NGO-IDEAs

www.ngo-ideas.net

„Tiny Tools“

Measuring Change in Communities and Groups

An Overview

v 1.0.6, 11 February 2010

IMPACT PLUS TEAM :
Bernward Causemann
Eberhard Gohl
Verena Brenner
Martina Rithaa

Planckstrasse 6, D-70184 Stuttgart, Germany
www.impact-plus.de

Table of Contents

Introduction to the Overview: Tiny Tools

Why “Tiny Tools” for assessing change? Currently, change is mostly assessed by NGO staff or external experts. The vision of this paper is that communities assess and reflect change themselves and make use of that reflection. All the tools are structured and systematic, and they are all widely tested: Experience shows that these tools lead to new insights, mobilise enthusiasm and increase the capacity of communities to bring about further change. The Tiny Tools therefore are in line with what PRA wanted to achieve. Many are slight variations of PRA tools. For a detailed description of concepts, see the introduction to the NGO-IDEAs toolbox (http://www.ngo-ideas.net/impact_toolbox/).

Our Vision for the Tiny Tools
Communities assess the change that happens around them. Through structured reflection with tools like these, they

- realise what change happened,
- come to understand what led to this change,
- become aware of how they can influence developments, and
- come to conclusions what they want to change in the short and medium term.

This happens initially with the facilitation from NGOs or other outsiders. This process also provides NGOs with a better understanding of the dynamics and priorities in a community. NGOs therefore can improve their own work by learning in this process.

We know that the time of community members is precious, and limited. Therefore all Tiny Tools can be performed in a relatively short time, provided facilitators (it could be field staff or project officers) are experienced – and the community knows and trusts them. The amount of time spent on the application of the tools may however be prolonged according to the needs of a community or NGO. None of these tools is difficult to learn for a facilitator experienced in participatory processes.

Which tool should be introduced to which community? It is typically the decision of an NGO (or external experts) which tools they want to introduce into a community. It is the NGO that needs to assess which tool will lead to learning and action. It could also be that the NGO realises that there are aspects of change that they do not understand well enough. These tools are good to explore change that we have not planned for and not anticipated, or to explore change in a context where we have no prior information. Communities are the best experts for their situation, but we emphasise that the tools should be used in a way that benefits and empowers the communities or individuals participating.

Manuals
For each of these tools, NGO-IDEAs plans to develop a short manual how to facilitate the tools in communities. A manual on LifeLine is available on www.ngo-ideas.net. Further manuals will be developed depending on demand.

All Tiny Tools can be integrated into PIAR, the NGO tool in the Impact Toolbox. Also, the Tiny Tools can help to prepare for the application of the Toolbox tools. They help to make people aware of changes that can be observed. The following box gives some hints how Tiny Tools relate to the Impact Toolbox tools, and to what extent they help to attribute change to development interventions.

Tool	PWR	SAGE	PAG	PIAR	Attribution
Lifeline	---	Preparation	Preparation	Yes	+
Trend Analysis	---	Preparation	Preparation	Yes	+
Most Significant Changes (MSC) – community level	---	Preparation	Preparation	Yes	±
Results Chain Analysis	---	---		Yes	++
Influence Matrix	---	---	---	Yes	++
Interdependence Matrix	---	---	---	Yes	++
Gender Disaggregation	---	---	---	Yes	---
Activity List	---	Preparation	---	Yes	+
Trust Fall - structured learning experiences to assess attitude change	---	Preparation	Preparation	Yes	---
Road Journey	---	Preparation	Preparation	Yes	±
Spider Web	---	Documentation	Documentation	Yes	---
Scoring List	---	Documentation	Documentation	Yes	---

This paper is just an appetizer. It only gives a short overview over some tools that are available. It is not a guide for implementation. Manuals and guidelines will be prepared one by one during the course of NGO-IDEAs and made available on www.ngo-ideas.net. Priority will be given to those tools that are asked for by partners. We will be grateful for suggestions of more tools, for more reference literature and especially for feedback on practical experience with the tools. Contact bc@causemann.org.

