International NGO Training and Research Centre

The Management Centre

"Managing Change for Sustainable Development"

Cyprus Civil Society Strengthening Programme
Training Courses

Monitoring and Evaluation

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ACTION FOR COOPERATION AND TRUST IN CYPRUS
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Introduction – About the Toolkit

This Monitoring and Evaluation Standard Course Toolkit has been produced as part of the broader **Cypriot Civil Society Strengthening Programme** implemented by **INTRAC** (International NGO Training and Research Centre) WWW.intrac.org, UK, The Management centre of the Mediterranean WWW.mc-med.org and NGO Support Centre, WWW.ngo-sc.org, Cyprus.

This toolkit is intended for use by Cypriot CSOs – we hope you find these materials useful – please let us know if you have any feedback!

Monitoring and Evaluation

Course Objectives

- Examine the purposes of monitoring and evaluation and how to differentiate the two
- Understand the link between planning a project and then undertaking monitoring and evaluation
- Explore the involvement of the different stakeholders applying a participatory approach
- Identifying which participatory tools to use in different circumstances
- Examine how to manage monitoring and evaluation processes
- Explore ways of ensuring Institutional learning as a result of monitoring and evaluation

Course Content

- Monitoring and Evaluation overview
- Project Planning and Monitoring and Evaluation
- Project Objectives and Monitoring and Evaluation
- Measuring the progress of the project
- Gathering data for Monitoring and Evaluating a project
- Applying Monitoring and Evaluation

Glossary of Monitoring and Evaluation Terms

Activity	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs.
Appropriateness	A measure of whether an intervention is suitable in terms of achieving its desired effect and working in its given context. Suitability may apply, for example, to whether the intervention is of an appropriate type or style to meet the needs of major stakeholder groups.
Assumptions	Hypotheses about factors or risks which could affect the progress or success of an intervention.
Data Collection Tools	Methodologies used to identify information sources and collect information during monitoring and evaluation. Examples are informal and formal surveys, direct and participatory observation, community interviews, focus groups, expert opinion, case studies, literature.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Evaluation	The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the appropriateness and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.
Formative evaluation	Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs
Goal	The higher-order objective to which an intervention is intended to contribute.
Impact	Positive and negative, long-term effects produced by a development intervention, directly or indirectly, intended or unintended.
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.
Inputs	The financial, human, and material resources used for the intervention.

Logical framework (Logframe)	Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution and evaluation of an intervention.
Mid-term evaluation	Evaluation performed towards the middle of the period of implementation of the intervention.
Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.
Objective	Intended result contributing to physical, financial, institutional, social, environmental, or other benefits to a society, community, or group of people via one or more development interventions.
Objective	The intended physical, financial, institutional, social, environmental, or other results to which a project or programme is expected to contribute.
Outcome	The likely or achieved short-term and medium-term effects of an intervention's outputs.
Outputs	The products, goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Participatory evaluation	Evaluation method in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.
Programme evaluation	Evaluation of a set of interventions that are intended to attain specific global, regional, country, or sector development objectives. Note: A programme is a time bound intervention involving multiple activities that may cut across sectors, themes and/or geographic areas.
Project evaluation	Evaluation of an individual development intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program
Results	The output, outcome or impact (intended or unintended, positive and/or negative) of an intervention.
Review	An assessment of the performance of an intervention, periodically or on an ad hoc basis. Note: Frequently "evaluation" is used for a more comprehensive and/or more in depth assessment than "review". Reviews tend to emphasize operational aspects. Sometimes the terms "review" and "evaluation" are used as synonyms.
Stakeholders	Agencies, organisations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation.

Summative evaluation	A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.
Sustainability	The continuation of benefits from an intervention after assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.
Terms of reference	Written document presenting the purpose and scope of the evaluation, the methods to be used, the standard against which performance is to be assessed or analyses are to be conducted, the resources and time allocated, and reporting requirements. Two other expressions sometimes used with the same meaning are "scope of work" and "evaluation mandate".

Definitions

Monitoring

- **Monitoring** is the systematic and continuous assessment of the progress of a piece of work over time, which checks that things are 'going to plan' and enables adjustments to be made in a timely way, integral to day to day management.

Evaluation

- **Evaluation** is a periodic assessment of the relevance, performance, efficiency and impact of the project in the context of it's stated objectives. It usually involves comparisons requiring information from outside the project. Casely & Kumar

Differences between monitoring and evaluation

	Monitoring	**Evaluation**
Timing	Continuous	Periodic
Scope	Day to day activities, indicators of progress and change	Progress towards objectives and goals
Main participants	Project staff, project users	External evaluators / facilitators, project staff, project users, donors
Process	Regular meetings, reports, monthly / quarterly reviews	Extraordinary meetings, additional data collection exercises

The Purpose of M&E

M&E can be for …

- Accountability (upwards)
- Accountability (downwards)
- Improving communication
- Control and supervision
- Learning
- Improving performance
- Project management
- Public relations and fundraising
- Resource allocation

Key Questions in Monitoring and Evaluation

- ☐ What is the main purpose?
- ☐ Who are we measuring for?
- ☐ What do you want to find out?
- ☐ Who will have the information?
- ☐ How willl you get this information?
- ☐ When should we collect the information?
- ☐ How will you analyse the information

HOME GROUP RESPONSIBILITIES

You will be in your Home Group for the duration of the Training Programme.

You should agree a name for the group.

During each day, Home Group members should check with each other that there are no language or other practical problems. If there are, these should be raised with the facilitators.

At the end of each day, all Home Groups should meet together for about 15 minutes to discuss the following:

- What went well today.
- What could have been better.
- Suggestions for the remainder of the workshop.

Each group should select one workshop member to represent the group's views to the facilitators at the End-of-Day Review Meeting.

In addition, on a rota basis, each of the Home Groups will take it in turn to carry out the following responsibilities:

1. Time-keeping to ensure that facilitators and participants keep to time.

2. Monitoring energy levels and introducing energiser exercises when appropriate.

3. Start the day with an energiser exercise and conduct a participatory review of the previous day's learning. The review should be fun and take no more than 10 minutes.

PROJECT CYCLE MANAGEMENT

The Project Cycle follows a sequence or pattern in which projects are planned and carried out.

