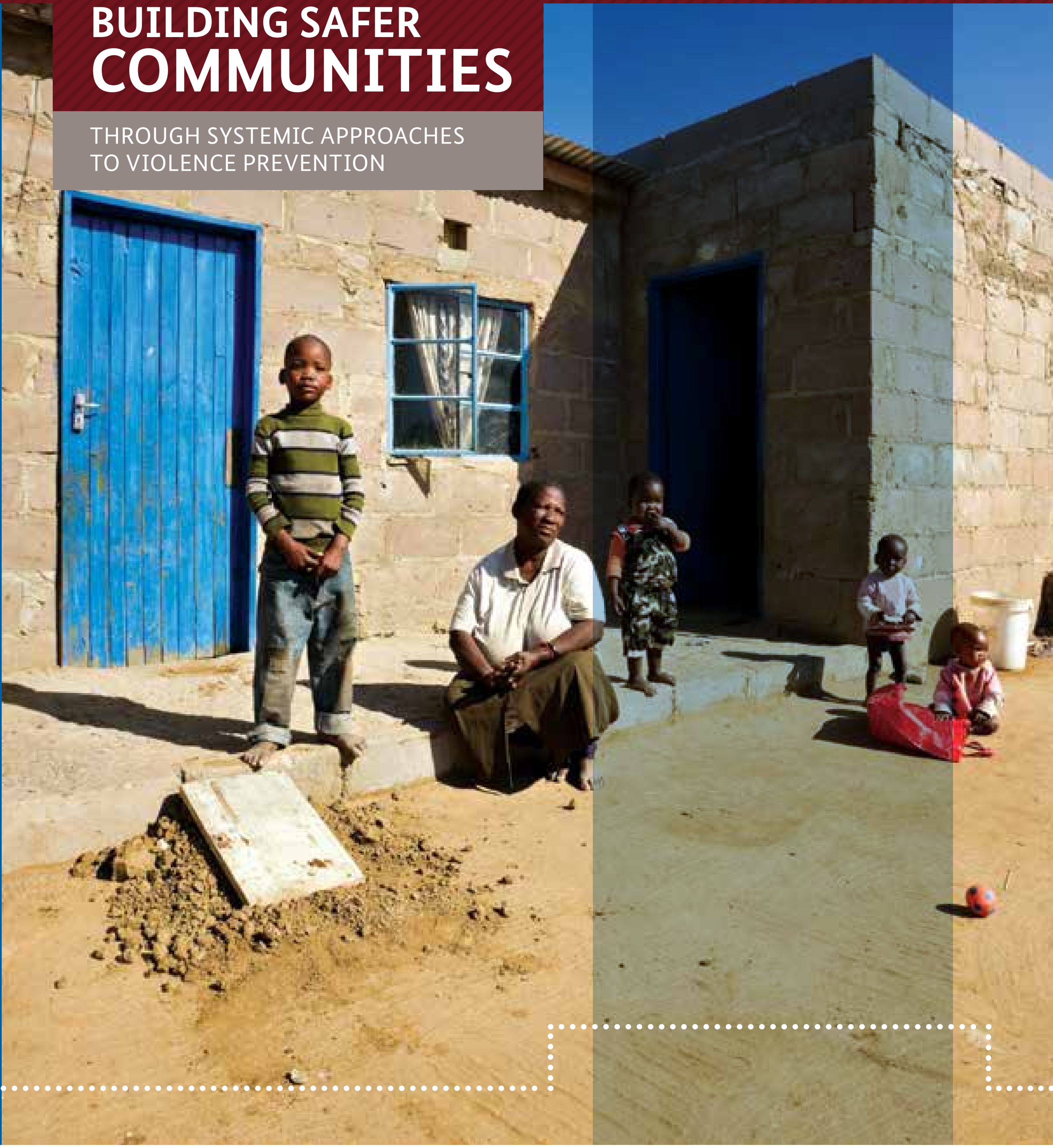
BUILDING SAFER COMMUNITIES

THROUGH SYSTEMIC APPROACHES TO VIOLENCE PREVENTION



A TOOLKIT FOR PARTICIPATORY SAFETY PLANNING

PARTICIPATORY MONITORING AND EVALUATION

BOOK**SIX**

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Inclusive Violence and Crime Prevention for Safe Public Spaces Programme (VCP)
Dr Tina Silbernagl

Concept and realisation

Heike Spohr
Christiane Erkens

Editing

Frank Meintjies

Design

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Seriti Institute
Phaphama Initiative
Joint Gender Fund
Restless Development
Twaai Design

CONTENTS

LIST OF ABBREVIATIONS

BMZ	Federal Ministry for Economic Cooperation and Development of Germany
CBO	Community-based Organisation
CJCP	Centre for Justice and Crime Prevention
CSF	Community Safety Forum
CSVR	Centre for the Study of Violence and Reconciliation
CPF	Community Policing Forum
CSIR	Council for Scientific and Industrial Research
DSD	Department for Social Development
IDP	Integrated Development Plan
ISCPS	Integrated Social Crime Prevention Strategy
MDG	Millennium Development Goals
MRC	Medical Research Centre
NDP	National Development Plan
NGO	Non-Governmental Organisation
SAPS	South African Police Service
UNDP	United Nations Development Programme
UN HABITAT	United Nations Human Settlement Programme
UNODC	United Nations Office on Drugs and Crime
WB	World Bank
WHO	World Health Organisation – Organisation of the United Nations

Symbols used in this Toolkit

Observations which mean: “Watch out! Pay attention! Make sure you consider this observation! Possible trap or difficult situation.”

Tip means: “This is a proposal. You decide whether you like it and use it”.

Important note or observation.

MONITORING AND EVALUATION (M&E)

Introduction – Concepts and Some Initial Reflections

When we invest human and financial resources in a violence and crime prevention project, we want to know that it was or is worth doing – or, if things do not result in some kind of desired progress, we want to know what we have to change, and how, so that the desired progress is more likely to be achieved. And we might be looking for best practices, which can be replicated in other places with a similar context. If we receive external funds, those who provide financial support demand accountability. An institution with a mandate for contributing to community safety, for instance a municipality, needs to show what it has done to fulfil its mandate. Systems which aim at delivering such information are called monitoring and evaluation (M&E) systems.

M&E deals with the relationship between an effort or activity and its results. When these results are directly related to what we have done or implemented in our project, then these are called outcomes (direct results). If we follow the approach of "behaviour change", then our outcomes are expressed as behaviour changes. When it is expected that they show only in the long term, because some processes take longer time and might result as consequences of the outcomes, we talk about impacts (indirect results).

This toolkit proposes to work with impact chains and to describe progress in terms of the behaviour change of important actors in and outside of a community or region. In this regard, our M&E process will analyse which activity (or intervention) or group of activities lead to an observed behaviour change of important actors. And we analyse whether our expected impact chain works as we expected it to work.

This is easy when we work with simple activity – result relationships.

We can positively attribute one outcome to certain activities, which have been implemented in order to achieve this expected outcome.

Example: The implemented activities can be:

1. Provide training for 20 teachers of five local schools on 'sports for boys and girls and conflict management for youth'.
2. Provide financial resources for the payment of two teachers/school, for carrying out sports for youth as extra-curricular activity on four afternoons a week, three hours daily.

The output describes the delivered service or provided recourses, in this case:

1. 20 teachers of local schools trained on 'sports for boys and girls and conflict management for youth'.
2. A total of R100,000 provided to five schools for the year 2014 for extra-curricular activities.

The outcome describes the use of these resources and services. For instance:

“Young people, girls and boys alike, in the five wards XYZ have learned how to manage conflicts in a non-violent way”.

Then indicators need to be defined.

Indicators

Indicators are essential elements of M&E. They describe changes envisioned for the future. Depending on the prioritised M&E approach, indicators are either:

SMART – specific, measurable, achievable, relevant and time bound (for more rigorous impact M&E) or

SPICED – subjective, participatory, interpreted and communicable, cross-checked and compared, empowering, and divers and disaggregated.

For each indicator a baseline value is needed, which describes the situation regarding this specific indicator at the beginning of a project.

There are three basic types of indicators:

1. **Quantitative indicators** are expressed through numbers, like: “30% reduction of number of hotspots in a certain area and time” or “50% reduction of alcohol selling shebeens in a certain area and time”. They describe something that is easily observed or measured.
2. **Qualitative indicators** describe something that is not easily observed or measured. For instance empowerment, social cohesion, changes in the value system of people or a feeling of (un-)safety. Quality might also be expressed using numbers. For example, in bigger events with many people or in interviews, it is possible to ask people to rank between 0 and 10, 0 being the negative extreme for feeling safe and 10 being for feeling very safe.
3. **Proxy indicators** are helpful where direct measurement is not possible. They describe something that is more easily observed, eg. “people in the street after dark” when we want to describe the “feeling of safety”.

The approach, described in this toolkit, proposes two different kinds of indicators, which can be either quantitative, qualitative or proxy indicators:

a. **Progress indicators** (sometimes called milestones, in "outcome mapping", or progress markers): they describe 3 steps of progress: what we **"expect to see"** as direct result from an activity, what we would **"like to see"** and what we would **"love to see".**

Indicators for the example above could be:

"Expect to see". In each of five schools, two teachers (one male, one female) provide sports classes for adolescent boys and girls, combining it with exercises to manage conflicts in a non-violent way.

"Like to see": In each of five schools, two teachers achieve a constant participation of xx girls and xx boys because their sports classes are attractive and interactive.

"Love to see": In each of five schools, two teachers have found that their afternoon sports classes are where participating girls and boys bring in their interests, and find time and space for confidential exchange.

b. **Impact indicators** describe the impact of the prevention measures on the quality of life of the people in the project area.

Another important element of an M&E system is the **baseline data**. Baseline data provides information on the situation which prevails when a project starts. It describes the situation which will be changed.

M&E is part of the implementation of the project (except the ex-post evaluation) and needs to be considered in the planning of activities (activity plan) as well as in the planning of resources (budget).

Monitoring is a systematic process carried out throughout the project. Depending on the type of data and the project, information might be gathered, eg., once every three or six months, or even monthly. Monitoring data can compare to flashlights on certain aspects of the project, at certain times or intervals.

Evaluations are realised during, at the end or at a certain point after the end of a project. They are called midterm, final and ex-post evaluations. Depending on the evaluators, there are internal and external evaluations. Evaluations analyse the relevance, efficiency, effectiveness, impact and sustainability of a project.

M&E of Violence Prevention is not an Easy Task

M&E in the field of violence and crime prevention is **challenging** because the issue is complex.

