PARTICIPATORY PROGRAMME MANAGEMENT

Insights from 
Women’s Empowerment Through Literacy and Livelihood Development (WELLD) Project
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This manual on Participatory Programme Management explains all the stages of project management with steps and methods by highlighting the case of a project called Women’s Empowerment Through Literacy and Livelihood Development (WELLD) which PRIA and World Education with its four partner organizations implemented in the states of Madhya Pradesh (MP) and Andhra Pradesh (AP) in India. This pilot project was initiated in 1999 and concluded in 2002 and provided very important insights into various stages of project management—planning, designing, implementation, and evaluation of the project, which have been presented in this manual.

The first section on Introduction explains the concept and definition of the project. The stages are enumerated from the second section—Project Appraisal—that emphasizes on how problem identification takes place and how projects are conceptualized, this is followed by section three on Project Planning and Designing, which illustrates the steps involved in the designing of projects. Section four on Project Implementation and Monitoring consists of the implementation stage which describes that activities planned begin to take place with proper monitoring and review followed by the fifth section on Project Review and Evaluation which describes the importance of reviews and evaluations and how these are done. The sixth and last section on Project Closure deals with the withdrawal process and steps involved in it. All these stages are explained through the case of WELLD. This manual offers some practical illustration and bridges the gap between theory and practice. The left side of the document contains general principles and steps while the right side of the document includes the case of WELLD from the section two on Project Appraisal. Each section contains a description of methods and how the projects pass through different stages. At the end of each section there are some key lessons listed which are based on our experiences while involved in the WELLD project from the appraisal to closure stage.

Many people have extended their support and advice in the preparation of this manual and deserve a special word of thanks. First of all, I express my gratitude towards President of PRIA, Dr. Rajesh Tandon who was a constant guide in the process of making of this document. His advice on the framework and contents was very useful in the final preparation. Secondly, Namrata Jalili, Programme Manager of PRIA who was
associated with the project right from the beginning deserves huge acknowledgement for her support and inputs in the preparation of this manual. She made things simpler by putting all the information at one place and constantly filled gaps wherever they existed.

I am also very grateful to Joysula Lakshmi and Sonal Surange, PRIA WELLD State co-coordinators in providing information whenever needed. The World Education team needs to be thanked for their feedback and important information on this manual. The contribution and support of numerous others like implementing NGOs in both the states as well as women learners was instrumental in providing soul to this practice oriented manual. We are immensely grateful to the Ford Foundation for providing financial assistance for this manual.

This manual will be useful for the project managers, trainers who wish to train others in the application of project tools and practitioners who wish to apply the steps and methods in the field. This manual can be treated as a guide to be used frequently to assist and support project managers and implementers at each step.

Anju Dwivedi, PRIA, 2002
SECTION 1

A variety of projects are found in the development sector. Projects are also found in every area and discipline. The projects could be as large as building dams to a group of villagers coming together to repair a school building. Programs are usually large and have a long-term objective, which can be broken into sets of projects. The projects can further be divided into tasks. In a broad sense, the project is a specific finite task to be accomplished. It is not relevant whether the project is large, small scale or whether long or short term. What is relevant is that the project be seen as a unit. Projects have various attributes:

- The project has a purpose. It is usually a one-time activity with a well-defined set of desired end results. It can be divided into subtasks that must be accomplished in order to achieve the project goals.

- The project is complex and requires coordination between both different subtasks and the people involved. It is made up of a collection of activities that are linked together because they all contribute to the desired results.

- The project has a life cycle like any other organic entity. From a slow beginning, it builds up in size, reaches a peak, begins to decline and finally gets terminated.

- The project has clearly defined and agreed time constraints.

- The project has cost constraints, which must be clearly understood and defined to ensure that the project remains viable all the time.

- The project is often interconnected with other projects being carried out simultaneously by the organizations and therefore has interdependencies.

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Every project has some elements that are unique. No two projects can be precisely alike. The projects are unlikely to be repeated in exactly the same way by the same group of people to give the same results.

The project is focused on the client's (communities) expectations.

The project has to be flexible to accommodate changes as the work proceeds.

The project involves many unknowns within the work, the skills of people doing the work and external influences on the project.

All these characteristics of a project, highlight the necessity of managing the project well, in order to achieve its goals.

Project management involves the following steps:

- Project Appraisal
- Project Planning and Designing
- Project Implementation and Monitoring
- Project Review and Evaluation
- Project Closure
SECTION 2

The project arises out of a problem. It has its genesis in somebody's deep concern over the present situation, that is inappropriate. But no one can do anything till one knows what the problem is and how it can be solved to create a situation, which is better than the existing one. Sometimes the problems may appear very clear but in most of the cases, the problems remain unclear and ambiguous, requiring much deeper analysis. Therefore, it is very important to identify the issue.

An assessment is likely to be necessary when:

- A new project has to be initiated.
- When a programme has to be expanded or spread to other areas.
- When starting work with a new partner.
- When changing the direction of an existing programme.

Sometimes due to somewhat similar contexts a project can serve as a model for replication (though not in the same manner) in other places. Sometimes it has been seen that other places/sites took up a project, which was successful elsewhere but with minor changes. However, similar situations and contexts may lead to the initiation of the project in another place but 'replantation' is not possible since some problems or issues are very context specific and require deeper analysis. No project can be replicated in its entirety; it needs to be based on the issue and the problem, which may be very specific to that particular area. Appraisals help in identifying the problem and focusing strategies on solving it.

Demand of an appraisal, as mentioned above, stems out of a problem or matter of concern first spotted by an NGO, community or the donors and may need a deeper look. Not all projects in the development sector are 'bottom up' which means that demand may not be articulated by the community alone. NGOs may voice their concerns due to their experiences in a particular area or the donors, by virtue of funding a project in a particular area or of a particular kind may have an overview of a problem and the commitment to aley it. Therefore, the need may come from any stakeholder but requires an in-depth insight into a situation/problem in order to design a project.

Appraisals help the:

Programme or project managers, staff and partners to know about an area, people's concerns, and problems affecting them and how they are already being overcome.

People who will be affected by the work to ensure that the programme or project developed will be relevant to their needs, owned by them, accessible to vulnerable groups.

Donors who may decide whether to fund a project or a programme and to provide information that will help in evaluating the effectiveness of the project or programme.

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2 Gosling Louisa and Mike Edwards (1995): Toolkits: A practical guide to assessment, monitoring, review and evaluation: Save the children, UK

3 Gosling Louisa and Mike Edwards (1995): Toolkits: A practical guide to assessment, monitoring, review and evaluation: Save the children, UK
The WELLD (Women’s Empowerment through Literacy and Livelihood Development) project in India was influenced by the successful implementation of WEEL (Women’s Economic Empowerment and Literacy) project by World Education (WE) in Nepal. This project was funded by the Ford Foundation. Due to a similarity in the context of Nepal and India this project was conceived and launched in India. No project can be replicated totally, therefore despite influences of WEEL, the new project – WELLD in India had to undergo a thorough appraisal and planning. It had a one-year design phase followed by a three years implementation phase. WE had accumulated experience in implementing such an innovative and integrated project in Nepal. In that project WE had been developing a curriculum for women that integrated literacy with concepts of savings and credit group formation, followed by education on how women could improve their livelihoods. The model in India – WELLD was to be implemented by two technical support organizations and grassroots implementing NGOs. Ford Foundation approached PRIA and WE to anchor the project in India and to provide technical support to grassroots organizations. PRIA was requested to provide institutional strengthening support to NGOs while WE was to provide technical inputs on the literacy component. PRIA’s knowledge about NGO’s capacity development and basic education in India coupled with World Education’s knowledge of how to integrate literacy with economic empowerment for women provided a strong foundation on which a model for women’s educational and economic empowerment in India could be built.
Various steps that are usually followed in project appraisals are:

(A) BUILDING AN UNDERSTANDING ON THE ISSUE

There could be many development problems. It is important to identify the problems, which an organization may like to use its resources to solve. This necessitates an understanding on establishing a link with the problem vis a vis organizational vision, mission, priorities and competencies. While locating the problem, it is always better to begin from a macro perspective and then move on to the micro level since national policies and programmes have a direct bearing on the regional and local policies and programmes. A rigorous appraisal is needed to understand the policies, their implications at the field level and the real problems of the people. The project appraisal team should have a clear understanding of the sector and the issue. They should be well versed with national issues and priorities. They should identify those regions/areas which are most affected and where the project may be initiated.

