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A HANDBOOK
FOR UNITÉ MEMBER ORGANISATIONS

Swiss association for
the exchange of
personnel in development
cooperation

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Qualitative and Participatory Impact Assessment of Personnel Development Cooperation

Participatory Workshop in a hospital in Upper Egypt.
Photo Mission am Nil

Acknowledgement

As stated in the introduction, this Handbook is the result of a testing and development phase of the presented methodology among Unité member organisations. We are thankful to all contributors to this process, especially these four organisations: E-Changer, Mission am Nil, Mission Évangélique au Tchad and SAM global, as well as their respective programme officers, development workers, local coordinators, partner organisations and beneficiaries. Special thanks go to Sarah Flisch from Mission am Nil whose Handbook for Impact Assessment of Development Workers on Partner/Assignment, Sector and Programme Level (Flisch, 2017) has served in large parts as a basis to this publication.

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Acronyms and Abbreviations

DC	**Development Cooperation**
MSC	**Most Significant Change**
NGO	**Non-Governmental Organisation**
PCM	**Project/Programme Cycle Management**
PDC	**Personnel Development Cooperation (Development cooperation via the exchange of personnel, Development Service, International Volunteering in Development)**
SDC	**Swiss Agency for Development and Cooperation**
SWOT	**Strength, Weaknesses, Opportunities, Threats**
Unité	**Swiss association for the exchange of personnel in development cooperation**
UNV	**United Nations Volunteers**

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Qualitative and Participatory Impact Assessment of Personnel Development Cooperation

1. Introduction

In recent years, the effectiveness of development cooperation (Aid Effectiveness) has become a central focus of attention. As opinions concerning the utility and true meaning of development cooperation are driving apart, depending on socio-political orientations and world views, public actors and NGOs are facing more and more pressure to verify and demonstrate the effects of their actions. Increasingly, development organisations are therefore compelled to show evidence that their activities reach the desired effects and that the identified effects are attributable to their doings.

Personnel Development Cooperation (PDC) is a specific form of development cooperation based upon assignments of professional volunteers in the south, prioritising teamwork, co-learning and exchanges between individuals over the transfer of money or technology (Unité, 2018). Each year, between 200 and 250 professional long-term development workers, sent by Swiss organisations co-financed by the Swiss Agency for Development and Cooperation (SDC) and the Federal Department of Foreign Affairs, work dedicatedly in Southern countries. There are also roughly the same numbers of volunteers that are committed to short-term assignments (up to a year).

In the light of the Aid Effectiveness debate, PDC-organisations are today facing the challenge of proving the effectiveness and efficiency of professional volunteers' assignments, especially in comparison with other forms of development cooperation (Hoffmann, 2018). In recent years, Unité, the Swiss association for the exchange of personnel in development cooperation, and its member organisations have made important efforts to better capture, document and make available evidence of the impact of Personnel Development Cooperation (Egli, 2010). For this purpose, they have borrowed and adapted the 'Participatory Methodology for Assessing the Impact of Volunteering for Development' of the United Nations Volunteers (UNV) programme (UNV, 2011).

Developed around 2005/2006 in collaboration with several other sending organisations, the UNV-Methodology was first tested by UNV in large programmes, with a high number of volunteers' assignments in up to 12 countries, while the implementation proved to be resource-intensive. Unité member organisations, which generally manage smaller programmes, have decided to adapt and test the methodology in forms suited to their purposes:

- In 2011–2012, E-changer realised a pilot project in a programme covering 5 countries with 29 volunteer assignments. The methodology was then tested over the 3 levels of assignment/ project, country programme and institutional programme (Wehrle-Clément, 2012).
- In 2015, Mission am Nil adapted the methodology and tested it in 2 countries with 4 projects and roughly 20 assignments. Only the first level of the methodology was implemented (Flisch, 2017, 2016).

- In 2017, Mission Évangélique au Tchad held a one-day workshop based on the methodology to test a shortest possible version of the procedure (Gmünder, 2018).
- In 2018, SAM Global undertook the assessment of their country programme Guinea, covering 5 projects and some 50 assignments. All 3 levels of the methodology were implemented (Schreiber-Zurbrügg, 2018a, 2018b).

The present Handbook is the result of this testing phase. It is meant as a practical guide for Unité member organisations (especially for their programme officers) wishing to assess the impact of their actions for development. As will appear clearly in the following pages, the qualitative participatory methodology is quite time and resource consuming. For this reason, it is not advisable to use it in the course of the usual programme management and monitoring. However, Unité considers impact assessment as a part of the wider programme cycle, to be conducted on a time scale consistent with the programme phases of 4 to 6 years. For this matter, the methodology presented in this Handbook needs to be applied in an adapted and flexible way, adjusting the tools and procedures to specific needs, opportunities, contexts and resources.

The Handbook is organised around three main sections: In the first section, we discuss some basic methodological aspects, including the impact model of Personnel Development Cooperation as well as scope, added value and setup of the Qualitative and Participatory Impact Assessment Methodology. The second section will give a step-by-step guidance for implementing the methodology at the three levels of partner/project, country/sector and global/organisation. Finally, in the third section, some of the tools used in the process will be discussed in more detail.

2. Section One: Methodological Considerations

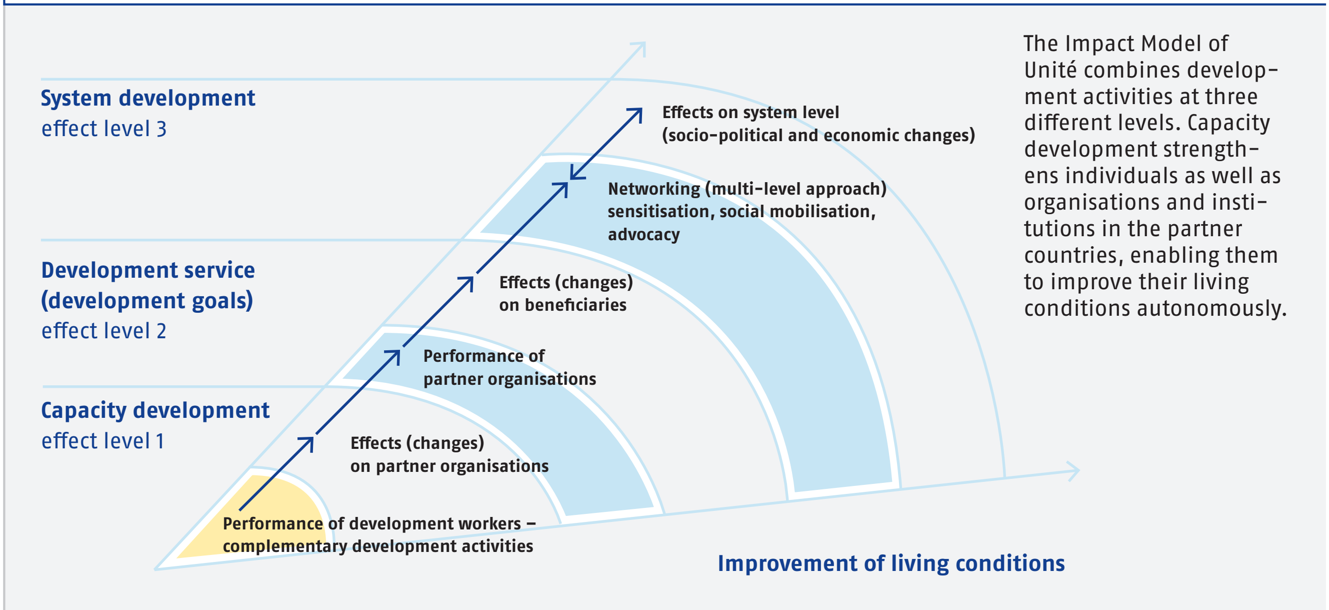
2.1. Impact Models

Unité member organisations carry out their programmes autonomously and in accordance with their core competences and capacities. They follow a 'results-oriented management approach', aiming at achieving development outcomes and impacts in the form of real changes in the lives of beneficiaries in developing countries.

For several years now, Unité and its member organisations have acquired an understanding of the effects of Personnel Development Cooperation (PDC) in the form of a two-level Impact Model (Egli, 2010): PDC-activities have a capacity building effect on partner organisations in the South (effect level 1) which use the newly acquired capacities to reinforce their own activities for a stronger impact among their beneficiaries (effect level 2). In the course of the Impact analysis Guinea (Schreiber/Zurbrügg, 2018a), this model was extended to a *three-level Impact Model:*

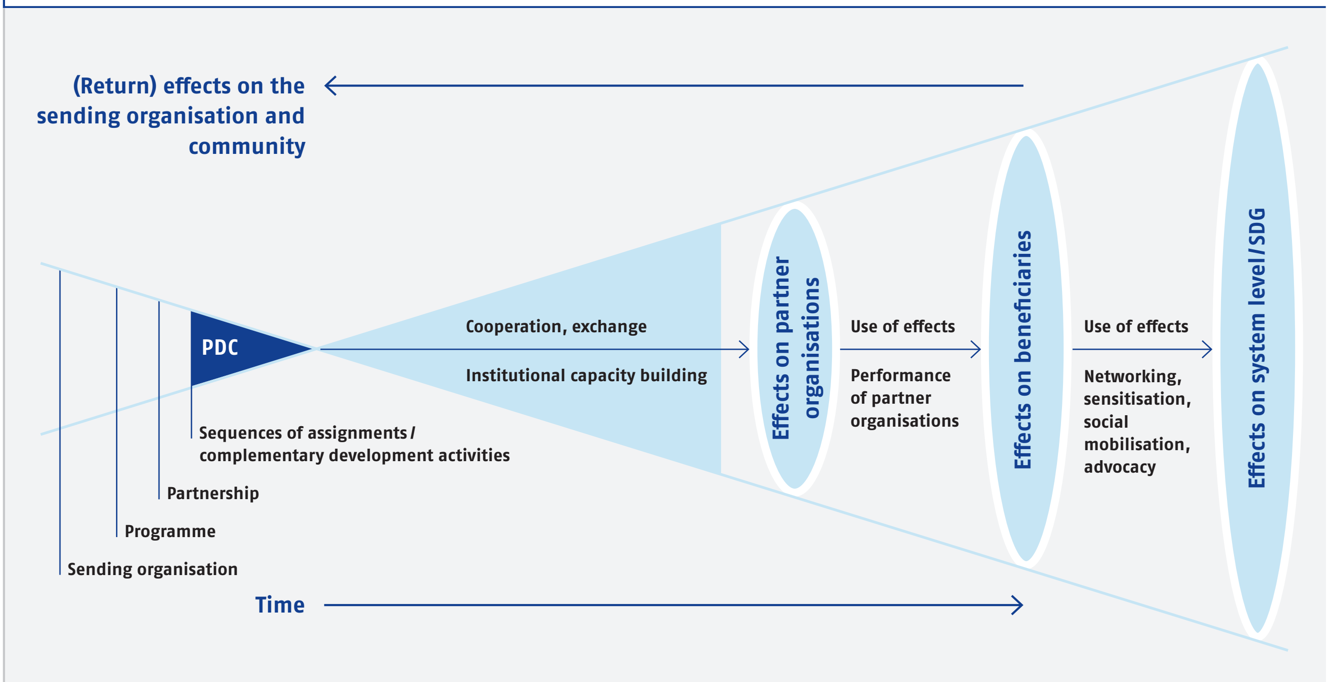
- Capacity Development inducing changes at the level of partner organisations.
- Development Service inducing changes at the level of final beneficiaries.
- System Development inducing socio-political and economic changes.

Extended Three-Level Impact Model of Personnel Development Cooperation



Regarding the effects on final beneficiaries, PDC-activities can't be reduced to individual assignments. Therefore, Unité has also developed a more sophisticated Impact model considering the effects of a sequence of assignments (Beuret, 2015). According to this impact model, changes (effects) occur when several personnel assignments succeed one another. Unexpected or unplanned effects also appear.