A tremendous number of “tiny tools” exist that can be used for the analysis of outcomes and impacts. We have tried to classify them in two categories:

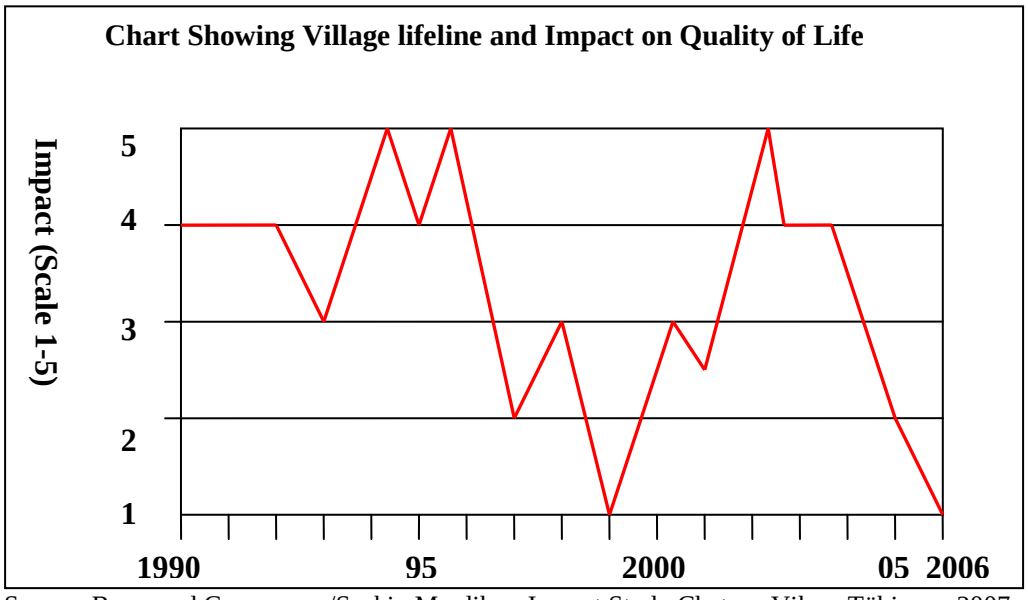
A. **Tools to analyse effects**
B. **Graphs for visualising change**

A. Tools to Analyse Effects

A.1. Lifeline

How has life developed in a community? Lifeline gives the participants and the facilitators, a good idea of the development in a community. Community members are asked in a meeting what time they can remember in their community. Often a significant event is taken as starting point (a drought, a bumper harvest, violent clashes, the building of a road etc.). People name those years that have been best and worst. The best are given 5 point: the highest rating. The worst get 1 point: the lowest rating. Then all other years are given between 1 and 5 points. A lifeline develops that gives a graphic description of developments. In addition, the discussion in the community generates much information (and reflection) on what caused the developments. Community members raise their level of awareness on the situation in the community.

The following example shows changes in the quality of live in a community. The NGO started working in the community in 1996. But diseases and poor harvests let the situation decline. Slow recovery through development efforts, the building of a dam in 2002 and better rains led to steep improvement. A fire and a disease led to the poor rating in 2005/6. In conclusion, very poor harvests, calamities and serious diseases are causes for the worst conditions in certain years, major development investments and very good harvests make very good years.



Source: Bernward Causemann/Sachin Mardikar: Impact Study Chetana Vikas, Tübingen 2007

There are many possible variations. Similar time lines (graphical time trends) can be obtained when asking for important changes in people’s lives: economic, social, cultural …, even with regard to very specific aspects. They can be used to analyse contributions to change (why does the

Manual
The NGO-IDEAs “Guide to Lifeline” provides a detailed description as well as different examples on how to use Lifeline in different variations (www.ngo-ideas.net).
Links
www.intercooperation.ch/offers/download/ic-india/**pme**-1.pdf

line go up or down?), they can be differentiated according to social groups (e.g. one line for women, one for men), and it can be prolonged by some years (e.g. to 2014). This “look into the future” may help to identify how people see the sustainability of changes.

A.2. Trend Analysis

Members of a community determine the most important criteria of social development, or quality of life in their community. For each criterion, the participants then determine how this criterion is to be rated in the past years. That gives an idea about the trends that the community underwent in different aspects.

This tool gives a more differentiated, disaggregated view of developments than Lifeline. It can well be done after a Lifeline. In the discussion, the various causes of changes and trends are described. That leads to an increased understanding by the community and by facilitators. It can help the community to understand, on which activities they will put their priorities.

Manual
A guideline how to use the Trend Analysis, and on variations, will be developed later.
Links
Weblinks to descriptions of this tool will be added later.
See a description in MAPP (below).