The next step should be to identify those people, agencies, institutions who can help in providing a vivid picture of the problem/issue. A visit should be planned and made to call on those people, institutions and organizations followed by writing a brief note on the information generated.

This should be followed by a visit to the communities/ villages or those places where the problem is pronounced and engaging the people in discussions to get an intensive view of the problem from the community’s perspective. They should engage the women, men, teachers, other community based organisations in the village to define the problem and ways to solve them in a participatory manner.
In appraisal of WELLD, the project appraisal team (a joint team of PRIA and WE) collected secondary literature to educate themselves about the national and regional policies on literacy and livelihood. Interviews were conducted and separate meetings took place with the NGOs, Government and Academic Agencies located nationally and regionally. To begin with, the team went on to a study tour in Nepal to understand the WEEL project, which aims to integrate the concept of literacy, savings and livelihood for women.

The project appraisal team identified eight states-MP, Orissa, Andhra Pradesh, Rajasthan, Bihar, Karnataka, Himachal Pradesh, Meghalaya-in India to undertake field visits, to have a better understanding of the situation. They met various people in the states-NGOs (about 50), Government Agencies, individual actors who were working on the issue of literacy and economic empowerment and conducted interviews with these people. These people were identified by using existing networks of PRIA and WE. The basic purpose of the appraisal was to know:

- The policies at the national and regional level that affected literacy and economic empowerment of the community, especially women
- What has been done in the past to address the issue? Was the attempt successful, if not successful why?
- What are the favourable factors in each state, which have contributed or can contribute in improving the status of literacy and economic empowerment?
- What could be the potential hurdles in initiating an integrated project like WELLD?

During these appraisals in WELLD, a technical team was formed which had people drawn from institutes and organizations working on issues of literacy, livelihood and women’s empowerment. This team provided advice and guidance in the project design.
(B) SET PRIORITIES

After the problem identification, setting priorities is the next step. The purpose of problem identification may well be to come out with a set of problems in the whole sector affecting a population in an area, and then the organization selects one for the project. In this approach, usually a lot of problems may get generated such as lack of education, lack of employment opportunities, lack of health facilities, lack of water and sanitation facilities, lack of infrastructure etc. It may be desirable to set priorities, as to which problems are most crucial and which could be undertaken by the institutions and organizations. The selection of an issue depends upon the organization’s mandate, its vision, mission and competencies. If the number one problem comes out as water and sanitation and number three as literacy, it would be desirable that organizations or individuals who are keen on working on the issue of literacy extend their support in helping the community to overcome the third problem rather than the first which is not the organization’s mandate. It is indeed disastrous if organizations having tremendous experience working on education, literacy and women’s issue begin to work on something else which neither their mission nor their competencies allow.

Many a times the problems may focus on a sub sector or on one sector such as literacy, education, or health. Sub sector analysis may generate a list which may not contain a whole set of issues but issues related to that particular sector. A problem or an issue related to education may indicate lack of facilities, drop outs, poor quality etc, which could be addressed by an organization with the help of other actors/stakeholders by setting priorities.
Since WELLD was largely influenced by the WEEL project of Nepal, the priority was an integrated model on literacy and livelihood development. In other words, sub sector analysis was to be done in order to understand the issues related to literacy, and livelihood development. However, appraisals helped in focusing on those areas and states where such models could have worked. States like Uttar Pradesh, Madhya Pradesh, Bihar, and West Bengal were included.
(C) SUMMING OF THE PROBLEM

After the surveys, discussions, interviews, the project appraisal team should sum up the problem and prepare a note. This written part may not include everything that was covered in the survey but must contain all the facts useful for a general analysis of the problem.

The severity of the problem, what are the underlying causes and who is getting affected and may get affected in the future should be analyzed and presented in detail.

For instance, if the problem identified is lack of water and sanitation facilities in a particular area covering 3-4 villages, it then becomes important to identify the factors that are causing the problem and influencing the severity. The factors may have strong interrelationships with each other, which also indicate how different interventions can affect the underlying causes of the problem and how different kinds of projects may be needed to address various causes of the problem. If cause and effect relationships are analyzed, it also helps in identifying strategies in the long term to deal with the problem. In the following example, there could be multiple causes of a problem, which cannot be overlooked if a project aims at improving the water and sanitation facilities in an area. Various causes are also interrelated to each other and this need to be kept in mind. The overall impact of the project can be measured if all the causes of the problem are dealt with during the project in some way or another.

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  Lack of Water Facilities
    \_______________/          \_______________/
   /                  /             /                  /
  Poor Quality of Water  Drying of Water Resources
    \__________________/            \__________________/
       /                        /                  /
  Sanitation Facilities Absent  Contamination from Industrial Pollution
      \______________________/            \__________________/
      /                        /                  /
  Heavy Irrigation Pattern  Less Recharge
    \______________________/            \__________________/
      /                        /                  /
  Absence of national/state/local policy on Industrial growth
    \______________________/            \__________________/
      /                        /                  /
  Absence of any national/state/local policy on water extraction
    \______________________/            \__________________/
      /                        /                  /
  Drought / less rainfall
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In WELLD, the note that emerged out of appraisals, focused on the problem of poor literacy and economic status of women in India by, giving national and state specific situations. The note also explained the integrated model by giving definitions of each word used in the model- like literacy, livelihood and empowerment. The note elucidated the causes of the problem related to social structures, patriarchal systems.

The note explained clearly the rationale of an integrated model vis a vis the national perspective, and explained the status of women in general as well as in particular, with reference to literacy and economic empowerment. The note also provided the status of the different NGOs working on literacy, economic and empowerment issues. It provided insights into how the problems of poverty and illiteracy were perceived by women and other stakeholders in the states visited and what possible solutions were available to address these problems.
SOME POSSIBLE METHODS IN APPRAISALS

Secondary Sources Survey: Documents like reports, records, censuses, surveys done in the past, could be examined to know about the place, people or the problem during appraisals. The secondary sources help in formulating questions or identifying sub-topics for appraisals.

Primary Surveys: Surveys help in the collection of broad-based information about a given population. The emphasis is usually on quantitative data, which needs to be analyzed statistically. Designing the survey is an important consideration, formulating the questions is important in the formation of the hypothesis. For example, poor literacy skills lead to exploitation of women in society. The survey should prove or disprove the hypothesis, so the questions formulated should help in supporting or refuting the hypothesis. The survey can be conducted in the whole population or a sample could be selected, representative of the whole population. It is important to pilot the questions before finalizing them.

Semi-structured Interviews: This method generates information from a person or from a group of people by the interviewer. This also involves designing a checklist which the interviewer wants the respondents to answer. In Appraisals, for identifying a development problem based on the project formulators understanding, a checklist can be drawn up to focus attention on the responses. Interviews permit greater probing whenever needed.

Questionnaires: Questionnaires are the forms that contain questions for which answers are needed from the persons concerned. They are completed by the respondents themselves. For identification of a development problem, if the project needs responses from a large number of people from all over the country, ranging from academicians, donors, implementers etc. the questionnaire could be sent mailed to the selected people. This, of course requires careful construction of the questions, which are precise and understandable. The responses received from the respondents could be analyzed by the project appraisal team.

Participatory Learning Action Methodologies (PLA): Various methodologies like PLAs, baseline surveys could be carried out to involve people in the articulation and analysis of the problem. As the nature of the method is qualitative, an in-depth analysis of the community or situation could be done. The purpose is to get together facts about life in the community by involving the community to identify the problems and also discuss their ideas about the future. If people become interested in this analysis, it could be treated as a very good start of a potential project.
since every one will start thinking about the problems, and the best ways to solve them. This sows the seed of interest in the people who become keen on taking up development matters in the community. Within this large umbrella, there are various methods which are generally used—Transects, Maps (social, resource, mobility, literacy, wealth), Ranking (Matrix, preference, problem, wealth); Diagrams—flow, pie, venn, livelihood, daily routine; seasonality calendar, time line, time trends etc.

