

IMPACT & ACCOUNTABILITY

# DEVELOPMENTAL M&E FRAMEWORK

version 1.0 (2019)



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Date: 2 May 2019

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This document is for internal use for CIVICUS project impact and accountability activities.

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## Acronyms

DEF	Developmental Evaluation Framework
I&A	Impact and Accountability
M&E	Monitoring and Evaluation
MSC	Most Significant Change
SMART	Specific, Measurable, Attainable, Relevant, Time-bound
ToC	Theory of Change



**Note:** A more detailed list of M&E related words can be accessed via the OECD GLOSSARY OF KEY TERMS IN EVALUATION AND RESULTS BASED MANAGEMENT (2010) : <https://www.oecd.org/dac/evaluation/2754804.pdf>; and the RESILIENT ROOTS PROJECT GLOSSARY: [http://www.civicus.org/documents/ResilientRoots\\_English\\_Glossary.pdf](http://www.civicus.org/documents/ResilientRoots_English_Glossary.pdf)

## Impact & Accountability at CIVICUS

CIVICUS developed a revised accountability framework which is grounded in two schools of thought - utilisation-focused evaluation and developmental evaluation theory; recognising that in complex environments, where social change is difficult to measure and attribute to efforts, evaluation needs to be purpose-driven and enhance the likelihood to inform decisions.

We understand that the complexity of our work and our members makes it difficult to apply some traditional M&E tools and approaches and, as such, we are currently developing a Developmental Evaluation Framework that will provide a structure, with supporting tools and processes to help us better understand, monitor and evaluate the various projects supported by CIVICUS.

## About Developmental Evaluation

Developmental Evaluation (DE) is an approach to evaluation that recognises and supports the need for continuous monitoring and adaptation of development interventions<sup>1</sup> in keeping with the changing contexts and conditions of interventions. The DE approach and its theoretical underpinnings inform the proposed evaluation approach.

DE requires an approach to evaluation that is ongoing. It takes an iterative approach to data collection, analysis and feedback that contributes to timely changes throughout the project cycle and allows for adaptation and taking stock of system influences and conditions influencing change; as well as changes in targeted outcomes.

The purpose of DE is strongly centred on improving program design. It aims also to understand the need to adapt to the evolving and dynamic conditions in which the program, project or activity is taking place<sup>2</sup>.

DE provides an opportunity to systematically reflect and document decision-making processes and how a program, project or activity evolves over time. It makes use of what was learnt from the successes, failures and challenges and aims to amend and improve the programme approach in the course of implementation of program, project or activity. This documentation in and of itself is innovative and allows key policy and decision makers to create new policies and practices that draw from past experiences as they have been documented, rather than relying on fading memories and 'institutional knowledge'.

DE is an appropriate approach for cross-fertilising learnings between different projects to identify trends and draw comparisons on what types of programme approaches work well, when and why. The overall approach is strongly interpretive, because it brings together observation, understanding and intuition with data and hard evidence; fostering a shared interpretive framework among those involved.

DE will enable CIVICUS to use this evidence to better understand and articulate overall impact as it is based on evidence gathered in real life, unaltered conditions and real time.

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<sup>1</sup> USAID. "Developmental Evaluation for USAID": [https://2ed20v44ucst1ujckp24w1ks-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/DEPA\\_MERL-web-Lookbook.pdf](https://2ed20v44ucst1ujckp24w1ks-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/DEPA_MERL-web-Lookbook.pdf)

<sup>2</sup> Tammy Horne. "The View through the Kaleidoscope: Developmental Evaluation": <http://wellquestconsulting.com/files/Developmental%20Evaluation%20-%20FINAL.pdf>

The table to follow summarizes the characteristics of this approach and means to implement them in developing the DE framework:

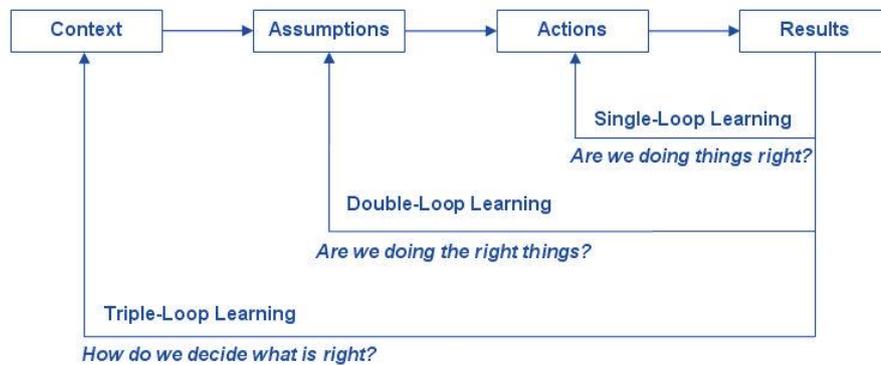
<b>Characteristics of DE</b>	<b>How it is incorporated in development of the framework</b>
Purpose supports development of innovation and adaption	Various projects are at early stages and are innovation-based. These may require clear learning and adaption as the projects develop in order to improve during the project implementation period.
Role of internal team members and processes	Participatory methods will be imbedded in the framework development tasks. Various options are provided for discussion with project teams in designing methods of measurement.
Focused on the organisation’s values and goals	Specific focus on the 3 <sup>rd</sup> Strategic Goal related to “Empowering a more accountable, effective and innovative civil society”.
Utilisation focused methods	Master indicators and tools are adapted to fit each project context. Critical learning questions are developed, and teams engage biannually. In addition, projects are encouraged to reflect on learnings on regular intervals.
Measure as outcomes emerge and changed over time	Methods such as Outcome Harvesting to take stock of the varieties of change occurring in a programme context; analysis of the conditions underlying change; and probing of opportunities to support and sustain change; are incorporated alongside measurement of expected outputs and outcomes.
Complexity aware – using learning and responding to findings as they unfold	Incorporate complexity aware <sup>3</sup> methods – which probe the underlying influences on change and the background conditions which sustain or restrain envisaged development.
Highly flexibly, supports agile learning	Test/adapt the framework to one or two pilot projects, in addition to align to donor results framework (but not restricted to).

### Proposed CIVICUS DEF Principles

- Learning by doing – In a dynamic and emergent context, the DEF must allow for measurement of changes as they emerge and allow for testing measurement methods that best suit the context.
- Acknowledge complexity – DEF approaches must allow for understanding both local/immediate conditions as well as broader scale conditions that may influence programme outcomes.
- Critical and creative thinking – The DEF will help tackle ‘wicked’ problems that are too often seen as an inevitable problem which cannot be worked around.
- Collaborative work – Implementing the DEF will need to integrate diverse teams and stakeholders.