Impact Model of a Sequence of Assignements



Changes at the partner organisations level in the South (effect level 1) are fairly easy to identify. They are monitored by Unité member organisations on a regular basis, mostly with the help of a logical framework (see below on page 32), focusing on the outputs and outcomes of individual assignments. Experiences have shown that at the final beneficiaries level (effect level 2) and of the system (effect level 3), the attribution of identified effects to the PDC-activities of Unité member organisations are difficult. These so-called 'attribution gaps' between activities and impact are, however, not specific to Personnel Development Cooperation (Hoffmann, 2018). They have nevertheless led in some cases to a restrictive practice in the assessment of effects, limiting themselves to comparing the expected results of the effect in level 1 with the results achieved and assuming, when they have been positive, that the outcome and the impact on the effect in level 2 and 3 had been achieved automatically. The goal of the methodology presented in this Handbook is to reduce the 'attribution gaps' between the three effect levels by validating the impact model (theory of change) using a qualitative and participatory approach.

2.2. Scope and Added Value

Measuring the progress by means of monitoring and evaluation is not only a key element to assure transparency, demonstrate effectiveness and justify adequate use of resources, it is also a tool to learn and continuously improve the programmes and strategies (Hoffmann, 2018). Although methodological diversity in evaluation is widely accepted, and even recommended by many observers, it remains necessary to be clear about the potential and limits of the use of qualitative evaluation methods.

In contrast to quantitative methods, which generally ask questions related to 'how much' and 'how many', qualitative methods focus on 'how' and 'why' certain results have been reached. They collect detailed information (mostly verbal and related to personal perceptions) to describe and analyse how programmes work and to understand how people involved with the programme appreciate, think about, make sense of, and manage situations in their lives and work. Qualitative methods are therefore well suited to verify, validate or adjust complex theories of change or logic models (for example: how the deployment of development workers is related to changes among the populations). They are, however, of little use to undertake quantified measurements of amount, intensity or efficiency of programme impacts.

The Qualitative and Participatory Impact Assessment Methodology was first developed as a means to assess the impact of development worker (volunteer) assignments. It has, however, also been successfully tested in settings using a combination of project funding and personnel assignments (Flisch, 2016) (Schreiber/Zurbrügg, 2018a).

As is the case with the approach presented here, many of the qualitative methods are of a participatory nature: Those taking part in the evaluation are given value as participants, rather than being simply seen as subjects. Therefore, qualitative and participatory assessment methods have the ability to create a two-way learning process, within which knowledge is gained and transferred between evaluator and participants.

For the Unité member organisations, the Qualitative and Participatory Impact Assessment of Personnel Development Cooperation is therefore useful in different ways:

1. Internally, it will help the management to verify some of the impact hypothesis of the programme and possibly make necessary adjustments. Incorporated in the project and programme cycle management and implemented near the end of a programme phase, the gathered results will prove especially useful for the planning of a subsequent phase. Important for that matter is to extend the scope of the methodology beyond the simple assessment 'that' a result has been achieved, to ask also 'why' and 'how' and in what ways the programme could be improved.
2. Externally, it will help to highlight the effect/impact of the programme (especially the assignments of development workers) which can then be used for transparency and accountability purposes towards donors and stakeholders and will help the general promotion of Personnel Development Cooperation (PDC).

3. Finally, the process of a Qualitative and Participatory Impact Assessment can also have a positive influence on the communication in and about the programme, between and within the partner organisations (in the North as well as in the South), broadening the understanding and the ownership of people involved.

2.3. General Setup

Three Levels

The Qualitative and Participatory Impact Assessment Methodology is based upon a series of consecutive workshops, using participatory and qualitative assessment methods, with representatives of all concerned parties, at three organisational levels of a programme:

1. Workshops at the level of the projects/partners
2. Workshops at the level of geographical/sector programmes
3. A workshop at the level of the Institutional Programme

In a classic bottom-up approach, each subsequent level is meant to integrate and build upon the findings of the previous level.
In order to be able to cross-check information (triangulation), it is advisable to complete the workshops with interviews of village leaders, traditional and religious authorities, and compare the results with the material from the workshops at levels 1 and 2 (see on page 27).

Three Key Questions

At each level, the workshops follow three key questions:

- What are the main results? (categorised as outputs → outcomes → impacts)
- How do we reach these results? (factors that determine the process)
- What lessons do we have to learn and what recommendations can we give? (plan of action)

In order to make the assessment more useful to the internal programme steering, it is advisable to consider formulating additional specific themes and questions: religion and development, combination of project funding and personnel assignments, phasing out, the role of the local coordination, working in fragile contexts, combinations of different assignment modalities, etc.

Methodological Characteristics

The following methodological characteristics are central to the process:

- Pragmatic use of different methods: Logical Framework, Outcome Mapping, Most Significant Change storytelling
- Participation of partners and beneficiaries
- Workshop methodology which allows critical reflections and collective learning
- Structured outline for the workshops to obtain (+/-) uniform and comparable results
- Structured sequence of workshops which makes the results comparable

External Facilitation

In order to avoid being the victim of blind spots and/or partiality, it is important to ensure an independent external facilitation and accompaniment of the process. It is recommended to use this facilitation throughout the three levels of the methodology in order to insure a coherent process and comparable results. Concerning especially the workshops at project/partner level, one must be aware that they will most likely be held in local idioms, which may already differ in different areas of the same country. The facilitator should know the language(s) well or be assisted locally by a translator. The use of local facilitators has advantages and disadvantages: knowledge of culture and language, but also hesitation and difficulties to be too straight and intrusive (for example asking questions about how and why someone has this or that opinion). Therefore, it is important to clarify what is culturally appropriate but make sure to get meaningful and cohesive explanations not just a collection of unrelated facts and opinions.

3. Section Two: Process Guide

The following section provides a practical guidance for the implementation of the methodology at the three levels: Partner/project, country/sector, global/organisation.

3.1. Level 1: Workshops at Partner or Project Level

General Information

In general, there will be one workshop organised per project when at least one development worker has been present on the field for at least 12–18 months.
The starting point of the workshop is not the project plan, but a dialog on confirmed changes.
Duration: 1 day per workshop. Be prepared to adapt to the local working pace and maybe also to the public transport system for those participants that come from further away.

Participants of the Level 1 Workshops

- 3 representatives (m/f) of the reference group (people living in the intervention area, but not targeted directly by the project): men and women from the village or region, speaking and reading the working language, living there for more than 5 years. Preferably, they represent several religions as well as various ethnic groups and are of different ages. For example, teachers, salespeople, public servants, farmers...
- 2 to 3 representatives (m/f) of the beneficiaries: people who have benefited from the project.
- 2 to 3 representatives (m/f) of the project with different roles: coordinators, administrators, teachers.
- 2 to 3 representatives (m/f) of the partner organisation(s).
- Facilitator.
- Where appropriate a translator/co-animator (see above on page 8).
- If considered useful, the development worker(s) can be invited to participate. In some cases however, it is, advisable to do without, to allow an open expression of critical opinions.

In total, a maximum of 12 people ideally, without the facilitator.
Selection criteria: representativeness, feasibility and adequacy, considering that some countries are sensitive regarding religion, gender and tribal balance in a group.
Depending on the literacy rate in the country, the representatives of beneficiaries may be illiterate and/or also have problems in expressing themselves in the official language of the country.

Preparation of the Level 1 Workshops

Where appropriate, the participants can be asked to prepare in advance a story or an example of change, asking themselves the questions stated below. They should bring the story with them on paper.

Explaining the Specific Terminology

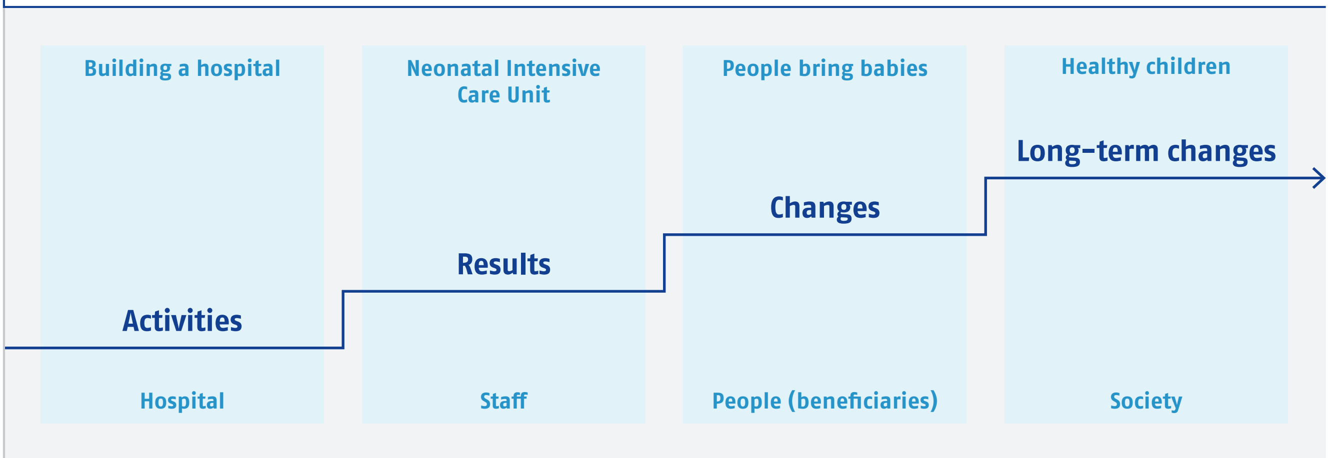
At the beginning of the workshop, it is very important to clearly explain the terms that will be used as people at this level are very likely never heard of them before and are rarely used to think in such categories. Visual aids may be of help.

It may be advisable to sit together with local staff before the workshop and discuss which local terms best capture the English terms 'activity', 'output', 'outcome' and 'impact'. Agree to use them consistently during the workshop.

Adapt the explanation to the topic of the workshop and the area of work of the development worker, respectively. This will later help to concentrate on the main topic and not spend valuable time with peripheral topics.

The following drawing was used by Mission am Nil to explain the relationship between activities, results, changes and impacts (Flisch, 2017).

Relationship between Activities, Results, Changes and Impacts



Schedule

Timetable (example)	**Level 1 – Project/Partnership**
08:00 – 08:30	Coffee and something to eat (allowing people to arrive)
08:30 – 10:00	A – Story telling: share outstanding experiences of change
10:15 – 11:15	B – Concrete results of development service
11:30 – 13:00	C – Changes as results of development service
14:00 – 15:00	D – Impacts to which development service contributed
15:15 – 16:05	E – SWOT analysis
16:10 – 17:15	F – Conclusions and recommendations

3.1.1. Level 1 – Task A: Storytelling about the Effects of the Development Service

What?

Invite each participant to think of a story or choose a recent example of how the development service has brought about a significant change. Ask the participants to consider:

- Why has the change occurred? (Because of which people, what work, what investments)
- Who was involved?

- What were the activities and the role of the development worker(s)?
- Who benefited from the change?
- What difference has it made?
- How important is this change? (Ask the question before the discussion in groups.)

Why?

This exercise can be used as an icebreaker. It is a good introduction to the theme of the workshop and helps to build interaction among the participants. Moreover, the gathered information constitutes the foundation for the following discussions.

How?

The facilitator should nominate someone to capture the key elements from each of the stories and from the group discussions. A summary of the most significant story of change should be written up (maximum 1 A4-page or on a flip chart).

TIPS: Make sure to clarify any unclear points. Depending on how the development worker's role is perceived in the community, the activities and results of the project and the worker may nearly overlap, especially if the development worker has been present since the start of the project and has a very visible role. On the contrary, if the development worker has a less public role it may be very difficult to establish the links between the assignment and the service of the project.

Steps in the Process

Step 1: Ask each participant to spend 5 minutes sharing their story.

