

ARTS Zone

BY ROLAND J. PASCUAL

THIS is one project replete with stories that all participants take to heart and tell their audiences in child-nurturing homes, schools and communities, along with the rallying cry: *love does not hurt*.

For six years now, the Philippine Educational Theater Association - Advocate Right to Safety Zone (PETA-ARTS Zone) brims with efforts at infusing the message of child safety in a culture that has otherwise been shaped in the mode of Corporal Punishment (CP) – that of inflicting pain – physical, mental, emotional and psychological – to instill discipline in children.

The practice of CP in the Philippines is traditional. For many Filipinos, “children learn better by experiencing pain as punishment for their misdeeds or wrongdoings.”

“Because it is rooted in the culture,” says ARTS Zone, “it is difficult to change and is not acknowledged as a form of violence against children.”

There lies the daunting task of taking on the norm. Unflinching, ARTS Zone grapples with it, resolute in its advocacy of safer homes and communities for children.

Wind Chimes were given to 297 ARTS Zone Families during the 3 Metro Manila Rizal Conferences.

ARTS Zone invokes child psychologist Joan E. Durrant's views on positive discipline as its counterpoint to corporal punishment:

"Positive Discipline is non-violent, solution-focused, respectful and based on child development principles. It is an approach to teaching that helps children succeed, gives them information, and supports their growth. It is a set of principles that can guide all of your interactions with your children, not just the challenging ones."

ARTS Zone stresses that **CP** is an utter violation of children's innate rights. It adversely affects children's development potentials.

And yet, "Fulfilling and protecting a human right is not at all easy. The process has to overcome the phase where one finds it easier to deny that one has an obligation and then go beyond the stage of blaming," says Alberto Cacayan, Regional Coordinator for Southeast Asia of *terre des hommes (tdh) Germany*, which, along with the German Federal Ministry for Economic Cooperation (BMZ) supports ARTS Zone in its advocacy for children's rights.

Central to ARTS Zone activities is the use of PD in three important areas of the child's realm – the child's rights, the child's development and the child's rearing (effective parenting).

Notes ARTS Zone: "(PD) does not begin only when children do wrong. It is integrated in everyday communication between adult and child."

JOSELLE is hard up and forced to engage in various activities to earn a bit more while her husband is all tied up with work. None of the kids could help out in daily chores. Issues build up. Things take a turn. Tempers fly out.



Here and there there'd be spanking, slapping, shouting. But in time, no more. The family sits around the table reciting a catchy rap "Maglilista tayo ng mga gagawin niyo/Mula ngayon mag-uusap ang pamilyang ito [3x] (We'll list down what you'll do/From now on this family will talk)."



It is a scene from PETA's **RATED: PG**, an advocacy drama for the family brought by ARTZone into the communities. Written by Liza Magtoto, it is young and upbeat, far from simplistic, replete with repartee, intimation and comic relief, at times done in song, and dance and music that moves minds, warms hearts.

In this show PETA asks: How will it be up to Joselle and the community to create a different path of child-rearing, of creating more options for children?"

RATED: PG has had 83 public performances in seven cities and one municipality, with an audience-reach

During one Visual Arts workshop for Children at F.P. Felix Memorial National High School last 19 October 2013.

of some 56,787. Viewers attest to its effectiveness as an entry point in the discussion of the affairs of the child.

Transformative Theater Foundations

FOUNDED in 1967, PETA is a group of artists-teachers long held by the conviction that theater must be for people's development. To be relevant, it must be transformative. PETA has since mounted numerous plays advocating specific issues. Under its ARTS Zone Program, PETA seeks to realize a culture of Positive Discipline (PD) that upholds and protects the rights of the Filipino child.

The Rated PG Performance in Cainta Elementary School Gymnasium gathered 1,507 audiences.



"We conduct creative workshops to raise awareness, deepen understanding of issues, promote psychosocial healing and resilience, develop the creative capacities of adults and children and mobilize people – all towards the fulfillment of human and children's rights and social change," says Marichu Belarmino-Carino, ARTS Zone's Program Director.

Faye Balanon, child expert and ARTS Zone Consultant further explains: "The integrated theater arts approach was applied in all the workshops and activities which evoked the experiences and opinions of the participants. It combined theater and media arts and applied the learning principles and processes of PETA."

PETA and ARTS Zone would not want it any other way. Their work, their interventions, must be participative.

I thought it was just mere drama," Tomas Laporre, 52, says, recalling how the show was staged in a neighborhood court. "I had no idea that it was all about wholeness for the child and for the family. I was humbled by their noble cause."

A long-time president of his local Parents-Teachers Association, Tomas is only too willing to spread the word wherever children and their elders are.



Tomas is only one of many who help bring ARTS Zone to life, a single but significant link in a chain of 91 local partnerships with schools, barangays, non government organizations (NGOs), community/ people's



organizations, local government units – all working for PD

In one ARTS Zone City Conference, teacher Amelia Lacsamana tells participants, “we must also continuously reach out from ourselves and find the goodness in each child.”

Amelia intimates: “Once I lived in the slums. My father was a dictator. He used many forms of corporal punishment but I withstood it, fortunate not to take it in too deeply.” Another firm believer in PD, Amelia offers her services pro bono both to ARTS Zone and to teachers and families in her area.

Multifaceted Approach, Multimedia Exposure

ARTS Zone has learned to read traditional mindsets and understand conventional wisdom. **Its approach to advocacy is always dynamic and multi-faceted.** Aside from the live performances, other interventions include creative workshops

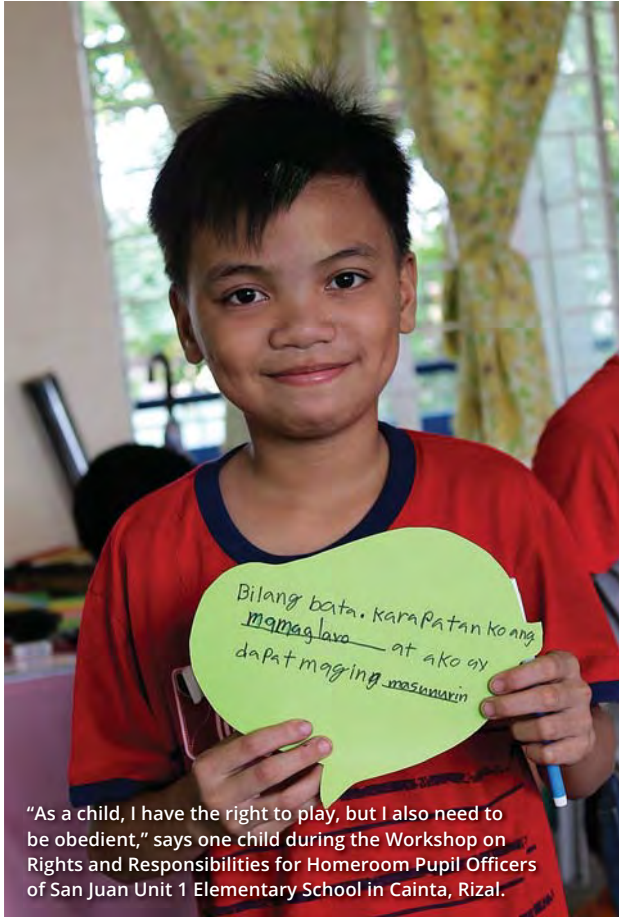
on PD where both adults and children are given opportunities to share and discuss their rights; publications; seminar-workshops-trainings for teachers, barangay leaders and authorities; conferences; and Local Action Initiatives (LAIs).

ARTS Zone has also gone multi-media: distributing comic books, holding interactive conferences and setting up its own website (www.artszone.com.ph).

It has recently transformed RATED: PG into a 76-minute video made available to audiences for free. Discussion Guides for children (grade and high school, out-of-school youth 9-17), and adults (parents, teachers, local leaders, school personnel, barangay/community leaders, local authorities, social service providers and agencies), go with the video for the conduct of deepening sessions after screening.

“Facilitators are provided with guide questions and key learning inputs designed to engage audiences by

Mother and daughter scene from Rated PG during one of their performances in Cainta, Rizal.



"As a child, I have the right to play, but I also need to be obedient," says one child during the Workshop on Rights and Responsibilities for Homeroom Pupil Officers of San Juan Unit 1 Elementary School in Cainta, Rizal.



Rated: P3G Valenzuela City Conference in Valenzuela City Hall last 28 February 2015



Local Action Implementation of Gen. T. de Leon National High School, Valenzuela City.

generating discussion and encouraging reflection on the central theme of punishment and discipline in homes, schools and communities."

Meanwhile, a book on ARTS Zone's and its partners' crucial experiences and

learnings has been published. Carrying ARTS Zone's many stories, the book devotes a section to Local Action Initiatives (LAI) which ARTS Zone considers most indicative of the advocacy's impact and sustainability.

There are stories on replication and reciprocity that tug at the heart.

One story is about a school principal who established her own organization for advocacy called Positive Discipline Advocates of the Philippines (PDAP). Still another beneficiary from the local Social Welfare Department established



ERPAT (colloquial term for FATHER), an organization of fathers which encourages more fathers to become active in family and community activities. These speak much for themselves.

Another tells of a group of young people who collectively write from their own research and experiences with PETA and stage their own plays in schools and neighborhoods.

In yet another City Conference, Boy, a high school junior and ARTS Zone awardee, goes up the stage with his mother to receive a token set of chimes.



As Melinda Tan de Guzman, ARTS Zone Project Associate Director, hands the chimes, she tells the awardees. “We are not perfect, and when we find ourselves about to do wrong, the soft wind tolling these attuned bells will serve as a



Visual Arts Workshop for Children,
CAA Elementary School, Las Piñas
City, last 14 December 2013



reminder (of what we have committed ourselves to)."

Of what Boy and his mother learned from ARTS Zone and the practice of PD, he encapsulates: *"Mas lumawak ang pag-unawa, lumalim ang pagsasama* (Our mutual understanding broadened, our bond deepened)."

"ARTS Zones" everywhere

Creating their own respective "ARTS Zones" in any home, community, group of people, task force, institution, network, movement or potential spheres of influence, these groups and individuals keep the advocacy for PD and children's rights alive and well in their communities.

But there is one other story on ARTS Zone's advocacy worth telling: that of its lobby among policy makers.

"PD is now integrated in regular school activities and th(ose) of local governments and community organizations," ARTS

Zone reports. "City and barangay ordinances adopting PD have been initiated.

The advocacy has gone from local to national. "We are working with the Philippine Legislators' Committee on Population and Development and the Child Rights Network in campaigns to pass the Comprehensive Positive and Non-Violent Discipline on Children Act in Congress."

The bill has been approved by the House of Representatives but is still pending in the Senate. If enacted into law, it might be a first in Asia.

"Nakasa na ang mekanismo. Umaandar na (The mechanisms are in place. They are operational)," says Romy Florendo, 54, decades-long cultural worker and ARTS Zone staffer. His colleague,

"School is a home", says children during the Rated: P3G Cainta Municipal Conference held last 7 March 2015.





Jeff Navelino, 27, an NGO-worker and a community organizer in Manila, densely-populated by low-income families, says: “*May check-and-balance na* (Processes for check-and-balance are in place).”

During the Seminar-Workshop on Children’s Rights, Child Protection Mechanisms and Positive Discipline for All Pasig Elementary Schools, June 2013.

The two know, however, that it will still take a whole lot of hard work to get there.” (We have) a long way to go perhaps,” says Romy. But the sense of fulfillment is there. “If two of 10 participants come up with their realizations about PD, that’s good.”

Says Marichu: “An individual enlightened on **PD** would mean a number of children safe from **CP**.”

These are voices that resound from

For sustainability, Training of Trainers for NGO Partners are also held. This one was held at PETA Theater Center in October 2013.



One visual arts workshop output from Phase 1 of the ARTS Zone project.

homes to communities, barangay to city, classrooms to education division offices, cities to provinces, local to national offices, within and in between workplaces, and welfare and justice institutions, orphanages and detention centers. Voices all saying “Let **PD** be applied where **CP** happens”

Towards a Culture of Positive Discipline

Still **CP** remains an issue touchy to many. In the ARTS Zone Discussion Guide, the project itself notes “understandably, there would be varying comfort levels on topics at hand.”

“What happens at home is usually not discussed in public. Facilitators need to be sensitive to the situation.” What happens at home stays, the taking to it as “tough love;” without second thoughts.

Yet also into many a home, families have been welcoming the “intrusion”, if one may call it that. In fact in many ARTS Zone encounters, children and adults have been talking about **PD** “levelheadedly in the open.” Through ways invaluable creative, “it now becomes possible for children and adults to share thoughts and views on their complimentary roles in the growth of their families and communities.” Made aware, both in turn promote **PD**.



Overall ARTS Zone has taken on a cultural campaign.

