information gives an overall view of the situation, nationwide, in provinces, and sometimes in particular districts. The project cannot use such data directly for monitoring as it targets smaller units. The official statistics are also often published with relatively long delays.

However, the official information can corroborate the information coming from the field. If the project, for example, notes a decrease in GBV in the project areas, it is necessary to know about the general trend and in those areas where there is no project activity to combat GBV.

The Zambia Demographic and Health Survey has a very thorough description of GBV related issues. Its latest published report is about the period 2001-2, but the survey report for 2007 finds its way to the internet very soon.

The Police have an elaborate system for recording information that comes to their attention. The best and most informative source is the Entry Occurrence Book, which is kept at police posts (in communities) and in police stations (in districts). The *Victim Support Unit* officers keep track of incidents and cases of interest to the project, and they receive training in recording them. One finds VSU officers in police stations at district level, but not necessarily below. The statistics from VSU and the police in general are computed centrally. If the project wants access to data from police posts and districts, it may be necessary to get permission from the police at division level (province).

The same may be the case for official statistics relating to the Judiciary and the Health System.

Regardless, the project must set aside time and personnel to collect the necessary data from the official sources. It should not be too cumbersome at the local level, in the project sites, where the project will collaborate closely with the police, the judiciary, and the health clinics. More extensive data collection may not be cost-effective.

Mini surveys for spot checks

From time to time, the project needs to know more than what is immediately at hand about a certain outcome. The discussion of a QMC may for example raise questions that have to be scrutinized. The MSC approach also presupposes that one needs to *verify* and clarify some changes reported (see p.41).

In such cases, it will serve the purpose to select a very small sample of respondents and conduct a survey, normally by interviewing them. The information generated in this way may be more than sufficient for project purposes. Large scale surveys may be more “scientific”, and the data more precise. However, it is often also a waste of time and money, and the information may not be available before the project has ended.

The project staff⁴ should do the sampling based on a list of potential respondents.

An example:

The project team wants to know more about the impact of training of paralegals. One question is whether the persons who got advice from the paralegal had easy access to the paralegal and are satisfied with the service.

The project team decides to interview 5 women, who have received advice in a particular project site within a specific period after receiving the service. A list of such persons is requested from the trained paralegals. The project selects 5 women from the list⁵, and approaches them for an informal interview.

The interviewer should conduct the focused interview in an open and informal way, thereby allowing the respondent to contribute with her experiences and express her priorities.

It would be a good idea if e.g. WLSA interns attached to the project could conduct mini surveys. Another possibility is to engage a partner, e.g. ZNTCA (Zambia National Traditional Counsellors Association) to let their affiliates and members in the project sites act as assistants in collecting baseline data and conduct small surveys.

Focus groups acting as informants

An important backbone of the monitoring system will be groups of well informed persons that act as a panel and deliver information on a systematic basis. They will use the Most Significant Changes (MSC) method as described in Annex 2, see p.39. Each quarter, they deliver a report; the information will be used in the QMC and further debated in Lusaka. If

⁴ Often, when one asks a programme to identify “beneficiaries” who can give information, the programme proposes the same persons that it proposed at several other occasions. They are often informants living “just next door” or they are known to be well-formulated and positive. To avoid a too biased sample, it is important that outsiders do the selection.

⁵ Selection criteria could be: young-old, living near centre of training or farther away, marital status, religious affiliation. The criteria depend on the question that is to be illuminated.

the project team needs clarifications or specific assessments, it could also ask the groups to answer specific questions.

A focus group for a given project area would ideally consist of 2 paralegals, 2 maternal health workers, and 2 traditional counsellors. Such a group is probably an excellent mouthpiece of affected women and girls in the community. These persons can seek local information, and they will know what is going on.

In the first meetings in the group, a member of the project team and sometimes the local consultant will “train” the group to clarify the task. Later, the group will generate the information on its own, and give copies for the project team to see.

It is of crucial importance that the groups get feedback *on a systematic basis* about how WLSA and the PSC received their information (stories). The project staff could do this by sharing all the retrieved stories with all the groups together with a short description of which stories the PSC and WLSA selected as *the* most significant⁶.

Field staff systematically retrieve information

When WLSA and the implementing partners plan their activities, they should remember to build-in the elements for monitoring impact. The project team should not consider any activity as concluded before it has some information about changes due to the activity.

An example:

The project trains some people as paralegals. The organiser or facilitator of the training will have a task to contact the trainees after, say, 6 months and get their answer to a few questions. For example *Have you applied what you learnt, and how? How many others have you trained since your own training?*

The WLSA project get a copy of the responses – the organiser or the facilitator keeps the original for further reference (thereby monitoring their own activities).

Another way of getting the data is that the organiser or facilitator conducts his or her own mini survey as explained above. The project team could “train” them in using this method.

The Most Significant Changes approach

This method provides a simple way of getting key informants’ assessment of changes or “impact” happening in a community or in the wider society. It operates without predefined indicators, but lets people on the ground formulate them. Thereby, the project management counteract a temptation to apply a top-down approach to monitoring. Furthermore, the method captures unforeseen changes, it makes reporting simple and interesting, and it stimulates debate and dialogue at all levels.

The MSC approach further produces a wealth of “stories” documenting the situation of women and girls on the ground. These stories are valuable, convincing, illustrative arguments for use in campaigns or in general advocacy work.

⁶ It is quite a task for the project staff to get this flow of information going. How big a task remains to be seen. At the time of writing, WLSA has not identified the project areas, and so it is not possible to know now how many focus groups there will be.

The method is thus an important supplement to the other monitoring systems of the project. It looks at what is important to people and places the project's activities in a wider context. *We monitor the social environment* within which we operate.

An element in the method as practised here is also a direct search for information about changes that are attributable to the project activities.

As mentioned, the focus groups will use the method. One can also use it in mini surveys and possible interviewing of key persons in the community, e.g. traditional leaders, judges, police officers.

The method is also excellent to use in an Annual Review Workshop or in an external, final evaluation. It quickly elicits strong and well-formulated opinions and experiences from participating "beneficiaries" and other stakeholders. The methodology provides a means for ordinary people of expressing themselves at level with educated officials and more formal duty bearers.

However, a word of caution is needed. It is expensive and it takes a skilled facilitator to conduct MSC-exercises with larger (community)groups. The present project has probably only resources to use this method once in each of the three districts targeted (and maybe in the final evaluation).

The manual in Annex 2 (p.39) describes the method in detail. *However, the instrument is not finished before it is tested carefully in field sessions.* One has to elaborate on the wording of the questions with meticulous care, so that the respondents will understand that the project is exploring the societal "domain" of women's social and legal rights.

Co-operation with other organisations

If other (partner) organisations conduct surveys, research, or monitoring activities in the area, the WLSA could get some questions of interest included in such research.

WLSA should be proactive in launching this idea, and the PSC should be constantly looking out for such co-operation possibilities. If realised, it strengthens networking and co-operation among partners and likeminded organisations.

An example:

NZTCA is presently introducing a simple monitoring system for their training activities. It consists of a small questionnaire sent out to trainees some time after they concluded the training.

WLSA could help improve the questionnaire itself, and get one or two questions included about e.g. signs of increased awareness of women's rights. Both WLSA and its partner, NZTCA, will gain from this.

Storage and analysis of data

It is not possible to monitor anything if one cannot find anything!

It is crucial that a well arranged system for keeping the data be in place from the very start of the project.

The system should be simple and for example not rely on complex techniques (e.g. databases) that most WLSA staff cannot handle.

The most obvious system would be a logically grouped set up of ring binders and boxes for keeping the paper. One can enter some data like the “stories” from MSC and numerical records from the police into simple lists or tables on a computer (e.g. Word and Excel). One can photograph the QMC posters and keep them in a computer as jpg.-pictures.

The most important thing is to produce a simple *index* for the filing system so that one can find what one wants. For WLSA this is a prerequisite for organisational learning and development.