Step 2: After everyone has shared their story, invite the participants to share their impressions during a plenary discussion. The facilitator may want to help the discussion by asking questions. For example:

- What appear to be the main activities that development workers (and financial contributions) have been involved in?
- Are there common themes that seem to arise from the stories?
- What role did the development worker(s) play? Who else was involved?
- Who were the main beneficiaries (women, girls, boys, men, specific groups)?
- What types of changes have occurred as a direct result of the development worker(s)?
- How significant was the change? What difference has it made (overall contribution)?
- If the development worker(s) had not been involved, would this have happened?

Step 3: For the final part of this exercise ask participants to discuss which story they feel best illustrates the contribution of the development worker(s) (or financial contributions) and why (see Most Significant Change, on page 37). It is important that they note down the reasons for their choices. These provide useful criteria for later discussions on outcomes and overall contribution to development goals. The facilitator should attempt to synthesise the discussion, gathering the most significant story or stories and any common themes and criteria identified.

Duration: 60–90 minutes.

Result: Summary of the Most Significant Story (final version: maximum 1 A4-page). Make sure to receive all the stories people shared.

3.1.2. Level 1 – Task B: Direct/Concrete Results (Outputs)

What?
A group exercise that helps to better understand the specific activities and measures carried out and the immediate results (outputs) of these activities.

Why?
To build on the stories shared in Task A and gather more information about the types of activities and outputs of the development worker's assignment (and financial contributions).

How?
The facilitator will need to explain what a 'concrete and direct result' or 'output' is (see box below). The facilitator can refer to the activities already identified in Task A to illustrate the types of activities and outputs of the development worker's assignment.

OUTPUTS: Outputs are the concrete and direct results of a series of activities that are directly attributable to the development worker or the project/programme funding. For example, the number of people trained, counselled, treated, etc. The number of pamphlets published, information leaflets produced, etc. It is assumed that these activities will lead to the achievement of what the project is hoping to achieve overall (the project objectives). Some of these will be planned outputs (i.e. as per project plan) but there may well be results that were unplanned. See the Log frame example on page 32).

Group discussions will then:

- Identify concrete and direct results in all the stories and examples given in Task A.
- Identify other concrete and direct results.
- Establish a priority (ranking: 2 points = very important, 1 point = important, 0 points = not important) and then discuss the criteria (for which reasons these options were chosen).
- Identify among the results obtained those that have been planned and those that have not been planned.
- Include in the discussion, if possible, the South-North awareness rising activities (circular letters, presentations, media...).

Key insights from the group discussions will be summarised in the form of a table:

Direct/concrete results (output)	Planned or not?	Comments	Ranking

Steps in the Process
Step 1: Ask participants to list all concrete and direct results (Outputs) from the stories shared in Exercise A. They can either write these on cards or call them out to the facilitator who will then write them up on cards or on a flip chart. Identify any other concrete and direct results.
Step 2: Draw a table on a flip chart. In the first column of the table you will place each of the key outputs. In the next column write whether the output was planned or unplanned.
Step 3: Decide on a method to rank the outputs in order of importance and/or effectiveness. You will need to agree what criteria you will use to judge what has been effective or is of

importance. The facilitator may well have begun to draw this list up during the discussion of the previous Task A. The facilitator will need to ensure that he/she elicits views from all the participants and not just those from a handful of the more vocal participants. A very simple and quick way to rank the outputs is through a scoring method (2 points = very important, 1 point = important, 0 points = not important). Give each participant five/seven sticky dots. You might want to disaggregate by giving different coloured dots to women and men, development workers, non-development workers, etc. Note down who has received which colour. Bias (very negative/very positive view of a participant) can be visualised with this method. Participants have the option to put all their dots onto one output or to spread the dots out over several outputs. Instruct the participants not to be led by others.
Step 4: After the participants have placed their dots, the facilitator should identify the outputs that have received the most and least dots. The facilitator leads a discussion with participants on the scores and the significance of the scores. They should try and get the participants to identify any trends emerging, the types of outputs that appear to be more important and/or effective. It is important to note down the different perspectives and views.

TIPS: Remember there will be very different perspectives on what constitutes an 'effective' output. Participants may find it confusing to rank and/or score the order of importance of the development worker outputs without a more in-depth discussion on the outcomes and results of the activities. Participants are likely to want to discuss other factors that might have contributed to these changes, including their role, and other internal/external factors.

Duration: 60 minutes.
Result: Table/chart.

3.1.3. Level 1 – Task C: Changes (Outcomes)

What?
A group exercise to identify the changes brought about by development service during the assignment. The main challenge is to reconstruct the link between the direct/concrete results (output) and the outcomes, as well as to identify the contribution of the development worker(s) and/or project funding in the change.

Why?
This exercise builds on Task B and begins to connect the development worker activities and outputs to the changes that have resulted (expected and unexpected).

How?
Ensure all participants understand what an 'outcome' is: real and effective changes in attitudes, methodologies, strategies, etc., always in relation to a specific actor/stakeholder (see the box below). The facilitator can refer to the outputs identified during Task B as the starting point to discuss what changes have happened as a result of these activities. The facilitator records the key outcomes with respect to the changes with different stakeholder groups. Once this has been done, the facilitator will support participants to explore and discuss in more depth how the development worker and/or project funding contributed to these changes, any key challenges and key disappointments, whether the changes were intended or not (based on the assignment/project objectives).

Make sure someone captures the key elements from the group discussions.

OUTCOMES: These are actual changes/benefits brought about by development workers through working with different stakeholders. They reflect the development of self-reliance. Essentially, we are looking at qualitative change, for example:

- Changes in attitudes, ideas, awareness or behaviour.
- Social, cultural, political or personal change.
- Individual, group, community, organisational or institutional change.
- Changes in practice, priorities, resources or systems.
- Changes in roles, relationships, responsibilities, and communications.
- Changes at micro or macro level, in a specific sector or cross-sectoral.

See examples of types of changes that we expect to see for different stakeholders on page 39.

Steps in the Process

Step 1: Ask participants to spend five minutes on their own to think about the changes that have taken place as a result of the development worker's activities and/or project funding. These might be:

- Changes that the development workers have contributed to with others.
- Changes that have resulted as a culmination of several development worker and project activities.
- Changes that might be personal, organisational, in the community, etc.
- Positive or negative changes.
- Changes that might be intended or unintended.
- Changes that might be on a very small scale or a large scale.

Ask participants to write down the changes on separate cards. Ask participants to think about which stakeholders have been affected by these changes. Show a list of possible stakeholders.

Stakeholders	
1.	Development worker(s)
2.	Project team
3.	Partner organisation
4.	Organisations related to or working together with the partner organisation
5.	Beneficiaries
6.	Switzerland
7.	Others (depending on the context): – government sector and public policies – private sector – media; communication agencies – population

Step 2: The facilitator prepares a flip chart paper with a template chart (see below). The facilitator will ask each participant in turn to call out one key change and writes this on the flipchart. Participants will decide which stakeholder group(s) the change refers to. Once everyone has called out a change, ask whether there are any additional (important) changes they would like to add to the list. The facilitator's role is to probe the responses of the participants and reach further clarity on the type of change that has taken place, whether it

was planned or not, positive or negative, and who benefited (men, women, girls, boys, marginalised groups, etc.). Make sure you get concrete changes. 'People have changed their behaviour' is not a concrete change, but a category of change.

Stakeholders	Changes (outcome)	Contributions of development worker(s)	Comments: Were the changes positive or negative? Or other incidents, occurrences?	Were the changes planned or unplanned?

Step 3: Once you have listed all the outcomes, ask the participants to discuss the following questions:

- Identify HOW the development service has contributed to the key changes (i.e. identifying the exact role of development service within the changes brought about).
- Were they positive or negative, planned or unplanned outcomes as a result of these changes?
- Would the change have happened without the presence of the development worker?
- Any other observations you would like to add?

In the case of a negative change discuss the reasons and ways to avoid repeating the errors.
Step 4: The facilitator will need to consolidate the key outcomes on the chart.

TIPS: The facilitator should make it clear to participants that any discussion of negative changes that might have occurred during the development worker's assignment is not intended to blame, but to get a better understanding of some of the unintended consequences of our activities so that we can learn to improve future projects and programmes. Likewise, any discussion about the contributions that different types of development workers can make has the objective to improve/enhance future assignment strategies, and is not an assessment or critique of individual development workers. Negative changes are therefore very important to include as well, though asking people to name them may be a delicate subject. Discuss in the preparation session about culturally appropriate ways of obtaining those answers, too.
Take care that not all positive changes are automatically attributed to the project's goals, discuss with the group if that really was the case.

- *Duration:* 90 minutes.
- *Result:* Table/chart.

3.1.4. Level 1 – Task D: Impacts (Long-Term Changes)

What?
A group exercise to identify the impacts on different stakeholders brought about by the project/partner organisation and by the development service during the assignment.

Why?
This exercise builds on Task C and tries to establish the link between changes (outcomes) and impacts, considering the activities of the project/partner organisation, as well as the contribution of the development worker(s).

How?

Ensure all participants understand what an 'impact' is. The facilitator can refer to the outcomes identified during Task C as a starting point to discuss what contribution the outcomes made to the impacts. The facilitator records the key impacts per sector (Health/Vocational Training) with respect to the different stakeholder groups. Once this is done, the facilitator will support participants to explore and discuss in more depth how the development service and projects can contribute to the sector goals. Therefore, shortly explain the sector goals from the Institutional Programme.

TIPS: The Sector goals of the Institutional Programme should be defined well enough to be used at this workshop-level. In addition, the composition of the group should be considered when deciding to include this information (or not). It is possible that none of the participants have ever heard about an Institutional Programme. It is possible to realise Task D without this reference.
The challenge is to reconstruct the link between changes (outcomes) and the impacts considering the activities of the project/partner organisation just as well as the contribution of the development worker.

Make sure someone captures the key elements from the group discussions.

Impacts: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. E.g. reduced infant mortality, higher quality of life index for handicapped people, etc.

Steps in the Process

Step 1: Start with explaining the notion of impact and how it relates to outcomes. Briefly present the focus/vision of the sending organisation's engagement (according to the logical framework). Focus on the impacts achieved by the sending organisation considering that the sending organisation can only contribute (there are other actors who have influence on the impacts).
Step 2: Ask participants to spend five minutes on their own to think about the impacts that have taken place as a result of the development worker's and the project's activities. These might be impacts that the development worker has contributed to with others, or they might be impacts that have resulted as a culmination of several development workers and project activities. Ask participants to write down the impacts on separate cards. Ask participants to think about which stakeholders have been affected by these impacts. At what level is it possible to detect the impacts? At the level of projects, beneficiaries, public policy or society in general (= question for discussion)?
Step 3: The facilitator prepares a flip chart paper with a template chart (see below). The facilitator will ask each participant in turn to call out one key impact and writes this on the flipchart. Participants will decide which stakeholder group(s) the impact refers to. Once everyone has called out an impact, ask whether there are any additional (important) impacts they would like to add to the list. The facilitator's role is to probe the responses of the participants and reach further clarity on the type of impact that has taken place, and who contributed to it.

Level Observed impacts among:	**Impacts according to areas of intervention (health, training, etc.)**	**Contributions of development worker and project**	**Perspectives to improve or strengthen future work**
Partner organisations			
Beneficiaries			
Civil society			
National, regional and prefectural policies and administrations			
Churches			
Other impacts			

Step 4: Once you have listed all the impacts, ask the participants to discuss the following questions:

- In what way, do you think, the assignment or project has contributed to the long-term goals highlighted in the presentation?
- How might the development worker assignment and/or project contribute to these goals in the future?
- Any other observations you would like to add?

Step 5: The facilitator will need to consolidate the key impacts on the chart.

TIPS: The facilitator should make it clear to participants that any discussion about the contributions that either development worker or project has made will be used to improve/enhance the objective of future assignment strategies and is not an assessment or critique of individual development workers or projects.

Duration: 60 minutes.
Result: Table/chart.

3.1.5. Level 1 – Task E: SWOT Analysis

What?
This is a participatory tool that can be used to analyse the strengths, weaknesses, opportunities and threats of the project or assignment.

