

PARTICIPATORY MONITORING AND EVALUATION

(Use of PM&E in Child Rights Programming)

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Introduction to PM&E

The growing trend of using participatory approaches and involvement of stakeholders in the project cycle at all level is the key thumbnail to development sustainability. Thus participation and involvement of stakeholders, especially the target audians, at all level of project cycle (the level may vary, but it is important to involve them) strengthen the scope for sustainability of any development intervention and capacity is built around institutional arrangements such as CBOs, apex bodies of self help groups or any other community groups.

In most cases practices in conventional Monitoring & Evaluation (M&E) activities do not really respond to emerging needs because it is externally driven and used with limited scope of making assessment of the cost benefit of the intervention. But Participatory monitoring and Evaluation, not only respond to emerging needs of the community on a routine or regular interval but also empower the recipient or user group and cater to the learning needs. Involvement of community partners and other mainstream actors help in improving their understanding of the intervention, contribute to an acceptable level of transparency which ultimately leads to self sustainability of the community to fit well within the changing development trend and growth process. Listening to and learning from program/project beneficiaries and other stakeholders are critical to the process of improving project design and making implementation more responsive to ground realities by making interim correction.

“Participatory monitoring and evaluation (PM&E) involve, by default design and use of participatory tools jointly with stakeholders in a collaborative framework facilitate effective measuring, recording, collecting and processing communication information that is used in problem-solving and decision-making” with inclusive strategy of all sorts of marginalised sections.

Participatory monitoring and evaluation builds upon the insights, approaches and tools used in participatory (action) research, but also borrow from “conventional” social sciences approaches, and from conventional monitoring and evaluation theory and practice. Dr John Devavaram, is one among the first generation PRA, PM&E practitioners globally from IIED & IDS – Dr Chambers, Dr Jules Pretty, Ian Scoons and Irene Guijt who tried out varied thematic areas of gender, children, poverty and food security.

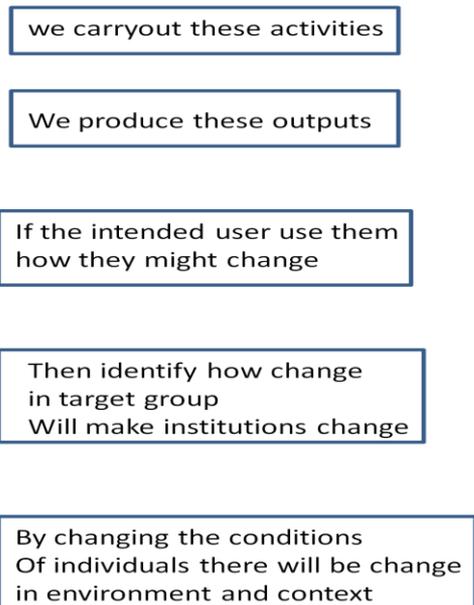
Orientation program by RCPDS Resource centre is intended to broaden understanding on PM&E as an integral part of any development intervention at various time frames and at various levels of management. PRA tools are used primarily on tailor made basis to suit field requirement and project focus. We believe that with the newly acquired knowledge and hands on experience the out put will contribute to strengthen participation, enhanced capacity of community groups, confidence and control over development partnership and better participatory decision making processes made integral part of development intervention. PM&E concepts and core principles will need to be backed by appropriate tools and techniques. Thus drawing from earlier experiences in varied contexts and cases including badly made examples to learn from others mistakes makes the learning process even richer and meaningful.

At the end of the orientation program, by design participants will be able to

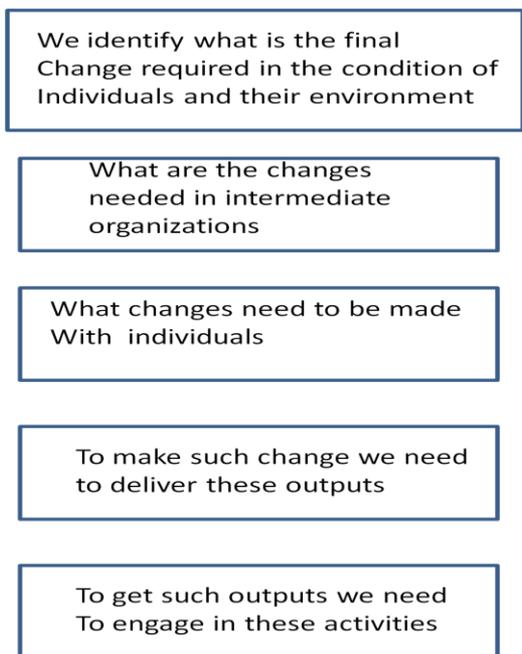
1. Rationale for the applications of PM&E within the context of the paradigm shifts in development work
2. Reflect on the possible application of PM&E considering ones own diversities, context and limitations
3. Able to identify various elements that constitute application of PM&E given the diversified interest of various stakeholders.