We discuss this:

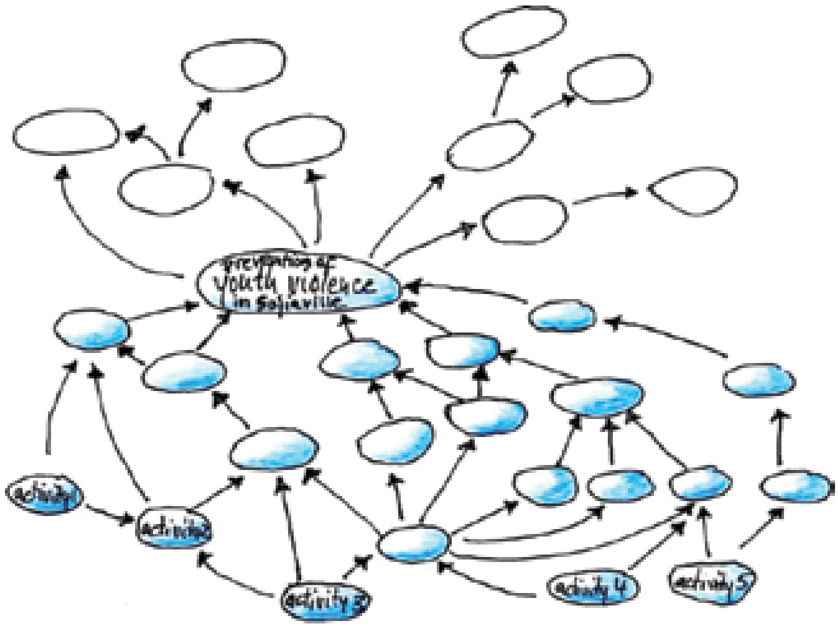


Figure 1: Results and Impact Framework

1. ***Social violence and crime prevention initiatives show some of its results only after a long time:*** Violence within the family, lack of parental supervision, violence as part of daily life and rampant sexism in society are some examples of crucial risk factors in violent behaviour. It is important to address such risk factors if we want to achieve sustainable prevention results. Impacts of successful projects in these areas often show only after longer periods of time. Even the five year cycle of the IDP is too short to achieve fundamental societal changes. Still, it is possible to see first positive effects. We have to accept that phenomena in our society which are deep-rooted, interlinked, and developed over longer time, need a longer time to be changed.

A Greek proverb says:

"A society grows great when old men (and women) plant trees whose shade they know they shall never sit in".

However, there are things that can be done immediately and that show results in the short or medium term. Therefore a good mixture of short, medium term and long term effects is quite important, because everybody needs to see that the efforts made, and work done, are not in vain.

2. ***The description of a behaviour change is not always easy*:** We cannot measure the subjective feeling of safety of people in the same way as we measure temperature, speed or the number of reported assaults. And we cannot exclude the very personal perception of the people who express their feeling of safety or unsafety. We can more easily describe a behaviour change in people's actions in relation to their feeling of safety.

Example: "Frequently, old people are sitting together outside their houses to chat or relax". Or: "After dawn, there are still many people, men and women alike, on the street walking or chatting. Children are playing outside".

3. ***Statistics do not provide objective information:*** This also applies to crime statistics, not only in South Africa, but worldwide. You might want to use official statistics on the situation of violence and crime in your area to complement your baseline data. It is advisable, though, to use these with caution. Numbers or percentages are often used to give the impression that they describe "the objective truth". Yet they depend on a lot of factors, not least on the standpoint of those who collect and analyse the information.

Example: Rape is one of the most under-reported crimes in South Africa. This means statistics show far less cases than have actually occurred. According to a study by the Medical Research Council (MRC) carried out in Gauteng in 2010, only one in 25 rapes were reported to the police. There are many reasons: On the one hand police officers tend to record less cases of domestic violence, abuse and rape as this would negatively affect their overall performance rating. On the other hand, raped women and abused children fear reporting, because many feel ashamed, guilty or humiliated, fear that others might not believe or would accuse them of lying, feel pity or love towards the person abusing, are threatened by the perpetrator, do not trust the police officers of the local police station, fear that they might have to relive the trauma in court and during investigation, are afraid to upset the stability of their family or are afraid of being stigmatised and labelled as "damaged", just to name a few[1].

1. CF. Matthews, T., 2012 and Vetten, L., 2013

4. ***The results of M&E can vary depending on the methods used:*** The results of M&E depend, for instance, on the depth of collection of information, the way it is collected, the selection and number of people interviewed and documents consulted. If M&E is done with women and men separately, the results are often different, because perceptions and priorities differ. The same happens when working with young and older people separately. This does not mean that one group produces the correct and the other one the wrong results. It rather means that we have to deal with various "realities" \ The differences can occur even when defining indicators in a participatory way. In this case, a thorough discussion is necessary in order to arrive at results which are supported by all groups.

Sometimes problems or errors can also occur in the documentation or processing of information.

5. ***The results of M&E can vary depending on the person assessing:*** Example: Someone who is simultaneously responsible for the realisation of a crime prevention project might be biased and wants to show good results. Someone who does not speak the language of the people in the community where violence and crime is prevalent, and who might not fully understand the culture, will most probably make a different assessment to someone who is part of this culture.

General Recommendations

a. To start with, baseline data should be gathered which refers to the indicator.

> **Example:** One indicator has been defined as: "By the end of the project, 40% reduction of the alcohol selling shebeens in Sofiaville". Then we need to have the total number of alcohol selling shebeens at the beginning of the project in Sofiaville. If there are 10, then a 40% reduction means that by the end of the project there are four less alcohol selling shebeens.

b. M&E, especially in the field of violence and crime prevention, should **consider different groups of people** (old – young, men – women, etc.). It should be designed in a way that it provides information separately on women and men, old and young, and people with different cultural backgrounds, because violence and crime affects people differently, depending on these aspects.

c. The M&E system should be designed in a way that it is **not too complex, time consuming and costly** to implement. There should be a good balance between the time and resources invested and the information provided. M&E only makes sense if it serves the initially mentioned purposes.

d. It can save time and resources to plan the collection of information in a way that this information is documented properly.

“Whose reality counts? Who counts Reality[2]?” – Participatory Monitoring and Evaluation (Pa M&E)

There are various purposes and advantages of a participatory M&E approach, many of which are already mentioned in Book 2, under “Participation”:

If people whose situation will be changed participate actively in the planning and assessment of a project,– and if they participate in decision making, then they will have a high sense of ownership and motivation towards the project. This is because their specific interests and needs are taken into account. Local people are experts on their local context.

In a participatory process, community members are not reduced to “recipients of services”. They are planners, decision makers and actors. They actively participate in a learning and decision-making process in which they themselves are “agents of change”.

> Understood this way, participatory M&E is a process of capacity development and transformation. It provides **high transparency for the community** on its process and progress. It contributes to the **“empowerment” of the local community**, empowerment to actively start a process of change towards community safety, to systematically review this process, learn from own success and failure, assess the progress and adapt the planning, if necessary.

There is debate about participatory M&E. Some researchers strongly believe in the scientific approach, which they see as objective and believe is the only way to prove results. Others, however, state that no tools generate absolute, valid truth.

They try to combine various perspectives in order to describe “reality” as best as possible. This includes different subjective perceptions of the people affected by the prevention measures.[3] Participatory M&E and rigorous impact M&E do not exclude each other. It depends on M&E objectives whether to r use one or other approach. Elements of both can be combined too.

Some issues to consider when working with participatory M&E:

When working with a participatory M&E approach, there are certain factors which might influence the process and the results:

1. Existing power relations in a community and between community and external actors need to be taken into account. A careful, balanced selection of stakeholders will help to neutralise some of the power imbalances that occur when provincial departments, national departments, donors and other role players are involved. In relation to the community, action should be taken to ensure local elites do not dominate the voices of the more marginalised and that the voices of young people, women and children are heard

.

2. *Titles of articles criticising top down approaches of quantitative rigid impact M&E by Robert Chambers, 1997 and Estrella & Gaventa, 1998*

3. *WB, 2002*

2. It is important to to develop a clear M&E design from the very beginning. That means:
    a. We need a comprehensive, relevant and logical indicator system with SMART or SPICED indicators (see box in glossary on page 47).
    b. We need a structure that clearly defines M&E responsibilities and tasks.
    c. Proper documentation throughout the process is crucial.
    d. Experienced facilitation is needed for the design of the M&E process and the formulation of indicators using participatory means.

As mentioned: There is no one best way to do M&E. The decision about which M&E approach depends on the priorities set, the objectives to be achieved, as well as the financial resources available. On the following pages, one option for a participatory M&E process is described, together with some participatory tools to support such a process.

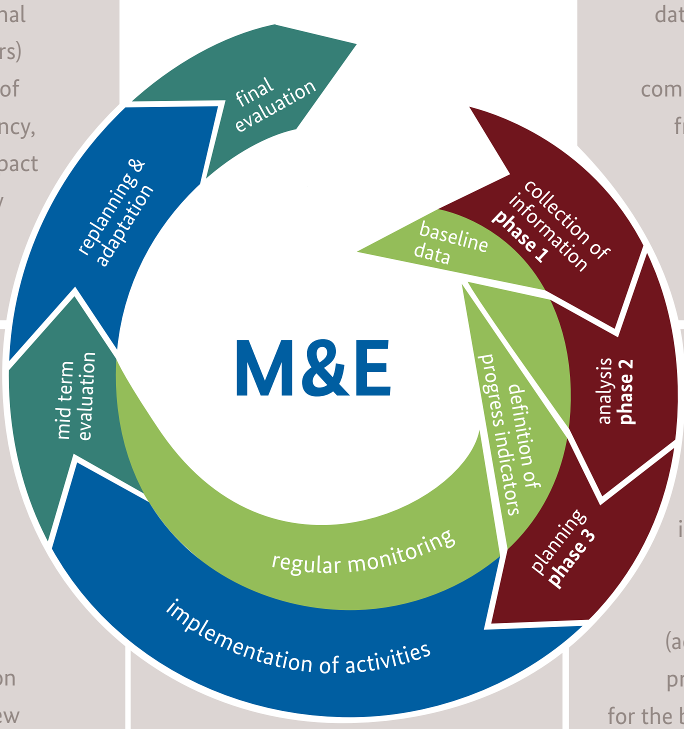
The objectives of the Process are:

- **A Process Approach and Community Empowerment:** to carry out the M&E process as a process of common learning, with the participation of the all relevant stakeholders in the community, specifically ensuring the participation of young people, as they play an important role in violence and crime prevention;
- **Community assessment of progress and impact** of violence prevention measures, verifying M&E results among all relevant stakeholders;
- **Transparency:** to work with results of M&E in a way that they are accessible to all community members; that means results can be checked at any time by anyone, and they are presented in a comprehensive way.

Proposed Option for an M&E Process

An external final evaluation (external team of evaluators) analyses aspects of relevance, efficiency, effectiveness, impact and sustainability of the achievements.

Parts of the baseline data are collected in phase 1 and can comprise information from participatory safety mapping, for instance.



In an annual internal evaluation (community review meetings), the community looks at the whole process during the previous year of implementation and draws conclusions for the next steps.

During the implementation phase, monitoring is done in regular intervals on two different levels (see below). Results are reflected and conclusions for further implementation are drawn.