<sup>3</sup> BetterEvaluation. “Discussion Note: Complexity Aware Monitoring”: [https://www.betterevaluation.org/en/resources/guide/complexity\\_aware\\_monitoring](https://www.betterevaluation.org/en/resources/guide/complexity_aware_monitoring)

- Rigorous enquiry – Encourage on-going questioning of the fitness for purpose of the programme approach, and to search for new ways of working around blockages to change; that are considered inevitable and beyond influence.
- Catalyse organisational learning – DEF will include assessment of results, and on appropriate actions, assumptions and context – triple-loop learning.



*"The work that we do as civil society has become more critical than ever before as we deal with complex challenges that threaten the well-being of humanity and the planet. Our ability to address these challenges in meaningful ways is wholly dependent on our willingness to be radically inclusive in the way we design, implement and evaluate our efforts for change. We need to consistently learn from and connect diverse ideas and approaches is critical to inspire communities and citizens to bring their leadership to engage with the causes we strive for."*

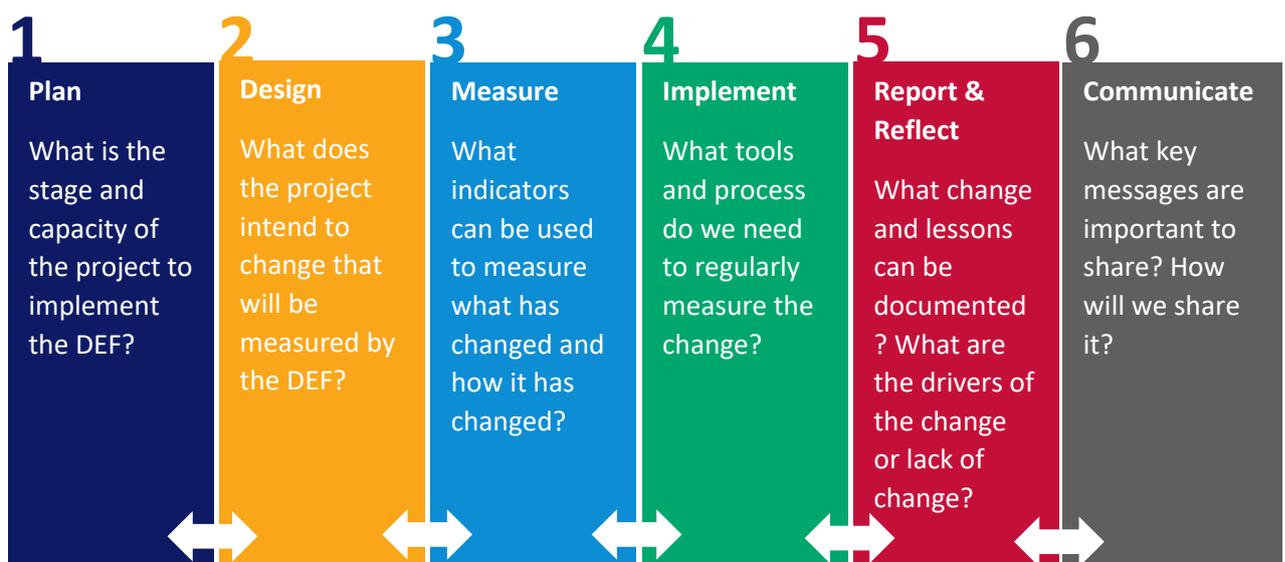
- LYSA JOHN, CIVICUS SECRETARY GENERAL

### How the DEF was developed

The DEF was developed in 2019 by reviewing current organisation reporting needs, processes, and strategy. A group of management representatives were consulted through a focus group discussion to understand the high-level reporting and learning priorities, opportunities and considerations in developing the DEF. In addition, two projects were used to test approaches included in the DEF.

### How to Use the DEF

The DEF is designed for Project Leads and the I&A team. The purpose of the DEF is to guide measurement of all CIVICUS projects and provide a standard set of master indicators and tools to use as relevant to the project. The DEF consists of six sections as listed in the diagram below. Each section of the document explains the specific steps.



## 1

## PLAN

What is the stage and capacity of the project to implement the DEF?

Before designing the relevant DEF indicators and tools for a project you will need to review the capacity of the project in the context of the implementation environment. It is important that all M&E efforts are 'fit for purpose'. The M&E Review Checklist can be used to guide the project review process. This is a dipstick assessment to determine the best approach to the next stages of the DEF. This checklist is not used to determine how 'good' or 'bad' your project M&E is.

Each of the proposed tools and indicators to follow have been rated based on the level of M&E capacity and the level of commitment/importance of M&E in the context of the project – determined using the checklist.

**Tip:** It is important to note that there is no 'One-size-fits-all' M&E approach for the CIVICUS projects. Hence the DEF principles and this checklist are key to understand in developing a project M&E approach.

### M&E Capacity Checklist

Checklist question	Yes	No
1. Is the project aligned to the global CIVICUS objectives?	1	0
2. Is the project being implemented for more than 6 months?	1	0
3. Is M&E or general approaches to tracking progress of the project included in the project plan?	1	0
4. Is 8-10% of the project budget allocated to M&E?	1	0
5. Is there at least one person allocated as an M&E or data support role for the project?	1	0
6. Is the project implementing measures to track activities and early stage milestones (i.e. project management of outputs)?	1	0
7. Is the project implementing measures to assess project outcomes or impact (and not only outputs)?	1	0
8. Do the stakeholders/leadership of the project enforce or verbalised a clear commitment to capture, learn, reflect and adapt based on M&E data gathered and this is embedded in the programme approach?	1	0
9. Do the project managers enforce or verbalised a clear commitment to capture, learn, reflect and adapt based on M&E data gathered and this is embedded in the programme approach?	1	0
10. Does the implementation environment enable various forms of data collection (e.g. internet connectivity, language)?	1	0
Total (out of 10)		

**Project M&E Capacity Categories:**

 0-2: Project has limited dedicated resources for M&E, minimal to no additional reporting requirements and scope for substantive M&E tools is limited. Basic support to project to be provided and focus on building project M&E capacity and introducing basic tools for data collection, and project will be covered in our organisational reporting processes.