Why?
To look at the factors which facilitate or constrain the development worker (and/or project funding) in achieving the assignment/project objectives.

How?
Get participants to express which issues are critical and should be addressed.
Make sure someone captures the key elements from the group discussions.

TIPS: Make sure that all participants understand what a SWOT analysis is. Draw up a SWOT chart on a flip chart. Use coloured Post-its/coloured cards. Use the colours to capture who wrote what.
Discuss before the workshop with the local staff what terms best capture the idea of strength, weakness, opportunity and threat in the local idiom. Make sure to use them con-

sistently. In some cultures, to accept or address weaknesses is difficult. Better use 'opportunities for improvement'. The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieve the objectives. A SWOT analysis groups key information into two main categories:

– Internal factors: The strengths and weaknesses internal to the organisation.
– External factors: The opportunities and threats presented by the external environment.

Steps in the Process

Step 1: Ask the participants to:

– List the key strengths of the assignment/project (internal). Write each strength on a card and stick it on the box labelled 'strengths'.
– List the key weaknesses of the assignment/project (internal). Write each weakness on a card and stick it on the box labelled 'weaknesses'.
– List the key threats for the assignment/project (external). Write each threat on a card and stick it on the box labelled 'threats'.
– List the key opportunities for the assignment/project (external). Write each opportunity on a card and stick it on the box labelled 'opportunities'.

Step 2: Review each category separately and try to synthesise, reducing the list in each category, and/or rank (2 points = very important, 1 point = important, 0 points = not important) in order of importance.
Step 3: Invite the participants to discuss the findings of the SWOT analysis, and discuss in more detail the strengths, weaknesses, opportunities, threats and the reasons why. Ask participants to give concrete examples. Make sure that you understand why participants mention a certain point. Unexplained facts can be very difficult to interpret later. Moreover, they cannot be improved!
Step 4: Ask participants which of the most critical issues need to be resolved and how the issues might be addressed.
Step 5: Make sure to write down the SWOT cards and key points from the discussion.

Internal strengths and weaknesses (level of development worker(s) and project team)	**Strengths**	**Weaknesses**
External opportunities and threats (partner organisation and its context)	**Opportunities**	**Threats**
Measures	**Starting from the strengths and the detected opportunities:** – What are the consequences, the actions arising from the evaluation? – What are the recommendations to better use the strengths and opportunities?	**Starting from the weaknesses and the detected threats:** – What are the consequences, the actions arising from the evaluation? – What are the recommendations to overcome the weaknesses and the threats?

Duration: 50 minutes.
Result: SWOT chart with recommendations

3.1.6. Level 1 – Task F: Key Lessons and Recommendations

What?

The exercise builds on the SWOT analysis to prioritise key recommendations for the individual assignment.

Why?

To capture overall key lessons and recommendations.

How?

Participants should identify at least one recommendation that can be usefully shared at the level 2 Workshop.
Make sure someone captures the key elements from the group discussions.

TIPS: Make sure with the local staff which local terms best capture the idea of key lesson and key recommendation. Make sure to use those terms consistently.
Participants may use this moment to express their personal wish list for the project: It should do this or that and offer this additional service, etc. What works better to obtain less personal, subjective opinions is to ask participants to imagine a new project, with the same aim somewhere in another corner of the country. Then ask them to consider all that was discussed during the day and answer the following questions:

- What should be done the same way, what should be copied from the existing project?
- What should be done differently, better?
- If they could give their advice, what would be the most important thing that should be observed when starting this new project?

Steps in the Process

Step 1: Ask participants to come up with a set of five key lessons and five key recommendations for the future of the assignment/project. These should build on:

- The overall workshop analysis of key achievements (Tasks A-D).
- The strengths and opportunities identified (Task E SWOT).
- Addressing the weaknesses and threats identified (Task E SWOT).

Write up the key lessons and recommendations on the flip chart.
Step 2: Ask participants to prioritise the key recommendations that can be usefully shared at the level 2 workshop.
Step 3: The facilitator feeds back overall conclusions from the workshop and from this last session and explains how the findings will feed into the level 2 workshop.
Step 4: The facilitator nominates or invites someone to write up the flip chart lessons and recommendations in a systematic way on a sheet of paper.

TIPS: At the end of the workshop, it is good practice to carry out an evaluation of the workshop for learning purposes.
It is important to explain what will happen with the results.
Encourage also the project representatives to share what they have learnt with the project team. People can always use some encouragement and a fresh look at the fruit of their work.

Duration: 50 minutes.
Result: List of prioritised actions.

3.2. Level 2: Workshops at Country/Sector Programme Level

General Information

The workshops at the country or sector level immediately follow the workshops at the first level. They can be organised either at national level for each Country Programme or in a transnational way according to the sectors of activities.

The main challenge of the second level workshops is to not sum up the results, the changes or the impacts but rather to search for a way to arrange and combine the results, changes and impacts for a specific Country or Sector Programme. This should result in more than just the sum of the different parts. The goal is to identify the combined results of the whole programme. To be able to realise this arrangement of results, changes and impacts on the programme level, one must undertake a visualisation of the essential elements of the implementation of the programme. The key question is this: What are the verifiable effects regarding synergy, complementarity and logic that are a combined doing of all the projects and partner relationships in the programme?

TIPS: For a workshop at the programme level to result in useful recommendations, the programme must be well developed. It should contain goals that are well defined at the outcome and impact level. Output oriented goals will not be a good starting point for the workshop.

Additionally, there is a great risk that the programme is nothing but the simple addition of projects. To increase the possibility to achieve the desired effects, it is necessary to work with consolidated strategic relationships of partner organisations (learn from each other, exchange ideas, share problems and solutions).

Objectives of Level 2 Workshops

- Exchange results from level 1 workshops.
- Regroup the results to:
  - Identify the common elements of the contribution of the development workers and/or project funding (output).
  - Identify the common elements in the outcomes and impacts.
- Identify the links, the complementarities and the synergies between the different projects (the sum of the programme vision).
- Compare the results, changes and impacts with those foreseen in the planning (in the logical framework/institutional programme).
- Draw conclusions for the further development of the programme (conclusions, lessons learnt, and perspectives).

Participants of Level 2 Workshops

- 1 Representative from each partner/project.
- Development workers.
- Country coordinator.
- Invited people if the coordinators believe it to be appropriate.
- Responsible person for the sector/country programme from the home office.
- Facilitator.

Schedule

Timetable (example)	**Level 2 – Country / Sector Programme**
08:00 – 09:00	Coffee and something to eat (allowing people to arrive)
08:30 - 09:00	Level 1 representatives prepare their presentation
09:00 - 09:30	Introduction of the participants, introduction to the workshop
09:30 - 10:30	A – Summary of level 1 workshop
11:00 - 12:30	B – Outputs, outcomes and impacts grouping
13:30 - 15:00	C – SWOT Analysis
15:30 - 16:30	D – Lessons Learnt and Recommendations
16:30 - 17:00	Feedback, summary of what they take home for their work

Preparation of the Level 2 Workshops

- Distribute background-reading material like SDG goals and Sector/Country/Institutional Programme well in advance.
- Distribute the reports from level 1 workshops to the different participants.
- The participants from level 1 workshops prepare a symbolic story (taken from those shared during level 1 workshops; this story shall be related in a free manner: orally, drawings, etc.)
- The participants from level 1 workshops prepare on one page a systematic summary of the most important outputs, outcomes and impacts identified in the level 1 workshop (maximum 5 outputs, 7 outcomes – 1 for each stakeholder – and 5 impacts according to the chart below on page 22).

3.2.1. Level 2 – Task A: Summary of Level 1 Workshops

What?
Sharing experiences and lessons from the project level workshops. Summarising the most important results from level 1 workshops by each team (development workers plus partner/project representatives).

Why?
This exercise can be used as an icebreaker. It is a good introduction to the theme of the workshop and helps to build interaction among the participants as well as link this workshop to the project level workshops.

How?
Lessons and stories of change are shared in the group. The facilitator pulls together a synthesis of key outcomes/stories and lessons.

Steps in the process
Step 1: The facilitator distributes to the representatives from the level 1 workshops some sheets of paper (a different colour for each level 1 workshop).
Step 2: The representatives from the level 1 workshops write down on those papers the contents of the sheet on which they had summed up the most important points from their level 1 workshop. It is important to write with big letters and one idea on each sheet of paper only.

Step 3: The representatives decide how to present the arranged version of their chosen story to the plenary.
Step 4: The facilitator prepares a big sheet on which all the small sheets are to be placed. It is important to have enough space in order to be able to fix them on the wall or to arrange them on the ground according to the following chart. (Step 1–4 should not exceed 30 minutes.)

Outputs	Outcomes		Impacts
	Stakeholders	**Outcomes per stakeholder**	
	1 Development worker		
	2 Team		
	3 Partner		
	4 Partner Network		
	5 Beneficiaries		
	6 Switzerland		
	(7 Others)		

Step 5: The representatives from the level 1 workshops present their summaries: Each team presents its story and places the papers (output, outcomes and impacts) on the chart prepared by the facilitator.
Step 6: After sharing the stories, the group participants can ask questions to each other regarding the stories. They should identify and agree on the type of changes for each story.
Step 7: At the end of the presentations, the facilitator takes a picture of the collective chart (It is important to do this before Task B!).

- *Duration steps 1–4:* about 30 minutes.
- *Summary of level 1 workshops:* 10 minutes per project level workshop team.
  The time in plenum should not exceed 60 minutes.
- *Total duration of task A:* maximum 90 minutes.
- *Result:* Picture of the charts with the outputs, outcomes, impacts.

3.2.2. Level 2 – Task B: Outputs, Outcomes and Impacts Grouping

What?
Classify the outputs, outcomes and impacts in categories.

Why?
The classification and understanding of the context and stakeholders help to identify key findings.

How?
In three consecutive steps, the different levels of results (output, outcome, impact) are analysed and categorised according to important categories.

Steps in the Process

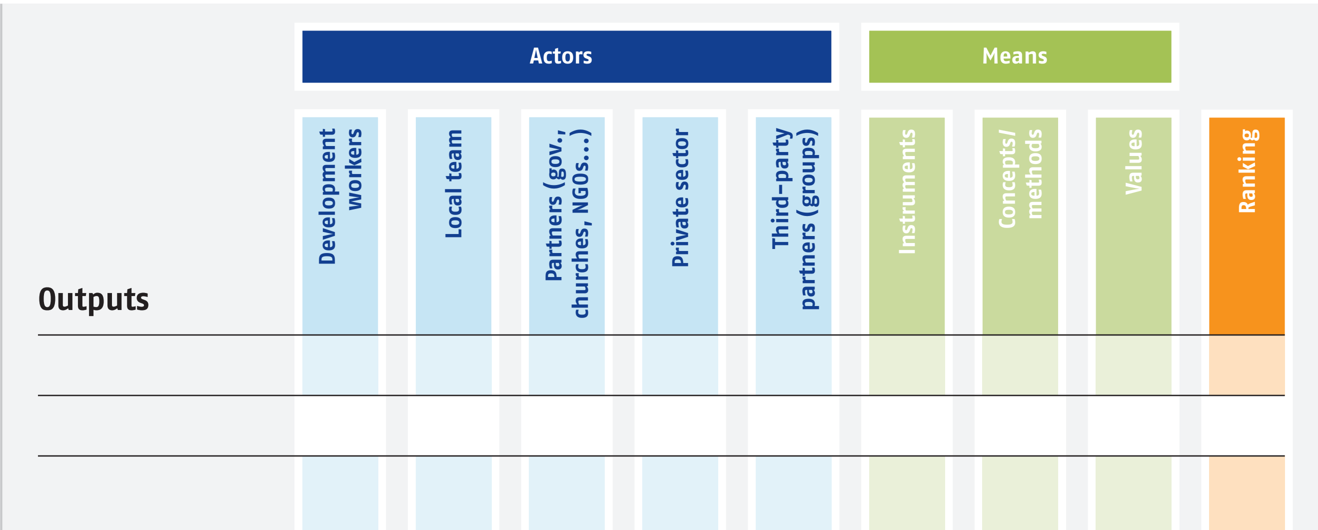
Step 1: outputs

The facilitator proposes the categories to classify the outputs:

- Development workers
- Local team
- Beneficiaries
- Instruments
- Methods
- Switzerland
- Other possible categories (in consultation with participants)

The participants approve the proposed categories.

