Monitoring and Evaluation Framework for the Rural Territorial Dynamics Program

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Executive Summary

This document outlines the conceptual basis and operational elements of the envisaged monitoring and evaluation system for the DTR Program of Rimisp. It will guide the work of the M&E team, clarify required contributions from Rimisp staff and partners, and facilitate management decisions.

The M&E system has three core purposes for specific audiences of specific types of information. First, it will strengthen the strategic management of the DTR Program towards achieving programmatic outcomes. Second, it will support the accountability function of the Program to meet the needs of the funding agencies and the Program Advisory Committee. Finally, it will provide detailed insights about what is a large-scale, experimental program – conceived and implemented as a diverse, dynamic and evolving network of initiatives – as an alternative approach to funding development-oriented research.

The DTR Program has five features that shape the conceptual basis of the M&E framework and have methodological implications for evidence gathering, sense-making and communication of findings. These features are its scale, emergent and multi-faceted nature, experimental aspects and programmatic perspective. The Program is an ambitious and dynamic research program, which requires a scaleable approach. It has been envisaged as a mix of anticipated and planned activities with emergent activities in relation to a dynamic and 'messy partnership', thus requiring flexibility. The Program consists of six distinct components hence the system must encompass the diverse natures and linkages across the components. Furthermore, it constitutes an interesting experiment in funding research-based policy advice and capacity development. Finally, the gains are to be had at the programmatic level, in terms of the opportunity and capacity to exploit emerging opportunities. This requires an in-depth look at how a program, not a set of projects, can effect change.

Three angles of inquiry will be pursued within the M&E system:
1. Capturing and making sense of results from each DTR component;
2. Understanding progress towards impacts, related to programmatic outcomes; and
3. Regular reviews of management and governance issues.

All angles of inquiry will draw on the same five sources of information and the same players, though to varying degrees and with different focus, each with their own merits degrees and with different focus, each with their own merits. These are: documentation review of all direct documented outputs per component and a sample of indirect documented outputs; interviews with key players in each component; topical inquiries (commissioned) to answer specific questions and concerns as they emerge during the DTR implementation; participant observation; and narratives.

The M&E framework will lead to a range of public documents, including annual M&E progress reports, and mid-term and final evaluation reports. The Annexes provide further conceptual background material, suggested templates for core reports, and the 2009 Work Plan.

Introduction

This document outlines the conceptual basis and operational elements of the envisaged monitoring and evaluation system for the DTR Programme of Rimisp (Rimisp 2007). It will guide the work of the M&E Coordinator and the M&E focal person, help clarify the required contributions from Rimisp staff members and partners, and facilitate discussion with the Programme coordinator and with IDRC. As is the case for the DTR Programme as a whole, this M&E framework will also be subject to review and adaptation, as the programme evolves.

The framework describes the three core purposes of the M&E system and audiences of specific types of information. The DTR Programme has specific features with methodological implications that shape the conceptual basis of the M&E framework. Next, an overview of the methods and overall outputs of the system are summarized, followed by a description of the M&E activities for each Component of the DTR Programme. The Annexes provide further conceptual background material, suggested templates for core reports, and the 2009 Work Plan.

Purpose of the Programme's M&E

The monitoring and evaluation (M&E) system of the DTR has three purposes, with related audiences and outputs.

1. *Strengthen the **strategic management** of the DTR Programme towards achieving programmatic outcomes (see Box 1).* This means serving the management needs of the Programme Coordination Unit (PCU), led by Dr. J. Berdegué and comprising other Rimisp staff, as well as the core partners with whom Rimisp submitted the proposal to IDRC[1].
    a. The PCU[2] needs: (1) updates on results for all components prior to meetings; (2) regular analyses of progress towards programmatic outcomes; (3) insights into how its management and governance processes are being perceived, in order to identify and implement possible improvements; and (4) emergent, unexpected phenomena from the Programme to help its strategic adaptive management.
    b. Partners need to receive updates on results for all components prior to meetings.

[1] Core partners: DIIS (Denmark), GRADE (Peru), NRI (United Kingdom), Dept de Economía /USP (Brazil). Core partners meet two or three times a year during which analyses of progress (results, outcomes, and problems) are critical, in part as inputs for annually agreed work plans.
[2] PCU meetings are anticipated to take place two times per year for three to four days.

2. *Support the **accountability function**[3] of the Programme to meet the needs of the funding agencies and the Programme Advisory Committee*.

    a. The DTR Programme is being funded by resources from IDRC and NZAid. The needs of these funding agencies for information will be met through a single M&E system outlined in this document. IDRC and NZAID needs to receive regular communication on progress towards outcomes, the relevance and quality of the process and products, and emergent results and issues. This will be undertaken through written commentaries (2 x per year), complemented by personal communication by the M&E coordinator with the responsible officer in IDRC, Dr. Merle Faminow, once every four months, and in NZAID, twice a year.

    b. Programme Advisory Committee (PAC) [4] needs to receive progress towards outcomes, the relevance and quality of the process and products, and emergent results and issues, in order to be able to fulfill its oversight function.

3. *Provide **detailed insights** about this large-scale, experimental programme – conceived and implemented as a diverse, dynamic and evolving network of initiatives – as an alternative approach to funding development-oriented research.*

    a. Anticipated audiences are funding agencies (IDRC, NZaid, other bi- and multi-lateral agencies, NGOs, foundations), academics and other development think tanks. In recognition of the risky and cross-cutting nature of this project, Rimisp wishes to provide detailed and regular commentaries on the form and effectiveness of the Programme. Solid M&E of the programme can lead to insights to understand the shaping, evolution and performance of what is a complex and emergent initiative. These insights could strengthen the case for more innovation around research, policy development and capacity strengthening.

    b.

Box 1. A short word about intended outcomes and word definitions

Outcomes (in Spanish *efectos*) are the focus of the M&E system. These are formulated as follows (Rimisp 2008): "The programme has the ambition to make a real difference in the region by building on prior work and in open collaboration with others. The programmatic outcomes are: Diverse change agents: a. Interact in a broad regional and globally-linked network

[3] Note that the M&E contract framework does not cover financial accountability issues, which will be implemented according to standard Rimisp procedure via its auditing processes.
[4] The PAC meets one or two days per year, during which progress over the past year, next year's work plan and other focused topics are discussed. M&E reporting (focus/length) must fit within this frame.

b.	Collectively advance a theoretically-consistent and empirically-tested vision and strategy on how to achieve rural economic growth with poverty reduction, greater equality and sound environmental governance; and
c.	Engage effectively in relevant national, regional and international debates on rural development policies and how they are applied in practice."

Specific Features of the DTR Programme

Five features of the DTR Programme merit special attention as they influence the choice of approach to take in evidence gathering, sense-making and communication of findings.

Scale. The Programme is quite an ambitious research programme, with 20 long term research sites anticipated for Component 1 alone. The other components add many additional initiatives and relationships, encompassing an as yet unknown number of potential 'partners'[5]. This requires the approach to be scaleable as and when the need arises.