On a long view, WLSA should consider being part of a well functioning resource centre for women’s rights issues. Ideally, such an institution should keep the material, thereby making it available to all who might be interested. The partners in the project especially could have an interest in having full and easy access to all information generated.⁷

Effective storage of the material makes *secondary analysis* possible. The project staff may not have time to engage in such work, but researchers, students and interns could be interested.

The main analysis of the information will take place in the detailed discussions around the QMC, both in staff meetings and in the PSC.

A special form for “analysis” is done in relation to the MSC stories, where discussion about the stories should lead to choosing one out of the many that can be identified as *the* most significant change. It is important to keep in mind that the discussion is more important than the actual choice⁸.

As with other analyses, the discussion often raises new questions, urging the project to verify or further clarify the information at hand.

Proposed indicators for project

The project gets quantitative and qualitative information from many different sources and by many different means. It is important not to overdo data collection, as it will be impossible to process all the data. It is better to select a few different types of data about the same issue and let these sets of information corroborate each other.

The description in the project document of objectives, activities, and outcome could be more specific, and it is therefore difficult to find indicators directly just by looking at the project matrix.

WLSA overcame that problem by calling for a two day workshop for partners and other stakeholders (including also possible beneficiaries). The sole purpose of the workshop was to generate indicators for the project, and it actually produced a wealth of material. Minutes and two documents listing indicators documented the result of the workshop. The WLSA office keeps these documents.

⁷ The idea about a resource centre came from a group in a 2 day workshop for stakeholders about finding indicators for the monitoring system of the project

⁸ Information about the choice is, however, important for the people, who produced the stories. They get to know about the PSC and WLSA’s priorities in relation to the project.

The project should only use a very small selection of this wealth of indicators. See a proposal in the list below.

Progress indicators

This list does not include the relatively trite indicators for attainment of planned activities. Such output-indicators are easily designed by a mere rewriting of the planned activities⁹.

Included here are the more interesting indicators for outcome. They describe (measure) changes attributable to the activities. For most indicators it is also briefly described (*in italics*) where and how to get the information.



⁹ Activity: *Training of 60 paralegals*. Indicator: *60 paralegals trained*

Objective	Outcome after the three year project period	Activity	Indicators for outcome / Means of data collection
1. To demonstrate that legal advice and legal aid to abused Zambian women and girls can positively impact on their social and legal environment and strengthen WLSA's national advocacy work	1a: 1500 women and girls in the target districts will be aware of their constitutional rights	<ul style="list-style-type: none"> -Provision of legal advice on their rights -Community level workshops for women and girls 	<ul style="list-style-type: none"> -Number of women and girls who seek and access legal aid as a result of understanding/knowing that their constitutional rights have been violated -Reports from paralegals and records in the justice system - Assessment by focus group on women's awareness in the area
	1b: 1500 women in the target districts are empowered to access legal advice	<ul style="list-style-type: none"> -Provision of legal advice on accessible structures and of instructions about where to go and what to do 	<ul style="list-style-type: none"> -Number of women and girls approaching the justice system, including the police -Recorded GBV cases and abuse of children -Records from health clinics and police - it is expected that the number increases in the beginning of the period, and thereafter declines) -Focus group: assessment over time of women's options (increase, decrease, or unchanged?)
	1c: 750 women in the target districts will have accessed legal aid and actually claimed their rights through the justice system	<ul style="list-style-type: none"> -Organise legal clinics and litigation services 	<ul style="list-style-type: none"> -Number of women and girls whose cases are handled by the judicial system -Data from judiciary -Information from women whose cases were handled Mini survey using MSC, one survey per year
	1d. WLSA's information and advocacy work is known as more effective and credible than in 2008 and before	<ul style="list-style-type: none"> -Through a Project Steering Committee furnish partners and other interested organisations with first-hand, relevant knowledge about how Zambian women's legal needs are met on the ground using material emanating from the project activities 	<ul style="list-style-type: none"> -Peers assess WLSA's efficiency and credibility as an advocacy organisation -Assessments by Annual Project Review Workshop -Quarterly assessments of quality and scope of WLSA's information and advocacy work by the PSC -Citations to material produced by WLSA in Governmental documents

Objective	Outcome after the three year project period	Activity	Indicators for outcome / Means of data collection
<p>2. To promote the recognition of women's civil rights in the provision of public services in three target districts of Zambia</p>	<p>2.a: 150 VSU police officers (90 women and 60 men) in the target districts are enforcing the law and providing sensitive assistance to women with regard to gender based violence</p>	<p>- Training of officers within the police service, included in the training is promoting networking locally between VSU-officers, Maternal Health Workers, and Magistrate Officials</p>	<p>- An efficient referral system established between the Victim Support Unit of the Police Service, the health care providers and the judicial system (number of cases referred) - <i>Response to questionnaire to participants 6 months after training (data collected by trainer).</i> - <i>Assessment over time by focus groups</i></p>
	<p>2.b: 60 Magistrate officials (36 women and 24 men) in the target districts demonstrate increased awareness of the implications of abuse and gender violence and have a more sensitive attitude towards cases presented before their Courts</p>	<p>- Training of magistrate officials, included in the training is promoting networking locally between VSU-officers, Maternal Health Workers, and Magistrate Officials</p>	<p>- An efficient referral system established between the Victim Support Unit of the Police Service, the health care providers and the judicial system (number of cases referred) - <i>Response to questionnaire to participants 6 months after training (data collected by trainer).</i> - <i>Assessment over time by focus groups</i></p>
	<p>2.c: 120 maternal health workers (72 women and 48 men) in the target districts demonstrate a more sensitive treatment to women in their clinics</p>	<p>- Training of trainers within health clinics, included in the training is promoting networking locally between VSU-officers, Maternal Health Workers, and Magistrate Officials</p>	<p>- An efficient referral system established between the Victim Support Unit of the Police Service, the health care providers and the judicial system (number of cases referred) - <i>Response to questionnaire to participants 6 months after training (data collected by trainer).</i> - <i>Assessment over time by focus groups</i></p>
	<p>2.d: 5,000 women in the target districts feel and experience an improved recognition of their civil rights when accessing public services</p>		<p>- Women express in word and deed an increased confidence in the legal system - <i>Number of women accessing public services (within the legal system)</i> - <i>Mini surveys 3-4 times during project period with women, who have accessed the public services- Do they express having more courage to demand their rights?</i></p>

Objective	Outcome after the three year project period	Activity	Indicators for outcome / Means of data collection
3. To get a reform to the constitution that clearly acknowledges women's and children's rights in the context of gender violence and HIV/AIDS in Zambia	3.a: Reforms to the constitution, especially articles 11-28 (the Bill of Rights) are endorsed by 2011.	Workshops for members of parliament	<ul style="list-style-type: none"> - Number of MPs, who actively have done something in relation to the said reform after the workshop - <i>Follow up by facilitator 6 months after workshop</i>
		Production of position papers and fact sheets	<ul style="list-style-type: none"> - Positions papers and fact sheets are actually used by those that the material is meant for - <i>Tracking of distribution and use of selected position papers and fact sheets. (task for intern or a WLSA researcher)</i>
		Production and dissemination of TV programmes, radio spots, newspaper articles	
	3.b: Over the three year project period, there is a visible and increased access to and better knowledge of legislations for all Zambian women and girls	Production of booklets and pamphlets	<ul style="list-style-type: none"> - Booklets and pamphlets are actually used by those that the material is meant for - Key persons of NGOCC's member organisations identify an increase in women's access to and knowledge of legislations - <i>Annual survey done by NGOCC using a MSC questionnaire format</i> - <i>Tracking of distribution and use of selected position papers and fact sheets. (task for intern or a WLSA researcher)</i>
		Community level workshops for women and girls	<ul style="list-style-type: none"> - Participants demonstrate that they have gained in understanding - <i>Follow up by facilitator 6 months after workshop</i> - <i>Focus group: assessment over time of women's knowledge of legislation (increase, decrease, or unchanged?)</i>