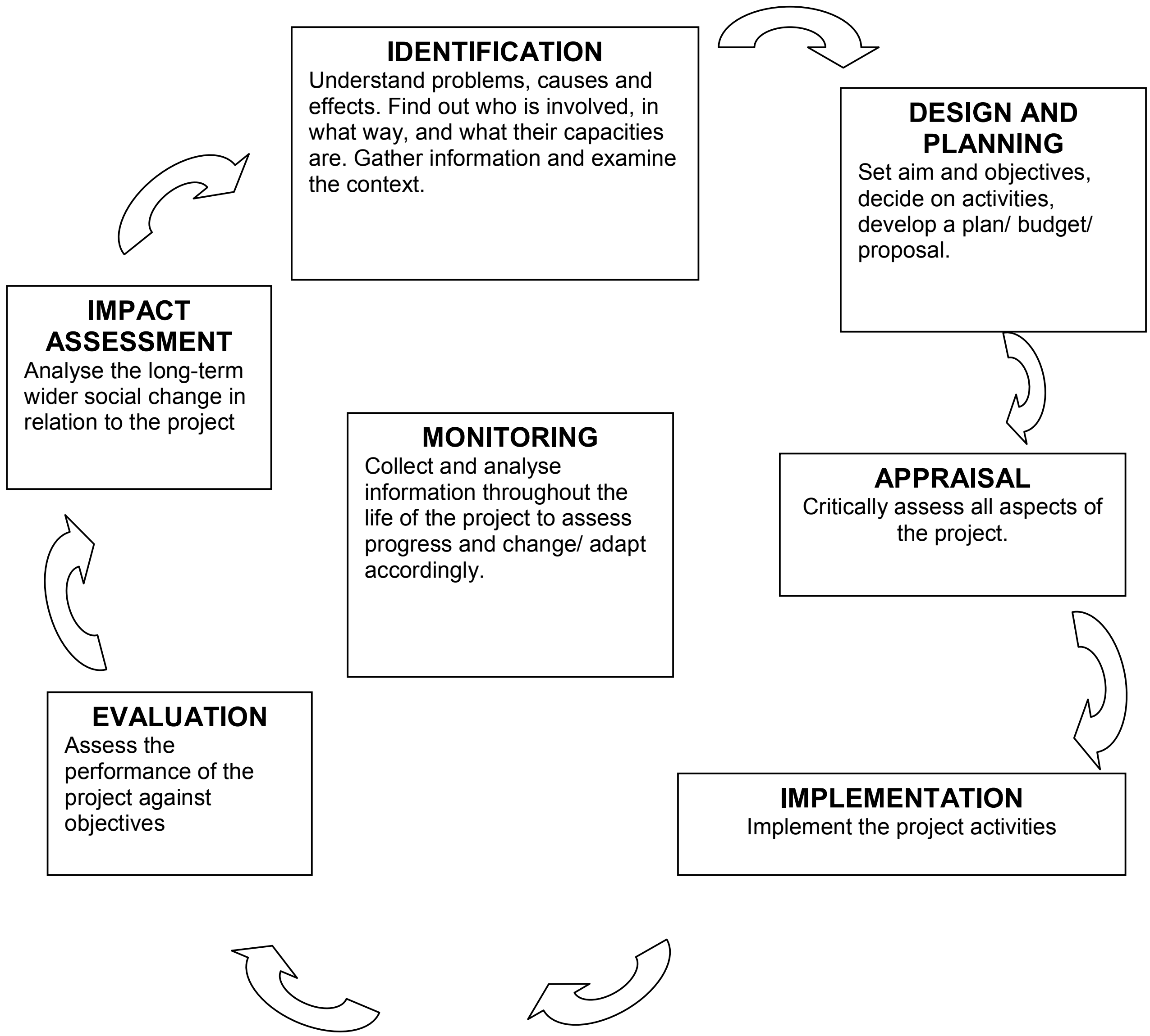
The cycle starts with an idea and helps planners to develop their idea into a working plan which can be implemented and evaluated.

The seven stages in the project cycle are designed to:

- Help convert ideas into projects
- Ensure the projects are documented and prepared so that they are technically and institutionally feasible
- Help you prioritise between different projects
- Help your projects achieve sustainable outputs
- Improve monitoring and reporting
- Improve in future project planning the process of learning by experience (use the results of monitoring and evaluation

The final point is overlooked too many times: when planning a new project information gathered at the final evaluation of a previous project has fallen into abyss that new project planners have no access too. "The Black Hole of development" is where information gathers dust on shelves of project offices and never helps in the process of learning by experience.

THE PROJECT CYCLE



STAKEHOLDER ANALYSIS

What is Stakeholder Analysis?

Stakeholder analysis is the identification of a project's key stakeholders, an assessment of their interests, and the ways in which these interests affect project riskiness and viability. It is linked to institutional appraisal and social analysis, drawing on the information deriving from these approaches, but also contributing to the combining of such data in a single framework. Stakeholder analysis contributes to project design and helps to identify appropriate forms of stakeholder participation.

Definitions

Stakeholders are persons, groups or institutions with interests in a project or a programme. Primary stakeholders are those ultimately affected, either positively (beneficiaries) or negatively (for example people who are involuntarily resettled). This definition of stakeholders includes both winners and losers, and those involved or excluded from decision-making processes.
Key stakeholders are those who can significantly influence, or are important to the success of the project.

Why do a stakeholder analysis?

Stakeholder analysis helps to assess a project and its environment and inform the negotiating position of project implementors. It can:

- Draw out the interests of stakeholders in relation to the problems which the project is seeking to address (at the identification stage) or the purpose of the project, (once it has started).
- Identify conflicts of interests between stakeholders at an early stage
- Help to identify relations between stakeholders which can be built upon and may enable coalitions
- Helps to assess the appropriate type of participation by different stakeholders, at successive stages of the project cycle.

When should it be done?

Stakeholder analysis should always be done at the beginning of a project, even if it is a quick list of the stakeholders and their interests. Such a list can be used to draw out the main assumptions which are needed if the project is going to be viable, and some of the key risks.

How to do a stakeholder analysis

Draw up a stakeholder table

- Identify and list all potential stakeholders
- Identify their interests (overt and hidden) in relation to the problems being addressed by the project and its objectives. Note that each stakeholder may have several interests.
- Briefly assess the likely impact of the project on each of these interests (positive, negative, or unknown)
- Do an assessment of each stakeholder's importance to project success and their relative power/influence – this will indicate how important it is to involve them in the planning, implementation etc of the project.

Stakeholder Analysis

List the Stakeholders	Their interest in the project

Adapted and modified from *DfID Social Development Division, Stakeholder Participation & Analysis . 1995*

Developing Objectives

SMART Objectives

- Objectives should be …

  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**ime-bound

Examples of Objectives Examples of Objectives

- To ensure 50 elderly people receive a weekly visitor by the end of 2007
- To enable 30 elderly people to attend a social activity outside their homes once a month by the end of 2007
- To provide 30 elderly people with fresh fruit and vegetables each month by the end of 2007

Examples of Activities

- hold 3 workshops for two days duration for 30 participants
- Distribute four pieces of fresh fruit and vegetables each month to 20 Elderly people

INDICATORS

An indicator is an observable change or event, which provides evidence that something has happened – whether immediate effect occurred or long term change observed

Example of an Indicator

- 20 volunteers receive skills training for working with the elderly and are recruited to visit elderly people in Cyprus by December 2007.

Quantitative indicators are expressed as numbers.

- Units – the number of staff that have been trained
- Prices – the amount of money spent on a project
- Proportions – the proportion of the community that has access to the service
- Rates of change – the percentage change in average household income over the reporting period

Qualitative indicators are expressed through narrative description

- Satisfaction – how participants describe their levels of satisfaction with the project's activities
- Standards – the extent to which training is recognised by the appropriate authorities
- Practices and behaviour – the way practice has changed since the completion of hygiene education
-

1. Identify Indicator

Volunteers recruited to visit elderly people in Cyprus

2. Set Quantity

20 volunteers are recruited to visit elderly people in Cyprus

3. Set Quality

20 volunteers receive skills training for working with the elderly and are recruited to visit elderly people in Cyprus

4. Set Time

20 Volunteers receive skills training for working with the elderly and are recruited to visit elderly people in Cyprus by December 2007

Indicators

Indicators describe observable changes or events, which relate to the project intervention. They provide the evidence that something has happened – whether an output delivered, immediate effect occurred or long-term change observed. They do not provide proof so much as reliable signs that the event or process being claimed has actually happened (or is happening). The evidence from a number of indicators will provide a convincing case for the claims being made. In order to achieve this they should be

Specific - indicators should be specifically related to areas in which the project is expected to make some difference, avoiding measures that are largely subject to external influences. For example, if a project is aiming to strengthen a co-operative's membership, indicators of achievement may include the level of members' participation in general meetings.