 3-5: Project has some level of dedicated M&E capacity (human and financial) and M&E/learning forms part of project approach. Some adaptation and less advanced M&E approaches should be used.

 6-10: Project is well resourced in terms of mature/advanced level of M&E (dedicated project budget, prioritised by stakeholders and embedded in project approach). Current approaches must be reviewed. Only introduce new approaches where there are gaps in measurement. Focus support on refining and advancing current M&E practices.

**Note:** It is important to note that this checklist is meant to help categorise your project to identify the most suitable M&E approach and tools based on the project size, duration, capacity etc. More points do not equal a better project! So, ensure you realistically score your project so that the tools that are recommended are manageable for implementation and fit for purpose.

**Case 1: Civic Space initiative** ■

The Civic Space Initiative includes a team of about 8 individuals. It is in the second phase of the project (2017- 2021) involving 4 NGOs. Currently, a results framework exists, and reporting is done annually. They are using the Outcome Harvesting method with the support of the I&A team. The current reporting is aligned with CIVICUS’ Strategic Goals on DevResults, but only the outputs are recorded on the platform.

This project scores 9 out of 10 in the checklist. This makes it a ‘mature’ project in terms of M&E capacity and implementation. Such a project will be able to utilize more advanced or complex measurement approaches. They may also be able to respond to multiple master indicators (in measure section). Various tools could be introduced, and focus placed on outcome level measurement. As you proceed through the framework this score and capacity must be considered in developing the appropriate M&E approaches for this project.

**Case 2: New Membership Solidarity Fund** ▲

The New Membership Solidarity Fund is currently in pilot phase. It is implemented by CIVICUS, but members choose who receives the funds and the funding models are flexible. They currently in need of a grants manager and have a small team. As part of the project proposal a basic Theory of Change was developed, but they have no allocation of funds or human resources for M&E capacity.

This project scores 4 out of 10 in the checklist. This means it at a ‘mid-level’ stage in terms of M&E capacity and implementation. Since the project has limited capacity, but some efforts in setting up M&E, these can be improved on. It would not be recommended that advanced M&E approaches or multiple indicators are introduced. Focus would be placed on improving the Theory of Change and identifying some priority indicators and tools to implement. Given the pilot stage of the project, you may test the indicators and tools and review their relevance at the end of the pilot.

## 2

## DESIGN

What does the project intend to change which will be measured by the DEF?

Once you have assessed the capacity of the project you will need to review what the project aims to change – or the results/outcome/impact. This will assist in defining what you aim to measure. Ideally, determining ‘what the project aims to change’ should be done at the point of designing the project itself (i.e. documented in the project proposal). In some cases, you may define the expected change during the project or as the project progresses. At any stage the intended change/s should be aligned with CIVICUS strategic objectives as tabulated in section 3.

The following three approaches can be used to articulate what your project aims to change. One of these could be included in the project proposal and/or captured during the design phase of your project.



### Approach 1: Theory of Change

Theory of Change is “a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.” It is used to “...identify 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.”<sup>4,5,6</sup> In addition, a Theory of Change process assesses the assumptions and contextual factors which would positively or negatively influence the chain of results.

The Theory of Change can be developed by starting with a series of results chains, then identifying how they interlink as a web of activities and results. These could be categorised as: inputs, outputs, outcomes and impact. The language can also be adapted, for example: short, medium and long-term results/milestones. Appropriate for project levels ▲ and ■.

<sup>4</sup> Center for Theory of Change. “What is Theory of Change?”: <https://www.theoryofchange.org/what-is-theory-of-change/>

<sup>5</sup> Development, Impact & You. “Theory of Change”: <https://diytoolkit.org/tools/theory-of-change/>

<sup>6</sup> See Appendix 3, as well as: ThoughtWorks (2014). “How to implement hypothesis-driven development”: <https://www.thoughtworks.com/de/insights/blog/how-implement-hypothesis-driven-development>

Example  
1: Theory  
of Change  
diagram<sup>7</sup>



➔ **Approach 2: Five Whys**

The Five Whys is an easy question posing option that examines the cause-and-effect relationships that underly problems<sup>8,9</sup>. Like the fish-bone technique, this approach is helpful to generate a general understanding of expected results related to different project activities. Each series of why's starts with a problem your project aims to address. This could also be a change you aim to see. You then ask, "why would/did this happen?", discuss the response, then report the question and response process.

Appropriate for project level ●

➔ **Approach 3: Critical Learning Questions**

Critical Learning Questions were designed by CIVICUS to assist in measuring the longer-term changes. The Critical Learning Questions allow for discussion and inquiry into the achievement of outcomes. These are documented in the I&A Performance Story<sup>10</sup> (i.e. the strategy results framework) and includes the Strategic Goals, objectives and Critical Learning Questions with annual targets and indicative activities which is updated on an annual basis.

Examples of these questions are:

- Which CIVICUS lobbying and engagement efforts are positively impacting attitudes and behaviours by decision-makers and activists to better protect civic freedoms and democratic values, and why? What role does diversity play in the effectiveness of broad-based coalitions (including but not limited to gender and youth)?
- How effective are we at making connections, and how do these member/multi-stakeholder/other collaborations enhance our (collective) work? What is the impact of our convening role?

<sup>7</sup> Accountability Lab. "What we learned while updating our Theory of Change": <http://www.accountabilitylab.org/what-we-learned-while-updating-our-theory-of-change/>

<sup>8</sup> BetterEvaluation. "Five Whys": [https://betterevaluation.org/evaluation-options/five\\_whys](https://betterevaluation.org/evaluation-options/five_whys)

<sup>9</sup> Knowledge Solutions / Olivier Serrat (2009). "The Five Whys Technique": <https://www.adb.org/sites/default/files/publication/27641/five-whys-technique.pdf>

<sup>10</sup> CIVICUS. "Performance Story (updated November 2018)": [https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story\\_2017-2022\\_Nov2018v2.xlsx](https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story_2017-2022_Nov2018v2.xlsx)

All projects must review and identify relevant Critical Learning Questions ●▲■

**Tip:** Plan for check points in the project to review the initial project design and expected results. Often this may change due to budget, context or other factors. At these points reflect on the relevance of the initial theory of change/why's.



**Tip:** When designing, you may create a long list of many results to measure. It may not be feasible to monitor and evaluate all. In this case, conduct a prioritisation based on which results are most critical to achieve and which results are the most feasible to measure.

# 3

## MEASURE

What indicators and tools can be used to measure what has changed and how has it changed?