Emergence. The Programme has been envisaged as a mix of anticipated and planned activities with emergent activities in relation to a dynamic and 'messy partnership'. Opportunities will be used to experiment with leverage points, new ideas, and pathways of influence. This requires the approach to be flexible. A balance is being sought between channelling energy and capacities of over 100 partners (see Annex 2) towards three programmatic outcomes and enabling their autonomous actions. The role of Rimisp is to create spaces, activities, and platforms that contribute in a given direction but without forcing concerted action in a specific direction and letting them take on the DTR challenge within directions dictated by themselves.

Multi-faceted. The Programme consists of six distinct components, with as yet no fixed linkage between them in terms of implementing partners, notwithstanding a clear logic in relation to the programmatic goals. Research outputs and partners (Component 1) are expected to link to efforts with capacity building and policy influencing (Component 2), and research outputs will feed into Component 3 (Education), and all networks will be involved in Component 6 (Communications). The M&E system must encompass the diverse natures and linkages across the components.

Experimental at many levels, including management. As a large, dynamic and evolving initiative, the Programme constitutes an interesting experiment in funding research-based policy advice and capacity development. It is risky due to the devolved responsibility of high levels of funding in relation to a new theme which still lies outside the mainstream of development practice. The Programme has been

[5] To give an indication of the potential scale, in the first year of the Programme, the network of directly engaged partners grew from six to 105 partners (see Annex 2).

conceived as an evolving network that changes size and shape, depending on which partners ‘stick’, which new sub-projects and funding opportunities emerge. In particular, for the funding agency, IDRC, the Programme constitutes a very large scale experiment. The Programme is being implemented through the largest decentralized grant in IDRC’s history. Furthermore, it is a highly integrative initiative that devolves responsibility over three programmatic units in IDRC.

Programme, not a project. This experimental, multi-faceted, emergent effort with much money involved for a five year period constitutes a programme. Through it, Rimisp has pledged to deliver what could be considered a systemic shift in (policy) debates and interactions in rural development. Conceiving and resourcing this programme is considered justified in terms of the very significant, expected outcomes. The gains are to be had at the programmatic level, in terms of the opportunity and capacity to exploit emerging opportunities. This asks of the M&E system, an in-depth look at how such a programme can effect change, as compared to a series of projects.

These features require that the approach is flexible, scalable and diverse in order to do justice to the range of activities and change pathways that will evolve over the course of the five years.

Conceptual Basis

Based on these features, four sources of conceptual inspiration guide the M&E framework: innovation, complexity thinking, developmental evaluation, and outcome mapping.

Innovation

First, the Programme concerns a mix of innovations, which requires specific expectation sets. In relation to this, Perrin warns that: “Many traditional evaluation methods, including most performance measurement approaches, inhibit rather than support actual innovation” (Perrin 2002). He argues that evaluation of innovation should seek to understand where impact has occurred and why this is the case, in line with the thinking that multiple failures will be “compensated by major gains on just a few”. Another perspective on innovations and the need for appropriate information methods comes from Jochum Stienstra: “Often questionnaires (quantitative) or discussion guides (qualitative) encourage the path of thinking that is predominant in society. ... the construction of the questionnaires directly follows the assumptions the [creator] makes: we probe for the information we want to have.” Furthermore, the answer reflects back the vision on society that has been ‘implanted in the collective memory’. Both are, he says, a barrier to innovation, finding new opportunities, taking on new thinking. The M&E system will need to do justice to the innovative nature of the Programme, by explicating seeking to understand how innovation is being made possible by the Programme but also to assess the outcomes in relation to the Programme’s innovative nature.

Complexity[6]

A second feature is that of complexity. Innovations are long term in nature, with uneven progress, unclear timeframe for returns on investment. The Programme will evolve in some unpredictable ways. Solutions are not known – and sometimes the problems are not either, as they evolve during implementation. Sense-making can only occur retrospectively, identifying emergent practice (rather than best practice). Drawing on the Cynefin framework (Boone and Snowden 2007; see Annex 3), some of the Programme activities can be considered a safe-fail experiment within the complex realm. It means that changes are emergent, rather than predictable, and can best be discerned as patterns of transition. This observation has methodological implications, as narratives become the central source of information and systems concepts take on relevance for sense-making (Williams and Imam 2007).

Some say that complex programmes should be abolished, as they are too hard to track (Pinnegar 2006, cited in Rogers 2008). But others Rogers, writing on the implications of complexity thinking for evaluation (2008), concludes differently: "Indeed, the art of dealing with the complicated and complex real world lies in knowing when to simplify and when, and how, to complicate" (ibid:30). In Rogers' classification of existing evaluation practice, she distinguishes between simple, three types of complicated and complex interventions. Following her definition, the DTR Programme fits well and truly within the 'complex' with its focus is on building capacities that can be put to use for specific purposes but also due to its "partnerships and network governance ... so activities and specific objectives emerge through negotiation and through developing and using opportunities (Uusikylä and Valovirta, 2004)" (ibid:39). She goes further to say: "The greatest challenge comes when interventions have both complicated aspects (multi-level and multi-site) and complex aspects (emergent outcomes). This is when a logic model needs to provide a common framework that can accommodate local adaptation and change". Rogers reports on interesting examples where the logic model was not used but theory of change was articulated as a set of assumptions about the world that could be used to shape activities and to test the assumption." This idea relates to the topical inquiries planned for in the DTR M&E work (see under ''Elements of the System).

Developmental Evaluation

Both the above features mean that the M&E systems and structures are ideally based on the notion of 'developmental evaluation' (Patton 2006; Gamble 2008; see Annex 4). Developmental evaluation is a term coined by M.Q. Patton which refers to an 'evaluative practice' that supports continuous progress and rapid response to complex situations with multiple variables. Developmental evaluation does not replace other forms of evaluation, but is considered most suitable for initiatives that are at an initial stage of development or undergoing significant change, and can benefit from careful tracking. Patton notes "social innovators are likely to be ahead of the evidence and in front of the science." They need a form of tracking that ensures accountability while

[6] The importance for the M&E of rural development of recognizing this phenomenon is outlined in Guijt 2008.

allowing for experimentation and evolution - hallmarks of social innovation processes. Developmental evaluation is a long-term process that supports and nurtures, rather than constrains and inhibits, social innovation. The evaluator works closely with the organisation and its leaders as they test and refine their ideas, and is often an integral member of the programme team rather than an incidentally present external person. His or her role is to continually ask questions to ensure that the innovation process is well understood and the decision-making points documented and presented to the organisation (and its fund agencies, as appropriate). For the DTR Programme, the M&E Coordinator and Focal person will take on this role.

Outcome Mapping

Outcome mapping is a specific approach to planning, monitoring and evaluation that offers several concepts of use to the DTR Programme (Earl et al 2005). Talking in terms of 'boundary partners' (see Box 2) and their behavioural and relational changes in terms of 'outcome challenges' will enable the Programme to realistically take stock of who they want to, should be and are influencing, and how this influence is made visible in terms of changed behaviours, relationships or actions. It also enables the Programme to assess the combination of its strategies in relation to the observed and desired changes.