**Focus Group Discussion (FGD):** A small group of people could be gathered and invited to discuss a topic in detail. This method is useful when one knows that a certain section of people will not speak out in the presence of others. In communities, where usually women, the poor and dalits who can be influenced by the presence of powerful people in the community, can be invited in focus group discussions to share their problems and views on any topic. The facilitator of the FGD should keep the discussion on track and should not allow anyone to dominate it and everyone’s participation should be sought.

**Stakeholder Analysis (SHA):** Stakeholder analysis is a method, which helps in identifying those people, actors, institutions (within and outside the community) who might get affected by the project directly or indirectly. At the appraisal stage, SHA could be treated as a mapping exercise when the problem identification is taking place, such institutions, actors and people who are playing a role in solving the problem could be mapped. It can also lead to an understanding of those institutions that have contributed enormously in the past to solve the problem whether successfully or not. In appraisals, this would help to know what strategies could fail or succeed in solving the problem. During appraisals, SHA could help in forging links with like-minded institutions which could later support the project.

**Observation:** Participant and nonparticipant observation by the project appraisal teams can be very useful in picking up information through listening, being part of the activities. Accompanying them to their tasks or watching them at places where they gather can give insights into women’s status or on daily routine.

**Exposure Visit:** This method is useful in appraisal when a project is influenced by somewhat similar projects implemented elsewhere. The exposure visits of such places/sites help in developing a basic understanding of the project and how it was implemented. A visit helps in exploring the strengths and limitations of the project’s progress and therefore in turn helps the project appraisal team learn from previous experiences and prevents repeating earlier mistakes.
SECTION 3

After the problem is assessed and an understanding is built on the issue particular to a region or community, it is important to draw up a plan to solve the problem. This requires clear elucidation of:

- To what development goal the project is expected to contribute?
- What are the changes the project itself is expected to bring in the near future?
- What will the project deliver?
- Who the communities would be?
- How would their needs be met through the project?
- How the participation of the communities would be ensured in order to reach the goal?
- Which strategy would work best?
- Who would be the partners?
- What will be the responsibilities of those involved?
- What the project will do to make sure that the products are delivered?
- What funds, expertise, are needed?

- When the work plans, progress reports are to be produced?
- What will be the monitoring and review procedures?
- When would the evaluation be carried out?

All these are very important points to be considered in the designing and planning process. These can be clubbed under the following heads:

(A) SELECTION OF THE AREA AND VILLAGES

After the appraisal, the next step is to finally zero onto an area that would be included in the project. The selection of the place largely depends on various factors—such as the data and information generated during appraisals, Organization's operational area, the location, language criterion, the environment- government policies and programmes. Once, it is decided where to focus the project, the next step is to identify from where the resources can be obtained and who could be the potential partners.

*Potol Huseyn: Our Project, INDISCO guidelines no. 5: Participatory Project Planning and Evaluation for and by Indigenous and Tribal Peoples*
In the WELLD project, out of 8 states (in India) where the appraisal was done, two were finally selected for the pilot project. These two states were Andhra Pradesh and Madhya Pradesh. The following criterion was used:

1. Where the need was more and such integrated programmes have not taken place
2. Where the literacy rate for women in the area was lower than the national average
3. Some minimum experience of NGOs in savings and credit and livelihood to avoid spending time on capacity building in all of the project areas.
4. Where the external environment was favorable towards such initiatives
(B) IDENTIFYING RESOURCES AND SEEKING
COLLABORATIONS AND PARTNERSHIPS

It is very important for a project to have resources allocated—human, financial, and technical. The project planners need to plan out how the project would function and what resources would be required from outside. It is therefore, common that projects look around for partners that can help provide such inputs. A project may seek collaborations with other organizations (NGOs, donors, and government agencies).

During the appraisal stage, one or two interested parties may come together and be involved in appraisals and may get interested in initiating a project together. Sometimes during appraisals, partnerships can be forged or at least identified who may in some way or the other support the initiative by providing funds, technical assistance, or trainings etc. The appraisals should also contribute in developing a list of such partners who may be used in the future.

As mentioned in earlier sections that problem may evolve due to various causes which need to be understood and tackled in order to increase the impact which implies that a project may need more than one interventions which could only be possible if some more partners get engaged in the project.

In developing partnerships, one may have to keep certain things in mind:

- Partnership acknowledges differences and therefore complementing each other’s role is
In WELLD, during appraisals and through interviews, discussions and using the existing networks of PRIA and WE, the following partners were involved in carrying out the project:

1. The communities of 20 villages in each state (MP and AP)
2. Four implementing organizations (two in each state): Pradeepan (Betul, MP) and CEROWC (Bhopal, MP) and PEACE (Medak, AP), RADS (Rangareddy, AP)
3. Two Support Organizations –PRIA and World Education (at the national and state level)

Stakeholder Analysis was undertaken in the WELLD project with the objectives to:

- Identify major groups and individuals who had a stake in the WELLD project and its impact
- Inform and assess stakeholder’s perceptions on the WELLD project
- Elicit suggestions from the stakeholder to make the project more effective and relevant
- Identify potential strategy to increase support for the project from the stakeholders
- Build capacity of NGOs and individuals to conduct stakeholder analysis on literacy and livelihood issues

Theoretically the concept and the relevance of such analysis were discussed, followed by exercises by the participants during workshops. The WELLD national team, the WELLD state team and the NGOs did a detailed analysis within the project and their local context. After the workshop, idea to undertake the same exercise at the national, state and the district and village levels was discussed and finalized. A one-day meeting was conducted where a format for the same was developed based on discussions held during the workshop (placed in sheet 1).

In the workshop it was planned that the stakeholder analysis would be done at the national level by visiting various donors and government agencies, at the state level by meeting state based donors and government agencies, at the district level by visiting the district officials and at the level of the community by engaging women and men, various institutional heads like PRI members and religious leaders.

In reality though at the national level it was successfully taken up with some donors like DFID, CARE, but at the state level it was not done so systematically. At
the key foundation on which a partnership is built. If all parties and partners are capable of doing the same thing in a similar way, there is no point bringing in any others expertise. The value addition of each partner has to be seen and appreciated. The strengths that each one brings add strength to the project.

- Different organizational cultures, institutional priorities may bring in various challenges to keep the partnership going. The differences should not come in the way of the project, therefore various mechanisms such as conflict resolution mechanisms have to be evolved to appreciate each other’s contributions and solve the problems. If the partnerships do not work, the project may suffer tremendously.
the NGO level, the field staff found it very difficult to execute, as it is a complicated and delicate process. In a later meeting when the field staff expressed their inability, it was not insisted that they do the same.

However, directly or indirectly such analysis took place at different levels especially during project planning as well as networking. At the state level, this happened in different ways:

- Various people especially the NGOs, the government and others were met on an individual basis and the project explained to them and the feedback received.
- The project was discussed and comments sought in some group meetings with the NGOs or the government officials.
- Informal interactions took place within the civil society where the academicians, students, small political leaders gave their comments about the intervention. The State Advisory Committee (SAC) meetings and the Round table on livelihoods were used as platforms to seek insights from experts in the field.

The responses during the analysis, varied from skepticism to excitement for the nature of the project. The linkage with livelihoods attracted the attention of almost everybody as it was considered to be the need of the hour. All the people met were willing to extend their help and cooperation in whatever way, as they were interested in the success of the project. This exercise enabled the WE, PRIA and NGOs to make the necessary strategy to ensure the participation of various secondary stakeholder groups and their contribution to the project in whatever way for the project expansion and policy advocacy could be received.
(C) ASSESSMENT OF PARTNERS

When the partners who will play a direct role in implementing the project, are identified, a thorough assessment of the partners may be a necessary step. The community’s willingness to be a part of the project should be assessed. This has been explained in the previous section on appraisal - Identifying the problem.

The purpose of the assessment process should not be evaluative but rather be exploratory and therefore before initiating such an exercise, all the partners should be informed and briefed about the purpose. The purpose should be to assess the strengths and limitations of each partner vis a vis the project outcomes and opportunities and threats in the environment which can affect the project.

