



Monitoring, Evaluation and Learning Plan

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Acronyms

DFAT	Department of Foreign Affairs and Trade
EVAW	Eliminating violence against women
FWF	Fiji Women's Fund
GESI	Gender Equality and Social Inclusion
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MELF	Monitoring, Evaluation and Learning Framework
WCC	Strengthening women's groups and coalitions for change
WEE	Empowering women through increased economic opportunities
WLDM	Improving women's participation in leadership and decision making

1 Introduction and Overview

1.1 Background of the fund

The Fiji Women's Fund (referred to henceforth as 'the Fund') was established to improve the lives of women in Fiji, especially marginalised women and those living in rural and remote locations, through the provision of financial and capacity building support to women's organisations and networks. The Fund will contribute to the Fiji Government's key gender equality strategies that promote gender equality and the empowerment of women and girls in Fiji: the Fiji National Women's Plan of Action and the National Gender Policy which is under the leadership of the Ministry of Women, Children and Poverty Alleviation. This plan aims 'to promote gender equity, equality, social justice and sustainable development in the Republic of Fiji'. The Fund will also contribute to the Beijing Platform for Action, Pacific Leaders Gender Equality Declaration (2012) and Sustainable Development Goals 2030.

The Fund is an initiative of the Pacific Women Shaping Pacific Development (*Pacific Women*) Program, funded by the Australian Government. An expected outcome of the Fund is its transition to an independent local entity by 2022. In this context, the Fund will operate as a standalone activity within the *Pacific Women* Support Unit until 2022. This will allow it to benefit from the knowledge, technical and management experience of the *Pacific Women* Support Unit staff.

The Fund will commit up to AU\$10.5 million from July 2016 to June 2022 to support women's organisations, groups and networks.

1.2 Objectives and Outcomes

The Fund's objective is to provide women's groups, organisations and networks with the support that they need to improve women's lives, particularly those in rural and remote areas or who are marginalised or disadvantaged.

In line with this objective and the shared Australian and Fiji Government development priorities outlined above, the Fund has identified three end-of-investment outcomes to be achieved by 2022. These are:

- » Women's groups, organisations, or networks supported by the Fund are empowered and have improved capacity (knowledge, skills, resources and relationships) to contribute to transformative change that improves women's lives.
- » Women's groups, organisations, or networks supported by the Fund are more influential at different levels (individual / systemic and formal / informal) and are contributing to transformative change in women's lives.
- » The Fund has transitioned to an independent local entity and has secured funding from donors, private sector, and local philanthropy.

Essentially this means that by Year 5 (2022), the Fund will have contributed to improvements in rural and remote women's lives through supporting partners' increased capacity and influence and the Fund itself has become an independent and financially secure local entity.

The Fund has identified outcomes that it aims to achieve by Year 3 (2020) in order to achieve the Year 5 outcomes. These are that:

- » Partners report increased support, resources and recognition in male dominated spaces;
- » Partners report increased participation and influence in leadership and decision making;
- » Partner's initiatives, in leadership and decision making, women's economic empowerment and ending violence against women, are improved;

- » Partners have the management structures and systems to receive external support;
- » Partners management structures and systems reflect gender equality principles;
- » Partners are accountable for the support they receive;
- » Partners collaborate on activities, research and/or policy advocacy;
- » The women’s movement advocates more and better for the needs and interests of rural and remote women and marginalised groups;
- » The Fund has strong and independent governance and management structures; and
- » The Fund is financially secure with a number of sources of funding.

The Fund will provide grants, capacity and network development support to women’s groups, organisations and networks in Fiji, so that they can expand and enhance their work towards women’s empowerment and gender equality. The Fund will also contribute to the development of the women’s movement in Fiji as a key partner for equitable, rights-based development.

1.3 Theory driven approach to monitoring and evaluation

As the Fund is an activity under *Pacific Women* we are required to undertake monitoring, evaluation and reporting in alignment with the *Pacific Women* Monitoring, Evaluation and Learning Framework (MELF).¹ As such, the Fund has used the framework as a guide in developing our Monitoring, Evaluation and Learning (MEL) Plan.

The Fund has taken a theory driven approach to Monitoring and Evaluation (M&E), where we have visualised how change is likely to happen and have designed the Monitoring, Evaluation and Learning Plan to capture this. This approach has been informed by the program theory of change and Program Logic. The Theory of Change is shown in Figure 1 and explains what changes are required in individuals and systems, both formal and informal, for the Fund to achieve desired changes for women in Fiji. The program logic sets out the activities the Fund and grantees will undertake to achieve change over the short, intermediate and long-term. The Program Logic also identifies the main assumptions underlying progress from short to intermediate to long term outcomes.

1.3.1 Fund theory of change

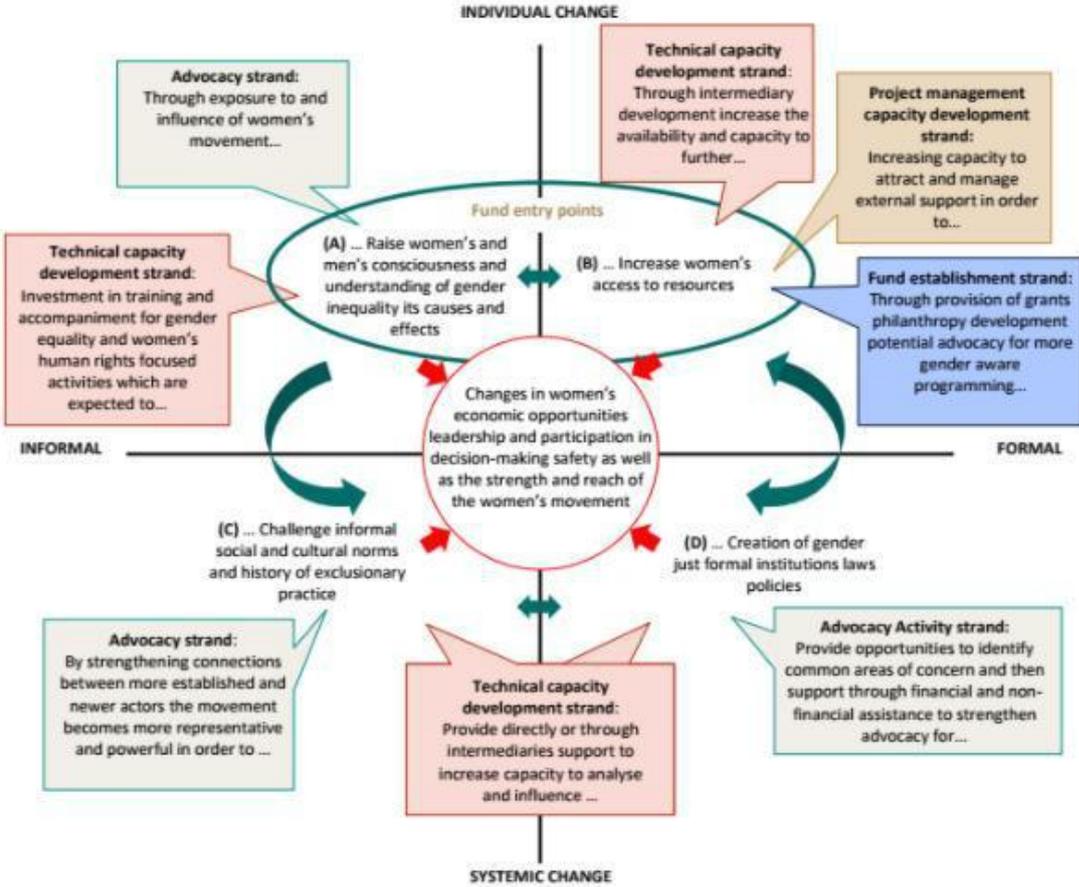
A Theory of Change for the Fund (Figure 1) was developed during the Fund design stage (2016). The Theory of Change was based on the framework developed by Aruna Rao and David Kelleher and well known and used in gender equality work.² This framework maps four areas where change is needed in order to achieve increased gender equality and empowerment of women. The four areas are individual and systems change both formal and informal. The framework suggests that strategies are needed across all of these different areas for long term, sustainable change to occur.

Figure 1 shows that the Fund is working towards the goal that women in Fiji, in all their diversity, are economically empowered, leaders and decision makers, and safe from sexual and gender violence; and the women’s movement is stronger. The Fund supports partners to progress towards this goal, which is shown in the middle of the plus sign (+) of Figure 1, by providing support in the four mentioned areas. Let’s examine how the Fund supports partners to progress formal and informal change in individuals and systems.

¹ Cardno (2017) Monitoring, Evaluation and Learning Framework, Pacific Women Shaping Pacific Development. Cardno Emerging Markets.

² Rao and Kelleher (2010) ‘Is there Life After Mainstreaming?’, *Gender and Development*, Vol 13:2,57-69

Figure 1 Fiji Women’s Fund Theory of Change – contributing to the Pacific Women goal



The Fund supports partners in their efforts to change how women and men think about gender so that women and men are more equal. This type of change is shown in Box A and is **individual** and **informal**. For example, Fund grants means that partners can train community members in gender equality and women’s human rights. Or women and men might get new ideas from being involved in activities that partners organise such as celebrating International Women’s Day.

The Fund also helps partners increase women’s access to resources. This type of change is shown in Box B and is **individual** and **formal**. The Fund supports partners by developing their technical and project management capacity as well as providing grant funding. Partners are then better able to support women in a variety of ways. For example, partners can better support women to set up and run their own micro-businesses or increase sexual and reproductive health and rights services provided to women in remote areas.

The changes described at the individual level, in Boxes A and B, can contribute to changes in systems. For example, a man or woman might change how they view violence after taking part in training sessions and activities. This changed thinking might lead that person to decide to become a ‘Community Activist’ who advocates for freedom from violence in their community. If enough individuals change their attitudes, they can advocate for changes to community attitudes and discriminatory practices, or **informal systems**, is shown in Box C. To support this type of change the Fund provides technical capacity support and also strengthens connections between partners. For example, grant funding meant the House of Sarah could engage a member of the clergy to provide technical support to their program. The member developed a Bible study program on human rights and husband/wife relationships. This program, grounded in the Bible, allowed the House of Sarah to

have greater positive influence on community norms and practices related to violence in its four targeted parishes.

Individual change can also lead to changes in **formal systems**, as shown in Box D. For example, Naitasiri Women in Dairy has become a stronger organisation because it has been able to benefit individual women farmers through its collective work program. Women dairy farmers are earning more money because they have improved their pastures through weeding and planting better seeds. The membership and effectiveness of the organisation has led the Ministry of Agriculture to establish a Fiji Women in Dairy Group. The creation of this gender just institution means that women will be better supported in the dairy sector.

1.3.2 Fund Program Logic

The FWF logic model is a key component of the Fund's MEL Plan (Figure 2). The FWF's logic model takes the Fund's theory of change and puts this into action. Figure 2 shows the three strands of Fund activity: fund establishment, partner capacity development, and movement building strands. The strands are listed sequentially. That is, the first strand relates to the set-up of the Fund. This set up of the Fund allows the Fund to provide capacity development support to partners (Strand 2) and support for movement building (Strand 3). The Fund provides grants and capacity development to enhance partner project and organisational management capacity as well as technical capacity in the areas of: women's leadership and decision making, women's economic empowerment, eliminating violence against women, strengthening women's groups and coalitions for change; and enhancing knowledge and evidence to inform gender sensitive policy and practice. Fund support enables partners to deliver and improve their programs, undertake policy advocacy and work collaboratively with others. The Fund's logic model draws from partner feedback to the original logic model (Figure 3) provided at the *Pacific Women* country reflection workshop on 23 November 2017.