Box 2. Defining 'boundary partners', outcome challenges and strategies

- *Boundary partners*: Those individuals, groups, and organisations with whom the programme interacts directly to effect change; anticipates opportunities for influence; engages in mutual learning
- *Outcome challenges*: describes behavioral changes; concerns a single boundary partner; sets out the ideal behavioral changes; describes the boundary partner's contributions to the vision

	causal	persuasive	supportive
I aimed at *individual boundary partner*	direct influence	arouse new thinking; build skills, capacity	on-going support
E aimed at boundary partner's *environment*	alter the physical, regulatory or information environment	broad information dissemination; access to new info	create / strengthen peer networks

- *Strategies*: causal, persuasive, supportive activities that act at the level of aimed at individual boundary partner and at boundary partner's environment.

Elements of the M&E System

Three angles of inquiry will be pursued within the M&E system, for which details are summarized in Table 1:

1. Capturing and making sense of *results* from each DTR component;
2. Understanding progress towards impacts, related to programmatic outcomes; and
3. Regular reviews of management and governance issues.

Table 1. Angles of inquiry and methods

Angle of Inquiry and focus	*Evidence-gathering methods (and frequency)*
a. Assessing results: actual compared to expected results quality of results innovations areas for improvement	• Documentation review of all direct and indirect outputs of the Programme, based on annual work plans (as soon as outputs are shared) • Interviews with DTR team members • Interviews with (a sample of) partners (at each partner encounter) • Topical inquiries: expert assessment of selected outputs/ processes (four per year; distributed among the Components) • Participant observation at selected events (to be decided on an annual basis and divided between the M&E Coordinator and Focal Person)
b. Understanding potential Impacts (per programmatic outcome): Signs of progress Reasons for good / poor progress	• Discussions with key players at Annual Meetings, based on documentation of results • Solicited narratives (see Box 4, Example 1) • Outcome pathways of selected events and products • In-depth case studies (mix of document review and interviews with sample of participants)
c. Review management and governance and quality of the network (related to the PCU, Rimisp, networks)[7]	• Interviews with IDRC, PAC members, research partners, PCU staff (twice a year) • Sampled interviews with network partners and linkages as it evolves • Perhaps some solicited narratives (see Box 4, Example 2)

All angles of inquiry will draw on the same five sources of information and the same players, though to varying degrees and with different focus, each with their own merits (see Table 2).

Documentation review: all direct documented outputs per component and a sample of indirect documented outputs. Indirect documented outputs are, for example, the products of journalists in the media network, policy documents of governors linked to,

[7] Questions will need to be specified but are along the lines of: "To what extent do networks collaborate towards same objectives/programmematic outcomes?"; "To what extent do sub-networks / relationships develop own capacities and functional level?"; "To what extent do they have room to manoeuvre?"; "As networks evolve and grow, what does this mean for Rimisp's role (as gatekeeper?)?"

other by-products of the research partners not designated specifically for the DTR programme, subsequent work that evolve from international networking efforts, etc. A list of indirect products, per Component, will be developed and continually fed to facilitate focused documentation review.

Interviews: sample of key players per component. The exact number and type of person/group to interview will be determined on a Component by Component basis. The players to be considered are: IDRC, project teams, PAC members, PCU members, participants of capacity-building events and DTR-initiated networks and sharing events. A running list of component-specific players will be developed as an ongoing initiative to facilitate purposively and/or randomly sampled interviews.

Table 2. Contribution of Different Evidence-gathering Methods

Evidence-gathering method	*Contribution to Understanding*
Documentation	• Proof of deliverables • Source of data on expanding network, specific activities • Assessing quality of outputs • Innovation
Interviews	• Source of lived experiences and individual perspectives on processes (ups and downs) and changes • Enable probing and unexpected insights • Perspectives of direct actors (eg in the territories) and indirect ones
Topical inquiries	• In-depth understanding of key issues of concern or interest to DTR Programme • Complimenting in-house/partner-based expertise on the selected topics with additional expert insights • Focused recommendations
Participant observation / trips to research sites, partners and at core events	• Observe interactions between partners, PCU, team members, to see how decisions are made, which issues are raised by whom, which stories are shared in the process that connect with the different actors to facilitate interviews/narrative sharing.
Narratives	• Ideas and insights not accessible by asking pre-determined questions or sitting in on working sessions, beyond the question asker's / observer's imagination, mental models or conceptual understanding interpretation trap of seeing preconceived ideas confirmed • Introduces intuition, flexibility, creativity and imagination • Richness of lived experiences, a mini-theory of storytellers own mind and behaviour (not the question askers)

Topical inquiries: A set of focused studies will be commissioned to answer specific questions and concerns as they emerge during the DTR implementation. Ideas for 'topical inquiries' will be elicited from the PCU, PAC, IDRC and other networks and research sub-projects (will vary per year) and prioritised with the PCU and IDRC (see Box 3 for some ideas). The topics will be selected on the basis of the following criteria: (1) issues that enable the strategic adaptive management of the programme; (2) issues that enable testing key assumptions implicit in linking results to outcomes (the implicit theory of change of DTR) for each of the components; and (3) the assessment of emerging innovations (in terms of management practices, relationships/networking, research practices, capacity building initiatives, methods, etc). Box 3 indicates some possible ideas for topical inquires currently emerging as areas of interest and concern.

Where appropriate, external consultants will be contracted to undertake these inquiries. These inquiries do not constitute major research projects but focused, short examinations of concrete issues. Two levels of topical inquiries are catered for (in-depth inquiries that require fieldwork and more focused desk studies/interview-based inquiries). These topical inquiries will be documented as small essays.

Box 3. Ideas for topical inquiries

- Environmental perspective, actors and actions
- Understanding of policy influencing and its politics (images, strategies and results)
- Communication for policy influencing
- Poverty research – added value, following standards, accessibility of findings
- Gender perspectives within DTR
- Power analysis
- Capacities and its strengthening
- Media (appropriate and effective use of products)

Participant observation. To understand the nature of the multitude of interactions, the nature of the challenges and the diversity of contexts and issues related to the Programme, it is considered essential to participated in a selection of activities. The activities and areas to be visited will be selected each year and divided between the two dedicated M&E team members. The visits represent key opportunities to undertake focused interviews, elicit narratives, evaluate events and gather evidence for focused case studies.

Narratives: In discussion with the PCU Coordinator, a decision will be made about the use of narratives based on the Cognitive Edge methodology[8]. This use of narratives represents a highly structured evidence-gathering process that enables patterns to emerge by codifying the meaning of the (short) stories that are elicited based on prompting questions (see Box 4).

Box 4. Possible prompting questions to guide solicited narratives

Example 1. Related to programmatic outcomes.
One possible prompting question would be: "Imagine you were at the movies and bumped into a friend. This friend just became head of International Programmes at the world's most cash-flush foundation. She/he explained that it was hard to find examples of exciting and solid work that tackled critical societal problems. You decide to extol the virtues of the DTR programme in Latin America. What story from your experience with the DTR over the past six months would you tell them?"

[8] www.cognitive-edge.com

Another possible prompting question is: "Imagine you were at the movies and bumped into a friend. This friend just became head of International Programmes at the world's most cash-flush foundation. She/he had just received an additional funding request by the DTR programme. You are keen to warn your friend about possible waste of money. What story from your experience with the DTR over the past six months would you tell them?"

