



A GUIDE ON SELF-EVALUATION OF MONITORING AND EVALUATION CAPACITY FOR COMMUNITIES, PROJECT IMPLEMENTATION UNITS AND GOVERNMENT BODIES

■ Concept Note



■ (Work in Progress)

1. PRESENTATION

Community empowerment is a key method used by anti - rural poverty projects co-funded by the International Fund for Agricultural Development (IFAD), whose motto reads “*giving the poor an opportunity to escape from poverty*”. It means reinforcing the decision-making, management and administration capacity of organised users, by promoting learnings from the onset rather than at the end of the project only.

Securing these learnings is an essential Monitoring and Evaluation (M&E) task. To this end, it opens up spaces for reflection and communication among individuals, groups and institutions, based on the use of information for improving their practices and living conditions.

PREVAL,¹ a regional programme supported by IFAD, was created with this in mind, and since 1977 it has been strengthening the monitoring and evaluation capacity of IFAD-supported projects in their struggle against rural poverty. During its third stage, in addition to building on the progress achieved in previous stages, PREVAL seeks to ensure that the main actors involved implement the capacity developed in designing and implementing M&E systems, with a focus on achieving results and impact in the reduction of rural poverty.

To fulfill its mandate, PREVAL responds to the specific demand of its target groups (Community, Technical Unit responsible for Project Implementation, Government Partner) by encouraging key actors to conduct processes to strengthen their M&E capacity, in line

¹ Programme for Strengthening the Regional Capacity for Evaluation of Rural Poverty-Alleviation Projects in Latin America and the Caribbean.

with their culture and needs. Within this context, and to fill an identified gap,² this guide on self-evaluation of M&E capacity has been developed as a supplement to IFAD's existing Guide for Projects Monitoring and Evaluation.

In line with PREVAL's philosophy, this Guide is focused *on the community's perspective*, based on the understanding that rural communities, groups and organisations should have the ability to control and lead their own development processes, and that the other actors – the Technical Units responsible for implementation of IFAD-funded projects and Government Partners running these projects – should support them in this process.

In view of the above, the objectives of this guide are:

- To provide guidelines for identifying the current state of an organisation's capacity to conduct participatory monitoring and evaluation.
- To provide guidance on how to develop a plan to enhance the above capacity.
- To facilitate the recognition of progress achieved in building M&E capacity.

The target audience of the guide consists mainly of the three key actors involved in IFAD-funded projects – *Community, Technical Unit responsible for implementation of projects, and Government Partners running the projects*. However, it is expected that its application will go beyond these priority actors at local, regional and national levels, adjusted to the specific needs of each context.

After almost 10 years of existence, it is the right time for PREVAL to reflect upon its experiences and learnings in building monitoring and evaluation capacity, and to incorporate and compare these experiences with those of other organisations. Although PREVAL recognises that it has achieved important results in this field, it is also aware that there are still significant challenges facing the programme, such as the need to institutionalise the monitoring and evaluation capacity developed and identify the most suitable, sustainable and cost-effective strategies to do so.

As part of this effort, PREVAL calls upon peer organisations such as the International Institute of Rural Reconstruction (IIRR), the GTZ-supported Rio Plus project, ASOCAM – Swiss Technical Cooperation Exchange for Common Learning, and particularly the members of PREVAL's evaluators community.

This guide is being developed by Emma Rotondo and two members of PREVAL's evaluators community, Brenda Bucheli and Rusty Biñas³. A group of people specialised in capacity building was called upon at the onset of the process of preparing this guide. Rogério Silva, from Instituto Fonte in Brazil, conducted an extensive compilation of literature on Monitoring and Evaluation capacity building, links to a number of relevant web sites and a directory of regional and international organisations.⁴ In March 2006, Gloria Vela from Colombia; Maria Delfina Flores, Advisor to Río Plus-GTZ in Honduras; along with Antonio

² The issue of self-evaluation of organisational capacity has been extensively worked on, even by development organisations. However, no major references specifically related to self-evaluation of monitoring and evaluation capacity have been identified.