An assessment exercise should focus on the strength that each actor possesses, limitations which may have to be resolved and some opportunities which may exist in the environment and needs alliance building with such organizations and actors. The format can be developed for such an exercise that focuses on:

- What are the strengths of each agency, which will contribute positively in the outcomes of the project? (previous experience, knowledge of the subject matter, commitment to the cause, capable staff, organizational values, strong systems in the organisation, recognition of the organisation)
- What are the limitations of each agency, which may have to be bridged in the process so that these limitations do not affect the project? (staff strength, staff capacities, size of the organisations, ‘not so well’ developed systems, lack of capacities on project management etc.)
- What are the opportunities and threats present in the environment? (State and National Policies, political environment).

The facilitators of such an exercise should help all the partners own the process and it is important to keep reinforcing that everyone has some strong qualities and some not so strong qualities which everybody should be aware of in order to pursue the larger goal. In the absence of such reinforcement and reiteration, such an exercise may have a serious fallout. A certain level of comfort has to be ensured before such an exercise is carried out.
In the planning stages of the WELLD project, the most crucial criteria for identifying four NGOs (out of 20 visited) were the following:

- Whether the address of the development problem is the organisation's mandate and the development problem that has been identified is the concern or the worry of the organization.

**Example of an implementing NGO’s (CEROWC’s) vision-mission and its conjunction with WELLD’s objectives**

**Vision:** Happy and peaceful family life of rural poor

**Mission:**
- Human resource development by implementing general standards of education, creation of awareness and health programmes
- Economic empowerment of the target groups through various income generation activities through self help groups.
- Infrastructure development with the collaboration of villages
- Whether the organizations have a basic understanding of the issues related to gender, literacy and livelihood, and there is a commitment to an integrated approach to literacy as a tool for women’s empowerment
- Their capacity to participate in the pilot project and their ability to mobilize women to participate in the project
- Strong sensitivity towards gender issues
- The strength and sustainability of the organization
- Their credibility as an organisation
- Openness of the organisation-willingness to be visited and to share experiences with others
- Level of comfort and flexibility with teaching in the state or regional language

The assessment process brought forth the strengths and weaknesses related to:

1. Overall perspective
2. Management-financial, organization, programme
3. Systems and procedures
4. Staff and institutional capacities

This assessment firstly enabled them to know and recognize that all partners are bringing different strengths to the programme and thus an opportunity of learning from each other exists, secondly, the support organizations came to know those areas, which would require capacity building for the implementing NGOs for the project to function in a smooth way.
(D) IDENTIFYING 'INDIRECT' PARTNERS AND
CONSTITUTING AN ADVISORY COMMITTEE

In addition to the partners mentioned above, who have a more 'direct' association with the project, there could be, many institutes, organisations, actors whose support might be required for the implementation of the project. Dependence on these institutes for technical inputs can bring these people, institutes very close to the circle of relationships. During appraisals, the identification should not only focus on direct partners but those indirect partners or potential stakeholders who may support the project through their expertise. A list with their potential contributions can be drawn up so that in the future they can be contacted to support the project.

Some of them can be included in the advisory committee or the technical committees formed during the project. A project with many partners requires the establishment of an advisory committee, which should discuss and give advice on how the participating organizations should work together in pursuit of a common goal. The advisory committee members bring their experiences related to that particular issue and problem and provide guidance on various strategies and approaches that are undertaken or are planned to be undertaken in project implementation.
In WELLD, the technical team was converted into an advisory committee (both at the national and at the state level) and some of the institutes and actors met and contacted during appraisals were identified as future partners for supporting the project. The criterion of composition was gender, expertise on literacy, economic, livelihood and empowerment issues. The role of the advisory committee was to provide guidance and support to the project. In fact during the appraisal stage, a technical committee was constituted drawing people from various fields (mentioned above) to provide support and advise on the designing and planning of the project. This function continued even during the implementation when the advisory committee was invited to be part of the joint review and planning meetings so that they could provide useful insights and suggestions. They were sent reports, meeting minutes and were informed of any decisions taken in the project. It was also envisaged that the advisory committee could play an important role in policy influencing as they were drawn from institutes and organizations focusing on literacy, women's empowerment and livelihood issues.
(E) IDENTIFYING THE ROLES AND RESPONSIBILITIES OF EACH PARTNER

In the planning stage, it is very important to clarify and articulate the roles of each partner in the project. This clarifies the part each partner plays, who is responsible for what and how the accountability between each partner be established.

When a project involves various partners, it is important that everyone develops a clear view of each others role what would be some roles and responsibilities, which everyone has to fulfill (jointly), what are those responsibilities, which are to be performed by a single partner. These need to be discussed and written about so that there is no confusion on what each one has to do.

It is necessary that when roles and responsibilities are discussed, each partner is present and is given space to offer views and suggestions. Defining roles and responsibilities has to be accompanied with mechanisms of accountability — How each partner in the project will be accountable to each other. This requires setting up some systems in place such as opening communication channels by having regular sharing meetings, joint planning exercises. Regular sharing of reports, workshop designs, learning materials help in ensuring accountability of each partner.
In the WELLD project, through various workshops and consultations with the identified organizations, the roles and responsibilities of each partner were listed. An exposure visit to Nepal was undertaken by PRIA, WE and the implementing organizations to understand the integrated nature of the project and the process of its execution by WE and implementing NGOs (in Nepal) and their roles and responsibilities.

Regular planning meetings of the project partners, sharing office space (PRIA and WE), exchange of materials and reports, feedback processes helped in establishing practices of accountability.

**Roles and Responsibilities of each Partner in WELLD**

**WE:** Creating and piloting basic and post literacy materials and training curricula; Developing the training curricula and materials that enable implementing organizations to implement and monitor the projects in the field.

**PRIA:** Strengthening institutional and programme management capacity of the implementing organizations.

**NGOs in AP and MP:** Implementing and managing the project at the field level.
F. DEVELOPING A SHARED UNDERSTANDING ON THE GOAL AND OBJECTIVES OF THE PROJECT

It is very important in the planning stage to have a common understanding, built on the project goals. Apparently, there are two types of objectives for any project work, like in this example:

- First we have the immediate objective: "women will be able to read."
- Then we have the long-term development objective: "the project will contribute to the economic and social advancement of the women."

Development objective/goal

The development objective is the most important reason why a project is started, it describes what the people wish to achieve in the future, for example, the elimination of poverty.

One single project (e.g., a literacy project) may take a community one step closer to the development objective; another project (e.g., an agricultural project) may also contribute to the same objective. It is expected that our project, if successful, will bring contributions to the development objective.

The people should be encouraged to discuss the meaning of their project, what will be the outcome in the long run?

Examples of development objectives:

- The project will contribute to the economic and social advancement of the indigenous communities in the region.

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5 Patat Huseyn, Our Project. INDISCO guidelines no. 5. Participatory Project Planning and Evaluation for and by Indigenous and Tribal Peoples.
Though the WELLD as an integrated project influenced by WEEL had already a set of objectives which were further developed and refined by the partners in planning workshops, consultation meetings and proposal writing workshops. Since there were many partners involved in the project, it was necessary to build a common understanding of the project goals and objectives. Otherwise, there is always a danger of multiple interpretations of a single project. Joint workshops enabled all the partners in the WELLD project agree on the following project goals/immediate objectives and outcomes:

The goal of the WELLD project is to develop an effective educational and asset-building model for women in India that can be easily adapted to local conditions and contribute to their empowerment.

The objectives and outcomes of this pilot project include the following:

**Objective 1:** Women increase skills and knowledge in literacy, savings and credit, and livelihood improvement.

**Outcome:**
One or more developed and piloted curriculum packages that contribute to women's increased knowledge and skills and strategies for continued learning in the above areas.

**Objective 2:** Local partners strengthen their capacity to run the program and to participate in its eventual expansion.

**Outcomes:**
Set of materials and strategies for building NGO capacity which contribute to the strengthening of local partners. Specifically:

- Training curriculum and materials that enable NGOs to implement and monitor the educational program. (World Education, Inc.)
- Training curriculum and technical assistance strategies that enable NGOs to become more effective development institutions through integrating the program in their overall development agenda and addressing issues of women's empowerment.

**Objective 3:** Effective participatory monitoring and evaluation systems developed with local partners and women participants.

**Outcomes:**
A set of materials, processes and/or technical assistance strategies for women to use to track and gauge asset building and other impacts on their lives. (World Education, Inc.)

A set of materials, processes and/or technical assistance strategies for NGO partners to assess their enhanced capacities.