Table: Trend analysis for Kalé

	Year		Project begins ↓						
Criteria	**1990**	**'91**	**'92**	**'93**	**'94**	**'95**	**'96**	**'97**	**Trend '92 - '97**
Improvement or impoverishment of livelihoods									
Agricultural yields	●●●●	●●●●	●●●●●	●●●●	●●●	●●●●	●●●●	●●●	-
Family incomes	●●	●●	●●	●●●	●●●●	●●●●	●●●●	●●●●	++
Consumer prices of cereals	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●	●●●●●	+
Health status of children	●●●●	●●●●	●●●●	●●●●	●●●●	●●●	●	●●	--
Access or exclusion from resources									
Access to firewood	●●●	●●●	●●●	●●●	●●●	●●●●●	●●●●●	●●●●●	++
Access to drinking water	●	●	●	●	●	●●●	●●●	●●●	++
Access to the market	●	●	●	●	●	●●●●	●●●●	●●●●	++
Access to means of transport	●	●	●	●	●	●●●●	●●●●	●●●●	++
Access to productive land	●●●●	●●●●	●●●●	●	●●	●●●	●●●●●	●●●●●	++
Expansion or reduction of knowledge									
School enrolment rate	●	●	●	●	●	●●●●●	●●●●●	●●●●●	++
Knowledge of sustainable land use	●●	●●	●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	++
Participation in or alienation from rights									
Conflicts between farmers and herders[a]	●●●	●●●	●●●	●●●	●	●	●	●	--
Migration[b]	●	●●	●	●●●●	●●●●	●●●●	●●●●	●●●●	++

Key:
●●●●● = very positive
●●●● = positive
●●● = fair
●● = negative
● = very negative

Remarks
a The higher the number of points, the fewer the conflicts.
b The higher the number of points, the less migration.

Source: Susanne Neubert, MAPP - A New Method for Impact Assessment of Poverty Alleviation Projects, Bonn 1999, see section C.1 in this paper.

A.3. MSC light

If we ask, people can tell us about many changes in their lives and their communities. With MSC light (Most Significant Changes in a simplified form, applied only on community level), we ask people to tell stories of change they experienced and that was very significant, i.e. very relevant for their lives. We ask each person in a group to tell one story each. We ask them why this change is so significant. Then we ask all participants

to select one story as the most significant change, and we ask to explain why it is so significant. We help the group to understand their different criteria why they regard change as significant.

We can either ask people to talk about change that they link to the development intervention (project etc.) or just any change they experience. It is important to also note and reflect on those stories that are not chosen as the most significant ones. As important as the stories are the reasons why they are regarded to be significant.

Manual
A guideline how to use Most Significant Changes in a community setting, and how to apply variations, will be developed later.
Links
http://groups.yahoo.com/group/MostSignificantChanges
www.petersigsgaard.dk/PDFfiler/doing_away_with_%20predetermined_indicators.pdf

MSC light focuses only on the application in communities. It is a small part of a broader M&E concept of Most Significant Changes that involves all hierarchies of a development organisation, see www.mande.co.uk/docs/MSCGuide.pdf. MSC can be integrated into the general M&E system of an organisation.

MSC Variation: sub-group level
In a group of 20-30 people, the participants are divided into sub-groups of about five. Each person is asked to tell one story of significant change each. Each sub-group selects one they regard as most significant and share it with the whole group. As important as the stories are the reasons for the selection. Out of these, the whole group selects the most significant story of change. Here, too, the stories that are not selected should be reflected on.

Example
In Tanzania, a group of mothers of children with disabilities is asked to share stories of change. All mothers with their children are part of a community rehabilitation programme. The mothers tell stories of their children gaining skills, of some children going to school, how they gain confidence to go out into the community with their children. In the end, the group agrees to select the story of a mother who has been accepted again by her husband and her in-laws as most significant. Rehabilitation helps against the harsh discrimination that mothers of children with disability experience. That was most significant to this group of mothers.