³ Rusty Biñas is also a former IIRR Regional Director for Latin America, and Brenda Bucheli is a former Director of Pact Perú.

⁴ A compact disc on Monitoring and Evaluation Capacity Building is being prepared in Spanish, English and Portuguese.

Pozo from PREVAL and the authors of the guide, defined the approach, application, uses and target audience of the guide, as well as the process of preparation and testing. At a later date, Rusty Biñas and Brenda Bucheli, together with Emma Rotondo, prepared the Concept Note for the Guide on Self-Evaluation of Monitoring and Evaluation Capacity Building.

UNDERSTANDING THE CHALLENGE

According to its Strategic Plan, PREVAL III has been following three approaches to Monitoring and Evaluation: participatory M&E, impact-oriented management, and capacity building.

2.1 Participatory Monitoring and Evaluation

Although the concept of participation has been present in the development agenda since the seventies, it now advocates a new approach to project evaluation, based on negotiation and consensus building among all the parties involved, to secure shared commitments and responsibilities in terms of management and results. According to this approach, participation in evaluation *is not only about involving or consulting people occasionally but rather involving them in decision making.*

This new emphasis of M&E is clearly expressed in the existence of opportunities for data collection, analysis and use mainly targeted at the beneficiary population in line with their culture. It involves giving a whole new dimension to the role of projects as *facilitators* striving to open up opportunities and contribute to achieve the vision and mission of target groups. In M&E, it means opening up spaces for organisations, communities, groups and individuals addressed by the project to play a leading role in participation, to enable them to produce evidence of change by using tools tailored to their culture.

This interest in strengthening participatory evaluation arises as a result of recent changes in the notions and strategies associated with the struggle against rural poverty. From projects that concentrated decision making exclusively on the management and technical levels, there has been a move towards planning and implementation systems where target audiences of the interventions themselves and local society play an *active role.*

The participatory approach recognises the value of people's experience and knowledge, particularly the poor, to develop and articulate proposals for change and influence improvements to their local realities, as well as to develop and manage their own information within the framework of a project. The role of participatory evaluation is to provide the most appropriate methods for this and encourage the creation and use of local culture to ease the planning and implementation of a project run by multiple actors.

Experience has shown that when people make their own decisions regarding change and have tools and opportunities to organise themselves, they develop skills and knowledge that are a source of empowerment. This includes the ability to exert influence on the environment and achieve impact. A structural cause of exclusion is precisely the lack of power; therefore, providing a space for re-distributing power enables addressing poverty directly.

The first key to success seems so simple, so evident, that it tends to be overlooked: the

centre of rural development are the people, the actors involved, the families and communities whose life is the reason behind (or is used as alibi for) the existence of projects. When they really understood (rather than staying on the surface) that the key lies with the people, projects were submerged into a broad learning process that allowed them to see how the interaction between different types of actors can redesign and redistribute roles, spaces, capacities, and relations. Projects moved from providing solutions (based on their own menu of options) to providing resources and opportunities for actors to test and find their own alternatives, conduct their own projects, work on their own issues, and negotiate their own arrangements.

Excerpts taken from “Ten Keys to Success in Rural Development,” a publication based on experiences of the projects FEAS, MARENASS, CORREDOR and SIERRA SUR. IFAD, 2004, pages 95 and 101.

2.2 Impact and Learning-Oriented Management

Results and impact – oriented management involves conducting a type of management that is focused on results and impact and using the information both for accountability and learning. M&E is the key to impact – oriented management, as it means that the information collected is used to adjust strategies in response to new circumstances. All this means having timely and reliable information on progress made towards the impact sought and knowing why this is being achieved or not.

IFAD defines impact as any changes – positive or negative, productive and unproductive, tangible and intangible – taking place in the quality of life of people – men and women – living in rural areas, and any changes recorded in the environment that can be attributed to the project.