The facilitator suggests possibilities to rearrange the papers according to the chosen categories, always in consultation with the participants who can express their approval or disapproval.



(ranking: 2 points = very important, 1 point = important, 0 points = not important)

Step 2: Outcomes

The facilitator proposes categories to classify the outcomes:

- Knowledge (head)
- Attitudes (heart)
- Behaviour (hand)

The participants approve of the proposed categories.

The facilitator suggests different possibilities to rearrange the papers according to the three categories, always in consultation with the participants who can express their approval or disapproval.

Actors

Outcomes	Ranking	Dev. workers			Local team			Partners			Private sector			Third Party		
		Knowledge	Attitudes	Behaviour	Knowledge	Attitudes	Behaviour	Knowledge	Attitudes	Behaviour	Knowledge	Attitudes	Behaviour	Knowledge	Attitudes	Behaviour

(ranking: 2 points = very important, 1 point = important, 0 points = not important)

Step 3: Impacts

The facilitator proposes categories to classify the impact:

- Direct beneficiaries
- Local partners
- Churches
- Public administration
- Civil society
- Population
- Switzerland
- Others (in agreement with the plenum)

The participants approve the proposed categories.

The facilitator suggests different possibilities to rearrange the papers according to the different impact categories, always in consultation with the participants who can express their approval or disapproval.

Impacts towards the following stakeholders	Contribution to impacts	Measures to improve future work
Direct beneficiaries		
Local partners		
Churches		
Public administration		
Civil society		
...		

Step 4: At the end, the facilitator takes a picture of the whole production.

- *Duration* of each step around 30 minutes.
- *Total duration of task B:* maximum 90 minutes.
- *Result:* Pictures of charts with categorised outputs, outcomes, impacts.

3.2.3. Level 2 – Task C: SWOT Analysis

What?
This is a participatory tool that can be used to identify the (most important) elements which facilitate (+) or complicate (-) the implementation of the country or sector programme. This can be used as the basis to plan strategies to reinforce the positive elements and overcome/minimise the negative elements.

Why?
To look at the factors which facilitate or complicate the achievement of the programme goals.

How?
Draw up a SWOT chart on a flip chart. Use coloured Post-its/coloured cards. Make sure someone captures the key elements from the group discussions.

TIPS: Make sure that all participants understand what a SWOT analysis is. The aim of any SWOT analysis is to identify the key internal and external factors that are important for achieving the objectives. SWOT analysis groups key pieces of information into two main categories:

- Internal factors: The strengths and weaknesses internal to the organisation.
- External factors: The opportunities and threats presented by the external environment.

Steps in the Process
Step 1: Group work: The participants of level 1 workshops select, from the SWOT analysis of level 1 workshops, three positive elements (strength and opportunities) and three negative elements (weaknesses and threats) which they consider to be the most important ones. These might be internal and/or external factors.
Step 2: They should write each selected positive or negative element on a single coloured card and also prepare arguments for their selection so that they can present them to the plenary.
Step 3: The facilitator prepares a big SWOT matrix that will be fixed to another wall.

Internal strengths and weaknesses (level of development worker(s) and project team)	**Strengths**	**Weaknesses**
External opportunities and threats (partner organisation and its context)	**Opportunities**	**Threats**
Measures	**Starting from the strengths and the detected opportunities:** – What are the consequences, the actions arising from the evaluation? – What are the recommendations to better use the strengths and opportunities?	**Starting from the weaknesses and the detected threats:** – What are the consequences, the actions arising from the evaluation? – What are the recommendations to overcome the weaknesses and the threats?

Step 4: In plenum: Each group places its papers into the correct place in the matrix and explains why they chose it.

Step 5: The facilitator helps to arrange the papers according to their positive or negative aspects.
Step 6: Brainstorming: Discuss the possible strategies to reinforce the positive aspects and how to overcome/minimise the negative aspects.
Step 7: The facilitator summarises and sums up the suggestions and propositions mentioned during the discussion.
Step 8: The facilitator takes a picture of the final result.

Duration of steps 1–3: maximum 20 minutes.
Duration of steps 4–5: maximum 20 minutes.
Duration of steps 6–8: about 40 minutes.
Total duration of task C: maximum 90 minutes.
Result: SWOT Analysis with recommendations.

3.2.4. Level 2 – Task D: Lessons Learnt and Recommendations

What?
Reflecting on the programme approach and drawing together key lessons and recommendations for the organisation. Also consider the assessments and observations of key persons/authorities (see below on page 27).

Why?
Provides results from the workshop that the organisation can use in future strategic planning.

How?
Time for open and free reflection in the group to draw out recommendations from the data generated throughout the day.

Steps in the Process
Step 1: The facilitator presents the overarching impact model of the Institutional Programme and the specific characteristics of the country or sector programme with goals and objectives.
Step 2: Discussions:

a) Concerning the country/sector programme:
   - Learn: With the assignment of development workers and/or the financing of projects, does the sending organisation reach the desired impacts?
   - Steer: if no, what steps need to be taken?
   - Legitimise: What main arguments should be mentioned justifying the work of the sending organisation in this setting?

b) Concerning the impact model:
   - Identify two or three examples that support/correct/complete the impact model.

c) Concerning the organisation:
   - What can we do to reinforce the programmatic approach of the organisation?
   - How can we capitalise on our experience more strategically to influence development interventions and approaches?

Step 3: Formulate conclusion, recommendations and practical/concrete actions. What are the key lessons and the corresponding action points? The facilitator notes down the key lessons and actions on a flip chart.
Step 4: The facilitator coordinates and sums up the reflections and the propositions.

- *Total duration of task D*: around 60 minutes.
- *Result:* Key lessons and recommendations for the sector programme.

3.2.5. Level 2 – Task E: Outside View for Triangulation

What?

In addition to the level 2 workshops, it is advisable to get an outside view to compare with the information from within.

Why?

This exercise can reveal additional outputs, outcomes and impacts. The opinion of those responsible can confirm the results of the level 1 and level 2 workshops.

How?

Conduct at least three interviews with key persons from public life (political leaders, traditional and religious leaders…). Synthesise interviews and compare the results with those of the workshops.

Steps in the Process:

Step 1: Announce in advance and set time and place for the interview.

Step 2: Conduct interviews individually or possibly in small groups, following a standardised guide:

1. What were the most important changes with the support of the sending organisation?
2. Why did these changes happen (because of what people, what work, what investments)?
3. Who benefited the most (beneficiaries)?
4. What is its importance (size, positive or negative)?

Step 3: After the interviews, synthesise the results and compare them with those of the workshops. If necessary, complete the lists of outputs, outcomes, impacts, SWOT analysis and key lessons/recommendations.

3.3. Level 3: Workshop at the Institutional Level

General Information

Like the workshops at level 2 (country or sector programmes), the workshop at level 3 (Institutional Programme) is not meant to be just the sum of the individual programmes. Rather, it aims at finding the common denominators of the different programmes, and to explore the contribution the institution itself adds to the process of change in the South as well as in the North. The idea to consolidate the different sector programmes assumes that one plus one equals more than two: that a country or sector programme is more than just the sum of the projects, and that the institutional programme is more than the sum of all existing country or sector programmes. A programme is more than just the sum of its parts. It is a structure that is formed from different complementary parts that interact and are coherent and synergistic. It has a clear profile and is well defined.

Consequently, this workshop aims at systematising and synthesising the effects of the programme, starting with the work already done during the workshops on levels 1 and 2. On this third level we try to extract the thoughts, conclusions and to obtain a qualitative analysis of the effects of the institutional programme. In this sense, the workshop presents itself as a key moment for two reasons. Firstly drawing conclusions from the reflections of the previous two levels allows the realisation of the contribution that the institutional programme had in those results. Secondly, the analysis of the workshop aims at giving directions for the further development of the institutional programme. The verification of effects in a specific phase of the programme does not only reveal what kind of results the institutional programme produces, but also tries to contribute to the further development of the programme vision that it may continue to develop.

Objectives of the Level 3 Workshop

- Exchange results from level 1 and 2 workshops.
- Regroup the results to:
  - Identify common elements in the development workers contributions and project funding (outputs).
  - Identify common elements in changes at the level of partners and direct (end) beneficiaries (outcomes and impacts).
- Identify the links, the complementarities and the synergies between the different projects (the sum of the programme vision).
- Compare the results, changes and impacts with those foreseen in the planning (in the logical framework/institutional programme).
- Draw conclusions for the further development of the programme (conclusions, lessons learnt, and perspectives).

Participants of Level 3 Workshop

- Country coordinators.
- Responsible persons for the countries/sectors at the home office.
- Responsible person for the institutional programme at the home office.
- Outside expert: a person that knows the international context of development cooperation. The idea is to provide a critical and objective analysis of the verified effects.
- Further guests if it is deemed necessary.
- Facilitator.

Schedule

Timetable (example)	**Level 3 – Institutional Programme**
09:00 – 09:30	Coffee and something to eat (allowing people to arrive)
09:30 – 10:00	Introduction of participants and introduction to the workshop
10:00 – 12:00	A – Recapitulation of level 2 workshops
13:00 – 15:00	B – SWOT Analysis
15:30 – 17:30	C – Lessons Learnt and Recommendations
17:30 – 18:00	Feedback, summary of what they take home for their work

Preparation of the Level 3 Workshop

- Distribute background-reading material like SDG goals and Sector/Country/Institutional Programme well in advance.
- Distribute the reports from level 1 and 2 workshops to the different participants.
- The participants from level 2 workshops prepare a symbolic story (taken from those shared during level 1 workshops; this story shall be related in a free manner: verbally, drawings, etc.)

- The participants from the level 2 workshops (consequently the country coordinator and the persons responsible for the sectors) prepare on one page a systematic summary of the most important outputs, outcomes and impacts identified in the level 2 workshop (maximum 5 outputs, 7 outcomes – 1 for each stakeholder – and 5 impacts according to the chart on page 30). From the point of view of the sector programmes, they prepare an analytical synthesis of the workshops on level 2, trying to tease out the common elements and the aspects that are most important regarding the institutional programme. The key question is what the impacts are that stand out the most in a specific programme. They should use the same chart as the one from the level 2 workshop. They should prepare their presentation in agreement with the responsible person for the institutional programme.
- Before the workshop, they write the content from their table on single sheets of paper. It is important to use one single sheet for each idea. Each team uses one specific colour.

3.3.1. Level 3 – Task A: Summary of Level 1 and Level 2 Workshops

What?
Sharing experiences and lessons from the previous workshops. Summarising the most important results from level 1 and level 2 workshops by each country coordinator and each person responsible for a sector/country.

Why?
This exercise can be used as an icebreaker. It is a good introduction to the theme of the workshop and helps to build interaction among the participants as well as link this workshop to the previous level workshop.

How?
Lessons and change stories are shared in the group. The facilitator pulls together a summary of key outcomes/stories and lessons.

Steps in the Process
Step 1: One story of change is told for each sector/country.
Step 2: The facilitator maps out a big space according to the table below. It is important to calculate enough space, a big board or even the floor can be used. The outline can be done with strings or with tape.
Step 3: The summaries are presented: Each team presents its story and places the papers (output, outcomes and impacts) on the chart prepared by the facilitator.

Outputs	Outcomes		Impacts
	Stakeholders	**Outcomes per stakeholder**	
	1 Development worker		
	2 Team		
	3 Partner		
	4 Partner Network		
	5 Beneficiaries		
	6 Switzerland		
	(7 Others)		

Ranking: 2 points = very important, 1 point = important, 0 points = not important.