Example 2. Related to management and governance
A possible prompting question would be: "Imagine you were approached by a colleague contemplating a job within the DTR PCU and you think she wouldn't be able to stand it, what story from your experience with the DTR over the past six months would you tell her?" and/or "Imagine you were approached by a colleague contemplating a job within the DTR PCU and you think he would be an excellent addition to the team, what story from your experience with the DTR over the past six months would you tell him?"

The value of the narratives is that they enable patterns of strong signals as well as so-called weak signals or surprises to emerge. As Stienstra and van der Noort (2008) say in their paper: "The methodology offers a systematic way to introduce intuition, flexibility, creativity and imagination into the [research] process without falling into the trap of the post-modern attitude that 'there are no truths at all'." Stories would need to be sought with a certain frequency from a diverse range of players related to all DTR Components. Numbers of stories and frequency would need to be determined. The use of Sensemaker© is being explored, software specifically designed to gather and process large numbers of narratives.

Component Specific M&E

For each component of the DTR Programme, a short description follows of the nature of the work, the type of actors involved, and the M&E focus and challenges.

Component 1. Applied Research

Component 1 supports multidisciplinary research projects aimed at informing the policies and strategies of rural development stakeholders at territorial, national, and international levels. Research activities are screened for quality internally through peer review processes at the design and draft results stages.

Three scout projects are being tested (Nicaragua, Peru and Chile), feeding into new versions of the methodological research framework. A further 12 'regular' projects are envisaged to take place, in a total of ten countries, followed by a last round of ten 'synthesis' projects. All research activities are expected to include well construed communication processes and feedback with the intended users of the research results. The core output, besides the territory-specific findings, is a solid methodological approach for policy-oriented analysis of rural territorial dynamics. This approach focuses on understanding how the interactions of social actors, institutions, assets and development outcomes determine the opportunities of economic growth with social inclusion and environmental sustainability.

All research projects (scout and regular) will be assessed at two levels: the research process and the outputs. The outputs will be assessed on their quality by world class specialists, in terms of their theoretical added value, clarity of the findings, ability to challenge erroneous myths, and uptake through the communication products. In terms of the research process, we will need to understand to what extent those involved in the research have shifted their thinking and action due to their engagement in the process. In addition, the regular projects will be tracked in terms of the uptake of lessons identified and changes proposed by the scout projects. Furthermore, the M&E will need to include some way of tracking the effect of this component on those indirectly involved and reached with the research findings, as well as their link with (contribution to) other components.

Component 2. Capacity Building

This component seeks to strengthen the capacities of public, private and social sector agents to affect rural territorial dynamics so that they are more conducive to outcomes of economic growth, social inclusion and sound environmental governance. The focus will be on those capacities needed to improve the quality and effectiveness of collective action, networking, social innovation and social entrepreneurship. Within this emphasis, a main concern will be to strengthen the agency of the poor and the socially excluded to affect rural territorial dynamics. This component will be closely linked to the applied research and the communication components.

One year into the DTR Programme, the capacity building component lags considerably behind schedule. Thus far, the work has focused on two levels, regional platforms and territory-specific initiatives. Two regional platforms are currently established: for governors and for the rural press. Three others are anticipated: a learning network/Community of Practice of task managers of bilateral/multi-laterals, private sector, social movements.

Work has been underway to develop ways of developing Communities of Practice in specific territories, to be selected. In November 2008, a workshop was held to more clearly define priority areas (capacity needs) and steps for finalising a proposed approach for the territory-specific capacity-building processes that seek to foster collective action. It is anticipated that Rimisp will include activities seeking to optimise the use of Web 2.0 tools for supporting the emergence of DTR coalitions with the capacity to act.

The emergent nature and focus on changed capacity to act suggests that narratives and interviews are more appropriate means to understand what has shifted, if anything, and how.

Component 3. International Networking

The programme seeks to link LAC practitioners, policy-makers and researchers in rural development with their counterparts in other regions of the world. This is driven by a vision of mutual benefit: inserting Latin American rural territorial development analytical and policy perspectives and programmatic experiences and know-how into key international rural development debates; and exposing LAC actors to ideas, know how and experiences from other regions.

Initial activities are focused on a conference in early 2011 that links the DTR work with China, India, South Africa –countries which are undergoing major rural transformations that are likely to have global impacts. Regional visits are also being planned and undertaken, particularly between LAC expertise and the OECD and the European LEADER Programme. Furthermore, efforts are underway to introduce the DTR topic, products and partners in international academic fora. For example, a special panel has been approved for LASA on rural territorial inequalities.

The programme brings forth a set of focused activities, in particular opening up South-South channels of communication and mutual learning. Interviews, opinion polls, event evaluations and narratives will capture the ways in which the envisaged and emerging activities influence those involved.

Component 4. Post-Graduate Network and Scholarships

The programme aims to strengthen the capacity of two to four post-graduate programmes on subjects directly pertinent to rural development, in Central America and the Andes. The main strategy of the component will be to support the improvement of the curricular quality (content and methods). Four types of activities will be funded: engage MSc students in research activities and main meetings of the programme; small grants to co-finance short internships of professors from these universities to visit leading universities and research institutes, in LAC or OECD countries; and small grants to co-finance visiting professors from advanced universities and research institutes, in LAC or OECD countries, to teach seminars in the participating universities; and improvement of curricula in participating universities.

The core activities of this component can be assessed with interviews, topical inquiries, and narratives.

Component 5. Rimisp Development

Progress in this area will form part of a wider organisational development initiative. Information on this component will be forthcoming from that initiative and will be discussed at the IP meetings (or equivalent decision making structure should this change).

Component 6. Communications

The Programme seeks to work through a multi-audience, multipurpose, and multimedia communication strategy, professionally designed and managed, that provides effective, ongoing and cross-cutting support to all the activities and components of the programme. This component is aimed at three levels: facilitating communication between the diverse stakeholders (internal and with the socios), building the capacity of key communicators in rural development about DTR, and developing and sharing information about the DTR programme. The DTR Communication team will seek to provide a facilitating and organizing role, rather than an implementing role – seeking to engage partners in developing focused materials and undertaking specific communication activities.

As this aspect of the DTR Programme is innovative and evolving, a focused M&E component must be developed and regularly revisited to understand if and how communication is fostering the uptake of DTR and contributing to the programmatic goals. Questionnaires, interviews, narratives and topical inquiries will be needed to understand the quality of the communication processes, capacities and products.

M&E Outputs and Calendar

The M&E framework will lead to a range of documented outputs listed below with varying frequencies (see Table 3). In Annex 5, an annual work plan for 2009 is specified in which the activities and outputs are outlined in detail. Annex 6 outlines the draft templates for core products.