In phase 3, ideas (hypothesis) on impact chains are developed (actors' chains) and progress indicators for the behaviour change of key actors are defined, as well as indicators which describe the aspired changes in the quality of life of people. A specific focus should be on young people.

Figure 2: M&E Process

The Impact Chain

The impact chains, which were "constructed" in the planning process (then called actors' chains), provide an important basis for the M&E process later on. They describe what we expect to happen after implementing the planned activities properly.

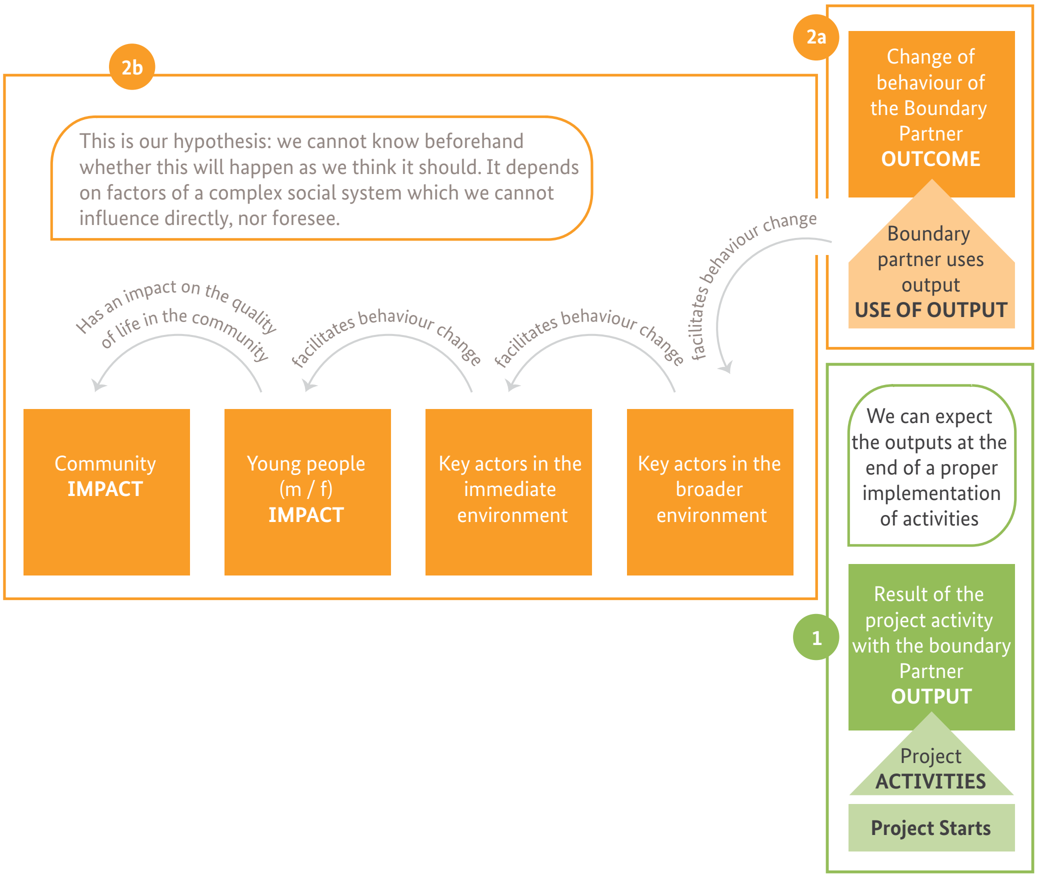


Figure 3: Impact Chain

Two Levels of M&E

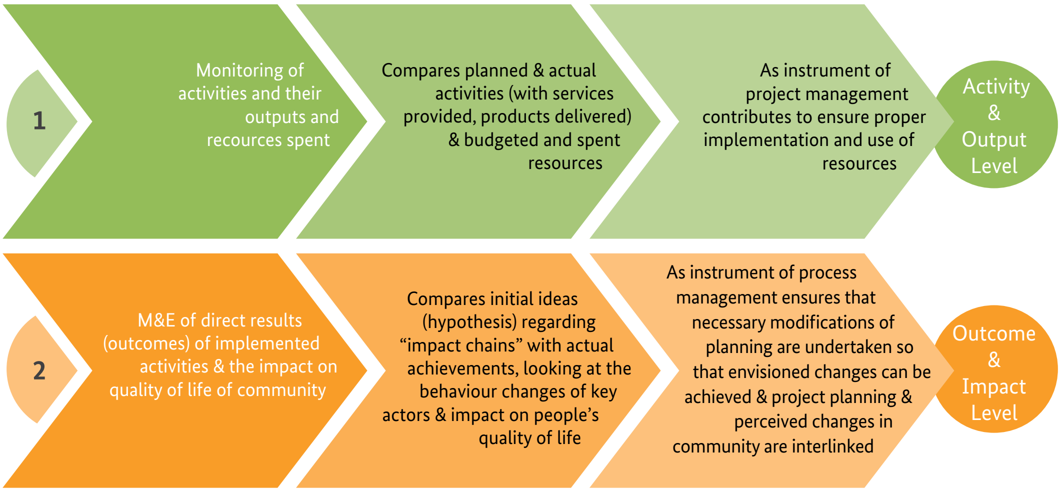


Figure 4: Levels of M&E

For each M&E level, we can use different tools and templates. The levels are complementary.

It is good to have a small M&E team throughout the process, with one person responsible for the co-ordination, documentation and filing of the results, e.g., a safety co-ordinator and selected people from the community.

1. Monitoring on activity and output level

A well-developed planning logic is crucial, if we have to manage more complex violence prevention measures or projects. We need to define clearly why we plan certain activities, and which outputs we expect from implementation of the activities.

On this level, we look for answers to the following questions:

a. Have all activities been carried out as planned?

b. How much did they cost compared to the budgeted amounts?

c. Have the activities carried out produced the expected outputs (e.g., people trained, with skills, knowledge or awareness)? Have facilities, services or infrastructure been provided? If there have been deviations, what were the reasons?

The main objective of monitoring on this level is to ensure the timely and proper implementation of activities leading to the achievement of the expected outputs. A proper use of resources and transparency is another objective.

2. **Monitoring of:**
   a. Outcome, and
   b. Impact of the implemented activities

It is easier to monitor on the activity and output level. Many organisations focus only on this. But that leaves important questions about outcomes and impact unanswered:

2a. Outcome:

1. Do people make use of the outputs provided (knowledge, skills, facilities, services, etc.)?
2. And if they make use of the things provided, what real difference/s does this make to them? Are these positive and/or negative differences?

2b. Impact:

1. Do the people (in the different groups in our community) feel or perceive changes in the quality of life?
3. How do the different groups describe these changes? And specifically: how do young people – female and male – describe changes of their quality of life?
4. What has contributed to the described changes?

At this point, organisations should also be open to looking at negative effects, so that necessary adaptations in the planning can be considered. The "do-no-harm-approach" supports looking specifically at non-intended outcomes and negative impacts[4].

4. Further reading reg. "do-no-harm" and M&E Anderson, M.B. (2004)

Examples for Elements of an M&E Design – Who measures what and who discusses the results and makes decisions?

Type of data	Period of info collection	How?	Collectors, locations	Analysis & discussion/ information
What?	When?		Who and where?	With whom?
Monitoring of Activities	Collection and consolidation of information monthly	Collection of information from, eg., participants lists, training reports, visual training evaluations	Persons responsible for implementation report to resp. For M&E (eg., safety co-ordinator), who consolidates information together with M&E team	Analysis & discussion with a project management team (incl. M&E team) in quarterly meetings
Financial Monitoring	Collection and consolidation of information monthly	Collection of vouchers, vouchers list, financial report	Persons responsible for implementation report to those responsible for financial management	Reporting to all stakeholders eg., half- yearly to ensure financial accountability
Monitoring of outputs	Continuous collection and documentation of information. Consolidation quarterly	Consolidation of relevant information from documentation of activities, eg., training, lists of participants, etc.	Responsible for M&E, eg., safety co-ordinator	With all stakeholders (review workshop/meeting) eg., half yearly to draw conclusions and adapt planning if necessary
Outcome & Impact Monitoring	Collection/generation of information in annual community review workshop/meeting	Combination of various participatory tools	All stakeholders with facilitator	With all stakeholders in annual community review workshop/meeting

General Recommendations for the Use of Participatory M&E Tools

The recommendations refer to the use of all participatory M&E tools, which are described in this book.

- Depending on the size of the community, we have to consider how to include the different stakeholders in the community and their specific viewpoints. We might work with representatives for the different stakeholders in meetings or workshops, so that facilitation is possible and with fewer participants. There are various possibilities: we can organise workshops in different locations with smaller groups, that is, we repeat the same workshop with different groups, thus ensuring that many people can participate. Or the community can select representatives to participate in workshops. Special attention should be paid to the participation of marginalised groups and to ensure that the voices of young people, women and children are heard.

- It is important to ensure that all the different stakeholders in a community are considered separately, that is, we need the points of view, ideas or perceptions of women, men, young people, older people, and so on. In this process, it is important to foreground the perspective of marginalised groups in particular.
- M&E is about collecting information, analysing, comparing and discussing the information, assessing progress and revising the planning, when necessary. We have different ways to do that:

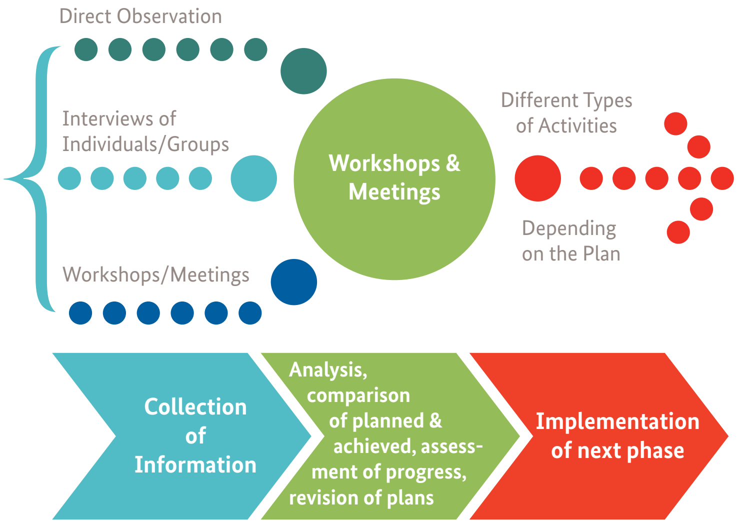


Figure 5: Components of Participatory M&E

Direct observation along with interviews can be carried out by community members themselves.

Still, we need somebody with M&E experience:

- to provide guidance for the direct observation, e.g. what is it that we want to observe, what information do we need?,
- to develop templates to record the information or photos;
- to formulate the guiding questions of the interviews, and provide guidance on how to conduct the interviews.

We need somebody with facilitation skills and M&E experience (or a team with a good facilitator and an M&E specialist) for the facilitation of the workshops.

1. Material generally needed: It is advisable to have -- for or all meetings and workshops -- flipchart paper and/or big brown paper, many markers of different colours, pins, tape and rope.