This new focus of M&E on impact involves responding to the requirements of RIMS⁵ and to questions such as:

- How is the project contributing to reduce rural poverty?
- Has the quality of life of the poor been improved, and to what extent?
- Is capacity being built in actors – men and women?

Learning is basically about avoiding taking the same road twice to solve the same problem. It involves a change in behaviour as a result of experience. It allows to continuously improve performance and the ability to take on those challenges that are posed by the circumstances.

Impact – oriented management necessarily means promoting learning at an individual level, but if this learning does not permeate the work teams, the organisation as a whole, the expected goal will not be achieved. Organisations learn only through individuals who learn. Individual learning does not guarantee organisational learning, but there is no organisational learning without individual learning. Organisational learning (OL) involves “a dynamic knowledge - creation process that originates within an organisation through the individuals

⁵ RIMS is an approach promoted by IFAD that stands for ‘Results and Impact Management System.’

that form part of it and the groups formed by them, aimed at creating and developing unique skills that allow the organisation to improve its performance and results.”⁶

However, OL is also not sufficient to create impact. It should go beyond the organisations implementing development programmes and address the relevant social actors involved. Social Learning (SL) implies:

- (i) starting with and learning from critical reflection on innovative change experiences in different areas / dimensions of societies;
- (ii) creating links between the space of individual experiences and a space where the lessons learned from these experiences can be institutionalised;
- (iii) being at the service of and seeking to influence catalysts for change;
- (iv) using methods that allow to develop the potential, capabilities and creativity of actors involved in learning, thereby facilitating the establishment of new relations;
- (v) mobilising actors operating in articulated spaces, supporting each other and supporting initiatives already underway.

The different levels at which SL takes place include: a) contextual level: social contexts where individual and group learning processes can be enabled and/or obstructed; b) community – practical level: people jointly carrying out certain actions to achieve targets defined by the community, creating as a result of this process lessons learned based on practice; and c) group action level: processes of sharing and disseminating the knowledge generated by the different actors engaged in development, helping to initiate learning processes in others and with other communities.⁷

2.3 Capacity Building

The question of how to build capacity and what are the evidences of change arises from the evaluation of the second PREVAL stage, that recommended defining and establishing capacity building indicators in M&E. With this in mind, during the training and inter-learning workshop for PREVAL consultants, consultants from the region were invited to brief participants on the M&E approaches to anti-rural poverty projects and programmes supported by PREVAL and IFAD and to initiate the formulation of common benchmarks.⁸

During the workshop, a common definition of the concept of capacity building was agreed:

⁶ Chorlavi Group: Social Learning Project, March 2005 - <http://www.grupochorlavi.org/webchorlavi/docs/Aprendizaje-GrupoChorlavi.pdf>

⁷ Chorlavi Group: Social Learning Projects, March 2005 - <http://www.grupochorlavi.org/webchorlavi/docs/Aprendizaje-GrupoChorlavi.pdf>, páginas 2 y 3.

⁸ The supply of M&E technical services in the region is highly diverse, as a number of different approaches and tools are being used. Recently, during the mid-nineties, a movement bringing together Monitoring and Evaluation communities, networks and professional associations has been developing in addition to a movement engaged in developing common quality standards. During its previous phases, PREVAL pioneered the creation of common approaches and the development of a network of experts through an e-mailing list.

An interactive, progressive and creative cross fertilisation process whereby (individual and collective) subjects improve and/or complement their potential (knowledge, skills, attitudes, and feelings) to act in the face of a specific situation addressed by the subject in an efficient manner and as may be appropriate for the environment.