There are generally two models of project intervention planning. Both are possible in using Log Frame analysis. But what is more important in project planning is to ensure that which approach/model gives sufficient room for participation of stakeholders from bottom line. Ultimately it is result driven and not activity driven.

Activity Driven

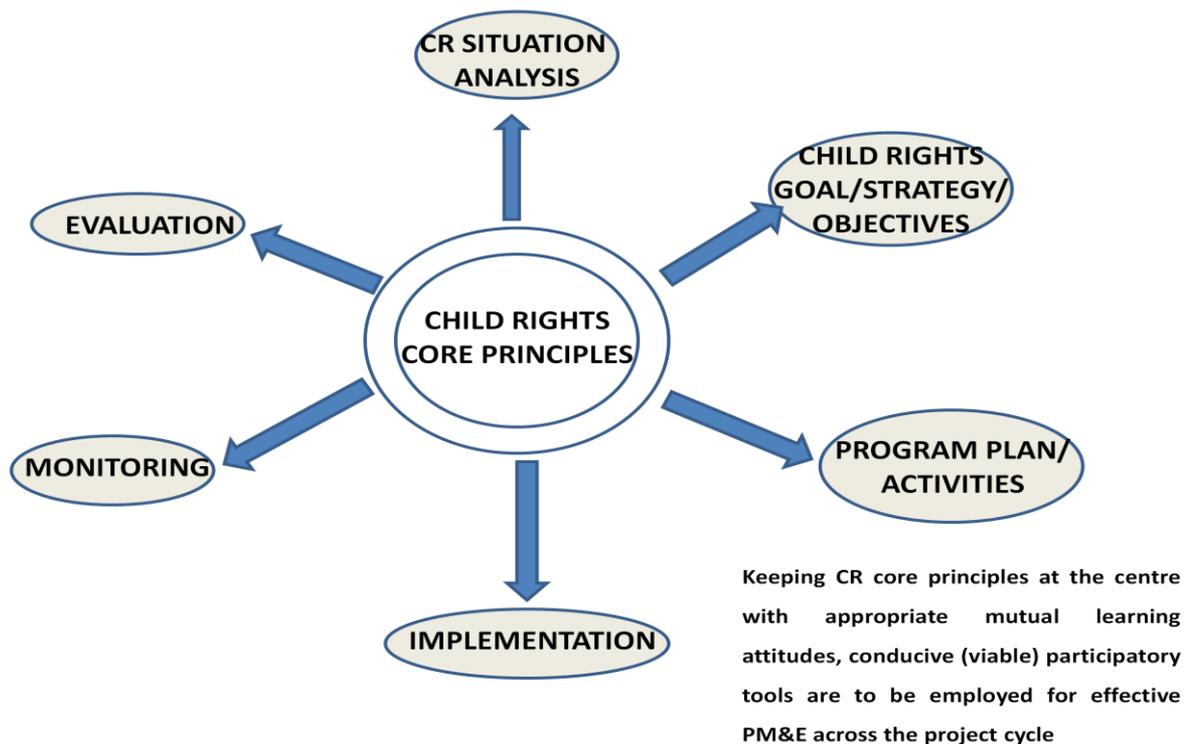


Results Driven



Module 1: *Situational analysis* – This module deal with making bench mark surveys or milestones using participatory tools such as social and resource mapping plus venn diagram to better under stand the linkages. Wealth and well being ranking may be done to demarcate pressing issues and level of marginalisation. In the case of child cantered program it the level of CR violation and response by the community as a whole. The sessions in this module is designed in such a way that we draw from earlier experiences which provide a shared learning and understanding of the need for participation and team work.