Objective	Outcome after the three year project period	Activity	Indicators for outcome / Means of data collection
<p>4. To support gender focal persons (responding to GIDD and other organisations) to influence policy makers and legislators for the benefit of Zambian women.</p>	<p>4.a: 60 Gender focal persons (36 women and 24 men) become more able to influence policy making and implementation with a positive gender perspective</p>	<p>Meetings, also aiming at supporting networking among Gender Focal Persons and identifying factors that block their possibilities for influencing their respective institutions. Field visits, participation in workshops etc.</p>	<p>- Changes in their institutions' policies to benefit women are reported by the gender focal persons, who have participated in the activities <i>- Follow up using a questionnaire in MSC format. Done by the ones facilitating the meetings or workshop</i></p>
	<p>4b: Increase in the number of policies that take on board gender equity in their formulation and implementation by the end of 2011.</p>	<p>Meetings with GIDD officers about their roles in policy formation. Give support to activities aimed at including Gender Equity in policies by securing the development of baseline data and tracking tools for policies and then make these known by lobbyists and GIDD</p>	<p>- Number and types of policies that have been changed to take into account gender equity <i>- Assessment by WLSA researcher or intern</i> <i>- Assessment by GIDD about the extent to which the tracking tools and the baseline data are known and used for including Gender Equity in policies</i></p>

Objective	Outcome after the three year project period	Activity	Indicators for outcome / Means of data collection
5. To instil respect towards women and contribute to overcoming the social, structural and legal constraints that inhibit the exercise of women's rights across Zambia	<p>5.a: An increase in number (200) of NCCW women promoting women's civil rights through church meetings in their parishes and providing legal advice across the 3 target districts</p>	<ul style="list-style-type: none"> - Training of trainers - Training of women paralegals 	<ul style="list-style-type: none"> - Number of NCCW women active as stated under 5. a - Increased activity in providing legal advice - <i>Reports at parish level; included in the existing reporting run by NCCW</i> - <i>Assessment by project focus groups (panels)</i>
	<p>5.b: An increase of (5000) women in the target districts, who have increased self esteem to demand their civil rights</p>		<ul style="list-style-type: none"> - Increased number of women demanding their civil rights as demonstrated by their ability to seek redress through the judiciary and/or traditional systems of justice - More frequent cases of women, who publicly share their experience on issues of GBV - <i>Focus groups give more and more examples of changes related to women having increased self esteem to demand their civil rights and examples of women, who let their voice be heard in public about GBV.</i>
	<p>5.c: 90 ZNTCA traditional counsellors (54 women and 36 men) in the target districts have become more aware and advise other counsellors of the negative implications of harmful traditions</p>	<ul style="list-style-type: none"> - Training of and follow-up on training of Traditional counsellors 	<ul style="list-style-type: none"> - Evidence of sharing of skill in handling gender based violence cases among traditional counsellors between those trained by the project and others - Reduced number of cases of reported harmful traditional practices by traditional counsellors - <i>Follow up on training done by trainer after 6 months – ZNTCA has system in place that can be refined)</i> - <i>Counting of reported cases of harmful practices at : police and Chieftdom</i>

5.d: An increase in the number of women who experience a positive change in attitude from traditional counsellors and obtain advice on matters with regard to their civil and legal rights		<ul style="list-style-type: none"> - Women and girls, who have received advice from traditional counsellors, testify with more and more examples that the described change (under 5.d) is taking place - <i>Mini surveys three times during the project period</i>
5.e: 60 Traditional Systems of Justice ¹⁰ providing gender sensitive services in rural communities in the districts targeted by the project	Training of traditional justices within the traditional system of justice	<ul style="list-style-type: none"> - Number of cases of GBV or abuse referred to appropriate authorities from the traditional systems of justice - An increase in cases of GBV and abuse where the rights of women are promoted in the judgements - <i>Records from either the police or the traditional system of justice</i> - <i>Records from the traditional system of justice</i>
5.f: An increase in women perceiving change in attitude towards violence, abuse and dispossession by Traditional Systems of Justice in 60 villages in the districts targeted by the project		<ul style="list-style-type: none"> - Women groups in a sample of the 60 villages will increasingly and clearly identify the changes by mentioning these in group sessions using MSC - <i>This could be a planned survey done by external researcher – it needs visits to the villages at beginning of project period and towards the end of project period</i>

¹⁰ In the original project document, these institutions are called “traditional courts.” Participants in a two day workshop for stakeholders rightly pointed out that this could imply that Zambian law recognises the traditional system. This is not the case, and the workshop decided in future to use the designation “Traditional Systems of Justice.”

Objective	Outcome	Activity	Indicators for outcome / Means of data collection
6. To improve WLSA's capacity to monitor and evaluate its work and to demonstrate its impact	<p>6.a: After the project period WLSA tracks, documents and does follow-up on the results of major activities and documents the impact of their programme on women and girls</p>	<p>Introduction in the organisation of suitable tools and procedures like:</p> <ul style="list-style-type: none"> - M&E strategy - baseline data - Quarterly Monitoring Charts - Quarterly progress reports - Participatory annual evaluation workshops 	<ul style="list-style-type: none"> - Availability of documentary evidence of monitoring and evaluation activities of WLSA - WLSA has a functioning information management system to store and retrieve information - <i>Reflected in Annual Reports, Project proposals, and Research proposals</i>
	<p>6.b: After the project period, a process in WLSA has started to document lessons learnt and improve its organisational learning</p>	<ul style="list-style-type: none"> - Adoption and consistent use of Quarterly Monitoring Charts and like tools in monitoring and planning 	<ul style="list-style-type: none"> - System of monitoring and evaluation established within WILSA - A system for promoting and utilisation of learning established within WILSA and utilised

Baseline indicators

You cannot describe progress if you do not know the situation before project start. There is a need to design or establish a *baseline* for each of the outcomes depicted in the project document.

It is often costly and time consuming to design a baseline. Very little of the information one needs is available, and that calls for extensive, specifically designed surveys or desk studies.

Most projects cannot afford this, and lamentation about the *missing baseline* is well known in development work¹¹.

Another problem is that designing a baseline is very area dependent. The present project has not yet chosen where to work, and it is difficult in advance to know whether the information one wants is actually available on the ground.

Below one finds is a list of some possible ways of using local resources. One proposal recommends that the project staff (together with the local consultant) use some time *when they introduce the project* in the community to record the data they need. Before that – when constructing the QMC – they should clearly define which data to collect. The question that should be constantly asked at the planning stage is: What do we need to know in order to record changes?

The Project Consultant takes also part in this initial planning to secure identification of baseline indicators.

The task of defining and the retrieval of data for a baseline must not be outsourced to consultants, who work entirely on their own. The project staff should be involved. They should own the data and know that they did the gathering themselves.

Another way of overcoming the missing baseline problem is to *use the Quarterly Monitoring Chart instrument to produce one*.

The first time the staff completes the chart, they should make sure that the content (documenting the actual situation) is duly *recorded, stored, and remembered* in order to serve as a baseline for future investigations; in particular, the *Annual Review Workshops* with partners and other stakeholders, and the final *External Evaluation* will need this information.

Types of data and sources for design of a baseline

This list below illustrates sources to gather the data baseline. Available resources and the situation on the ground will compel the project to make a selection.

The focus groups (or panels) for the project are valuable sources. They should be able to give descriptions of most of the required information because the group consists of “key persons”.

¹¹ Care Zambia runs a large scale project to combat GBV in several provinces. It is financed by the EU and USAid. Looking at its elaborate M&E system and its project matrix, one finds a very empty column under the heading: *Baseline Indicator*. The few baseline indicators that are mentioned are more about the activities than the outcomes.

It may be a good investment to ask the project focus groups to answer many of the baseline questions. This could for example happen when the groups gather for their first sessions.