1. *Annual overview of progress.* As input to the Annual DTR Meetings and for consideration by the PAC and IDRC, a detailed analysis of results, progress towards stated programmatic outcomes will be produced, topical inquiries, and management-related issues. This will draw on analysis of results from each component, additional data gathering (interviews and quality checks of selected products, and the topical inquiries (see 3 below). Four Annual Progress Reports will be produced, starting with the first one in for the March 2009 Annual Meeting. In 2012, the report will provide additional information as needed for the external evaluation.
2. *Biannual updates of progress.* Two additional updates of progress will be produced per year as input into the planned PCU meetings.
3. *Topical inquiries.* Each year, resources and time will be allocated to investigating emerging issues of strategic relevance to DTR. These topics will be decided as part of the annual work plan, will be related to queries from/needs of specific audiences and linked to specific events to ensure detailed consideration. See the discussion on topical inquiries, section 5.
4. *DTR Annual report.* Inputs will be provided to the DTR Annual Report, synthesized from the products 1, 2 and 3 outlined above. The important 'highs' and 'lows' of the year for each of the four M&E areas (see section 5 above) and per component will shape the input for the annual report.
5. *Mid-term evaluation document*. In 2010, a mid-term evaluation will be held, involving an external evaluator. It will play a significant role in the final evaluation of the NZAid grant. This evaluation is conceived as a meta-evaluation, and will

largely be based on the information produced by the M&E system, complemented with a limited number of focused interviews. It will also include a look at the quality of the M&E system, as this will provide insights into the effectiveness of the learning and accountability functions of the Programme. The focus of the mid-term evaluation will be on the large strategic issues that might be limiting the progress and outcomes of the programme. It is expected that this mid-term evaluation will involve a substantial discussion with the project team, PAC members and IDRC.

6. *Final evaluation document*. In the last quarter of 2011, an externally contracted evaluation will be undertaken under the responsibility of the M&E consultant. The evaluation will focus on assessing the achievement (and reasons thereof) of the programmatic outcomes. It will also address the achievement of IDRC expectations vis-à-vis this experimental decentralized research grant.
7. *Section in the DTR Webpage.* All products from the M&E system will be made public and posted on a dedicated section of the DTR webpage. This section will be functioning prior to the first Annual Meeting in March 2009.
8. *Articles (optional).* Due to the innovative nature of the DTR and its M&E, it is anticipated that several articles about the M&E approach and its contribution to the work will be produced. These are considered optional products and have not been catered for in the budget or time, as of yet.
9. *Thesis.* In addition, an in-depth study on the shaping, evolution and performance of this complex and emergent initiative is considered of great interest. Discussions are currently underway to make this product a possibility.

Table 3. Expected M&E products 2008-2012

	2009	2010	2011	2012
Annual overview of progress	March	March	March	March
Biannual updates of progress	Jun & Dec	Jun & Dec	Jun & Dec	Jun
Topical inquiries (variable)	Mar, Jun, Sept, Dec	Mar, Jun, Sept, Dec	Mar, Jun, Sept, Dec	Mar, Jun, Sept, Dec
DTR Annual report inputs	Feb	Feb	Feb	Feb
Mid-term evaluation report		Initiate Feb 2010, finalize Oct 2010		
Final evaluation report				Initiate Dec 2011, finalize Jun 2012
Webpage	ongoing	ongoing	ongoing	Ongoing
Articles				
Thesis				

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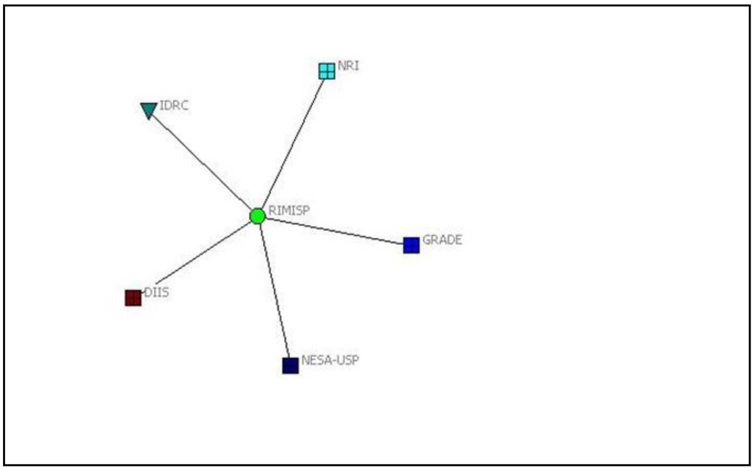
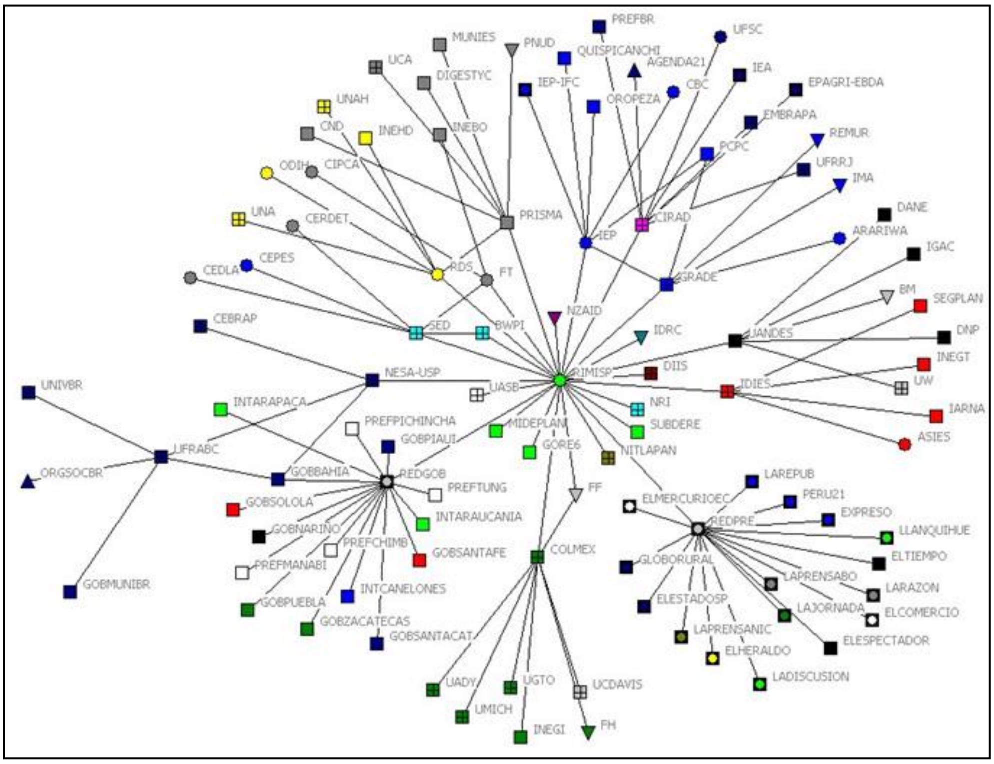
Annex 2. Expansion of networked organisations after one year

Survey carried out by Felix Modrego, Rimisp.