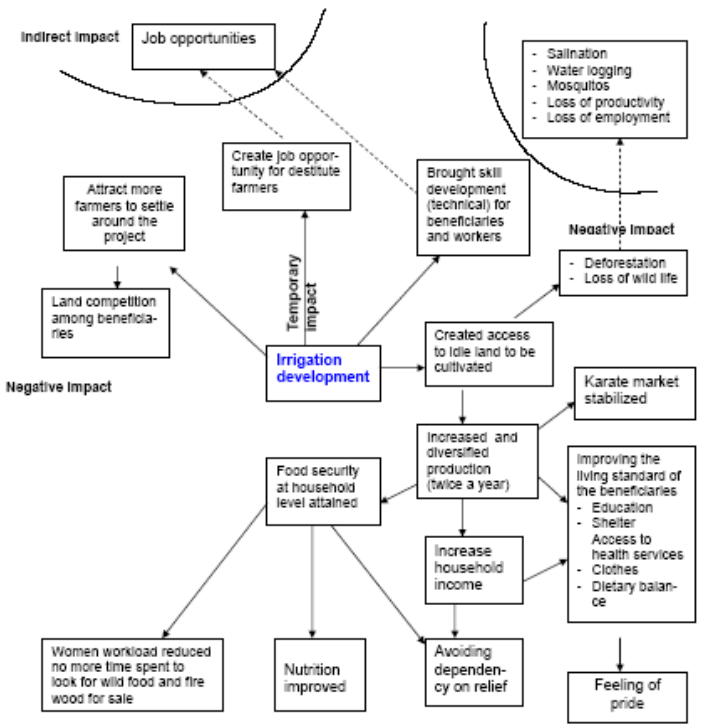
A.4. Results Chain Analysis

With our activities we create outputs which others can use. This leads to changes in those people or institutions or communities, which can then have further results on others, or on ourselves. Communities can analyse this chain of effects. The tool starts from the project outputs and asks a number of questions:

1. What are the important contributions or outputs of the project?
2. How did you make use of these products or services? How did you apply the new knowledge or skills?
3. What are the changes in your situation that resulted directly from this use of outputs? What were the benefits? What were the undesired changes, if any?
4. To which lasting and significant changes in your life and your environment did this outcome contribute?

After answering these questions, community members are asked to give answers to

Figure 4: Impact mapping of "irrigation development"



Example from EECMY, Ethiopia

these questions and put them in a logical sequence of what led to what (cause-effect-relationships). It helps if the answers are written up, or visualised, either in a chain, or in a tree structure.

Resources
The Results Chain Analysis is described in the NGO-IDEAs Impact Toolbox.
Links
Results trees can be adapted from problem trees. For an elaborate description of a problem tree, see:
http://www.toolkitsportdevelopment.org/html/resources/91/910EE48E-350A-47FB-953B-374221B375CE/03%20Problem%20tree%20analysis.pdf

Usually, changes are caused not only by the use of the project's outputs. There are also significant external influences. Therefore we need to consider the questions:
a) Which influences have contributed to the observed changes? (from inside and outside the project)
b) Which influences have been obstacles to the observed changes? (from inside and outside the project)

In a next step, leading to action, it can make sense to add the following question:
5. To what extent will it be possible to sustain these changes, or to bring about more positive change?

A.5. Analysis with the Influence Matrix

The Tiny Tools described above help to analyse impact or outcome either from the perspective of change observed, or from the perspective of the factors that may have contributed to change. The influence matrix combines the two previous perspectives: It looks both at the change, and at the causes for change, and allows for visualisation and quantification.

The influence matrix tool was designed to attribute observed changes to project activities, and to identify useful and not so useful activities. During a group discussion, the strength of the influence of every project output (or external contribution) on each social criterion is evaluated.

Step 1: Make a list of changes / criteria
Step 2: List important project activities
Step 3: Score the influence on a scale from 0 = no influence to 4 = very high influence (in the example below: The influence of oxen on crop yields scores 3, that means it has high influence)
Step 4: Add up the different influences in the lines and in the columns

Resources
A manual how to use the Influence Matrix, and how to apply variations, will be developed later.
Links
Weblinks will be included later.

Step 3 gives important information on the various activities. Communities often find these reflections very relevant and enlightening. Once all the relevant influences have been included in the matrix, we form active and passive sums. These reflect how much influence each activity had (the one which reaches the highest active sum is the most influential), and they show which significant change has been influenced how much (the ones with the highest passive sums have improved the most). Positive and negative figures are summed separately.

Contributing factors: / Influence on:	*Draught animals*	*Planting of trees*	*Alphabetisation*	*Hygiene measures*	*Organisational support*	*Juridical support*	**Passive sum (what has been influenced?)**
Crop yields	3	2	2	0	2	0	9
Family revenues	3	1	0	0	2	2	8
Health state of children	0	1	3	3	1	0	8
Access to resources	1	1	3	0	3	3	11
Gender equality	0	1	3	3	3	2	12
Political participation	0	1	3	0	3	1	8
Human rights	0	0	3	1	3	3	10
Sustainable environment	2	3	1	3	2	0	11
Active sum (what has influenced?)	9	10	18	10	19	11	

Source: FAKT/Impact Plus: Methodological Notes for Outcome and Impact Assessment, Stuttgart, Dec 2008, p 14, slightly altered
Alphabetisation = Adult literacy training

In the example we gain the following insights: Gender equality was most influenced by the project and the organisational support was the most influential project output[1].

[1] There is a methodological discussion if numbers may be added so easily. See the link on weighting in chapter C.

Interdependence Matrix

A variation of the influence matrix is the interdependence matrix which helps analysing to what extent the observed changes have been influencing each other. [2]

The interdependence matrix can be used for further analysis, including graphic descriptions. That has been developed both in Cybernetics and in Social Network Analysis.