“Culture develops over time,” Alberto says. “Once it has taken its roots in society it may take an equal amount of time, if not more, to undergo change.”

“But confronting misguided cultural beliefs and values about children, childhood and parenting is successfully concluded because it was done with great sensitivity to Filipino culture, while highlighting strengths and values within that same culture which are supportive of creating non-violent behaviors and attitudes in child discipline.”

Marichu reflects: “Through **PD**, we help create a generation of young people who become fully-abled citizens and individuals taking their own journeys toward their aspirations.”

There is reason and room enough for ARTS Zone to flourish and continue to create ripples in Filipino culture.

The stories keep unfolding. 

Seminars and workshops were also conducted for the local government units.



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Integrated Community Development in Veal Veng

KEY Results

BY POLA UNG AND VANTHA TOU

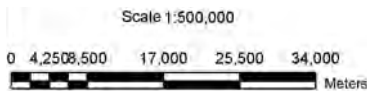
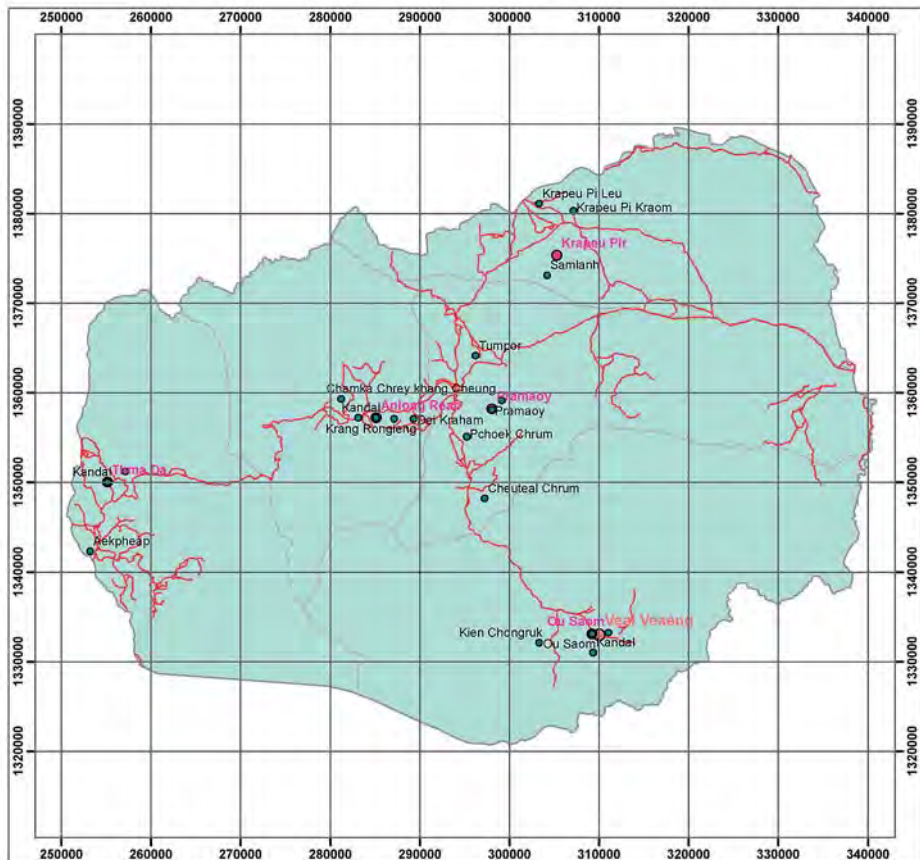
Fast Facts

PROJECT TITLE:	Integrated Community Development in Veal Veng
PROJECT PARTNER:	Cambodian Organisation for Children and Development (COCD)
PROJECT AREA/COUNTRY:	Veal Veng district, Cambodia
TARGET GROUPS:	2,109 families and 21 villages
PROJECT COSTS:	311.476,00 Euro
PROJECT DURATION:	01 January 2009 to 31 December 2011

Map of Veal Veng District

Legend

- Village centers
- Commune centers
- District center
- Main road
- District boundary
- Commune boundary
- Veal Veng district



Projection: UTM, Meters, Zone 48,
 Sph: Everest 1830
 Datum: Indian 1960

Source: MLMUP, Department of Geodatabase

Grid: 10 Km



A woman looks after her vegetable garden.

Overview of the Project

The Project “Integrated Community Development in the District of Veal Veng, Cambodia” was implemented by the Cambodian Organization for Children and Development (COCD) with support from terre des hommes Germany and German Federal Ministry for Economic Cooperation and Development (BMZ). The target area of the project was 22 villages of five communes in Veal Veng district, Pursat Province. At the start of the project in 2009, the population of Veal Veng district was 2,109 poor rural families (8,926 persons). The population of the district has increased to 5,084 families consisting of 21,348 persons.

The project’s overall goal is to contribute to the Millennium Development Goal 1 “eradication of extreme poverty

and hunger”. It has four components corresponding to the priority needs of the target groups: (1) consolidation of 27 existing self-help groups in order to capacitate people to help themselves, help others and help the community; (2) cow and buffalo bank to address food security for the target groups; (3) water, sanitation and hygiene improvement to reduce incidence of preventable diseases; and (4) culture preservation of Chong ethnic group. The project started in January 2009 and ended in December 2011.



Mr. Pola Ung is the Executive Director of Cambodian Organisation for Children and Development (COCD) and **Mr. Vantha Tou** is terre des hommes Germany’s Country Coordinator for Cambodia.





Children play and relax in school compound during break time.





Project staff facilitate the meeting of self-help groups.

COMPONENT 1: Consolidation of the Existing Self-Help Groups

INPUTS

- Capacity building programme for 27 self help groups with 1,060 members.
- Monthly technical support visits to 27 self help groups to build their capacity in the areas of fund management, bookkeeping, meeting facilitation, good governance, leadership, problem solving, preparation of village development plans and resources mobilization.
- Monthly meetings of 27 self help groups to share experience and information and to discuss problems and formulate solutions.
- Elaboration of community development plans for addressing needs and problems of the community.

OUTPUTS

- Established 27 self-help groups (SHG) were restructured into 37 groups.
- 37 SHGs received capacity building programme on good governance, administration of community finance, participatory poverty analysis, development planning and problems analysis and savings and credit cooperative movement.
- Monthly meetings of the 37 SHG were conducted regularly by 1,014 members including 762 women, and 39 children (Mar 2015).
- The 37 SHGs are able to design their village development plans which were integrated into the commune investment plans of local government (Mar 2015).

COMPONENT 2: Cow and Buffalo Raising

INPUTS	OUTPUTS
<ul style="list-style-type: none">■ Training course for 23 village veterinaries■ Training course for villagers on cattle raising by trained vets■ Cattle purchase and transportation (280 cows and 70 buffalos)■ Accommodation/cage construction for the cattle by cow recipients■ Establishment of a database for cow/buffalo recording■ Capacity building of village-based cow and buffalo bank committee for managing/monitoring the project in 22 villages■ Establishment of 5 commune pharmacies for animal care	<ul style="list-style-type: none">■ 2 training courses for the 23 village vets (2 women) were conducted■ The 23 village vets returned to their communities and provided service in respect to animal care and treatment and organized three-day training on cattle raising with approximately 1,000 farmers.■ 330 cows, 45 female buffaloes and 4 oxen were purchased and distributed to villagers (one cow/buffalo per one family)■ A database was set up for recording and monitoring of cow bank.■ 6 commune-based pharmacies with 6 vets in 5 communes of Veal Veng were set up for animal care and treatment

A woman looks after her cow provided by the project.



COMPONENT 3: Improvement of Health Conditions

INPUTS	OUTPUTS
<ul style="list-style-type: none"> ■ Training of trainer for 46 village health volunteers across Veal Veng district, Pursat province ■ Public campaign and awareness raising on health, hygiene and sanitation by trained village health volunteers ■ Construction of 21 water wells and 14 ponds and construction of water reservoirs in 13 state schools ■ Construction of 210 sample toilets with contribution from model families 	<ul style="list-style-type: none"> ■ 3 training courses focused on health care and hygiene were conducted for 46 village health volunteers (VHV) (24 women) ■ 13,219 people or about 93% of Veal Veng population received health education and healthcare services from the 46 trained VHVs ■ 19 pump wells and 4 water ponds were built and are used by 548 families with 2,650 members (60% are children). ■ 15 water reservoirs and 1 twin toilet were installed in public schools and are used by 1,200 students (540 girls). ■ 240 low-cost latrines were constructed by the project with considerable contribution from the community and are used by 1,160 members of the 240 families.

Low cost latrine provided by the project.





Chorng children meet and play together in their village, looked after by a young woman.

COMPONENT 4: Cultural Preservation for Chorng Ethnic Minorities

INPUTS	OUTPUTS
<ul style="list-style-type: none"> ▪ Training for ethnic minorities on research methodology and documentation ▪ Research and documentation of the culture done by trained Chorng ethnic minorities with technical assistance from COCD and the provincial department of culture ▪ Cultural Promotion of Chorng by conducting awareness raising and cultural events/performance ▪ Establishment of Center of Ethnic Culture to promote Chorng's culture and tradition ▪ Workshop to hand over the Cultural Preservation to Chorng ethnic minorities 	<ul style="list-style-type: none"> ▪ 5-day training with participation of 8 Village Cultural Promoters (VCP) whose origins are Chorng in O Som commune and 3-day refresher training with the Commune Cultural Working Group (CCWG) and VCPs were done in order to discuss their roles and responsibilities as part of the research team. ▪ The research study on Chorng's culture and tradition was conducted and finalized. ▪ The Chorng Cultural Resource Center was established in the district center of Veal Veng, Pursat. The Department of Education has recognized the centre as part of their school and has maintained it ▪ VCPs provided awareness raising activities to 2,870 villagers (1,192 women and 900 children). ▪ Among all people, the promotion of Chorng culture activity has reached, 91.46% have high level of understanding, 6.53% with medium understanding and only 2.01% with low understanding on the topics disseminated by the cultural groups.
<ul style="list-style-type: none"> ▪ Budget: 313.560 Euro 	



A self-help group members join their monthly meeting and deposit their savings.

SELF-HELP GROUPS

BASELINE	OUTCOMES*	IMPACTS*
<p>Total members of the 27 SHGs = 601 persons (475 women) - (01st January 2009).</p> <p>The savings of the 27 SHGs= 82,674.000 Riel or about \$19,684 (01st January 2009).</p> <p>97 people with disabilities (8 women) and 68 out of 286 woman-headed households were mobilized as members of the 27 SHGs (early 2009).</p> <p>Very few child representatives were attending meetings with commune council and village committee to prepare development plans (early 2009).</p> <p>Women were unable to read and write and didn't have leadership roles.</p> <p>5 out of 27 SHGs had capacity in the preparation of development plans and were able to design their development plans (December 2008).</p>	<p>1,014 people (762 women) and 39 children were mobilized to become members of the 37 SHGs.</p> <p>The total saving was 253,043,300 Riel (63,261 US\$) in November 2011. In early 2015, their total savings are 389,853,600 Riel (or US\$97,463.40).</p> <p>213 people with disabilities (16 women) and 132 out of 286 woman-headed households were mobilized as members of the 37 SHGs (early 2013).</p> <p>About 40 child representatives are attending meetings with commune council and village committee to prepare development plans annually.</p> <p>The project promoted women's leadership. Among the 111 leaders of the 37 SHGs, 60 or 54% are women.</p> <p>About 80% (812 members) of 1,014 members of the 37 SHGs avail of loans from their groups. Among the 812, 546 members took loans for farming purposes and 200 other families run small businesses while 66 families took loans for healthcare expenses. About 50% of them can earn up to US\$2000 per season (three months), while others earned less than US\$2000 (first six months of 2013).</p> <p>23 out of 37 SHGs (Dec 2011) which increased to 32 out of the 37 SHGs (early 2013) have capacity to prepare their development plans which were accepted by commune councils for integration into the commune investment plans.</p> <p>By late 2014, the 37 SHGs own at least 120 offsprings of female cows (cows belong to the community. This excludes the number of offspring belonging to farmers/raisers). Converted to cash, this is equivalent to about US\$81,600. This fund became the village development fund of the group.</p>	<p>Through the SHGs, communities now are able to work together to tackle structural causes of poverty, inequality and social exclusion. They can work more effectively with local government to address the needs of communities. More importantly, about 67% of the needs were integrated into the annual commune investment plan.</p> <p>The project improved social and political status of women. In early 2013, among 111 leaders of the 37 SHGs: 13 were selected as village chiefs; 22 were selected as vice-village chiefs; 9 were elected into commune councils; 3 were elected into district councils; 64 persons were selected as village development committee members.</p> <p>Not just 1,014 members of the 37 SHGs have received benefits from SHG's development plans, but other 18,000 villagers who are non-members also received benefits e.g. bridges built by the SHGs and advocacy by the SHGs with the government to address needs of the community, etc.</p>