Unambiguous – indicators must be clearly defined so that their measurement and interpretation is unambiguous. For example, if improved access to social services is adopted as an indicator it must be clear to all what is meant by 'access'. Increasing office hours may not really improve access if the office is still located in town a long distance from most potential clients. The indicators may include subjective judgements on progress (and people may have different perceptions) but the source of these judgements should be clear.

Credible – there must be a reasonable case for the view that changes in the selected indicators are related, either directly or indirectly, to the project intervention.

Consistent – in order to identify long-term change it is important that the same indicators are measured over a long period. However, as project priorities and objectives change, or there is a greater recognition of particular unanticipated impacts, some indicators can be revised or even replaced by more relevant ones.

Easy to collect - it must be feasible to collect information on the chosen indicators within a reasonable time and at a reasonable cost.

The indicators should reflect the project results at the three levels of **output, outcome** and **impact**. In the evaluation of social development both **quantitative** and **qualitative** indicators will be needed. Both forms of indicators will contribute to the description of the situation but the former will focus on a numerical description – number of meetings, number of people attending meetings etc. – while the latter will focus on the quality of the process – which people spoke and what they said in the meeting.
It is important to reflect on **who** will identify the indicators and **when**?

While there is an increasing familiarity with the 'language' of indicators, there is still a predominance of indicators which show material results relating to the project document, decided at the outset of the project. However, in the unfolding of a social development project, results are not usually predictable beforehand.

There are three particular factors to consider when selecting indicators to show impact:

- As a project moves from inputs to outputs, outcomes and impact, the influence of non-project factors becomes increasingly felt. This makes it more difficult for the indicators selected to 'measure' change brought about by the project. This fact should temper the exercise and not lead to fruitless endeavours to identify changes to reflect the chosen indicator.

- Different stakeholders may perceive the impact of the project very differently. For example, if the project staff arrange visits to a demonstration farm by farmers, it may anticipate that the most important result will be the farmers' adoption of new techniques. However, the farmers may see the network of local farmers established through the visit as a valuable result. At times project impacts may even be contradictory for different stakeholders, as a benefit for one may have negative consequences for another.

- Impact can take an unexpected amount of time to occur and be evident, thus straining the usefulness of indicators to capture this change.

In view of these issues, it is very important that the process of selecting indicators is participatory. The major stakeholders, especially the intended beneficiaries, must contribute to the selection of indicators, as they will have the best idea of what changes they hope to see as a result of the project. Moreover, the process must be flexible and enable indicators to be revised in the light of the experience of the project.
A critical question concerns the **number of indicators**, which a project might need in order for it to be able to measure the effect and impact of its activities. It is important that the list is restricted. Other organisations have found that project staff often respond to the challenge of evaluation by exaggerating the number of indicators, without taking into account the demands of their operationalisation. The list of indicators must take into account the resources available to collect the required information. It is better to assess effect and impact with a **smaller number of relevant and manageable indicators**, which offer the prospect of some understanding of the change which has taken place, than to be overwhelmed by an unmanageable and over- ambitious list.

In any project the number of indicators used should decline as the project moves from input – output – outcome – impact. If the selection of the output indicators has followed the usual cautions about relevance and usability (and so on), they should be the basis for one or two broader indicators of outcome and then a general indicator of impact. Where we are looking at the impact of an organisation, which includes a range of programmes and projects, there may be a range of impact indicators arising from the different projects.

Different Characteristics for Quantitative and Qualitative data

Characteristics of Quantitative data

- Simple – information that the respondent knows can be provided as an answer to a question

- Anonymous – personal identity is irrelevant

- Numeric

    - the data is either inherently quantitative (age, income, number of children ever born)

    - or the data is qualitative but capable of quantification (simple categories, eg sex., qualities which can be quantified by scoring etc.)

Characteristics of qualitative data

- qualitative data are personal.

- qualitative data are typically complex and multi-dimensional

- qualitative data often cannot be reduced to discrete units or categories

examples of qualitative data:

words or visual images, field notes describing observations, photographs, reports of in depth interviews, un-coded responses to open-ended questions

Collecting the evidence

- Concept
- Objectives
- Actions
- Indicators
- Collecting the evidence (Data)

Methods for Data Collection

- ☐ Semi Structured interview
- ☐ Structured interview
- ☐ Observation without taking notes
- ☐ Observation with taking notes

COLLECTING INFORMATION EXERCISE 1

Sometimes you may need to collect information from particular stake-holders which is not routinely available. The purpose of this exercise is to give you some (small!) experience in collecting information using a particular method,

TASK

To find out about the users of a particular facility using the technique of Participant Observation

Method

Identify a nearby bar, cafe or shop, and collect information on the type of people who use this facility, using **participant observation methodology.**

- observation means that you should blend in. You should not be conspicuous or draw attention to yourself, (so no taking notes).

- decide on your role so as to fit into the landscape

- during the observation, you can talk about anything, except the task and what you are observing

- afterwards, separately write down your impressions then compare them, and summarise briefly. Do not spend too long on this.

Finally list the pros & cons of this method.

COLLECTING INFORMATION EXERCISE 2

Sometimes you may need to collect information from particular stake-holders which is not routinely available. The purpose of this exercise is to give you some (small!) experience in collecting information using a particular method,

TASK

To find out about the users of a particular facility using the technique of Observation

Method

Identify a nearby bar, cafe or shop, and collect information on the type of people who use this facility, using **observation methodology.**

- You should try to blend in however you should take notes
- decide on your role so as to fit into the environment
- during the observation, you can talk about anything,
- write down your impressions whilst you are observing then compare them, and summarise briefly. Do not spend too long on this.

Finally list the pros & cons of this method.

COLLECTING INFORMATION EXERCISE 3

Sometimes you may need to collect information from particular stake-holders which is not routinely available. The purpose of this exercise is to give you some (small!) experience in collecting information using a particular method.

TASK

To find out about the users of a particular facility using a semi-structured Interview technique.

Method

1. Identify one of the nearby bars or cafes, and conduct a short **semi-structured interview** with the staff member behind the counter.

2. With your partner, draw up a list of the areas you will want to discuss in order to get some information on the following:

    - the average sort of customer who uses the bar
    - is there a seasonal pattern to the types of customer
    - why do people come to this bar etc.

Launch Microsoft Office Outlook.lnk

Afterwards, review the answers and produce a brief summary of what you found and the pros & cons of the method used.

COLLECTING INFORMATION EXERCISE 4

Sometimes you may need to collect information from particular stake-holders which is not routinely available. The purpose of this exercise is to give you some (small!) experience in collecting information using a particular method.

TASK

To find out about the users of a particular facility using a structured Interview technique.