Sources for baseline data:

- Focus group discussions with women in the target communities
- Information from community members during meetings introducing the project
- Permanent Focus group or panel for project (extended list of questions for the baseline)
- Review of records at police (including VSU if they are represented¹²) and local courts in the area
- Key person interviews with traditional systems of justice
- Key person interviews with affected women
- Key person interviews with individual police officers
- Key person interviews with judiciary in the area
- Review of selected cases (samples)
- Review of court records
- Focus group discussions with women who have sought redress through judicial system
- Review of records at health facilities
- Key persons interview with maternal and child health specialist at the health facility
- Key person interviews with persons in charge of traditional justice delivery system
- Focus group discussion with traditional counsellors
- Views and perception of key women's rights organisations on the issues in objective 3 and 4, see p.18
- Census of organisations working on human rights in the area

Capacity building in WLSA

The monitoring system of this strategy is for the project only. But the planning and monitoring practice could and should spill over to the entire WLSA organisation.¹³

Objective 6 for the project clearly indicates this.

In that way, the monitoring system is seen as an organisational capacity building (CB) in itself.

It is no exaggeration to say that WLSA is in need of such CB, not least in terms of monitoring and documenting its work. The National Coordinator has mentioned monitoring as “the weakest point” of WLSA, and the latest Annual Report clearly proves her statement, see p.7.

After relatively big, regional funding stopped about 2 years ago, WLSA is also in a recovering process. The present staff is relatively small; most of the personnel are narrowly financed by diverse projects and were recruited only 2-3 months ago. The two core “managers” have a lot to attend to. It soon becomes clear to the observer that the system runs in a

¹² If there is no VSU-officer attached to the police post in the target area, the second best option is to get data and assessments from the police station at the District level, where there is a VSU office.

¹³ It may also influence planning practices of the project partners, both at local and at central level.

“management by crisis” mode where it is big and small issues coming from outside that determine the daily work – rather than WLSA making the outer world respond to its needs.

There is thus no doubt that WLSA is in dire need of adherence to a solid, objective oriented planning routine that allows for prioritising and allocation of tasks within the organisation. Such planning is also an absolute necessary precondition for M&E activities.

WLSA certainly has a future, but it needs radically to change the general management of its daily work. It should be relatively uncomplicated to bring about this change because WLSA also displays a very marked strength in terms of a dedicated and competent staff, and – not least – a pleasant and non-authoritarian, horizontal style of co-operation. It should thus be easy to talk about the common problems in a systematic way and identify solutions.

It is the responsibility of the management to arrange for this to happen, and to enforce the decisions taken in common with the rest of the staff.

An excellent forum is the weekly staff-meeting that currently only has pressing day-to-day activities on its agenda. This report recommends that each meeting dedicate an agenda point to discuss and identify one - and only one – problem that hinders the smooth running of WLSA and its capacity to deliver, the discussion ending with agreement on one or more solutions.

Another way of working on own capacity building is to identify strengths and weaknesses of WLSA as seen by staff members and by the stakeholders. An annex to this report is the *Organisational Assessment Tool*, see p.44.

The tool is originally meant for interviewing. However, it can easily be turned into a self-assessment tool, where staff members answer the questions in groups or individually¹⁴.

A note of warning

Many people perceive Organisational Capacity Building as a very complicated and long process that requires assistance from experts and consultants. Often the knowledge about the organisation’s potential and the dedication to change disappear with the hired outsider/consultant.

There is a lot to gain if the driving force behind the process of change is the staff itself. From time to time, it may need some spot guidance from a consultant or a peer organisation, but the WLSA staffs are certainly capable of thinking about these issues for themselves.

Avoid also all tendencies to detach the CB-process from the daily work of WLSA. Good capacity building happens when it promotes *learning by doing*.

A final warning is: Do not overdo it! Do not focus too much on CB as an isolated activity. This often leads to a very introverted organisation. In other words: People get so preoccupied with their own organisational and work-related issues that they have no time left to work with the tasks they were actually assigned to do.

¹⁴ Another resource that can be of inspiration is this field guide (manual):
Gubbels, P. & Koss, C.:
From the Roots Up, Strengthening Organizational Capacity through Guided Self-Assessment.
World Neighbors, USA, 2000
A copy of the manual was given to the WLSA office.

Action Plan – a framework for first year

This plan presupposes that the project sites within the three districts are identified and delineated. The criteria for selection of a site could be:

- Is there a need for the project?
- Are other organisations active and doing similar activities?
- Are there traditional counsellors organised by ZNTCA in the area?
- Does the area coincide with a parish or centre within the Catholic Church structure?

The plan is just a sketch to demonstrate the flow in using the Quarterly Monitoring Chart (QMC) and the Most Significant Approach with Focus Groups. Once the project sites and their number have been identified, a more detailed plan should be developed.

The plan also presupposes that the project starts in parallel within relatively short intervals in all three districts, thereby having all of them covered within the first year. In this way, WLSA will gain in terms of showing greater impact.

The start of the project may be delayed, as it depends on Comic Relief's final approval in 2009. However, this could actually turn to advantage: the period March through April may not be the best time to initiate something new in the countryside. Women – and men – will be busy in the harvest season, and few will have time to attend to meetings, workshops etc.

It is further presupposed that both the Project Co-ordinator and the Community Worker are active in the field, not least in the initial phase where they should familiarise themselves with the local conditions and the tools. The Project Co-ordinator will be responsible for securing planning on the QMC (together with the Community Worker) and reporting.

The local consultant will be supporting the planning and monitoring process as need be, but his contribution will be biggest in the beginning and phase out over time. He should ideally work to make himself redundant.

The present CODA consultant has pledged to follow the process via email and online chat-meetings. If there is a need for it, he may come to Zambia for brief visits helping to revitalise the system.

Action plan for monitoring project 2009

1st quarter	What to do	Who will do it	Estimated time
January	Identify project sites	Project Team and PSC	2 weeks
February	Planning using the QMC for the first two quarters. Agreement of baseline data needed. Construction of a filing system for data	Project Co-ordinator, Community Worker, Local Consultant & possibly CODA Consultant (for giving feedback at end of planning week)	1 week
	Preparatory visit to district A (introduction, setting up focus groups in project sites and test of tools etc.)	Project Co-ordinator, Community Worker, Local Consultant & possibly CODA Consultant (for testing tools and getting baseline data using MSC from focus group)	3 days
	Data collection for baselines in district	Project Co-ordinator, Community Worker, Local Consultant	1 week
	Starting up activities – some baseline data are gathered in e.g. meetings with women in community etc.	Project Co-ordinator, Community Worker	1 week
March	Interviews based on MSC from focus groups in district A	Community Worker and Local Consultant	2 days (depends on number of focus groups)
	Staff discuss stories collected in A – identify one as most significant	As many staffs as possible	½ day
	Filling in QMC and discussion in WLSA office	Project Co-ordinator, Community Worker, Local Consultant + person from management and other interested staff-members	1 day
	Writing up report for PSC	Project Co-ordinator	2 days
	Discussion of QMC and MSC stories and report in PSC. PSC chooses one story and motivates why	PSC + Project Co-ordinator	1 day
	Letter of feed back to Focus groups in A	Project Co-ordinator and Community Worker	1 day
	Quarterly narrative and financial report to CODA	Project Co-ordinator	2 days