Monitoring on activity and output level

Activity plans and budgets are basic instruments for this level of monitoring. Below you will find some examples (templates at the end of this chapter). Monitoring allows groups or participants to examine planned and realised activities; it also shows where additional activities need to be considered.

Responsible for reporting: (e.g. safety coordinator) ______________________________

Signature, date: ____________________ Reporting Period (e.g. Jan-June 2014): __________________

Report presented to: ________________ Signature, date: ____________________________________

P = Planned, R = Realised, WC = Ward Committee

Monitoring of Activities – Example

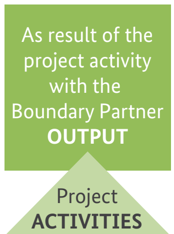
Activity		Jan	Feb	Mar	Apr	May	Jun	Main responsible for implementation	In Coordination with	Deviations/ Observations	Emerging, not yet considered activities for next period
3.1.1 Realise 1 training of 1 day on community participation/WC (total 4 trainings, 4 WC)	P		2	2				Safety coordinator	CSF/ municipality	One training not carried out because ward committee not active; needs to be re-formed (see list of participants)	Re-formation of committee
	R			2	1						
3.1.2 Define priority questions and realise 4 walkabouts in the neighbourhood to talk to people and get to know their points of view	P				4			Safety coordinator	CSF and Mayor	None	
	R				2	2					
3.2.1 Realise 2 training of 1 day on relevant concepts/WC	P				4	4		Safety coordinator	CSF/ municipality	See 3.1.1	Re-formation of committee
	R				4	2					
3.2.2 Realise 1 exchange visit/2 members/WC, (1 male, 1 female) to an advanced WC in terms of community cohesion and violence prevention.	P					1		Safety coordinator	CSF and Mayor	Cost deviations because of higher transport costs (see finance monitoring). Just one woman participated (see list of participants).	Discussion on reasons for low female participation and conclusion for further planning
	R					1					

Activity		Jan	Feb	Mar	Apr	May	Jun	Main responsible for implementation	In Coordination with	Deviations/ Observations	Emerging, not yet considered activities for next period
M&E (some examples)											
1. Refined indicator together with community members and develop M&E matrices (10 community meetings)	P				4	4	4	Safety coordinator	WC members, incl. youth	Indicators are developed, some matrices not yet ready; youth are actively involved	✓ Finalise matrices (Planned for July)
	R				4	2					
2. Determine baseline values for indicators together with community members	P					X	X	Safety coordinator	WC members, incl. youth	Process takes longer time, part of indicators not yet demermined	✓ Revision of defined indicators (some too difficult to determine)
	R					✓	✓				

- ✓ The matrix can refer to a period of 12 months and then be used to monitor annual plans, e.g., by community based organisations like ward committees or youth organisations. Of course the monitoring period can be adjusted if you need to.
- ✓ The numbers for the activities are important. They show, as in the case of a number 3.2.1, that the no.1 activity, will provide the no.2 output, and the no.2 output contributes to achieving the no.3 outcome, in a planning process which might have three outcomes. If the same numbers are also kept in the budget and respective financial monitoring sheets, then we need not repeat this planning information in the sheets. Another option is to add lines or columns to where outputs and outcomes are explicitly mentioned in the activity tables or budgets.
- ✓ Don´t forget to include the monitoring activities in your activity and financial planning from the very beginning.

Financial Monitoring – Example

Activity and financial monitoring belong closely together. Each activity which has been realised, has corresponding parts in the budget and in the financial monitoring chart showing the actual expenses. Below is one example for a financial monitoring chart. Financial monitoring charts should be updated continually, at least each month.



Financial Monitoring (1. Monitoring Level)

Reporting Period: ______________ Responsible for reporting: ________________

Signature, date: ____

Report presented to: ____

Signature, date: ____

# Ref. Activity	Expenses	Budgeted (in Rand) A	Effectuated (in Rand) B	Deviation (in Rand) A-B=C	Deviation in % C* 100/A	Observations/ Explanations
3.1.1	Venue Costs	R1000	R1200	-R200	-20%	Preselected venue was booked, had to take another one
3.1.1	Transportation for 45 participants	R4500	R4950	-R450	-10%	Price for bus tickets raised at beginning of the year
3.1.1	Food and lodging	R9000	R7200	+R1800	+20%	Price reduction bargained
Totals		R14500	R13350	R1150		

Meeting Calendar – Example

A meeting calendar can be shown in a public place. It can be used to ensure that the community, as well those who are not members of an organisation or body, are informed about meetings. Meetings which are open to the public can be marked as such (in the example below they are marked in green). Finalised dates can be entered step by step during the course of the year.

Meeting Calendar Example

Dates are entered as soon as they are set. Dates in green blocks are for meetings that are public – everyone can attend. Dates in orange blocks refer to meetings that are not public.

Body/Organisation	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Ward Committee	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
Dates	4.1. 5pm	11.2. 5pm										
	18.1. 5pm	25.2. 5pm										
Location												
Neighbourhood meeting	x	x	x	x	x	x	x	x	x	x	x	x
Dates	16.1. 5mp	22.1. 5pm										
Location												
Youth Group	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
Dates	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm	Fridays 5pm
Location												
CBO coordination meetings			x			x			x			x
Dates			15.3.									
Location												
Municipal council	x	x	x	x	x	x	x	x	x	x	x	x
Dates	20.1 6pm	26.2 6pm	21.3 6pm									
Location												
Annual review meeting												X
Dates												
Location												
Outcome: CSF assumes its function as platform for co-ordination, integration and monitoring of the implementation of multi-sectoral crime prevention and community safety initiatives.												

Output Monitoring – Examples

We plan activities because we expect certain results (outputs). We defined these in the planning phase. Now we want to see whether the realised activities have produced these outputs. We look for answers to the following:

Which concrete outputs did we define (first column)? How can we see, count or know that the outputs are really achieved (middle column)? Which actual outputs have been produced by the realised activities (last column)?

The M&E team consolidates the relevant information. The team receives the information from those responsible for the implementation of the activities (reports, documentation) or from interviews with the responsible parties and the boundary partners themselves (eg., participants in trainings, members of a CBO). The M&E team presents the results of this analysis, eg., in quarterly community management team meetings. Here all members compare the expected output and its indicators (as defined in the planning process) with the achievement at the moment of monitoring, and defines further steps.

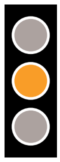
Working with the Robot helps to visualise achievements

Red means there is a high risk that the measure will not be successful, eg., there are serious hindrances. Thorough analysis is needed. Or, immediate action is required.

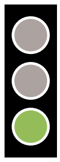
Yellow means we need to discuss the situation and see whether we have to modify the planning.

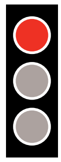
Green means everything progresses like it was planned (even if there are slight deviations).

Example 1:

Activities (examples)	Expected output, specific indicators (examples)	Achievement	
Realise training of ... members of the CSF. Realise exchange visit to the CSF (with youth representation in the CSF) of Sophiatown. Realise discussion rounds with community on ...	Output: Members of the CSF are trained and sensitised in .... Ind.: two representatives of each member organisation/institution are trained in, or sensitised to ...; total of 20 persons trained Output: Regular communication between community and CSF has started: Ind.:Discussion rounds with CSF and community realised once every three months.	80% participation of members from government organisations. Only two members of one CBO participated so far out of six. Discussion rounds with little participation by the community. Discussion is needed on reasons and ideas for solution.	
Outcome: The local council, in co-operation with the Department of Planning, Transport and Infrastructure (DPTI), ensures that necessary measures for crime prevention are implemented through environmental planning (CPTED).			

Example 2:

Activities (examples)	Expected output, specific indicators (examples)	Achievement	
Install, repair or build xx ...	*Output: Street lights in place and functioning:* Ind.: 28 street lights in places identified by ward committee, all are functioning.	25 are in place and functioning.	
Outcome: The local council, in co-operation with the ward committees, Department of Health, Education and Sports provides an enabling, supportive environment for children and youth.			

Example 3:			
Activities (examples)	**Expected output, specific indicators (examples)**	**Achievement**	
Provide xx (eg., material) to boys and girls. Provide incentives for young men and women to volunteer as sport supervisors. …	Output: Boys and girls have access to sport equipment and supervised sports activities on the football field during the afternoons. Ind.: 20 balls and other sport equipment can be loaned by boys and girls in the afternoon against deposit. Ind.: Every afternoon, one man and one woman supervises sports activities on the football field.	No sport equipment purchased yet, because no quotation process realised yet. No ideas for incentives developed yet. Needs urgent action.	
Outcome: The ward committees (WCs) take active steps to ensure social integration in their wards, with the involvement of both young men and women. They actively represent the needs of the different population groups in their ward, and make the prevention of youth violence their priority topic.			

Example 4:

Suppose we have planned activities directed towards the ward committees as boundary partner, as shown in the table in Annex 4, Book 5.

Outputs	Indicators	Monitoring Results	Assessment
1. Awareness is raised regarding the importance of community participation. 2. Knowledge is strengthened on relevant concepts with regard to community coherence, participation and youth violence prevention.	• At least three members of each ward committee have participated in awareness raising trainings; • At least three members of each ward committee have participated in training on concepts and youth violence prevention; • Every WC has analysed risk and protective factors for youth violence in the ward, discussing relevant concepts.	Out of 30 ward committee members, • 14 men and 13 women participated in awareness raising training; • 10 men and 13 women participated in training on concepts and youth violence prevention • 30 WC's analysed risk and protective factors for youth violence in the ward, discussing relevant concepts	 Good participation of men and women in training, relevant concepts are clear; first interesting discussion during analysis on risk and protective factors
3. WCs organise their work in a systematic and co-ordinated way	• All WCs have developed an annual action plan • Everybody in the ward has been consulted re, the annual plan WCs meetings are well moderated; all members feel actively involved in discussion processes and decision making.	Out of five WCs: • Five with annual action plans, • Five are accessible to local population, • WC monthly meetings are regular, open to public but not yet well moderated.	 Dynamics in meetings need improvement

PARTICIPATORY TOOLS

For the M&E – an Overview

# P	Tool	Topics, aspects covered, character of the tool	Time required	Required facilitation skills				
				Very easy to use	Easy to use	Requires some facilitation skills	Requires good facilitation skills	Requires very good facilitation skills
1	Behaviour Changes – New Ways of Doing Things, New Ways of Thinking	M&E focus: Use of Output and Outcomes; Focuses on progress indicators defined for boundary partners	Min 120 min		x			
2	The M&E Web	M&E focus: Use of Output and Outcomes; Analyses the progress of an organisation or group in terms of its organisational development	Min 60 min		x			
3	SWOT Analysis of our Prevention Initiative	M&E focus: Impact; Qualitative M&E tool for community self-assessment on outcomes and perceived impact	Min 120 min			x		
4	A Look at our Quality of Life	M&E focus: Impact; Qualitative M&E tool for community assessment, referring to initially defined impact indicators	Min 120 min			x		
5	Rich Picture – Mind Map	M&E focus: Impact; M&E tool for community assessment, referring to initially defined impact indicators	Min 120 min			x		
6	How did our strategies work (influence matrix)?	M&E focus: Links Activities (strategies) with Impact	Min 120 min			x		

Very easy to use | Easy to use | Requires some facilitation skills | Requires good facilitation skills | Requires very good facilitation skills

M&E knowledge and experiences are important for the facilitation of M&E processes.