Links
For more information, see: Herweg/Steiner: IMA Toolbox 2002, Part 2,
http://www.cde.unibe.ch/Tools/pdf/imavol2en.pdf
For Social Network Analysis, check Wikipedia, with links to software.
An Excel template for the interdependence matrix can be provided by NGO-IDEAs.

In the example below, a study of a watershed project in Costa Rica, participants in a workshop have assessed which factors have what influence on each other. The factors on the left are the same as on top, the factors on the left influence those on the top. Here, 0.1 stands for no influence, 0.5 for weak influence, 1 for moderate, 2 for strong influence. Results:
“Resistance to change” (no. 11) with an active sum of 20 has the highest influence. “Contamination of rivers and springs” (no. 1) with a passive sum of 16.3 is the factor most influenced.

	Elements / Issues	1	2	3	4	5	6	7	8	9	10	11	12	Active Sum (AS)	Degree of Interrelat. (AS*PS)
1	Contamination of rivers and springs		0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	1.1	18
2	Excessive use of agrochemicals	2		0.1	0.1	0.1	1	0.1	0.1	2	0.1	0.1	0.1	5.8	45
3	Mismanagement of water within the farm	2	0.1		2	0.1	0.1	0.1	0.1	2	0.1	0.1	0.1	6.8	65
4	Bad management practices	2	2	2		0.1	0.1	1	0.1	2	0.1	0.1	0.1	9.6	84
5	Illegal deforestation	2	0.1	1	0.1		0.1	0.1	0.1	0.1	0.1	0.1	0.1	3.9	23
6	Failing of management of solid garbage	2	0.1	0.1	0.1	0.1		0.1	0.1	0.1	0.1	0.1	0.1	3	23
7	High costs of agricultural and fish production	0.1	0.1	0.1	0.1	0.1	0.1		0.1	1	0.1	0.1	0.1	2	8
8	Access to the market	0.1	0.1	0.1	0.1	0.1	0.1	0.1		0.1	0.1	0.1	0.1	1.1	4
9	High costs of production due to mismanagement of inputs	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1		0.1	0.1	0.1	1.1	13
10	Individuality and non existing group work	2	1	2	2	1	2	1	2	1		2	2	18	88
11	Resistance to change	2	2	2	2	2	2	1	1	2	2		2	20	98
12	Failing of awareness to conserve within the society	2	2	2	2	2	2	0.5	0.1	1	2	2		17.6	86
	Passive Sum (PS)	16.3	7.7	9.6	8.7	5.8	7.7	4.2	3.9	11.4	4.9	4.9	4.9		
	Activity Ratio (AS/PS)	0.1	0.8	0.7	1.1	0.7	0.4	0.5	0.3	0.1	3.7	4.1	3.6		

Source: de Bruin, Annemarieke: Managing a watershed by managing a project, 2005. Erosion Soil & Water Conservation Group, Soil Science Centre, Wageningen University.
(Link: http://www.grupoice.com/esp/ele/manejo_cuencas/biblio/articulos/man_wat.html)

[2] The matrix is also known as „paper computer“ (Frederic Vester) or as “Participatory Systems Analysis” (Herweg/Steiner: IMA Toolbox 2002, see below).

A.6. Gender Role Transformation

Resources
The tool “Gender Role Transformation” is described in more detail in the NGO-IDEAs Impact Toolbox, www.ngo-ideas.net.

Have the roles of husband and wife changed over time? We need to ask both woman and man, and let them compare their assessments. This tiny tool lists a number of roles and asks how strong the position of wife and husband in each role was in the past, and how strong it is now. After conducting this, it is possible to calculate the overall rate of role transformation. On each item, a scaling is done, like between 0 and 10. Criteria can be adapted according to context.

Matrix Assessing Gender Role Transformation

	Woman		Man	
	Before	Now	Before	Now
Attitude/Knowledge/Skills				
Decision making ability				
Conflict resolution ability				
Economic				
Awareness on credit needs				
Increased income				
Social				
Equal treatment for daughters and sons				
Consciousness on self and family health				
Political				
Participation in village meetings				

A.7. Activity List

Resources
A manual on the Activity List will be developed later and links added.

Community members in a workshop list all project activities and project sponsors community. Then they evaluate the importance of each activity for the everyday lives of the target groups, and identify those parts of the population benefiting from the activity. In the next step community members discuss and give points for the work that is needed for the implementation and maintenance of the operations. Financial input could also be rated.

The Activity List allows the community to compare different projects in a systematic way in terms of importance. Community members can draw conclusions regarding the significance of the operations. As they tend to give points according to the actual change that comes out of the activities, the Activity List generates information on how change can be attributed to different activities and actors.