Each project is unique but **must** demonstrate alignment and linkage to our shared strategic goals. This will support cross-cluster and project learning and allow for aggregated organisational level reporting and reflection.

The tables to follow list the Strategic Goals and expected changes. Each project activity should be aligned with at least one of the expected changes (as explained in #2 Design). The **change questions\*** are suggested questions you may pose during the project. If the question is relevant to your project, then the Master Indicator and Tools can be used to measure the changes the project has affected.

The Master Indicators and Tools provide a guide on a key outcome measure which can be adapted to the more specific context of the project. You can use them as is or refine them to what is most relevant to the project. It will be useful to also understand and document the conditions for the change measured by the indicators. The can be documented using the change or critical learning questions.

**\*Note:** Change Questions and Critical Learning Questions are different. The Critical Learning Questions are used in design and reflection. Whereas the **Change Questions** are to identify what expected changes you may identify in design and link them to a relevant indicator.

The Master Indicators are specifically focused on outcome level indicators – as these are most critical for tracking the results of the project – the ‘so what’. Additional output indicators are included in the appendix, which are important to include for monitoring project implementation. We will also be capturing these indicators in joint data tables on DevResults to look at our aggregated progress and outcomes against our strategy.

The project stage icon codes are included for each indicator to assist in selecting indicators which fit the project stage.

An **indicator** is a quantitative or qualitative metric used to track achievement of an expected results. E.g. Number of individuals attending M&E workshops. The indicator can be a number, percentage, ratio, index, etc. An indicator is measured using a tool that allows for collection of the required data. When designing the indicator, it must be ‘SMART’<sup>11</sup>.

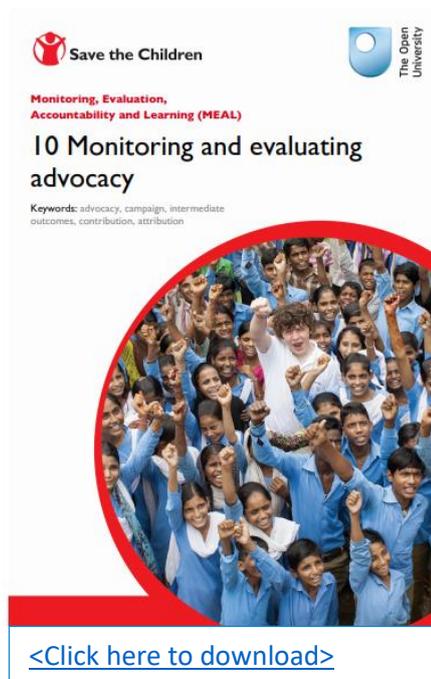
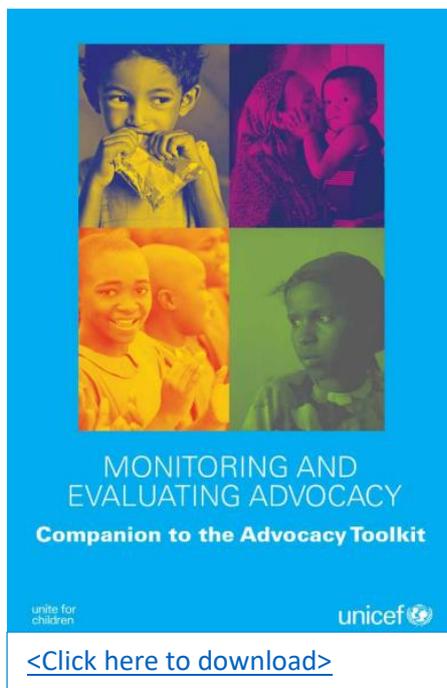
<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
Specific (to the change being measured)	Measurable (and unambiguous)	Attainable (and sensitive)	Relevant (and easy to collect)	Time bound (with term dates for measurement)

<sup>11</sup> BetterEvaluation. “Equal Access Participatory Monitoring and Evaluation toolkit. Setting objectives and indicators”: [https://www.betterevaluation.org/sites/default/files/EA\\_PM%26E\\_toolkit\\_module\\_2\\_objectives%26indicators\\_for\\_publication.pdf](https://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_2_objectives%26indicators_for_publication.pdf)

In addition to the Master Indicators in this document. Indicators can be sourced from these documents:



SDG indicator site: <https://unstats.un.org/sdgs/indicators/indicators-list/>



Master Indicator Table: Strategic Goal 1. Defending civic freedoms and democratic values

Objective	Change	Change Question/s	#	Master Indicators	Tool/Methods	Description
1.1. To research, analyse and curate global trends on civic freedoms and democratic values to substantively influence key stakeholders.	1.1 Increase in societies where civic space is open	What demonstrable examples depict a change towards 'openness' of civic space?	1	Number of results/outcomes harvested <i>[including tangible examples of change in civic space]</i> ▲■	Outcome Harvesting; Impact Stories; Most-significant change	Identifies record of outcomes documented which clearly relate to project activities and are significant to the project goal. E.g. <i>A documented change in SRHR policy in 3 countries (A,B,C) as a result of youth-led campaign funded by CIVICUS partners over the period 2011-2015</i>
1.2. To engage decision makers and institutions at national, regional and international levels with a view to protecting and expanding civic freedoms and democratic values.	1.2 Increased recognition of importance of civic freedoms	What local, national, regional or global efforts have been made to acknowledge the role of civic freedoms?	2	Number of media reports/statements/briefs where a public influencer or institution has named/shared the efforts and importance of a civil society/civic movement	Media reports; Outcome Harvesting; Sentiment Analysis	Trends sourced from media analysis to identify where a partner is named (with a negative or positive sentiment), or where briefs disseminated related to 'civic freedoms'. This may include news, or other public platforms.
			3	Number of Universal Periodic Reviews ●▲■		
1.3. To provide requisite support and solidarity to civil society stakeholders experiencing impediments in their work through restrictions on civic freedoms and undermining of democratic values.	1.3 Increased (civic) people participation in democratic and governance processes	What is the frequency, types and scale of civic participation and engagement in project communities/countries?	4	Number of communities/countries with documented change (of 1/2/other) in key civic engagement indicators (voting; volunteerism; council participation, protests, etc.) ▲■	Rubric; Secondary data; CIVICUS Monitor Rating	A composition of key indicators of civic participation must be identified and prioritised. The stages of each indicators should be described based on the project context.