DTR Partners July 2007



DTR Partners August 2008

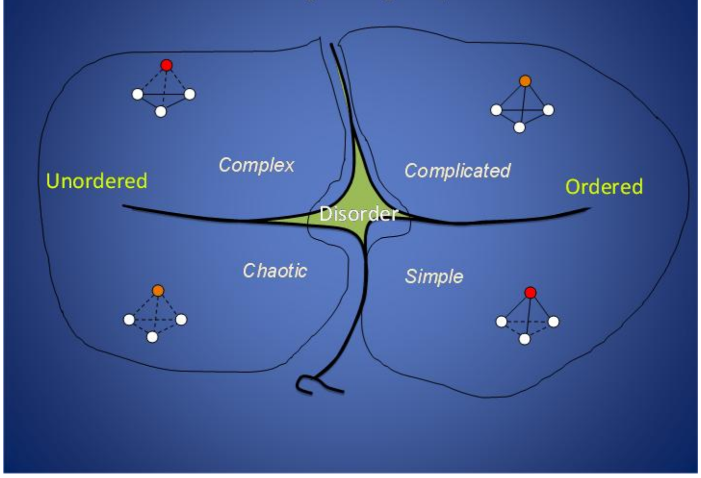


Annex 3. The Cynefin Framework

Trajectories of social change – addressing institutions, changing norms, dealing with power inequities – are often far from predictable. Multiple social groups and individuals form an ever changing kaleidoscope of engagement on a range of activities within a dynamic political, cultural context. Making sense of what would be optimal at any given moment in time, making sense of existing work to date, making sense in order to guide and be accountable are challenged by the unpredictable, emergent nature of social change. Being clear about the nature of reality with which one is dealing, can help understand what is needed to manage expectations, plan activities, and undertake feasible monitoring activities and meaningful evaluations.

Figure 1 shows one framework that helps to understand the 'nature of the beast' when it comes to complexity and 'right to voice'. This framework is a sense-making model for understanding how to act in situations with different levels of complexity (more and less clear cause-effect linkages) (Snowden and Boone 2007). Essentially, the power of the framework lies in forcing the question of what can realistically be expected of decision-making responses, knowledge management processes, and general working procedures, given that one is dealing with situations that have inherently different characteristics. For example, there is no point knowing that investments in innovative social change pathways will lead to unknowns, while at the same time forcing an M&E system to dictate which indicators will be monitored for diverse initiatives ahead of time.

Figure 1. Locating Complexity (the Cynefin Framework ; www.cognitive-edge.com)



Both the 'simple' and 'complicated' domains are ordered and are well suited to fact-based management. In the *simple domain*, it is clear what is expected, cause and effect are directly related and the known can be predicated, repeated and perceived. Think of anything that can be standardised, such as processing pay cheques and many industrial processes. Deviations and variance from the standardised are signals of problematic procedures and suggest concrete directions for remedial action. 'Best practices' is a good KM option for activities in this domain and investing in fail-safe design is not a bad implementation strategy (Snowden 2003). The *complicated domain* relates to situations with more variables and elements that shape causes that over time have certain effects. Importantly, these effects are knowable with expert input. Analysis is needed to make sense of the interaction of different variables. Rather than categorisation, 'sensing' what is happening is the entry point into analysis which enables a response or set of responses. Scenario planning and 'good practices' are at home in this domain.

The domain that offers important ideas for the development sector, particularly when dealing with processes of institutional transformation, is the *complex domain*. Here institutional transformation often follows an unpredictable trajectory. Cause and effect is only coherent retrospectively and cannot be repeated. It requires probing, through safe-fail experimentation, of actionable options, then sensing what happens with these experiments (innovations) and then responding. Sense-making occurs through narratives about efforts and assessing emergent patterns that form the basis of next steps. Narrative is appropriate as a sense-making tool in complex situations, bringing together facts, opinions, ideas, theories and ideologies. By bringing diverse information to bear on the situation, probing and interaction help explanatory patterns to emerge that are the bases of responses. This is the domain of 'emergent practices'. Probing means 'investing in failure' (Woodhill 2008) as one does not know what will prove effective and optimal.

This leaves us with the *chaotic domain* in which no clear cause-effect can be discerned and one is dealing with unknowables. Again, management best takes place through an analysis of emerging patterns but requires action, then sensing what next step is needed and responding. Crisis task forces are at home within this domain.

If nothing else, this model argues the need for different types of systems of different approaches to evidence, analysis and action, or multi-ontological sense-making (Snowden 2005). Determining in what context one is operating – simple, complicated, complex, chaotic or disorder – enables appropriate choices (see Box 1).

Box 1. Knowing When Complexity is at Play (Guijt 2008)

Abma (2005) works with a similar notion of multi-ontological sense making when it comes to evaluation in the Dutch health sector. She refers to 'responsive evaluation' as "especially appropriate in health promotion contexts characterized by ambiguity. Ambiguity refers to the absence of or contradictory interpretations about what needs to, can and should be done, when and where" (ibid:393). Abma identifies three situations where high degrees of ambiguity can be found: non-routine interventions, collaborative interventions; and absence of consensus among stakeholders.

Thinking about the DTR Programme with this lens opens up several avenues (Guijt 2008):

"First, it proves a solid reason why the development sector should not expect the universal applicability of programme-based logic, particularly in contexts where innovation is a key feature. In complex and chaotic situations, probing and action are needed prior to understanding what response is best in that context. Hence it helps to manage expectations of what is knowable: "acknowledging and accepting complexity is better than placating it with planning models" (Browning and Boudès 2005). Hamel gives the example of IBM's emergent business opportunities that were not expected to fulfil the same accountability norms: "it requires accountability for different sorts of things than would be expected of a mature business… not expected to provide precise profit forecasts, they are expected to be very explicit about their hypotheses, lest unstated and untested assumptions lead the venture into an expensive dead-end" (Hamel 2007:226).

Second, the framework allows a widening of the role that monitoring play in each of the situations..... In the simple states, monitoring is straightforward: 'how many children were vaccinated', 'how often did children not attend school', 'what was the default rate of micro-credit lending'. Information functions can be automated and 'best practices' are a valid way to summarise and share experiences. In the complicated situation, there are multiple right answers and expertise is needed to analyse information. For ... farmers in Minas Gerais, collaboration with soil specialists around their agroforestry trials was essential to understand different fertility management options. Monitoring may involve more variables and more discussion to understand what it represents. In the complicated state, Snowden says that the task is to "seek to understand a sufficiency of the present in order to act to stimulate evolution of the system. Once such stimulation is made, monitoring of emergent patterns becomes a critical activity so that desired patterns can be supported and undesired patterns disrupted. The organisation thus evolves to a future that was unknowable in advance, but is more contextually appropriate when discovered." (Kurtz and Snowden 2006). In the chaotic domain, there are no right answers as there is only turbulence. Snowden locates the September 11, 2001 events in this domain. Monitoring focus on seeing where the 'bleeding' is heaviest and staunching that in an effort to create some stability. In all domains, sense-making is a continuous process, hence monitoring is continually occurring as is the process of interpreting what is perceived.

Finally, the framework helps explain the reason why diverse types of information and sense-making are essential in order to understand progress and be able to respond effectively. It defines the ontological boundaries of methods..."

Annex 4. Developmental Evaluation (excerpted from Gamble 2008)

Developmental evaluation is a means to track the methods and procedures involved in social innovation, processes that are often difficult to evaluate. It supports the process of innovation within an organisation and in its activities. Initiatives that are innovative are often in a state of continuous development and adaptation, and they frequently unfold in a changing and unpredictable environment. This intentional effort to innovate is a kind of organisational exploration. The destination is often a notion rather than a crisp image, and the path forward may be unclear. Much is in flux: the framing of the issue can change, how the problem is conceptualized evolves and various approaches are likely to be tested. Adaptations are largely driven by new learning and by changes in participants, partners and context.