* Updated March 2015



COW AND BUFFALO BANK

BASELINE	OUTCOMES*	IMPACTS*
<p>Poor farmers didn't have any cows or buffalo. They couldn't afford to buy any cow or buffalo</p> <p>There was no pharmacy for animal care/treatment in the commune. Villagers were required to travel to the district center which is up to 70 km and further (up to 200 km) into the provincial town to seek treatment/medicine for cattle. They spent up to US\$25 for transportation/food.</p> <p>The 23 village vets didn't function and their capacity was very limited.</p>	<p>375 poor farmers received at least one cow or buffalo from the project. In addition, their cows and buffalo gave birth to 310 offsprings (2013). These 310 offsprings belong to the farmers. The price of one cow or buffalo is about US\$680.</p> <p>The cow bank in Veal Veng is able to pass on 50 cows to the current project funded by tdh Germany and BMZ in Kampot.</p> <p>The six commune pharmacies for animal care/treatment were established. Total expenditures for farmers was reduced due to the elimination of travel expenditure to seek treatment for their animals. They save up to US\$25 per trip. Sometimes, they had to travel 6 times in a year bringing expenses up by US\$150 per year.</p> <p>5 out of the 6 commune pharmacies are running well. They earn around 800,000 Riel (about US\$200) per month as gross profit. The net profit is about US\$70 per month.</p> <p>The 23 village vets have capacity to perform their roles and duties. 18 out of the 23 village vets are performing and effectively fulfilling their duties well. (Mar 2015).</p>	<p>Due to better health status, reduction in healthcare expenses and increased incomes, about 450 families moved from "extremely poor" to "poor" and 485 families moved from "poor" to "non-poor", according to the ID Poor report and project monitoring. These families' incomes have increased by more than 30% (Dec 2011).</p> <p>About 70% of the 375 families who are cow bank recipients have built better houses (Mar 2015).</p> <p style="text-align: right;">* Updated March 2015</p>



Two young girls looking after their cows on the way back to their houses.



A school-based water pump well provided by the project and a girl shows her hand after washing with soap.





PRIMARY HEALTHCARE

BASELINE	OUTCOMES*	IMPACTS*
<p>Only 6.60% of the total families in Veal Veng district had toilets at home (2008).</p> <p>Diarrhea/dysentery case = 409 cases in 2008.</p> <p>Malaria cases were 1,549 in 2008.</p> <p>10.76% used clean water and exercised good hygiene and sanitation (2008).</p> <p>39.80% or 1,036 families used water filter to generate safe water for drinking and 7.72% or 201 families boiled water for drinking (2008).</p>	<p>44.52% or 935 families have toilets in their houses (Dec 2011).</p> <p>Diarrhea/dysentery decreased to 246 cases in 2009, 240 in 2010 and 214 in 2012 and 80 cases in the first six months of 2013.</p> <p>Malaria case declined to 1,459 cases in 2009 and to 636 cases in 2010 and 542 cases in 2012 and 119 cases in the first six months of 2013.</p> <p>80% of the population of Veal Veng use clean water and (total population: 14,200 persons) and exercise good hygiene practices (Dec 2011).</p> <p>40.48% drink water generated from water filters and 54.55% drink boiled water.</p> <p>The government continues to support village health volunteers (previously supported by the project). More importantly, the government increased number of VHV's from 46 persons to 72 persons due to increased population and new settlement. In addition, more than 90% of the all VHV's effectively perform their roles of providing health education to the villagers on hygiene, sanitation and healthcare (Mar 2015).</p>	<p>Villagers reported spending less on healthcare. They save up to US\$42 per year from better health. As a result, SHG savings increased from \$19,684 (2009) to US\$97,463.40 (Mar 2015).</p> <p>Villagers are working more productively due to good health status. They have more time to do farming activities and/or run business.</p> <p>The 46 village health volunteers continue working as health promoters under the support of the government even as the project has already ended. In addition, new 26 VHV's were recruited by the government; total = 72 VHV's (Mar 2015).</p>

* Updated March 2015



A Chong woman with her child and schoolchildren visit Chong Ethnic Minority Cultural Center.

CULTURAL PRESERVATION

BASELINE	OUTCOMES	IMPACTS
<p>There were limited documents on Chong indigenous communities. History, culture and tradition of Chong were not documented.</p> <p>Young Chong didn't know and were not interested in their culture and tradition.</p> <p>Elderly Chong wanted to pass their culture and tradition to young generation, but didn't know how to do it and had no technical support.</p>	<p>Cultural practices and tradition of Chong have been successfully documented. This document consists of 9 chapters, 32 sections, and 169 pages.</p> <p>The Chong indigenous community has produced their development plan to preserve their culture. They formed two traditional musician bands "band of young people" and "band of elderly people". Each band consists of 9 persons.</p> <p>The elderly and youth now actively participate in the dissemination of the culture and tradition of Chong and are eager to learn more about related topics. 95% of the elderly are enthusiastic in learning about Chong indigenous communities, and 80% of the youth understand the histories, ceremonies and traditions of Chong people.</p> <p>The local government continues to support and promote the culture and tradition of Chong indigenous people.</p> <p>The village cultural promoters are still actively preserving and promoting their culture.</p>	<p>The ethnic cultural center has become the place where all people especially children can visit and learn about Chong and other indigenous groups in Cambodia. As a result, more and more people know Chong.</p> <p>Chong themselves value their culture and tradition and show their commitment and willingness to preserve their culture.</p> <p>A group of 25 child researchers has been formed by the elderly Chong in cooperation with the provincial department of culture to conduct further research on their culture.</p> <p>Young generation actively participates in the preservation of their culture.</p>



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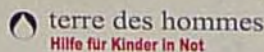
CHORNG ETHNIC MINORITY CULTURAL CENTER

សហការសាងសង់ដោយ:



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Federal Ministry
for Economic Cooperation
and Development

Veal Veng-2010



THE Metta Development Foundation

Metta Development Foundation (Metta) was founded in 1998 with the initial aspiration of complementing the peace processes between various armed ethnic nationality groups and the government of Burma/Myanmar. The founding members consist of peace negotiators as well as technical and humanitarian experts.

Participatory Action Research (PAR) has been the primary entry tool of Metta for community development. Local people learn to identify their resources and needs and, based on the findings, learn to plan and implement their own projects. As a result, an extensive range of community development projects promoting health and nutrition, water and sanitation, holistic early childhood education and crop-based sustainable and integrated farming practices have been realized.

Community development activities began in Kachin State, and by 2013, have reached communities in five states (Kachin, Kayah, Kayin and Mon) and four regions (Ayeyarwaddy, Bago, Sagaing and Yangon).

Metta has also established branch areas where projects are operating on a larger scale: Myitkyna, Kachin State (2001); Taunggyi, Southern Shan State (2003); and Lashio, Northern Shan State (2004). In addition, Demonstration and Training Centres were established in Alam, Kachin State (2001); Naung Kham, Southern Shan State (2003); and Bulein, Bago Region (2013).

The impetus for Metta's move into responding to humanitarian emergencies arose from the occurrence of natural disasters such as flooding in Kachin State and the tsunami in Ayeyarwady Region (2004). Metta was involved in large-scale emergency response and rehabilitation projects for tropical Cyclone Nargis (2008), emergency response to tropical Cyclone Giri (2010) and the earthquake in Eastern Shan State (2011). In addition to responding to the humanitarian needs of the Internally Displaced Persons (IDPs) affected by the conflict in Kachin and Northern Shan States (2011 to present), Metta has taken on a leading role in coordinating response activities within the humanitarian community in Burma/Myanmar. As Metta takes every opportunity to initiate long-term development work with a local focus, the emergency intervention is also employed as an entry in tenable circumstances.

Metta Livelihood Programmes

Improving people's quality of life by helping to stabilize their economic status is critical, especially in Metta communities. This is addressed in part by improving food production and income generation through small-scale community-based projects largely based on the output of the Participatory Action Research (PAR) and Farmer Field School (FFS) processes.

Metta-supported livelihood projects are assisting teachers and parents of Early Childhood Care and Development centres and primary schools to increase their income, thereby retaining teachers and reducing student dropout rates.

HIV-affected families are also beneficiaries of these projects.

Despite an average increase of 63% in rice productivity and 30% in income, meeting basic needs still continues to be a challenge for people in the local communities. Efforts are being made to link PAR and FFS communities with market and credit facilities to attain adequate and stable income levels.

(What follows are two reports on Metta Development Foundation's projects for the local communities of Burma/Myanmar. – ed)

PLANTING A VILLAGE'S DESTINY: The Kung Lone Black Pepper Cultivation Project

BY WAI ZIN AUNG, AS TRANSLATED BY MORINE PO

Fast Facts

PROJECT TITLE:	Black Pepper Cultivation Project
PROJECT PARTNER:	Metta Development Foundation
PROJECT AREA/COUNTRY:	Kung Lone Village, Hpekhone Township, Southern Shan State, Burma/Myanmar
PROJECT DURATION:	2005-2012

Kung Lone Village, located beside the Moby Lake, is in Hpekhone Township, Southern Shan State of Burma/Myanmar. The chief livelihood of the local inhabitants is fishing and doing cultivation in their own yards. But the fishing livelihood has been greatly affected by climate and environmental changes as well as increased population. Previously, the families could live on the income generated from fishing but later as catch from the lake grew less, the villagers have to supplement their earning by doing shifting upland agriculture, wood cutting and migrating to other places to work as labourers. In addition to these difficulties, they suffer from their farm land being confiscated as a result of political turmoil.

In 2001, Naw Thaw Nay Htoo, a native young woman of Kung Lane Villages, took part in the Development Awareness Training conducted by Kayah Mobwah Baptist Church facilitated by Metta Development Foundation. She echoed such awareness training at the village which eventually led to the implementation of black pepper cultivation as an income generation project. The villagers were further motivated by the success of U Aung Than, a fellow Kung Lone villager who had successfully experimented growing black pepper in his yard from 1980. Black pepper is a perennial plant needing just a little land for growing and



commanding a good price at the market – benefits that encouraged the villagers to try their hand at cultivation. U Aung Than shares his knowledge with the villagers and provides them seeds/seedlings.

In the seven years of implementing the black pepper project (2005-2012), the project households have gained the habit of working together, drawing up plans for future activities, decision-making by consensus, cooperation and learning from experience which all led to a holistic sustainable society. The project has taught each project member and each project household the value of cooperation and seeing processes from

various perspectives. They are now able to draw up long term holistic plans and implement them.

Each household now generates a yearly income of three to fifteen lakhs (263 to 1,300 USD) from the sale of black pepper, enabling families to sufficiently provide for their basic needs even for the expense for education, health and village road communication. With their increased family income, the communities now also carry out activities such as women's savings and loans, pig raising, vegetable cultivation and the conduct of skills training and development among themselves.



Naw Thaw Nay Hpoo, project manager has been able to lead and manage the project well. The community members do not discriminate between men/women and implement the project successfully under her leadership. At present, Kung Lung Village leaders are carrying out their advocacy for conserving community forests, and coordinating with relevant local authorities to acquire electric lighting for the village.

But the villagers have gained more than just additional income from the livelihood projects implemented in their community. More importantly, they have acquired skills on how to organize into productive groups, select their leaders, and become good followers with the end view of building a stable, peaceful and developed society. They have also learned how to turn their weaknesses and problems into strengths and positive responses and draw up their own plans for the future. Finally they have a hand at determining their own destiny. 🌱

What started as mere knowledge sharing eventually became a major livelihood among the villagers of Kung Lone.





Raising Cattle and Quality of Life in Mann Saung Lar

BY WAI ZIN AUNG AS TRANSLATED BY MORINE PO

Fast Facts

PROJECT TITLE:	Mann Saung Lar Cattle Raising Project
PROJECT PARTNER:	Metta Development Foundation
PROJECT AREA/COUNTRY:	War Thaw Kho Ywar Thit, De Maw So Township, Kayah State, Burma/Myanmar
PROJECT DURATION:	2005-2012

Old Wah Thaw Kho village of Demawso township is located at the base of Loi Nan Hpa hill in Kayah state, Burma/Myanmar and inhabited by Kayan indigenous people comprising 27 households. Their main livelihood is agriculture and they have earned their living by doing traditional shifting/upland cultivation, wood cutting and hunting. Their religious belief is Christianity although their ancestors were spirit worshippers. Having suffered from civil armed conflict for years, this area is among the least developed in terms of education, transportation, communication, healthcare, and other basic essentials. The rugged terrain and scarcity of flat land pose challenges in transport and oblige families to do farming and cultivation in distant places in order to provide for their basic needs.



Wai Zin Aung is Training Centre Manager for the Centre for Development Work of Metta Development Foundation in Bago Centre. He was previously project livelihood coordinator for the Southern Shan, Kayah and Kayin State.