Step 4: At the end of the presentations, the facilitator takes a picture of the collective chart.
Step 5: Debate with the external expert. The expert presents his/her critical analysis. (Is the verification of the systematised effects satisfactory? Is the self-analysis pertinent and adequate? Is the chain of effects coherent and does it make sense?). The facilitator leads the discussion with the participants about the analysis of the expert.
Step 6: Comparison with sectoral objectives of the institutional programme, identifying unexpected effects as well as unmet goals and negative changes. Final discussion.

- *Duration steps 1–4:* about 10–15 minutes for each coordinator, maximum 60 minutes.
- *Duration steps 5–6:* maximum 60 minutes.
  Total duration of task A maximum 120 minutes.
- *Result:* Picture of outputs, outcomes, impacts.

3.3.2. Level 3 – Task B: SWOT Analysis

What?
This is a participatory tool that can be used to identify the (most important) elements which facilitate (+) or complicate (-) the implementation of the sector programme. It is the basis to plan strategies to reinforce the positive elements and overcome/minimise the negative elements.

Why?
To look at the factors which facilitate or complicate the achievement of the objectives of the institutional programme.

How?
Prepare a SWOT chart. Use coloured Post-its/coloured cards corresponding to the sector. Make sure someone captures the key elements from the group discussions.

TIPS: Make sure that all participants understand what a SWOT analysis is.
The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieve the objectives. A SWOT analysis groups key pieces of information into two main categories:

- Internal factors: The strengths and weaknesses internal to the organisation.
- External factors: The opportunities and threats presented by the external environment.

Steps in the Process

Step 1: Step 1: Group work: The participants of the level 2 workshops (country coordinators and the one responsible for the sector programme) select from the SWOT analysis of the level 2 workshop three positive elements (strength and opportunities), and three negative elements (weaknesses and threats) which they consider to be the most important ones. These might be internal and external factors.
Step 2: They should write each selected positive or negative element on one of the coloured cards and also prepare arguments for the selection so that they can present them to the plenary.
Step 3: The facilitator prepares a big SWOT frame that will be fixed on a wall or laid out on the floor.
Step 4: In plenum: each group places its papers into the correct place in the frame and explains why they chose it.
Step 5: The facilitator helps to arrange the papers thematically.
Step 6: Brainstorming: Discuss the possible strategies to reinforce the positive aspects, and overcome/minimise the negative aspects.
Step 7: The facilitator summarises and sums up the suggestions and propositions mentioned during the discussion.
Step 8: The facilitator takes a picture of the final results.

- *Duration of steps 1–3:* maximum 30 minutes.
- *Duration of steps 4–5:* maximum 30 minutes.
- *Duration of steps 6–8:* about 60 minutes.
- *Total duration of task C:* maximum 120 minutes.
- *Result:* SWOT analysis and recommendations.

3.3.3. Level 3 – Task C: Lessons Learnt and Recommendations

What?

Reflecting together about the programme approach and drawing up together key lessons and recommendations for the organisation.

Why?

Provides results from the workshop that the organisation can use in future strategic planning.

How?

Time for open and free reflection in the group to draw out recommendations from the data generated throughout the day.

Steps in the Process

Step 1: The responsible person for the institutional programme at the home office sums up again the idea of the institutional programme (more than the sum of its parts) and how this fits with the way the organisation works (the interplay of the different sectors and topics).
Step 2: The external expert presents a critical reflection about the programmatic approach and the daily work of the organisation:

- How far does the current institutional programme already reflect the different aspects of a programmatic vision?
- What are the elements that enable the organisation to work with a programmatic approach and what would strengthen this approach?

Step 3: Group discussion using the following questions:
- What can we do to strengthen the programmatic approach to our work?
- What are the conclusions we take into the next phase of the programme for our organisation?

Formulate conclusion, recommendations and practical/concrete actions. What are the key lessons and the corresponding action points? The facilitator notes down the key lessons and next steps on a flip chart.
Step 4: The facilitator coordinates the discussion and summarises the reflections and propositions.

Total duration of task D: around 120 minutes.
Result: Key lessons and recommendations for the institutional programme of the organisation.

4. Section Three: Considerations on Specific Tools

In this section, we give some additional information on some of the methodological tools used in the Qualitative and Participatory Impact Assessment Methodology.

4.1. The Logical Framework Analysis (LFA) Approach

The Qualitative and Participatory Impact Assessment Methodology builds upon the Logical Framework Analysis approach (LFA) as a conceptual foundation. LFA or log frames are used worldwide by national and international agencies for planning and evaluation of development activities. This can take place at the organisation, programme or project level. International development service organisations are more and more commonly using the LFA, in line with the methodologies and requirements of their donor agencies.
LFA has the appearance of a table (or framework) and aims to present information about the key components of a project in a clear, concise, logical and systematic way.

The framework includes:
- What the project should achieve, ranging from an overall goal down to specific objectives.
- Performance questions/indicators that will be used to monitor progress.
- How the indicators will be monitored or how the data will be collated.
- The assumptions behind the logic of how activities will eventually contribute to the goal.
- The associated risks.

The advantages of using the LFA include the following:
- LFA provides a handy summary to inform project staff, donors, beneficiaries and other stakeholders, which can be referred to throughout the lifecycle of the project/programme.
- The LFA aims to link individual activities with a longer-term impact and to show direct and indirect cause and effect.
- Using the same kind of approach and the same terms makes it easier to:
  - locate development service within the wider development framework.
  - discuss the longer-term contribution of development service with partners and donors.

The disadvantages of using the LFA are:

- It uses jargon and is not immediately user-friendly.
- It is not possible to neatly encapsulate the whole of human experience into boxes.
- It assumes that all project contingencies can be foreseen from the start, and that there will be a predictable, linear, logical progression from activities to outputs to purpose to goal.
- It can lead to a rigidly controlled project design that becomes disconnected with field realities and changing situations.

Very few logical frameworks are done with beneficiaries. They are often done on behalf of communities.
However, if done well, LFA can be successfully used at the grassroots level by partners, development workers, community leaders and civil society organisations in participatory workshops to develop a shared vision for implementing agreed plans. Many of the tools and methods included in this handbook can be adapted to facilitate a more participatory process for LFA.
Although the logical framework includes several levels up to the impact, this methodology is NOT intended to measure the impact of development service. This would be inappropriate, as in general the work of development workers is not enough to generate impact on its own. Rather, we look at how development service contributes to short and long-term development goals.
From the LFA, the Qualitative and Participatory Impact Assessment Methodology borrows especially the result logic of activities – output – outcome – impact:

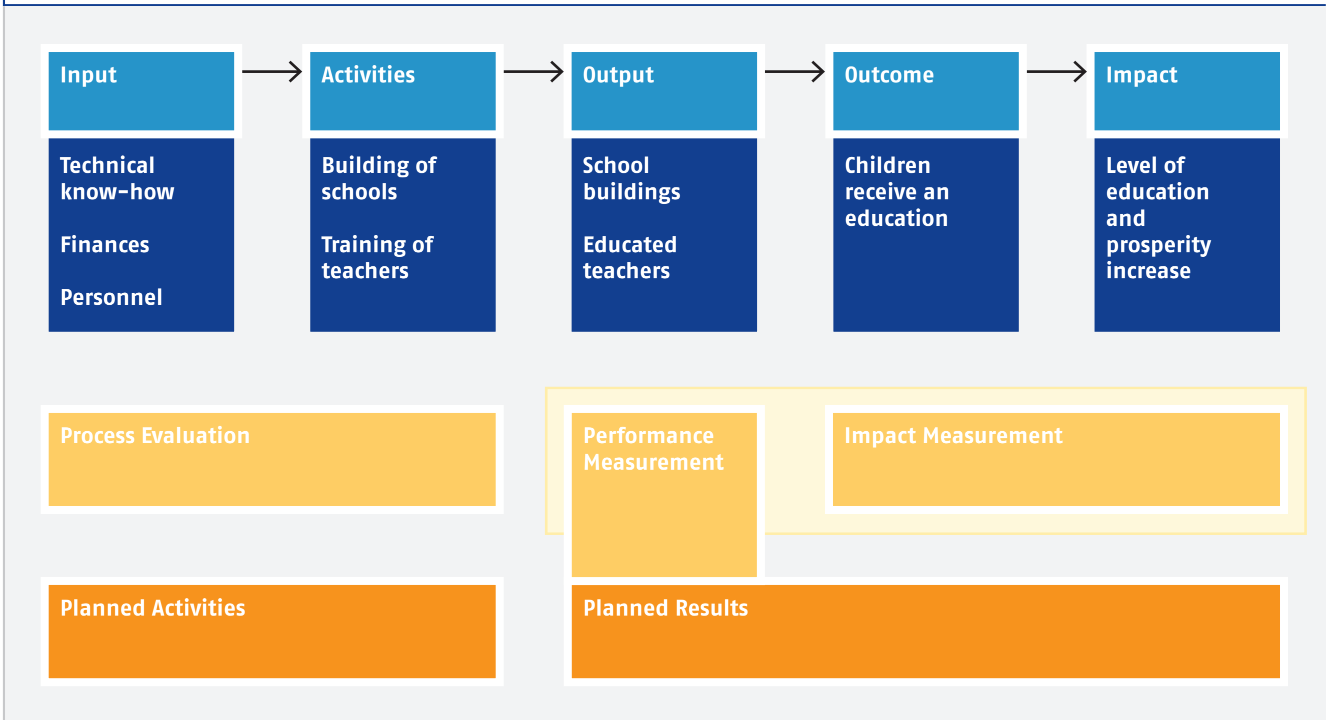
Level	Description	Examples
Reached goals (IMPACT)	Long-term impacts, to which changes (outcomes) contribute, but which cannot really be controlled	– Contribution in structural changes at system level or institutions – Contribution to national objectives of development (health service coverage, education level, mortality rates, etc.)
Practical changes (OUTCOME)	Practical changes at the level of beneficiaries and organisations, or environment, caused by activities of development worker/project in partnership with others	– Changes in people's lives, e.g. economic, cultural, spiritual, personal, social, psychological – Changes in attitudes, ideas, awareness, behaviour – Development of autonomy and raised awareness of own strengths (empowerment) – Reinforced organisations – Presentation of improved services – Increase of awareness levels (awareness raised)
Concrete and direct results (OUTPUT)	Concrete and direct results of what volunteers do (product of their activities)	– People trained – Emotional skills of empowered people – Established systems – Increased participation – Reinforced partner development – Infrastructure built – Published material (printed, digital)

Level	Description	Examples
Development workers' or financed ACTIVITIES	What development workers or what the project financing produces	– Capacity building – Teaching – Technical advice – Networking – Advocacy – Research – Infrastructure

4.2. Result Chain

The Result Chain is the causal sequence of a development intervention that expresses the necessary order and logic to achieve the desired objectives beginning with the inputs, moving through the activities and outputs, and culminating in the outcomes, the impacts, as well as the feedback. Within some agencies, research is also a part of the result chain. Projects and programmes are based on plausible impact hypotheses describing the linkages between outputs, outcomes and impacts at specific as well as systems level. The evidence of outcome/impact is often multidimensional and determined by many factors, hence attribution is an ambitious endeavour.