Method

3. Identify one of the nearby bars or cafes, and conduct a short **structured interview** with the staff member behind the counter.

4. With your partner, draw up a list of Questions (no more than 4 questions in each) you will want to ask in order to get some information on the following:

    - the average sort of customer who uses the restaurant
    - is there a seasonal pattern to the types of customer
    - why do people use this restaurant

Afterwards, review the answers and produce a brief summary of what you found and the pros & cons of the method used.

Methods for Data Collection

- ☐ **Interviews**
- ☐ **Focus Groups**
- ☐ **Observation**
- ☐ **Project Reports**
- ☐ **Workshop reports**
- ☐ **Diaries**

- ☐ **Newspaper articles**
- ☐ **Research studies**
- ☐ **Course evaluations**
- ☐ **Meeting minutes**
- ☐ **Website**
- ☐ **Secondary information**

- ☐ **Authorities reports**
- ☐ **Authorities statistics**
- ☐ **Formal Social Surveys**
- ☐ **Technical / Sectoral Methods**
- ☐ **GIS / Hi Tech**
- ☐ **Financial Audits**

Qualitative data collection methods

- Observation
- Structured interviews
- Unstructured interviews
- Focus groups

Qualitative methods are:

- Less systematic
- Use a variety of tools or instruments
- Can use multiple sources of information over a period of time (up to a year..)
- Greater emphasis on data validity and much less concern for reliability
- A much greater personal role for the individual involved in the data collection
- Preliminary data collection and analysis is an integral element of data collection – interpretation of today's data influences what we do tomorrow

Qualitative Methods

- Can deal with complex questions and analyse processes
  Why, how, questions
- Assumes very little prior knowledge
- Suited to investigative research
- Cannot deal with large numbers
- Limited capacity for generalisation to large populations
  (can do so based on theory, or replicability of results in other similar studies)

Quantitative data collection methods

- Observation
- Structured interviews
- Formal social surveys
- Technical / Sectoral Methods
- GIS / Hi Tech
- Financial Audits
- Secondary information

Quantitative Methods are:

- Systematic
- Tools are usually in the written form on a regular basis
- Sources of information over a period of time (up to a year..)
- Greater emphasis on data reliability as well as validity
- A much less personal role for the individual involved in the data collection
- Preliminary data collection and analysis is an integral element of data collection – interpretation of today's data influences what we do tomorrow
- Results can be generalised on the basis of statistical representativeness

Quantitative Methods

- Best suited to conceptually simple questions:
  what, who, where, how much/many, how
  important

- Can identify statistical associations/relationship, but cannot explain why/how they occur – limited capacity to deal with causality.

- Required for questions that refer to large numbers and for sample studies which aim to make conclusions which can be generalised to larger populations

- Suited to the testing of theories/ hypotheses

- Requires a large amount of prior knowledge

Quantitative Methods

- Cannot deal with complex questions and analyse processes Why, how, questions

- Assumes prior knowledge

- Suited to pure research

- Can deal with large numbers

- Greater capacity for generalisation to large populations

TOOLS TO HELP STRENGTHEN PROJECT DESIGN, IMPLEMENTATION AND MONITORING AND EVALUATION

1. Project Cycle Management

The Project Cycle follows a sequence or pattern in which projects are planned and carried out.

The cycle starts with an idea and helps planners to develop their idea into a working plan which can be implemented and evaluated.

The eight stages in the project cycle are designed to:

- Help convert ideas into projects
- Ensure the projects are documented and prepared so that they are technically and institutionally feasible
- Help you prioritise between different projects
- Help your projects achieve sustainable outputs
- Improve monitoring and reporting
- Improve in future project planning the process of learning by experience (use the results of monitoring and evaluation

The final point is overlooked too many times: when planning a new project information gathered at the final evaluation of a previous project has fallen into abyss that new project planners have no access too. "The Black Hole of development" is where information gathers dust on shelves of project offices and never helps in the process of learning by experience.

1. Logical Framework Analysis

The logical framework analysis helps a project team collaborate and respond flexibility to changing expectations and conditions. Aimed to assist with well managed planning processes, producing clearly defined objectives, jointly tackled issues and assist a project team to be better prepared and deliver better results.

The process will deliver:

- Logistical and administrative arrangements are understood and in place
- Agreement concerning objectives, strategy, roles and responsibilities for both the team and individuals
- Establishing processes for reviewing the work and for redirecting the effort as necessary to reach the objective.
- Resolving any organisational or external issues involved with the project and reflecting the interests of all the stakeholders.

The Matrix / Framework Design

- Cause and effect or hierarchy of objectives

Aim
The higher order objective to which the project contributes (what are we going to achieve)

Higher Objective
The immediate effect or impact of the project on the target group (what is the project trying to achieve).

Objectives
The improvements or changes that the project will deliver.

Activities
The main activities that must be undertaken in order to achieve the outputs.

Inputs
The materials, equipment skills and other resources that must be provided to carry out the activities. The costs and timing of these inputs.

- Performance Measurement or objective verifiable indicators

Indicators of Achievement
The quantitative and qualitative observations that will show that the project has achieved its purpose. The indicators are the evidence that you would show to someone to demonstrate what the project has achieved. There will also be indicators to show that the project has completed its outputs.

- Monitoring, reporting and evaluation or means of verification

Means of Verification
How you will collect the observations of the indicators. What sources of information will you use? Can you use existing sources? Do you need to design methods of collecting information under inputs.

- Systems and integration or assumptions, risks and external factors

Assumptions/Risks/Necessary conditions of success
What might stop the project from being successful? What factors that cannot be controlled by the project could limit progress?

2. Stages for Planning the Process

Stakeholder analysis to identify all parties involved:

- Write down all institutions, groups and individuals affected by the problem the project plans to address.
- Categorise them into which interests and views are to be given priority when analysing the problems.
- Take a closer look at all of the groups and select the moist important.
- Examine: the main problem facing the group, needs and interests of the group, strengths and weaknesses and the main conflicts of interest and dependency with other groups.

Developing the problem tree

- Identify major existing problems based upon available information (brainstorming)
- Select one focal problem for the analysis
- Develop the problem tree beginning with the substantial and direct causes of the focal problem in the centre of your page
- Place the direct effects of the focal problem above the centre and the direct causes of the focal problem below the centre

Developing the objective tree

- Reformulate all the elements in the problem tree to positive, desirable conditions
- Review the resulting means-end relationship to ensure validity and completeness of the objective tree
- Delete objectives which appear unrealistic or unnecessary
- Draw connecting lines to indicate the means-end relationships

Methodology

- Develop a hypothesis (a prediction about a cause and effect relationship involving uncertainty)
- Develop the hierarchy of project expectations: AIM (greater why) PURPOSE (why) OUTPUTS (what) ACTIVITIES (how)
- Use future completed action to describe the objective, strong action verbs
- Clarify the assumptions or risks to identify what is beyond the managers control
- Identify critical assumptions or risks which are in doubt
- Refine assumptions or risks that are too general
- Analyse their importance and probability
- Decide how to manage them / what to do
- Develop objectives verifiable indicators, the conditions that signal success. (the minimum number of indicators that measure what is important)
- Identify the indicator
- Set the Quantity
- Set the quality
- Set the time