2a. Monitoring of Outcomes

TOOL**ONE**

BEHAVIOUR CHANGES

New Ways of Doing Things, New Ways of Thinking

M&E focus: "Use of Output" and "Outcomes"

What you need as a basis for this tool:

For this tool we need the description of behaviour changes of key actors selected in the planning phase, and who agreed on co-operation, including the description of the situation before the activities started (baseline data on behaviour).

Objective:

To generate information from self-assessment of the behaviour change of the selected boundary partners as well as participants' ideas on necessary next steps or adaptation of planning.

How often can the tool be applied and what happens with the information?

Might be used once a year, e.g., before an annual review meeting of the community general assembly. The person or team responsible for M&E can facilitate the analysis. The results might be presented to the community general assembly by the partners themselves.

Material needed:

Big pieces of brown paper, flipchart paper, several black, green, blue and red markers, tape.

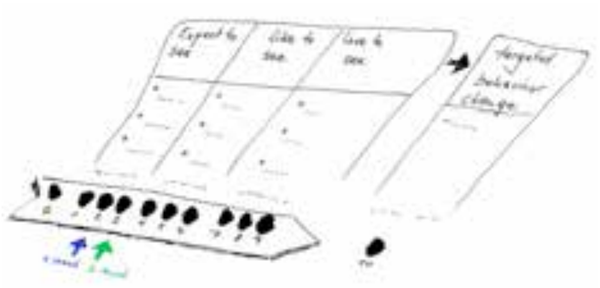
TOOLONE

BEHAVIOUR CHANGES

New Ways of Doing Things, New Ways of Thinking

Preparation:

Prepare a flipchart or big brown paper with the progress indicators for the desired behaviour change. These are the same indicators which were defined in the planning phase. Lay the paper on the floor so that everyone \ can see it. Prepare a scale from 0 to 10 below the table. Cut out a blue and a green arrow which can be put on the floor and moved.



Example: Ward Committees

Progress indicators for the outcome			Targeted behaviour change (outcome) for the boundary partners
Expect to see	Like to see	Love to see	
Hold regular meetings. Invite the active participation of groups in the ward excluded up to now (e.g., young men and women participating in targeted activities)	Know the different interests in their ward Attitude towards young people has changed – more open, invite young people as citizens with potential to contribute to the community well-being Organise socio-cultural events in their ward	Provide space for conflict mediators Address the importance of creating an enabling environment for young people Get involved, and are considered representatives of their ward, e.g., by municipal administration, urban planning office, youth and social affairs office	The ward committees (WCs) actively take steps to ensure social integration in their wards, with the involvement of young men and young women. They actively represent the needs of the different population groups in their ward and make the prevention of youth violence their priority topic.

Procedure:

Explain the objective of the exercise, which will be undertaken with all boundary partners (if there are more than one). Also explain that the analysis will help identify hindrances and favouring influences. The first might be reduced and the second strengthened. Explain that 0 indicates the situation before the implementation of activities, and 10 marks the achievement of the desired or targeted behaviour change. Any scale towards the right, in the direction of the 10, marks a progress and is therefore positive. Even a movement from 0 to 1 is a progress. It might be slower than expected, though.

TOOLONE

BEHAVIOUR CHANGES

New Ways of Doing Things, New Ways of Thinking

First round: *"On scale of 0 – 10, how would you say the people in your ward/community rate your "performance" with regard to the desired behaviour change? Please mark with a blue arrow".*
"Would men and women, youth and adults say the same? If not, why not?"

Second round: *"On a scale of 0 – 10, how would you rate your "performance" as ward committee with regard to the targeted behaviour change? Please mark with a green arrow."*

Allow enough time for reflection and discussion among the participants. If the analysis was done before and a rating given previously, then it is important to refer to the previous rating and identify the differences between the present rating and the previous one.

Ask for reasons of the rating:

- What were the hindrances, and what were the supporting factors?

Document these on a separate flipchart paper.
After having identified hindering and supporting factors, the participants identify possible next steps. Questions that might be useful:

- Please have a look at the supporting and hindering factors. How can the hindering factors be avoided or changed into positive ones?
- How can the supporting factors be further used?
- What or who else can provide support in the future?
- What can you do next, and how?

Observations: (Additional notes for the facilitator)

If the boundary partner is an organisation working with its own annual plans, this tool provides important inputs for such a plan. If the results of progress monitoring are presented in a review meeting of the community, it is important that the facilitator takes care that each progress, even if very small, receives due appreciation from the plenary.

End Product:

The objectives set has been met, namely to get information from self-assessment of the behaviour change of the selected boundary partners and their ideas on necessary next steps or adaptation of planning.

2hr

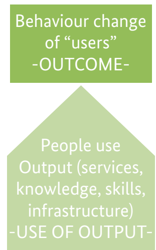
After using the tool, the boundary partners have assessed their progress regarding a defined behaviour change. They have defined next steps, considering hindering and strengthening factors. At the end of this activity, the group has information that can be presented in a community general assembly, where it can be analysed in the broader context and discussed with other stakeholders.

TOOLTWO

THE M&E WEB[5]

M&E focus: “Use of Output” and “Outcomes”.

The M&E web in the figure below refers to an example in which ward committee members have \ received training so that they can better fulfil their functions. The training covered: co-ordination with other CBOs, capacity to organise community events, communication with the community, internal organisation and the WC’s standing in the community.



Required or Recommended Basis:

For each analysis, it is important to have the originally planned outcomes available, as well as the desired “uses of outputs” for the “ideal situation”.

Objective:

To support the assessment of the progress of a group or organisation which has, for instance, participated in training workshops or events for the exchange of experiences, and/ or which has received some other kind of support.

How often can the tool be applied and what happens with the information?

The “spider web” tool might be used half-yearly or once a year. It can be used by the group or organisation in internal reflections. The results of these internal assessments of groups or organisations can be presented by the group in an annual review meeting of the community, for instance. The web shows progress as well as necessities for further strengthening or strategic changes. In the example shown in Figure 6, the low capacity to organise events in the community could be discussed and a conclusion drawn that co-ordination is required among several CBOs and the neighbours, as well as the help of many people to organise such community events (e.g., a festival in the park).

Figure 6: M&E web - example of ward committee, before first assessment

5. *Method adapted from: Guijt, I.& Woodhill, J. (2002).*

TOOL**TWO**

THE M&E WEB[5]

Material needed:

Big brown paper, flipchart paper, several markers with different colours, tape.

Preparation:

Identify those aspects which the group/organisation wanted to improve, or develop further. These might have been set in the planning phase, when a decision on topics for training etc. has been made, or in the annual planning of the group and definition of objectives. Draw an empty "spider web" diagram on a flipchart paper or big brown paper, as on page 29. Then draw, with another colour (in our example it is green), the situation before the project began, e.g., December 2012. Then decide on another colour to indicate the results of the present discussion.. You need markers with different colours.

Procedure:

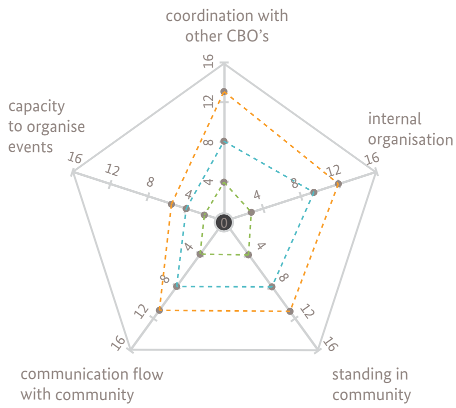
Explain the objectives of the reflection. Make sure that all group members have a common understanding of the aspects being assessed. If there were previous ratings, share the arguments of these with the group. Discuss aspect by aspect.

Example:

1. With regard to aspect no. 1 (in our example, this is the "communication flow with the community"), how would you rate the performance of the group so far? 0 means not developed/not existent; 16 means the community flow is perfect. Before the start of the project, we assessed it with ... (in the example, the score was 4, which means communication is there, but needs improvement).
2. Those doing the assessment need to ask these questions and provide answers: Why would you rate it that way? What exactly works better than last year/six months ago, when we last assessed? (e.g., some of the neighbours in our ward are now informed about our annual plan.)
3. Those doing the assessment need to ask these questions and provide answers: What exactly can we still improve? (e.g., we could discuss our annual planning with the majority of the neighbours in several meetings.)

TOOLTWO

THE M&E WEB[5]



Provide enough time for discussion. In the example shown above, one analysis had been done in the previous year, e.g., December 2013 (blue line). Now the red line shows the results for this year, eg., December 2014 (red line). The green line represents the initial situation, the first reflection on the M&E web.

Observations: (Additional notes for the facilitator)

Be careful when you decide on the scaling: a scale that is too big (0-100) can confuse and make the rating difficult. Make sure to appoint somebody as the keeper of minutes – this person or the facilitator writes the main arguments on a flipchart paper.

End Product:

The objective has been achieved, namely, *to support the assessment of the progress of a group or organisation which has, for instance, participated in training workshops or events for the exchange of experiences, and/or which has received some other kind of support.*

In this regard, by the end of this exercise, the group taking part in the exercise will have the following outputs:

- Spider web or M&E web which shows the situation before the start of the project and the situations at different monitoring dates, e.g., after one, two or three years for defined aspects.
- Main arguments of final rating are shown on flipchart paper.

2b. Monitoring of Impact

TOOLTHREE

SWOT Analysis of our Prevention Initiative

M&E focus: "Impact" on different groups within a community.

What do we need as a basis for this tool?

What prior knowledge or completed work is needed to use this tool? For this tool, we need a description of the outcome expected after generating certain outputs, and the expected uses of these outputs. It is useful to compare the expected and achieved outcome.