**Objective 4:** Policy Makers and resource providers increase their knowledge of innovative, integrated approaches to educational and asset building models for women's empowerment.
- The project will contribute to the elimination of poverty among the people.
- The project will contribute to achieving self-reliance with regard to a community in the region.

Immediate objectives

The immediate objective is usually quite obvious. Still, there is a risk that we fail in our work because of poor planning without clearly stated objectives. In a literacy project, for instance, we make a mistake if we think that one objective is "to organize an education programme." It is a mistake because it is what we do and not what we want to achieve. Instead we should say what we want to achieve, for example, "At the end of the project at least two hundred participants in the education programme should be able to read and write." Formulated in this way, such an objective would motivate both "teachers" and "pupils" to work hard all the time.

If we have not stated a clear objective, which is measurable and verifiable, we will not be able to know, after the project, whether we have been successful or not. But if we have agreed on how to measure the objective, it will be easier to check our progress. It will be even easier if we agree on some kind of indicator(s) of achievement/outcomes, which gives us clear evidence that we have achieved the objective.
OUTCOMES

Research and documentation conducted and disseminated to policy makers and resource providers. (World Education, Inc. and PRIA)

Strategies and directions defined for future expansion of the project. (World Education, Inc. and PRIA) In the subsequent participatory planning and monitoring workshops, more clarity on the objectives, inputs and outputs were built by using log frame analysis, which was simplified for the use of implementing NGOs.

OVER ALL PURPOSE

PROJECT GOAL (effect)
PROJECT OBJECTIVES (Output)
2001 year eg. Development of lit. Skills
PROJECT ACTIVITIES (Inputs)
eg. Running Literacy centres

INDICATOR

Effect Indicator
Out put
no: of % of women able to read & write in all 5 villages

Input Indicators

1. Attendance of women
2. Efficiency of facilitators
3. Punctuality
4. State books

All the indicators can be converted into "Objectively Verifiable Indicator"

The LFA was converted into simplified version as shown in sheet 2.

Later during implementation of the activities, it was observed that NGOs were not able to report on the format as they found difficulty in building indicators on each activity. This framework was further simplified in AP for the use of NGOs by taking one objective at a time and listing what are the possible activities at the level of women learners, at the level of implementing NGOs and at the level of SOs (at the state and national level) and what would be the outputs in three years. This way the NGOs staff could understand the framework in a better way. The NGO teams put their plan of activities as mentioned in the sheet 3.
(G) DEVELOPING AN INDICATIVE ACTION PLAN
WITH ACTIVITIES OUTPUTS AND INPUTS

After listing down the objectives and final indicators of achievement, it becomes necessary for all the partners to develop an indicative plan for three years. What activities would be undertaken, which inputs would be required and which would be the outputs, that would help the project, achieve its final outcome.

**Outputs:** When project staff of all the partners have come together to achieve the objectives they have set out for the project, they will produce different outputs or contribute in producing similar outputs.

Suppose an immediate objective is:

**To enhance the quality of water in the village**

Those engaged in the project need to come to a conclusion about the results that should ‘come out’ of the project, some of which could be:

- A training programme developed to train *50 people in the community* on improving the quality of water
- 10 women trained in handling water-testing kits.
- 10 hand pumps installed and 2 ponds recharged.

Outputs can be concrete things like handpumps but, also something like training of a certain group of men and women. The key question that one may ask is what will be produced or delivered?

**Activities:** What to do in order to produce the outputs defines the activities.

Taking the first output- *50 people trained in for day course on improving the quality of water.*

The main activities which may be necessary to realize the outputs can be:

- Selection of participants among the community
Due to involvement of multiple partners in the WELLD project through a series of meetings, PRIA and World Education developed the overall concept and a plan and management structure for implementing the pilot project, which encompassed:

- roles and responsibilities of each partner
- the operational details of work and co-ordination
- accountability details- who will report to whom
- advisory committees roles
- year wise indicative plan of implementation by each partner

Management and Coordination in WELLD

- At the national level, PRIA and WE had designated one National Project Co-ordinator, and one support staff for the project. At the state level, one State Project Co-ordinator and one Support Staff were designated for the project by PRIA and WE.

- Planning, monitoring and co-ordination systems for the WELLD projects at the national and state level were developed in a consultative and participatory manner. The focus was on the project teams at each level to independently plan and monitor the progress of the project.

- Systems for effective co-ordination, among the partners were built which included quarterly planning and reporting systems, field visits, meetings and regular communication.

- Systems for co-ordination between PRIA and World Education were worked out. A formal MoU (Memorandum of Understanding) was signed between PRIA and World Education and PRIA and NGO partners in both the states. Monthly meetings and biannual meetings were planned and conducted between PRIA and World Education at the national and state level, in order to ensure effective communication and joint co-ordination.

- The WELLD team (PRIA and World Education) formed a national advisory committee and a state advisory committee for AP and MP.

- The WELLD team (PRIA and World Education) had formed an advisory team. The main responsibility of the team was to interact periodically to address issues of concern, conflict resolution and to guide the process.

Once the project management and co-ordination systems were in place, each partner made an operational annual plan, which included activities, timeline, budget etc. The implementing partners undertook planning at the village level to finally select the villages which would be undertaken for the implementation of activities.

Contd.....
- Preparation of training programme
- Organizing training for the people
- Getting equipments and materials for the course
- Arranging a training venue
- Implementation of the training
- Evaluation of the training

Those who are collaborating in a project should sit together and finalize activities and outputs.

Inputs: The outputs from a project can be of many different types, like trained people, handpumps etc. but there will be no outputs if we do not provide some inputs. Inputs are human resources—work requires people who can carry out the work such as trainers, local instructors, consultants and advisers.

Other inputs could be equipments and materials such as needed in training programme, tools etc.

The partners in the project should know how the required inputs should be provided and by whom.

(H) DEVELOPING A CONCEPT, PLAN AND MANAGEMENT STRUCTURE FOR THE IMPLEMENTATION OF THE PROJECT

The next step is to develop an overall concept, plan and a management structure for the project. How the plan will look and how it would be managed. The concept plan should include the structure of the project, each partners place in the project, details of the project team constitution and where they will be based, their roles and responsibilities as project team. A section on reporting systems and accountability mechanisms should also be included.
Baseline surveys using Participatory Learning Methodologies and developing learners' profiles were conducted in the potential villages to assess the socioeconomic profile of villages and women's status within the community. Various methods and tools within participatory learning methodologies were employed in the WELLD planning exercise.

Social and Resource Mapping: To collect information on various services like schools, banks available in the community and the caste structure present in the village.

Pie diagram: To collect information on the availability of land, literacy opportunities and livelihood options.

Seasonality: To know the agricultural seasons, migration rate, credit needs, festivals and marriages, outbreak of diseases.

VENN Diagram/Chapatti: To understand how political processes operate within the community and how decision-making is done.

These PLA tools helped in analyzing the needs of women, their workload and the possible time of literacy classes (based on seasonality).

The learners' profiles were developed per village through questionnaires, which were designed by the state teams (WE and NGOs). The formats which were developed for the learners' profile, were different in nature but aimed at generating some basic information like:

- The name of the learner
- Villages name
- Husbands name
- Age
- Caste
- Occupation
- Children and educational status of children
- Family (in number)
- Income expenditure
- Land (cultivated, uncultivated)
- Animals
- House
- Infrastructure
- Member of any SHG or DWACRA group
- Husband's educational status and occupation
- Decision making
- Local participation
- Other hobbies
- Working hours in a day
SOME POSSIBLE METHODS IN PLANNING

When the problem is diagnosed, and planning for the project is to be done with the partners including the community the following methods could be used:

Participatory Learning Methodologies: This approach helps in engaging people in collecting and analyzing useful information about their own communities, which could lead to further planning. For instance, a project on forestry and natural resource management can engage people in drawing an existing resource map of the village, which can indicate the gaps and those areas, which would need the project's assistance in generating more resources. This analysis can give way to a planning process whereby the project officials and communities can discuss and plan how that would be done and what each can contribute. Similarly seasonality analysis for the outbreak of diseases can help in planning how a project on health can check this with the support of the community.

Focus Group Discussion: A small group of people could be gathered and invited to discuss the project and how it could be implemented in the community. For instance, if the project chiefly aims at benefiting women agriculture laborers, a separate discussion with them on their support could be carried out.