2 nd quarter			
April	Preparatory visit to district B (introduction, setting up focus groups in project sites)	Project Co-ordinator, Community Worker	3 days
	Data collection for baselines in district	Project Co-ordinator, Community Worker, Local Consultant	1 week
	Revisiting QMC for 2 nd quarter. Corrections? Elaborations? Possible identification of one or two “research projects” for interns.	Project Co-ordinator, Community Worker, Local Consultant + person from management and other interested staff-members	1 day
	Starting up activities – some baseline data are gathered in e.g. meetings with women in community etc.	(Project Co-ordinator), Community Worker	1 week
May	Gathering of data from institutions etc. in A&B; done in parallel with activities	Community Worker and Project Co-ordinator	Ongoing
	Check on filing and storage system	Project Co-ordinator	2 days
June	Planning using QMC for 3 rd quarter	Project Co-ordinator, Community Worker,	2 days
	Interviews based on MSC from focus groups in district B	Community Worker and Local Consultant	2 days (depends on number of focus groups)
	Retrieval of questionnaires from focus groups in A ; talk about difficulties or problems in understanding	Community worker	
	Staffs discuss stories collected in A & B – identify one as most significant	As many staffs as possible	½ day
	Filling in QMC and discussion in WLSA office	Project Co-ordinator, Community Worker + person from management and other interested staff-members	1 day
	Writing up report for PSC	Project Co-ordinator	2 days
	Discussion of QMC and MSC stories and report in PSC. PSC chooses one story and motivates why	PSC + Project Co-ordinator	1 day
	Letter of feed back to Focus groups in A & B	Project Co-ordinator and Community Worker	1
	Follow-up on experiences gained, challenges, and way forward	Project Co-ordinator, Community Worker, Local Consultant	1 day
	Quarterly narrative and financial report to CODA	Project Co-ordinator	2

3 rd quarter			
July	Preparatory visit to district C (introduction, setting up focus groups in project sites)	Project Co-ordinator, Community Worker	3 days
	Data collection for baselines in district C	Project Co-ordinator, Community Worker, Local Consultant	1 week
	Revisiting QMC for 3 rd quarter. Corrections? Elaborations? Outcomes that need verification?	Project Co-ordinator, Community Worker, + person from management and other interested staff-members	1 day
	Starting up activities – some baseline data are gathered in e.g. meetings with women in community etc.	(Project Co-ordinator), Community Worker	1 week
August	Gathering of data from institutions etc. in A&B&C; done in parallel with activities	Community Worker and Project Co-ordinator	Ongoing
September	Planning using QMC for 4th quarter	Project Co-ordinator, Community Worker,	2 days
	Interviews based on MSC from focus groups in district C	Community Worker	2 days (depends on number of focus groups)
	Retrieval of questionnaires from focus groups in A and B ; talk about difficulties or problems in understanding	Community worker	Ongoing, parallel to activities
	Staffs discuss stories collected in A & B & C – identify one as most significant	As many staffs as possible	½ day
	Filling in QMC and discussion in WLSA office	Project Co-ordinator, Community Worker + person from management and other interested staff-members	1 day
	Writing up report for PSC	Project Co-ordinator	2 days
	Discussion of QMC and MSC stories and report in PSC. PSC chooses one story and motivates why	PSC + Project Co-ordinator	1 day
	Letter of feed back to Focus groups in A & B	Project Co-ordinator and Community Worker	1
	Follow-up on experiences gained, challenges, and way forward	Project Co-ordinator, Community Worker, Local Consultant	1 day
	Quarterly narrative and financial report to CODA	Project Co-ordinator	2

4th quarter			
October	Revisiting QMC for 4th quarter. Corrections? Elaborations? Outcomes that need verification?	Project Co-ordinator, Community Worker, + person from management and other interested staff-members	½ day
	Gathering of data in the three districts	(Project Co-ordinator), Community Worker	Ongoing parallel with project activities
November	Gathering of data in the three districts	(Project Co-ordinator), Community Worker	Ongoing parallel with project activities
	Planning for Annual Review Workshop(s)	Project Co-ordinator in co-operation with management and Local Consultant	4 days
December	Planning using QMC for 1st quarter of 2010	Project Co-ordinator, Community Worker,	2 days
	Retrieval of questionnaires from focus groups in A, B, and C; talk about difficulties or problems in understanding	Community worker	Ongoing, parallel to activities
	Staffs discuss stories collected in A & B & C – identify one as most significant	As many staff as possible	½ day
	Annual Review Workshop(s)	Project staff, Local Consultant, Management of WLSA	1 day per workshop excl. travelling
	Filling in QMC and discussion in WLSA office	Project Co-ordinator, Community Worker + person from management and other interested staff-members	1 day
	Writing up report for PSC	Project Co-ordinator	2 days
	Discussion of QMC and MSC stories and report in PSC. PSC to choose one story	PSC + Project Co-ordinator	1 day
	Letter of feed back to Focus groups in districts	Project Co-ordinator and Community Worker	1 day
	Follow-up on experiences gained, challenges, and way forward	Project Co-ordinator, Community Worker, Local Consultant	1 day
	Annual narrative and financial report to CODA	Project Co-ordinator and WLSA management	4 days

List of recommendations

- WLSA adopts QMC and MSC as central elements in the M&E system for the project.
- The project should form permanent Project Focus Groups (panels) from the very start.
- The Project Focus Groups should be used as informants also for answering questions relevant to constructing baseline data in their respective areas.
- From the very start of the project, a simple filing system, including an index, for M&E data should be in place.
- Special care is taken to store the first compilation of diverse types of data from the different project sites. These data (including answers to MSC questionnaires and the first QMC mentioning a project site) form a baseline for later reference.
- Throughout the project period WLSA insists on using simple and manageable means for collecting monitoring data.
- WLSA elaborates via the QMC on the project matrix with the aim of further specifying indicators of change (outcome).
- The WLSA management and the PSC should commit itself to actively participate in discussions and prioritisations called for by the use of the QMC and MSC.
- WLSA is proactive in collaborating with other organisations on gathering monitoring data for its project.
- As lead agency, WLSA should constantly encourage the PSC to comment on and discuss the quarterly and annual reports it gets. PSC should also have a discussion of possible co-operation around data-collection as a fixed point on its agenda.
- WLSA should encourage partners and other interested organisations/institutions to learn from WLSA's experience with QMC and MSC.
- WLSA should, via PSC, consider the idea of creating a resource centre in the years to come.
- WLSA should consider contracting a few interns representing Social Science to conduct mini-surveys, research, and to participate in the project.
- As an effort to initiate a long-term process of organisational capacity building and organisational development, the WLSA management should start by creating a workplace environment conducive to discussion of all aspects of the daily work in the organisation. The weekly staff-meeting should play a central role in the process.
- The WLSA management should try to secure that all activities and discussions concerning Organisational Development are closely linked to the realities of daily work.

Conclusion: Will it be happening?

The M&E strategy proposes a simple framework and its chances of being implemented are good. However, it is not *that* simple to adopt new, untraditional working procedures. M&E also often runs the risk of being “forgotten” in the daily, hectic operational running of a project. A prerequisite is that WLSA adhere to disciplined working habits.

The proposed M&E system also needs full and active support from central stakeholders like the PSC, the WLSA-Zambia Board and the Coordinator of WLSA-Zambia, CODA International, and Comic Relief.

In this context, “active support” stands for these actors involving themselves by critically giving feedback to the project staff’s actions. They should pose questions and participate in a lively way in discussions that are an integral element in the M&E system and the MSC.

WLSA will be famous if it succeeds in implementing a significant part of the strategy. It will be famous for leading the way in new approaches to project implementation. Very few international and national development organisations have an outcome oriented monitoring system in place.

The present consultant hopes to follow the process and wishes WLSA good luck!

December 28th 2008

A handwritten signature in black ink, appearing to read 'Peter Sigsgaard', written in a cursive style.

Peter Sigsgaard

Appendix 1: The Quarterly Monitoring Chart (QMC)

The M&E Strategy suggests the use of the QMC as the basis for planning and monitoring of the project. The system meets most of the demands outlined below.

What characterises a good monitoring system?

The characteristics of a good system come from many sources, including experienced users and designers of M&E. The system should further:

Accuracy: (Is the information collected reliable?)

- Its background should be a simplified overview of *minimum* information needs and systems for its collection and analysis; (do not be over- ambitious or ambiguous on what to measure).
- It contains standardised guidelines on how to collect and analyse information.
- It makes it possible to verify information sources and methods of collection.

Relevance: (Is the information relevant to the user's needs?)

- The system should be *interactive* and *not extractive*. (The user of the information should carry out the collection, analysis, and utilisation of the information. The data should remain with the user).
- The information generated by the monitoring systems should be relevant to and understood by all users¹⁵.
- The system should only have few, negotiated, simple, realistic performance and impact indicators¹⁶.