PARTICIPATORY MONITORING AND EVALUATION ACROSS PROJECT CYCLE



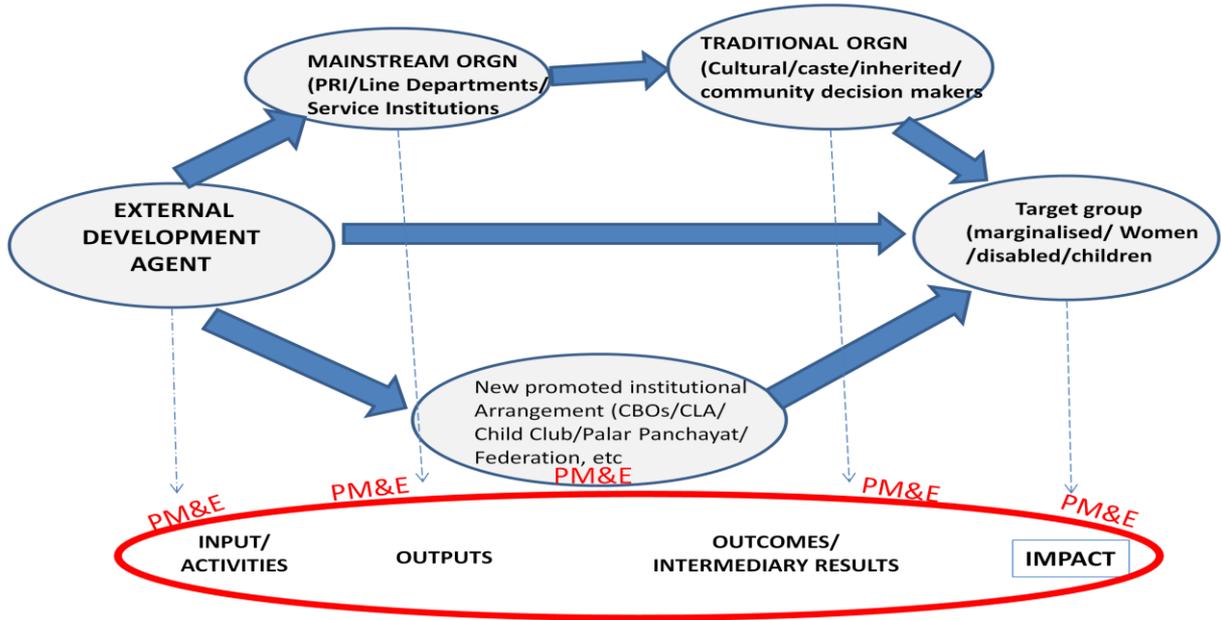
Module 2: *Designing and Facilitating PM&E in project context*

Process – It is important by default design it is important PM&E should be explicitly spelled out in the project cycle management with appropriate room/space allocated for the same. Thus the sessions will focus on the PM&E processes and details the requirements in designing and implementing PM&E. It emphasizes the facilitative role of the field worker in the entire project life and outlines the necessary attitudes, skills and tools to make PM&E possible. The three pillars and principles of PRA is always reiterated in this module.

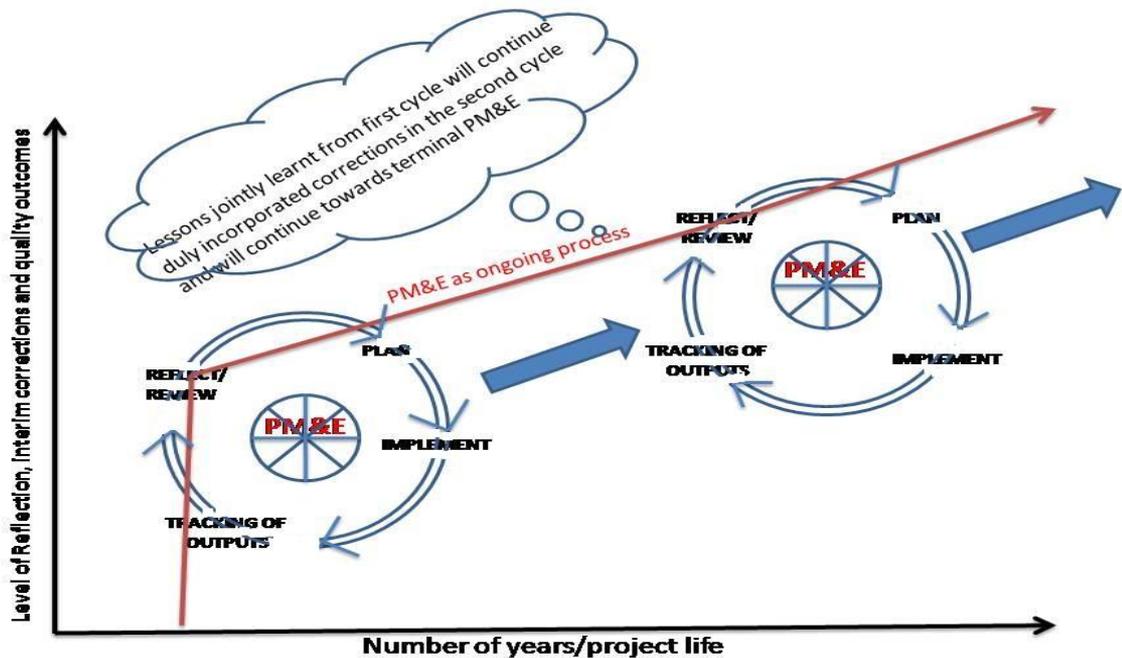
Module 3: *Strengthening Systems for PM&E*

This module deals with elements that support the establishment and maintenance of PM&E as integral component of the project life span. Further it is discusses important factors in the implementation of PM&E and the key strategies that enable communities, especially the voice of marginalised heard and scale up PM&E practices with spiral effect to document localised lessons for next loop of planning. There need to be clear vision developed with in the project design and system that PM&E is integral part and bound to involve target communities.