- Examine the means of verification or the monitoring and reporting system
- Availability within normal sources
- Special data gathered required
- Who will pay for it?
- Who will implement it?
- How much data gathering is worthwhile?
- Appraisal stage to ask: Will it work? Can it be improved? Is there a better way? Is it worth it?
- Develop a work plan from the log frame

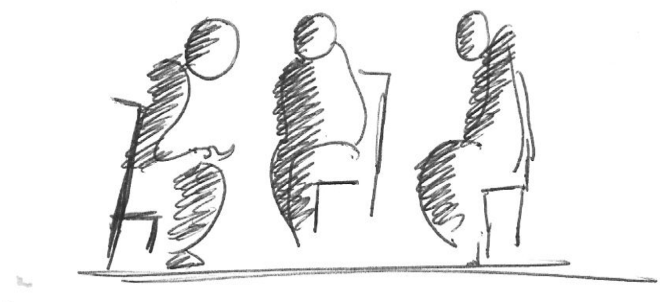
FINALLY

The log frame is a tool to help with the project planning and monitoring it is not written in stone, it can be flexible and is designed to assist the project management, not tie their hand behind their backs. The log frame is as good as the managers who use it.

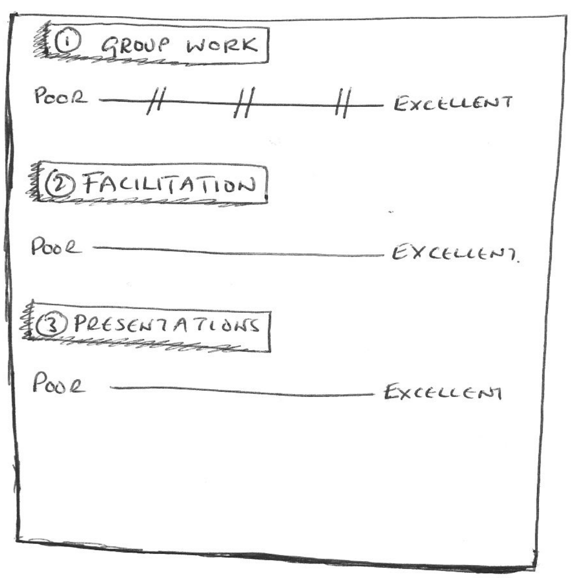
Methods of Monitoring a Training Event

1. Home groups

These are small groups of participants (usually in 3s) who meet for 15 minutes at the end of a course and discuss what went well and what could be improved. Then one of them meets the trainer and shares their feedback. This is a really good method for enabling the course participants to feel they have an influence on the shape and nature of the course. It also increases their ownership and commitment to learning.



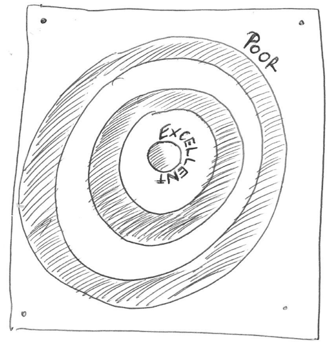
2. Spectrum Lines



This involves placing some flipcharts around the walls and on each flipchart are drawn horizontal lines, representing a spectrum from poor to good. Each spectrum line should represent a question the trainer wants feedback on. The participants take turns to mark on each spectrum line where they think they are in relation to the learning or experience of the course. This is a good technique to use at the end of the day or during a coffee break.

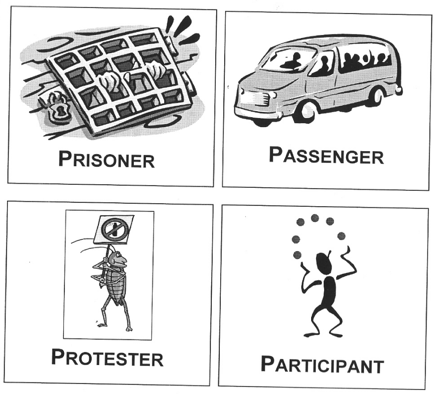
3. Target area

Draw a large target onto flipchart paper with a red bulls eye and four or five outer circles. The middle represents a high score or excellent and the outer circles represent lower scores or poor. As with the spectrum lines this can be used at the end of the day or during coffee breaks. The target can be repeated for different questions the trainer wants to ask, such as content of the session, group work, presentation, translation.



4. The Four Ps

Prisoner, Passenger, Protester, Participant.



Place the images for each of these areas on four separate walls or areas in the training room and invite participants to go and stand by which image represents how they are feeling in regard to being on this course. This technique works best when the group is fairly familiar with each other.

5. Photos

This technique involves selecting a range of photos which show a selection of emotions and invite participants to select which photo best represents them on this course.
In some cases, it's good to laminate the photos and get people to stick post-its or write on them directly.

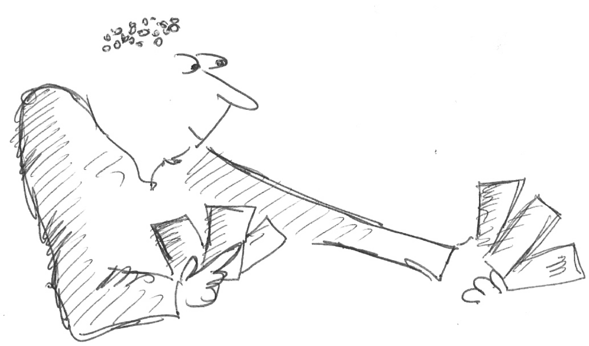
6. **Bag Activity**

Collect a selection of paper bags and place them around the walls and write on each bag a question you would like the participants to answer. The participants then take a selection of small cards or post-its and write their response on them.

Then, in small groups, review the answers to each question and identify common themes and key issues that might need addressing. This activity can easily be used at the beginning, middle and end of a workshop. It's good because it's active and gets the participants to analyse the information for you.

7. **Coloured Flash Cards**

Give everybody three yellow cards and three green cards. On the yellow, write three things that could help to improve the course, and on the green, write three things that are going well or that they have learnt.

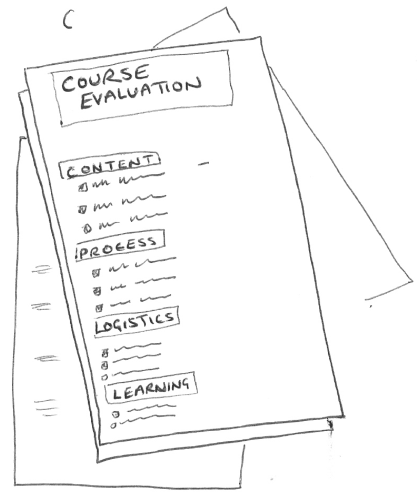


Evaluating a training event

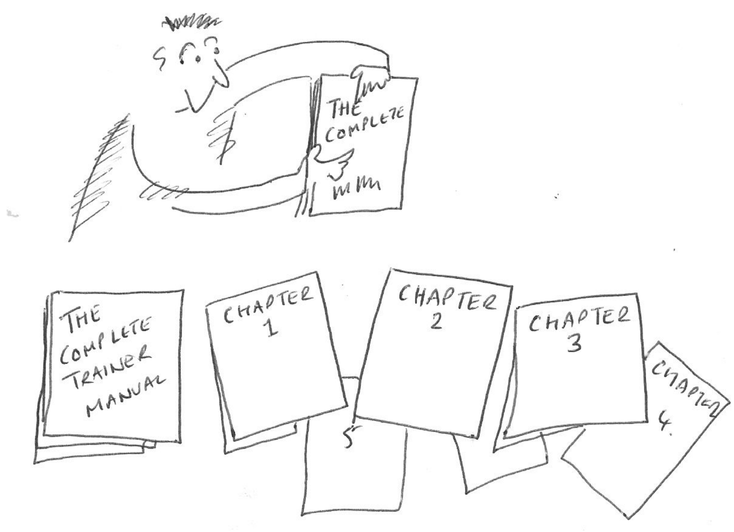
1. Questionnaire

This is the most common approach used for evaluating a training event. Questionnaires take all different shapes and forms and levels of complexity. However the basic areas that should be covered are;