Master Indicator Table: Strategic Goal 2. Strengthening the power of people to organise, mobilise and act

Objective	Change	Critical Learning Question/s	#	Master Indicators	Tool/Methods	Description
<p>2.1. To connect and work in solidarity with a diversity of change-seeking individuals, organisations and movements on inequality, insecurity and climate change.</p> <p>2.2 To support people and their organisations to participate in and influence global forums and monitor progress and hold governments to account on their global commitments on human rights, development and the environment.</p> <p>2.3. To build multi-stakeholder partnerships that contribute to resourcing and creating a more</p>	2.1.1 Increased and diverse CIVICUS members involved in new initiatives	What are the characteristics of CIVICUS members and the alliance? What types of initiatives are members most involved in?	5	Number of CIVICUS members (disaggregated by organisations/individuals, initiative type, country, gender composition, [other])	Online registration form; CRM; Engagement pyramid	Members to be registered and on annual basis requested to contribute to annual survey. Specific disaggregation data element to be included on the online form.
			6	Average level of engagement of CIVICUS members (disaggregated by organisations/individuals, initiative type, country, engagement pyramid level) ●▲■		
	2.1.2 Increase in action for inclusive and sustainable world	How many initiatives have been launched & led by CIVICUS members (individuals/organisations; direct/indirect CIVUCS support)?	7	Number of impact stories on [initiatives driving actions related to inclusion and a sustainable world] ●▲■		
	2.2 Increase in number of CIVICUS members leading multi-stakeholder initiatives	How many initiatives have been launched & lead by CIVICUS members (individuals/organisations; direct/indirect CIVICUS support)?	8	Number of impact stories on [initiatives driving actions related to inclusion and a sustainable world - and include multi-stakeholders] ●▲■	Impact stories	Identifies stories (blog, article, case study) documenting national or higher results which clearly relate to project activities and are significant to the project goal. This story should indicate the number and type of stakeholders participating in the initiative. E.g. As above example, where the project included more than a single stakeholder

Objective	Change	Critical Learning Question/s	#	Master Indicators	Tool/Methods	Description
enabling environment for a resilient and diverse civil society.	2.3.1 Increase in civil society actors receiving support for training, collaboration and travel	How many CIVICUS members, and other civil society actors have received direct support from CIVICUS? (Support includes financial, training, networking opportunities etc.)	9	Number of individuals receiving support from CIVICUS to improve their initiative outcomes (disaggregated by membership, project, gender/age/other demographic info, type of support - training, funding, collaboration, travel)	Project reach report, Project attendance registers	The output indicator documents reach of key CIVICUS support activities. Where possible this should be a count of unique individuals/organisations  The outcome indicator related to impact stories will be used to measure the observable changes through the support provided.
			10	Number of individuals receiving grants from CIVICUS to improve their initiative outcomes (disaggregated by membership, project, gender/age/location; fund brackets)		
			11	Number of impact stories on [initiatives driving actions related to inclusion and a sustainable world - and include multi-stakeholders] ●▲■		
	2.3.2 Increase in civil society actors building coalitions and increasing outcomes	How are civil society actors forming as a network?	12	Number of connections between CIVICUS members and other actors (Disaggregated by type of connection (knowledge sharing/collaboration/advisory/etc); demographic characteristics) ■	Network analysis	Social network analysis method will assist in documenting connections between members and other actors over time, visualise them based on different connection types, and identify key 'players' in the network.

Objective	Change	Critical Learning Question/s	#	Master Indicators	Tool/Methods	Description
	2.4 Increase in opportunities for citizens and civil society to collaborate and influence global governance institutions and processes	What opportunities exist through CIVICUS for collaboration between citizens and civil society?	13	Number of activities (and participants) within a project specifically including both citizen and civil society participants (by type) ● ▲ ■	Project reach report, Project attendance registers	May include various records of meetings, conferences, workshops, platforms, etc. implemented by a CIVICUS project and/or member initiative that has a focus on global governance and has record of citizen and civil society attendance

Master Indicator Table: Strategic Goal 3. Empowering a more accountable, effective and innovative civil society

Objective	Change	Change Question/s	#	Master Indicator	Tool/Methods	Description
<p>3.1. To overhaul and introduce alliance and sector-wide capacity building products that are digitally accessible, engaging and packaged for scaled use.</p> <p>3.2. To model and test distributed civil society organisational models to improve the sustainability, security and effectiveness of civil society action, particularly in repressed and closed civic spaces.</p> <p>3.3. To introduce new metrics for measuring civil society performance that are grounded in people-generated evidence and prioritise accountability to the people that civil society serves.</p>	<p>3.1 Increase in society actors testing new tools and approaches</p>	<p>What types of tools and approaches have been tested and show promising practices?</p>	11	<p>Number of outcomes/results harvested [including tangible examples of new tools and approaches tested]</p> <p>▲ ■</p>	<p>Outcome Harvesting; Impact Stories</p>	<p>Includes stories harvested from project records, reports and communications that explain a specific tool and/or approach to support accountability and innovation. Such as data collection tools, learning approaches, strategies, etc. Where possible, document evidence to support that the tool/approach is a promising practice and can be scaled or shared in other projects.</p>
	<p>3.2 Increase access to resources for resilience among Southern, smaller and informal society formations</p>	<p>Which resources help civil society actors to achieve their goals?</p>	12	<p>Number of CIVICUS members that are rated as being high resilience (Southern, smaller and informal)</p> <p>■</p>	<p>To be adapted from 'Resilience roots' approaches</p>	<p>An assessment should be developed based measuring the member's ability to respond to change in the civic space, such as Sustainability, Independence, Long-term staff contracts, and Community involvement.</p>

## 4

## IMPLEMENT

What tools and process do we need to do to regularly measure the change?

Once you have selected the appropriate indicators you will also need to determine which tools are most useful to track progress against these. On the next page is a summary and links to background information of tools most relevant to the Master indicator list (though you are not restricted to these). The project stage colour codes are included to help determine tools which are most relevant based on the project stage.

- **Choose** the appropriate tool
  - Ensure that the data collection tool can generate data that responds to the indicator. You may need to include more than one question or metric to do so.
  - In instances where the project is not collecting primary data, you will need to assist the project team in identifying the secondary data sources (e.g. media reports, social media content).
- **Collect** your data
  - Depending on the environment you may need to collect data using paper-based approach, electronically or through secondary sources. This should be discussed with the project team to assess what systems they may currently access or have skills to use.
- **Collate** your data
  - Create a database (e.g. MS Excel on SharePoint) for the project to collate data collected. This should allow them ease of summarising all indicator data by relevant disaggregation (e.g. time, location).
  - If the project is sourcing unstructured secondary data you will need to format the dataset or look at ways of structuring the data (e.g. codifying multimedia data)<sup>12,13</sup>.
- **Cleanse** and analyse your data
  - Project teams should be supported by the I&A cluster or allocated M&E member (consultant or team member) to check for data inconsistencies and understand data quality<sup>14</sup>.

