

WEIMI Process Documentation Report: Your Feedback on Content

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Background

- WEIMI Consultants are preparing two reports:
 - Process documentation that draws on the experience of 4 WEIMI COs in relation to developing, testing and measuring their women's empowerment theory of change (Niger, Bangladesh, Tanzania, Egypt) with supplementary information from Mali and Burundi
 - Guidance on measurement of women's empowerment programs based primarily on the WEIMI country experience & lessons learned, consultant experience (will also capture, as possible any lessons in evidence within CARE currently)

Background

- The process documentation report is being prepared in advance of the guidance to sift out lessons learned
- The guidance report will be ready end of June

Note

- We have richer information for Egypt, Bangladesh and Tanzania
- Information for Niger, Mali and Burundi is not evenly available

Objectives

- Present outline of the process documentation report with *illustrative* content
- Solicit feedback on:
 - Utility and importance of proposed content, inc. the annexes
 - Coherence
 - Relative weight of different sections
 - Any glaring gaps
 - Page length

Main sections of report

- Introduction
- Developing the theory of change
- Developing the measurement system
- Testing the theory of change
- Summary

Structure

- Narrative follows the 5 major headings
- ``Lessons learned`` are in boxes to the side
- Quotes boxes
- A left-hand side panel with individual country process experiences or lesson particular to that country
- Figures and tables that compare and contrast the 6 country experiences (various)

1. Introduction Section

- Background on WEIMI
 - Reference Istanbul Conference for p-shift
 - WEIMI last two years
- Rationale
- Sources of Data

2. Developing the theory of change

Two main sections:

- Process
- Output

2a. Process

- How did COs get started (especially with little guidance)?
- How did each CO link program theories of change to the long-range strategic plan?
- What were some of the initial challenges and how were they overcome?
- Who helped and contributed to the process?

Process

- What were some of the requirements, in retrospect, to support this process:
 - Leadership and backing
 - Internal communication
 - Resources (costs)
- What were some of the building blocks ?
(research and information base)

This section ends with a timeline of the program journey (inc. WEIMI) for each country.

Example of initial challenges

- The uncertainty of how to proceed and the 'trial-and-error' nature of the process
- The unknown, at the outset, of how much this organizational change process would cost *and* having limited, short-term resources (some portion of UNR) dedicated to this

Example of a ``lesson learned``

Lesson Learned #3

Roles and responsibilities

Roles and responsibilities of different staff, units, and layers of the organization for the operationalization of the TOC need to be explicitly defined and agreed from the start. This should be accompanied by a set of realistic expectations for taking the work forward.

Example of a side bar:

Tanzania: Lesson learned on communication

- *“After formulating our TOC, we have been regularly updating our programme and program support staff members on the MWANGAZA program /WEIMI thinking and operationalization. However, we realised that some of them find this whole theory of change talk theoretical. We consider this valuable feedback and are working at simplifying the language to better communicate the development of our TOC to them.*
- *One of the ways we are communicating the development of our TOC and impact measurement system has been to put them on the agenda of our all the major events, including Technical Unit retreats and Annual Program meetings. We are yet to communicate it to our donors and other stakeholders. But one of the activities in our MWANGAZA work plan is to decide how and when we should communicate it to them, as well as with our Impact Group.”*

2b. Outputs (on developing the theory of change)

This section explains the process each country underwent to formulate these components, how much time it took, where they are now, and what issues arose (and how they were resolved).

- Formulation of impact goal and impact groups
- Sub-impact groups
- Target groups
- Stakeholder groups
- Domains of change
- Pathways
- Major assumptions and risks

Then a section on how COs resolved geography for operationalizing the program theory of change

Impact goal and impact groups

Illustrative issues:

1. Important to first have an understanding of UCPs
2. What comes first: choice of geography or impact groups?
3. How to resolve overlap between choice of impact groups?
4. How to situate a women's empowerment program, geographically and conceptually, when gender is cross-cutting (and with attention to measurement requirements)

Impact goal and impact groups

Illustrative issues:

1. If the CO chooses women and girls as its priority impact group, how do you address age breakdown within impact groups?