a) Relevance of the content (what was most useful, what was least useful?)
b) Process of the course (quality of the facilitation, presentations and group work)
c) Resource materials, venue, food and accommodation
d) Application of learning (what will you do as a result of this course and what will be some of the barriers to apply the learning and how will you overcome them?)



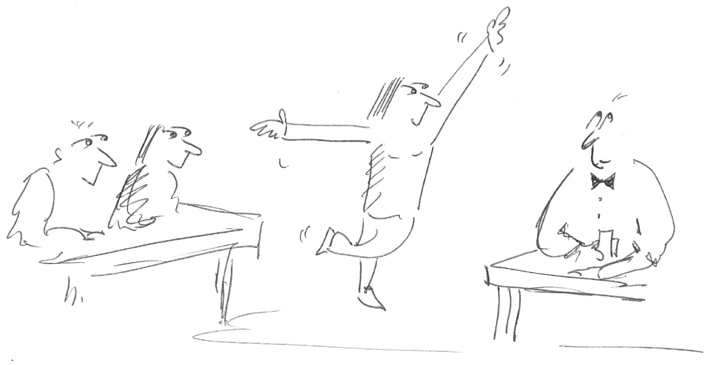
2. **The Complete Trainer (specialist**)



This is a method for the whole group to review the course they have done. It involves presenting them with what looks like a complete manual on the subject that they had been trained in, but it is only a whole pile of blank paper with a cover sheet title. The task for the group is to design the chapter headings of the manual, based on their experience of this course. This is a good way to review the course, but not necessarily good for gathering evaluative data.

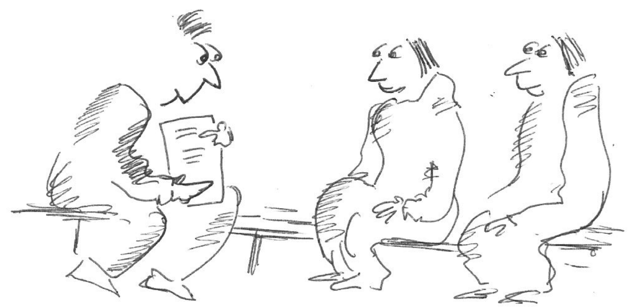
3. Quiz and Forfeits

Set the group up into teams, and host a quiz on the subjects covered in the training event. To make it more interesting, award points and prizes as well as forfeits for teams that get the answers wrong, or get a low score. Again this is a good event for reviewing the course and helps the group remember some key issues. It's also good fun.



4. Demonstration and Practice

This is good for courses, which have a skills element and the trainer needs to assess the competency of the participants. Is important to plan well in advance, so that the participants can prepare and practise their skills before being assessed.



5. Flashcards

Give everybody three yellow cards and three green cards. On the yellow, write three things that could help to improve the course, and on the green, write three things that are going well or that they have learnt. Place the cards on a wall and get the group to cluster them according to common themes. Then facilitate a discussion with the group members.

My Personal Action Plan
What 3 actions will I take following this training: **1.** **2.** **3.**
How will I do them?
By when?

Further Reading on Monitoring and Evaluation

BOOKS, PAPERS AND ARTICLES

Blankenberg, F. (1995) *Methods of Impact Assessment Research Programme. Resource Pack & Discussion*. Oxford: Oxfam/NOVIB.

Britton, B. (1998) *The Learning NGO.* Occasional Paper No. 17. Oxford: INTRAC.

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Roche, C. (1999) *Impact Assessment for Development Agencies: Learning to Value Change*. Oxford: Oxfam.

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Slocum, R., L. Wichhart, D. Rocheleau, and B. Thomas-Slayter (eds.) (1995) *Power, Process and Participation - Tools for Change*. London: Intermediate Technology Publications.

Wood, A., R. Apthorpe, and J. Borton (eds.) (2001) *Evaluating International Humanitarian Action*. London: Zed Books.

USEFUL WEB SITES

ALNAP: Active Learning Network for Accountability and Performance in Humanitarian Action
Network of NGOs, donors, multilaterals and academics focusing on improving performance in humanitarian action
www.alnap.org

BOND: Network of more than 275 UK based voluntary organisations working in international development and development education.
www.bond.org.uk/pubs/index.htm

ELDIS: Internet directory and gateway to a vast range of information sources on development and the environment, produced by the British Library for Development Studies
www.ids.ac.uk/eldis/eldis.html

ID21: Research reporting service providing news of the best of UK-based development research around the world
www.id21.org

IDRC: International Development Research Centre
A public corporation created by the Canadian government to help communities in the developing world find solutions to social, economic and environmental problems through research
www.idrc.ca/index_e.html

IDS: Institute of Development Studies, Sussex
Leading centre for research and teaching on International Development
www.ids.ac.uk

Monitoring and Evaluation News :Information about developments in monitoring and evaluation methods relevant to development projects and programmes
www.mande.co.uk/news.htm

ODI HPN: Humanitarian Practice Network at the Overseas Development Institute
Network of academics and practitioners involved in humanitarian action
www.odihpn.org

INTRAC

International NGO Training and Research Centre

Monitoring and Evaluation

Advanced

Course Toolkit

NGO Support Centre

The Management Centre
"Managing Change for Sustainable Development"

Cyprus
June 2007

Prepared by Anne Garbutt & Ian Patrick

Introduction – About the Toolkit

This Monitoring and Evaluation Advanced Course Toolkit has been produced as part of the broader **Cypriot Civil Society Strengthening Programme** implemented by **INTRAC** (International NGO Training and Research Centre) www.intrac.org, UK, The Management Centre of the Mediterranean www.mc-med.org and NGO Support Centre, www.ngo-sc.org, Cyprus.

This toolkit is intended for use by Cypriot CSOs – we hope you find these materials useful – please let us know if you have any feedback!