**Tip:** Use tools like Google Apps, which allow for basic form design, database creation, analysis and visualisation as a single integrated platform.



**Tip:** Explore tools like [MonkeyLearn](#) to assist in Content and Text analysis of current qualitative or multimedia data.

<sup>12</sup> Data Science Central. “4 Easy Steps to Structure Highly Unstructured Big Data, via Automated Indexation”: <https://www.datasciencecentral.com/profiles/blogs/5-easy-steps-to-structure-highly-unstructured-big-data>

<sup>13</sup> African Journal on Emergency Medicine (2017): “A hands-on guide to doing content analysis”: <https://www.sciencedirect.com/science/article/pii/S2211419X17300423?via%3Dihub>

<sup>14</sup> USAID Learning Lab. “Data Quality Assessment Checklist”: <https://usaidelearninglab.org/library/data-quality-assessment-checklist-dqa>

## Tools and Methods

*Click on description to access online resources*

<p><b>1</b></p> <p><b>Outcome Harvesting</b></p>	<p><a href="#">Retrospectively source and review records of results guided by a set of outcome categories</a></p> <p>▲■</p>	<p><b>2</b></p> <p><b>Impact Stories/ MSC</b></p>	<p><a href="#">Identify and document perceived outcomes of initiatives, promising practices and lessons.</a></p> <p>●▲■</p>
<p><b>3</b></p> <p><b>Media Reports</b></p>	<p><a href="#">Source media analysis reports on campaigns, key events and trending topics</a></p> <p>●▲■</p>	<p><b>4</b></p> <p><b>Sentiment Analysis</b></p>	<p><a href="#">Online content analysis on positive, negative and neutral sentiment on a topic, campaign, or organisation</a></p> <p>■</p>
<p><b>5</b></p> <p><b>Rubrics</b></p>	<p><a href="#">Tool to assess the stages of progress towards a set of domains/changes/categories</a></p> <p>●▲■</p>	<p><b>6</b></p> <p><b>CIVICUS Monitor</b></p>	<p><a href="#">Set of metrics and tools to measure the state of civil society</a></p> <p>●▲■</p>
<p><b>7</b></p> <p><b>Member Registration</b></p>	<p><a href="#">Online CIVICUS membership form</a></p> <p>●▲■</p>	<p><b>8</b></p> <p><b>Theory of Change</b></p>	<p><a href="#">Mapping the intended chain of results, assumptions and contextual influences</a></p> <p>▲■</p>
<p><b>9</b></p> <p><b>Network Analysis</b></p>	<p><a href="#">Measurement of metrics rated to the nature and composition of a network of individuals, organisations or other units</a></p> <p>■</p>	<p><b>10</b></p> <p><b>Secondary Data Analysis</b></p>	<p>e.g. Descriptive trends in governance/civil society <a href="#">open data sources</a>; <a href="#">text analysis</a> and <a href="#">thematic coding</a>; <a href="#">WhatsApp messaging</a></p> <p>■</p>

# 5

## REPORT & REFLECT

What change and lessons can be documented? What are the drivers of the change or lack thereof?

The implementation of the project tools, data collection, collation and analysis must result in the use of data for learning and improvement. As indicated in the DE framework, critical learning and reflection must be encouraged. This is to support improved decision-making and adjusting the project with the intended results in mind. The timeline demonstrates the key reporting and reflection points. Other reporting commitments (e.g. donors, stakeholders) may also be included in the timeline.



### Impact Reflection Meetings

- Review ToC/what project intended to change
- Bi-annually (Jan-Feb and Aug-Sep)
- Management reviews results of each project
- I&A documents achievements towards strategic goals



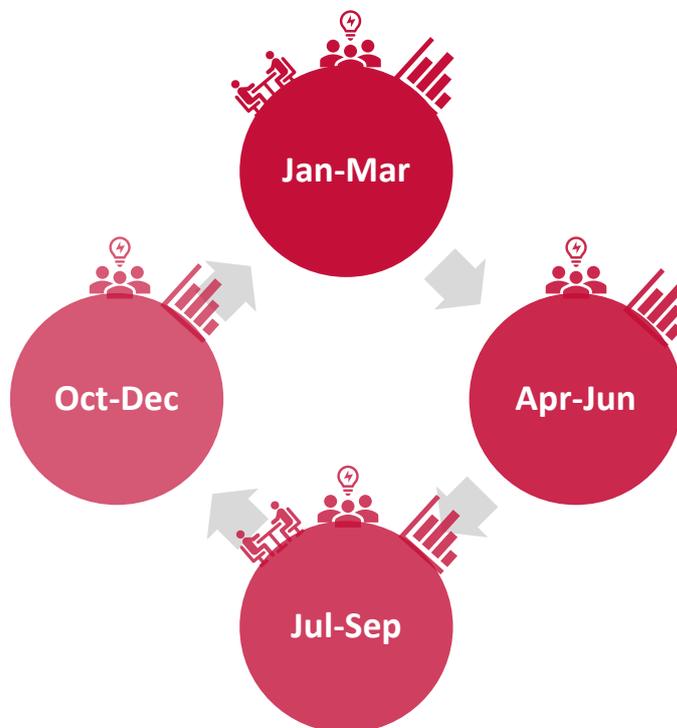
### Project Reflections

- Project team reflects on Critical Learning Questions [at least 1 Q]
- Evidence of change collated using methods listed in DEF



### DevResults

- Quarterly capture of key indicator data into global data portal
- Project teams incorporated data viz in reports, team and donor meetings



**Tip:** Honest and open reflection supports learning. The report and reflect points support the review of progress but more importantly are meant to allow for results-focused engagement, to collaboratively find solutions and share experiences across clusters.

**Have a look at the Amnesty ‘Not Enough Impact Report’ 2018 as an example of such a report and sharing of lessons:**

<https://www.amnesty.org/en/latest/research/2018/12/not-enough-impact-report/>

## 6

## COMMUNICATE

What key messages are important to share?

Communication beyond the M&E reporting will support learning across clusters and within the sector. Teams should be encouraged to identify ways to repurpose and share M&E data. Examples of possible products are summarised in the below table.