Stakeholder Analysis: Stakeholder analysis in planning could be a potential method to gauge the interest of each actor (directly or indirectly affected by the project) in the project. Some people or institutes are important for the project and some may have greater influence. For instance, if the project aims at benefiting agriculture laborers (especially women) they tend to be of great importance for the success of the project but may have little or no influence at all which upper caste landlords or the husbands of women laborers may have. This stakeholder analysis helps in analyzing those actors who are influential and important for the project and different strategies of collaboration, capacity building, sensitization (depending upon the degree of influence and importance) can be evolved by the project team for the support of the identified stakeholders right from the beginning.

Exposure Visit: This method is useful in planning as well. The implementing NGOs, the community members could be taken to a place/site where any such programme is either on or had been implemented earlier. A checklist can be developed for focusing the observations. The visit helps in developing an understanding on how the project was implemented and planned and these learnings can be useful in planning a new project at a new site.

Logical Framework Analysis: LFA is an analytical tool for objective oriented project planning and management. It is a way of structuring the main elements in a project highlighting logical linkages between inputs, planned activities and expected results. This method ensures that fundamental questions are asked and weaknesses are analysed and helps in providing useful and relevant information. It guides the logical analysis of interrelated activities, which is the key to any planning activity. All assumptions are taken into consideration, which enables better planning. Various actors involved in the project should be part of the planning process in a logical framework.

Strength, Weaknesses, Opportunities and Threats (SWOT) analysis: SWOT as a method in planning could be useful in discussing and identifying the strengths and weaknesses of each partner with an assessment of an environment – opportunities and threats that could affect the project. This tool is very potent in knowing what collective strengths can enhance the effectiveness and impact of the project, what are the limitations which could be converted into strengths so that the project does not suffer. Besides that, the environment scanning with the partners helps in knowing what are the favorable opportunities that could benefit the project and what could be the potential challenges, which need to be confronted by all the partners. This assessment helps in planning strategies to deal with the challenges and weaknesses to enable the project meet its goals.
SOME KEY LESSONS

Use and Choice of Methods

- It is useful to start by identifying the nature and kind of data required and who would be the people who could provide such data. This would ascertain the choice of methods and will help in reducing the chances of duplicating the efforts while collecting the data.

- In practice, the method like LFA has to be modified if it offers too much rigidity. Qualitative aspects of the project in the form of indicators—such as participation, access to decision-making etc. may get left out if some flexibility is not provided in the framework to suit the practitioners. In the case of WELLD, the rigidity was discarded and the framework was simplified for effective use.

- While using methods in planning, it is important to keep in mind that relevant data is generated. Sometimes a lot of methods are applied without estimating the volume that could be generated which may be of no use later if is not properly analyzed and acted upon. All actors should be involved in discussing the relevance of the method in planning and also for later use (monitoring, evaluation) to be applied to prevent a glut of information. The use of data has to be clearly planned.

- The use of participatory methods should be governed by the perspective of participatory research where people are engaged in investigating a problem, analyzing the problem and taking action on it. If people remain only ‘informers’, and play no role in analysis and action, the methods used cannot be termed “participatory” at all.

Capacity Building

- The full benefits of utilizing methods can be achieved through the training of all parties involved with intensive follow up. On site support is necessary in bridging the gap between theory and practice.

- Methods are a means to achieve the end. Careful use of methods is very essential. Methods should not be employed because they appear to be exciting. The field implementers should be helped in using methods, which they find they are comfortable with and overloading with formats and methods may lead to its wrong use. If there is apprehension and discomfort over using a method, the partners should not be pushed unless enough capacities are built.

- In a multiple partnership project, caution has to be taken to build a common understanding on the projects’ goals and objectives of each partner. Different interpretations may lead to an entirely different understanding of the outcomes of the project.
SECTION 4

When the project is planned, the implementation of activities begins to take place, which marks the beginning of the project implementation stage.

During project implementation, the activities planned begin to get carried out in the fields with sufficient inputs. What will the staff do? Are they capable of doing what has been assigned to them? What support do they require in terms of money, equipment, vehicles etc. begin to become more crystallized.

This stage requires close monitoring of the activities and progress, as it is the most crucial stage of the project.

(A) ENSURING REGULAR MONITORING AND MAKING APPROPRIATE CHANGES IN THE PLAN

Monitoring is a systematic and continuous assessment of the progress of the work. It helps in knowing how the project is going? Are we going on the right track? Were we able to achieve what we wanted to? Any problems/ any actions delayed? Reasons for deviations and what could be done to be on the right track and how do we need to modify our plans?

Monitoring means to follow closely what is happening in the project, it ensures that the project reaches its goal so any problem discovered should be solved at an early stage to put things right.

Programme monitoring should focus on the use of resources, progress of activities and the way these are carried out.

It is useful to understand the monitoring in the following ways:

Designing a monitoring system: This requires collection and use of information on an activity, which needs to be communicated to all the partners...
In the WELLD project, NGOs were chiefly responsible for management of the project at the field level with the women. While WE was responsible for providing support to develop primers on literacy, savings and credit and livelihood, PRIA’s responsibility was to provide capacity building inputs to NGOs on Institutional development and Project management.

A two-phase approach was adopted to implement the project in both states with the main objective of using the learning from phase I for phase II implementation. In each phase there are 20 groups with 20-30 women participants in each group. The project aimed to cover about 800 poor rural women in two states.

At the field level

- Identification of the villages (basic criterion for selection- low literacy rates, poverty, literacy demand from women). In all the villages, facilitators for each group were identified.
- Environment building, mobilization and preliteracy activities - regular visits, exposure visits, puppet show, video screening, songs etc., link to other programmes, public meetings, learners get together.
- Strengthening Saving and Credit (S&C) Groups by providing capacity building of groups – S&C, learners get together, passbook entry, ongoing capacity building, supervision.
- Facilitating Literacy classes and livelihood enhancement.

At the organisational level

- At the project level efforts were made to enhance partner NGOs’ understanding and skills for implementing the integrated model of literacy, savings and credit and livelihood within an empowerment framework.
- They were involved in the development of the three-stage curriculum (basic literacy, post literacy and the livelihood improvements workshops). They gained expertise not only in curriculum development but were also able to efficiently implement and monitor the program with groups of women. Project teams in both the states spent a considerable amount of time to design and develop the basic curriculum so that it was in line with the WELLD project goal.
- Capacity building interventions on livelihood development and saving and credit intervention and empowerment issues (orientation- workshops, exposure visit, ongoing support from technical support organizations like CDF in AP, Livelihood development interventions, utilized the information collected on existing livelihood options, attempts to adapt their ongoing economic enhancement efforts, field support workshop, round table, exposure).
- The NGOs were assisted to internalize the learning of the project in their development agenda. Their institutional capacities were strengthened to effectively implement the WELLD project and plan for its expansion. Specifically, efforts to strengthen their internal monitoring, documentation, financial management and information systems were made. They were also assisted in strengthening existing and forging newer linkages to enable them in implementation and expansion of the current project.
involved in order to take appropriate action as desired.

**Defining the aim of the monitoring**: A monitoring system is designed to meet specific needs and these vary according to the nature of activities at each level. It is important to know who needs monitoring and why it is needed.

All the actors involved in the project should feel accountable towards each other to ensure joint responsibility of ownership of the project. The communities should be able to hold the project officials accountable by articulating what they think of the project, is it making any impacts in their lives, or should it be planned in a different way.

**Finalizing Indicators**: The next step should be to decide which information on the basis of interest of each partner should come from where. And how that would be collected. Indicators, which depict progress or change, should be finalized at each level.
During the WELLD experience, it was found that monitoring was required by all the actors and partners involved. Women learners were keen to know their own progress via a literacy and livelihood, while other implementing and support organisations were interested in knowing:

- The overall progress
- To maintain quality of inputs
- To ascertain the effective use of resources
- To look at the process of development
- To identify problems and possible solutions at an early stage
- To plan work

A monitoring system was developed at
1. At the level of women's learners.
2. At the implementing organisations level.
3. At the support organisations level.

In AP and MP, the indicators were built with the facilitators and the women learners on what they consider as their progress in the project. After several rounds of facilitation, women came out with indicators which best depicted their progress. The indicators identified by the women learners in MP are presented in sheet 4.