Translator **Morine Po** is former Project Secretary and Monitoring and Evaluations Officer of Metta Development Foundation.

In year 2000, a development awareness raising training was carried out by the development sector of Kayah Baptist Church through the facilitation of Metta Development Foundation. The training enabled the communities to realize the difficulties they faced in aspects like education, transportation, communication and provision of basic needs. Having also realized their strengths and analyzing all these together, they were able to discuss and come up with a livelihood-based village development programme in order to address their problems.

A clear discernment of both their resources and their obstacles got them interested in solving their chronic problem of lack of means to provide for basic needs. Their development programme included community organizing, team formation, leader selection, division of responsibilities and setting of goals to carry out the activities of the programme.

A cattle raising project to support community livelihood was started in 2005. Twenty three households received 2 cows each for raising. The project participants

Villagers carrying water with their cattle.





A widow, Naw Moo Gloria, hmuchad participated in the project since 2007 and now benefits from the project.

were not strangers to cattle raising having had experience with such livestock in the past and pasture is widely available. Although some of the cattle got infected with disease, most proved to be helpful to the community in their cultivation and even provided manure for fertilizer. New calves generated income in a short time. Initially not all households joined the project and it took a while for the people to get used to the project mechanics.

On the other hand, the project households held regular meetings, shared experiences, encouraged one another and conducted regular monitoring activities so as to sustain the project. By 2007, each household had acquired 3 cows in spite of the difficulties and gained a lot of lessons through implementing the project together.



While the expected project fund was obtained yet in 2010, the cattle-raising project had already provided for basic needs to a certain extent. The community moved on to construct a self-help pre-school which now has 27 students. The project fund also helped in the renovation of the village drinking water tank.

Meanwhile, cattle re-distribution continued and now, each of the 27 households is actively involved in the project. The participants obtained project management training and went on a field trip to learn more. To date (2015), each household now has an average of 6 cattle. The household sells 1-2 animals every year to subsidize family needs.

Participants with the most difficulties are offered necessary support mechanisms.

A participant who is a widow relates:

“I dared not participate when the project started because I didn't have a husband (to take care of the cattle) and I work as casual laborer to feed my small son and myself. What would I do if the cattle died? However, the project committee members were persistent in encouraging me so in the end I became a participant. Initially I was afraid to speak out in front of people but taking part in training and meetings has given me the experience to offer suggestion or state my desire, now I am not afraid to speak out. I own 4 cows, sell one every year so I do not need to worry like before about basic necessities. My house is also safe and secure. All these are the benefits of being a participant in the project with everyone supporting me.”

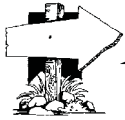






Results-based Monitoring

(EXTRACTED FROM A DOCUMENTATION OF A TRAINING WORKSHOP ON THE TOPIC IN 2006 IN SIEM REAP, CAMBODIA)



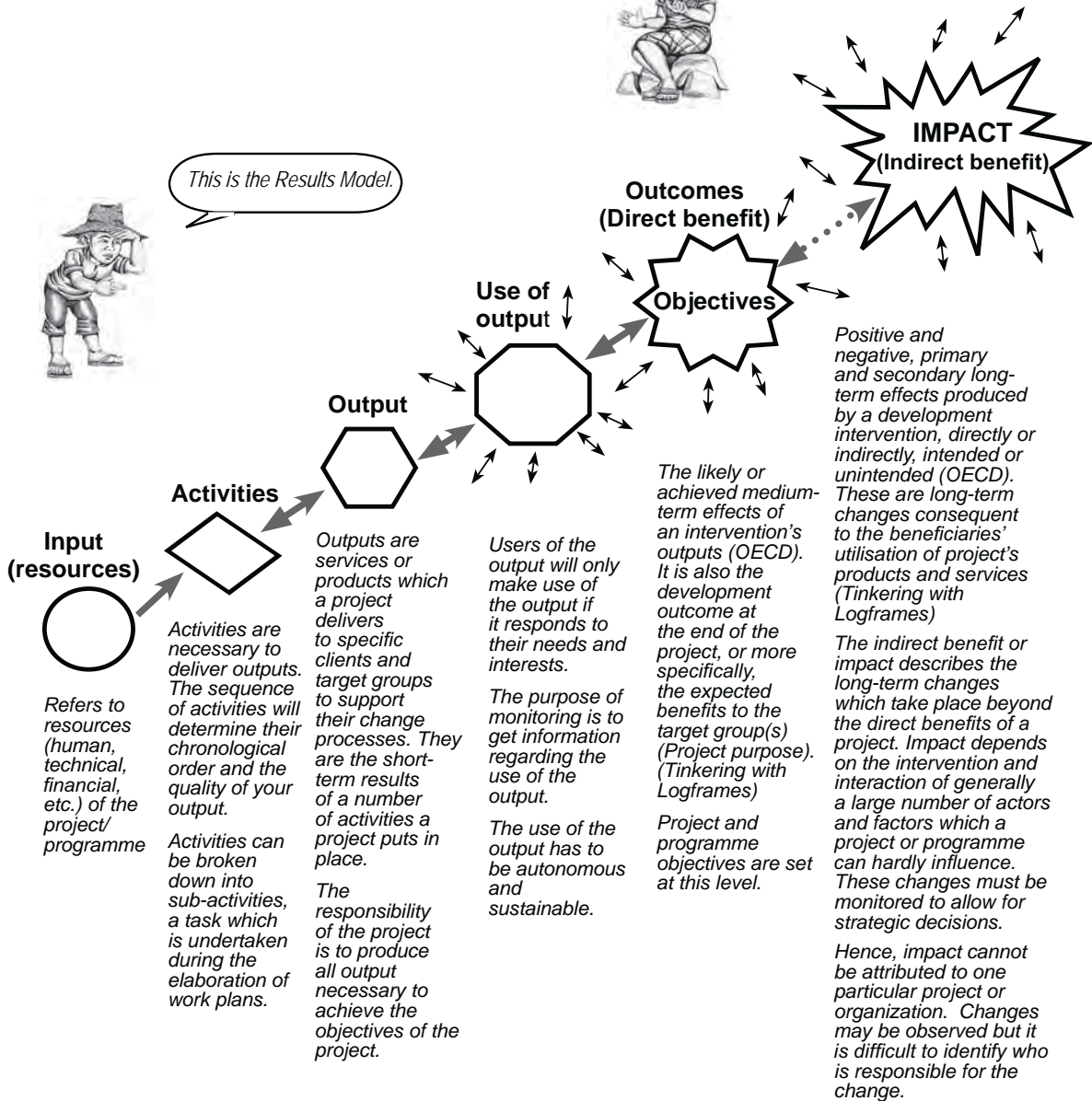
The RESULTS MODEL

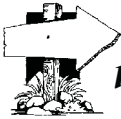
Similar with other approaches, Results-based Monitoring presents as guide a theoretical structure that outlines the premise with which achievement and management of results is attained. This structure is what we call as the **RESULTS MODEL**.

The Results Model defines the responsibilities embedded in a results-based monitoring and planning. It illustrates the conceptual framework of RBM.



This is the Results Model.





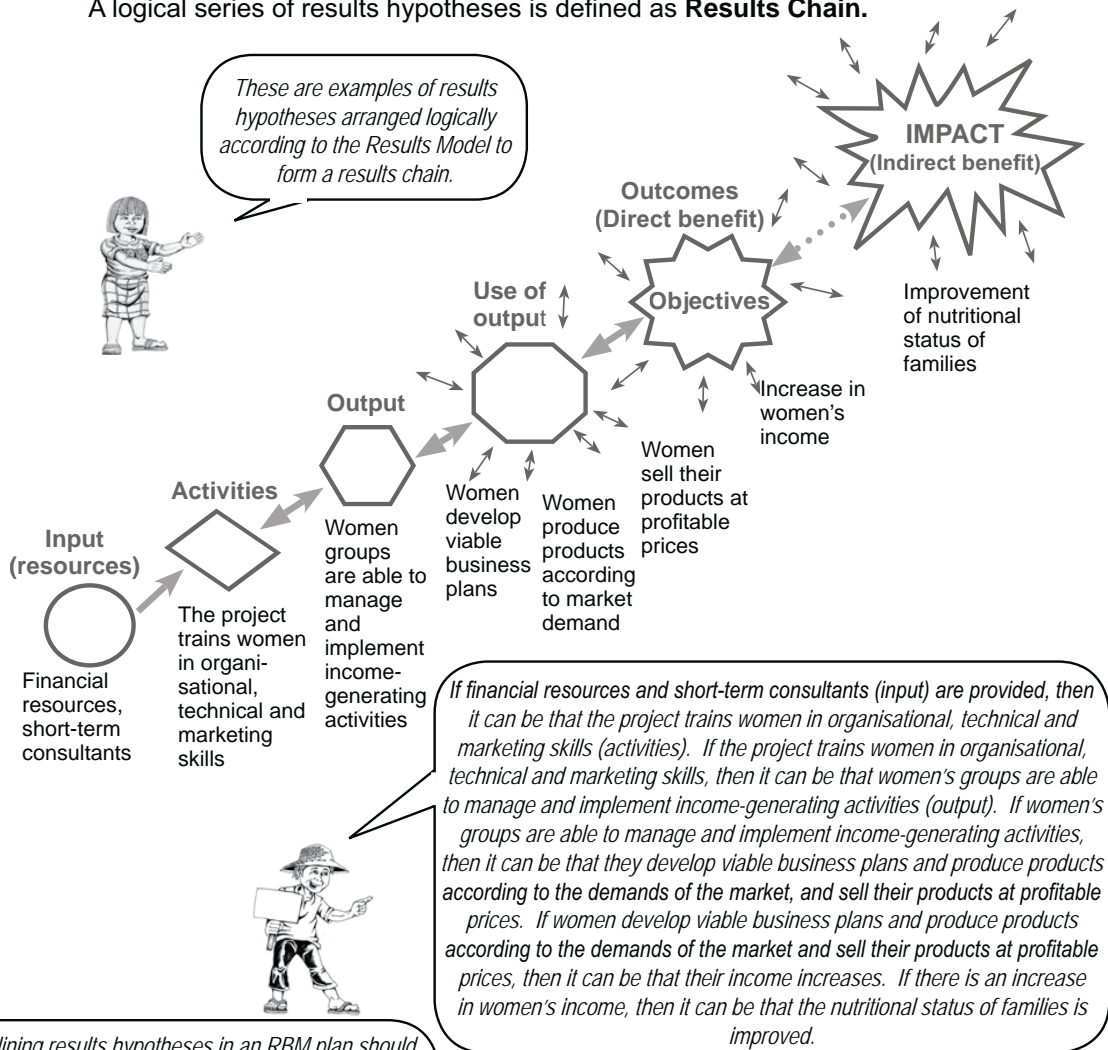
Results Hypotheses and Results Chain

Generally, projects consist of inputs and desired outputs that lead toward its objectives and goals. Along the way, results are generated. Essentially, these results are changes a project intends (or does not intend) to realize.

When mapping out a results-based monitoring plan for a particular project, an implementer is actually laying down statements regarding expected results of the project. These statements are called **Results Hypotheses**.

Results Hypotheses are assumptions about the relation of interventions (by the project) and their effect (cause-effect relationship).

A logical series of results hypotheses is defined as **Results Chain**.



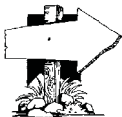
Outlining results hypotheses in an RBM plan should articulate the changes the project intends to realize in the target group/s or in the community. The results model, which contains such assumptions, should show how the project/programme outputs will be used, and which beneficial results are expected. Results Hypotheses are also helpful as points of reference in the evaluation of the project.





Remember...

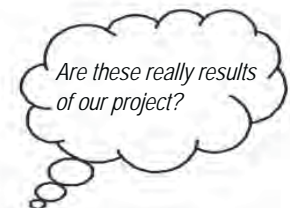
- During planning, results hypotheses can be used to lay open the methodological approach and the proceeding of a project. They are useful / helpful for the formulation of indicators. They help to identify positive changes and are useful to anticipate negative results.
- During evaluation, they serve to link in a plausible manner identified changes with the output of a project.
- Even before actual technical planning takes place – for instance during the preceding political negotiations – assumptions are made as to which interventions might be capable of bringing about changes. Such assumptions are the point of departure for planning.
- Because results hypotheses contain assumptions concerning causal relationships, they are appropriate tools for formulating indicators to measure the achievement of objectives.
- During planning, results hypotheses can be used to illustrate the procedure and methodological approach of the project/programme. They can thus answer the question as to how a prescribed objective is to be achieved. Results hypotheses are laid down in the project/programme concept.
- Results hypotheses can be formulated not only with respect to positive changes, but also in anticipation of developments. They are therefore helpful to contract and cooperation management for developing a monitoring system extending beyond the mere comparison of actual and planned values. Results hypotheses thus provide a basis for identifying and assessing risks.
- Results hypotheses can also be used to plausibly link observed changes within the project/programme environment to the project activities and outputs.