Figure 2 FWF Logic Model

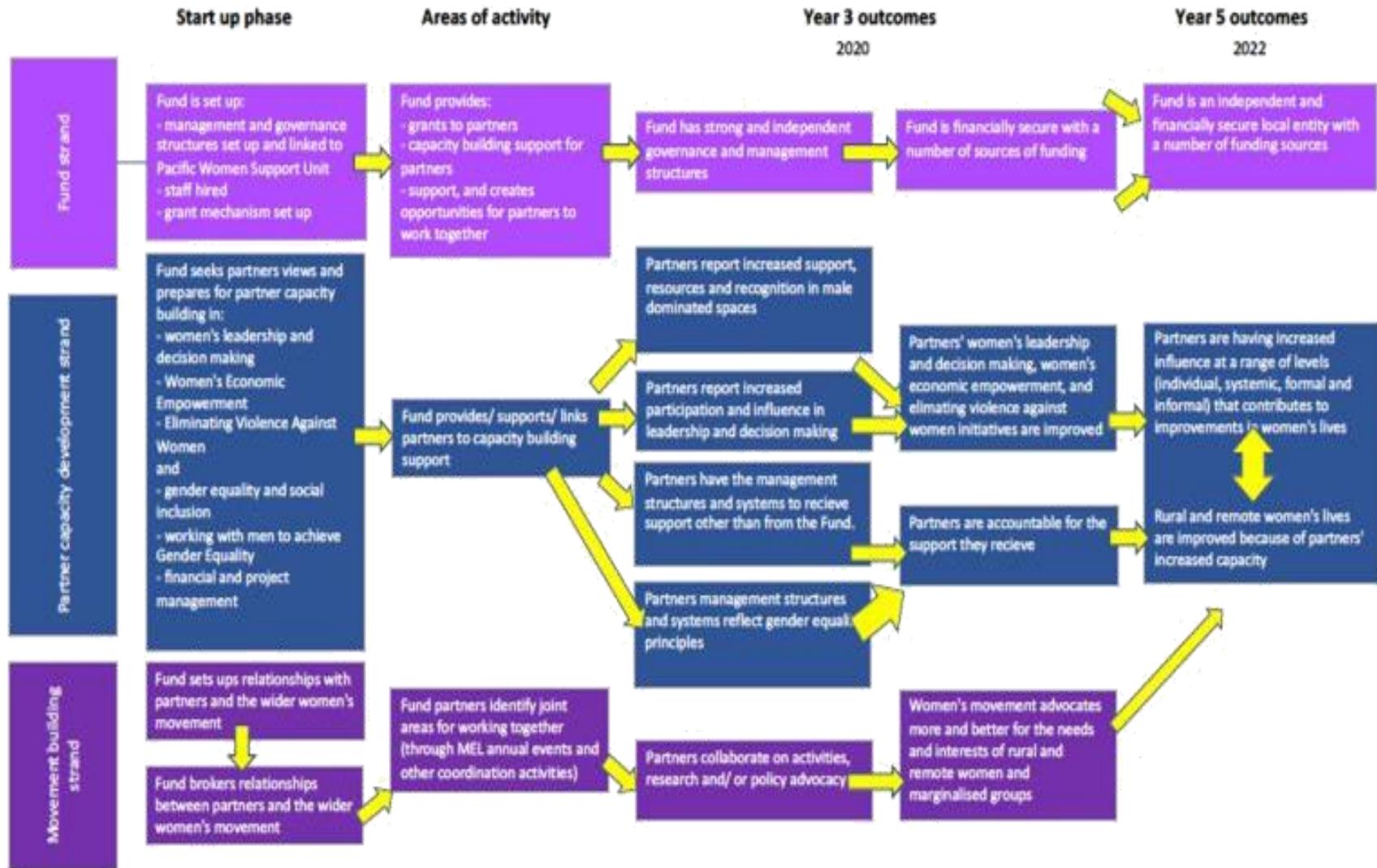
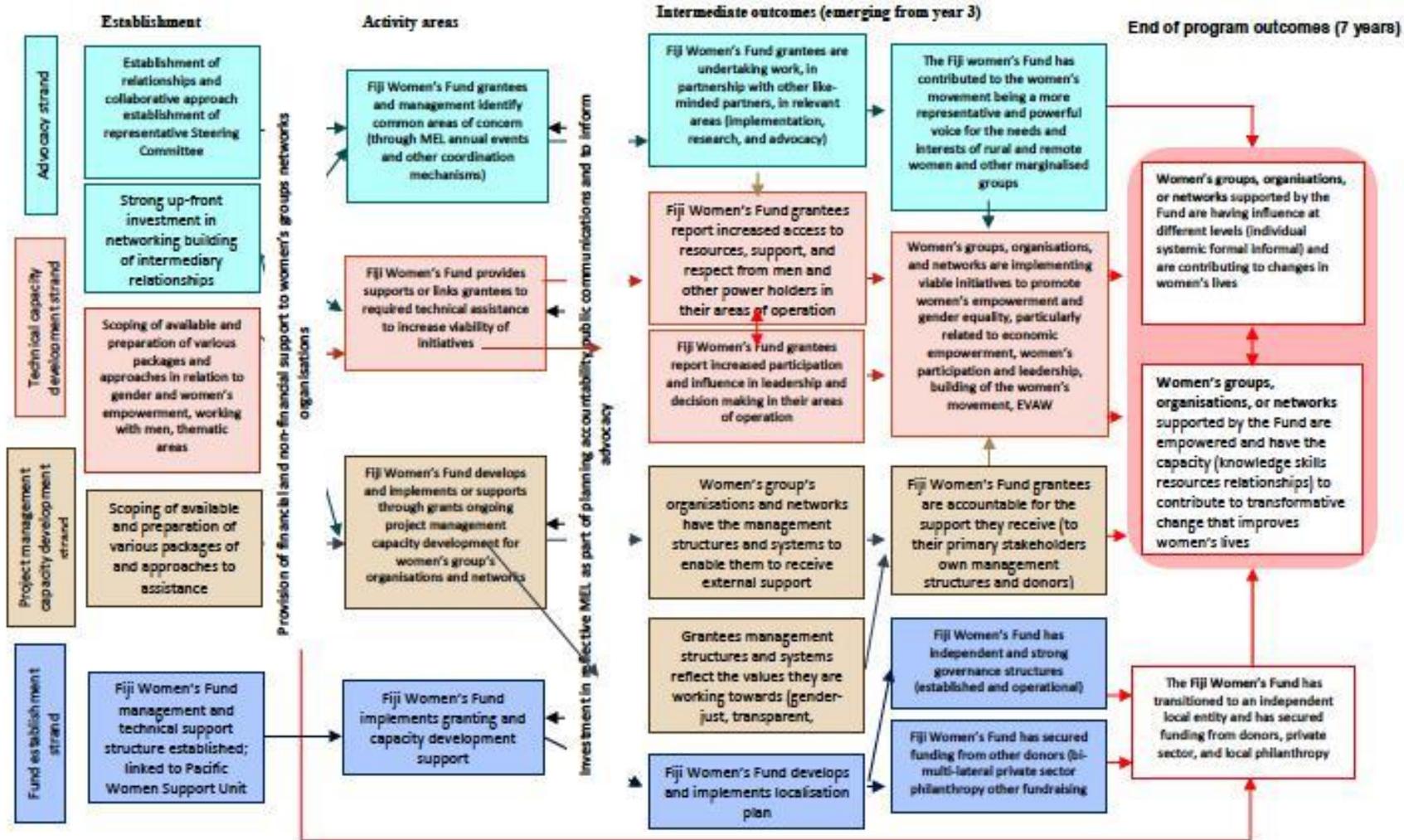


Figure 3 Design logic model



1.3.3 Fund program thematic area outcomes

Thematic Areas	Short-term Outcomes Years 1-2	Intermediate Outcomes Years 3-4	Long-term Outcomes Year 5
Empowering women through increased economic opportunities (WEE)	<ul style="list-style-type: none"> ▪ Increased capacity of women leading to increased access to income generating, business and employment opportunities ▪ Increased access to income generating opportunities leading to increased income for women ▪ The public and private sector promote gender equality through support to the Fund, strengthening women's groups in WEE, formal and informal partnerships, increased safety of working conditions of women ▪ Increased number of women, and women's groups generating an income ▪ Increased collective work for women's groups ▪ Increased access to information to manage income and assets such as financial literacy and organisational support 	<ul style="list-style-type: none"> ▪ Women access income generating, business and formal employment opportunities ▪ Women access trainings, resources and income to improve their business and livelihood ▪ There are more opportunities for women in public and private, formal and informal sectors ▪ Women have greater decision making in regard to their income and assets ▪ Women have increased ownership of assets ▪ Women have improved economic and social status 	<ul style="list-style-type: none"> ▪ Women have improved economic and social status due to expanded economic opportunities to earn an income and accumulate economic assets
Eliminating violence against women (EVAW)	<ul style="list-style-type: none"> ▪ Change in knowledge and understanding of causes of sexual and gender-based violence and drivers of change at formal and informal levels ▪ Women and girls are informed about their rights to be free from sexual and gender-based violence ▪ Formal and informal systems for identifying sexual and gender-based violence victims established ▪ Gender Equality and Social Inclusion approach to sexual and gender-based violence programs 	<ul style="list-style-type: none"> ▪ There is increased availability of coordinated, quality services for survivors of sexual and gender-based violence ▪ Effective prevention strategies are supported at both formal and informal levels ▪ Services effectively support survivors of sexual and gender-based violence in priority areas ▪ Coalitions have successfully advocated for effective solutions ▪ Legislative reforms are implemented ▪ National government have effectively coordinated and funded service provision for survivors of sexual and gender-based violence ▪ There is increased evidence regarding causes of violence and drivers of change 	<ul style="list-style-type: none"> ▪ Violence against women is reduced ▪ Survivors of violence have access to support services and justice which do no harm, have referral pathways, support attitude, skills and behaviour change at formal and informal levels, and establish formal partnerships with relevant stakeholders

Thematic Areas	Short-term Outcomes Years 1-2	Intermediate Outcomes Years 3-4	Long-term Outcomes Year 5
Improving women's participation in leadership and decision making (WLDM)	<ul style="list-style-type: none"> Women have influence at community and local levels and improve service delivery Increased interest of diverse women to participate in leadership and decision-making roles Increased capacity of diverse women interested in leadership and decision-making roles in Fiji society Increased support for the inclusion of women's views, with gender issues being debated in public for a More women are meaningfully participating and influencing decision-making processes (at community and local levels) Advocacy for policy change and legal reform for women's equality and empowerment is underway 	<ul style="list-style-type: none"> More women enter elected, appointed and formal and informal leadership and decision-making positions Women in elected, appointed and formal and informal leadership and decision-making positions have the skills to fulfil roles and represent diverse women's and girls' interests Government policies and programs promote and implement diverse women's and girls' interest, including other vulnerable/marginalised groups 	<ul style="list-style-type: none"> Diverse women and their interests are increasingly and effectively represented and visible through leadership at all levels of decision-making, through effective change in gender norms, behaviours and attitudes towards WLDM There is progress in changes to laws and policies that promote equality and empowerment through effective advocacy
Strengthening women's groups and coalitions for change (WCC)	<ul style="list-style-type: none"> Diverse women's organisations are strengthened through the voices of individual woman to promote gender equality Coalitions and advocacy groups build a Fiji understanding of local solutions to gender equality Coalitions and advocacy groups are strengthened to advocate effectively by their diverse membership 	<ul style="list-style-type: none"> Coalitions and advocacy groups drive and initiate change Coalitions and advocacy groups influence gender responsive policy, legislation and services There is progress in changes in the beliefs, attitudes and social norms held by individuals, families and communities 	<ul style="list-style-type: none"> Strengthened network of diverse women in Fiji to better able them to participate fully, freely, safely in political, economic and social life, as a result of support from networks Diverse women in Fiji have a stronger sense of agency Rights-based policies, legislation and services begin to be implemented

Backlash and resistance to change is an expected outcome from partners efforts to improve the status of women in each of these four areas. As such, partners and the Fund will plan for, respond to, track and report on instances of backlash and resistance.

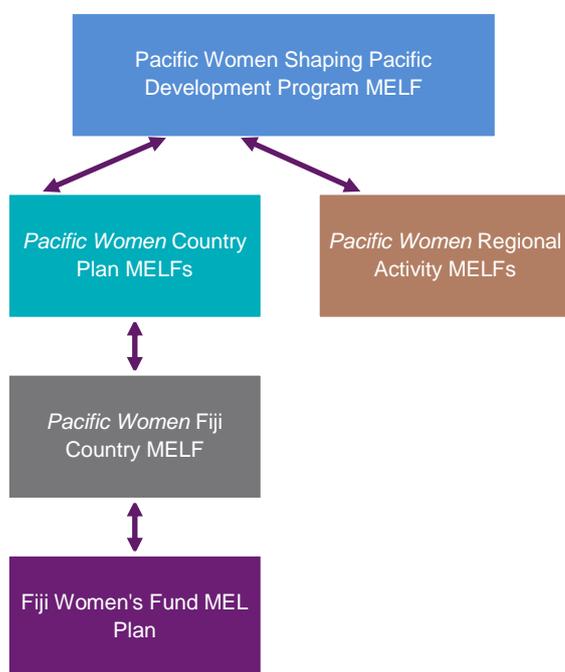
1.4 Overview of the monitoring, evaluation and learning plan

The Fund understands a Monitoring, Evaluation and Learning (MEL) system to be a series of practices, and processes that enable the systematic collection, analysis, and use of information to improve and report on the program.

The Fund's MEL Plan is aligned with the *Pacific Women* MELF. For example, the Fund MEL responds to *Pacific Women's* key evaluation questions, meets *Pacific Women* reporting requirements and provides data to the *Pacific Women* database.

This document outlines the Fund's MEL system. The plan focuses on the Fund as a mechanism, and the work of the grantees; and how both are contributing to the *Pacific Women* MELF and the Fiji Country MELF. The figure below illustrates how the Fund MEL plan and system connects with the *Pacific Women* Fiji Country MELF, and to the *Pacific Women* MELF.

Figure 4 Connected Monitoring and Evaluation Frameworks



The Fund envisions its MEL's system will be iterative and adaptive based on annual reflection and review. As a consequence, the MEL plan will remain a living document, and will need to adapt and adjust its focus and content according to activity-level experiences. The Fund MEL plan will be updated annually in response to the changing needs of implementing partners and the Fund.

The Fund MEL system is integrated with the Fund's Capacity -Development Strategy and Capacity Development MEL Plan (Annex 4), and the Communication Strategy and Communication MEL Plan (Annex 5). The Fund MEL system will also integrate with the Fund's Gender Equality and Social Inclusion (GESI) Strategy which is currently being revised.

2 The Fund MEL system

The Fund MEL System is designed to track progress and details of how funded activities are contributing to transformative change that improves women's lives in Fiji; and the extent to which the Fund as a mechanism strengthens gender equality and empowerment of women in Fiji.

The Fund recognises the need to strengthen organisational capacities of implementing partners in monitoring, evaluating and learning, and that MEL plans for implementing partners will meet their own needs as a priority.