At the level of NGOs, a simple system of monitoring was developed taking each activity and building output indicators. LFA, which was simplified in the planning stage was used for monitoring. Similarly for the support organizations a system with the activities and output indicators was developed. For instance, on the training at the level of implementing organizations the indicators were:

1. How many facilitators attended the training
2. How many were trained
3. The skill gained and attitudes changed due to the training
4. How the learning gained will be used while teaching the women learners?

For the support organizations the indicators were:

1. How many facilitators training conducted
   (In addition to indicators (1-4) mentioned above)

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**WELLD CASE**

**SHEET 4**

1. **General Information**
   1. Total Classes held
   2. The lesson

2. **Literacy**
   1. Reading
      1. Alphabets
      2. Sentences
   2. Writing- With the help of book
      1. Alphabets
      2. Sentences
   3. Writing- Without consulting book
      1. Alphabets
      2. Sentences
   4. Discussions
      1. Understanding of the subject
      2. Discussing without hesitation
      3. Participation

3. **Savings and Credit**
   1. At the level of women
      1. Need fulfillment
      2. Regular savings
      3. Unity and trust
      4. Participation
   2. At the level of a small group
      1. Management of accounts
      2. Linking with livelihood
      3. Forming rules and regulations
   2. At the level of a large group
      1. Management of accounts
      2. Linking with livelihood
      3. Forming rules and regulations
(B) THE COLLECTION AND ANALYSIS OF DATA

There are many different ways of collecting data. The most appropriate method can be selected according to the kind of information needed, who is collecting it and how it is used.

Some methods of collecting data could be:

Participatory Learning Methodologies: These methods are useful in engaging people in collection as well as analysis of the information on the progress of a piece of work. If these methods had been used at the planning stage these become very effective during monitoring. Example: resource mapping before the project and during the project when it is sufficiently contributing in the growth of trees and other natural resources, similarly literacy mapping before and during the project could present a situation of improvement in the status of literacy.

Surveys: The surveys can be conducted to compare the population affected by the work or compare the current data with the results of the baseline study carried out before the work began.

Besides the above-mentioned methods, some more methods could be used for monitoring which were also tried in WELLD and are presented on the next page.
Pictorial formats: These were developed for the women learners who were not very skilled to read and write in the beginning. All indicators were explained through pictures, which conveyed the meaning of indicators.

Written Formats: Some formats like in the sheet 5 on activities planned and undertaken were developed with the NGO's staff who were implementing the project.

The analysis was done focusing on
- Key Lessons
- Key Challenges
- Are we making any difference?
- Any other insights, observation, analysis

The use of LFA for monitoring was less tried as the implementing NGOs felt that the framework did not allow qualitative changes to figure in. And secondly, the monitoring process in LFA was focusing too much on activities than on indicators.

Case Studies: The case studies of learners were written by the facilitators. Daily accounts or any observations demonstrating change in learners were noted down by the facilitators in the classroom after the classes. Each facilitator had maintained a register and marked 3–4 pages having names of the individual women learners. Daily accounts used to contribute in developing a case on the process of change in women learners.

On site visits: The frequent visits by project officials of WELLD from state and national office was another way of monitoring.

Regular reviews and meetings: The NGOs and SOs used to meet every six monthly to make each other aware on the progress of work, by making presentations on the project outcomes/achievements, challenges with reasons. After the presentations, the next round of the plan used to be made by the team. The reviews helped in bringing out issues of partnership since the WELLD project was implemented by six partners in the two states. The problems of co-ordination, communication were identified and sorted out during review meetings.

Reporting and Maintaining Diaries: Facilitators used to maintain a diary having information on women learners. The project coordinators and supervisors used to get the information from the facilitators and with their own observations used to write a report having the components as mentioned in sheet 6.
The analysis of data coming from monitoring should be carried out simultaneously. The data gives a trend but, why such data emerges, what could be done to continue or to improve the situation should be analyzed by all partners. If the data by women indicates that some women are not coming to attend classes, a proper analysis would offer reasons for that, women should be encouraged to discuss those reasons and plan out what should be done to check the women's irregular attendance. The analysis would also give rise to some possible action to be taken at the level of NGOs and SO - such as changing the time of classes, making sessions interesting by using other methodologies etc. The data should be used for reviewing the plans, taking some action, which was not taken earlier. The results are used by each partner such as the programme/project teams, communities and donors in deciding the future course of action.

A good monitoring system is about good management. A good monitoring system should include the use of results, which could be for planning procedure, for institutional learning and for undertaking formal reviews and evaluations.
In WELLD, the women after filling up the formats used to discuss within their groups as to why certain progress had been achieved or not achieved by some or all the women in the groups. The facilitators used to help women articulate reasons and what possible action could have been taken to check this problem. The group analysis used to be presented in a consolidation sheet by facilitators to generate more analysis and discussions.

At the level of NGOs, WE, and PRIA, the regular visits, reviews, ongoing meetings used to help focus on the progress of the project and challenges. The plans used to be made after every meeting, which used to focus on achievements and challenges. The steps to overcome used to be discussed followed by a revised plan, which used to indicate how those challenges would be overcome in the next phase. Regular feedback on the reporting used to be provided.
SOME KEY LESSONS

Practice related

- The planning stage gives rise to the implementation stage, but in practice the planning stage never ends. With implementation and constant monitoring of the progress of activities, the plan keeps changing and one has to engage constantly in the process of planning.

- A multiple partnership project like WELLD can be a very innovative kind of an experiment, which can bring diversity of strengths for the project along with certain problems of co-ordination, communication and institutional priorities. If not resolved timely, the problems may hinder the progress of work.

Capacity building

- Capacity building requirements are not constant for each organisation, therefore different organizations may require different inputs at different times of the projects, which SO should be able to assess and provide support. Structured workshops serve a limited purpose. Classroom learning should be translated in the fields.

Use of Methods

- Usually there is confusion about methods to be used in monitoring. The methods, which are used in planning, can be used in monitoring when certain progress in the work has taken place. The comparisons can show the change and can indicate what more needs to be done. Often it is seen that the link between methods tried in planning and monitoring remains missing.
SECTiON 5

Reviews and Evaluation differ from each other. Review is the assessment at one point in time of the progress of a piece of work while evaluation is the assessment at one point of time of the impact of the piece of work and the extent to which stated objectives have been achieved.6

Define purpose: Both reviews and evaluation should be seen as a learning process to make any work more effective and relevant in the future. The key questions to be kept in mind while undertaking or planning evaluation are:

- Why it is needed?
- Who requires it?
- How the results will be used?
- What are the objectives of the review or evaluation?
- What key questions should be addressed?
- What information is needed?
- Who can be the providers of the information?
- What indicators can be used to measure impact and progress?
- How the information would be collected?

- How the finding will be recorded and presented based on which conclusions would be drawn?
- How the results can be used for future?

The evaluations and reviews can be of the following kinds:

Participatory self review and evaluations: In participatory self reviews and evaluations all the parties, including the communities are involved in assessing the impact of the project. The communities are the best judge of whether any impact has been seen, secondly it also strengthens the ownership of the project.

Independent reviews and evaluations: Which are done by hired external facilitators.

Mid term reviews and evaluations: Mid term evaluations and reviews could be planned when the project is being implemented, the purpose is to enhance the management and effectiveness of the project.

Terminal Reviews and Evaluation: These are done at the end of the project to analyze learning from the experience and to make use of lessons in the future for the new projects or in extended projects.

In WELLD, an ongoing review with all partners was a constant feature. Six monthly meetings and annual meetings used to focus on self-review by the partners, which always focused on the progress of activities, achievements, hindrances, and partnership issues. Based on these reviews and discussions during the meetings a future plan used to be made which was reviewed in the next six monthly and annual meetings.

During the project, mid term internal reviews were initiated by all the partners in both the states to see the progress as well as to plan for the remaining period. The internal mid term reviews focused on:

- Revisiting of WELLD goals and objectives
- Update on activities undertaken as per plan (problems and lessons)
- Identify key emerging issues
- Action steps to address those issues

For assessing the effect of capacity building interventions to strengthen WELLD programme on partner NGOs and women learners, a mid term evaluation was undertaken by an external facilitator.