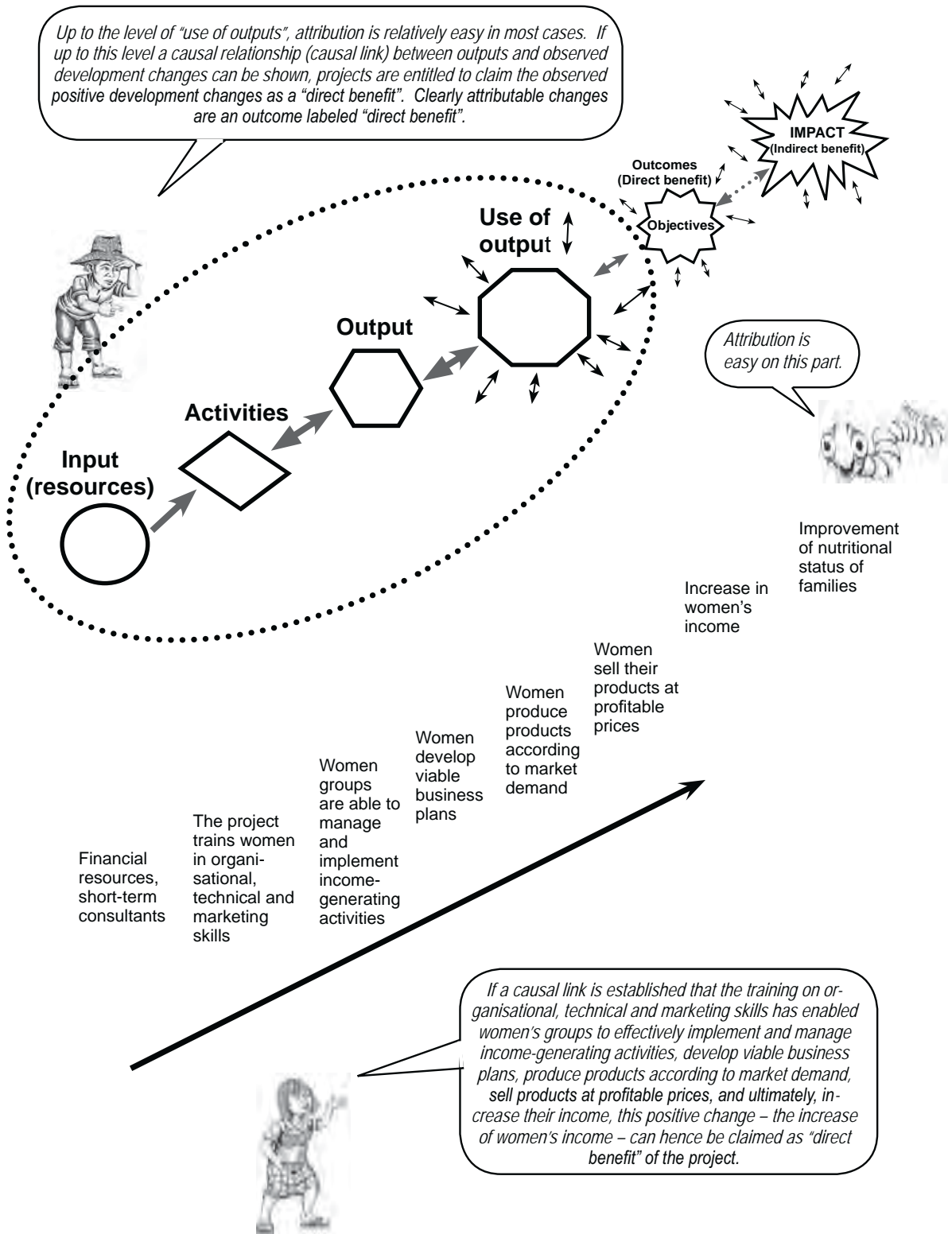


Attribution

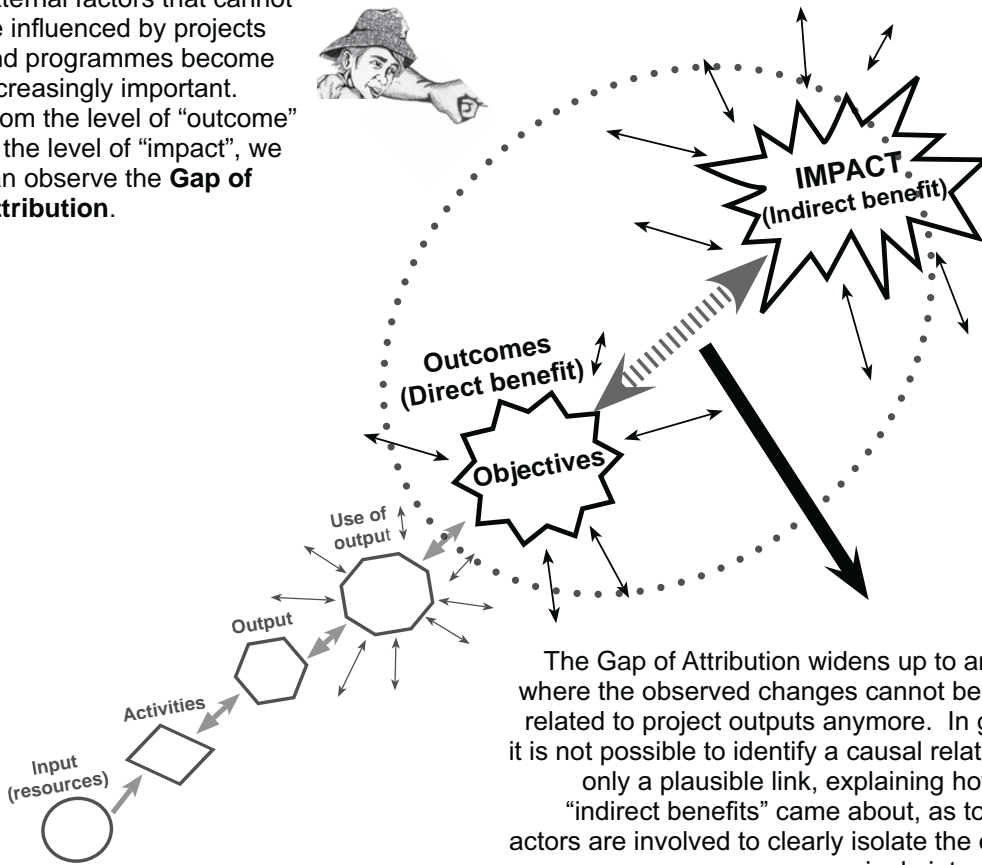
Attribution is the causal link of one thing to another, e.g. the extent to which observed (or expected to be observed) changes can be linked to specific intervention in view of the effects of other interventions or confounding factor.

Attribution in results-based monitoring is essentially important because development organizations and partners need to establish that the incidence of an expected and planned change is caused by the project. Development is a result of social interaction: the more encompassing a development change is, the more social actors have been involved. Attribution becomes increasingly difficult and is - with respect to highly aggregated development changes - often impossible.





As we climb up to the levels of “outcomes” and “impacts” external factors that cannot be influenced by projects and programmes become increasingly important. From the level of “outcome” to the level of “impact”, we can observe the **Gap of Attribution**.



The Gap of Attribution widens up to an extent where the observed changes cannot be directly related to project outputs anymore. In general, it is not possible to identify a causal relationship, only a plausible link, explaining how these “indirect benefits” came about, as too many actors are involved to clearly isolate the effect of a single intervention.

Following the same example, the project, however, cannot claim that it is the sole contributor to the improvement of nutritional status of families. It is quite difficult – and generally impossible – to show that the improvement of nutritional status of families is a result of the increase of women’s income brought forth solely by the project’s interventions. This is because other actors and their interventions on family nutrition need to be considered.



Financial resources, short-term consultants

The project trains women in organisational, technical and marketing skills

Women groups are able to manage and implement income-generating activities

Women develop viable business plans

Women produce products according to market demand

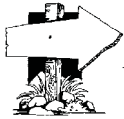
Women sell their products at profitable prices

Increase in women’s income

Improvement of nutritional status of families



Only when there is an uninterrupted causal relationship between output and outcome can changes observed during the course of implementation be called results of the project.



Tasks of Results-Based Monitoring

Results-based monitoring focuses on the results generated by a project or programme. To be able to identify these results, various tasks must be performed.



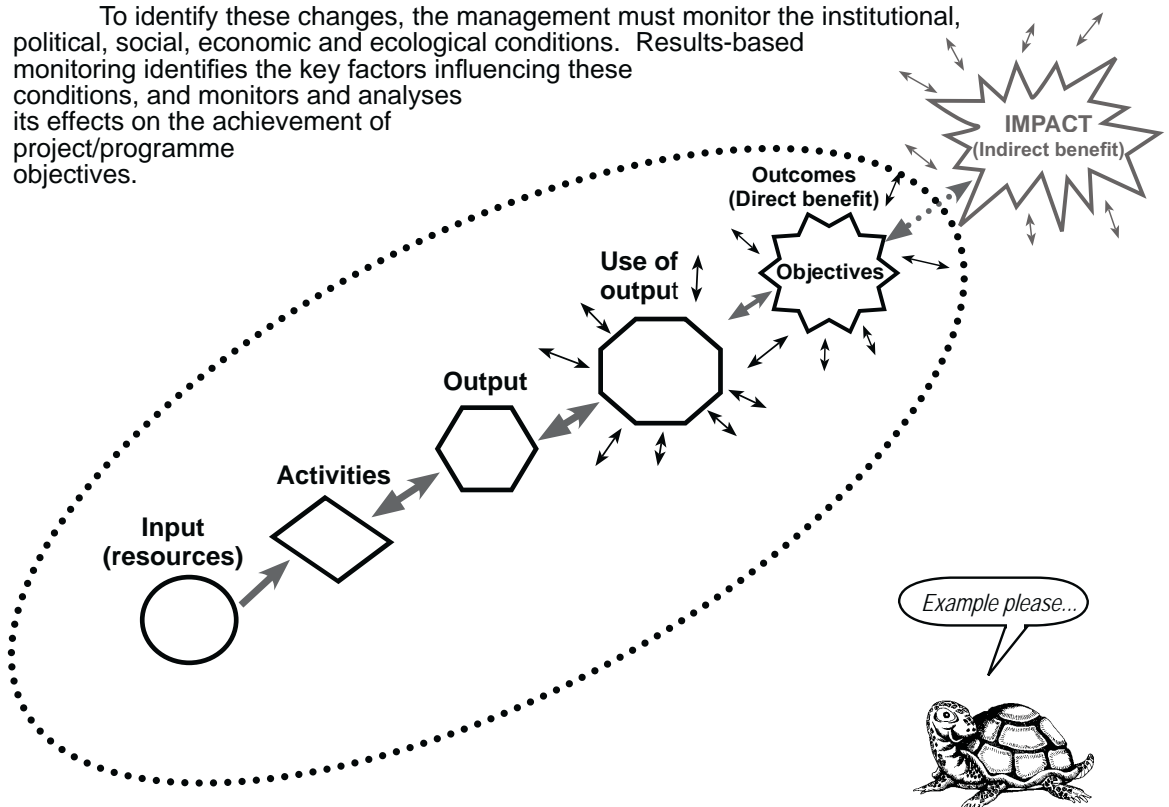
Monitoring tasks up to the level of direct benefit (objective)

The key task of results-based monitoring is to monitor whether and to what extent the assumed results actually occur, and whether the project/programme is advancing towards its objective.

To this end, monitoring must keep an eye on the assumed results chain, but also remain alert to whether undesired results are being generated that might jeopardise the achievement of objectives or have other negative consequences. Results-based monitoring must provide the necessary information in order to keep a project/programme on track (i.e. within the so-called corridor objectives).

It is not sufficient to monitor how the results of the project or programme affect its environment. It is also important to include the converse perspective, i.e. to monitor how conditions affect the projects/programme, since changes in these conditions or the actions of other development organisations can impact positively or negatively on the achievement of objectives.