As set out in IFAD's Guide for Projects Monitoring and Evaluation, capacity is understood as "the ability of individuals, institutions and systems to make and implement decisions and perform functions in an effective, efficient and sustainable manner." Building capacity therefore implies developing this ability at individual and collective levels, through interactive and dialogue-seeking activities that prove to be useful to build knowledge and skills, awakening potential for exercising citizenship.⁹

At an organisational level, capacity refers to the resources, knowledge and processes used by an organisation. This capacity operates hand in hand with organisational motivation (which prompts people to take action) and the external environment (economic, political social and cultural, environmental, demographic, and technological conditions) to obtain the resulting performance.¹⁰ Organisational capacity does not mean that the organisation has many tools available, but rather that it knows when to use them, how to adjust them according to its needs, how to use them to improve its own decisions, etc.

Experience with agricultural and rural projects in the region shows that no success can be expected from development programmes if a *social capital* is not created, i.e., if local capacity and organisations fail to make sure results are kept current over time. To promote a consensus - building culture and develop the social capital needed, the new approaches stress that decisions should be made based on the shared responsibility of all those involved.

In the field of evaluation, the new approaches promote the development of the following capacity and skills:

- Readiness to listen to others and acknowledge different perceptions and interests;
- Creativity to ask questions and create and use knowledge;
- Promptness in adjusting to new situations;
- Leadership in building consensus and negotiating proposals;
- Good judgement in solving conflicts;
- Responsibility in making commitments and sharing decision making.

These approaches value not only the development of knowledge and information but also the ability to reflect, creativity, leadership and other individual and group features required to sustain the impact sought.

For all this, and in line with these updated M&E approaches, the role of the provider of technical assistance services in capacity building consists in accompanying processes that

⁹ PREVAL III Strategic Plan, page 8.

¹⁰ For more information, see Lusthaus et.al., Organizational Assessment: A Framework for Improving Performance. IADB - IDRC, 2002.

enable individuals and groups to build knowledge and develop skills that will allow them to solve problems and prepare proposals. Thus, even when working in partnership with others or delegating, the assistance provided by PREVAL is rather that of a facilitator, trainer and advisor in M&E processes. A *facilitator* is understood to be a person conducting interactive processes and creating conditions and an enabling environment for learning and knowledge creation, whereas a *trainer* shares experiences and knowledge with others at education and training events. Finally, an *advisor* provides technical assistance on a temporary basis, to support the development of products and/or the solving of problems, based on his/her expertise and qualifications. These roles are generally played in close interaction,¹¹ along with liaison and networking between institutions and individuals concerned with M&E.

On the other hand, the essential elements of an organisation with Good Monitoring and Evaluation Practices include¹²:

1. Shares results

- a. Has a transparent management approach.
- b. Is equipped to communicate to others its experiences and the changes achieved from the perspective of multiple actors.
- c. Collects lessons learned from several stakeholder groups.
- d. Disseminates results using communicational forms that are suitable for each audience and its learning needs.

2. Uses information for participatory and timely decision making

- a. Makes timely decisions to provide feedback for the strategy.
- b. The information is used by various actors to make informed decisions regarding changes and impacts.
- c. Provides opportunities for using and communicating results and for participatory decision making.

3. Has an integrated Planning, Monitoring, Evaluation and Knowledge Management system

- a. Has defined the changes expected for the short, medium and long term.
- b. Has a participatory Planning, Monitoring and Evaluation system in place that provides information on changes.
- c. Has monitoring, evaluation and learning policies and systems in place to effect organisational change.
- d. Is familiar with the Logical Framework and establishes a chain of results.
- e. Knows how to develop an organisational improvement plan based on its strengths and weaknesses.
- f. Has the ability to analyse, compare and create its own M&E approach and system.

¹¹ These definitions were agreed at the “Inter-Learning and Training Workshop for PREVAL’s Evaluators Community” in Lima, May 2005.

¹² These elements emerged from an internal workshop promoted by PREVAL, named “Guidelines for Preparing a Guide on Capacity Building in Monitoring and Evaluation,” which was held in February 2006 and was attended by six members of PREVAL’s evaluators community.