ADVANCED MONITORING AND EVALUATION

COURSE OVERVIEW

Learning Objectives	1. Review content of Standard Monitoring and Evaluation 2. Extend knowledge and skills of monitoring and evaluation and their application to projects implemented by civil society organisations
Summary	Advanced Monitoring and Evaluation is intended to first review and then build on the material covered in Standard Monitoring and Evaluation. It is designed for those wishing to extend their knowledge of M&E and how this applied to projects and programmes implemented by civil society organisations. The course operates for a total of 12 hours, made up of 6 sessions. The course is based on 5 major steps that are essential to good monitoring and evaluation practice. Each session focuses on one step, although the first session also includes a review of Standard Monitoring and Evaluation. The content of the different sessions is described below.
Sessions	Session 1: Review and Readiness Analysis • *Essentials of Monitoring and Evaluation: Review of Component One* • *Determine How Ready You Are to Monitor and Evaluate* Session 2: Stakeholder Analysis • *Decide Who Will Be Involved and Promote Participation* Session 3: Measuring Change at Different Levels • *Agree on What You Will Assess* Session 4: Indicators and Data Sources • *Consider Indicators and Data Collection Issues* Session 5 & 6: M&E Systems • *Build a Monitoring and Evaluation System*

Glossary of Monitoring and Evaluation Terms

Activity	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs.
Appropriateness	A measure of whether an intervention is suitable in terms of achieving its desired effect and working in its given context. Suitability may apply, for example, to whether the intervention is of an appropriate type or style to meet the needs of major stakeholder groups.
Assumptions	Hypotheses about factors or risks which could affect the progress or success of an intervention.
Data Collection Tools	Methodologies used to identify information sources and collect information during monitoring and evaluation. Examples are informal and formal surveys, direct and participatory observation, community interviews, focus groups, expert opinion, case studies, literature.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Evaluation	The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the appropriateness and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.
Formative evaluation	Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs
Goal	The higher-order objective to which an intervention is intended to contribute.
Impact	Positive and negative, long-term effects produced by a development intervention, directly or indirectly, intended or unintended.
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.
Inputs	The financial, human, and material resources used for the intervention.

Logical framework (Logframe)	Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution and evaluation of an intervention.
Mid-term evaluation	Evaluation performed towards the middle of the period of implementation of the intervention.
Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.
Objective	Intended result contributing to physical, financial, institutional, social, environmental, or other benefits to a society, community, or group of people via one or more development interventions.
Objective	The intended physical, financial, institutional, social, environmental, or other results to which a project or programme is expected to contribute.
Outcome	The likely or achieved short-term and medium-term effects of an intervention's outputs.
Outputs	The products, goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Participatory evaluation	Evaluation method in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.
Programme evaluation	Evaluation of a set of interventions that are intended to attain specific global, regional, country, or sector development objectives. Note: A programme is a time bound intervention involving multiple activities that may cut across sectors, themes and/or geographic areas.
Project evaluation	Evaluation of an individual development intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program
Results	The output, outcome or impact (intended or unintended, positive and/or negative) of an intervention.
Review	An assessment of the performance of an intervention, periodically or on an ad hoc basis. Note: Frequently "evaluation" is used for a more comprehensive and/or more in depth assessment than "review". Reviews tend to emphasize operational aspects. Sometimes the terms "review" and "evaluation" are used as synonyms.

Stakeholders	Agencies, organisations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation.
Summative evaluation	A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.
Sustainability	The continuation of benefits from an intervention after assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.
Terms of reference	Written document presenting the purpose and scope of the evaluation, the methods to be used, the standard against which performance is to be assessed or analyses are to be conducted, the resources and time allocated, and reporting requirements. Two other expressions sometimes used with the same meaning are "scope of work" and "evaluation mandate".

City Council Rubbish Project

What Would You Monitor and Evaluate?

Monitor	Evaluate

MONITORING AND EVALUATION IN YOUR ORGANISATION

INSTRUCTIONS

Please provide your point of view in response to the following questions about the readiness of you and your organization to undertake monitoring and evaluation activities. Circle the response that best fits with your point of view on the question.

1. **How ready do you believe your organisation is to undertake monitoring and evaluation?**

Not at all ready	Slightly ready	Moderately ready	Very ready	Extremely ready
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

2. **What level of experience does your organisation have in undertaking monitoring and evaluation?**

No experience	Limited experience	Moderate experience	Reasonable experience	Considerable experience
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

3. What experience do you have in undertaking monitoring and evaluation?

No experience	Limited experience	Moderate experience	Reasonable experience	Considerable experience
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

4. To what degree do you believe your organisation gives priority to the development of skills in monitoring and evaluation?

No priority	Some priority	Reasonable priority	Very Good	Extremely good
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

5. To what degree do you believe your organisation gives practical support to the development of skills in monitoring and evaluation?

Not at all	Some	Good	Very Good	Extremely good
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

6. How confident are you personally with monitoring and evaluation?

Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

7. How confident do you feel your organisation is in undertaking monitoring and evaluation?

Not good at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident
1	**2**	**3**	**4**	**5**

Please comment further:

____

____

____

8. How important is your organisations capacity to undertake monitoring and evaluation to your funding body?

Not important	Slightly important	Moderately important	Very important	Extremely important
1	**2**	**3**	**4**	**5**

Please comment further:

9. How important is your organisations capacity to undertake monitoring and evaluation to other stakeholder groups?

Not important	Slightly important	Moderately important	Very important	Extremely important
1	**2**	**3**	**4**	**5**

Please comment further:

HOME GROUP RESPONSIBILITIES

You will be in your Home Group for the duration of the Training Programme.

You should agree a name for the group.

During each day, Home Group members should check with each other that there are no language or other practical problems. If there are, these should be raised with the facilitators.

At the end of each day, all Home Groups should meet together for about 15 minutes to discuss the following:

- What went well today.
- What could have been better.
- Suggestions for the remainder of the workshop.

Each group should select one workshop member to represent the group's views to the facilitators at the End-of-Day Review Meeting.

In addition, on a rota basis, each of the Home Groups will take it in turn to carry out the following responsibilities:

1. Time-keeping to ensure that facilitators and participants keep to time.

2. Monitoring energy levels and introducing energiser exercises when appropriate.

3. Start the day with an energiser exercise and conduct a participatory review of the previous day's learning. The review should be fun and take no more than 10 minutes.

Case Study: Youth Problems in Brigolo

Problem

- Brigolo – area that has experienced long term problems with youth crime.
- Poor area - few opportunities for employment and high rate of drop outs of young people from school.
- Types of youth crime in Brigolo - vandalism, theft, drug offences, and some violence.

What the Community Thinks

- Local community - concerned and have made many requests to the authorities address this problem.
- Surveys – show that many people in the area feel unsafe, especially going out at night.
- Newspaper reports - show that many local people see youth crime problems as very bad and getting worse.

What the Authorities are Doing

- Local police force – finding it very difficult to respond to this problem.
- High number of arrests of young people by police, but this is not reducing youth crime levels.
- Young people often sent to court are fined, put on probation or put in detention, but later many commit further crime.
- Local magistrates – want a different range of solutions to youth crime

How the Authorities are Responding

- As a response to this problem, the local authorities have set up a new arrangement to deal with young people in the courts, and have provided project funding to Youth Friends, a local NGO focusing on youth issues to operate a new youth centre. Young people who are caught offending for the first time, or for minor offences are given a choice in the courts of agreeing to attend the centre rather than going on to probation.

- Young people need to agree to attend for 3 months and go to 8 special sessions focusing on positive approaches to living including health, education, employment. Many social and recreational activities are also available at the centre.

- The new Brigolo Youth Centre opened in Feb 2007, with a project budget of EUR 170,000 to operate over 3 years. To receive the funding, Youth Friends needed to develop a project plan. Now they need to develop a monitoring and evaluation plan for the project. They have 2 staff members and a management committee.