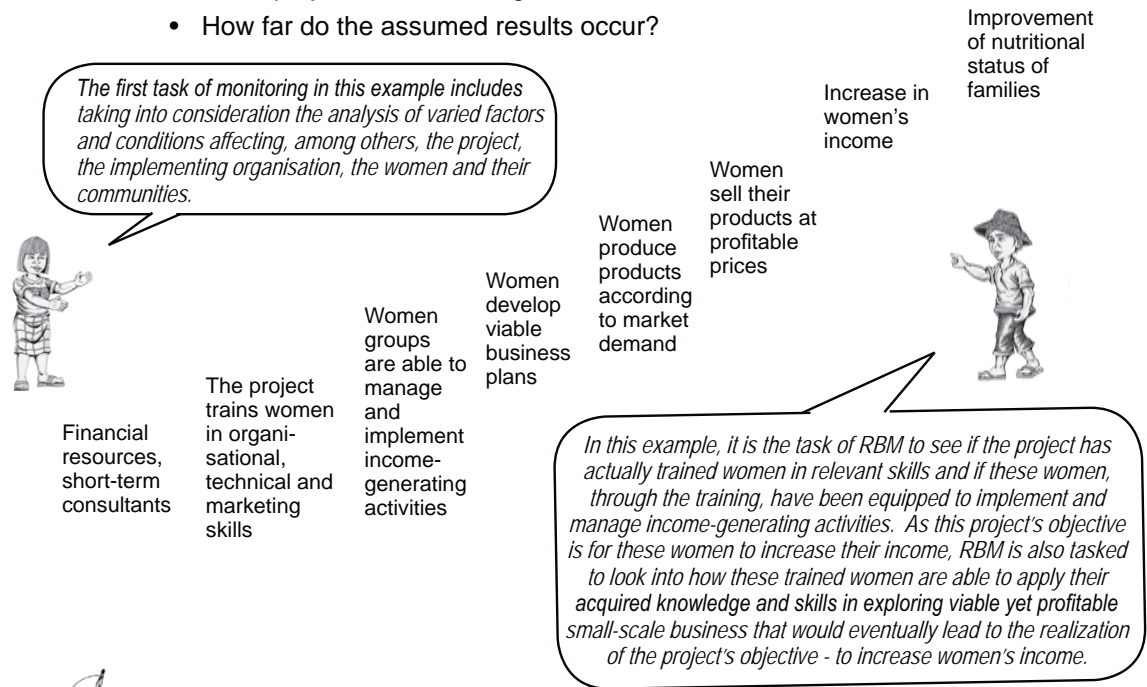
To identify these changes, the management must monitor the institutional, political, social, economic and ecological conditions. Results-based monitoring identifies the key factors influencing these conditions, and monitors and analyses its effects on the achievement of project/programme objectives.



Monitoring up to the level of direct benefit is internal to project/programme. In this part intensity of accountability is very high. This task of monitoring entails a joint process of reflection and learning that seeks to create a common understanding among stakeholders.

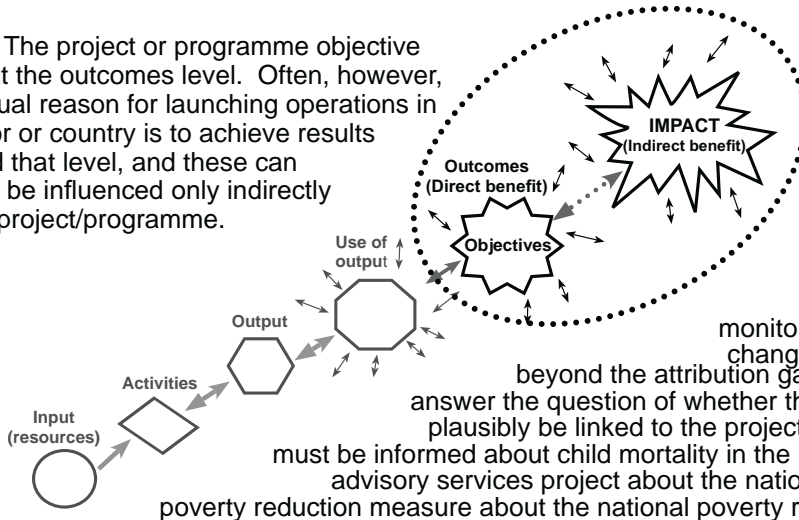
This monitoring task involves answers to the following questions:

- Do any undesirable effects occur?
- Will the project programme achieve the defined objective?
- What happens in the institutional, political, social, economic, ecological environment?
- Is the project on track along the results chain?
- How far do the assumed results occur?



Monitoring tasks beyond the level of direct benefit

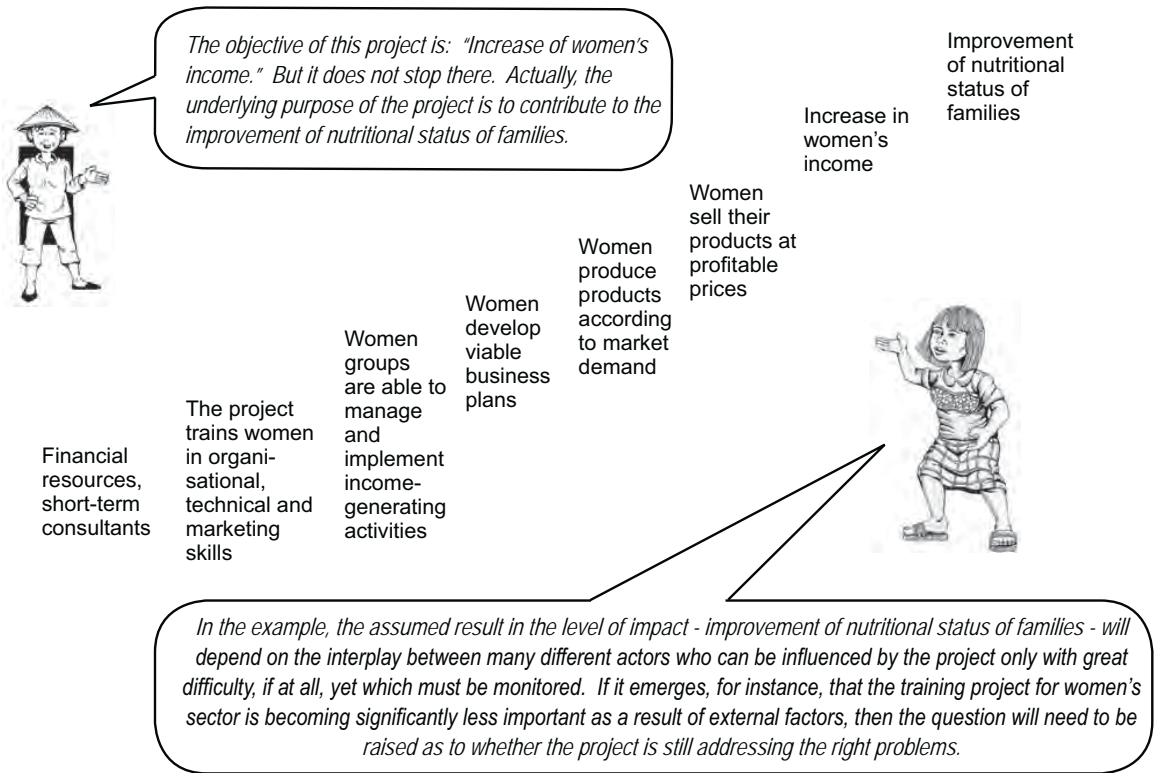
The project or programme objective is set at the outcomes level. Often, however, the actual reason for launching operations in a sector or country is to achieve results beyond that level, and these can usually be influenced only indirectly by the project/programme.



In other words, results-based monitoring also monitors changes that take place beyond the attribution gap, and it seeks to answer the question of whether these changes can plausibly be linked to the project. A health project must be informed about child mortality in the region, a customs advisory services project about the national budget, and a poverty reduction measure about the national poverty reduction strategy.

Monitoring beyond the level of direct benefit underscores the importance of the following questions:

- Which results occur beyond the gap of attribution?
- Are they plausibly related to the project/programme?
- Which reliable data are readily available? Required?



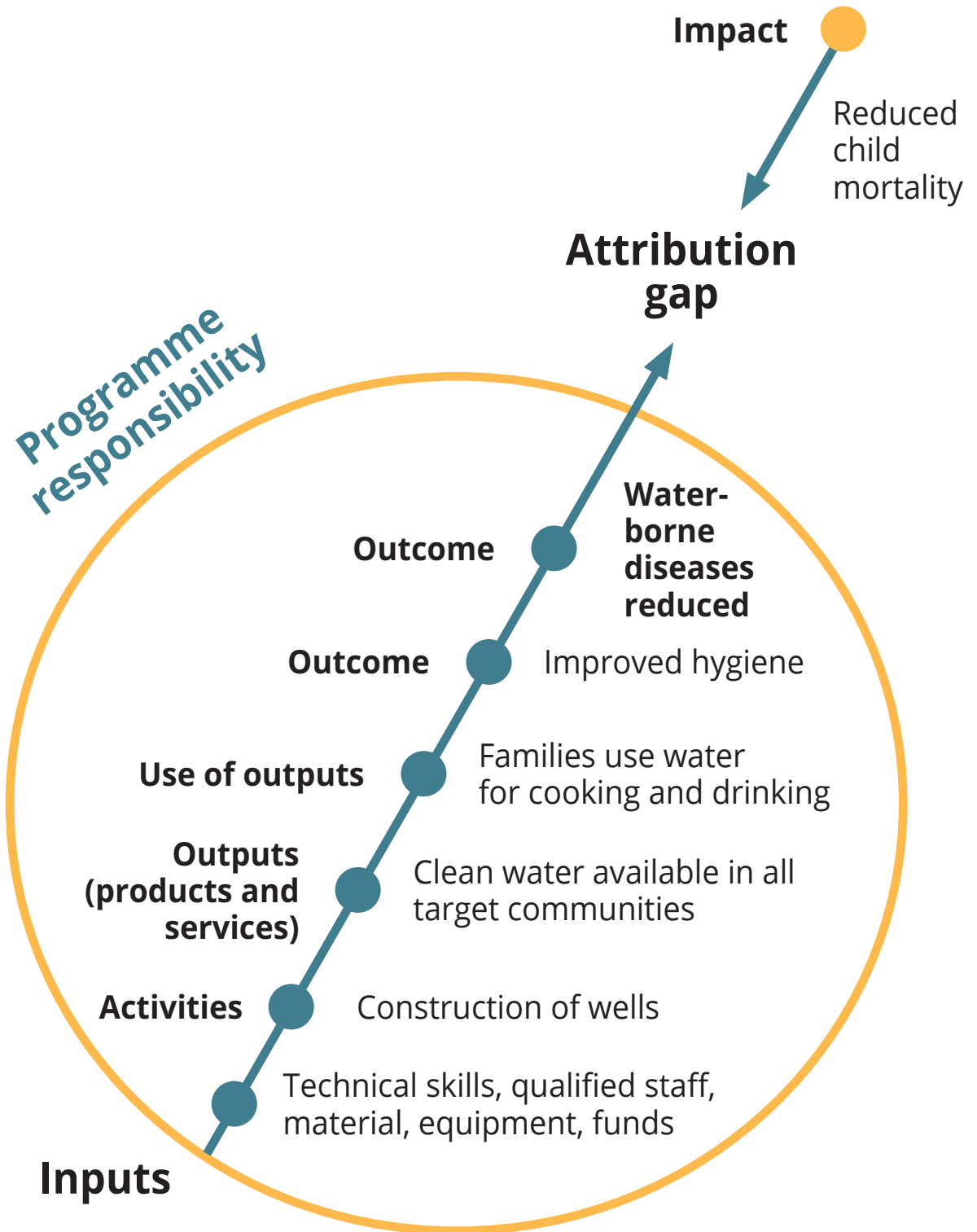
In this process, sufficient quantity of reliable and utilisable data is indeed a requirement. If these are not available, these data should be obtained not just from one project, but from several projects/programmes in a sector within the scope of a joint evaluation conducted together with the partner side and other donors, and independently of the project.

The tasks of project/programme monitoring include analysing these data, and establishing what contribution the project/programme might have made toward the observed changes. This means that it is not necessary for monitoring to causally attribute the changes to the project/programme. It is sufficient to show plausibly, on the basis on the monitored data on inputs, activities, outputs, use of outputs and outcomes, how the project/programme might have contributed toward these changes in its environment

Having discussed these related concepts, let us now go through the 6 steps on how to establish a Results-based Monitoring.



Results Chain



Outcome Monitoring

BY KLAUS MUELLER-REIMANN

“Monitoring is 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 funds.” (OECD, 2009)

Outcome monitoring concentrates on the process of changing projects and programmes. It focuses on the changes the project has initiated in attitudes, positions and behaviours of beneficiary groups and implementing and participating organisations.

Outcome monitoring particularly observes the levels of intermediate outcomes/use of output and final outcomes, thus collecting data that indicate the achievement of objectives. It forms an overall monitoring system, involving financial control; the project team monitors activities and continually follows social, economic and ecological processes and parameters.

Outcome monitoring has been designed in such a way that it can describe the results status at any time, and also decide on intervention to achieve the planned goals (outcomes). When establishing an Outcome Monitoring system we move from the earlier questions: *Have the financial contributions been spent as planned and the outputs achieved?* to the question: *Have the desired outcomes been achieved* via strategic goals in a thematic area or at the regional level.