Social change innovation occurs when there is a change in practice, policies, programmes or resource flows. Innovation is distinct from improvement in that it causes reorganisation at a systems level and can occur at the level of an organisation, a network or society at large. When innovating within a complex system, it is difficult to understand the ramifications of changes. The dynamics of a complex system have a high degree of connectivity and interdependence. There are diverse elements whose interactions create unpredictable, emergent results.

A standard characteristic of problem solving is that once the problem solver experiences the "eureka moment," the path to the solution seems obvious. When innovators look at projects retrospectively, the description of going from beginning to end appears seamless and direct. Key insights about how something was successfully accomplished are often inaccessible, which doesn't help the next person trying to solve a similar problem, or the original innovator in trying to apply the learning process in other situations. Developmental evaluation records the roads not taken, unintended consequences, incremental adjustments, tensions and sudden opportunities. The tracking reveals what it takes to create something new, which serves two purposes: it makes the decision-making along this path more transparent and it generates valuable data useful for dissemination. Such documentation also supports accountability while allowing for a high degree of flexibility.

Evaluation is about critical thinking; development is about creative thinking. Often these two types of thinking are seen to be mutually exclusive, but developmental evaluation is about holding them in balance. What developmental evaluation does is combine the rigour of evaluation, being evidence-based and objective, with the role of organisational development coaching, which is change-oriented and relational.

To do this, the evaluator is positioned as a part of the team that is working to conceptualize, design and test new approaches. The evaluator's primary role is to bring evaluative thinking into the process of development and intentional change. The developmental evaluator is there to introduce reality testing into the process of innovation. Feedback is supported by data and is delivered in an interactive way that helps the innovator(s) to fine-tune what is going on, consider and adapt to uncertainties and inform decisions. Developmental evaluation facilitates assessments of where things are and reveals how things are unfolding; helps to discern which directions hold promise and which ought to be abandoned; and suggests what new experiments should be tried.

Developmental evaluation also takes into account changes to an organisation – to its structure, governance, relationships – inasmuch as they constitute an important context within which innovation takes place. The evaluator may introduce strategic and integrating questions to clarify some of the ambiguity that accompanies organisational change.

Developmental evaluation may also consider the dynamics of collaboration itself. Complex problems tend to require the integration of diverse perspectives from different parts of a system. Various stakeholders may understand the problem differently and enter into an initiative with diverse reference points. Within this diversity, there is still a need to develop and execute strategies. DE helps collaborators to recognize and work through differences in perception that might otherwise fragment the work and hamper ongoing developments.

Developmental evaluation makes use of methods familiar to evaluation: surveys, interviews and observations, among others. There are also some tools from complexity science and other areas that hold promise for informing developmental evaluation, such as network mapping, narratives, appreciative inquiry, and visualized analysis.

DE Tool #1. Assessment tool for checking the innovation conditions (pg. 29, Gamble 2008)

The following is a set of questions that organisations can ask themselves to see if they are in an appropriate space to apply developmental evaluation.

Question	*Rationale*
What is driving the innovation?	Developmental evaluation is particularly appropriate if an organisation expects to develop and modify a programme over the long term because of constantly shifting needs and/or contexts. It is helpful to discern between innovation taking place within an organisation and the adoption of an external innovation, which may not need a developmental evaluation.
Are the proposed changes and innovations aimed at deep and sustained change?	Developmental evaluation is aimed at innovations that are driving towards transformational changes. Organisations often fine-tune their programmes, and having an evaluative lens on those changes can be helpful; however the intensity of developmental evaluation may not be warranted in every instance.
Do we have a collaborative relationship with another organisation in which there is innovative potential in combining our respective talents?	Developmental evaluation may help different organisations work together through the effort to innovate. In this situation, the developmental evaluator can help the organisations through some of the inevitable tensions of collaborating and can provide a measure of transparency about the experiment.
Under what conditions does the organisation currently	If this is already part of the culture, then the developmental evaluation role may be one that people within the team already

innovate? Is innovation part of the culture of the organisation?	play. If there is not a culture of innovation but there is a commitment to build one, then developmental evaluation may be helpful in stimulating that.
What are some core elements of what we do that we don't want to change?	There may be elements of an initiative that are known to work, or for another reason are expected to stay the same. Evaluation requires resources, and if things will not change, these resources are better directed elsewhere. If something is not going to be adapted but there is interest in finding out if it works or not, a summative evaluation is appropriate.
Is it clear for whom the evaluation is intended?	This is a vital question for any evaluation, developmental or otherwise. For an organisation to make good use of developmental evaluation, it is important to have key decision makers interested in and open to using evaluative feedback to shape future actions. If the only user of the evaluation is external to the innovating team (such as a funder), then developmental evaluation is probably not the appropriate approach.

Annex 5. Annual M&E Work Plan for 2009

Annual Monitoring and Evaluation Work Plan for 2009
Component: M&E, Transversal
Prepared by: Irene Guijt

1. Main Emphases

1. All participants involved in M&E (for all RTD components) understand and are able to apply the set of standardized tools (questions, audiences, deadlines, formats).
2. Donors (IDRC/NZAid), UPC, CA, and partners are informed of the progress of the program.
3. Implementation of an initial analysis of the efficiency and effectiveness of the M&E system for meeting two objectives -analyzing progress and increasing accountability- with recommendations for modifying the system.

2. Target Countries for 2009

M&E activities will take place in *all of the countries* in which there are component activities. Observation: If there are changes to activities in other components, M&E will be revised as well.

Country	Component 1: Applied Research	Component 2: Capacity Building	Component 3: International Networks	Component 4: Graduate Level Training[1]	Component 6: Communication	M&E
Bolivia						
Brazil						
Canada						
Chile						
Colombia						
Denmark						
Costa Rica						
Ecuador						
El Salvador						
Guatemala						
Honduras						
Mexico						
Nicaragua						
Paraguay						
Peru						
European Union						
Uruguay						
Others						

3. Partners

M&E activities will be implemented with a sample of the partners (direct and indirect) involved in component activities. The sample will be selected in function of the component and size of the total group of partners. Observation: This list is based on the temporary lists of the other components. If there are changes to the activities and thus the partners in the other components, M&E will be revised as well.