The Fund M&E system will be made up of the following components:

- » A Monitoring, Evaluation and Learning Framework (MELF)
- » Data collection systems of grantees and the Fund
- » The Fund program reporting, which includes six-monthly program progress report, an annual progress report, and grantee project reporting (either six-monthly or annual, dependent on grantee and grant type); and
- » A Learning and Reflection workshop methodology

2.1.1 Guiding Principles for the Monitoring, Evaluation and Learning

- » The Fund MEL, like MEL for other international women's funds, will be guided by the principles of feminist evaluation. A critical part of this feminist approach is that MEL is seen as part of the change process, that it assists women and the groups, organisations and networks that seek to benefit women to better understand their situation, what needs to change and how this can best be done.
- » The Fund will consider monitoring and evaluation as a political activity, i.e. it is not value-free, and it is part of the change process.
- » The following core principles guide the Fund MEL activities:
 - » Do No Harm: to vulnerable people and groups, ensuring accountability to beneficiaries and protecting their dignity and rights
 - » Ethical conduct: including obtaining informed consent, ensuring de-identified data is presented where this is requested, and DFAT's Child Protection and Consent for use of images and videos is used
 - » Flexibility: involving ongoing consultation with partners and adaptation of data collection and analysis processes to suit local contexts and needs
 - » Inclusion: involving the disaggregation of data by gender and where relevant – other criteria such as age group and disability

2.1.2 Features of a feminist approach to evaluation

- » Uses tools that are designed to unpack gender inequalities and the social factors that contribute to these
- » Recognises that no single assessment framework and no single tool will be enough
- » Tracks backlashes and resistance to change – not as failures
- » Contribution rather than attribution – how change happens
- » Challenges hierarchies – between the evaluator – the 'evaluated' 'subjective-objective' 'quantitative-qualitative'
- » Captures, analyses, and privileges women's voices and experiences rather than treating as 'anecdotal' evidence
- » Recognises the need to track changes in four quadrants of change [formal laws and policies, informal practices and norms, access to resources, and individual beliefs]
- » Focuses on learning and accountability
- » Considers M&E as a political activity, it is not value-free, it is part of the change process³
- » Voice: including the collection and presentation of both women and men's voices and the voice of local (women's) organisations
- » Usefulness: to implementing partners and the staff within those organisations

³ extracted from Batliwala and Pittman (2010), p.20

- » Intersectionality: by ensuring that key themes relating to gender, child protection, conflict prevention, environment, disability, equity and inclusion are integrated at all levels including from perspectives of intersectionality that acknowledges that women can face multiple forms of discrimination.

3 The Fund's two levels of MEL

The Fund MEL Framework has been derived from the Fund Program Logic and is divided into the following two tiers:

- » **Program level:** this involves tracking the relevance, effectiveness, efficiency, impact and sustainability of the Fund and fund management. It is based on the Fund's theory of change and strategic level Evaluation and Learning Inquiry Questions; and
- » **Activity level:** this involves tracking progress with individual grants as well as the synthesising of M&E data from the wider group to enable assessment of progress towards broader investment outcomes.

The Fund MEL will be operationalised through a set of program inquiry questions and indicators focused on the relevance, effectiveness, efficiency, impact and sustainability of the Fund. Program-level inquiry questions focus on strategic goals and enabling strategies; and activity-level inquiry questions focus on the outcomes of funded activities including the provision of funding and capacity building.

The inquiry questions are adapted from the Fiji Country MELF (2017) and will be revised and amended as per the needs of the Fund. The set of inquiry questions were revised after stakeholder review and consultation during the *Pacific Women's* Inaugural Fiji Country Reflection event in November 2017.

3.1 Inquiry questions and indicators

The Fund, in-line with the *Pacific Women* MELF and the Fiji Country MELF takes a question led, rather than an indicator driven approach, which gives prominence to learning, reflection and improvement. The *Pacific Women* MELF and the Fiji Country MELF has used the Organisation for Economic Co-operation and Development Development Assistance Criteria to identify and group questions.

Structuring monitoring and evaluation processes around questions enables a much broader analysis of a project's progress and achievements. It supports projects to think critically on a regular basis, not just about progress to outcomes (effectiveness), but to consider issues of design (relevance) value for money (efficiency) and impact and sustainability. Using questions encourages a project not to leave this broader analysis to points of external evaluation (which might only happen once over the life of a project), and instead integrate this thinking into the routine practice of program implementation.

The following inquiry questions are divided into sections.

- » The first section includes inquiry questions that are relevant to the Program; and
- » The second section includes questions that are relevant to Activities i.e. projects and grantees.

3.1.1 Program-Level Inquiry Questions

The Fund will use the following program-level inquiry questions to assess its performance.

- » **Relevance:** Has the Fund met the needs of its beneficiaries? Is the design of the Fund suitable, given the context?
- » **Effectiveness:** Has the Fund met its objectives, i.e. is the Fund progressing towards its intended outcomes?
- » **Efficiency:** Has the Fund operated in an efficient way, considering principles of value for money?

- » **Impact:** Has the Fund contributed to longer term change for women in Fiji, particularly those who are marginalised and vulnerable?
- » **Sustainability:** Has the Fund built the potential or capacity for ongoing results?

The answer to each key question will be generated by analysis of activity M&E reports and program performance against each of the sub-questions as outlined below. The Fund will develop a narrative response to each sub-question, based on analysis of data. In turn, the evidence presented will assist the fund to rate performance against each sub-question using the following three level rating scale:

- » High Level: Very strong performance without gaps and weaknesses
- » Adequate Level: Acceptable performance with no significant gaps or weaknesses
- » Poor: Performance is unacceptably weak with significant gaps

Relevance: Has the Fund met the needs of its beneficiaries? Is the design of the Fund suitable, given the context?

- » How well is the Fund aligning its activities with the changing policy, institutional and civil society framework for gender equality and women's empowerment in Fiji?
- » How well is the Fund meeting the needs of diverse implementing partners?
- » How well is the Fund meeting the needs of Fijian women, particularly those that are marginalised and vulnerable?
- » How well is the Fund developing its own identity and legitimacy?
- » How well is the Fund building relationships with local women's movement and with global women's funds to strengthen ownership, its identity and legitimacy?

Effectiveness: Has the Fund met its objectives, i.e. is the Fund progressing towards its intended outcomes?

- » How well is the Fund building implementing partner capacity to promote transformational approaches towards gender equality?
- » How well is the Fund contributing to increased networking amongst women's groups, organisations and stakeholders that has led to addressing gaps in gender equality initiatives in Fiji?
- » How well is the Fund contributing to transformative change in the areas of: (1) eliminating violence against women; (2) increasing women's economic opportunities; (3) improving women's participation in leadership and decision-making; (4) strengthening women's groups and coalition for change; and (5) enhancing knowledge and evidence to inform gender sensitive policy and practice?
- » How well is the Fund supporting activities in the areas of: (1) informal, individual changes to women's and men's consciousness and understanding of gender inequality, its causes and effects; (2) informal, systemic changes to social and cultural norms; (3) formal individual change to women's access to resources; and (4) formal, systemic changes to create gender just institutions, laws and policies?
- » How well is change in one outcome area contributing to change in another outcome area?

Efficiency: Has the Fund operations followed value for money principles

- » How well is the Fund delivering in relation to its timeline and budget?
- » How adequate are the Fund's communication, reporting and accountability mechanisms?
- » How well is the Fund delivering value for money, using the *Pacific Women* value for money rubric (Annex 2), for DFAT and implementing organisations in Fiji, and for Fijian women and their communities?
- » How well are the Funds human resources (personnel and skills) supporting program delivery?
- » How well is the Fund being governed, managed and accounting to beneficiaries and donors?

Impact: Has the Fund contributed to longer term change for women, particularly those who are marginalised and vulnerable?

- » How well is the Fund reaching women in rural and remote areas or who are marginalised and vulnerable?
- » How well is the Fund contributing to women in Fiji being able to participate fully, freely and safely in political, economic and social life?
- » How well do results, expected and unexpected, direct and indirect, produced by the Fund align with the priorities of Fijian women, particularly those who are marginalised and vulnerable?
- » How well is the Fund contributing towards positive shifts in social norms, beliefs, attitudes and behaviours towards women?

Sustainability: Has the Fund built the potential or capacity for ongoing results?

- » To what extent are investments in strengthening implementing partner organisations leading to positive sustainable outcomes
- » How well is the Fund supporting organisations build networks and connect to the women's movement in Fiji?
- » What evidence is there of ongoing benefits attributable to the project?
- » How well is innovation⁴ in programming being identified, supported and tested?
- » How well is the Fund able to attract other funding?

3.1.2 Activity-Level Inquiry Questions

The Fund's activity level questions focus on the desired outcomes from the funded activities. Partners can choose one to two questions in their outcome area, listed below, to help the Fund better understand the strategies partners are using and the effectiveness of these strategies. Partners choose the most relevant questions for their project and only report on their chosen thematic area. The grantees will report using their reporting tool (reporting templates, story of change etc.), and the Fund staff will work on the synthesis of information to feed into the thematic area inquiry questions for reporting periods.

Outcome specific evaluation questions

Inquiry Questions for Women's Leadership and Decision-Making

- » How has your activity/project supported women and girls in leadership and decision-making roles?
- » How has increased support for women and girls in leadership and decision-making resulted in more decisions being made that reflect women and girls' interests?
- » How has the households/community's behaviour and thinking changed in relation to women in leadership and decision-making?
- » How are women leaders working with other leaders and government ministries/departments to advance gender equality?
- » How are women leaders and women in decision making roles influencing gender equality, especially policies, and access to resources and services.

Inquiry Questions for Women's Economic Opportunities

- » How has your activity/project supported women and girls engage in/improve their economic and social opportunities?
- » How has women's involvement in economic activities improved their access to resources, income, ownership of assets, and life choices?

⁴ The Fund defines innovation as new solutions to existing problems

- » How has the household's/community's behaviour and thinking changed in relation to women engaged in economic opportunities/ventures?
- » How has increased income, assets and savings lead to improved opportunities for women?
- » What policies and systems are in place that have supported women's involvement in economic opportunities?

Inquiry Questions for Eliminating Violence against Women

- » How has your activity/project contributed in creating awareness of violence against women and girls?
- » How are communities addressing and reporting violence against women and girls?
- » What are the prevention activities that have been effective in reducing violence against women and girls?
- » How has survivors of violence access to safe, quality and co-ordinated support services changed?
- » How are women and girls' access to services and resources changing their lives?
- » How are leaders and relevant government officials implementing and strengthening laws for protection of women?
- » How has data availability to assess trends in violence against women changed?

Inquiry Questions for Strengthening Women's groups and coalitions for change

- » How has your activity/project contributed in strengthening women's groups and coalitions for change?
- » How has access to information about rights influenced women and girls gaining skills and confidence?
- » How has knowledge, skills and confidence about rights influenced women and girls work for change in gender equality?
- » How effectively have coalitions and advocacy groups in Fiji advocated for women's rights?
- » How have coalitions and advocacy groups in Fiji built a locally relevant understanding of and solutions to gender equality?
- » How has the capacity of coalitions and advocacy groups to contribute to gender equality and transformative approaches changed?

3.1.3 Indicators

All partners are required to report on implementation indicators and outcome indicators relevant for their project. These indicators have been derived from *Pacific Women* and *Pacific Women Fiji* Country MELF.

Area	Indicators
Implementation	<ul style="list-style-type: none"> ▪ % of intended outputs delivered (target 75%) ▪ Total number of people reached (disaggregated by sex, age, disability and location) ▪ Types and number of activities delivered ▪ Participant satisfaction with activities ▪ Evidence of attitude or behaviour change ▪ Gender equality and women's empowerment focused training and support modules and materials developed ▪ Changes in networks and relationships particularly links within and to the women's movement ▪ Examples of changes according to agreed indicators of empowerment ▪ Quality of training materials/curriculum/appropriateness of training
Partners working in the area of Leadership and Decision Making	<ul style="list-style-type: none"> ▪ Number and percentage of management committees in which women are equally represented ▪ Number of women supported to take on leadership roles at the community, provincial and national level ▪ Number of women who have participated in leadership training

Area	Indicators
Partners working in the area of Ending Violence Against Women	<ul style="list-style-type: none"> ▪ Number of women survivors of violence receiving services such as counselling and other service types ▪ Number of women who have accessed crisis support services (includes counselling, health and justice services) ▪ Number of people participating in community awareness about ending violence against women ▪ Examples of increased safety/reduced threat of violence
Partners working in the area of Women's Economic Empowerment	<ul style="list-style-type: none"> ▪ Number of poor women who increase their access to financial services ▪ Number of poor women with increased incomes ▪ Number of women who have accessed financial information and services (includes financial literacy training and financial services) ▪ Number of women who have gained formal qualifications ▪ Number of women trained in small business and financial literacy
Partners working in the area of Strengthening Women's groups and coalitions for change	<ul style="list-style-type: none"> ▪ Number of women who have had formal (organised) opportunities to share ideas and learn from each other ▪ Examples of outcomes from collective action or grantee work, including influence on policy, legislation, and institutional changes that are more conducive to and enhance gender justice and women's empowerment ▪ Evidence of gender responsive laws and policies. ▪ Number of men engaged in gender equality ▪ Examples of men's support for gender equality and women's empowerment focused activities

3.2 Data collection, management and analysis

The Fund will triangulate information from a number of key sources to assess its performance against the key inquiry questions. Integral to the Fund's assessment is grantee's development and implementation of their MEL Plan's which is described first. The section then describes the multiple sources of data the Fund will use for assessment along with the methods of synthesis and analysis.

3.2.1 Grantee Activity MEL Plan

All Fund grantees will be supported to develop a MEL plan or revise existing MEL plans for the Fund supported activities that align to the Fund MEL Plan.