The example below is an Activity List for a village in West Africa where different organisations did a number of different development activities. These have been rated by community members. It can be seen that the health station and the school were rated highest in importance while other activities had the highest demand on their labour.

Table: Activity list for Kalé

Activity	Organization	Importance for daily life	Beneficiary group[a]	Labour expended
Health station	OO[b]	●●●●●	M + W	●●●
School	OO	●●●●●	M + W	●●●
Nature reserves	PGRN	●●●●	M	●
Anti-erosion contour stone-lines	PGRN	●●●●	M	●●●●●
Composting facilities organic manuring	PGRN	●●●●	M	●●●●
Grain bank	PGRN	●●●●	M + W	●●●
Wether fattening	PGRN	●●●	M + W	●●
Village savings bank	OO (?)	●●●	M + W	●●
Irrigated rice growing	PGRN	●●●	M + W	●●●●●
Irrigation plant	PGRN	●●●	W	●●●●●
Pump for well	OO	●●	M + W	●
Tree plantations	PGRN	●	M	●●
Bee-keeping	PGRN	●	M	●

a Where socio-professional groups are concerned, almost all the users are farmers.
b Other Organizations

Key: ●●●●● = very important / very considerable expenditure of labour Women (W), Men (M)
●●●● = important / considerable expenditure of labour
●●● = fairly important / medium expenditure of labour
●● = little importance / little expenditure of labour
● = no importance / no expenditure of labour

Source: Susanne Neubert, MAPP - A New Method for Impact Assessment of Poverty Alleviation Projects, Bonn 1999

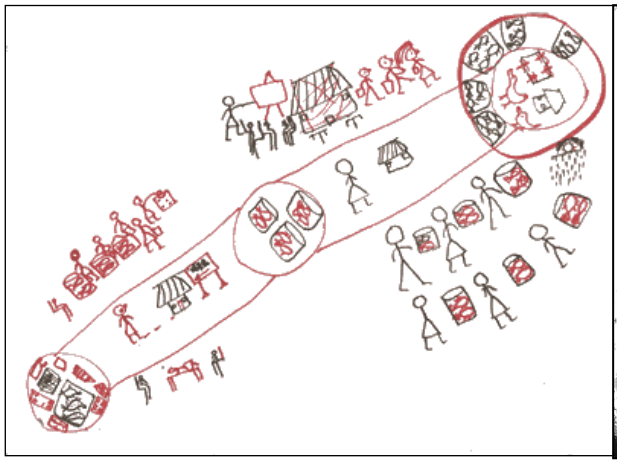
A.8. Road Journey Diagram

Road journey diagrams are useful for charting a group or individual's aims and to see how original aims relate to the actual developments in a community. Workshop participants draw a common road map. The road may be straight or winded, diagonally upwards or downwards. Buildings, bridges or other symbols are drawn to symbolize key events, opportunities, achievements, problems, obstacles, shocks or support received along the way. It may be necessary at some stage to redraw the map if ideas change during the discussion. Separate sheets may be drafted to go into further detail regarding the key symbols on the Road Map.

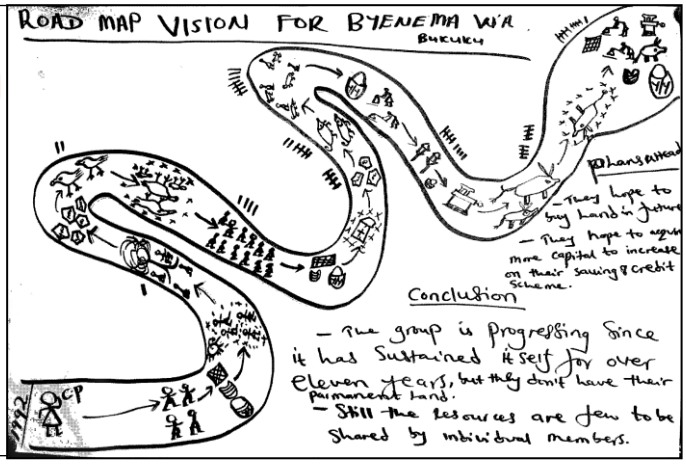
Forward looking maps can be used for strategic planning, whereas backward looking Road Journey Diagrams may be used for assessing what major changes happened and what successes or failures have been perceived. They can be qualitatively and quantitatively analysed.

Questions may be:
"Do we feel, we have succeeded?"
"Have we changed along the way?"
"What were the main achievements and challenges?"
"Were the original objectives too ambitious or to limited?"
"What are implications for the future?"