1. Brooks World Poverty Institute – University of Manchester (UK)
2. Centro de Estudios Económicos del Colegio de México (Mexico)
3. Centro de Estudios Regionales de Tarija (Bolivia)
4. Centro de Estudios sobre Desarrollo Económico – Universidad de los Andes (Colombia)
5. Chiloé Emprende, Chile
6. European Commission, specify unit responsible for LEADER
7. Danish Institute for International Studies (Denmark)
8. Departamento de Economía – Universidade de Sao Paulo (Brazil)
9. El Colegio de México A.C, Mexico
10. FAO – Regional
11. FLACSO Ecuador
12. FLACSO Guatemala
13. Fundación Nuevo Periodismo Iberoamericano
14. Fundación Prisma (El Salvador)
15. Fundación Programa Salvadoreño de Investigación sobre Desarrollo y Medio Ambiente, El Salvador
16. Fundación Tierra, Bolivia
17. Government of the Province of Quebec, specify Ministry
18. Grupo de Análisis para el Desarrollo – GRADE (Peru)
19. Instituto de Estudios Peruanos
20. Instituto de Investigaciones Económicas y Sociales – Universidad Landívar (Guatemala)
21. Instituto Nitlapán, Nicaragua
22. Ministerio de Planificación (Chile)
23. Natural Resources Institute, UK
24. Núcleo de Economia Socioambiental (NESA) Departamento de Economia de Universidad de São Paulo, Brazil
25. OECD, Directorate for Public Governance and Territorial Development
26. Organización en Tungurahua (mentioned in the summary of the workshop held by Manuel, María Isabel Remy and Molvina Zevallos)
27. Specify partner in China
28. Specify partner in India
29. Specify partner in South Africa
30. Red de Desarrollo Sostenible, Honduras
31. Red Prensa Rural (26 newspapers)
32. Red de Gobernadores
33. School of Environment and Development - University of Manchester, UK
34. Secretaría de Desarrollo Rural del Gobierno del Estado de Michoacán (Mexico)
35. Secretaría General Iberoamericana (Spain)

36. U. Nac. Costa Rica
37. UCA El Salvador
38. UCA Nicaragua
39. UNAN Nicaragua
40. Universidad Andina Simón Bolívar, Ecuador
41. Universidad de los Andes, Colombia
42. Universidade Federal do ABC, Brazil
43. University of Saskatchewan, Canada Rural Economy Research Lab (C-RERL)
44. U-PIEB Bolivia
45. Western Premier's Conference, Canada

4. Expected Results and Activities- January 1-December 31, 2009

Results or Products	Activities	Coordination Team Leaders	Start and End Date (Month)
1. Installation of M&E director in Chile	• Hiring and transfer from Ecuador to Chile (R.Iturralde)	G. Escobar, I. Guijt, R. Iturralde	January 2009
2. Analytical framework approved	• Finish writing the analytical framework and discuss (adapt it)	I. Guijt	January 2009
3. A set of tools specified by component developed and published	• List the tools identified • Disseminate them to the people who will use them	I. Guijt y R. Iturralde	January 2009
4. A constant flow of information for M&E	• Finish plans for visits, interviews, surveys, etc. and share with UPC • Conduct interviews (by sample); apply surveys and analyze them; review documentation	I. Guijt y R Iturralde	January 2009, ongoing
5. Annual Progress Report produced and disseminated	• Gather data • Write and share the report; participation in the Annual RTD Program Meeting	I. Guijt y R. Iturralde	March 2009
6. Quality control- *three* small topic-specific research projects produced and disseminated	• Identify topics, hire consultants, ensure that reports are written, share them with key people • Identify recommendations	I. Guijt y R. Iturralde	May, August, October 2009
7. *Three* in-depth topic-specific research projects produced and disseminated	• Identify topics, hire consultants, ensure that reports are written, share them with key people • Identify recommendations	I. Guijt y R. Iturralde	June, September, November 2009
8. *One* midterm progress report prepared and published	• Gather data, write and share the report, participation in UPC meeting • Analysis of progress/ problems	I. Guijt y R. Iturralde	August 2009

Results or Products	Activities	Coordination Team Leaders	Start and End Date (Month)
	• Identify recommendations		
9. Clarity on use of narratives	• Finalize the method and look for software; apply the method; evaluate the results at the UPC meeting • Decision regarding continuation • If positive, roll out the use	I. Guijt	April 2009
10. Contribute to the RTD Annual Report	• Summary of Annual Report	R. Iturralde	December 2009
11. Understanding of diverse contexts (three) in which there are RTD field activities	• Participate in events and/or research work, conduct interviews, produce reports	I. Guijt y R. Iturralde	March, May, July, October
12. Donors clear on program progress	• Regular communication with donors (IDRC and NZAid)	I. Guijt	
13. Analytical context reviewed	• UPC Meeting	I. Guijt y R. Iturralde	December 2009

5. Budget (in US dollars) for 2009

We have **$83,500** available from the IDRC for 2009. We also have **$12,000** for M&E from NZAid. If the IDRC approves the use of the surplus from 2008, we will have a total of $***95,500***. The monthly expenses consist of salaries for R. Iturralde in the amount of $1,635 (total of $19,625) and I. Guijt in the amount of $2,395. These costs will be divided among the activities. In the table below, we indicate only the costs of consultants and travel expenses for each activity. *We do not have enough funding to implement an experiment with the Sensemaker*.

Activities	Annual Total	Monthly Spending											
		J	F	M	A	M	J	J	A	S	O	N	D
1. Installation of M&E leader	6,990												
2. Analytical framework approved													
3. Set of specific tools for each component generated and published													
4. A constant flow of information													
5. Annual Progress Report generated and													

Activities	**Annual Total**	**Monthly Spending**											
		J	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**
published													
6. Quality control – *three* small topic-specific research projects generated and disseminated	7,550					2,515			2,515		2,515		
7. *Three* in-depth topic-specific research projects generated and disseminated	22,500						7,500			7,500		7,500	
8. *One* mid-term progress report produced and disseminated													
9. Clarity on use of narratives													
10. Contribute to the RTD annual report													
11. Understanding of diverse contexts (*three*) in which there are field activities	10,100					3,500		1,550			1,550		3,500
12. Donors clear on program progress													
13. Review analytical framework													
Staff expenditures	48,360	4,030	4,030	4,030	4,030	4,030	4,030	4,030	4,030	4,030	4,030	4,030	4,030
TOTAL	*95,500*												

Annex 6. Suggested Content for Core Documented Outputs

Annual Review

1. Per Component
   - Summary of highlights, innovations, concerns
   - Comments on quality of implementation
   - Additional thoughts from topical inquiries (if relevant)

2. Programmatic Outcome: observations of key patterns, signals that indicate progress towards and problems/obstacles related to each outcome.

3. Any Emerging, Cross-cutting Issues

4. Management and Governance
   - Summary of highlights, innovations, concerns

5. Areas requiring special attention and/or decisions

Annex: Activities per component and partners involved; Summary of topical inquiries

Biannual Updates

Per Component

1. Summary of *intended* focus for that six month period.
2. Summary of '***what'.*** What do we see is happening? What does the data tell about intentions, strategies, implementation? What are the indicators of change or stability? What cues suggest (changing) patterns?
3. Summa ry of '***so what'***. What sense can we make of emerging data? What does it mean to us in this moment and in the future? What effect are current changes likely to have on us, our partners (direct and indirect), and our field of inquiry and action?
4. Note. Depending on whether collective analysis is able to be undertaken, a summary of '***now what'.*** What are our options? What are our resources? When and how can we act individually or collectively – to optimize opportunities in this moment and the next?

Topical Inquiries

1. Topic – What is the focus of this inquiry? Why is it important (where did it come from as an areas of interest and/or concern)? Core question(s) to be examined.
2. Scope and Methodology – Depth of inquiry, countries/projects involved, information gathering, sense-making process

3. Valuing what is good and effective – and therefore what to keep
4. Critiquing what is problematic and hinders progress towards programmatic outcomes
5. Summary of what to change, add and stop; issues requiring attention