The steps involved will include:

- » Develop a theory of change and project logic (this may not apply to some Type C grantees).
- » Identify key assumptions required for each activity to work and that need to be tested.
- » Identify which activity-level inquiry questions activities align with. If needed, additional inquiry questions could be developed which will be incorporated into the Fund Monitoring and Evaluation Framework.
- » Identify indicators that will assist with the measurement of change, also in alignment with the Fund MEL plan.
- » Develop a plan for identifying the data and information that needs to be collected against each of the inquiry questions, including baseline data.
- » Identify data collection methods in both areas of routine monitoring and periodic evaluation that will be used.
- » Plan for relevant periodic evaluations

The Fund MEL Officer, Senior Program Manager, and Program Officers will provide support to the grantees in this process.

3.2.2 Sources of data

1). Grantee reports

Grantees will report on the progress of their projects on a 6-monthly and annual basis. Grantees that have shorter term grant agreements will report on the terms outlined in their contracts.

- » Six-monthly financial and narrative report will summarise activities implemented with disaggregated data (as per the indicators used by *Pacific Women*), challenges and lessons learnt and financial expenditure. Grantee narrative (progress report and completion report templates for Types A&B, and Type C are attached as Annex 6.
- » Annual financial and narrative report will summarize progress towards outcomes based on a summary of disaggregated data on activities and outputs (referring to the *Pacific Women* database indicators) delivered over the year, achievements, challenges and lessons learnt and financial expenditure.

The Fund has committed itself to provide feedback to the grantees on the contents and quality of their progress report within three weeks of receiving the report. The Fund will adapt the *Pacific Women* Checklist for Reviewing and Providing Feedback on Partner Reports (Annex 7).

2). Fund Internal Quarterly MEL Analysis

The Fund team will have quarterly internal analyse and discussion of grant activities, reports, capacity development activities, and monitoring information. This is to help the team assess their progress and address challenges. This analysis will be captured in Fund internal quarterly reports.

3). Annual learning and reflection (L&R) workshop

Pacific Women Fiji Program and the Fiji Women's Fund held the first Reflection and Planning workshop for grantees in 2017. Grantees rated the quality and relevance of the workshop highly. Grantees found the discussions, panel sessions and networking useful. Additionally, grantees provided feedback on how to improve the logistics of the workshop as well as the content of some sessions and the flow of the workshop.

Pacific Women Fiji and the Fiji Women's Fund have agreed to collaborate and use the same approach for all its Annual Reflection and Planning workshops.

The Reflection and Planning workshop will include representatives from DFAT, grantees, and other program stakeholders to discuss a range of issues, including the operating environment, cooperation within the sector, capacity building and grant management. Discussion during this workshop will provide data in response to several program level inquiry questions.

The workshop will encourage stakeholders to reflect on effective practice in the current environment and how to apply lessons learned in the future. The Fund will develop a range of tools that can be used during the workshop to support discussion and sharing of information.

The Fund will utilise the *Pacific Women* Support Unit Learning and Reflection workshop methodology (Annex 3).

4). Monitoring visit reports

The Fund's Program Officers will conduct periodic field visits to monitor the implementation of grantee's project implementation and outcomes. Monitoring field visits will provide important data that will be used to assess the performance of the Fund and grant management.

The structure of the monitoring field visits will be largely dependent on the grant type, grantee, and the beneficiaries they work with. In general, the visits will be conducted in an informal way and assessments will be based on observations and informal discussions with the beneficiaries or key informants.

The key evaluation questions and related criteria will be used as a way to structure monitoring visits and ensure consistency in data collection.

5). Pacific Women's Database

The Fund will utilise the *Pacific Women* database. The database stores the following program information:

- » Project level information – i.e. name of project, outcome focus, funding amount, reporting cycle information and key outputs as per the project implementation plan
- » Activity level data – i.e. total number of people reached (disaggregated by sex, age, disability and location), total number of activities delivered, types of activities delivered (i.e. training, mentoring, counselling) and qualitative data including evidence of progress to outcomes, reflections and lessons learned

The *Pacific Women* database has the ability to run program and country level reports, which can provide the following data:

- » Program level reports: capture the total number of projects and the total amount of funding in each outcome area; the number of projects that are completed and underway; and projects weighted by investment size
- » Activity level reports: capture the total number of people reached (disaggregated by sex, age, disability and location) and data on types and numbers of activities delivered per outcome area.

The Fund will use the data entry template developed by the *Pacific Women* Support Unit that is available for partners to use to collect and report on standard monitoring data.

6). Due diligence assessment

The due diligence assessment checklist is a tool that helps the Fiji Women's Fund assess the capacity of the grantee organisations to effectively manage, spend and report on DFAT funds. It is based on DFAT's draft Due Diligence Framework and is an important part of the Fiji Women's Fund own financial and risk management processes.

The Due Diligence Checklist can also provide an opportunity for the Fiji Women's Fund and its partners to have frank discussions about partners' systems, where these need to be improved and, in some cases, how FWF can assist in this process.

The checklist will be undertaken with all new grantees before funds are disbursed for the first time; and will be undertaken every 1–2 years thereafter dependent on risk associated with that partner.

A database will be created to record the results of the due diligence assessment results and analysed to show organisational capacity strengthening trends.

- » Due Diligence Checklist is provided in the Fund Grants Manual (August 2017)

7). Capacity Development activity report

The Fund will conduct a range of formal capacity building activities. These will include training, workshops, and roundtable discussions. The Capacity Building Specialist will develop one strategy for the Fund and a Capacity Building plan for each activity which will set out the purpose and anticipated outcomes of the activity. The capacity building assessment will depend on;

- » The level of need for capacity building;
- » The nature of the capacity building support (a platform for information sharing or training event); and investment⁵
- » The anticipated outcomes and timeframe in which the benefits of the support will be realised.

⁵ Time and money spent

8). Financial management systems review

As a part of the due diligence assessment, the Fund will conduct a financial management system review with each grantee prior to signing the Grant Agreement. The Fund will also:

- » provide compulsory training on financial management;
- » provide targeted technical assistance for financial management and reporting;
- » conduct, with the support of the grantee, ad hoc visits to review activities against budget, accounting practices, and recommend actions as necessary; and
- » ensure that grantees prepare six monthly and annual financial reports during implementation as per grant agreement.
- » Financial Reporting template is provided in the Fund Grants Manual (August 2017)

Different types of grants will require different financial monitoring and reporting; this will be specified in each Grant Agreement. Wherever possible, financial reporting processes will align with the existing processes and systems of the grantee. This will streamline information flows and minimise administrative burdens.

9). Fund mid-term review

DFAT, in consultation with the Fund, will commission and manage an independent mid-term review in 2020. This review will provide an independent assessment of the relevance, effectiveness, efficiency, impact, and sustainability of the Fund, and will provide recommendations for how the design or delivery of the Fund might be improved.

3.2.3 Data collation and analysis

The process of data collation will be ongoing throughout implementation of the Fund, where data collection tools will be further developed and used to capture information according to the key evaluation questions and outcome areas. The Fund MEL Officer will be responsible for extracting information from relevant reports and referencing it into excel spread sheets that can be used for data analysis and entry. The Fund will use *Pacific Women* database reporting tool where the Fund MEL Officer will work with *Pacific Women's* M&E team to ensure that data is captured in the *Pacific Women* database.

Data analysis will focus on:

- » Triangulating sources of evidence for grant management: evidence from grantee reports will be viewed alongside monitoring field visit reports, grantee financial audits and feedback from beneficiaries to assess the reliability of evidence presented, the performance of grantees, and to identify areas for improvement.
- » Summarising management data and key achievements across the portfolio of women's groups, networks and organisations supported by the Fund: this includes achievements in capacity building and results of funded activities.

4 Reporting

The Fund has the responsibility for compiling the following reports.

- » **Six-Month Fund Progress Report:** This internal report aims to provide DFAT and the *Pacific Women* program team with an assessment of the progress towards Fund outcomes and update on outputs, major achievements, challenges and gaps. While this report is not a public document, the Fund will ensure that an abridged version of the report is shared with grantees.
- » **Annual Fund Progress Report:** This external report aims to provide DFAT and the *Pacific Women* Program team, Fund's stakeholders and grantees with a detailed assessment of progress towards fund outcomes and detailed discussion of major achievements, challenges, gaps, and if relevant,

ways forward. The report may also include case studies and other forms of qualitative data to strengthen learning and reflection.

The Fund progress reports are compiled through analysis of grantee progress reports. The Fund uses an internal process to analyse grantee data and presents it to the Fund Steering Committee and *Pacific Women* Fiji Country Program team. The Fund progress report analysis guide is attached as Annex 8.

5 Roles and responsibilities

An overview of the roles and responsibilities of the Fund personnel involved in monitoring and evaluation is provided below:

Monitoring, evaluation and learning coordinator

The role of the MEL coordinator is to:

- » Oversee the on-going implementation and review of the Fund MEF, including reporting requirements and tools that are guided by feminist evaluation principles.
- » Collate and analyse grantee reports to determine progress against milestones and outcomes and identify actions to strengthen both the MEF and the quality of Fund delivery.
- » Facilitate and support M&E-related training and capacity building for Fund grantees in Fiji.
- » Provide M&E support and guidance to the Fund Program Officers, both formally and informally through mentoring and coaching.
- » Identify and respond to M&E-related capacity development needs to support implementation of partner M&E plans and further develop useful M&E resources and capacity development strategies.
- » Ensure that the Fund's monitoring arrangements comply with the requirements of DFAT and provide accurate and timely information on the quality of support to Fund grantees.
- » In collaboration with other team members, prepare reports on M&E findings, as required.
- » Coordinate and oversee external reviews or evaluations of the Fund.
- » Undertake field visits to monitor grantee performance.

Fund manager

The role of the Fund Manager is to:

- » Oversee the implementation of the Fund as a program.
- » Ensure compliance to necessary contractual accountability and program quality requirements as well as to the intention of the design.
- » Guide the MEL process through providing advisory support to the MEL Officer.

Fiji country plan short term monitoring and evaluation adviser

The M&E Adviser will:

- » Provide support to the Fiji Women's Fund to help establish their M&E system. This will include in country and remote inputs to support and mentor the Fund's Monitoring, Evaluation and Learning (MEL) Officer and subsequent grantees.
- » Provide technical advice and support to DFAT, the *Pacific Women* Support Unit, the Fund and implementing partners to demonstrate achievements, share lessons and document their contribution to outcomes of the *Pacific Women* program in Fiji.
- » Work collaboratively with the Fund, in particular the MEL Officer, to ensure that the Fund is able to report on progress.

Program officers

- » Work with grantees and the MEL Officer to articulate a clear program logic for all funded activities.
- » Undertake field visits to monitor grantee performance.
- » Support the monitoring and evaluation of grant activities to inform Fund performance reporting and decision making.
- » Facilitate support to be provided to grantees from the MEL adviser and MEL Officer as required.
- » Provide feedback to grantees on their submitted reports.

Senior program manager

- » Oversee the analysis of program data to determine progress and identify actions to strengthen program delivery as related to provision of capacity development support to Fund partners.
- » Provide support to existing and potential partners through mentoring site visits and other forms of accompaniment to develop and implement their activities using a gender equality and women's empowerment approach.
- » Assist the Fund team in coordinating and facilitating annual reviews and reflections.
- » Contribute to Fund reports and external communications materials as required.

Finance officer

- » Undertake due diligence assessment.
- » Undertake financial audits of grantees.
- » Provide capacity building support in enhancing financial management systems.

Annex 1: Roles, Responsibilities and Timelines for Key MEL Activities, April 2019 to June 2020

FWF MEL Workplan April 2019-June 2020	Responsible	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
1. FWF MEL Plan																
Submission of Revised MEL Plan to DFAT	FM															
Socialisation of revised MEL Plan	MEL Officer & MEL STA															
MEL Plan Revision	MEL Officer & MEL STA															
MEL Plan revision consultation workshop	MEL Officer & MEL STA															
Submission of revised MEL Plan to DFAT	FM															
Socialisation of revised MEL plan with the Fund Team & Grantee MEL Officers	MEL Officer & MEL STA															
2. Support to Grantees																
MEL Technical Training on case study development, research, and impact measuring	MEL Officer & MEL STA															
MEL Toolkit Development	MEL Officer, MEL STA & SPM															
Socialisation of MEL Toolkit with selected grantees	MEL Officer & POs															
Lessons learned session for grantees on narrative and financial reporting	MEL Officer, FAO, SPM and POs															
Reporting workshop (Type A & B, and Type C)	MEL Officer & POs															
3. Peer support																
EVAW partners (and possibly Fiji Women's Crisis Centre) to meet and discuss best practices for data collection (GBV/SBV) and challenges for reporting	MEL Officer, M&E STA, SPM, and POs															
FWF Grantee Annual MEL Retreat	MEL Officer, M&E STA, SPM, and POs															
Pacific Women and FWF Annual Reflection workshop	M&E Advisor, MEL Officer, SPM, and FM															
4. Reporting																
Grantee progress report due	Grantees															
FWF Annual Progress Report to DFAT	M&E Advisor, MEL Officer, SPM, and FM															
Feedback to grantees on quality of progress reports	MEL Officer & SPO															
Grantee progress report due	Grantees															
Grantee Report Analysis and compiling of Annual report	MEL Officer & MEL STA															
FWF Annual Report to DFAT	M&E Advisor, MEL Officer, SPM, and FM															
Feedback to grantees on quality of progress reports	MEL Officer & SPM															
Grantee progress report due	Grantees															