Example: resolving the cross-cutting nature of gender and WE

Niger

Has a CO-level theory of change and ``priority impact groups`` then treated as sub-impact groups: Women aged 16 up, girls aged from 6 to 15 years, children in the age bracket of 0 to 5

Has 3 programs, one on natural resources management, another on sanitation and nutrition, and another on women and girls empowerment (LEFF). The first two programs have households as the unit of analysis and the LEFF has women and girls

Tanzania

Decided on one impact group for the CO so that it only has one program, but **sub-impact groups** based on livelihood and age bracket:

Rural women and girls whose livelihoods depend on or are significantly affected by (1) agriculture and forestry (2) mining (3) fisheries and (4) pastoralism and whose age brackets are 7-14 years, 15-17 years, and 18-49 years

Sub-impact group

- How COs approached conceptualizing of sub-impact groups
- Implications for:
 - Programmatic focus
 - Measurement and *systematic* measurement

Target groups and stakeholder groups

- How COs understood these, attention given to these, and process for identifying these
- Whether stakeholder analysis was conducted and if so, how this was done (Tanzania as good example)
- Who are important target groups for women's empowerment programs

Domains of change

- How COs defined these
- Process for identifying these, validating and finalizing (and timeline)
- The `formula` - use of “+” and “×” signs
- Use of the agency-relations-structure framework
- Any common themes across countries reflected in DOCs

Will include diagrams for all 6 CO theories of change to level of pathway

Pathways

- How COs defined these
- Process for identifying these, validating and finalizing (and timeline)
- Any common themes across countries reflected in DOCs
- Issue – the most variability in approach, understanding and importance occurs here at this level of the theory of change

Major assumptions and risks

= contextual analysis

This is a weak area for most. Will show what kind of attention is given to this by each CO.

Implications for measurement

Choice of geography

- Factors influencing choice of operationalization
- Process for arriving at choice for the women's empowerment program and the others (because not all programs have the same geographic overlap in all country instances)
- Implications for measurement

3. Developing the Measurement System Section

- Treatment of measurement mechanisms
 - Impact indicators and domain of change indicators
 - Pathway indicators
 - Breakthroughs
 - Strategic hypotheses
 - Monitoring macro trends
- Baseline (and use of primary vs. secondary sources)
- Involvement of partners
- Ongoing analysis, learning and reflection

3. Developing the Measurement System

Section

- Data and Knowledge Management
 - A knowledge management & learning strategy
 - Guidelines or standards for M&E
 - Alignment of project M&E systems
 - Infrastructure for data storage and management
 - Knowledge sharing
- Staff and system capacities for the program approach and for measurement
 - Program staff capacity and skills necessary
 - Program support alignment
 - Alignment of the business development unit
- Resources and technical support needed

4. Testing the Theory of Change Section

- Mapping of initiatives to the theory of change
- Integration of indicators in project M&E systems
- Testing of hypotheses within pathways
- Deciding new initiatives for alignment with TOC
- Testing strategic hypotheses
- Measuring macro trends
- Involvement of partners in testing (and scaling up)
- Exploiting funding opportunities for testing the TOC

5. Summary Section

- The current set of countries – where do they stand, what is the next set of challenges and tasks
- Higher-level lessons learned
- Areas for further exploration, regarding women`s empowerment (or what to pay attention to)
- Recommendations for further support
- Link to guidance report

Preview of some of the higher-level lessons learned

- On the phase of *developing and conceptualizing* the theory of change:

As women's empowerment is cross-cutting, two things are important when creating impact groups:

- That there is synergy between a “women and girls”-specific impact group and other impact groups in the operationalization (choice of geography as well)
- Many COs have sought to address women's rights “over the life cycle” and have struggled with selecting and focusing on different age groups. What is important is to specify them and have a strategy to target them. CARE Bangladesh resolves this by disaggregating “women” by levels of vulnerability and then prioritizing those who are most vulnerable.

Preview of some of the higher-level lessons learned

- On the phase of developing a measurement system:
 - Start simple and resist the temptation to develop a sophisticated, complex IM system. Opt for an incremental approach to developing the system, as you align initiatives more and more to the program. Get started!
 - Develop a knowledge management and learning *strategy* that identifies the knowledge products (reports, etc.) you wish to share annually, etc. Then work backwards from there to generating the knowledge.

Preview of some of the higher-level lessons learned

- On the phase of testing the theory of change:
 - Most COs have mapped their initiatives or projects to the pathways, some to breakthroughs. This has enabled the CO to see where their focus is and where the gaps are. But 'testing' also means structuring a reflection process around the learning being generated by initiatives so that measurement becomes systematic. Mali is the only country doing this.

Preview of some of the higher-level lessons learned

- On the phase of testing the theory of change:
 - There are 2 MDI+ indicators that are being measured by 5-6 COs:
 - % women reporting meaningful participation in the public sphere by individual and organized (or collective) action
 - Change in individual and state responses to GBV
- What is surprising is that while all of them, in some way or other, have a pathway or DOC related to changes in social norms, there is only 1 country with an indicator for this (Mali). Unless there are indicators at pathway level or hypotheses being tracked, these will slip through the measurement crack.

Questions for this group:

- What issues or sections deserve more attention than others?
- Any glaring gaps?
- Anything that can be dropped?
- Page length?
- Format issues – any suggestions or models for how to structure the report?
- Or based on this, what really needs to go in the guidance report?