

Examples of **Participatory** methods and tools **for** **Monitoring & Evaluation**



Naomi Falkenburg
MEAL Specialist, DevLearn
Education Partner - ActivityInfo

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Most significant change (MSC)

A method by which you collect individual stories of change from the people involved in an initiative.

Together, participants discuss and analyse each story before selecting the most significant ones. It is particularly useful for initiatives that do not have predefined outcomes and indicators, where outcomes are very different for the people involved, and where outcomes are complex. MSC can be used both for monitoring and evaluation purposes, as well as to support accountability.

Calendars, charts and timelines

Calendars, charts and timelines are visual tools for exploring sequences of events and how they are perceived.

Examples of calendars include seasonal calendars, which can be used to gather data on and analyse change over a period of time (like agricultural production patterns and yield).

Examples of charts include daily activity charts, which can be used to compare the daily activities of different people (like gendered differences in time spent on employment and household chores).

Timelines can be collaboratively drawn to represent the history of a community or past events. They can also explore hopes or expectations for the future. Calendars, charts and timelines can be used for monitoring, evaluation and planning purposes.

Outcome harvesting

A method to collect (harvest) evidence about changes—whether intended or unintended, negative or positive, and direct or indirect—and determine whether and how an intervention contributed to these changes.

Outcome harvesting does not measure progress towards predetermined objectives or outcomes and is therefore particularly suited to complex situations where it is difficult to establish clear cause and effect relationships or where objectives had to be adjusted during the intervention. Although it is more well-known as a tool for evaluation, outcome harvesting can be used for both monitoring and evaluation purposes.

Participatory diagramming

Diagrammes are visual tools that can be used to represent, analyze and explain social phenomena. They can also help participants to express their ideas.

Examples include tree analyses, which can be used to explore root causes and consequences of a problem or conflict; Venn diagrams, which represent the relationships between different things or people; and spider web diagrams, which represent multiple topics that are scored using a common scale and can be very useful to show strengths and weaknesses.

Participatory mapping and modelling

Communities create their own maps or models, visually representing their understanding of the community's geography and the significant features within it.

Participatory maps can be used for many purposes, ranging from spatial and resource management planning to safety audits and advocating for resource rights.

Advances in technology mean people can make use of Geographical Information Systems (GIS), Global Positioning Systems (GPS) and spatial data and imagery, which lend even greater spatial accuracy and legitimacy to maps.

Participatory video

A group method through which a community learns basic filming skills and works together to produce a film about a subject.

Through filmmaking, participants jointly explore an issue or concern and reflect on their experiences together, enabling them to take action based on what they learn and to communicate their story, needs or ideas to others to advocate for change.

Photovoice

A group activity in which participants capture their experiences related to an issue or concern in the community through photographs, to which they add a caption.

The resulting images are usually discussed through group dialogue and can also be shared with decision-makers for advocacy purposes to bring about change. In the context of an evaluation, participants can capture visual responses to a particular question. Their photos can give insights into previously invisible attitudes, practices or beliefs.

Rubrics

A tool jointly developed by stakeholders that sets out detailed criteria and standards for performance and describes what it would look like at each level.

The different levels are assigned scores or labels accordingly (for example, 1 to 5 or 'very poor' to 'excellent'). If developed during the planning phase based on indicators that have been chosen, rubrics can be effective tools for both monitoring and evaluation.

Sorting and ranking

Sorting and ranking are techniques that give insight into how people perceive different phenomena by categorising and ranking them.

Cards are often used in sorting and ranking activities. A group of related topics or statements are written out on the cards, which are then sorted by participants according to their own values, priorities and experiences.

These exercises can be a useful point of departure for more in-depth discussions about a topic and can be used for both monitoring and evaluation purposes.

Do you want to learn more about choosing methods and tools for participatory M&E ?



Read the full article using the link in comments



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