Annex 2: Pacific Women Value for Money Rubric

4 E's	Principles and Standards	High Level (A) Very strong performance without gaps or weaknesses	Adequate (B) Acceptable performance with no significant gaps or weaknesses	Poor (C) Performance is unacceptably weak with significant gaps	
Efficiency and relevance	Appropriate selection of strategies, activities and outputs to be delivered	Evidence-based decision making	The extent to which interventions are based on evidence; that is, contextual analysis drives/feeds into interventions and strategies		
		More than 75% of the countries demonstrate that contextual analysis feeds into interventions and strategies	Between 50 – 75% of the countries demonstrate that contextual analysis feeds into interventions and strategies	Less than 50% of the countries demonstrate that contextual analysis feeds into interventions and strategies	
		Proportionality	The extent of adherence to the country plans for delivering interventions		
			More than 75% of the countries adhere to the country plan for delivering interventions	Between 50 – 75% of the countries adhere	Less than 50%
Effectiveness, Impact and Sustainability	Effectiveness in how good outputs are converted to outcomes and impacts	Results focused	The extent to which there is a result focus, and outputs are delivering the intended outcomes		
		More than 75% of the countries are delivering interventions in accordance with the country plan, and achieving the intended outcomes	More than 75% of the countries are delivering interventions in accordance with the country plan, but not achieving the intended outcomes	More than 75% of the countries are not delivering interventions in accordance with the country plan	
		Performance and risk management	The extent to which there are performance and risk management processes in place		
		More than 75% of the country plans have comprehensive performance and risk management processes in places, with evidence of their use.	Between 50 – 75% of the country plans have comprehensive performance and risk management processes in places, with evidence of their use.	Less than 50% of the country plans have comprehensive performance and risk management processes in places, with evidence of their use.	
		Experimentation and innovation	The extent to which there is experimentation and innovation. See annex seven for definition of experimentation and innovation		
			More than 75% of the countries can	Between 50 – 75% of the countries	Less than 50% of the countries can

			demonstrate at least one innovation	can demonstrate at least one innovation	demonstrate at least one innovation
Economy	Efficiency in managing costs	Cost consciousness	The extent to which cost consciousness principles are applied in <i>Pacific Women</i> program management. See annex seven for definition of cost consciousness.		
			More than 75% of the countries have	Between 50 –	Less than 50% of the countries have cost
4 E's	Principles and Standards		High Level (A) Very strong performance without gaps or weaknesses	Adequate (B) Acceptable performance with no significant gaps or weaknesses	Poor (C) Performance is unacceptably weak with significant gaps

			cost consciousness principles embedded in all aspects of program management	75% of the countries have cost consciousness principles embedded in all aspects of program management	consciousness principles embedded in all aspects of program management
		Encouraging competition	The extent to which competition is practiced in procurement		
			More than 75% of the country plans show evidence that competition is practiced in procurement	Between 50 – 75% of the country plans show evidence that competition is practiced in procurement	Less than 50% of the country plans show evidence that competition is practiced in procurement
Ethics	Ethical and Equitable practices	Transparency Accountability	The extent to which accountability mechanisms (e.g. country plan reviews, country reflection workshops, reporting to <i>Pacific Women</i>) are in place		
			More than 75% of the countries meet these criteria	Between 50 – 75% of the countries meet these criteria	Less than 50% of the countries meet these criteria
		Country Ownership	The extent to which there is country ownership and relevance		

		More than 75% of the country plans demonstrate cultural and beneficiary relevance	Between 50 – 75% of the country plans demonstrate cultural and beneficiary relevance	Less than 50% of the country plans demonstrate cultural and beneficiary relevance
	Equity	The extent to which marginalised groups (poor, socially excluded, persons with disabilities) are reached by program interventions		
		Majority of the countries (75%) can show evidence that they reach at least 2 of the groups	Majority of the countries (75%) can show evidence that they reach at least 1 of the groups	Majority of the countries (75%) cannot show evidence that they reach any of the groups

Source: Cardno (2017) Monitoring, Evaluation and Learning Framework, Pacific Women Shaping Pacific Development. Cardno Emerging Markets

Annex 3: Learning and Reflection Workshop Methodology

Purpose and rationale

Learning and reflection workshops are an important part of the *Pacific Women* MELF and the Fund MEL System. These workshops provide a critical space to reflect on work, get exposure to new ideas and test out new thinking with others. They are also essential for testing the Fund’s Program relevance in diverse contexts, tracking and testing innovation and synthesising evidence of contribution to longer-term outcomes.

Reflection workshop objectives

Country reflection workshops can be designed to suit one or more of the following objectives.

‘Lifting the Gaze’: which aims to provide partners and stakeholders with a space to discuss and debate higher level issues, such as country context; program reflections; identification of program progress; and achievements or gaps. Some amount of ‘lifting the gaze’ is valuable in all country reflection workshops.

Enabling program synthesis: which provides a forum for program implementers to share project and activity level data, validate lessons learnt through discussion and use the space as a basis for planning.

Encouraging mainstreaming: which includes strategically involving non-program players to inform, influence and utilise external perspectives in validating program reflections. This objective is particularly useful where policy dialogue (state / non-state actors, academic / non-government organisation) is improving or there have been recent positive developments in gender policy work and mainstreaming.

Capacity building: which provides opportunities for training and skills building workshops for program implementers and stakeholders.

Building momentum for change: This objective is particularly useful in networking and coalition building between women’s organisations and within civil society and with other supportive allies, stakeholders such as government and private sector

Recommended strategies

The below table provides some recommended strategies for the content, design and facilitation of country reflection workshops.

Objective	Optional strategies
Lifting the gaze	<ul style="list-style-type: none"> ▪ Keynote paper and presentation on gender equality or a Pacific Women outcome area (women’s economic empowerment, leadership, etc.) ▪ Presentation by development partners including Pacific Women ▪ Panel discussion on a chosen topic with diverse representation (donor, academic, non-government organisation, government, etc.) ▪ Regional/country level research study (existing) utilised as input document with facilitated plenary session on lessons and implications
Enabling program	<ul style="list-style-type: none"> ▪ Partner presentations on project achievements and challenges (optional focus on one or more synthesis outcome) ▪ Facilitated discussion on major impacts, outcomes and lesson learnt ▪ Small group activities – poster workshop, peer review of project reports, world café style discussions
Encouraging mainstreaming	<ul style="list-style-type: none"> ▪ Attendance/presentation by relevant regional organisations ▪ Attendance/presentation from government agencies ▪ Presentation by program implementing partners on achievements, outcomes and lessons learnt ▪ Policy advocacy skills building session and/or workshop

Objective	Optional strategies
Capacity building	<ul style="list-style-type: none"> ▪ Basic M&E training and/or M&E skills building workshops – e.g. interview skills, reporting skills, innovative data collection tools ▪ Partner forum with a technical or outcome focus to exchange practical strategies ▪ Presentation by one or several networks or women's organisations
Building momentum	<ul style="list-style-type: none"> ▪ Attendance / presentation by key stakeholders from government, academia and women's for change organisations, networks and groups ▪ Policy forum and panel discussion ▪ Attendance / presentation by other non-program non-government organisations and civil society organisations

Annex 4: Fiji Women’s Fund Capacity Development MEL Plan

Capacity Development Strategy Objectives

What the Strategy is aiming to achieve

- » Provide space for grantees to self-identify capacity development support
- » Strengthen existing structures (including knowledge, skills, resources) with grantees.
- » Promote learning and reflection among women's organisations, groups and networks.
- » Facilitate information, knowledge and skills sharing among women's organisations, groups and networks.
- » Foster coalitions among and across grantees, and women's organisations, groups and networks.

Influence and encourage transformative shifts in existing power structures to contribute towards gender equality and women's empowerment.

Inquiry questions	Priority Activity The high-level activities that the Fund will focus on over the next four years	Desired Outcomes How will the Fund know if it has built capacity? What will success look like?	Indicators Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achieving capacity development	Data Source
Technical Assistance				
Relevance: Has the Fund’s Capacity Development Strategy met the needs of its beneficiaries? Is the design of the Strategy suitable to its grantees and the context of gender equality? Efficiency: Has the Fund’s Capacity Development Strategy been operationalised or implemented considering the value for money principles (See Annex 3)? ⁶ Effectiveness: Has the Fund’s Capacity Development Strategy	Financial management	<ul style="list-style-type: none"> ▪ Grantees report improved organisational financial processes and policies 	<ul style="list-style-type: none"> ▪ Increasing number of grantees developing financial policies and establishing organisational processes round financial management (e.g. budgeting, preparing payment vouchers, being able to report) ▪ Proportion of grantees that submit narrative and financial reports that are consistent with proper financial procedures on a timely basis ▪ Number of grantees attending financial management training 	<ul style="list-style-type: none"> ▪ Capacity development activity reports ▪ FWF communication products ▪ Grantee positive audit reports. ▪ Grantee progress and completion reports ▪ Field visit reports
	Monitoring, Evaluation and Learning	<ul style="list-style-type: none"> ▪ Grantees demonstrate increased knowledge, skills, confidence and experience in MEL ▪ Grantees value MEL as a means of tracking change 	<ul style="list-style-type: none"> ▪ Increasing number of grantees developing and implementing MEL plans ▪ Number of grantees attending MEL training and annual reflection workshops ▪ Grantees use MEL tools to report activity, project and program outcomes 	<ul style="list-style-type: none"> ▪ Capacity development activity reports ▪ Field visit reports ▪ FWF communication products ▪ Annual learning and reflection workshops

⁶ Refer to the *Pacific Women Value for Money Rubric*

Inquiry questions	Priority Activity The high-level activities that the Fund will focus on over the next four years	Desired Outcomes How will the Fund know if it has built capacity? What will success look like?	Indicators Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achieving capacity development	Data Source
<p>met its objectives? i.e. is the Fund progressing towards its intended outcomes.</p> <p>Impact: Has the Fund's Capacity Development Strategy contributed to long-term change for women in Fiji, particularly those who are marginalised and vulnerable?</p> <p>Sustainability: Has the Fund's Capacity Development Strategy developed the potential or capacity for ongoing results and sustained change for women's groups, organisations and networks?</p>				<ul style="list-style-type: none"> ▪ Grantee progress and completion reports
	Child Protection	<ul style="list-style-type: none"> ▪ Grantees demonstrate raised awareness on child rights and child protection, issues, services and including the legal regulatory environment in Fiji ▪ Grantees are empowered with skills and knowledge to proactively maintain an environment that aims to prevent and deter any actions, whether deliberate or inadvertent, that place children at the risk of any kind of child abuse, neglect or exploitation ▪ Grantees understand the safeguards that are necessary when working with children and understand their own role in creating a safe environment ▪ Grantees are able to apply the child protection policy in their daily work 	<ul style="list-style-type: none"> ▪ Increasing number of grantees have a child protection policy in place and are implementing the policy ▪ Grantees report minimising risks to children ▪ Number of grantees attending child protection training 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion reports ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Gender Equality and Social Inclusion (GESI)	<ul style="list-style-type: none"> ▪ Grantees consciousness around gender equality and social inclusion is raised ▪ Grantees are utilising the understanding of GESI to improve their activity, project and program design ▪ Grantees are contributing to the Fiji women's movement by advocating for the rights of rural, remote women and marginalised groups 	<ul style="list-style-type: none"> ▪ Grantees management structures and systems reflect gender equality principles ▪ Gender equality and women's empowerment focused training and support module, toolkits and materials developed and implemented by the Fund ▪ Number/examples of gender equality and women's empowerment activities, projects and programs developed and supported by the Fund ▪ Number of GESI trainings delivered to grantees ▪ Number of grantees participating in GESI trainings ▪ Number of grantees that have adopted GESI approaches in their work ▪ Number of grantees that have adopted GESI approaches, including disability, in their work 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion reports ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Resource Mobilisation	<ul style="list-style-type: none"> ▪ Grantees demonstrate increased knowledge, skills, confidence and experience in resource mobilisation, business continuity and pipeline planning 	<ul style="list-style-type: none"> ▪ Grantees have a plan on how to mobilise for resources ▪ Grantees establish a wider pool of donors ▪ Grantees are diversifying funding sources 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion reports

Inquiry questions	Priority Activity The high-level activities that the Fund will focus on over the next four years	Desired Outcomes How will the Fund know if it has built capacity? What will success look like?	Indicators Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achieving capacity development	Data Source
			<ul style="list-style-type: none"> ▪ Number of grantees attending resource mobilisation training 	<ul style="list-style-type: none"> ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Communications and Visibility	<ul style="list-style-type: none"> ▪ Grantees demonstrate increased knowledge, skills, confidence and experience in communications ▪ Grantees are visible and have credibility in the Fiji women's movement and other spaces ▪ Grantees implement ethical communication practices and have a policy on informed consent (do no harm) in regard to text and photos of women, children and other marginalised/vulnerable groups 	<ul style="list-style-type: none"> ▪ Increasing number of grantees have established and implemented communication and visibility strategies ▪ Number of grantees attending communications and visibility training 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion reports ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshop
	Organisational Governance & Leadership	<ul style="list-style-type: none"> ▪ Grantees demonstrate improved governance and leadership structures 	<ul style="list-style-type: none"> ▪ Number of Board/governance members attending training ▪ Number of leaders from grantees attending training ▪ Good governance and leadership practices are implemented ▪ 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion reports ▪ Field visit reports ▪ FWF communication products ▪ Annual learning and reflection workshops
	Business Advisory Services	<ul style="list-style-type: none"> ▪ Grantees demonstrate improved knowledge, skills and confidence in running businesses 	<ul style="list-style-type: none"> ▪ Number of grantees attending training ▪ Increasing number of grantees have developed a business plan and a marketing strategy 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion report ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Organisational Policy Development	<ul style="list-style-type: none"> ▪ Grantees are able to manage organisational risk (s) ▪ Grantees are able to use policies as a framework for decision making 	<ul style="list-style-type: none"> ▪ Number of grantees attending training 	<ul style="list-style-type: none"> ▪ Capacity development activity report