The purpose was to:

1. Develop a framework for assessing the effect of capacity building interventions at the level of the partner NGOs and the women learners.
2. Analyse the nature of the capacity building interventions of PRIA and World Education for the partner NGOs.
3. Assess the effect of the capacity building interventions on the partner NGOs and indirectly on the women.
4. Explore future strategies for capacity building of partner NGOs, beyond the project’s framework.

The mid term evaluation pointed out the effect of capacity building on NGOs and women learners and also showed how the effectiveness could be more enhanced in the future. The mid term evaluation involved use of interviews, group meetings, and secondary literature surveys.

A terminal self-evaluation is also planned in the future to assess the impact of the project by taking into account all outcomes planned during the planning stage, relevance, efficiency and partnership.
The evaluations or reviews should be able to conduct a deeper analysis into:

**Effectiveness of the project:**
- To what extent the project has achieved its immediate objectives?
- Which of the indicators of achievement or outcomes are still not seen?
- How can the project increase its effectiveness on various components?

**Efficiency:**
- Are the costs of the project justified as compared to expected results?
- What can be done to increase the efficiency and reduce costs?

**Relevance:**
- How useful are the effects/outcomes of the project?
- Do they meet the real needs of the people?

**Sustainability:**
- What is the likelihood that benefits will continue after the end of the project?
- Which project effects are not sustainable? What should be done to increase the likelihood for sustainability?

**Unanticipated effects:**
- Which unforeseen and unintended effects (positive/negative) have taken place?
- Which constraints and problems have appeared and been resolved?

**Project management:**
- How does the project staff cope with the project?
- How is cooperation, communication between each other?
- How these relationships have affected the project?
- How can this be improved?

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1. Poul Huseyn: Our Project, INDISCO guidelines no. 5: Participatory Project Planning and Evaluation for and by Indigenous and Tribal Peoples
**SOME POSSIBLE METHODS EMPLOYED IN REVIEWS AND EVALUATIONS**

**Secondary Sources Survey**: Documents like reports (quarterly, monthly, annually), field diaries, other project documents-proposals, workshop reports, meeting minutes etc. Could be used in evaluations and reviews by external facilitators to get an overview of the progress of activities. This will help him/her or the evaluation team to assess the processes as well.

**Surveys**: Surveys could be employed for the whole population or in a sample population for self-evaluation, reviews and independent reviews and evaluations. If a survey or any base line data collection method was employed in the planning stage, a repeat exercise can help in seeing the change brought about by the project.

**Semi structured Interviews**: Semi structured interviews with a single respondent or with a group of respondents can be carried out based on what information is needed and who can provide the information. A checklist of questions by the evaluators should be developed to remain focused.

**Questionnaires**: Questionnaires are the forms that contain questions for which answers are needed from the persons concerned. The questionnaires can be sent across by the evaluators through mail to those people. Generally, international donors or some partners who are not present in the country or city can be approached through a mailed questionnaire, to get their views on the project by the evaluation team. The questionnaires need to be analyzed properly once they are received by the team.

**Participatory Learning Action Methodologies**: Various methodologies like PLAs, could be carried out to involve people in articulation and analysis of the effects, impacts, relevance of the project. These methods help in bringing out qualitative aspects of the changes through community's perspectives. Transects, Maps and ranking, seasonality could be used to see the changes due to the implementation of the project.
Focus Group Discussion: Focus group discussion with the people in the village or with the staff of NGOs could be carried out by the evaluation team based on the information needed.

Observation: Participant and nonparticipant observation by the evaluation team can be very useful in picking up information through listening, being part of the activities. For instance, attending a meeting of NGO staff or attending the learning centers (in literacy programmes) help in getting some important information.

Logical Framework Analysis: LFA prompts logical thinking and is best used in pre planning stage. However, in evaluations the LFA can be used to analyze the relationship between activities and objectives of the project.

Strength, Weaknesses, Opportunities and Threat Analysis: The SWOT analysis could be used in evaluations for group analysis of a given situation. People can be asked to brainstorm on Strengths-

Those things that have worked, things to be proud of, Weaknesses- Those things that have not worked well, Opportunities-Ideas on how to build on strengths and reduce weaknesses, Constraints/Threats which remain and reduce the opportunities for change.

Cost Effectiveness/ Benefit Analysis: Cost effectiveness is about achieving objectives at a reasonable cost. Usually in the social sector it is calculated as the cost per unit of service given (for instance the cost per dose of vaccine) or the cost per beneficiary (for instance the cost per child immunized). This is calculated by dividing the cost of an activity by the quantity of its output or by the number of "beneficiaries" This analysis examines the project proposal in terms of projected costs compared with projected financial benefits, or other benefits converted in to financial terms. The concept of cost benefit analysis can be applied in a less precise way by posing questions like- could we achieve the same level of benefit at less cost by using a different approach?  

KEY LEARNINGS

Practice related

- The evaluation and reviews may lead to threats if they are not properly planned and conceived. It is important that all partners agree on undertaking a review and evaluation exercise and treat this as a learning opportunity rather than a 'fault finding' mission.

- It is very important that evaluations help focus on effectiveness of the project, therefore identification of external facilitators should be very carefully done. The team or the person should be made well aware of the project and all support should be extended to the facilitator in carrying out evaluations. The findings should be shared with the partners before finally consolidating them in reports.

- Since evaluation takes effort and time it is important that this is not treated just as an exercise. Therefore, follow up action plans should be developed at the level of community, at the level of NGOs and at the level of donors as well. It is very important to discuss how each stakeholder views the results and wants to use the results for the next phase.

Use of Methods

- The methods need to be carefully used based on what information is needed and who could best provide that information. Questionnaires may not be very useful for the communities while participatory learning methodologies and focus group discussions with good facilitation can be very useful. Methods should provoke discussions and analysis and not just presentation of bare facts.
SECTION 6

One of the characteristics of the project is, that it begins, peaks and then concludes. This does not really mean that all the projects end leaving behind a puzzled and confused community and other stakeholders, as they do not know what they have to do in the future. Right from the beginning, in fact during planning everyone knows when the project would end and therefore what is needed to be done to make the efforts sustainable. A careful follow up and designing a withdrawal process is as important as any other activity in the project.

The withdrawal process should be phased in a manner that it does not happen abruptly. This requires making provisions such as when to withdraw and how to withdraw, in the annual plans of all the organisations. This also needs to be communicated and shared with the community. Who will take over the project-community, the donor or any other upscaling measures that have to be adopted. A minimum of six months time before the final withdrawal, the activities should focus on what needs to be done in the future. If the project aims at creating sustainable community based organizations and need that the project be taken over by these organizations, then plans should depict how that will be done, when the consultations will begin, what more capacities may be required to be built, what are the activities which gradually need to be withdrawn.

The withdrawal process should include future planning, how the project would be scaled up or linked with the other partners who may like to take up the project. The lessons, experiences of the projects can be documented and shared with different actors and potential supporters of the project. Informal and formal forums can be used to disseminate the lessons of the project as well.
In WELLD, it was known to all partners that the project was a pilot project of three years duration (however it was extended for another 8 months), and therefore, the annual plan of 2002 contained the extension and expansion plans of each organization which was discussed and analyzed by each partner in the workshop, and was shared with the Ford Foundation as well.

- Consolidation of ongoing activities at each level.
- Dissemination of WELLD experience through informal and formal networks, through organizing state level and national level workshops.

- Visits to other possible donors for possible link.
- Preparation of some materials-joint brochure, lessons of capacity building mid term reviews, learners cases, manual on participatory programme management to enable expansion and upscaling of the model.
- Strengthen capacity of NGOs to develop plans and strategy for expansion of the project.
- Submission of project proposals by implementing NGOs in AP to some of the donors.
- Assisting NGOs to link up with SWASHAKTI in MP and with APMAS in AP.


4. PRIA (Mimeo): April 1998-March 1999: Interim narrative report of the planning stage of the WELLD Project, India


10. PRIA (Mimeo): 1999: Orientation and Planning Workshop for WELLD staff

11. PRIA (Mimeo): 1999: Orientation and Planning Workshop for WELLD Partner NGO staff

12. WE (factsheet): 2001: Women’s Empowerment Through Literacy and Livelihood Development, Madhya Pradesh India