Exercise:

Please identify the main stakeholders that you think would be involved in the Youth Friends Project. Identify primary/key stakeholders and other stakeholders.

Primary Stakeholders	Other Interested People / Groups / Organisations

Exercise:

Please identify for both primary and other stakeholders listed on the previous exercise: their interests in the project M&E, information they have or need, and what role they may have in the project M&E.

Stakeholders	Interests in Project M&E	Information they have or need	Role in M&E

Exercise: Objectives, Outputs and Activities

Reduce youth crime by 50% over three years
Operating arrangements established with courts and police for working with young people
Planning sessions with police and courts in April 2007
Write guidelines on communications including police and courts
Diabetes among children falls by 20% by 2010
New medicine developed to treat children
Train doctors in new treatment approaches
Educate children in treatment and use of medicine
Increase adult literacy in Brigolo to meet national targets by 2020

Reading training programs established
Literacy testing centre established
Train teachers in literacy
Operate adult literacy training classes
Develop literacy tests
Test adults in Brigolo for literacy levels in 2008, 2015 and 2019

Brigolo Youth Project

Project Logframe

The following is an example of a logframe. The logframe is incomplete.

	Indicator	Means of Verification	Assumptions
Goal To improve law and order in Brigolo	Reduced crime rates	Crime statistics	Authorities and civil society organisations committed to assisting
Objective 1 1. To reduce youth crime in Brigolo by 50% over 3 years	Reduced numbers of police arrests of young people	Police arrest data	Young people are interested in alternatives to probation
Output 1.1 Youth Training Program Established and Operating	Project operating with weekly sessions	Project records	Staff are sufficiently experienced and skilled
Activities 1.1.1 Plan training program 1.1.2 Run 8 training sessions monthly 1.1.3 Plan and run youth recreation activities	**No indicators for activities**	Project records	
Output 1.2 Operating Arrangements established with police and courts	Agreements established with police and courts	Signed agreements	Courts, police and civil society organisation can cooperate effectively
Activities **1.2.1** **1.2.2**	**No indicators for activities**		
Objective 2 **2.**			
Output 2.1			
Activities 2.1.1 2.1.2			

Small Group Exercise

In small groups consider the case study of Brigolo. Respond to the following questions:

What Activities and Outputs could Youth Friends deliver? **Activities**: **Outputs**:

What outcomes (medium term) and impacts (longer term) could the Project expect to achieve over 3 years?

Outcomes:

Impacts:

Group Exercise 1

Qualitative and Quantitative Indicators

Instructions: Practice developing qualitative and quantitative indicators for the following results areas from the Brigolo Youth Project

Results Area	Qualitative	Quantitative
Training manuals developed to guide courses for youth at Centre		
Staff trained in youth work approaches		
Reduction in complaints to police about youth in Brigolo		

BRIGOLO YOUTH PROJECT

MONITORING AND EVALUATION PLAN

Description of Project:

Objectives of Project:

Duration of Project:

Budget:

Key Staff:

Key Stakeholders:

Summary of M&E Arrangements for Project:

Stakeholder Involvement in M&E:

Reporting on M&E:

NGO SUPPORT CENTRE

INTRAC
International NGO Training and Research Centre

The Management Centre
"Managing Change for Sustainable Development"

Monitoring Planning
Monitoring Against Outputs and Activities

Focus	Indicator	Data Source	Who Will Collect/Involvement of Other Stakeholders	When
Project Plan / Logframe				
Output 1.1				
Major Activities				
Output 1.2				
Major Activities				
Etc.				

NGO SUPPORT CENTRE

INTRAC
International NGO Training and Research Centre

The Management Centre
"Managing Change for Sustainable Development"

Monitoring Against Other Project Areas

Focus	Data Source	Who Will Collect	When
Other Project Areas			

Evaluation Planning

Area of Investigation and Questions	Indicator	Data Source	Who Will Collect and Analyse / Involvement of Other Stakeholders	When
Achievement of Objectives				
Were the objectives of the project achieved?				
Objective 1				
Objective 2				
Etc.				

Area of Investigation and Questions	Indicator	Data Source	Who Will Collect and Analyse	When
Appropriateness				
Was the project appropriate to the needs of the target group?				

Brigolo Youth Project - Monitoring Plan

Exercise: Complete the Following

Focus	Indicator	Data Source	Who Will Collect/Involvement of Other Stakeholders	When
Project Plan / Logframe				
Output 1.1 Youth Training Program Established and Operating	Program operating with weekly sessions			
Output 1.2 Operating arrangements established with police and courts	Agreements established with police and courts All parties understand and support agreement	Signed agreements Discussion with project staff, police and courts	Project Staff (collect) Project manager (collect) Representatives of police and courts in meetings	Annually Annually

Group Exercise

Decide on other project areas to be monitored for the Brigolo Youth Project. These are additional to those covered by the project plan / logframe.

Make sure you focus on areas that you think require regular checking and only choose those ones that you think are important – otherwise you will collect a lot of information which may not be useable..

Identify areas below:

Group Exercise

Identify possible areas of investigation for an evaluation of Brigolo Youth Project.

These mainly focus on the **outcomes** and **impact** of the project. For example, whether the project had an impact on reducing crime levels in Brigolo.

There could be many areas of investigation, depending on interest. However, the following words may be of assistance to you:

- Meeting objectives
- Youth crime
- Public safety
- Effective training
- Use of funding
- Models

For each area, identify a heading, and then a question or questions to show what you would investigate. For example:

Meeting objectives	Did the project meet its objectives?

Exercise

Complete the following:

Area of Investigation	Question	Indicator	Data Source	Who Will Collect and Analyse / Involvement of Other Stakeholder	When
Appropriateness	Was the project an appropriate way to handle youth crime?				

Exercise

Complete the following:

REPORTING

Who is the audience for the evaluation of Youth Friends?

Will your audience have the skills and time to interpret your findings?

How will you present the information?

What can you do to make sure that your recommendations are acted on?

My Personal Action Plan
What 3 actions will I take following this training: **1.** **2.** **3.**
How will I do them?
By when?

FURTHER READING ON MONITORING AND EVALUATION

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USEFUL WEB SITES

ALNAP: Active Learning Network for Accountability and Performance in Humanitarian Action
Network of NGOs, donors, multilaterals and academics focusing on improving performance in humanitarian action
www.alnap.org

BOND: Network of more than 275 UK based voluntary organisations working in international development and development education.
www.bond.org.uk/pubs/index.htm

ELDIS: Internet directory and gateway to a vast range of information sources on development and the environment, produced by the British Library for Development Studies
www.ids.ac.uk/eldis/eldis.html

ID21: Research reporting service providing news of the best of UK-based development research around the world
www.id21.org

IDRC: International Development Research Centre
A public corporation created by the Canadian government to help communities in the developing world find solutions to social, economic and environmental problems through research
www.idrc.ca/index_e.html

IDS: Institute of Development Studies, Sussex
Leading centre for research and teaching on International Development
www.ids.ac.uk

Monitoring and Evaluation News :Information about developments in monitoring and evaluation methods relevant to development projects and programmes
www.mande.co.uk/news.htm

ODI HPN: Humanitarian Practice Network at the Overseas Development Institute
Network of academics and practitioners involved in humanitarian action
www.odihpn.org