Example:

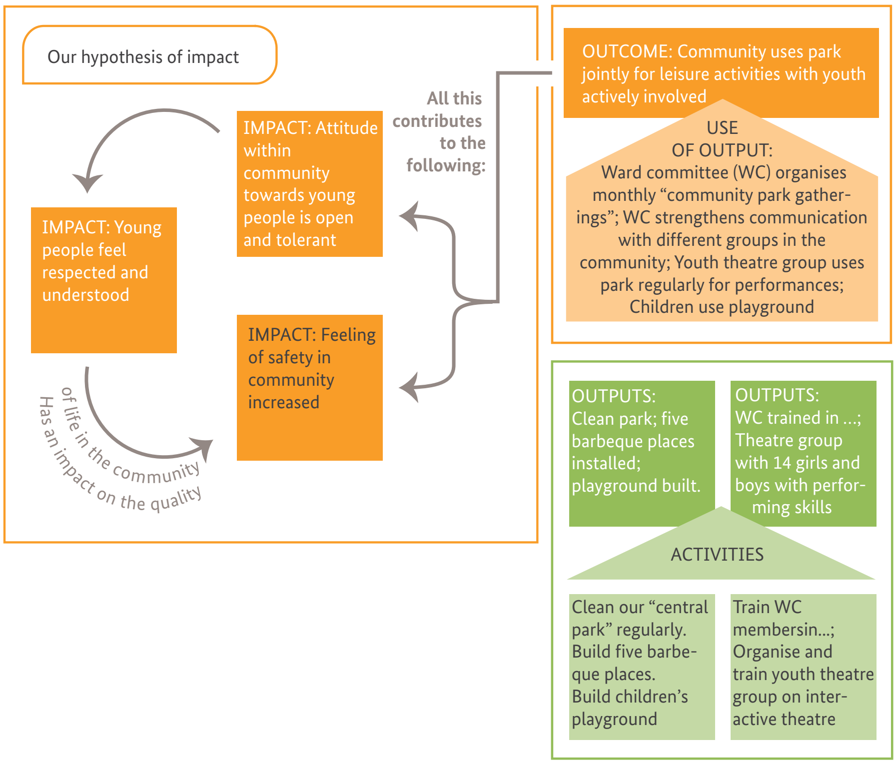


Figure 7: Complete example from activities to impact

TOOLTHREE

SWOT Analysis of our Prevention Initiative

For this example, we assume that the activities have been undertaken as planned, through collaboration among community members and with the support of the municipality, which provided finances for everything that was needed.

Involved actors would include the municipality, the CSF and safety co-ordinator, men and women from the community, the ward committee, a social worker who works with the youth group, and the youth group.

Objective:

To enable stakeholders to reflect on the ongoing process. To assist participants to generate useful information from this community self-assessment of the process so far. To generate information that serves to define the next steps and possibly adaptations in planning.

How often can the tool be applied and what happens with the information?

This tool might be used annually, e.g., in an annual review meeting. The results can be used in order to plan the next set of activities or to develop complementing strategies. Facilitation supports the process.

Material needed:

Big brown paper, flipchart paper, several markers with different colours, tape.

Preparation:

Prepare flipchart with a SWOT (strengths, weaknesses, opportunities, threats) scheme on it, so that every group gets one. As facilitator, you prepare the main questions for each field of the SWOT on another flipchart. You need markers for each group.

Procedure:

Explain the idea of the SWOT which is to look closer at the internal and external factors which have influenced the process so far, learn from these and plan next steps. In the example above, the participants could be divided into separate working groups according to participating stakeholders; e.g., the youth group, the WC, one group of women, one of men, one of shop owners, and so on. The task for all groups is the same:

TOOL**THREE**

SWOT Analysis of our Prevention Initiative

Task:

Discuss and answer the following questions and write the answers in the fields on the flipchart:

Strengths: Those things that have worked and are working well; things we are proud of.

Weaknesses: Things which we can still improve.

Opportunities: Things or circumstances that we can use in the future in order to strengthen our initiative. Possible support that we could use.

Threats: Circumstances that might weaken our initiative.

Based on your answers, discuss what you can do next in order to build on your strengths, counteract weaknesses, use the opportunities and avoid the threats.

All groups present their results in the plenary. Together, these are discussed and possible new conclusions added. Participants then agree on list of next activities will be developed and agreed. They further allocate responsibilities for the activities as well as the necessary co-operation that will be needed.

Observations: (Additional notes for the facilitator)

Make sure that the progress made so far, even if small, is appreciated. If the tool is used during an annual review meeting of the community, it may be cause at the end of the day to celebrate what has been achieved so far.

End Product:

The objective has been achieve namely to enable reflection, to generate information from a self assessment of the process and to yield insights that inform the next steps or adaptations in planning. In this regard the following products have been generated:

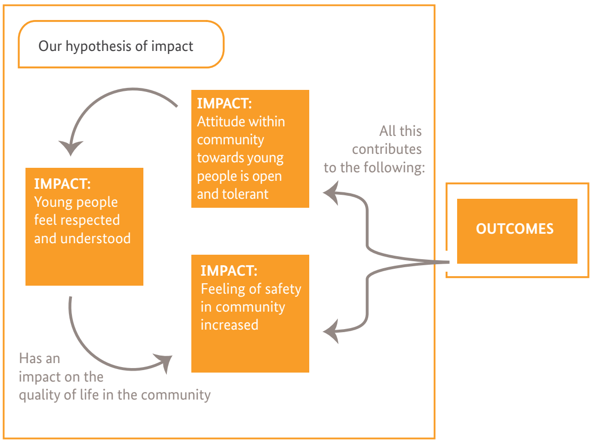
- SWOT analysis of different working groups.
- List of next activities or steps, responsible persons or organisations and necessary co-operations are identified.

TOOLFOUR

A Look at our Quality of Life

M&E focus: “Impact” on young people and on the community as a whole.

Example:



What do we need as a basis for this tool?

What prior knowledge or completed work is needed to work with this tool? The vision and prevention objective, as well as the baseline information on the envisioned impact on community safety, as defined in the planning phase, are needed. If the tool has been used once before, the results of that analysis should be at hand too.

Objective:

To enable he different stakeholders in the community to:

- identify changes, discuss trends and progress with regard to the formulated impact of the project.
- be aware of different existing perspectives.
- identify possible next steps to further strengthen the positive changes and counteract negative ones.
- elicit diverse views on the indicators.

How often can the tool be applied and what happens with the information?

This tool might be used twice, eg., in mid-term review meeting (in a five year project, it could be used after the second and fourth year). It is recommended to use it with many different people from your community (e.g., in a community review meeting).

TOOL**FOUR**

A Look at our Quality of Life

Material needed:

Big brown paper or flipchart paper connected to a sheet of 2 x 2m, several markers with different colours, tape.

Preparation:

If we take the example above, we have the following formulations for the impact of the project (impact indicators):

1. The attitude within the community towards young people is open and tolerant.
2. Young people feel respected and understood.
3. The feeling of safety in the community has increased.

Write the two questions, which are mentioned under “procedure”, on a flipchart or prepare copies for each working group, so that these questions can be seen at any time. Prepare three stations with big brown paper (e.g., 2m x 2m) on the floor of each station. Write one indicator in big letters on each of the three papers. Prepare another flipchart with a table like the one on page 39. You will need about 6 to 8 black or blue, and 6 to 8 red markers.

Procedure:

Divide the plenary into three working groups. Since we think that young people have a specific and important role in violence and crime- prevention measures, we can form one group with young people exclusively in order to get to know their perspectives. Each group initially works on one of the indicators, that is, in one of the stations. In this case, one indicator refers specifically to feelings of young people. Therefore the group with young people might work on this indicator.

TOOL**FOUR**

A Look at our Quality of Life

Explain the objectives of the tool, and the procedure. Clarify that a project or measure can always contribute to the achievement of the desired impact in the long run, but it cannot, on its own, ensure its full achievement. It depends on other factors too, which we cannot control or plan completely.

Explain that the idea is to name positive as well as negative changes, and assess progress. Also explain that it is clear and normal for different groups to have differing opinions or feelings about issues being worked on. It is an important part of the process to get to know these different perspectives. Every perspective is important and real.

Task:

Inform the group as follows: Please have a look at the statement/indicator in your station. Each one describes a specific aspect of a desired situation. Discuss the present situation from your point of view.

1. What exactly has changed since the project started/in the past year/in the past two years with regard to the statement/indicator?
2. Have there been changes referring to girls or women, and others which refer more to boys and men? If so, please mark this with a symbol (e.g., ♀ for girls and women, and ♂ for boys and men).
3. How does a change/no change manifest - how do you know there is a change?
4. Has this contributed to improving or worsening the situation?

WWrite the changes on the paper. Use red colour markers for changes which mean a worsening of the situation, or no change. Use blue coloured markers for changes which mean an improvement. You might have different opinions. Participants may disagree on whether a change has occurred or not, or on aspects of the change. Please note the different points made on a page of flipchart paper.

GGive 10 minutes for the first round. Then ask the groups to go to the next station – the group which has worked on indicator 1 goes to the station of indicator 2. The group which has worked on indicator 2 goes to the station of indicator 3 and group 3 moves to station 1. One person of the group that is leaving to the next station remains behind. Thus at each station there is one person who provides a short summary (no more than one minute) of the previous discussions at that station.

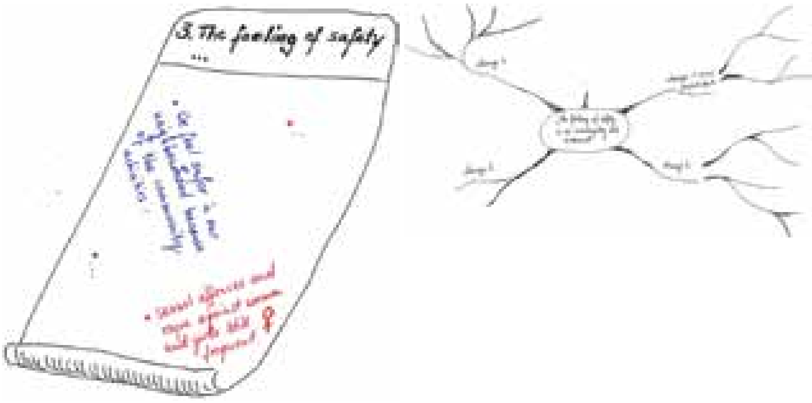
In the second and third round (which are also about ten minutes long), the groups complement the input of the previous groups, adding points that are different to the ones already expressed. Ask the participants to also discuss and describe small changes in the community which refer to the indicator on the paper. The points on the paper on the paper do not need to be In any particular order. People can also draw things, or they might relate one argument to another one with arrows, etc.

TOOL**FOUR**

A Look at our Quality of Life

Plenary session after the third round:

After the third round, everybody is called to a plenary session. All three papers are put on the floor in the middle of the room. The facilitator asks for possible new insights or other comments from participants.



If new points or insights are mentioned which are not yet captured in one of the papers, the facilitator can ask the participants to add the argument to the respective paper.

First brainstorming on next steps which can be realised easily:

The reflections on the indicators and changes which have been described might have led to some initial ideas about next steps. These can be pulled together in a short round of brainstorming, which should not take more than five to 10 minutes.

Task:

As facilitator you communicate as follows to participants: Please have a look at the papers. What comes to mind when asking yourself:

1. What can I do/what can we do to contribute to one of the mentioned positive changes?
2. What can I do/what can we do to reverse one of the mentioned negative changes, or turn it into a positive one?
3. Which things can be easily achieved?

As facilitator, you write all ideas on a flipchart.

TOOLFOUR

A Look at our Quality of Life

Things that we can do next		
What?	Who with whom?	When?