Resources
A Manual on Road Journeys can be found at:
www.lindaswebs.org.uk/Page3_Orglearning/PALS/PALS_Docs/PALS_%20RoadJourneys_Draft2005.doc
More pictorial diagrams at:
http://www.lindaswebs.org.uk/Page3_Orglearning/PALS/PALSIntro.htm



Enterprise Road Journey,Green Home, Uganda
Source: Linda Mayoux 2005



Group Road Journey, KRC, Uganda
Source: Linda Mayoux 2005

A.9. Trust Fall - structured learning experiences to assess attitude change

“Trust Fall”, or “The Falling Log” is an analytical game in which people physically hold each other. It requires confidence and trust and is therefore used by NGOs in community mobilisation as a structured learning experience. Repeating the same exercise after some months of cooperation, and involving others in observation, can create much information on how people have changed – and the people involved, too, come to a better understanding of how much they have changed their attitudes and behaviour.

Resources
A manual on Trust Fall is currently being developed.

B. Graphs for visualising change

There are various good practices to visualise change. These have been adapted for the development work in PRA: Maps and transects, diagrams, seasonal calendars, flow diagrams and venn diagrams can be used. This chapter shows too particularly useful tools to visualise results that come from other tools.

B.1. Spider Web

Change in the context may be visualised in a "spider" or "amoeba" diagram. For this purpose a rating for each indicator is helpful (e.g. from 5 "change is considered very good" to 1 "change is considered very bad").
The questions may be:

- “Where have we been when starting this project?”
- "Where are we now?" and
- "Where do we want to be?"

These questions need to be asked in relation to each selected indicator. For a graph see below.

Resources
More guidance on spider web and scoring list can be found in Herweg/Steiner: IMA Toolbox 2002, Parts 1 and 2.
http://www.cde.unibe.ch/Tools/pdf/imavol1en.pdf
http://www.cde.unibe.ch/Tools/pdf/imavol2en.pdf
These are also available in languages other than English.
Further sources:
www.intercooperation.ch/offers/download/ic-india/**pme**-1.pdf
http://www.kstoolkit.org/Spider+Diagrams

B.2. Scoring List

As an alternative to the spider diagram, the same scoring list used for the baseline can now serve to visualise the present situation, as an “impact profile”:

Spider web

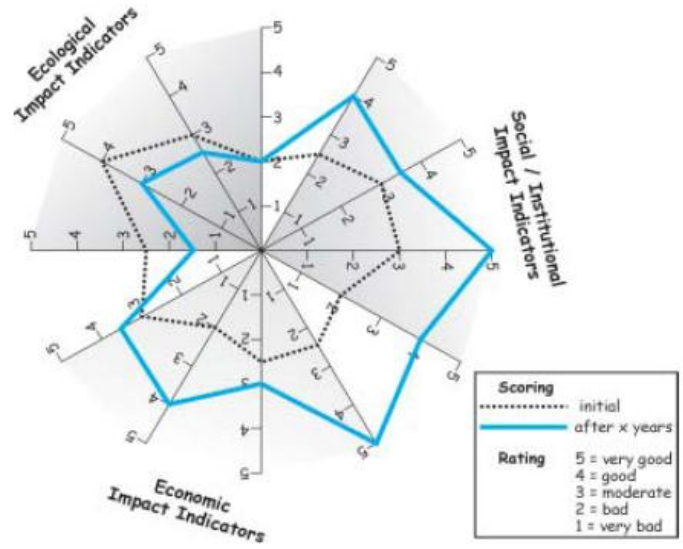
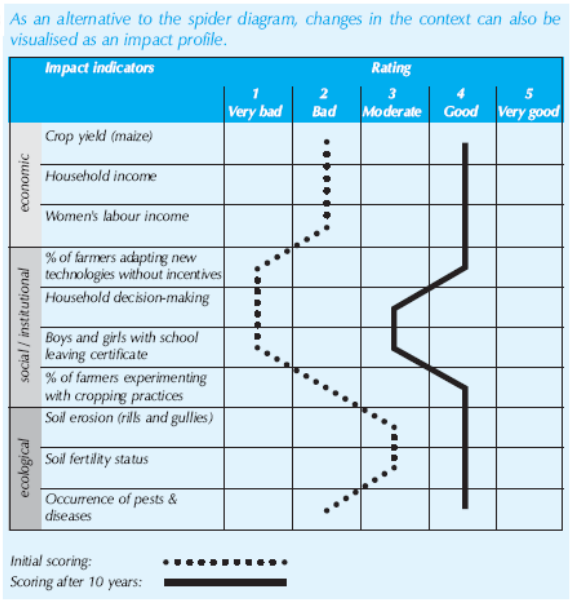


Figure 8: Visualising changes in the project context

Source: Herweg/Steiner : IMA Toolbox 2002, Part 1, page 36

Scoring list



As an alternative to the spider diagram, changes in the context can also be visualised as an impact profile.