Inquiry questions	Priority Activity The high-level activities that the Fund will focus on over the next four years	Desired Outcomes How will the Fund know if it has built capacity? What will success look like?	Indicators Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achieving capacity development	Data Source
			<ul style="list-style-type: none"> ▪ Grantees have increasing number of organisational policies in place for decision making ▪ Grantees have reduced organisational risk (s) 	<ul style="list-style-type: none"> ▪ Grantee progress and completion report ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Project Management	<ul style="list-style-type: none"> ▪ Grantees demonstrate a systematic approach to managing projects 	<ul style="list-style-type: none"> ▪ Number of grantees attending training ▪ Grantees implement systematic processes to managing projects 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion report ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Strategic Planning	<ul style="list-style-type: none"> ▪ Grantees demonstrate organisational strengthening and planning ▪ Grantees demonstrate better allocation of resources that align with organisational goals 	<ul style="list-style-type: none"> ▪ Increasing number of grantees have developed strategic plans that are reflected in the annual work plan 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ Grantee progress and completion report ▪ FWF communication products ▪ Field visit reports ▪ Annual learning and reflection workshops
	Women's Legal Rights and Legal Literacy	<ul style="list-style-type: none"> ▪ Grantees demonstrate increased knowledge on women's legal rights 	<ul style="list-style-type: none"> ▪ Number of grantees attending training ▪ Grantees are advocating for women's legal rights ▪ Grantees are developing and implementing policies to address sexual harassment 	<ul style="list-style-type: none"> ▪ Capacity development activity report ▪ FWF communication products ▪ Grantee progress and completion reports ▪ Field visit reports ▪ Annual learning and reflection workshops

Inquiry questions	Priority Activity The high-level activities that the Fund will focus on over the next four years	Desired Outcomes How will the Fund know if it has built capacity? What will success look like?	Indicators Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achieving capacity development	Data Source
	Co-Mentoring Ongoing support Cross- learning Annual Learning & Reflection Workshops Connecting to networks Community of Practice Technical Assistance	<ul style="list-style-type: none"> ▪ Grantees demonstrate increased knowledge, skills, confidence and experience in various competencies (e.g. finance, governance, leadership, project management, monitoring and evaluation etc.) ▪ Grantees demonstrate improved organisational performance and project and program delivery 	<ul style="list-style-type: none"> ▪ Improved organisational performance ▪ Number of new networks and partnerships created 	<ul style="list-style-type: none"> ▪ Grantee progress and completion reports ▪ Field visit reports ▪ FWF communication products ▪ Annual learning and reflection workshops ▪ Evaluation Reports for Type A grantees ▪ Capacity development activity reports

Annex 5: Fiji Women’s Fund Communication Strategy MEL Plan

Priority Activity	MEL Inquiry Questions	Indicators	Objectives
Building and Supporting Digital Platforms for Sharing Information	<ul style="list-style-type: none"> ▪ How many people are using the digital platforms? How are they accessing the platforms? ▪ Has the intended information been communicated and was it useful? What information was the most useful? Was there any difficulty accessing the platforms? ▪ Was it worth using digital platforms? ▪ Has the digital communication helped bring change for women? ▪ Has the information contributed to on-going results? 	<ul style="list-style-type: none"> ▪ Annual survey ▪ Number of digital platforms established ▪ Increasing number of users to the website ▪ Mediums used to access the platforms ▪ The most accessed pages on the website ▪ Number of downloads ▪ User feedback ▪ Number of followers ▪ Number of likes, views and shares ▪ 	<ol style="list-style-type: none"> 1. Identify any key barriers to communication with partners and stakeholders 2. Inform existing and potential partners, stakeholders, and the public of the intent, progress, successes, and opportunities 3. Advocate for women’s empowerment and gender equality 4. Contribute information and data that can be used to monitor and evaluate 5. Provide a platform for its partners to share 6. Strengthen the capacity of partners to effectively use communications 7. Raise the profile and credibility of the Fund
Content Curation and Brand Identity	<ul style="list-style-type: none"> ▪ Who is the information for? Is the information easy to understand? ▪ Has the intended information been communicated? Did they have difficulty accessing the information and did the Fund provide an alternative and accessible option? ▪ Was it worth creating and sharing content using multiple formats? ▪ Has the content helped bring change for women? Was the information useful to them? Is the Fund known to the media and the public? ▪ Has the content contributed to on-going results? 	<ul style="list-style-type: none"> ▪ Number of publications and multimedia produced ▪ User feedback ▪ Number of requests for multimedia from partners ▪ Number of times the Fund is featured in partners website and or social media platforms. ▪ Number of times the Fund is featured in the media ▪ Request from disadvantaged groups for publications and multimedia in an accessible format 	<ol style="list-style-type: none"> 1. Identify any key barriers to communication with partners and stakeholders 2. Inform existing and potential partners, stakeholders, and the public of the intent, progress, successes, and opportunities 3. Advocate for women’s empowerment and gender equality 4. Contribute information and data that can be used to monitor and evaluate 5. Provide a platform for its partners to share 7. Raise the profile and credibility of the Fund
Research and Knowledge Building	<ul style="list-style-type: none"> ▪ Who is the research and learning brief for? How are they accessing it? Is the information useful for them? Is the information easy to understand? ▪ Has the intended information been communicated? Did they have difficulty accessing the information and did the Fund provide an alternative and accessible option? ▪ Was it worth developing the briefs? ▪ Has the content helped bring change for women? Was the information useful to them? Did they use it in their work? 	<ul style="list-style-type: none"> ▪ Number of downloads ▪ User feedback ▪ 	<ol style="list-style-type: none"> 1. Identify any key barriers to communication with partners and stakeholders 2. Inform existing and potential partners, stakeholders, and the public of the intent, progress, successes, and opportunities 3. Advocate for women’s empowerment and gender equality 4. Contribute information and data that can be used to monitor and evaluate 5. Provide a platform for its partners to share 6. Strengthen the capacity of partners to effectively use communications

Priority Activity	MEL Inquiry Questions	Indicators	Objectives
	<ul style="list-style-type: none"> Has digital platform contributed to on-going results? 		7. Raise the profile and credibility of the Fund
Advocacy and Networking	<ul style="list-style-type: none"> Who attended or were part of the Fund's advocacy and networking? Has the intended information been communicated? Did they have difficulty accessing the information and did the Fund provide an alternative and accessible option? Was it worth organising and/or attending the event? Was it worth undertaking the advocacy campaign? Has advocacy and help bring change for women? Did they become interested in the Fund's work? Did they want to form partnerships? Did they want to apply for funding? Has the information contributed to on-going results? 	<ul style="list-style-type: none"> Number of advocacy and networking opportunities Fund representation in the women's movement Production of tailor-made advocacy materials Increase in the number of partnerships and donors 	<ol style="list-style-type: none"> Identify any key barriers to communication with partners and stakeholders Inform existing and potential partners, stakeholders, and the public of the intent, progress, successes, and opportunities Advocate for women's empowerment and gender equality Contribute information and data that can be used to monitor and evaluate Provide a platform for its partners to share Strengthen the capacity of partners to effectively use communications Raise the profile and credibility of the Fund
Developing Capacity for Strategic Communications	<ul style="list-style-type: none"> Who was the capacity development for? How was it administered? How was the exercise determined? Was the exercise useful for them? Was the information easy to understand? Was their capacity strengthened after the exercise? Did they have any difficulty in accessing anything and did the Fund provide an alternative and accessible option? What is the non-monetary value of the capacity building activity for the recipients? Has the capacity development helped bring change for women? Has the capacity development contributed to on-going results? 	<ul style="list-style-type: none"> Relevant and quality communication capacity building support provided 	<ol style="list-style-type: none"> Identify any key barriers to communication with partners and stakeholders Inform existing and potential partners, stakeholders, and the public of the intent, progress, successes, and opportunities Advocate for women's empowerment and gender equality Contribute information and data that can be used to monitor and evaluate Provide a platform for its partners to share Raise the profile and credibility of the Fund

Annex 6: Grantee Reporting Templates

Type A & B Grant: Progress Report

Name of your organisation:	
Name of Project/Program:	
Thematic Area: (WEE, EVAW, WLDM, WCC) ⁷	
Date of grant commencement:	
Date of grant completion (anticipated):	
Reporting period for this report:	
Date previous report submitted:	

1.0 Context/situational update

1.1 Have there been any significant changes (positive and/or negative) or development in the project/program's context or operating environment? If so, please provide details.

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1.2 Have there been any significant changes (positive and/or negative) or development in your organisation's capacity and resourcing to deliver the project/program? If so, please provide details.

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1.3 Have the project/program goals, work plan or budget changed in any way since last reporting? If so, please provide details.

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⁷ WEE – Women's economic empowerment; EVAW – Ending violence against women, WLDM – Improving women's participation in leadership and decision making; and WCC – Strengthening women's coalition for change.

2.0 Project/Program Progress

2.1 Table 1: Activity update and project/program level outcomes for the reporting period. *This will be activities done after the last reporting.*

Activity No	Planned activities	Status	Progress/ Implementation description	Target Group	Number of people reached	Outcomes (short-term/ intermediate)
	As per the workplan in your grant agreement	(in progress/ completed/ not started)	<p>If the activity is in progress, please state the anticipated completion date and what has already been completed;</p> <p>If the activity has been completed, please state the date the activity was implemented, the location (community name, town name, etc), level at which the activity was targeted (individual, community, provincial, or national) and a brief description of the activity;</p> <p>If the activity has not started, please state the reasons for delay and the anticipated start date.</p>	(List the intended target audience (men, women, community leaders, etc)	(Total number of people reached through this activity)	<p>(short-term outcomes are measured soon after the activity has finished. Short-term outcomes may refer to changes in knowledge, attitudes, or behaviours. Intermediate outcomes are measured a few months after the activity. These may be change in practice or action based on learnings.</p>
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3.0 Monitoring and Evaluation Information

3.1 Table 2: Beneficiary Numbers

Please provide a breakdown of people reached through activities during the reporting period.

Activity No (as per Table 1)	TOTAL (Number of people reached)	Girls and Women Reached					Boys and Men Reached					LGBTQI ⁸	People Living with Disability		Ethnicity ⁹
		< 18 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)	< 17 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)		Women and Girls with a Disability	Men and Boys with a Disability	
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3.2 Thematic Area Inquiry Questions

Please only answer the most relevant questions for your project/program and thematic area(s). If your activities contribute to more than one thematic area (intended or unintended), please answer the relevant questions under those thematic areas.

A. Inquiry Questions for Women’s Leadership and Decision-Making

1) How has your activity/project/program supported women and girls in leadership and decision-making roles?

⁸ **LGBTQI** stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex

⁹ You can break this down as Fijian of i- Taukei decent, Fijian of Indian decent, and Others (you can further specify if you want to).

2) How has increased support for women and girls in leadership and decision-making resulted in more decisions being made that reflect women and girls' interests?
3) How has the household's/community's behaviour and thinking changed in relation to women in leadership and decision-making?
4) How has your activity/project/program supported women leaders in working with other leaders and government ministries/departments to advance gender equality?
5) How has your activity/project/program supported women leaders and women in decision making roles influence gender equality, especially policies, and access to resources and services.
B. Inquiry Questions for Women's Economic Opportunities
1) How has your activity/project/program supported women and girls engage in/improve their economic opportunities?
2) How has women's involvement in economic activities improved their access to resources, income, ownership of assets, and life choices?
3) How has the household's/community's behaviour and thinking changed in relation to women engaged in economic opportunities/ventures?
4) How has increased income, assets and savings lead to improved opportunities for women?
5) How has your activity/project/program helped put in place policies and systems that have supported women's involvement in economic opportunities?
C. Inquiry Questions for Eliminating Violence against Women
1) How has your activity/project/program contributed in creating awareness of and reducing violence against women and girls?
2) How has your activity/project/program helped communities address and report violence against women and girls?

3) What prevention activities has your activity/project/program supported that has been effective in reducing violence against women and girls?
4) How has your activity/project/program helped survivors of violence access safe, quality and co-ordinated support services?
5) How are women and girls' access to services and resources changing their lives?
6) How has your activity/project/program helped leaders and relevant government officials implement and strengthen laws for protection of women?
7) How has your activity/project/program helped improve data availability to assess trends in violence against women?
D. Inquiry Questions for Strengthening Women's groups and coalitions for change
1) How has your activity/project/program contributed in strengthening women's groups and coalitions for change?
2) How has your activity/project/program helped women and girls' access to information about rights, and/or influenced women and girls gain skills and confidence?
3) How has knowledge, skills and confidence about rights influenced women and girls work for change in gender equality?
4) How has knowledge, skills and confidence about rights influenced women and girls work for change in gender equality?

4.0 Learnings

4.1 Were there any challenges faced during project/program implementation for this reporting period? Is there anything your organisation would do differently?

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4.2 What are some of the major lessons your organisation has learnt from this experience? Try to think about lessons for women’s empowerment or gender equality, as opposed to operational lessons

4.3 Has there been any operational lessons your organisation has learnt during this reporting period?

4.4 Are there any work plan changes suggested because of these experiences for the next six months? (if yes, please list them below)

4.5 Please feel free to share any other information regarding the progress of the project/program as a whole? Please feel free to share activity photos or change stories if you want to.

