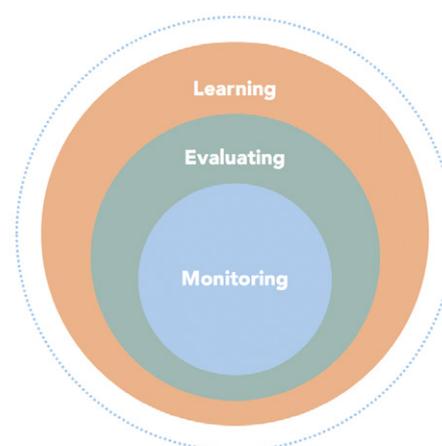




TOOL 5

BUILDING A PARTICIPATORY MEL FRAMEWORK



Nested understandings of MEL in PAR

(Source: Climate-U, 2021)

Monitoring: this nested part of the documentation corresponds to measuring the individual actions which together make up the strategic site of impact. Monitoring is often the most quantitative component, involving the development of key performance indicators (KPIs) to monitor each PARG throughout the cycles. It can be used to generate questions for the evaluating components – for example, if KPI reveal a gender imbalance or the absence of a particular type of stakeholder, the reasons why can be explored with more in-depth methodologies. Monitoring focuses both on processes within the group, and the activities which the group undertakes.

Evaluating: this part of the documentation corresponds to assessing the extent to which the strategic site of impact has been affected, and is in dialogue with the theory of change. How far have the groups achieved what they set out to do? What unexpected outcomes have emerged? Were any of the hoped for impacts not achieved? If so, why not? This part of the documentation can be mixed in methods, and include interviews, focus groups, mapping and sorting tools as well as quantitative methods such as pre- and post- evaluations to assess change. Again, change can be assessed both as internal to the PAR groups, and in terms of external engagements with the actions that the groups undertake.

Learning: this part of the documentation is the broadest, and includes reflection on both the monitoring and evaluating components, as well as assessing other forms of learning. It is embedded throughout the PAR and can feed into cycles of action. 'Learning' in PAR is often tied to personal, institutional and collective outcomes for the participants and those whom they engaged with. 'Learning' in this sense is also related to power, and the emancipatory aims of PAR. How do participants see themselves and their agency differently through the process? How are institutional arrangements shifted? Capturing this learning is the least structured and most qualitative part of the mixed methods, and can be explored through methods which take as their starting point an open question – "what has changed since this process began?"