Observations:

IIn this exercise it is important to ensure that different points of view and different perspectives are considered. So emphasise that the aim is not to agree on one common perspective in the assessment of the indicators. There might be different points of view. It is also important to describe the differences. For instance, there might be differences with regard to different neighbourhoods, or with regard to different groups. As mentioned before, encourage participants to express different realities. After this exercise, there might be another exercise in which we reflect on causes for the changes, or in which we assess the importance of changes. It is better to begin with a brainstorming session on easy next steps before such analysis: we can capture ideas or things that can be achieved easily, even if they don´t refer to those changes which are considered most important. Emphasise that even the smallest positive change through small “doable” steps can trigger other positive changes, which we may not even have thought of. Everything that we can do to contribute to positive changes is worth doing.

End Product:

The objective has been achieved, namely to identify changes, trends and next steps and to draw out diverse views on the change process so far,

2hr

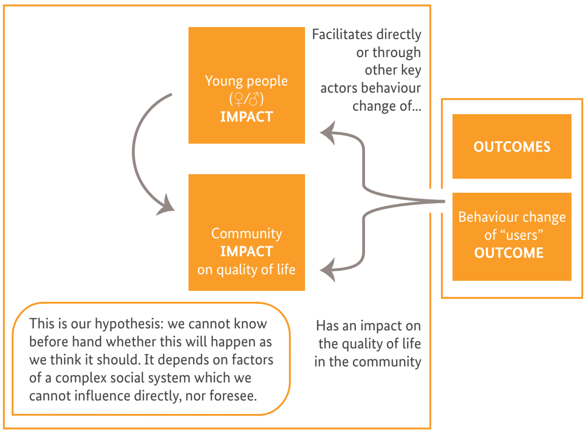
In this regard, at the end of the exercise, participants will have the following products:

- A visualisation on big sheets of paper (one per indicator) of the changes with regard to each indicator.
- A depiction of positive and negative changes, marked with different colours.
- Open discussion of different perspectives on issues.
- A visualised table of initial ideas for next steps, - with the table including a depiction of what can be done, who does it, and with whom and when.

TOOL**FIVE**

Rich Picture – Mind Map

M&E focus: "Impact" on young people and on the community as a whole.



What is required as a basis for using this tool?

The vision and prevention objective, along with the baseline information on the envisioned impact on community safety, defined in the planning phase, are needed. If the tool has been used once before, the results of that analysis should be made available too.

Objective:

To enable participating stakeholders to describe and analyse changes with regard to indicators that were formulated in the planning phase.

How often can the tool be applied and what happens with the information?

With tasks described below, this tool might be used twice, e.g., in a mid-term review meeting (in a five-year project it could be used after the second and fourth year). It is best to use it with many different people from your community (e.g., in a community review meeting). It can also be used for many other purposes, even in the analysis or planning phase.

Material needed:

Big brown paper or flipchart paper connected to a sheet of 2 x 2m, several markers with different colours, tape.

TOOL**FIVE**

Rich Picture – Mind Map

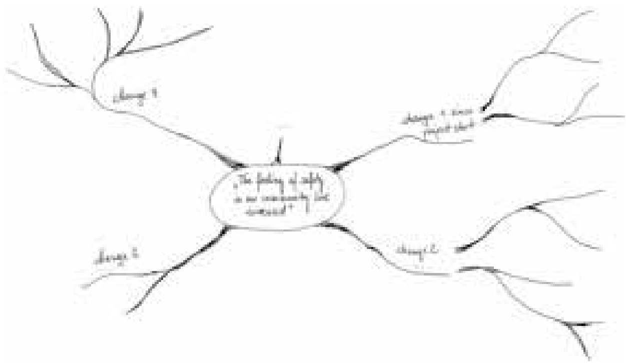
Preparation:

You need many big sheets of paper (e.g., 2m x 2m) -- as many as the number of indicators. You also need and markers and wax crayons in many different colours. Example: For three indicators you need three big sheets of paper. Write one of the indicators in the middle of each paper, one indicator on each big sheet. You need markers of different colours. Prepare an empty mind map in order to show the general structure, like the following one:

Procedure:

The participants will be divided into three or six groups, depending on the number of participants. If you have 60 participants, then you can have six groups of 10. If you have 25 participants, then you can work in groups of eight or nine people, and have three groups.

Each group works on one specific indicator, which has been formulated in the planning phase as a description of the desired situation we want to achieve ultimately. Since the project started, and since we did this exercise two years ago, some things, circumstances, behaviour, attitudes, etc. have changed. Others have stayed the same.



Task:

You communicate to the participants as follows: Please have a look at the statement/indicator on your paper. Each one describes a specific aspect of a desired situation. Discuss the present situation with this desired situation in mind. Think of changes since the project has started/in the past year/in the past two years with regard to the statement/indicator?

1. What exactly has changed – be it for the better or for the worse?
2. Have there been more changes referring to girls or women, or which refer more to boys and men?

Rich Picture – Mind Map

Write these changes on the paper, linking them visually to the “desired situation” in the middle. You can draw pictures to support what you want to say. Have a look at each of them and answer the next questions:

3. How does it show that this change happened?
4. Has this served to improve or worsen the situation?

Try to reflect this on the sheet of paper through small boxes with words, drawings or symbols. It is important that these points are not lost.

Encourage everybody to add words, symbols or drawings. A next question can be:

1. What else has changed because of the changes that you have already put on the paper?

Give enough time for the preparation of pictures, at least 30 minutes. It might even take one hour. Then ask all groups to prepare a summary of the most important points and insights discussed. These are depicted on a separate flipchart paper. This might take another 15 minutes.

Then call the groups for a plenary session, in which every picture is shown and explained to the other groups, supported by the summary prepared. Ask participants in the plenary session for comments or additional ideas which might be added to the summaries.

Observations:

Different people may be writing or drawing at the same time. The aim is not to create a beautiful picture. The idea rather is to jointly create a description of a complex situation. Allow a bit chaos.

Another variation of the use of the complex picture or mind mapping for M&E can be found in Guijt, I. & Woodhill, J. (2002), www.ifad.org/evaluation/guide/.

End Product:

The objective has been achieved, namely that: participating stakeholders have been able to describe and analyse changes with regard to indicators that were formulated in the planning phase.

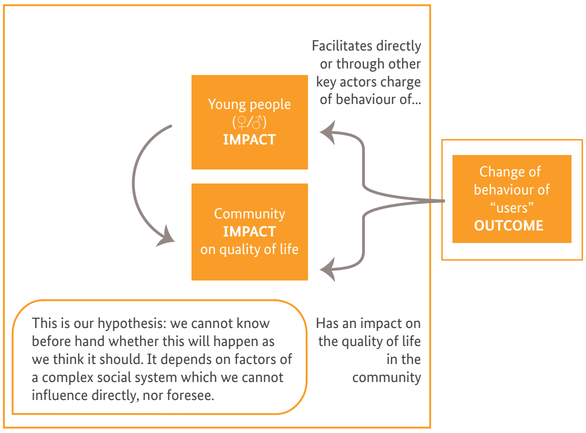
In this regard, the following outputs have been achieved:

- A visual description has been prepared for each of the impact indicators. Based on this complex picture, a written verbal summary has been prepared.
- Additional important issues have been added in the plenary.

TOOL**SIX**

How did our strategies work? (Influence Matrix)

M&E focus: Links "Activities" (intervention) and "Impact" on young people and the community as a whole.



What should be in place as a basis for using this tool?

Before using this tool, we need to have created a comprehensive picture of identified changes. which can be positive or negative. We need the visualised results from this previous analysis.

Objective:

To ensure stakeholders closely examine the changes which they identified in their community and thoroughly analyse what might have led to these changes.

How often can the tool be applied, and what happens with the information?

This tool might be used twice, e.g., in a mid-term review meeting (in a five-year project it could be used after the second and fourth year), always in combination with another tool to identify changes. It is best to use it with many different people from your community (e.g., in a community review meeting). The information helps to reflect on, improve or adapt strategies.

Material needed:

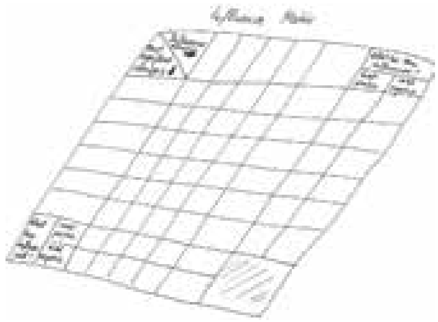
Big brown paper or flipchart paper connected to a sheet of 2 x 2m, several markers with different colours, tape, beans or small stones.

TOOL**SIX**

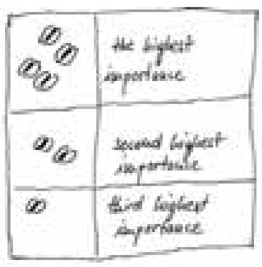
How did our strategies work? (Influence Matrix)

Preparation:

Prepare a big sheet of paper, e.g., four flipchart papers taped together or big brown paper. Draw a table with a broad first column. Write the key activities of your prevention project in the first row of your table, one activity, set of activities per column. Leave two columns empty for other possibly relevant projects or factors. You need small beans in two clearly different colours, or something similar, for the scoring in the first and the third step (at least 200 of each colour). Beans have the advantage that they can be moved, depending on the discussion.



For the first ranking task you prepare a table like this to show to participants:



Depending on the tool used to identify changes, you put either the complex pictures from tool no. 5 or the flipcharts with the indicators and changes from tool no. 4 on the floor.

Procedure:

1. In a first step, all participants identify those changes which refer to aspects with the highest importance (e.g., up to 10, depending on the complexity of the intervention). Each participant gets 11 beans, \. You explain that the first task will be to identify the most important changes in the community during the defined period, e.g., since the start of the project..

TOOLSIX

How did our strategies work? (Influence Matrix)

Task:

Put four beans on the change you think is the most important for the community. Then put two beans on the change you think is the second most important, be it for the community or young people. Then put one bean on the change which you think has the third-highest importance, be it for the community or young people. Please stick to 4, 2 and 1. Don´t use other combinations.

Proceed step by step. Let all participants put their first four beans on their most important or most relevant change. When everybody has finished, you explain what the following four beans are for, and so on.

Then everybody helps to count the beans. You then have list that is ranked. You copy the first six changes with the highest scores into the left column of the table. In more complex projects you might work with up to 10 changes.

2. In a second step you ask for other factors which might have had important influences on the identified changes such as other projects, political changes, personnel changes, etc. The two most important ones will be the titles for the two columns, which don´t yet have a title.

Now we have a complete first column with the most important changes, and a first row with the most important project activities or outputs, and possibly two "external influences". The table is put on the floor, so that beans or small stones can be put in or on each cell.

3. In a third step the participants score the influence of project activities /outputs and external factors on the changes listed in the first column. The analysis is done in a plenary session. Cell per cell of the table will be discussed. It is recommended to do the analysis column-wise, that is: you go down the first column, cell per cell, then the second, then the third, etc. The participants score the influence of one activity or output on each of the listed changes. Then they analyse the influence of the next activity on each of the listed changes, and so on. You indicate clearly which colour of bean stands for positive influence, and which colour stands for a negative influence.