5.0 Grant Financial Reporting

Please refer to Excel spreadsheet template for acquittal reporting

6.0 Capacity Building

6.1 Please list down all the capacity building support your organisation has received during this reporting period

Type of capacity building support received	Focus area of support provided	Who provided the capacity building support	Who received the capacity building support? (Name(s) and designation(s))	Date(s)
<i>These can be workshops, trainings, conferences, etc</i>	<i>eg. Project management, child protection, financial management, etc</i>	<i>The organisation/ agency/ network that provided the support</i>	<i>Name(s) and designation(s) of all the people from your organisation that received the capacity building support.</i>	<i>Date(s) on which the support was provided.</i>

6.2 What has changed for your organisation after the capacity building support (if any)?

6.3 Has the capacity building support provided by the Fund benefitted your organisation? If yes, please explain how. Please also explain if the capacity building support was not beneficial.

6.4 Please list down any capacity building support that the organisation requires in the next six (6) months?

Endorsement of Report

I declare that the information contained in this application form is a true representation of the organisation and our intentions.

Signature of Organisation Head (Coordinator/CEO/Executive Director) :

Name :

Title :

Date :

:

Type A & B Grant: Completion Report

Name of your organisation:	
Name of Project/Program:	
Thematic Area: (WEE, EVAW, WLDM, WCC) ¹⁰	
Date of grant commencement:	
Date of grant completion (anticipated):	
Reporting period for this report:	
Date previous report submitted:	

1.0 Overall Project/Program Summary

1.1 What were the achievements of the overall project/program?

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1.2 What were the challenges faced during the implementation of the overall project/program? And what strategies did you use to address these.

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1.3 Has the project/program enabled your organisation to work with other stakeholders and organisations (beyond the target group)? If so, in what ways and what were the benefits?

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1.4 What are the key lessons learned from the implementation of the overall project/project? Think about lessons for women's empowerment or gender equality, as opposed to operational lessons.

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¹⁰ WEE – Women's economic empowerment; EVAW – Ending violence against women, WLDM – Improving women's participation in leadership and decision making; and WCC – Strengthening women's coalition for change.

1.5 Have there been any operational lessons your organisation has learnt during the implementation of the overall project/program? If so, please list explain.

1.6 Please feel free to share any other information regarding the overall project/program.

2.0 Project/Program Progress

2.1 Table 1: Overall activity update and project/program level outcomes. *This will be for the entire duration of the project/program.*

Activity No	Planned activities	Status	Progress/ Implementation description	Target Group	Number of people reached	Outcomes (short-term/ intermediate/long term)
	As per the workplan in your grant agreement	(in progress/ completed/ not started)	<p>If the activity is in progress, please state the anticipated completion date and what has already been completed;</p> <p>If the activity has been completed, please state the date the activity was implemented, the location (community name, town name, etc), level at which the activity was targeted (individual, community, provincial, or national) and a brief description of the activity;</p> <p>If the activity has not started, please state the reasons for delay and the anticipated start date.</p>	(List the intended target audience (men, women, community leaders, etc)	(Total number of people reached through this activity)	<p>(short-term outcomes are measured soon after the activity has finished. Short-term outcomes may refer to changes in knowledge, attitudes, or behaviours.</p> <p>Intermediate outcomes are measured a few months after the activity. These may be change in practice or action based on learnings.</p> <p>Long-term outcomes are measured a year or several years after the activity completion and include changes in conditions, policies, or organisational structure.</p>
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3.0 Monitoring and Evaluation Information

3.1 Table 2: Beneficiary Numbers

Please provide a breakdown of people reached through the activities. This will be for the entire duration of the project/program.

Activity No (as per Table 1)	TOTAL (Number of people reached)	Girls and Women Reached					Boys and Men Reached					LGBTQI ¹¹	People Living with Disability		Ethnicity ¹²
		< 18 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)	< 17 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)		Women and Girls with a Disability	Men and Boys with a Disability	
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3.2 Thematic Area Inquiry Questions

Please only answer the most relevant questions for your project/program and thematic area(s). If your activities contribute to more than one thematic area (intended or unintended), please answer the relevant questions under those thematic areas.

E. Inquiry Questions for Women’s Leadership and Decision-Making
6) How has your activity/project/program supported women and girls in leadership and decision-making roles?

¹¹ **LGBTQI** stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex

¹² You can break this down as Fijian of i- Taukei decent, Fijian of Indian decent, and Others (you can further specify if you want to).

7) How has increased support for women and girls in leadership and decision-making resulted in more decisions being made that reflect women and girls' interests?
8) How has the household's/community's behaviour and thinking changed in relation to women in leadership and decision-making?
9) How has your activity/project/program supported women leaders in working with other leaders and government ministries/departments to advance gender equality?
10) How has your activity/project/program supported women leaders and women in decision making roles influence gender equality, especially policies, and access to resources and services.
<i>F. Inquiry Questions for Women's Economic Opportunities</i>
1) How has your activity/project/program supported women and girls engage in/improve their economic opportunities?
2) How has women's involvement in economic activities improved their access to resources, income, ownership of assets, and life choices?
3) How has the household's/community's behaviour and thinking changed in relation to women engaged in economic opportunities/ventures?
4) How has increased income, assets and savings lead to improved opportunities for women?
5) How has your activity/project/program helped put in place policies and systems that have supported women's involvement in economic opportunities?
<i>G. Inquiry Questions for Eliminating Violence against Women</i>
1) How has your activity/project/program contributed in creating awareness of and reducing violence against women and girls?

2) How has your activity/project/program helped communities address and report violence against women and girls?
3) What prevention activities has your activity/project/program supported that has been effective in reducing violence against women and girls?
4) How has your activity/project/program helped survivors of violence access safe, quality and co-ordinated support services?
5) How are women and girls' access to services and resources changing their lives?
6) How has your activity/project/program helped leaders and relevant government officials implement and strengthen laws for protection of women?
7) How has your activity/project/program helped improve data availability to assess trends in violence against women?
<i>H. Inquiry Questions for Strengthening Women's groups and coalitions for change</i>
5) How has your activity/project/program contributed in strengthening women's groups and coalitions for change?
6) How has your activity/project/program helped women and girls' access to information about rights, and/or influenced women and girls gain skills and confidence?
7) How has knowledge, skills and confidence about rights influenced women and girls work for change in gender equality?
8) How has knowledge, skills and confidence about rights influenced women and girls work for change in gender equality?

4.0 Grant Financial Reporting

Please refer to Excel spreadsheet template for acquittal reporting

5.0 Capacity Building

5.1 Please list down all the capacity building support your organisation has received during the project/program. *This will be for the entire duration of the project/program.*

Type of capacity building support received	Focus area of support provided	Who provided the capacity building support	Who received the capacity building support? (Name(s) and designation(s))	Date(s)
<i>These can be workshops, trainings, conferences, etc</i>	<i>e.g. Project management, child protection, financial management, etc</i>	<i>The organisation/ agency/ network that provided the support</i>	<i>Name(s) and designation(s) of all the people from your organisation that received the capacity building support.</i>	<i>Date(s) on which the support was provided.</i>

5.2 What has changed for your organisation after the capacity building support (if any)?

5.3 Has the capacity building support provided by the Fund benefitted your organisation? If yes, please explain how. Please also explain if the capacity building support was not beneficial.

5.4 Please list any further capacity building support that the organisation requires from the Fund?

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Endorsement of Report

I declare that the information contained in this application form is a true representation of the organisation and our intentions.

Signature of Organisation Head (Coordinator/CEO/Executive Director) :

Name :

Title :

Date

Type C Grant: Progress Report

Name of your organisation:	
Name of Activity/Project:	
Thematic Area: (WEE, EAW, WLDM, WCC) ¹³	
Date of grant commencement:	
Date of grant completion (anticipated):	
Reporting period for this report:	
Date previous report submitted:	

¹³ WEE – Women’s economic empowerment; EAW – Ending violence against women, WLDM – Improving women’s participation in leadership and decision making; and WCC – Strengthening women’s coalition for change.

1.0 Context/situational update

1.1 Have there been any changes (positive/negative) to the setting where your activity/project is based (community or project site)? If so, please give details.

1.2 Have there been any changes (positive/negative) to the way your group/organisation has been run? If so, please give details.

1.3 Has the activity/project work plan or budget changed in any way since last reporting? If so, please provide details.

2.0 Project Progress

2.1 Table 1: Activity update and project/program level outcomes for the reporting period. *This will be activities done after the last reporting.*

Activity No	Planned activities	Status	Progress/ Implementation description	Target Group	Number of people reached	Outcomes (short-term/ intermediate)
	As per the workplan in your grant agreement	(in progress/ completed/ not started)	<p>If the activity is in progress, please state the anticipated completion date and what has already been completed;</p> <p>If the activity has been completed, please state the date the activity was implemented, the location (community name, town name, etc), level at which the activity was targeted (individual, community, provincial, or national) and a brief description of the activity;</p> <p>If the activity has not started, please state the reasons for delay and the anticipated start date.</p>	(List the intended target audience (men, women, community leaders, etc)	(Total number of people reached through this activity)	<p>(short-term outcomes) can be seen soon after the activity has finished. This can be changes in knowledge, attitudes, or behaviours.</p> <p>Intermediate outcomes can be seen a few months after the activity. These may be change in practice (how things are done or action (someone doing things differently) based on learnings.</p>
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3.0 Monitoring and Evaluation Information

3.1 Table 2: Beneficiary Numbers

Please provide a breakdown of people reached through activities during the reporting period.

Activity No (as per Table 1)	TOTAL (Number of people reached)	Girls and Women Reached					Boys and Men Reached					LGBTQI ¹⁴	People Living with Disability		Ethnicity ¹⁵
		< 18 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)	< 17 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)		Women and Girls with a Disability	Men and Boys with a Disability	
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6.															

¹⁴ **LGBTQI** stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex

¹⁵ You can break this down as Fijian of i- Taukei decent, Fijian of Indian decent, and Others (you can further specify if you want to).

3.2 Inquiry Questions

1) How has your activity/project supported women and girls?

2) How has the household's/community's behaviour and thinking changed because of your activity/project?

4.0 Learnings

4.1 Were there any difficulties your group/organisation faced when doing the activity/project for this reporting period? Will your group/organization do things differently because of the difficulties identified? If so, please explain how?

4.2 What are some of the things your group/organisation has learnt from this experience?

4.3 Are there any work plan changes suggested? (if yes, please list them below)

4.4 Please feel free to share any other information regarding the activity/project as a whole? Please also feel free to share activity photos or stories of change if you want.

5.0 Grant Financial Reporting

Please refer to Excel spreadsheet template for acquittal reporting

6.0 Capacity Building

6.1 Please list down all the capacity building support your group/organisation has received during this reporting period

Type of capacity building support received	Focus area of support provided	Who provided the capacity building support	Who received the capacity building support? (Name(s) and designation(s))	Date(s)
<i>These can be workshops, trainings, conferences, etc</i>	<i>eg. Project management, child protection, financial management, etc</i>	<i>The organisation/ agency/ network that provided the support</i>	<i>Name(s) and designation(s) of all the people from your organisation that received the capacity building support.</i>	<i>Date(s) on which the support was provided.</i>

6.2 What has changed for your group/organisation after the capacity building support (if any)?

6.3 Has the capacity building support provided by the Fund benefitted your group/organisation? If yes, please explain how. Please also explain if the capacity building support was not beneficial.

6.4 Please list down any capacity building support that the organisation requires in the next six (6) months?

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Endorsement of Report

I declare that the information contained in this application form is a true representation of the organisation and our intentions.

Signature of Organisation Head (Coordinator/CEO/Executive Director) :

Name :

Title :

Date :

Type C Grant: Completion Report

Name of your organisation:	
Name of Project/Program:	
Thematic Area: (WEE, EAW, WLDM, WCC) ¹⁶	
Date of grant commencement:	
Date of grant completion (anticipated):	
Reporting period for this report:	
Date previous report submitted:	

1.0 Overall Project/Program Summary

1.1 What were the successes/achievements of the overall activity/project?

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¹⁶ WEE – Women’s economic empowerment; EAW – Ending violence against women, WLDM – Improving women’s participation in leadership and decision making; and WCC – Strengthening women’s coalition for change.

1.2 What were the difficulties/issues/challenges faced during the overall activity/project? How did you address these?

1.3 Has the activity/project helped your group/organisation to work with other groups/stakeholders and organisations (beyond the target group)? If so, in what ways and what were the benefits?

1.4 What are some of the lessons your group/organisation learnt from doing the overall activity/project?

1.5 Please feel free to share any other information regarding the overall activity/project.

2.0 Project Progress

2.1 Table 1: Overall activity update and activity/project level outcomes. *This will be for the entire duration of the activity/project.*

Activity No	Planned activities	Status	Progress/ Implementation description	Target Group	Number of people reached	Outcomes (short-term/ intermediate)
	As per the workplan in your grant agreement	(in progress/ completed/ not started)	<p>If the activity is in progress, please state the anticipated completion date and what has already been completed;</p> <p>If the activity has been completed, please state the date the activity was implemented, the location (community name, town name, etc), level at which the activity was targeted (individual, community, provincial, or national) and a brief description of the activity;</p> <p>If the activity has not started, please state the reasons for delay and the anticipated start date.</p>	(List the intended target audience (men, women, community leaders, etc)	(Total number of people reached through this activity)	<p>short-term outcomes can be seen soon after the activity has finished. This can be changes in knowledge, attitudes, or behaviours.</p> <p>Intermediate outcomes can be seen a few months after the activity. These may be change in practice (how things are done or action (someone doing things differently) based on learnings</p>
1						
2						

3						
4.						

3.0 Monitoring and Evaluation Information

3.1 Table 2: Beneficiary Numbers

Please provide a breakdown of people reached through the activities. This will be for the entire duration of the activity/project.