Product	Audience	Frequency
a) DevResults dashboard	Internal Management	Quarterly
b) M&E reports	Donors/Management	Bi-annually
c) Intranet (Workplace) – showcase key impact stories/reports	Internal teams	Ad hoc
d) Alliance wide – external	Annual Report	Annually
e) Social Media	General public	Ad hoc
f) Learning briefs and Failure Club	Civil society community	Ad hoc



## Appendices

### Appendix 1: DEF Project Canvas Tool

<b>1. Plan</b> What is the stage and capacity of the project to implement the DEF?	<b>2. Design</b> What does the project intend to change which will be measured by the DEF?
<b>3. Measure</b> What indicators can be used to measure what has changed and how has it changed?	<b>4. Implement</b> What tools and process do we need to regularly measure the change?
<b>5. Report &amp; Reflect</b> How will you document the changes and lessons?	<b>6. Communicate</b> What key messages are important to share? How will you share the key messages?

Appendix 2: M&E Capacity Checklist

Checklist question	Yes	No
11. Is the project aligned to the global CIVICUS objectives?	1	0
12. Is the project being implemented for more than 6 months?	1	0
13. Is M&E or general approaches to tracking progress of the project included in the project plan?	1	0
14. Is 8-10% of the project budget allocated to M&E?	1	0
15. Is there at least one person allocated as an M&E or data support role for the project?	1	0
16. Is the project implementing measures to track activities and early stage milestones (i.e. project management of outputs)?	1	0
17. Is the project implementing measures to assess project outcomes or impact (and not only outputs)?	1	0
18. Do the stakeholders/leadership of the project enforce or verbalised a clear commitment to capture, learn, reflect and adapt based on M&E data gathered and this is embedded in the programme approach?	1	0
19. Do the project managers enforce or verbalised a clear commitment to capture, learn, reflect and adapt based on M&E data gathered and this is embedded in the programme approach?	1	0
20. Does the implementation environment enable various forms of data collection (e.g. internet connectivity, language)?	1	0
Total (out of 10)		

**Project M&E Capacity Categories:**

 0-2: Project has limited dedicated resources for M&E, minimal to no additional reporting requirements and scope for substantive M&E tools is limited. Basic support to project to be provided and focus on building project M&E capacity and introducing basic tools for data collection, and project will be covered in our organisational reporting processes.

 3-5: Project has some level of dedicated M&E capacity (human and financial) and M&E/learning forms part of project approach. Some adaptation and less advanced M&E approaches should be used.

 6-10: Project is well resourced in terms of mature/advanced level of M&E (dedicated project budget, prioritised by stakeholders and embedded in project approach). Current approaches must be reviewed. Only introduce new approaches where there are gaps in measurement. Focus support on refining and advancing current M&E practices.

## Appendix 3: Impact Hypothesis Tool

### **Guidance for developing project indicators for your Sprint project:**

#### **Introduction:**

The sprint application asks project teams to articulate their project’s impact on zero hunger. This can be a challenge – thinking through the potential impact that an early stage idea/pilot can potentially lead to at scale. In line with the lean start up methods of testing hypotheses and assumptions, we can use this same line of thinking when articulating our projects’ impact and choose indicators that will best signal if our assumed impact could be realised.

Using this “impact hypothesis” approach is simply articulating your proposed solution to a problem through a series of hypotheses/assumptions/experiments that will determine whether an expected outcome will be achieved. The idea behind it is this: If we observe signals that indicate whether our hypothesis is correct, we can be more confident that we are on the right path to achieve our desired goals.

We define the steps we will take to achieve the desired outcome in a chain of hypotheses that are logically linked to each other (see examples two pages below). Once we have a series of impact hypotheses that logically link the project’s solution to the overall impact of zero hunger, we state the specific indicators (or signals) we expect to observe. The indicators will provide evidence that our hypotheses are valid.

- An **impact hypothesis statement** reads: We believe that <cause> will result in <effect>
- **Indicators** are assigned to each hypothesis: We will know each hypothesis to be true when we see a change in the <indicator>

#### **Putting this into practice:**

- Think about what you believe your project’s impact will be on zero hunger
- Ask yourself/team questions like: “What will lead to the achievement of this impact?”, “What does my product need to do in order to...” etc.
- Then translate that into a hypothesis statement that reads: We believe that <cause> will result in <effect>. (Template on next page followed by examples)
- Define an indicator for each hypothesis that will signal whether the hypothesis is true – indicating the desired result/outcome has been achieved
- Pick out 2-4 indicators from the list you have developed and commit to monitoring those during your sprint
- A catalogue of generic project outcomes indicators can be found at the end of this document to inform your thinking

#### **More info on the impact hypothesis approach:**

<https://www.thoughtworks.com/de/insights/blog/how-implement-hypothesis-driven-development>

**Template**

<Project Name> - Project impact hypotheses				Indicators		
No.	Cause	→	Effect	Indicator	Baseline	Target
0	Bigger picture: < ultimate goal of project >	will lead to	< Impact on zero hunger >	Impact indicators (not measured during sprint but indicative of longer-term impact) <Usually evaluation indicators>	NA	NA
1	< intermediary hypotheses/assumptions >		< What happens if this assumption is proven right >	< indicator to tell us if this is happening >		
2						
3						
4						
5						