Outcome monitoring aims to:

- guarantee effectiveness and efficiency (value for money)
- perceive the process of change in attitudes, positions and behaviours of beneficiary groups and participating organisations
- take decisions on adaptation and regulation as required
- responsibly report and give account of the implementation process
- enable learning at the individual, project/programme team and organisational level
- gather insights for strategic decisions

terre des hommes policy on outcome monitoring

What is new about outcome monitoring is its focus on outcomes, without neglecting the monitoring of outputs. That means in practice that the use of output, or its benefit for the beneficiary group, is seen as crucial for implementing the project. That does not mean, however, that activities and output are no longer covered by monitoring. Outcome monitoring lays the emphasis on processes of change induced by outputs. By comparison with former practice, this means *thinking harder* at the outcome levels, where processes of change take place, and generally investing *more resources in monitoring*.

Outcome monitoring at terre des hommes is guided by the following principles:

- Partner organisations and terre des hommes take on joint responsibility for reaching the goals of projects/programmes
- The goal (outcome) is “pushed closer to the project” and defined as direct benefit for the beneficiary groups of the project/programmes. The goal must be realistic, i.e. it can very probably be achieved at the end of the project period, or at the latest by the day when the terre des hommes support runs out
- Success is assessed by the degree of goal achievement

Partner organisations and terre des hommes are together responsible for proving their *relevance* as an organisation and their contribution to social and political development for the benefit of specific groups

An effective monitoring system needs a transparent procedure for partner organisations and terre des hommes relating to activities, outputs and relevant development results. That requires credible data.

In practice, these principles call for a common learning process involving reflection on the development results achieved. Lessons learned can and should be used to correct and intervene in the project/programme and also to use what is learned to improve policies, strategies and methods of other projects.

Seven steps to establish an outcome-oriented monitoring system

Setting up an outcome monitoring system at the project/programme level requires a procedure, i.e. a way of working through which the monitoring actors are enabled

to decide what data is to be collected and for what purpose.

Implementing such a procedure ideally takes place on completion of the project/programme planning phase.

Here are some points to be kept in mind when introducing an outcome monitoring system into a project or programme. We will assume that the project/programme is already up and running.

STEP 1:

Defining or reviewing outcome chains as a basis of monitoring

Planning monitoring involves defining what needs to be monitored. Before doing so, we must describe the changes we expect in the project implementation process. Setting up outcome chains helps us to analyse the expected process of change. Sometimes project planning tools have already produced outcome chains, or they are available in draft form. If so, they should be used, or checked, in the joint discussion process.

The process of setting up outcome chains also enables the project/programme team and the direct stakeholders to agree on a joint understanding of the goals, the way to reach them and the resources needed. A common understanding is also a good basis for achieving common responsibility for achieving the project goals and also for establishing a monitoring system. Such a basis of participation enables the participants to collect the agreed data in the agreed way, on the basis of work sharing.

Setting up outcome chains serves various functions:

- It creates a common understanding among participants about the project strategy
- It simplifies the process of analysing project feasibility. In this sense, it is already a monitoring activity

- It forms the basis for framing a development-oriented operational plan
- It facilitates prioritisation for monitoring

There are two ways of developing outcome chains. One way is to start from activities as a basis for formulating outputs and outcomes. The other way is to start from the strategy at the impact level, then to formulate goals, then output and only then activities. We prefer the latter course because we can consider strategic objectives and objectives from the very beginning, which can then be broken down into the concrete levels of work on a project. The working style of NGOs resonates well with this approach because their programmes and projects are often geared to strategic goals or objectives. Accordingly they often select areas of activity in which they seek changes.

The following diagram briefly mentions the key questions for setting up outcome chains. They will be explained below.

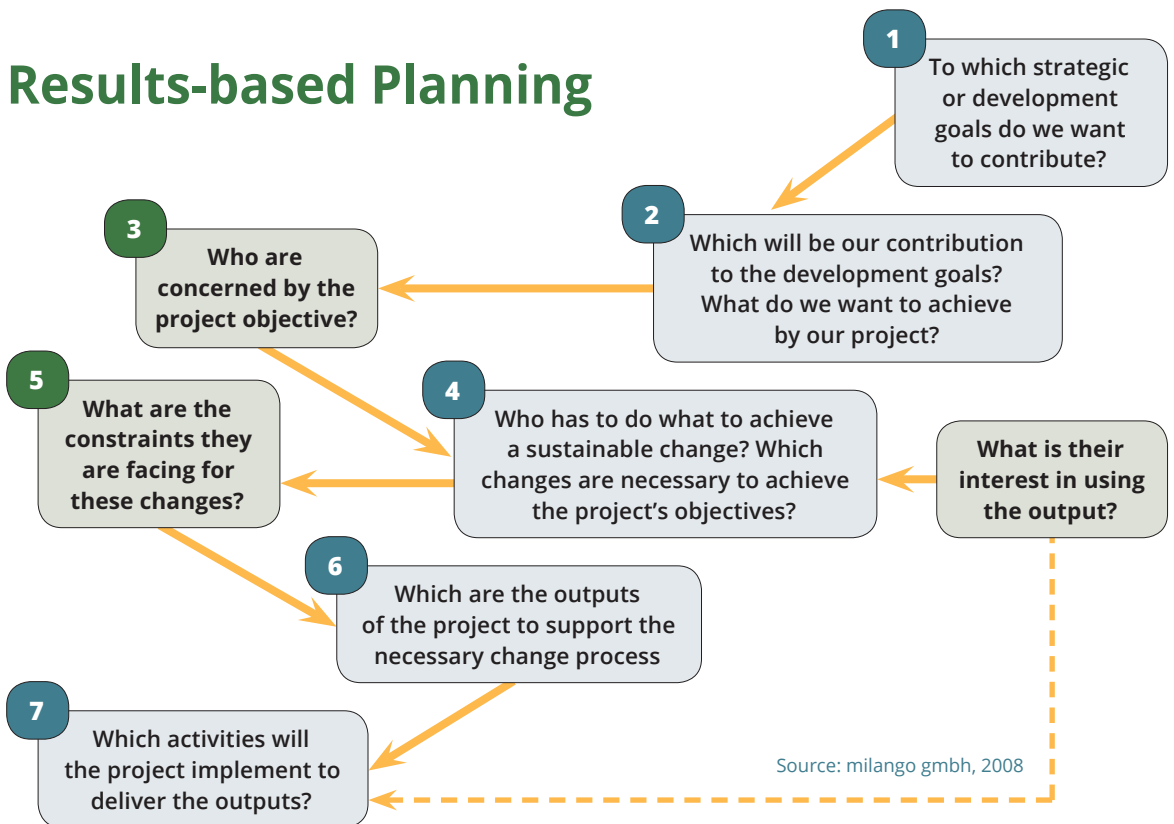
1. To which strategic goals do we want to contribute?

The contribution consists in achieving long-term changes that are often formulated in (higher) goals, e.g. in the Millenium Development Goals. These goals describe the ultimate and rational orientation of the project. As a rule this goal cannot be achieved through implementing the project alone; the project can only make a contribution to that.

2. Which will be our contribution to the development goals? What do we want to achieve by our project?

Here we are at the level of project objectives (outcomes). When reached, the project objectives are the contributions to reaching the higher goal. Project goals must be realistic, relevant and feasible.

Results-based Planning



3. Who are concerned by the project objective?

Sustainable development depends on lasting changes in attitudes, positions and practices of the local stakeholders. Before we can describe processes of change, we have to identify the stakeholders that (need to) take action to bring about the changes.

4. Who has to do what to achieve a sustainable change? Which changes are necessary to achieve the project's objectives?

After determining the stakeholders (for example project-team and beneficiaries) who have to contribute to achieving the project objectives, the next question is what they have to do, or do differently, in order to make their contribution to reaching the objectives. The activities of stakeholders are often interlinked. For example, agricultural experts train farmers in new methods of cultivation that they also use in practice. Both activities are necessary if the project objective is to achieve a bigger harvest. This is one example of the complexity of change processes and the need to analyse them in detail. The complexity can be illustrated on the example of a tree diagram with *main and secondary branches* (goal tree) which how these branches interrelate.

5. What are the constraints they are facing for these changes?

To be able to support the desired changes we need not only know what the project has to initiate but also what obstacles can possibly arise in the implementation phase. Such obstacles can block progress and thus need to be described in detail. If they can occur among the stakeholders (e.g. beneficiary groups or co-workers) and in the area of the skills needed to implement the project, training courses often offer good support in overcoming them.

6. Which are the outputs of the project to support the necessary change process?

One of the most important responsibilities of the project/ programme is producing the necessary outputs. Only when all outputs have been produced at the right time and in the needed quantity and quality can the change processes be successfully initiated.

7. Which activities will the project implement to deliver the outputs?

This involves listing the specific activities which are necessary to provide the outputs.

STEP 2:

Analysing expectations of the monitoring system

The expectations of the monitoring system depend on the expectations of the internal and external stakeholders. Some expectations are obvious, e.g. monitoring the project objectives with the aid of indicators decided back in the planning phase. Other expectations are described in project agreements, Project Cycle Management formats or reporting requirements. In this connection it is essential to clearly define the most important stakeholders and their interest in the monitoring exercise. tdh is certainly an important stakeholder for the partner organisations. It is possible that tdh too has a specific interest in the monitoring of a specific area, e.g. in gaining more detailed information on children's change process in an integrated project. What is important is the selection of monitoring areas, which is made in consultation with the stakeholders involved.

So it is important to establish why people are interested in monitoring and what they expect of it. Another thing to find out is the extent to which the various

stakeholders are willing to take on monitoring functions themselves. In this context, it is also necessary to clarify whether they already have appropriate experience and what financial, time and staff resources are available for monitoring.

Key questions:

- What development results are particularly important for the success of the project? At what points are outcome chains interrelated?
- What outcome hypotheses are particularly unsure? For which ones are failures often reported?
- For what outcome hypotheses is there little experience in the project team?
- What external factors (risks) and possible negative development results are to be monitored because they could threaten the success of the project?
- What development results are of value for the most important stakeholders? This particularly refers to the beneficiary groups.

STEP 3:

Defining monitoring areas and indicators

The desired development results have already been defined such that now the task is to clarify how and where the monitoring is to take place.

When describing development results we find complex causal connections that are influenced by environmental relations and may interrelate with other outcome chains in the project. Indicators are required in order to be able to assess planned development results in the monitoring fields. Thus we have to:

Identify and check process and outcome indicators

Indicators are intended to measure data characteristic of the causal connections or the situations in question. They show the state of the underlying connections, which can theoretically be expressed in outcome chains. They reduce the complexity of the existing reality to surface intermediate outcome/use of output and the final outcomes/direct outcomes. While the description of development results sets out what is to be achieved, the indicators express the extent of implementation (How do I recognise that the desired state has been reached?)

Here are some tips for drawing up indicators. When formulating indicators, you should consider the following questions:

- **What** is the **crucial point** about the development result? **What** is to be measured?
- Beneficiary groups and actors: **Who** are they?
- Quantity: **How many** are to be reached by the change?
- Quality: **What** conditions/attributes are crucial for the development results?
- Timeframe: **When** is the development result to be achieved?
- Place, region: **Where** exactly is the development result to occur in the life context of the beneficiaries?

Indicators should be defined during the planning phase of a project. The fact is that baseline data needed to describe quantitative indicators are often lacking. In this case, an important task of the monitoring system is to collect the necessary data to describe the baseline and formulate an ambitious and yet realistic project objective.

Indicators have to fulfil quality criteria. The most well-known are summed up as SMART. SMART indicators are **S**pecific,

Measurable, Attainable, Relevant and Time bound.¹ Another important criterion is the feasibility of the data collection with the aid of indicators. In this connection, the ensuing costs are also an important factor.

Since it is not possible to measure all the aspects of changes via a single indicator it is best to use several and link them with key questions. **A good rule of thumb is always to frame a key question for each indicator.**²

A central question is **who** is to frame the indicators and the key questions for the monitoring. According to tdh policy, that should be done by the beneficiary groups with the support of the partner organisations, because they are often best placed to say where changes can be perceived. In practice, however, beneficiary groups vary in their ability to make this contribution. Often this depends on how the partner organisations support them in defining the indicators. The groups organised in self-help groups (SHGs) frequently have such skills.

If necessary, tdh staff in the regions, e.g. country coordinators, can take on the role of facilitators. Capacity training is a way of transferring planning and monitoring skills for organised groups and/or partner organisations.

STEP 4:

Operationalising process and outcome indicators; key questions for monitoring

After defining the monitoring areas, indicators and key questions, you need to decide how necessary information should

be collected and what instruments should be used.