	Impact indicators	Rating 1 Very bad	2 Bad	3 Moderate	4 Good	5 Very good
economic	Crop yield (maize)					
	Household income					
	Women's labour income					
social / institutional	% of farmers adapting new technologies without incentives					
	Household decision-making					
	Boys and girls with school leaving certificate					
	% of farmers experimenting with cropping practices					
ecological	Soil erosion (rills and gullies)					
	Soil fertility status					
	Occurrence of pests & diseases					

Initial scoring:
Scoring after 10 years:

Source: Herweg/Steiner: IMA Toolbox 2002, Part 2, page 43

C. Some Consequences

There are more possibilities and more tools than described in this overview. More tools will be added later. There are also some limitations. This section reflects on opportunities and limitations.

PRA and PME-Links
www.fao.org/docrep/003/x5996e/x5996e06.htm
www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/1996/04/01/000009265_3980624143608/Rendered/PDF/multi0page.pdf
www.intercooperation.ch/offers/download/ic-india/**pme**-1.pdf
www.theglobalfund.org/documents/me/M_E_Toolkit.pdf
www.rhrc.org/resources/general_fieldtools/toolkit/protocols.html

C.1 MAPP – A Combination of Tools

The Tiny Tools can be combined to further enhance understanding and information. One example for that is MAPP, a collection of tools that has been used to evaluate NGOs, as well as large government programmes.

MAPP combines the tools Lifeline, Trend Analysis, Activity List and Influence Matrix, plus two more tools, in a 2-day workshop with representatives of a community. It gives a very thorough understanding on the community’s perception of change and its causes, including a number of steps of triangulation and validation. These are not only very informative, they are also great, elating learning experiences for the representatives of the community.

Source: Susanne Neubert, MAPP. A New Method for Impact Assessment of Poverty Alleviation Projects, DIE, Bonn 1999 (can be provided as pdf- or word-document)

C.2 Participatory Rural Appraisal Tools

Participatory Rural Appraisal (PRA), also known as Participatory Rapid Appraisal, Rapid Rural Appraisal (RRA) or Participatory Learning and Action (PLA) offers a set of participatory and “tiny” tools for analysing situations in the past and in the present. Therefore, all the tools are appropriate for monitoring and for analysing outcome and impact. The following tools can be used for monitoring outcome and impact:

- Maps and transects
- Diagrams
- Seasonal calendars
- Flow diagrams
- Venn diagrams

All these tools – in most of the cases graphs for visualising change – have to be combined with an adequate approach of working with the group or the individuals, and with an adequate set of questions to find out precise information on the change and of the factors that contributed to this change. Only then can we obtain reliable information on outcome and impact. Many of the Tiny Tools, and all MAPP tools, come from PRA.

C.3 Cautionary Remarks

These Tiny Tools do not try to solve all problems that we experience in monitoring and evaluation, or in learning about development. A few points need to be noted:

- **Reliability and validity** are limited, as with all tools. The reflection of the communities on the results of the tools will generate information that helps to put the data into perspective. If tools are applied by sub-groups at the same time (women/men, migrants/indigenous, adult/youth etc.), and the participants then compare the different results, even more insights will be generated and reliability of information increase. Like all tools in social research, these tools will not generate absolute, valid truth but show very relevant perspectives that need to be triangulated with other perspectives. Very helpful will be here the views of professionals working in the community, including field staff of NGOs. These tools cannot substitute interviews with such professionals, but tremendously complement and enrich their perspectives.
- **Aggregation:** The data can be aggregated, for each tool in a specific way. That would take this paper too far and needs to be described elsewhere.
- **Weighing:** Some tools compile a number of different indicators and add them. But indicators might have a different weight: some are more important than others. A good reflection of that is found under www.mande.co.uk.
- **Quantification:** An important question in assessing development efforts is: How many people benefited? These tools do not answer that question. NGOs should have data on how many people took part in the efforts, or live in a specific community. Different sources of information need to be combined to come to an assessment of the number of people whose lives changed.
- **Participation:** No tool is participatory in itself. But all tools in this paper can be used in a participatory way. They can all be facilitated so that they empower communities. Much depends on the style of facilitation, the selection of participants and the general set-up.NGO-IDEAs encourages a more participatory application, giving the groups or communities much ownership over the process and focussing on their concerns.