The scores are:

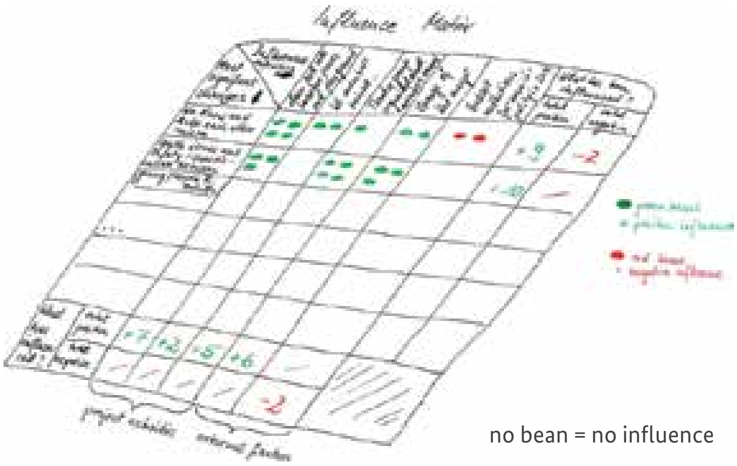
0 – no influence, 1 bean – slight influence, 2 beans – medium influence, 3 beans – strong influence, 4 beans – very strong influence.

1 bean of another colour standing for negative influence = slightly negative influence, 2 bean of another colour = medium negative influence, and so on.

Negative influence means hindering a change in a desired direction.

TOOL**SIX**

How did our strategies work? (Influence Matrix)



no bean = no influence

The last two columns give information on the changes. Low numbers here indicate little change or few possibilities for change as a consequence of the set of activities carried out. In the example above both changes have quite high scores. Several activities and factors had a positive influence on them.

The last two rows give information on the “influence power” of the activities or outputs and external factors. In this example we could come to the conclusion that the training of the WC members have had little influence on the observed changes so far. If two years later in the same analysis a +4 appears instead of the +2, this will mean that the training had an influence, but it took a bit longer.

Observations: (Additional notes for the facilitator)

It is important to make notes of the motivations given by participants for their scores as expressed in the discussion. These comments can help participants when they discuss further steps. These plenary discussions can initiate important reflections in the community.

End Product:

A table is completed which shows how much influence each activity, set of activities or output had. It shows as well which changes have been influenced strongly and which less.

The discussion on the table and the scoring is an important reflection which helps improve strategies and define next steps.

Adapted from: Neubert, Susanne (2010).

2hr

ANNEX 1 TO BOOK 6:

Glossary[6]

Activities*	Activities or actions use the inputs when carried out.
Baseline data	provide information on the situation which prevails when a project starts. It describes the situation which will be changed.
Behaviour change	stands at the end of a learning process and, in a best-case scenario; it will emerge as the result of a project intervention. In general terms, this can be expressed as follows:
Outcomes	'outcomes' are also called 'direct results'. They are defined as changes in the behaviour, relationships, activities, or actions of people, groups, and organisations with whom a programme works directly[7].
Evaluations	are realised either during, by the end, or sometime after the end of a project. They are called mid-term, final and ex-post evaluations. Depending on the evaluators, there are internal and external evaluations. Evaluations analyse the relevance, efficiency, effectiveness, impact and sustainability of a project.
Indicators	Indicators describe changes envisioned for the future. Depending on the prioritised M&E approach, indicators are either: SMART – specific, measurable, achievable, relevant and time- bound (for more rigorous impact M&E) or SPICED – subjective, participatory, interpreted and communicable, cross-checked and compared, empowering, and diverse and disaggregated. For each indicator a baseline value is needed, which describes the situation with regard to this specific indicator at the beginning of a project.
Indirect results*	describes the overarching development benefits as
(Impacts)	expressed in an overarching development objective. This could be, for example, the successful reduction and prevention of youth violence in a specific country. The project makes a contribution to this objective.
Input*	Resources the use of which is necessary to implement activities (eg., material goods, personnel, financing), as expressed in the cost plan or budget.

6. The terms explained here are used in project management in the field of development cooperation. They are sometimes defined differently by different actors in the field. This toolkit uses the terms as defined below.
** The definitions marked with * are in line with those contained in the 'Glossary of Key Terms in Evaluation and Results Based Management' published in 2002 by the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD-DAC)*

7. Earl, S., Carden F., Smutylo, T. (2001)

Monitoring & Evaluation (M&E)	deals with the relationship between an effort or activity and its results. When these results are directly related to what we have done or implemented in our project, then these are called outcomes (direct results). If we follow the approach of "behaviour change", then our outcomes are expressed as behaviour changes. When it is expected that they show only in the long term, because some processes take longer, and might be consequences of the outcomes, we talk about impacts (indirect results).
Monitoring	is a systematic process of data collection on specific indicators, carried out throughout the project to provide information on the extent of progress and achievement of objectives, as well as the use of allocated funds. Depending on the type of data and the project, information might be gathered once every three or six months, or even monthly. Monitoring data are like flashlights on aspects of the project at certain times or intervals.
Outputs*	Products or services which result from the adequate implementation of activities.
Proxi indicators	are helpful where direct measurement is not possible. They describe something that is more easily observed, eg., "people in the street after dark", when we want to describe the "feeling of safety".
Qualitative indicators	describe something that is not easily observed or measured. For instance empowerment, social cohesion, changes in the value system of people or a feeling of (un-)safety.
Quantitative indicators	are expressed through numbers, like: "30% reduction of number of hotspots in a certain area and time" or "50% reduction of alcohol selling shebeens in a certain area and time". They describe something easily observed or measured.
Use of outputs*	describes how the direct target group of the project uses the outputs delivered. In a log frame matrix, this is expressed as indicators for the outcome level, and it represents stages of behaviour change.

ANNEX 2 TO BOOK 6:

List of Figures

ANNEX 3 TO BOOK 6:

Literature

Anderson, Marie B. (2004): Experiences with Impact Assessment: Can we know what good we do? Berghof Research Centre, Berlin: http://www.berghof-handbook.net/articles/section-ii-analysing-conflict-and-assessing-conflict-transformation

Earl, S., Carden F., Smutylo, T. (2001): Outcome Mapping. Building Learning and Reflection into Development Programs

GTZ (2007): The concepts of participatory impact monitoring: www2.gtz.de/dokumente/bib/96-2007_IV.pdf

Guijt, I.& Woodhill, J. (2002): Managing for Impact in Rural Development – A Guide for Project M&E, Rome, Italy: International Fund for Agricultural Development (IFAD): www.ifad.org/evaluation/guide/

Neubert, Susanne (2010): Method for Impact Assessment of Programmes and Projects (MAPP). In: Verfahren der Wirkungsanalyse – Ein Handbuch für die entwicklungspolitische Praxis – Arbeitskreis Entwicklungspolitik DeGEval – Deutsche Gesellschaft für Evaluation (Hrsg.) Freiburger Beiträge zur Entwicklung und Politik, Arnold Bergsträsser Institut, p. 88-96

World Bank (2002): Sleeping on our own Mats: An Introductory Guide to Community-Based Monitoring and Evaluation: http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,contentMDK:20509352~menuPK:1278203~pagePK:148956~piPK:216618~theSitePK:410306,00.html

More websites, guidelines and toolkits specifically for M&E

A news service focusing on developments in the field of monitoring and evaluation methods relevant to development programmes with social development objectives. Managed by Rick Davies: http://mande.co.uk/

Offers among others: Most Significant Change (MSC) – a detailed description of the full approach: http://www.mande.co.uk/docs/MSCGuide.htm

World Bank Website: Participation and Civil Engagement:
http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,menuPK:410312~pagePK:149018~piPK:149093~theSitePK:410306,00.html

Participatory Methods Website of the Institute of Development Studies
(with Robert Chambers as associated researcher):
http://www.participatorymethods.org//task/plan-monitor-and-evaluate

NGO IDEAS – German Network of NGOs working on participatory M&E. The website offers among others a description of MAPP, Method for Impact Assessment of Programmes and Projects, a two-day M&E workshop with participatory tools, developed by Susanne Neubert, DIE, Bonn/Lusaka:
http://www.ngo-ideas.net/tiny tools/

OSF South Africa – Crime and Safety Project website with policy brief on “Monitoring and Evaluating Community Safety Projects Affordably”: http://osf-crimeandsafetyproject.org.za/?page_id=463

ANNEX 4 TO BOOK 6:

Monitoring of Activities (MA) – 1. Monitoring Level:

Responsible for reporting: (eg., safety coordinator) ______________________

Signature, date: ______________________

Reporting period (eg., January – June 2014): ______________________

Report presented to: ______________________

Signature/s, date: ______________________

P= planned; R= realised

Activity		Month ____	Month ____	Month ____	Month ____	Month ____	Month ____	Month ____	Main responsible for implement.	In coordination with	Deviations/ Observations	Emerging, not yet considered activities for next period
	P											
	R											
	P											
	R											
	P											
	R											
	P											
	R											
	P											
	R											
M&E												
	P											
	R											
	P											
	R											

ANNEX 5 TO BOOK 6:

Financial Monitoring (1. Monitoring Level)

Reporting period: ______________________________

Responsible for reporting: ______________________________

Signature, date: ______________________________

Report presented to: ______________________________

Signature/s, date: ______________________________

#	Expenses	Budgeted (in Rand) A	Effectuated (in Rand) B	Deviation (in Rand) A– B=C	Deviation in % C*100/A	Observations/ Explanations
	Totals					

ANNEX 6 TO BOOK 6:

Meeting Calendar (1. Monitoring Level)

Dates are entered as soon as they have been defined. Cells marked in green are public – everyone can attend. Cells marked in yellow are not public:

Body/Organisation	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Date:												
Location:												
Date:												
Location:												
Date:												
Location:												
Date:												
Location:												
Date:												
Location:												
Date:												
Location:												
Date:												
Location:												

ANNEX 7 TO BOOK 6:

Output Monitoring (1. Monitoring Level)

Reporting period: ____

Responsible for reporting: ______________________________________

Signature, date: ____

Report presented to: ____

Signature/s, date: ____

Activities (There can be various activities for one output)	**Outputs and specific indicators** Which concrete results (outputs) shall be there after having carried out the planned activities and how can we see count or know that the outputs are really achieved?	**Achievement**	

The circles of the robots are coloured in the respective colour by hand.

NOTES

NOTES


ZZ2

The "Toolkit for Participatory Safety Planning" was developed by the "Inclusive Violence and Crime Prevention Programme" in close cooperation with its partners.

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Inclusive Violence and Crime Prevention for Safe Public Spaces (VCP) Programme

GIZ Office Pretoria, P.O. Box 13732, Hatfield 0028
Hatfield Gardens, Block E, Third Floor, 333 Grosvenor Street, Pretoria, South Africa

The toolkit is also available on: www.saferspaces.org.za

german cooperation
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