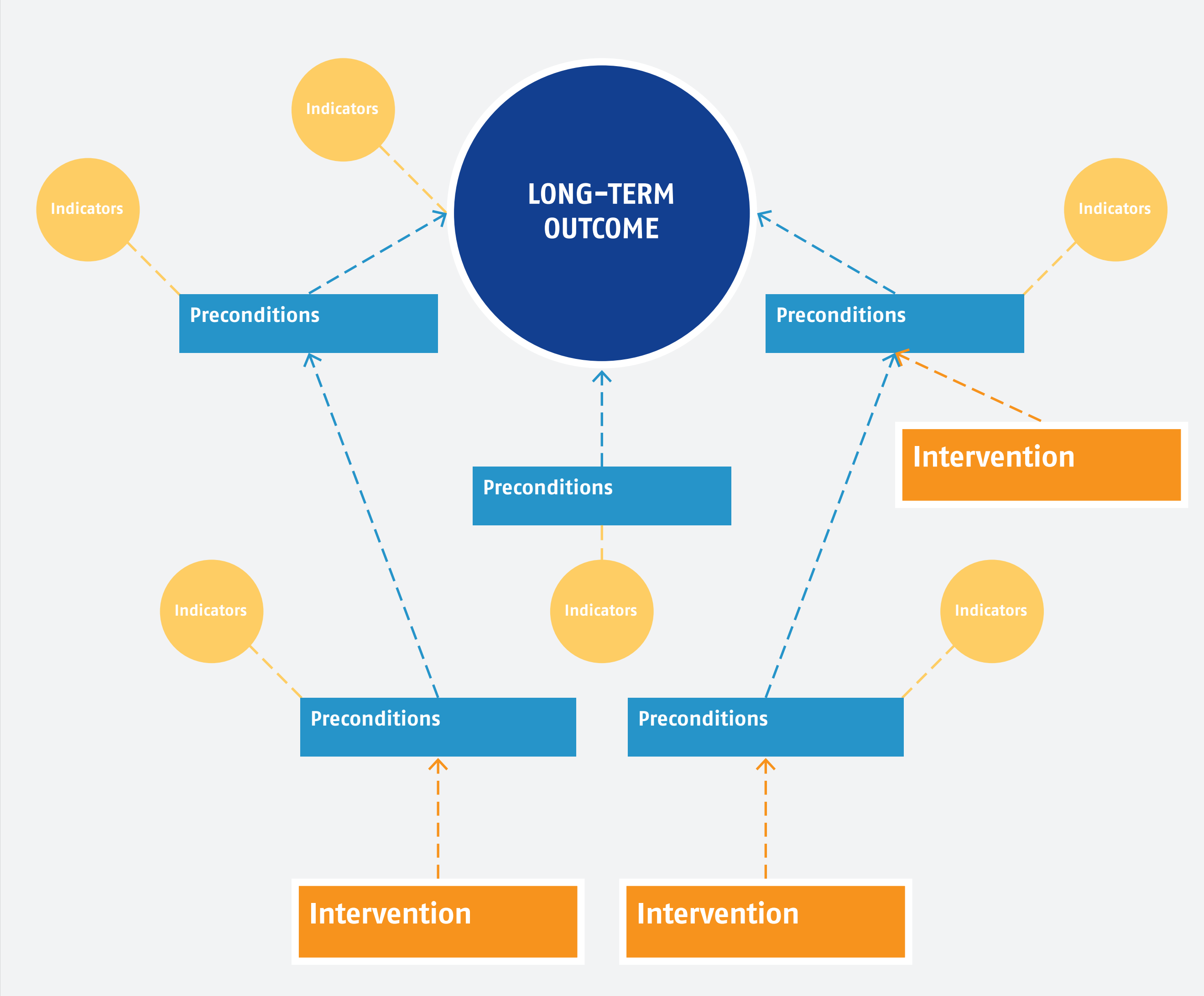
Result Chain



4.3. Theory of Change

A Theory of Change describes how the partners think that their project will bring about the desired results. On a 'pathway of change' (Outcomes Framework) it depicts the causal logic of the entire project and each particular intervention. The planning process consists of a 'backwards mapping' starting with the agreed upon long-term goal. In a second step the participants identify the conditions in terms of outcomes that must be given or created to meet this goal(s). Then they define the preconditions and the pre-preconditions, etc. in the sense of cause-effect relationships. Essential elements of the pathway of change are the assumptions about the change process. Assumptions can be external factors that must hold true as well as rationale for specific causal links. When all important assumptions are made explicit, we get a robust 'outcome framework'. A Theory of Change uses detailed performance indicators with four components: Population (who/ what to reach), target (how many), threshold (to what extent) and timeline (by when).

Elements in a Pathway of Change



Outcome Mapping Approach and Methodology

Outcome Mapping (OM) focuses on one particular category of results: changes in the behaviour of people, groups, and organisations with whom a programme works directly. These changes are called 'outcomes'. Through the OM method, development programmes can claim contributions to the achievement of outcomes rather than claiming the achievement (attribution) of development impacts. OM helps to analyse complex changes, especially those relating to behaviour and knowledge. The underlying principles are that:

1. Changes are complex and do not move in a linear way.
2. Development is done by and for people.
3. Although a programme can influence the achievement of outcomes, it cannot control them because ultimate responsibility rests with the people affected.

Outcome Mapping Framework

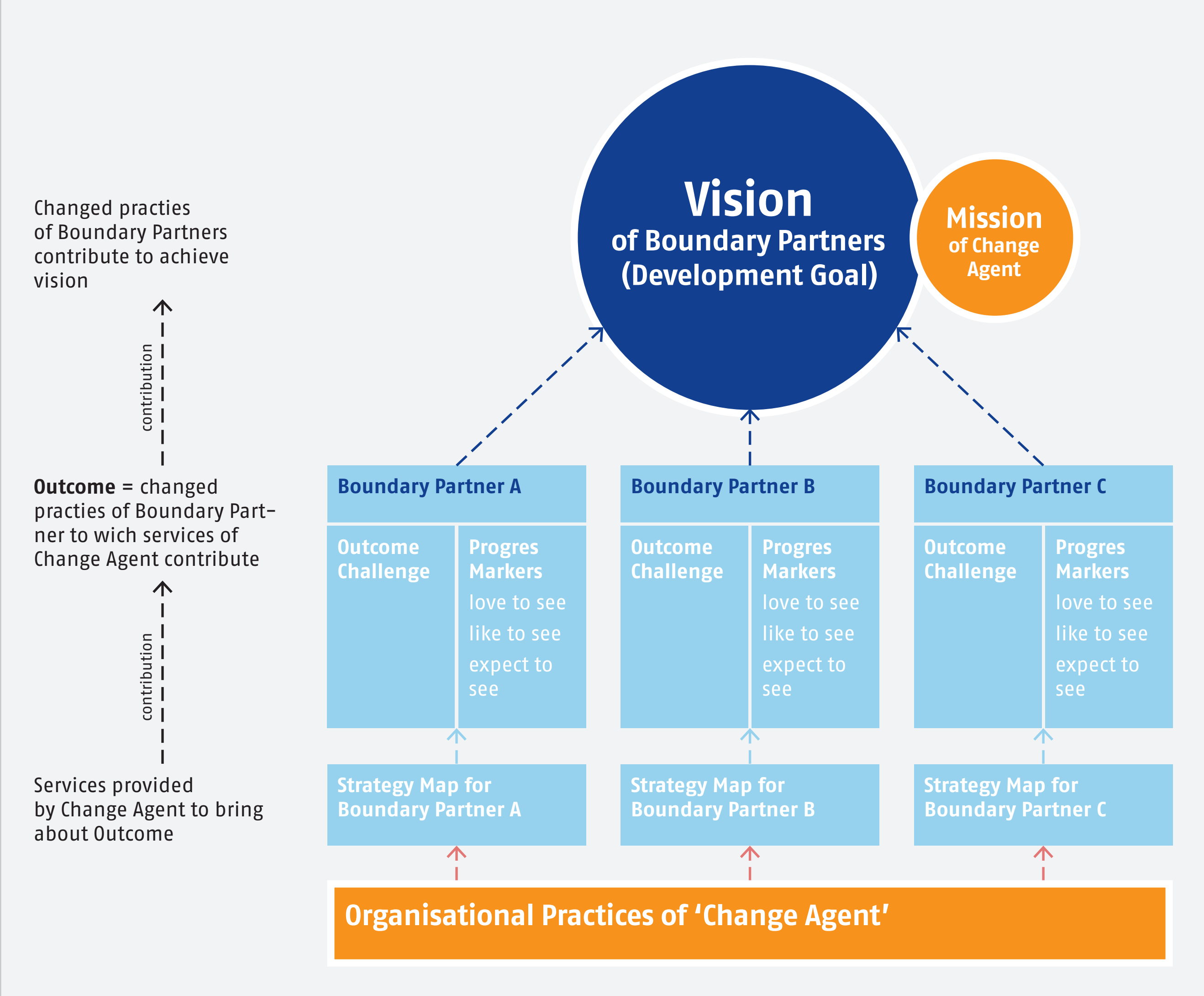
<table>
<tr><td colspan="3">The vision reflects the broad human, social & environmental betterment in which the programme is engaged and to which it is contributing.</td></tr>
<tr><td colspan="3">The mission statement describes in a broad way the contribution of the donor programme to the vision. It describes how the programme intends to operationalise its role in support of the vision and support the achievement of outcomes by its partners, and how it will remain effective, efficient, relevant and sustainable.</td></tr>
<tr><td>Outcome Challenge: Boundary Partner A
The outcome challenges describe the changed behaviours (relationships, activities, and/or actions) of a partner; and how they would be behaving if they were contributing ideally to the vision.

Set of progress markers: progress Markers are a gradual set of statements (milestones) describing a progression of changed behaviour in a partner. They describe changes in actions, activities & relationships leading up to the ideal outcome challenge statement.</td><td>Outcome Challenge:
Boundary Partner B

Set of
progress markers</td><td>Outcome Challenge:
Boundary Partner C

Set of
progress markers</td></tr>
<tr><td>Support strategies from the programme/project:
The strategies outline the approaches of the project team in working with the partners. They indicate the relative influence the programme is likely to have on a project partner. An overview of the strategies helps to pinpoint strategic gaps in the approach or determine whether the programme is overextended; it also suggests the type of evaluation method appropriate to track and assess the performance of the project.</td><td>Support strategies
for Partner B</td><td>Support strategies
for Partner c</td></tr>
<tr><td colspan="3">Organisational practices describe the efforts of the project team in order to remain innovative, effective and relevant for the programme purpose.</td></tr>
</table>

The Logic Model of Outcome Mapping



4.4. Story-Telling: Most Significant Change (MSC)

The Most Significant Change (MSC) technique is a form of participatory monitoring and evaluation method, contributing data on impact and outcomes useful to assess the performance of a programme as a whole. Essentially, the process involves the collection of significant change (SC) stories emanating from the field level, and the systematic selection of the most important of these by panels of designated stakeholders or staff. MSC is typically a qualitative bottom-up assessment technique since it does not make use of pre-defined indicators, especially ones which have to be counted and measured.

The first step in MSC generally involves introducing a range of stakeholders to MSC and fostering interest in and commitment to participating. The next step is to identify the domains of change to be monitored. This involves selected stakeholders identifying broad domains – for example, 'changes in people's lives' – that are not precisely defined as are performance indicators, but deliberately left loose to be defined by the actual users. The third step is to decide how frequently to monitor changes taking place in these domains. SC stories are collected from those most directly involved, such as participants and field staff. The stories are gathered by asking a simple question such as: 'during the last month, in your opinion, what was the most significant change that took place for participants in the programme?' It is initially up to respondents to allocate a domain category to their stories. In addition to this, respondents are encouraged to report why they consider a particular change to be the most significant.

The stories are then analysed and filtered up through the levels of authority typically found within an organisation or programme. Each level of the hierarchy reviews a series of stories sent to them by the level below and selects the single most significant account of change within each of the domains. Each group then sends the selected stories up to the next level of the programme hierarchy, and the number of stories is whittled down through a systematic and transparent process. Every time stories are selected, the criteria used to select them are recorded and fed back to all interested stakeholders, so that each subsequent round of story collection and selection is informed by feedback from previous rounds. The organisation is effectively recording and adjusting the direction of its attention – and the criteria it uses for valuing the events it sees there.
In sum, the kernel of the MSC process is a question along the lines of: 'Looking back over the last month, what do you think was the most significant change in [particular domain of change]?' A similar question is posed when the answers to the first question are examined by another group of participants: 'From among all these significant changes, what do you think was the most significant change of all?'[1].