Activity No (as per Table 1)	TOTAL (Number of people reached)	Girls and Women Reached					Boys and Men Reached					LGBTQI ¹⁷	People Living with Disability		Ethnicity ¹⁸
		< 18 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)	< 17 years (aged 17 years and younger)	18 – 35 years (aged between 18 to 35 years)	36 – 55 years (aged between 36 to 55 years)	56 – 70 years (aged between 56 to 70 years)	> 71 years (aged 71 and above)		Women and Girls with a Disability	Men and Boys with a Disability	
1.															
2.															
3.															
4.															
5.															
6.															

3.2 Inquiry Questions

1) How has your activity/project supported women and girls?

¹⁷ **LGBTQI** stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex

¹⁸ You can break this down as Fijian of i- Taukei decent, Fijian of Indian decent, and Others (you can further specify if you want to).

2) How has the household's/community's behaviour and thinking changed (positive or negative), because of your activity/project?

4.0 Grant Financial Reporting

Please refer to Excel spreadsheet template for acquittal reporting

5.0 Capacity Building

5.1 Please list down all the capacity building support your organisation has received during the project/program. *This will be for the entire duration of the project/program.*

Type of capacity building support received	Focus area of support provided	Who provided the capacity building support	Who received the capacity building support? (Name(s) and designation(s))	Date(s)
<i>These can be workshops, trainings, conferences, etc</i>	<i>e.g. Project management, child protection, financial management, etc</i>	<i>The organisation/ agency/ network that provided the support</i>	<i>Name(s) and designation(s) of all the people from your organisation that received the capacity building support.</i>	<i>Date(s) on which the support was provided.</i>

5.2 What has changed for your organisation after the capacity building support (if any)?

5.3 Has the capacity building support provided by the Fund benefitted your organisation? If yes, please explain how. Please also explain if the capacity building support was not beneficial.

5.4 Please list any further capacity building support that the organisation requires from the Fund?

Endorsement of Report

I declare that the information contained in this application form is a true representation of the organisation and our intentions.

Signature of Organisation Head (Coordinator/CEO/Executive Director) :

Name :

Title :

Date :

Annex 7: Draft Checklist for Reviewing and Providing Feedback on Partner Reports

Purpose

The purpose of this checklist is to provide a guide for Fiji Women's Fund staff to be able to provide consistent, clear and constructive feedback to partners, and is adapted from the *Pacific Women* draft checklist. The aim of providing this feedback is to help them improve their programming and reporting and for the Fiji Women's Fund to be able to capture the achievements and reach of the partners work.

Approach

When providing feedback, it is important to keep in mind that feedback should be in alignment with the partner's capacity. For example, for partners with limited capacity we want to ensure they are capturing all of their activities and gathering required data that is sex disaggregated. For partners with higher capacity we expect good quality sex-disaggregated data and analysis of the work they are doing including solid lessons learned along with practical and clear recommendations.

The following approach will be taken by the Fund:

- » Program Officers and the Monitoring, Evaluation and Learning Officer will work together to provide coordinated feedback on the narrative report.
- » The Finance and Administration Officer, with support from the Program Officers provide feedback on the financial report
- » The MEL Officer will provide feedback to the Senior Program Manager who will then collate the narrative and financial feedback and send to the relevant grantee representatives.
- » The feedback will be provided mainly as bulleted points in accessible language with some specific comments in the document as required.
- » We will aim to provide feedback within three weeks of receiving the report (but up to six weeks during the peak period when reports are being received).

Areas to provide feedback

Reporting on progress

- » Have they described the outputs (what is produced by the activities of the project) with an appropriate level of detail?
- » Have they described the shorter-term outcomes as described in the monitoring and evaluation framework, grant agreement, project design or project proposal documents?
- » Is the partner organisation able to differentiate between outputs and outcomes?
- » Does their reported progress on outputs and outcomes clarify the ways in which women are benefiting, or any gender related barriers they face that have constrained achievement of outcome.

The point below is most relevant if they are using the *Pacific Women* reporting template, but it should also be considered for partners that provide very little information about the context of their work.

Have they described changes in the context that they are working in with an appropriate level of detail? If they have not included any information on this, consider providing examples of changes they could include as there are usually changes in context.

Some examples of changes in context that have a connection to gender relations could be new legislation on domestic violence or gender policies put in place or changes in the community they work in.

Monitoring and evaluation information

If the partner is not providing good disaggregated data, describe the importance of disaggregation of data that describes i) who we are reaching, ii) who we are not and iii) why we are collecting it.

Provide information or resources if this will be helpful. For example:

- » If the partner is struggling to disaggregate their data, they could be provided with the Fund participant attendance record (which has categories for sex, age, disability, etc)
- » If the partner report would benefit from being able to indicate whether training has achieved results, perhaps they could use the before/after training survey.

Is the data they provided disaggregated by sex, age, LGBTQI (where appropriate), disability status and geographic reach? Could the data be better disaggregated? Have they explained any limits to their ability to disaggregate their data?

Are the statements backed by evidence? Is the data in alignment with the outputs reported? For example, if they reported conducting four workshops with a total of 100 participants is that reported as an activity with participant lists to back up the statement?

Analysis, lessons, challenges and recommendations

- » Analysis can be provided throughout a report or as part of sections on lessons learned and recommendations.
- » Have they provided analysis of the context, outputs and outcomes of their work?
- » Have lessons learned been provided? Again, this should be considered taking into account the partner capacity.
- » Have challenges been noted? Have strategies for addressing challenges been noted?
- » Have they noted any factors that contributed to positive outputs and outcomes?
- » Have recommendations been put forth? Are they clear and feasible?

General feedback

- » We do not expect the same quality of writing from all partners, what is most important is the quality of information provided, taking partner capacity into account consider the following.
- » Is the report clear and easy to understand? Are there incomprehensible sentences that need to be clarified, are any sections missing or are there any statements that seem to conflict with each other or with reported outputs or outcomes?

Annex 8: FWF Progress Report Analysis Guide

Background

FWF will submit a six-monthly report and an annual progress report to DFAT. The results summarise findings, challenges and lessons from Fund operations and grantee implementation.

The Fund hopes to use a process that allows the entire Fund team to provide their feedback and input into the two reports. This paper provides an overview of the process of the Fund team input.

Report outline

The Fund six-monthly report focuses on five program level inquiry questions: relevance, effectiveness and efficiency. We need to show (1) how we’re meeting the needs of beneficiaries and how we’re suitable to the context, (2) how partners and the Fund are progressing towards intended outcomes, (3) how the fund is operating, (4) how the partners and the Fund are progressing towards showing impact and (5) how have partners and the Fund ensured sustainability of impact.

The annual progress report is an external report that aims to provide DFAT and the *Pacific Women* Program team, Fund’s stakeholders and grantees with a detailed assessment of progress towards Fund’s three outcome areas and detailed discussion on major achievements, challenges, gaps, and ways forward.

Process

The Fund team comes together to contribute to the following areas:

- » Verifying the reports with partners. This means reading through the reports and following up on any missing information or anything that is unclear;
- » Mapping Fund activities, achievements and challenges for the reporting period;
- » Going over the briefing on how to use Table 1: *Prompt questions for each thematic area* and Table 2: Evidence guide;
- » Assessing the content of the reports to check for partner progress towards intended outcomes using the prompt questions;
- » One-day workshop on to work through findings;
- » Team feedback on the themes and issues paper; and
- » Review of the report once its drafted and compiled.

Table 1: Prompt questions for each thematic area

<p>Increasing women’s leadership and decision-making</p> <ul style="list-style-type: none"> ▪ Evidence of women having influence at community and local levels and improve service delivery. ▪ Evidence of progress in changes to laws and policies that promote equality and empowerment through effective advocacy. ▪ Evidence of gender issues are debated in public fora. ▪ Evidence of Government policies and programs promote women’s interests and incorporate gender equality into planning and budgeting. ▪ Evidence of women in elected, appointed and administrative positions having the skills to fulfil roles and represent women’s interests. ▪ Evidence of women entering elected, appointed and administrative positions.
<p>Increase economic opportunities for women</p> <ul style="list-style-type: none"> ▪ Evidence of women accessing income generating, business and formal employment opportunities. ▪ Evidence of more opportunities for women in public and private, formal and informal sectors. ▪ Evidence of women having greater decision making in regard to their income and assets. ▪ Evidence of women having increased ownership of assets. ▪ Evidence of women having improved economic status.
<p>Reduce violence against women and expand support services</p> <ul style="list-style-type: none"> ▪ Evidence of increased availability of coordinated, quality services for survivors of violence. ▪ Evidence of effective prevention strategies being supported.

- Evidence of services effectively supporting survivors of violence in priority areas.
 - Evidence of coalitions having successfully advocated for effective solutions.
 - Evidence of legislative reforms being implemented.
 - Evidence of government having effectively coordinated and funded service provision for survivors of violence.
 - Evidence of an increased evidence base regarding the causes of violence and drivers of change.
- Strengthen women’s organisations, groups and coalitions for change**
- Evidence of coalitions and advocacy groups driving and initiating change.
 - Evidence of coalitions and advocacy groups influencing gender responsive policy, legislation and services.
 - Evidence of rights-based policies, legislation and services beginning to be implemented.
 - Evidence of progress in positive changes in the beliefs, attitudes and social norms held by individuals, families and communities.

Table 2: Evidence guide

Type of evidence	Definition
Strong evidence	Multiple reliable sources such as independent reviews/evaluations, quality assured monitoring data, implementing agency reports validated by monitoring trips and independent research conducted in the sector
Moderate evidence	Implementing agency reports, records of monitoring trips or records of discussions with partners and other stakeholders
Weak evidence	Non-validated assertions, personal opinions and anecdotes.

Annex 9: Glossary of Terms

Activity	Actions taken or work performed during a reporting period. Activities define 'what we do' in our everyday work within a project or program. Common activities include things such as: deliver training; conduct awareness session; provide counselling etc.
Attribution	Where a result has occurred wholly due to a particular activity or program as opposed to contribution where the result has occurred partly due to a particular activity or program
Assumptions	Hypotheses about factors or risks which could affect the progress or success of an intervention.
Data Collection Tools	Methodologies used to collect information during monitoring and evaluation. Examples are informal and formal surveys, key stakeholder and community interviews, focus groups, expert opinion, and case studies.
Effectiveness	The extent to which the intervention's objectives and outcomes were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources and inputs (funds, staff, time, etc.) are converted to outputs and outcomes.
Evaluation	The periodic assessment of progress towards a projects outcomes or goal. This includes: 1) big 'E' evaluation, which consists of independent evaluation activities carried out by external evaluators; and 2) small 'e' evaluation, a process that attempts to introduce leaning and ongoing analysis and evaluative thinking into an organisation.
Evaluation-Led M&E	Evaluation questions are developed and used to guide both monitoring and evaluation activities. Evaluation ('Big E') represents the broader, over- arching form of enquiry undertaken, usually undertaken externally. 'Small e' evaluation is undertaken internally and aims to build internal reflection and evaluative thinking to increase use of lessons learnt.
Formative Evaluation	Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs e.g. a mid-term evaluation.
Goal	The higher-order objective to which an intervention is intended to contribute.
Learning	A developmental process that integrates thinking and doing. It provides a link between the past and the future, requiring us to look for meaning in our actions and giving purpose to our future actions.
Impact	Intermediate to longer term changes related to program activities and outputs, and in fulfilment of the program purpose. Impact can be both positive and negative, intended and unintended.
Indicators	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess performance.

Inputs	The financial, human, and material resources used for the intervention including money, materials, equipment, staff, technical assistance and other resources that are required for the program to happen
Monitoring	The continuous and systematic collection and analysis of data in relation to a project. Monitoring usually focuses on activities and outputs, and is usually done internally by an organisation.
Monitoring, Evaluation and Learning Framework Objective	An over-arching plan for supporting monitoring, evaluation and learning functions for the life of a program. It includes a step by step guide to its operationalisation and application over time Intended result contributing to physical, financial, institutional, social, environmental, or other benefits to a society, community, or group of people via one or more interventions.
Outcome	Outcomes are the second level of results that are associated with a project or program. They usually refer to the medium-term results. Outcomes could include things such as: women have the knowledge and skills to start their own business; decreased community tolerance for violence against women; women are provided with psychological support to address violence. It includes the identification of unintended or unwanted outcomes.
Outputs	The first level of results associated with a project or program. They are the most immediate term results. Common outputs could include things such as: 10 training sessions conducted; 5 awareness sessions delivered; 35 counselling sessions provided etc.
Participatory monitoring and evaluation Program Logic	Method in which representatives of agencies and stakeholders work together in designing, carrying out and interpreting a monitoring and evaluation system. Diagrammatic representation of how a program or activity intends to achieve its results over time. In its basic form, it includes mapping inputs, outputs, short-term outcomes, medium-term outcomes and impact over agreed time-frames
Program Theory	Model of how a program is intended to work, and the if-then associations inherent in the design, including identification of the assumptions which underlie the anticipated changes to be brought about by the program design
Relevance	A measure of whether an intervention is suitable in terms of achieving its desired effect and working in its given context. Suitability may apply, for example, to whether the intervention is of an appropriate type or style to meet the needs of major stakeholder groups.
Results Stakeholders	Refers to outputs, outcomes and impact together. Agencies, organisations, groups or individuals who have a direct or indirect interest in the intervention or its evaluation.
Summative evaluation	An evaluation conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced.
Sustainability	The continuation of benefits from an intervention after assistance has been completed. The probability of continued long-term benefits.

Theory-Based Approach	Foundation that establishes the anticipated causal pathways from outputs (what we deliver) to the results (the difference it makes).
Theory of Change	Umbrella term for both Program Theory and Program Logic that together identify the central mechanisms by which change is expected to occur
Value for Money	Term used to describe a systematic approach to considering cost effectiveness throughout program planning and implementation.