- g. Systematically collects evidence of internal and external changes produced by its intervention.
- h. Knows how to identify its M&E weaknesses and strengths.

4. Involves and commits actors with a sense of responsibility

- a. Secures support from higher levels within the organisation in implementing M&E.
- b. The technical team feels part of the organisation and is committed to its vision and mission.
- c. Actively involves and commits members of the organisation at different levels.
- d. There is a shared sense of responsibility among the different actors.
- e. All staff members of the organisation and the different external stakeholders are involved in M&E.
- f. Engages in networking.

5. Has a healthy approach to human relations (internal and external)

- a. Facilitates processes with multiple stakeholders.
- b. Engages in dialogue showing respect and listens to others.
- c. Solves conflicts and builds consensus.
- d. Negotiates and reaches agreements.

6. Conducts self-learning for change

- a. Promotes spaces for collectively defining change over the course of its work.
- b. Creates frequent opportunities to reflect on its practice, draw lessons accordingly and redefine its direction.
- c. Conducts self-criticism.
- d. Listens and is open to dialogue.
- e. Engages in intensive exchange of knowledge.
- f. Gives recognition to others.
- g. Learns from experience and improves its practice.

7. Has a shared vision

- a. An organisation with a clearly defined vision, objectives and strategy.
- b. Has a systemic vision.
- c. Is able to plan ahead, including where it is going, and directs and/or re-directs its actions to pursue that goal.
- d. Is effective.
- e. Is aware of and defines the changes to be achieved.

8. Exercises organisational leadership for change

- a. Enjoys leadership among its peers, is a role model to follow.
- b. Has a positive influence on others.

9. Generates and mobilises resources for M&E

- a. Uses the data created through M&E to generate resources.

Based on these ideal organisational capabilities in M&E, different roles have been suggested for each of the key actors addressed by this guide in response to the question, ‘What are they expected to do in terms of monitoring and evaluation?’¹³

COMMUNITY					
Collect and document information for M&E	Support the collection of information	Provide information on activities, processes and results	Gather and share evidence of changes caused by the project	Document significant changes	Observe and measure change
Design and plan M&E	Visualise change	Participate in formulating indicators	Identify and decide how to verify changes		
Facilitate and analyse M&E information	Actively participate in analysing the project outcomes and impact	Self-evaluate change			
Report on and encourage the use of information	Ability to analyse situations and make decisions to solve problems	Problem solving based on information analysed	Use information on changes and project outcomes and impacts to orient and/or re-orient project actions	Use information for adjusting strategies	
Communicate	Share results	Communicate results			
TECHNICAL IMPLEMENTATION UNIT					
Create conditions and capacity for M&E	Identify M&E capacities within the community and its organisation	Train and accompany the community for hands-on implementation	Use as starting point the needs of the community	Provide training	Facilitate learning environments and processes
	Inspire trust and self-esteem to be able to fulfill their role	Develop listening skills	Be responsive	Promote self-confidence	Encourage participation
	Listen to and engage in dialogue with the community	Mobilise	Organise		
Design and Plan M&E	Prepare ToR for evaluations	Involve grassroots organisations in PMES	Lead the development of a M&E System	Negotiate and involve the community and its organisation in M&E	Actively participate in identifying change and how to verify it
Facilitate and analyse M&E information	Facilitate evidence gathering processes on changes produced by the project itself and others	Facilitate and actively participate in analysing the project outcomes and impact	Promote opportunities for dialogue and discussion of project results	Systematically document changes taking place within the community, in the region and internally	Draw together information on project outcomes and impact at different levels

¹³ Output from the PREVAL internal workshop, “Guidelines for Preparing a Guide on Capacity Building in Monitoring and Evaluation,” held in February 2006.