## Other References &amp; Resources

<b>Glossary</b>	OECD M&E Glossary: <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a>
	Resilient Roots Project Glossary: <a href="http://www.civicus.org/documents/ResilientRoots_English_Glossary.pdf">http://www.civicus.org/documents/ResilientRoots_English_Glossary.pdf</a>
<b>Development Evaluation</b>	DE for USAID: <a href="https://2ed20v44ucst1ujckp24w1ks-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/DEPA_MERL-web-Lookbook.pdf">https://2ed20v44ucst1ujckp24w1ks-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/DEPA_MERL-web-Lookbook.pdf</a>
	DE article by T Horne: <a href="http://wellquestconsulting.com/files/Developmental%20Evaluation%20-%20FINAL.pdf">http://wellquestconsulting.com/files/Developmental%20Evaluation%20-%20FINAL.pdf</a> .
	Complexity aware M&E: <a href="https://www.betterevaluation.org/en/resources/guide/complexity_aware_monitoring">https://www.betterevaluation.org/en/resources/guide/complexity_aware_monitoring</a>
	DEF Project Canvas - Appendix 1
<b>Plan</b>	M&E Capacity Checklist - Appendix 2
<b>Design</b>	Theory of Change website: <a href="https://www.theoryofchange.org/what-is-theory-of-change/">https://www.theoryofchange.org/what-is-theory-of-change/</a>
	Theory of Change toolkit: <a href="https://www.theoryofchange.org/what-is-theory-of-change/">https://www.theoryofchange.org/what-is-theory-of-change/</a>
	How to guide - Theory of Change: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/ToC_How-to-guide_May2019.pdf">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/ToC_How-to-guide_May2019.pdf</a>
	Template - Theory of Change: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/ToC_Template_May2019.docx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/ToC_Template_May2019.docx</a>
	Five Why's: <a href="https://betterevaluation.org/evaluation-options/five_whys">https://betterevaluation.org/evaluation-options/five_whys</a>
	Critical Learning Questions as part of CIVICUS' Performance Story 2017-2022: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story_2017-2022_Nov2018v2.xlsx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story_2017-2022_Nov2018v2.xlsx</a>
<b>Measure</b>	SMART Indicators: <a href="https://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_2_objectives%26indicators_for_publication.pdf">https://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_2_objectives%26indicators_for_publication.pdf</a>
	SDG Indicators: <a href="https://unstats.un.org/sdgs/indicators/indicators-list/">https://unstats.un.org/sdgs/indicators/indicators-list/</a>
	UNICEF Advocacy Indicators: <a href="https://www.unicef.org/cbsc/files/Advocacy_Toolkit_Companion2.pdf">https://www.unicef.org/cbsc/files/Advocacy_Toolkit_Companion2.pdf</a>
	Save the Children Advocacy Indicators: <a href="http://www.open.edu/openlearncreate/pluginfile.php/128097/mod_resource/content/1/Monitoring%20and%20evaluating%20advocacy.pdf">http://www.open.edu/openlearncreate/pluginfile.php/128097/mod_resource/content/1/Monitoring%20and%20evaluating%20advocacy.pdf</a>
	How to develop indicators: See Appendix 3 as well as <a href="https://www.civicus.org/monitoring-toolkits/toolkit/indicators/">https://www.civicus.org/monitoring-toolkits/toolkit/indicators/</a>
	Master Indicator Tables: Page 14-18
<b>Implement</b>	Structuring big data: <a href="https://www.datasciencecentral.com/profiles/blogs/5-easy-steps-to-structure-highly-unstructured-big-data">https://www.datasciencecentral.com/profiles/blogs/5-easy-steps-to-structure-highly-unstructured-big-data</a>
	Data Quality Assurance: <a href="https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa">https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa</a>
	Outcome Harvesting resource: <a href="http://outcomeharvesting.net/welcome/">http://outcomeharvesting.net/welcome/</a>
	How to guide - Outcome Harvesting:

	<a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/OutcomeHarvesting-HowToGuide-6Steps_May2019.pdf">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/OutcomeHarvesting-HowToGuide-6Steps_May2019.pdf</a>
	Template - Outcome Harvesting: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/OutcomeHarvesting-Template_May2019.docx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/OutcomeHarvesting-Template_May2019.docx</a>
	Impact story resource: <a href="https://dgmt.co.za/wp-content/uploads/2014/03/LearningBrief-50-Final.pdf">https://dgmt.co.za/wp-content/uploads/2014/03/LearningBrief-50-Final.pdf</a>
	How to guide, Step-by-step - Impact stories: <a href="https://www.civicus.org/monitoring-toolkits/toolkit/impact-story-toolkit/">https://www.civicus.org/monitoring-toolkits/toolkit/impact-story-toolkit/</a>
	Template - Impact stories: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/06/Template_Impact-story_17-April-2019-1.docx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/06/Template_Impact-story_17-April-2019-1.docx</a>
	Media reports resource: <a href="https://amecorg.com/wp-content/uploads/2011/10/Media-Content-Analysis-Paper.pdf">https://amecorg.com/wp-content/uploads/2011/10/Media-Content-Analysis-Paper.pdf</a>
	Sentiment analysis resource: <a href="https://www.springer.com/cda/content/document/cda_downloaddocument/9783319303178-c2.pdf?SGWID=0-0-45-1554491-p179864930">https://www.springer.com/cda/content/document/cda_downloaddocument/9783319303178-c2.pdf?SGWID=0-0-45-1554491-p179864930</a>
	Rubrics resource: <a href="https://www.betterevaluation.org/en/evaluation-options/rubrics">https://www.betterevaluation.org/en/evaluation-options/rubrics</a>
	How to guide - Rubrics: <a href="https://www.civicus.org/monitoring-toolkits/toolkit/featured-toolkit-1-8/">https://www.civicus.org/monitoring-toolkits/toolkit/featured-toolkit-1-8/</a>
	Template - Rubrics: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/Rubric-Matrix-and-Tracking-Tool_v2.xlsx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/07/Rubric-Matrix-and-Tracking-Tool_v2.xlsx</a>
	CIVICUS monitor: <a href="https://monitor.civicus.org/">https://monitor.civicus.org/</a>
	CIVICUS member registration: <a href="https://civicusmembershipsite.azurewebsites.net/">https://civicusmembershipsite.azurewebsites.net/</a>
	Network analysis resource: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/491572/socnet_howto.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/491572/socnet_howto.pdf</a>
	Open data resource: <a href="https://www.od4d.net/">https://www.od4d.net/</a>
	Thematic coding resource: <a href="https://www.betterevaluation.org/en/evaluation-options/thematiccoding">https://www.betterevaluation.org/en/evaluation-options/thematiccoding</a>
	WhatsApp analysis resource: <a href="https://chatilyzer.com/">https://chatilyzer.com/</a>
<b>Report &amp; Reflect</b>	Impact reflection details: <a href="https://www.civicus.org/monitoring-toolkits/toolkit/impact-reflections/">https://www.civicus.org/monitoring-toolkits/toolkit/impact-reflections/</a>
	Critical Learning Questions as part of CIVICUS' Performance Story 2017-2022: <a href="https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story_2017-2022_Nov2018v2.xlsx">https://www.civicus.org/monitoring-toolkits/wp-content/uploads/2019/08/CIVICUS-Performance-Story_2017-2022_Nov2018v2.xlsx</a>
	DevResults: <a href="https://civicus.devresults.com">https://civicus.devresults.com</a>
	Example report - Amnesty Not Enough Impact Report: <a href="https://www.amnesty.org/en/latest/research/2018/12/not-enough-impact-report/">https://www.amnesty.org/en/latest/research/2018/12/not-enough-impact-report/</a>