Informative:

- The monitoring system should give timely feedback to inform planning and decision-making.

Cost-effective: (Is the exercise worth the cost?)

- The cost of collecting and managing the information should not be too high.
- The system is built on simple and manageable tools for collection and analysis.

¹⁵ A note on the widespread use of Logical Framework:

The orthodox Logical Framework Approach has proven too complicated. The proper formulation of objectives and the interpretation of a Project Matrix in particular mystify partners and beneficiaries as well as Project Staff and Directors.

WLSA and CODA share values that demand a high level of transparency and participation, and that as many as possible have a say in planning and decision making. It is contrary to such values to use a highly technical planning system that alienates non-specialists from grasping the development process.

¹⁶ Experience has convinced us that complicated, ambitious, and fancy systems of indicators have little chance of being implemented. It is very easy to add on to simple systems when one has a need to do this – but it is nearly impossible to save a more complicated one from disaster by cutting out elements here and there.

Credibility: (Is the information trustworthy?)

- The information generated from and the monitoring system should be trustworthy.
- The system should allow for transparency about methods used to obtain data and draw conclusions.
- The analysis should address and discuss attribution issues (whether results can be claimed by the activities of the organisation).

Institutionalisation

- The system should be integrated into the activities and not seen as an add-on.

Further, the system should serve the following important *purposes*, namely to:

Facilitate organisational learning and development:

What are the lessons learned? Do our efforts work as expected? Do we need other strategies?

Enhance transparency and accountability:

The people WLSA work with have the right to know how the project is doing. WLSA should also be accountable to the donor. Monitoring is a pre-condition for open sharing of results.

Assess progress:

Organisations and their members need to know how they are doing. It gives reassurance to know whether a project is on track. The system should furnish WLSA and partners with convincing evidence for use in advocacy and lobbying.

As mentioned, the QMC meets most of the demands cited above. However, some additional considerations are relevant:

Planning and monitoring using the Quarterly Monitoring Chart (QMC) reflect the shared values of WLSA Zambia and CODA International in achieving high levels of transparency and participation.

The process also facilitates organisational learning and organisational development. The approach stimulates joint reflection and analysis, and it forces us to look for changes brought about by our actions.

The central element in the planning and monitoring of the project is the following chart. The example is fictional, based on an existing programme for training paralegals in Kenya. In the example, we have completed the cells about planning for immediate objective 2.

⇒

QUARTERLY MONITORING CHART (QMC)

(hypothetical case)

Overall Objective: Widespread participation of citizens in making decisions concerning their own future

Quarter 1 2 3 4 Year 2002

Objectives <i>(Drawn from the Project Document)</i>	Annual Activities <i>(From the work plan)</i>	Quarterly Achievements (Results) <i>as per the activities</i>		Effects/Changes noted <i>In relation to objective</i>		COMMENTS <i>☺ ☹ ☹ ... Describe your own expression/assessment of each activity or/objective</i>
		Expected <i>(as stated in the plan)</i>	Actual <i>(reality as noted after implementation)</i>	Expected <i>(as stated in the plan)</i>	Actual <i>(reality as noted after implementation)</i>	
Objective 1	Activity 1					
	Activity 2					
	Activity 3					
Objective 2 Before end of 2005 people in 42 parishes in the district will voice their opinions more openly at community meetings without fearing intimidation from authorities. ↓	At least two public meetings in each parish per year raising awareness of and giving knowledge on citizens' rights.	One meeting in each parish conducted (total: 42).	Meetings were held in 36 parishes	People voice their opinions without fear	People participated with great interest but expressed fear (based on previous examples)	☹ The target of 42 meetings was not reached, 6 parishes did not succeed in holding meeting. However, the obstacles were only of a practical nature, and the remaining parishes will catch up. ☹ In 5 parishes, only the followers of the Catholic Church were invited for meeting. This misunderstanding <i>has</i> been corrected, and substitute meetings for all have been held within the quarter.
	Identify 2 candidates for paralegal training in each parish and train them before end of 2002. Biannual follow-up through small "5-parish meetings" for paralegals over the next three years.	2 candidates in each parish identified by inhabitants in parish. Content and terms of training explained in public.	72 candidates were chosen in the 36 parishes after thorough and public discussion	People go to their local paralegal to get advice and support if they feel intimidated	Not applicable.	☺ The idea of each parish having one or two paralegals was widely and enthusiastically accepted.

<p><i>(continued)</i> ↓↓ Before end of 2005 people in 42 parishes in the district will voice their opinions more openly at community meetings without fearing intimidation from authorities.</p>	<p>Involve authorities, not least local politicians, the police and the judiciary, in the campaign by:</p> <ul style="list-style-type: none"> • participation in awareness meetings; • participation in paralegal training; • Sending reports about progress and invite for discussion. 	<p>Local police commander or judge of X court participates actively in 42 awareness meetings Inform local politicians and ask them to assist in 42 awareness meetings.</p>	<p>Police commander assisted in 25 meetings, judge 30 meetings (25 of them jointly with police). Politician assisted in 10 last meetings held in this series.</p>	<p>Community perceives local authorities and politicians as public servants and office holders. No abuse of power by authorities or politicians will be recorded by paralegals.</p>	<p>The meetings showed that people mistrust authorities and numerous examples of abuse were aired.</p>	<p>ⓈDespite the mistrust expressed, no one challenged the idea that authorities participate in meeting and that the end objective is end of abuse. It was difficult to get politicians to come, but they were convinced after a while when campaign got national attention in media. Authorities are positively interested in participating in the future. There have been no signs of attempts by authorities to co-opt the campaign.</p>
<p>Objective 3</p>	<p>Activity 1</p>					
	<p>Activity 2</p>					
	<p>Activity 3</p>					

NB: This table should be enlarged to accommodate a legible font size inside

The completed QMC chart is a *plan* that represents the result of joint discussions among project staff and implementing partners, and in the PSC. When the plan is finished, the chart is made public as a poster put on the wall in for example the WLSA Zambia office. Everybody, including visitors to the office, can consult it, give comments, and discuss it on the basis of its content.

The Project team is responsible for filling in the columns so that a chart is full by the end of a quarter (before the PSC's meeting).

Since this is an interactive chart, the people involved in implementation of the activities should update it as frequently as practically possible.

Below you will read about the continuous use of QMC for monitoring the project.

The QMC as a monitoring tool

Quarterly stages

At the end of the quarter, a designated team member completes the empty cells about results and possible effects. This cannot happen without gathering of information, discussions between those involved, interpretation, and analysis.

At a WLSA staff meeting, all critically reflect on the impressions and the progress in the past quarter by asking themselves

- *What has gone well in the quarter?*
- *What were the challenges and problems encountered?*
- *What do we need to follow up and how can we improve in the future?*

The same process is repeated in the Project Steering Committee's (PSC's) meeting.

It is also at this stage that the meetings often make use of indicators. The M&E strategy for the project mentions some indicators. Others may evolve out of the discussions as people are proving their point about perceived changes or progress of the programme. The method forces us to come up with clear (and objectively verifiable) indicators for the changes we want to document.

In the beginning, we often face some difficulties in relating the objectives to the activities. Different stakeholders may also interpret the objectives very differently¹⁷. The problem stems from too broad formulations of the objectives or activities described in the Project Documents.

QMC thus often urges its users to revisit the objectives and activities to make the wording more clear and specific. It challenges us to reconsider the relationship between objectives, activities, desired results and the signs of change (indicators of effects).

¹⁷ An example: In the workshop for stakeholders about indicators the participants agreed that "Increase in number of women accessing traditional systems of justice in rural communities" should be refined. It is not always a positive sign of raised awareness among women and girls that they should stand for their rights.

This discussion is summarised in writing and filed in an active file while the chart is kept hanging at the office. Another chart is prepared for the next quarter and posted on the wall.