	Open up opportunities for reflection				
Report on and encourage the use of information	Promote the use of information for improving practice within the organisation itself and the community	Make tools available for using and communicating project results	Use information to guide actions	Be familiar with the scope of the project to be able to convey it properly	Have good communication skills
	Engage in advocacy	Report on project outcomes and impact according to each audience's needs and demands	Report on changes		
GOVERNMENT BODY					
Create conditions and capacity for M&E	Promote opportunities for dialogue	Provide support and autonomy to the project in implementing participatory M&E	Create and promote conditions for an impact and learning oriented, participatory M&E approach	Delegate responsibilities	Promote an enabling organisational environment to learn from practice
	A horizontal, flexible organisation	Create an enabling environment	Clearly defined rules	Create enabling conditions for the facilitator, e.g., organisation, training, supervision and incentives policies	
Design and Plan M&E	Participate in planning	Participate in designing a M&E system			
Facilitate and analyse information on M&E	Request information appropriate for the project strategy	Participate in analysing project outcomes and impact	Require information on project outcomes and impact		
Report on and encourage the use of information	Use M&E outputs to influence public policy	Use the information collected for decision making	Share and disseminate M&E results	Report on project outcomes and impact according to each audience	Use and promote the use of M&E information
	Participate in the use and communication of project results	Use M&E information for decision making			
Manage resources	Make resources available in due time	Align resources and make them available	Allocate resources in a timely manner	Secure resources for M&E	
Institutionalise M&E	Secure links between M&E of projects and M&E of the organisation itself	Institutionalise best practice and lessons learned from M&E			

2.4 Self-evaluation of capacity

Capacity evaluation (CE) is generally one of the first steps taken when engaging in an institutional development process, as it highlights which areas need to be particularly worked on. When it pertains a strategic planning and organisational restructuring process, it contributes to the ongoing growth of the organisation. When it becomes a baseline and is used for future applications, it gives birth to an organisational monitoring and evaluation system. And, when it is carried out in a participatory manner, it becomes a capacity building process in itself and a catalyst for change processes.

Capacity evaluations are processes conducted to measure capacity and performance in organisations. While capacity is understood as "the ability of individuals, organisations and societies to perform functions, solve problems and set and achieve their own objectives," performance is the external manifestation of the capacity.¹⁴

There are different CE categories, which may be differentiated based on who performs the evaluation and what shape the process takes.¹⁵ The main three ones are:

- Traditional evaluation: based on a standardised checklist, which is usually applied by an external consultant, it covers several key areas related to tasks and functions (e.g., vision, operations, human resources, etc.). The final report is generally shared with the organisation in the form of a written document. This type of evaluation demands less time and resources than others and is also regarded as the most *objective* type, as it is based on the observations of the external evaluator. The learning drawn from this evaluation is usually consistent with the external evaluator's perspective and fails to promote opportunities for ongoing learning and improvement within the organisation.
- Self-evaluation: has become popular in recent years, largely because it promotes ownership of results and of the process itself among staff members, who become their own evaluators. It is based on the principles of participation, and staff members are seen as the main agents for organisational change. It starts with a measurement instrument recommended and adjusted to specific needs and may use an external evaluator who takes on the role of facilitator, leading the organisation through its own analysis of capabilities in functional areas, thereby making *subjective* results more *objective*. This process may take several days and includes opportunities for getting together to facilitate interpretation of results and monitor implementation of recommendations.
- Tailored self-evaluation: a variant of the preceding category, it takes the participatory approach even further. It starts from the notion that as organisations are unique and complex, the process should be fully tailored to better reflect this uniqueness. Unlike the preceding category, the process starts with the definition of a group-specific, ideal organisational model, from where an instrument emerges that allows to identify the gaps. Under this approach, the evaluation becomes an intervention for organisational development that emphasises improvement and learning, which may be adapted to specific levels or functional areas of the organisation such as financial management, advocacy, or monitoring and evaluation and may involve the participation of different

¹⁴ Organizational assessment: lessons from the field, Brenda Bucheli et.al, 2004.