We suggest the following steps:

1. **Supplementary explanations** on the indicators, in order to guarantee a common understanding. It frequently happens that the indicators are drawn up by people who are not responsible for implementing the monitoring system. In this case the indicators should be examined, analysed and, if necessary, adapted.
2. **Use of indicators at the different levels of development results (outcome levels)** When using indicators it is helpful to describe the level at which they are found. Is it the **outcome level**, the **intermediate outcome level/use of output** or the **output level**?

Examples of indicators from project support:

Outcome level

Raising the income of women who have taken part in income-generating programmes. The desired percentage of income rise is achieved.

Intermediate outcome/use of output

A certain percentage of women have started generating income. A certain percentage of women participate in educational programmes to develop small business plans.

Output level

The number of educational programmes for women on the topic of business plans.

With outcome monitoring it is clear that the focus for assessing programmes ultimately lies at the

¹ The different authors using SMART differ in their definition of the five letters. Other quality criteria used are: SPICED indicators: subjective, participatory, interpreted, cross-checked, empowering, diverse or CREAM from the World Bank. We take the view that the SMART criteria are perfectly adequate in terms of the degree of accuracy in describing indicators. A large number of tdh partner organisations already work with them.

² In practice it turns out that many co-workers find it easier to work with key questions instead of indicators. This is also possible. We consider a combination the most effective solution.

intermediate outcome and outcome level, because the expected change processes are to take place with the beneficiary groups and actors.

3. **Desired data and information:** a basic question is **what** exactly is to be measured? The selection of data and information will depend on that and a common understanding needs to be reached. Projects often tend to collect more data than necessary. Preventing this is another task for the clarification process.
4. **Methods and instruments for collecting data:** the data collection method and instruments are picked on the basis of the selected indicators and key questions. Care should be given to choosing the most efficient way to collect data. As far as possible, existing baseline data should be used. If you do not collect your own data you should use existing secondary data (e.g. developing figures on school students, the numbers starting school, the drop-out rate). Creating their own baseline is too difficult for many NGOs. Methods and instruments should be integrated into daily work. Proposals for this include group discussions, participatory rural appraisal (PRA). These are methods that are frequently more telling regarding changes than purely statistical material. Beneficiary groups and, if possible, those indirectly affected should be interviewed with respect to questions of outcomes and intermediate outcomes. In this case it is advisable to first generally ask about changes and only then to focus on the outputs of the project, in order

not to exclude unexpected changes from the start. The interviewees should be asked how they rate and use the outputs. Are they beneficial or do they also have negative impacts?³

5. **Duration and frequency of data collections:** the monitoring activities should be integrated into the overall project plan. The point in time of using the data should be determined by those wanting to use it for decisions and adjustments.
6. **Responsibility:** In the case of more complex projects, we recommend that a person should be put in charge of each monitoring field to ensure that the relevant data is available at the given time. In the case of simple projects, it will be enough to have one person in charge of the whole project.

The more specific monitoring assignments can be delegated, including the selection of the instruments to be used. Training may be important for staff and self-help groups, in order to convey the necessary knowledge and skills.

These include collecting, processing and analysing data, discussing results and writing reports. It is fundamentally important that monitoring sets off a learning process in the organisation that is implementing the project. In projects working with self-help groups, this naturally includes them. It is important to locate the monitoring assignments as closely as possible to the persons responsible for achieving the development results.

³ A coordination of NGOs from Germany, India, Bangladesh, Philippines and East African countries has developed or improved instruments for outcome monitoring and evaluation. They have already published a *toolbox* for data collection and assessing outcomes or outcome processes. Further instruments that are easy to use are currently being tested by member organisations under the heading “tiny tools”.

The instruments known as Impact Toolbox may be accessed at the website of NGO-IDEAs: www.ngo-ideas.net

There are plans to develop a manual for NROs in order to set up outcome systems in individual organisations. There are points of agreement and overlap with the tdh Outcome Monitoring model. Tdh's Quality Control desk is an active member of the group.

We recommend a number of key questions that we regard as helpful in working through the above steps.

- What indicators were given in the planning process?
- What exactly does the indicator measure?
- What was to be specified and changed?
- What supplementary indicators are necessary in order to be able to make rapid adjustments and report on outcomes?
- What level in the outcome chain does the indicator measure (e.g. outputs/use of output, outcome)?
- Who can give information related to the indicators and key monitoring questions? How reliable is the information? How can we confirm the correctness of the information?
- What methods and instruments are to be used to collect the data?
- Which individuals or groups do we need in order to obtain information?
- Who is responsible for the different functions of the monitoring process (collecting, processing and analysing data, spreading information and organising evaluation discussions)?

STEP 5:

Deciding on the monitoring structure and process

The previous steps made clear the importance of indicators, the desired data and related information plus the methods and instruments of data collection, and also underlined the basic responsibility for its use. These descriptions define main elements of the monitoring system. The more people are actively involved in monitoring, the more strongly an accepted monitoring culture will develop. Even if it is to be expected that this will happen with time, monitoring activities do need a coordinating hand.

This person will have to perform the following cross-cutting functions:

- Planning and coordination: the differing monitoring activities must be coordinated and an integrated operation plan drawn up to coordinate the implementing activities and monitoring
- Quality assurance: the monitoring system must be credible and must collect reliable data. This is particularly important when monitoring activities are delegated to different people in and outside the project team. This also relates to the instruments and methods used, data collecting, interviewing, analysis, interpretation and reporting.
- Reporting for the project team, beneficiary groups and the general public
- Organising, planning and documenting team meetings on the topic of the monitoring system and the implementation process

Depending on the special features of the project, these tasks must be implemented in different ways. Smaller projects can be dealt with by one person in charge. Larger projects/programmes could mount a monitoring unit, but there should be at least one monitoring professional. It should be stressed that the main task of this professional will be to support the monitoring system and its actors. He/she does not have the task of **financial control** comparable with internal auditing. Such tasks would prevent the flow of information and also the learning of all concerned from project experience. However, that does not mean that project management does not express doubt about information when justified, e.g. if information is not reliable. Cross-checking information is a way of maintaining professional standards.

Monitoring can be implemented most efficiently and effectively when it is built

into the everyday routine of project activity, i.e. when the planned activities of the project are well linked up.

The process of transferring data by data collectors to those who will process and analyse it must be organised in a very transparent way. Everyone who has a role and responsibility in connection with monitoring is to be informed of the demands on them over the whole planned timeline.

Discussion processes about monitoring information are most important. We recommend holding regular meetings for the exchange of monitoring data and discussion of the status of development results.

Such sessions should take place at least every three months. Two of these four sessions per year should be used for planning adjustments. At the end of the year, an evaluation round could be used to plan for the following year. Six months later, in turn, this plan could be reviewed and adapted as appropriate, in keeping with the results achieved by monitoring.

For project activity it is important to set up an internal reporting system. Such a system can support internal communication. This is particularly the case with large-scale projects, if no regular personal contact is possible among the project staff because e.g. distances are too great or processes are too complicated.

The internal reporting system is both a basis and a support for external reporting. Internal reporting should have the same structure as external reporting. This can include reports sent to financing organisations, e.g. terre des hommes.

Key questions:

- Who takes on planning, coordination, quality control, documentation and other general functions of the monitoring system?

- Do we need a monitoring officer or a monitoring unit?
- How is monitoring linked with management and decision-making functions, including quality assurance, knowledge management and reporting?
- What information is important for strategic decisions?
- When and where are conclusions drawn from the monitoring results?
- What meetings are suited to discussing results?
- Who receives the monitoring results and in what form?
- Who decides on how transparently the information is disseminated?
- Who receives the information on strategic questions and where is it discussed?
- Up to this step, we have described preparations for monitoring. Now we can describe the step for data and information collection.

STEP 6:

Collecting and analysing data

Different existing instruments and methods can be used for monitoring. It is important to distinguish between **quantitative** and **qualitative** instruments and methods.

Quantitative methods **measure** by means of counting, scaling, allocating, e.g. the school drop-out rate, birth rate, time used to draw water or the amount of income of small-farmers.

Qualitative methods are more **descriptive**. They involve monitoring, interviews, group-oriented methods, use of key questions. Methods of qualitative data collection are e.g. semi-structured interviews, focus groups, visualisation and its interpretation as scales indicating how people feel, and particularly, case descriptions.

It is our experience that a combination of qualitative and quantitative instruments and methods is frequently very productive when it comes to making development results transparent and visible.

Monitoring activities should be integrated into a project operation plan. It is important that the management level acknowledges the importance of monitoring. This motivates the staff to take on monitoring functions.

One important step is making the right choice of participants and data collectors. Staff should not all just collect data. Representatives of beneficiary groups and also independent individuals with professional expertise should be brought in. Community-oriented projects including self-reliant SGHs can naturally transfer monitoring functions to the groups. Staff with professional competence should give support with data processing.

The credibility of the data collected can be raised by **triangulation**⁴, where differing methods or instruments are used and compared. It can help avoid mistakes in project activity. It also helps to compare information collected by different people, e.g. beneficiary groups, project staff and the staff of government offices.

Collecting reliable, credible and topical data is essential for every project or programme.

The next step is analysing the data. It is the task of the project team to analyse data for the purposes of improvements. This means initiating rapid and precise reactions when the consequences of data analysis call for it.

If the analysis process engages those directly involved in the project, such as the project staff of the partner organisation or the beneficiary group members, there will be more

identification with the project. They should conduct the analysis assisted by a facilitator.

This step is an interface for *assessing and adjustment*. Information is only helpful if conclusions are drawn from it. Data analysis and assessment is thus decisive when it comes to using the data. It is partly conducted during this step (e.g. analysing sub-questions) and in the next, that of evaluation.

Monitoring also influences the *strategies* adopted including *strategic decisions* of an organisation.

Key questions:

- How can we guarantee that data collected are as representative as possible?
- What kind of information do we need (qualitative or quantitative data)? What is the best way to collect it?
- What staff can be involved in collecting data?
- How can collecting data be bound up with the project implementing process?
- What kind of technical support (through your own or an external expert) makes sense in order to ensure data quality, processing and analysis?
- Where and by whom is the data stored? Who has the right to use the data? Who controls the use of data?
- How is the data synthesised and presented in terms of necessary action?

STEP 7:

Using monitoring information for management decisions

A monitoring system should ensure that all relevant actors are informed about the progress of the project/programme and the state of goal achievement. In addition, the monitoring system should

⁴ Triangulation means seeing an issue from different angles, e.g. by different stakeholders or using different instruments that are then compared.

enable conclusions for the ongoing development strategy and propose corrections. Monitoring reports are of great importance for this.

Monitoring reports should be short and precise. There should always be a summary as well. **We suggest the following general structure:**

- *Outputs delivered*
 - *State of desired changes at the level of development results*
-
- *Intermediate outcomes/use of outputs*
 - *Final outcomes*
 - *Side-effects (unplanned outcomes)*
-
- (The parts in italics should be based on data and should form the core of the report)
- Impact
 - Conclusions and recommendations
 - Adjustment/corrective measures
 - Appendices for interested stakeholders expecting differentiated background information

Monitoring reports are primarily directed at decision-makers. They are the ones who decide whether and how the monitoring reports are to be made available to stakeholders inside or outside the project.

Monitoring can only develop its importance for improving effectiveness and efficiency of a project if it is integrated into the overall management process. Opportunities to discuss monitoring information must be made. It is advisable to call special meetings for this to inform the different actors (beneficiary groups, staff, management) about the results. Quarterly meetings are generally sufficient to have a full discussion of monitoring results. A meeting at years-end could be linked to discussing the work plan for the following year. Semi-annual meetings are suited to discussing the project strategy in connection with the monitoring results, and, if necessary, adjusting outputs and activities. These meetings should be

attended by all stakeholders and the spokespersons of self-help groups.

Lessons learned is the main intention regarding the conclusions to be drawn from such discussions about making initiatives for future development projects more effective and efficient. Learning from past experience means absorbing the insights into their knowledge and putting them into practice – this also applies to partner organisations and beneficiary groups.

Key questions:

- How is monitoring linked with management tasks of decision-makers regarding adjustment, quality management, knowledge management and reporting?
- On what occasions are monitoring results discussed with project staff, beneficiary groups and funding organisations?
- In what form are monitoring results to be made available to interested groups?
- How do the conclusions drawn from analysing monitoring results (lessons learnt) feed into policy and strategy discussion for future projects?
- In what way is learning organised for groups, individual members of beneficiary groups and staff of partner organisations?

The steps described from 1-7 do not always strictly follow this order. It may happen during the implementation process that unplanned outcomes – side-effects – may trigger a discussion, in order to change the planning of the project and the data collection. It may then be necessary to take steps backwards. This involves a lot of process, and the challenge is to intervene in the situation and make the corrections necessary for achieving the desired outcomes. 🌍



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