A copy of the chart can be used as the quarterly report to CODA International (together with the financial report).

At the end of 2nd quarter, a similar reflection takes place based on the two charts now hanging on the wall. The session checks issues noted for follow-up as well as the previous minutes.

QMC and the Annual Report

By the time of the annual report, the project has produced at least three Quarterly Monitoring Charts. These are pasted on the wall together, and both staff meetings and PSC discuss them. They can raise questions like:

- What *trends* or *patterns* do the charts show?
- Which, if any, emerging challenges or issues should we address?
- What is the overall assessment of progress towards the planned objectives?
- How can the lessons learned influence the next work plan?

The charts and minutes from the meetings are used for the Annual Review Workshop. The minutes and the charts subsequently inform the Annual Report.

2nd and 3rd year

The yearly plan is worked out you repeat the process.

Evaluation

All the charts from the project period form bases for the end-of-project evaluation.

The evaluators will probably include some other – independent – sources of data, but the charts will actually form a very firm basis for assessing the results and outcomes of the project.

Appendix 2: The MSC method - a mini-manual

The Most Significant Changes method is a simple, participatory tool for *monitoring*. It can also be used in final evaluations as one of several means.

The method is an important supplement to the other monitoring system of the project. It looks at what is important to people and places the project's activities in a wider context. You could say that we *monitor the social environment* within which we operate.

The method does not operate with pre-defined indicators, but allows for people themselves to invent them on the basis of the daily realities. It often grasps the unforeseen consequences of our activities.

What we do is simply to ask a well-informed persons or a group to identify changes (for better or worse) in the life of women and girls in the area. We ask for their perceptions of changes happening in general to other people. We do not record their personal story. We also ask about how the change has come about and whether it is attributable to the present project's activity. We record *the* change they select as the most important, and *why* they have chosen it.

The procedure is repeated every 3 months.

The MSC system will thus produce a number of recorded changes happening in different project sites. Some of them, but not all, relate to the projects objectives. By sitting together and reflecting on the "stories" told, we learn from the realities as people see them.

The following pages describe how WLSA should go about making it a vibrant part of the project monitoring activities.

The present mini-manual is a draft proposal, and is subject to changes when it has been tested in the field.

Lusaka, 12 December 2008
Peter Sigsgaard and Shadreck Banda, Consultants

Step 1: Identify focus groups (informants)

As soon as the project sites in the three target districts are identified, the project staff in co-operation with relevant partners should establish one focus group per site. The group consists of 2 paralegals, 2 maternal health workers, and 2 Traditional Councillors¹⁸. They should be considered well-informed about what is going on in the community. The group should be asked to act as a “panel” providing information about changes observed during the three year project period.

Step 2: Group interview using questionnaire

A simple questionnaire is found below.

It will be the Project Co-ordinator and the Community Worker who will conduct the interview. The Local Consultant will be with them in the first two or three interviewing sessions.

Besides the questions, the questionnaire contains information about the informants or focus group. These identifications are important as it makes it easy to interpret the information and to follow up on a few of the more interesting cases.

The interview is done by asking the group to discuss the questions posed, and then to agree on the most significant or important change for each question. Remember to ask for examples.

When the group agrees, the answer is written down. The group keeps and stores the questionnaire, but a copy is taken back to Lusaka by the interviewer.

It is the intention that the focus group after one or two guided sessions will be on its own and report the changes that they agree on a quarterly basis and in writing. The interviewer should make that clear and use the session to provide some training in how to agree on and provide the information.

Step 3: Writing down the change as told

Write down what the group concluded as a short statement formulated *as if the informant tells it to us directly in first person*.

Do not write: The group agreed that women now raise their voice in public meetings.

Rather write: "Compared to just one year ago, we now much more often see women participating in discussions at public meetings."

By recording the statements with words as used by the informant, you add life and meaning to what people tell you, and it makes interesting reading later on.

Remember to record also the examples given as small “stories”.

¹⁸ It can be considered to include an VSU-officer if the local police post has such an officer assigned

Step 4: Making use of the information (in Lusaka)

Keep the completed forms in a proper file where it is possible to find them again. Also, save the material electronically in (Word or RTF format).

Make sure that the answers are discussed at staff meetings when filling in columns in the Quarterly Monitoring Chart, at broader WLSA staff meetings, and meetings in the Project Steering Committee. As many as possible should have the opportunity to reflect on the question: What can we learn from these answers?

Step 5: Selecting significant stories

Each quarter, a given number of change-stories have been collected. If you have e.g. 15 focus groups, you may have 15 reports, each with 1-3 changes mentioned.

To secure a good discussion of the material the following procedure should be used:

At a meeting, as a minimum the project staff should discuss the stories and choose *one*, which *they* agree depicts the most significant change. They also write down why they found this change the most important.

The material and their choice story are reflected in the quarterly report.

The members of PSC will go through the same procedure: Reading the stories and choosing one as the most significant, and agreeing on why they made that choice.

Step 6: Reporting and giving feed-back

A summary of the deliberations by staff and PSC should as standard form part of the quarterly report to CODA International.

It is important that the focus groups be informed about the choice of stories made at Lusaka level. The stories will be interesting reading for the focus groups, and by reading the justifications for the choices, they will get a feel of what are priorities and policies in the project.

They may in the future be motivated to work for bringing about such high-priority changes in their community.

Step 7: Possible verification

An important but often forgotten part of the process is verification or seeking more information about a reported change. Some central changes may puzzle the project staff: Did this change actually happen? Why did it happen just now?

From time to time, the project staff should try to verify and amplify the changes by going back to the informants and to look into the reported change. This will give a wealth of subtle information.

Corroboration could also be sought via other means, e.g. by getting statistical estimates from local institutions or interviewing key persons in the community.

Step 8: Repeating the process

The following quarter – in time before quarterly reports are to be made – the focus groups convene again, this time without facilitation by the Project Co-ordinator or the Community Worker.

The group goes back to their previous answers, and writes down what they now agree is the most significant change observed since last time.

A copy of the questionnaire is sent to the project staff, and the process in Lusaka will be identical to the one described in steps 4, 5, and 6.

MSC Questionnaire (fictional – not to be used in the field before tested) **Most Significant Changes**

Organisation's or focus group's name if applicable:	
Date	
Name of interviewer:	
Who was interviewed? Name and position of person in relation to community or area where you work. (This information is given to characterise the source)	
Question 1: <i>Thinking back through the last three months, what do you think has been the most significant change (for better or for worse) in the lives of women in this area? Give at least <u>two examples</u> that illustrate the change.</i>	
Why do you find especially this change is the most significant?	

Question 2:

What has made the change that you mention come about?

[If no mentioning of the project has been made, pose this question:]

Is there any change in the life of women that can be attributed to what my organisation [name] has done here?

Illustrate with examples.

Appendix 3: An Organisational Assessment Tool

Women and Law in Southern Africa - Zambia Organisation Assessment Tool¹⁹

Background

The purpose of these two checklists (questionnaires) is to assess how effectively WLSA functions as an organisation.

The questions written here are examples only. Delete those that are not relevant.

Before using the tool, a small group of WLSA staff and Board members sit together and formulate questions that are seen as relevant for WLSA as an organisation. The questions reflect central indicators of organisational performance and capability.

If you use the full tool, and want to get answers from stakeholders, you should also spend some time identifying groupings of stakeholders. A stakeholder is a person who has a personal interest in the performance of WLSA. Stakeholders risk something if the organisation is not performing well.

A sufficient number of informants representing the *stakeholders* listed should then be interviewed in a relaxed, dialogue-like manner.

The rating on each question should be given by the informant *after a verbal dialogue and clarifying discussion* with the interviewer.

The informant can choose a score from 1 to 3 for each question. It is, however, important to *write down some explanatory and significant comments in the third column.*

The tool comes in two parts:

Questionnaire A is the most general one. Most stakeholders have an opinion on most questions. It is, however, unavoidable that some questions do not fit the informant's reality. In such cases an "n.a." (not applicable) should be indicated in the column for comments.