¹⁵ Capacity building perspectives: Understanding Organizational Assessment, by Evan Bloom, Meg Kinghorn, and Betsy Kummer, Impact Alliance Secretariat. Connections # 2, October 2003 - http://www.impactalliance.org/ev_en.php?ID=7349_201&ID2=DO_TOPIC

organisations sharing a common mission and learning agenda. As this process is more thorough, it may demand more time, resources and commitment.

With regard to the issues discussed in the preceding sections, the last two categories are the ones that best suit the work philosophy of PREVAL and other organisations seeking to empower key development actors, and represent the underlying approach of this guide.

During a recent internal workshop held by PREVAL,¹⁶ a number of instruments and/or methods somehow related to M&E were presented and discussed, and the following conclusions were drawn:

- There are few experiences on self-evaluation of capacity building in M&E. Two examples worth mentioning are OED and CARE.
- Existing experiences revolve around a checklist of procedures (WFP, IADB, Global Fund) that are similar to traditional CEs.
- Existing documents fail to include a theoretical framework to support the underlying capacity-building approach.
- Existing documents are more focused on projects (to verify the performance of M&E units). They fail to consider evaluating M&E capacity of individuals or organisations.
- Although there are methods for evaluating organisational capacity in general, there is no method for evaluating organisational capacity in M&E in particular.

3. THE PROCESS STEP BY STEP

Using the diagram that is presented below, this section contains an outline of the overall M&E process and the rationale behind the sequence between steps. Each step will then be elaborated on, including (real and/or fictitious) examples to further illustrate contents. The process will be described in a simple manner, differentiating the three key actors identified in the guide (*community, technical implementation unit, government partner*), with the possibility of adjusting it in response to local realities. The process will be related to the project cycle.

3.1 Step 1: Organisational orientation

This refers to the analysis prior to the self-evaluation process that has to be undertaken by organisations planning to use the proposed method. It includes specifying why self-evaluation is being conducted, the preparatory work and conditions for the success of the process. The following questions should be answered: What is the best timing for the self-evaluation? Which organisational conditions are required? When is a facilitator needed and what characteristics should he or she meet? When and how should a support committee be created? How long does each stage take? What is the cost of the entire process?

3.2. Step 2: Selecting tools and methods for the process

Based on the analysis proposed to be made in Step 1 above, Step 2 involves developing criteria to adapt the methods and instruments included in the guide, as well as any others that

¹⁶ Report from the internal workshop held by PREVAL on “Guidelines for Preparing a Guide on Capacity Building in Monitoring and Evaluation” in February 2006.

may be known to the guide users. The right timing to develop new tools and combine methods is also discussed.