4.5. Outputs, Outcomes, Impacts – What do we hope to see?

Examples of concrete and direct results (outputs)

Area	Description
Humans capacities	No. of persons educated in nursing, sewing, carpentry, etc.
Systems	No. of established drinking water systems
Knowledge, information	No. of people that know the relationship between hygiene and health
Infrastructure	No. of school built, hospital built
Material, documents	Amount of published didactic material
Awareness, engagement	No. of people that understand the importance of safe deliveries

Examples of changes (outcomes: mostly qualitative changes)
These are actual changes/benefits brought about by development workers through working with different stakeholders. They reflect the development of self-reliance.

Qualitative change at project/partner level
Changes of attitudes, ideas, awareness, behaviour
Social, cultural, political, personal changes
Changes at the level of individuals, groups, community organisations, institutions
Changes of habits, priorities, resources, systems
Changes in roles, relationships, responsibilities, in communications
Changes at micro, meso or macro level, in specific sections or cross-sectorial

1 From: https://www.odi.org/publications/5211-msc-most-significant-change-monitoring-evaluation

Stakeholders	Changes
Development worker	**Personal and Social change** – E.g. Cross-cultural understanding – E.g. Valuing traditional knowledge – E.g. Development of skills – E.g. Commitment to global education
Host organisation	**Attitudes and approach** – E.g. Remarkable change of attitude among technicians (less top-down instructions and more participatory approach) **Organisational development** – E.g. Change in working practices and culture
Community Members/ Civil Society	**Self-help** – E.g. New ideas for partnership for local development plans are emerging among community associations – E.g. New attitude of self-reliance and change of mentality whereby village groups are no longer waiting for UNV to resolve problems encountered **Inclusion** – E.g. Participation and public role of women in inter-village land management committees have increased
Local NGO's	**Skills** – E.g. Project planning especially among women's groups is now much better due to capacity reinforcement
Local Government	**Relationships** – E.g. Greater trust and recognition between civil society and elected officials
Private sector	**Public-private sector partnerships** – E.g. Commitment to provide training in computing skills for a village school **Responsibilities and Priorities** – E.g. Drug comp any keeps pricing low for antiretroviral drugs
Media	**Communications** – E.g. Local radio programmes are promoting health education
National government	**Attitudes, Priorities and Institutional Development** – E.g. Commitment to developing an enabling environment for civil society involvement in – development (legislative framework) – E.g. Recognition of national and local development service as means to develop solutions – E.g. Valuing and building on traditional forms of voluntary service – E.g. Taking stock of competences and needs of local development workers – E.g. Recognising the huge voluntary contribution made by women, especially in local health initiatives – E.g. Setting up of national volunteer corps
International partner organisation	**Attitudes and approach** – E.g. Mainstreaming development service into programmes – E.g. Greater recognition of the added value of development service for development
Donors	**Commitment** – E.g. Recognition and additional support for development service
The public in-country	**Relationships, awareness and commitment** – E.g. Motivation to participate in development – E.g. Feeling connected to the wider world

5. Appendices

5.1. Appendix 1: Selected Bibliography

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5.2. Appendix 2: Multilingual Correspondence of Terminology

English

Personnel Development Co-operation
Development Service
Exchange of personnel in development cooperation
(International Volunteering)

Assignment/s
Placement/s

Partner organisation
Southern partner

Programme officer
(or manager, head)

(Country / local) co-ordinator
(or manager, head, director)

Development worker
Co-worker
Fraternal worker
Professional
(International volunteer)

Français

Coopération par l'échange de personnes (CEP)
Échange de personnes dans la coopération internationale
Volontariat international
(Service de développement)

Affectation/s
Insertion/s

Organisation partenaire
Partenaire Sud

Responsable de programme

Coordinateur/trice local/e- national/e

(Professionnel/le) **volontaire**
Coopérant/e
Envoyé/e

Español

Cooperación por el intercambio de personas
Intercambio de personas en la cooperación internacional
(Servicio de desarrollo)

Asignación/es

Organización contraparte (del Sur)
Co-partes / Contraparte Sur

Responsable de programa

Coordinador/a (local/nacional)

Cooperante (en el desarrollo)

Português

Cooperação por o intercâmbio de pessoas
Intercâmbio de pessoas na cooperação internacional
(Serviço de desenvolvimento)

Colocação / inserção (de pessoas)

Organização parceira (do Sul)

Responsável do/pelo programa

Coordenador/a (local/nacional)

Cooperante (para o desenvolvimento)
Trabalhador/a na cooperação internacional / ao
(para o) desenvolvimento

Deutsch

Personelle Entwicklungszusammenarbeit (PEZA)
Entwicklungsdienst (ED)

Personaleinsatz / Personaleinsätze

Partnerorganisation (lokal, vor Ort)
Südpartner

Programmverantwortliche/r Süd
Leiter/in Programm Süd (in der Schweiz)

(Lokale/r) Koordinator/in
Landesprogrammleiter/in (vor Ort)

Fachperson / Fachleute (im Entwicklungseinsatz)
Einsatzleistende/r
Entwicklungshelfer/in

5.3. Appendix 3: Glossary

Accountability
Obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms. *Note:* Accountability in development may refer to the obligations of partners to act according to clearly defined responsibilities, roles and performance expectations, often with respect to the prudent use of resources. For evaluators, it connotes the responsibility to provide accurate, fair and credible monitoring reports and performance assessments. For public sector managers and policymakers, accountability is to taxpayers/citizens.

Activity
Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs. Actions required in order to achieve objectives.

Assumptions
Hypotheses about factors or risks, which could affect the progress or success of a development intervention. *Note:* Assumptions can also be understood as hypothesised conditions that bear on the validity of the evaluation itself, e.g., about the characteristics of the population when designing a sampling procedure for a survey. Assumptions are made explicit in theory-based evaluations where evaluation tracks systematically the anticipated results chain.

Attribution
The ascription of a causal link between observed (or expected to be observed) changes and a specific intervention.

Baseline Study
An analysis describing the situation prior to a development intervention, against which progress can be assessed or comparisons made.

Beneficiaries
The individuals, groups, or organisations, whether targeted or not, that benefit, directly or indirectly, from the development intervention.

Disaggregate
Analyse data according to different groupings to show differences between certain groups (e.g. gender, age, ethnic group, etc.).

Effect
Intended or unintended change due directly or indirectly to an intervention.

Effectiveness
The extent to which the development intervention objectives were achieved, or are expected to be achieved, taking into account their relative importance.

Efficiency
A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

Evaluation
The systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learnt into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or programme. An assessment, as systematic and objective as possible, of a planned, ongoing, or completed development intervention.

Evaluation Criteria
The evaluation object is normally measured against the five DAC-criteria, with different blends of importance:

1. Relevance: Use value in context.
2. Efficiency: Relation of resources (Inputs) to results (Outputs).
3. Effectiveness: Target and result achievement (Outcomes).
4. Impact: Development implications on systems level, direct or indirect, positive and negative.
5. Sustainability: Lasting economic, social and environmental benefits.

Feedback
Presenting findings.

Goal
The overall development objective to which a set of interventions will contribute. Goals are statements of intended future changes in relation to the key problem or issue to be addressed. The timeframe for achieving the goal will often be much longer than the intervention period.

Impacts
Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

Impact Assessment
Understanding the wider intended and unintended changes brought about as a result of a given intervention and the different effects of these changes on women, men, girls and boys. Impact Assessment also involves understanding how and to what extent development interventions influence the socio-economic and political situation of society.

Indicator
Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help to assess the performance of a development actor.

Inputs
The financial, human and material resources used for the development intervention.

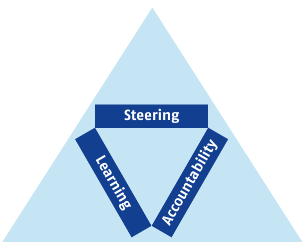
Intervention
External or internal action intended to influence or change a situation.

Lessons Learnt
Generalisations based on evaluation experiences with projects, programmes, or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design and implementation that affect performance, outcome and impact.

Logical Framework (Log frame)
Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution and evaluation of a development intervention (see appendix 2).

Most Significant Change Stories
Exemplary stories that capture the essence of observed changes.

Monitoring
A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.



Core Functions of Evaluation

Objective
What we want to achieve; the desired outcome of an activity. They are a level down from a goal. Objectives are statements that describe in clear terms the intended changes or steps that the intervention will take towards achieving the overall goal.

Outcome Mapping
Outcome Mapping (OM) focuses on one particular category of results: changes in the behaviour of people, groups, and organisations with whom a programme works directly. These changes are called 'outcomes'. Through the OM method, development programmes can claim contributions to the achievement of outcomes rather than claiming the achievement (attribution) of development impacts. OM helps to analyse complex changes, especially those relating to behaviour and knowledge (see appendix 4).

Outcomes
The effects or visible results of an activity or intervention.

Outputs
The products, capital goods and services that result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes. The immediate and specific results of the input – this is typically (but not necessarily) quantifiable.

Performance Measurement
A system for assessing performance of development interventions against stated goals.

Performance Monitoring
A continuous process of collecting and analysing data to compare how well a project, programme, or policy is being implemented against expected results.

Project or Programme Objective
The intended physical, financial, institutional, social, environmental or other development results to which a project or programme is expected to contribute.

Purpose
The publicly stated objectives of the development programme or project.

Relevance
The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners and donors' policies.

Results
The output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention.

Results-Based Management (RBM)
A management strategy focusing on performance and achievement of outputs, outcomes and impacts.

Results Chain
The causal sequence for a development intervention that stipulates the necessary sequence to achieve desired objectives beginning with inputs, moving through activities and outputs, and culminating in outcomes, impacts, and feedback. In some agencies, research is part of the results chain.

Results Framework
The programme logic that explains how the development objective is to be achieved, including causal relationships and underlying assumptions.

Review
An assessment of the performance of an intervention, periodically or on an ad hoc basis.
Note: Frequently 'evaluation' is used for a more comprehensive and/or more in-depth assessment than 'review'. Reviews tend to emphasise operational aspects. Sometimes the terms 'review' and 'evaluation' are used as synonyms.

Risk Analysis
An analysis or an assessment of factors (called assumptions in the log frame) affect or are likely to affect the successful achievement of an intervention objective. A detailed examination of the potential unwanted and negative consequences to human life, health, property, or the environment posed by development interventions; a systematic process to provide information regarding such undesirable consequences; the process of quantification of the probabilities and expected impacts for identified risks.

SWOT (strengths, weaknesses, opportunities and threats) Analysis
A participatory tool that can be used to analyse the strengths and weaknesses, opportunities and threats of a project or assignment. SWOT* is a basic, straightforward model that assesses what can and what cannot be done as well as the potential opportunities and threats. With this information, it helps to plan further activities to achieve the desired results.

Stakeholders
Literally the individuals, organisations or categories of people who have a 'stake' or an interest in the work. These include both internal and external stakeholders.

Target Group
The specific individuals or organisations for whose benefit the development intervention is undertaken.

Theory of Change
Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or 'filling in' what has been described as the 'missing middle' between what a programme or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur. These are all mapped out in an Outcomes Framework (pathway of change).

Triangulation
The use of three or more theories, sources or types of information, or types of analysis to verify and substantiate an assessment.
Note: by combining multiple data sources, methods, analyses or theories, evaluators seek to overcome the bias that comes from single informants, single methods, single observer or single theory studies.

* French: succès – échecs – potentiels – obstacles (SEPO)
Spanish: fortalezas – oportunidades – debilidades – amenazas (FODA)
Portuguese: forças – oportunidades – fraquezas – ameaças (FOFA)
German: Erfolge – Misserfolge – Möglichkeiten – Hindernisse

About

For 55 years, Unité, the Swiss association for personnel exchange in development cooperation, has been monitoring the quality of international volunteer for development assignments through standards, evaluations, institutional support, studies and training. It is made up of 17 member organisations. In partnership with the Swiss Agency for Development and Cooperation (SDC), Unité is committed to an efficient and sustainable cooperation with partners in the South.

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