Questionnaire B is more suited for a structured dialogue with staff and other stakeholders being in a frequent contact with WLSA. It may also contribute to a good talk with other stakeholders. You should accept, however, quite a high number of "n.a." markings in such a situation.

The process is valuable in two ways. The answers provide WLSA with important information, which can be used to initiate organisational changes. The dialogue in itself can lead to a better understanding and interest in reforms of the organisation.

¹⁹ This tool was developed and used mid 1990 by the Danish organisation *MS – East Africa* after a workshop on Organisational Development with Dr. Alan Fowler.

Analysis of answers

The scores can be computed in several ways:

An average based upon the total number of scores for each checklist completed. This signifies a total perception of WLSA as seen by the stakeholder interviewed.

An average based upon the total number of scores for all checklists completed. This is really an overall rating!

A counting of average marks for each area of capability distributed by type of stakeholder. This should give a very rough indication of where weaknesses are perceived and by whom.

Many other ways of computing can be invented. In practice, the *qualitative remarks* noted down during the dialogue will be more useful and influential in giving ideas on how to develop the organisation further.

A central precondition for analysis is that the results are made known and discussed at least at WLSA staff meetings and WLSA board meetings.

WLSA: Organisation Assessment Tool

Source/Informant _____

Where a scoring is needed, the following ratings are applied:

1. Not satisfactory - a weakness that must be addressed
2. Satisfactory - but improvement is possible
3. Excellent - an organisational strength

In some cases, a given question is not relevant for a given informant/source. Please indicate this in scoring column with an "n.a." (not applicable).

Checklist A: General indicators

Dimension/Indicators	Score	Comments
Organisational Foundations		
1 Has WLSA written statements of Vision and Mission? (Are aims and objectives written down?)	Yes (3) No (1)	
2 Does WLSA have written documents outlining its identity (guiding principles)?	Yes (3) No (1)	
3 (if yes to one or both of above questions) To which extent do you feel that you understand the above mentioned written statement?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
4 (if yes to one or both of above questions) To what degree do you think concerned people who are in frequent contact with WLSA understand the written statement? (frequent = more than 8 contacts per year)	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
5 (if applicable) To what degree do you think stakeholders who are not in frequent contact with WLSA understand the written statements? (not frequent = less than 8 contacts per year)	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	

6 How satisfied are you with eventual procedures, which should make WLSA accountable to the stakeholders?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know of such procedures	
Organisational Resources		
<i>Physical and Information Resources</i>		
7 To what degree are WLSA's physical facilities, (i.e. office space, equipment etc.) adequate for the given programmes?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
8 How do you rate WLSA's ability to give you information central for programme performance?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
<i>Financial Resources</i>		
9 Assess how transparent you find the financial system of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
10 Are sufficient funds for WLSA's planned activities available when needed?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
11 How effective are the financial accounting systems of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
12 How do you assess the auditing system(s) of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
<i>Human Resources</i>		
13 How do you rate the number of WLSA staff in relation to the organisation's activities?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
14 How do you in general evaluate the qualifications of the staff of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	

Organisational Capacities		
<i>Leadership</i>		
15 How accessible is the National Coordinator and/or other leading staff members of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
16 How do you rate the accountability demonstrated by the leadership towards stakeholders?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Organisational Learning		
17 How efficiently does WLSA use experiences and feed back - for making a better performance?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
18 How flexible is WLSA in adapting to new situations?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Core Tasks Implementation		
19 Does WLSA have a long term strategic plan?	Yes (3) No (1)	
20 How would you rate WLSA's involvement of partners in planning of agreed activities?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
21 How do you rate WLSA's work with information and opinion formation?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Benefits and Impacts		
22 How do you rate your knowledge about the overall impact of WLSA's activity?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
External Relations		
23 How do you rate the relationship between WLSA and like minded organisations working in the country?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
24 Assess the extent to which the larger public (except for direct beneficiaries) perceives WLSA's work as useful.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	

WLSA: Organisation Assessment Tool

Source/Informant _____

Where a scoring is needed, the following ratings are applied:

1. Not satisfactory - a weakness that must be addressed
2. Satisfactory - but improvement is possible
3. Excellent - an organisational strength

In some cases, a given question is not relevant for a given informant/source. Please indicate this in scoring column with an "n.a." (not applicable).

Checklist B: Mostly for staff, Board, and the like

Dimension/Indicators	Score	Comments
Organisational Foundations		
25 What do you think of WLSA's <i>planning</i> of central activities? Are the plans sufficiently based upon clear <i>strategies</i> to further durable change?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
26 How explicitly do strategies or activities of WLSA address fundamental society issues (i.e. poverty, gender, democracy, environment etc.)?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Organisational Resources		
<i>Human Resources</i>		
27 How do you rate performance and/or morale among the staff of WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
28 Does WLSA have a salary-system or other reward systems which encourage good performance and morale among staff?	Yes (3) No (1)	

29 Does WLSA have an explicit policy for staff development and/or staff training?	Yes (3) No (1)	
30 Assess the extent to which gender balance is actively considered in both <i>recruitment and development</i> of staff.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
31 How would you characterise the general atmosphere and the interpersonal relationship among staff in WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
32 How do you rate the present system of hiring and firing of staff in WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Organisational Capacities		
<i>Leadership</i>		
33 Is WLSA answerable to a board (policy making body)?	Yes (3) No (1)	
34 (if yes to the above questions) Rate the extent to which the board's <i>composition</i> is balanced and the members' level of <i>knowledge</i> about their tasks.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
35 (if applicable) Does the board meet regularly and several times per year?	Yes (3) No (1)	
36 Indicate the degree to which the leadership of WLSA communicates core values and visions by words and actions.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
37 To what degree does the <i>leadership style</i> match with the purpose of WLSA and its values?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
38 To what extent is authority and responsibility delegated to appropriate staff?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	

<i>Organisation and Management</i>		
39 Does WLSA conduct <i>regular</i> planning and decision making meetings?	Yes (3) No (1)	
40 To what degree does WLSA's <i>organisational structure</i> further an easy allocation of tasks and authority?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
41 To what degree do WLSA have systems for <i>monitoring and evaluation</i> ?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
42 Rate how clear you find job functions described within WLSA.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
43 Is key staff involved in the annual budgeting?	Yes (3) No (1)	
Core Tasks Implementation		
44 Are central tasks clearly understood <i>and</i> accepted by all WLSA staff involved in their implementation?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
45 To what degree do targets for task implementation exist in WLSA?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
46 To what extent does the WLSA staff get adequate and/or timely information to do their job?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
47 Assess the degree to which guidelines are in place <i>before</i> WLSA embarks on a central job.	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
48 To what degree is staff held accountable to clear <i>performance standards</i> ?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	
Benefits and Impacts		
49 To what extent do WLSA's programmes reach the foreseen or planned performance goals?	1. Not satisfactory 2. Satisfactory 3. Excellent Don't know	

50 To what degree does WLSA have an influence on broader societal issues as e.g. “Public policy reforms”, “Promoting Women’s Rights” and the like?	1. Not satisfactory 2. Satisfactory 3. Excellent Don’t know	
External Relations		
51 How would you characterize the relationship between WLSA and WLSA Regional (The “Mother Organisation”)?	1. Not satisfactory 2. Satisfactory 3. Excellent Don’t know	
52 How do you look at the capacity of WLSA to be an <i>active</i> member of task oriented alliances created by like minded organisations?	1. Not satisfactory 2. Satisfactory 3. Excellent Don’t know	
53 Evaluate the relationship between WLSA and the Host Government (including its institutions)?	1. Not satisfactory 2. Satisfactory 3. Excellent Don’t know	

Annex to OA-tool

Identified Stakeholders for WLSA

A table like this can be used to identify stakeholders

Stakeholder	Expectations
[list stakeholders]	[list here short statements of what the stakeholder can expect of WLSA]
↓ (continue)	↓ (continue)