3.3. Step 3: Measuring the gap between ideal and actual capacity

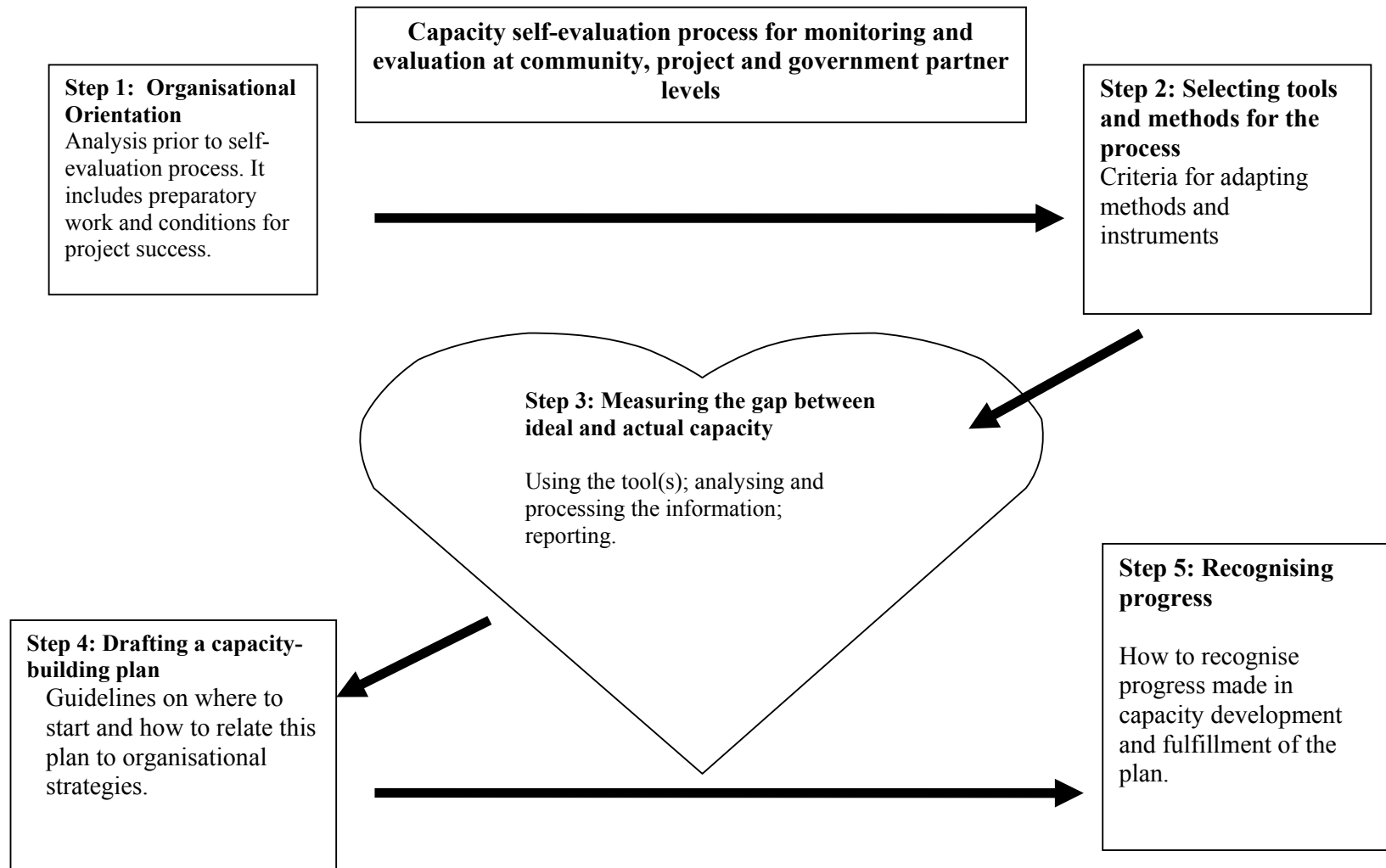
This section will explain how to use the selected tool or tools and provide guidelines for their use with the aid of a facilitator. Instructions will also be provided for processing and analysing the resulting information, and a basic outline will be provided for preparing a report on these results. This process will be undertaken by each key actor.

3.4 Step 4: Drafting a capacity-building plan

Guidelines will be drafted for holding and facilitating a session to analyse and prioritise measurement results, which is key to the capacity building plan. This will be drafted in a participatory manner. Guidance will be provided to ensure that the plan is in line with the organisational strategic guidelines and that it has the required time and budget.

3.5 Step 5: Recognising progress

The following question will be sought to be answered: How can we tell that capacity is improving? Guidelines will be provided and methods will be suggested. The operating performance level of the capacity building plan will also be addressed.



4. SHARING THE EXPERIENCE

This last section will encourage guide users to document in the first place their own experience when going through a capacity self-evaluation process in M&E using this guide.

Users are also invited to join an e-mailing list especially created (in DGroups or Yahoo) and share their experiences, concerns and solutions. Based on this material, a list of Frequently Asked Questions related to the guide will be prepared and made available.

5. ANNEXES

- Bibliography
- Instruments and methods
- Sample report
- Simple plan