PROJECT DESIGN AND FLOW OF PM&E ACROSS THE PROJECT CYCLE



Module 4: Action planning – provides scope for hands on experience by making design and opportunity to reflect on. This module will assist project team to sythesize and apply their learning from community and joint sitting using PRA tools. This user end in PM&E can already visualise the spiral effect of PM&E in the context of project cycle.



Additonal slide inputs from our current use and training activities for your reference:

EVALUATION CAN DETERMINE

- Whether the intervention achieved its intended spirit
- Whether all resources – including human and financial – and systems worked the way it should have been to complete the task
- What differently could have been done to reach the destination
- What worked well and what not
- Re-energized pace and new or alternate mechanisms to be considered
- Whether the intervention reached the right corners
- Should there be any changes to the approach base or mode of implementation

PRINCIPLES OF PARTICIPATORY IMPACT ASSESSMENTS

- There is a general negative or policing by outsiders connotation associated with the term “evaluation” whether it is mid-term or terminal. Hence the term “impact assessment” is used invariably by many players in participatory field.
- Participatory impact assessments are a process of reflection jointly evolved by all stake holders concerned – starting from the bottom line to the top – as continuum and not one off event
- Outsiders role is limited to the level of facilitator and convener of forums for dialogue, reflections, ensure space for every stakeholder, be sensitive about cultural realities and sensitivities
- Also the outsider need to help viewing local perceptions having link to wider concepts, external factors, and contextualize the outcomes with wider perspectives
- The whole process needs to be transparent and accountable to all partners wherein every decision and change is consulted/informed and involved by all the partners.
- Tools used in the process should be field tested and ensured for cultural sensitivity, empowering and not excluding any of the stakeholder on any pretext
- The tools should also be user friendly and flexible
- The assessment should be process oriented since the outputs and outcomes are subject to be influenced by other external factors too
- The process of participatory impact assessment should keep provision to make assessment of the internalization level from the monitoring record for specific interventions made by partners to reach the least ones
- The mid term PM&E should be flexible to accommodate issues that would not have been foreseen by the project design originally.
- Similarly participatory impact assessments can go beyond the stated objectives of the project but evolve issues and indicators from user’s experience. This should be seen as additional benchmarks of navigation by the local players.

Planning

Success of the mid term review or impact assessment greatly rely on the planning process. Thus it begin with basic questions and appropriate/ clear answers.....

- Who are all the stakeholders that are to be considered and their avilability?
- What is the right time or season to carry out the participatory evaluation since it involves livelihoods of many players?
- How to carry it out? What tools could be used in the process?
- Who will participate in the process, levels and how?
- How will the information be analyzed? At what interval the stakeholders concerned will be updated? (failing which it may become yet another stamping process with participation lable)
- How will this analysis be shared and used by the project partners?
- Child development in the context of participatory evaluation is seen from 'Rights perspective'.
- Right based approach deals with questions related power, empowerment processes, practical links between policy and practice and "good Governance".
- Rights based approach with children is enabling the primary stakeholders to effectively address structural, systemic causes of poverty, deprivation and exclusion of the vulnerable and weaker by sex, age, social, colour, race, power and money.
- There is a clear need to understand the linkages between the concepts of participation, development and rights and the change processes between the inequitable relations of power. This lead to the hearing of the voice of the poor and marginalized in decision making.

Major duty bearers to ensure child rights in CRA

- Parents
- Service delivery system
- Community
- NGOs, CBOs and INGOs
- State inclusive of its policy, legislative, legal and administrative arms

VARIOUS FORUMS THAT COULD BE USED IN THE PROCESS OF PM&E

- SELF HELP GROUPS
- FEDERATION
- TRADITIONAL LEADERS
- GOVERNMENT EXTENTION STAFF
- CHILDREN FORUMS (IN THIS CASE PALAR PANCHAYATS)
- REPRESENTATIVES OF SECTOR PROGRAMME COMMITTEES

SOME OF THE TOOLS WHICH CAN FACILITATE PARTICIPATORY MONITORING AND EVALUATION USER FRIENDLY

- Social mapping – very useful in facilitating various perceptions and expression of children about their level of rights and user friendly in articulation
- Timeline and trend analysis – track changes, pace with external change, space assessment and factors associated with the change
- Venn and linkage – specific to depict sustainability factors and possible hand holding support needs, support system functioning and accessibility, positioning of institutional arrangement and dialogue on correctional areas.
- Seasonal calendars and daily routine – useful in making especially children below 13 to articulate their views on interventions, dreams and aspirations, strengthening supplementary system (health, education, recreation and skill building)
- All these tools needs to be backed by appropriate story lines/semi structured interviews/role plays and guide sectoral facilitation against the original objectives