



# Basic Monitoring Tools: Outcome Tracking Tool

(1 hour 30 minutes)



Monitoring and Evaluation Series  
Staff Skill Building Library  
Raising Voices



This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Monitoring and Evaluation* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php) or requested at [info@raisingvoices.org](mailto:info@raisingvoices.org). The *SASA! Activist Kit* can be downloaded at [www.raisingvoices.org](http://www.raisingvoices.org)



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# Basic Monitoring Tools: Outcome Tracking Tool

## (1 hour 30 minutes)



### Objective

- © Understand how to accurately and uniformly use the Outcome Tracking Tool and explain it to others.

### Competencies

By the end of this session, participants will be able to:

- Use Outcome Tracking Tool.
- Explain to others how to use Outcome Tracking Tool.
- Cross-check similarity of rankings within same activity, between self and other staff.

### Preparations

- Photocopy **Outcome Tracking Tool** forms (3 per participant).
- Pre-arrange 2 staff volunteers to facilitate brief Quick Chat or poster facilitation sessions, and gather poster or needed materials—if possible, these can be staff who will not be filling out the **Outcome Tracking Tool** forms, so the ones who will be using it can practice. Brief volunteer facilitators that they should let the “community” talk a lot so people can easily fill out their forms.



# Steps

## Purpose and Form Overview

1. Explain: *The Outcome Tracking Tool is a form that only certain staff fills out for activities they monitor where the participants are community members (not Community Activist trainings, etc).*

2. Distribute Outcome Tracking Tool forms.


3. Summarize and Explain: *The Outcome Tracking Tool helps us to track our impact in the community—whether people’s knowledge, attitudes, skills and behaviors are really changing over time.*

4. Ask: *Not every staff member should fill out Outcome Tracking Tool forms—why?*

5. Summarize and Explain: *If staff who are directly working with CAs to implement this program fill out the form, they may introduce bias. They may want to see progress, and it might be hard not to put that desire into what they are ranking on the forms. This is nothing personal—we all have this kind of bias about our own work.*

6. Explain key components of the form, together as a group:

- In this form, there are 4 main categories of things we want to influence in the community: knowledge, attitudes, skills and behaviors.
- These categories link to the phases of *SASA!*—in *Start* and *Awareness*, we focus on knowledge and attitudes, in *Support*, we focus on skills, and in *Action*, we focus on behaviors.
- Within each of those categories are certain statements or phrases that might be said in the community to indicate the level of someone’s knowledge, attitudes, skills, or behaviors. These statements are examples to help guide you, although of course you will probably not hear these said exactly like this by the community.
- On the left side of the tool you will see statements that demonstrate resistance to *SASA!* ideas. On the right side of the tool you will see statements that demonstrate support of *SASA!* ideas. Between these is a spectrum from 1 to 4 with 1 being the closest to the resistant statements and 4 being the closest to the supportive or progressive statements. If the comments you hear from all the community participants are very resistant you would tick 1, if most but not all are resistant tick 2, when several community participants are supportive of *SASA!* ideas tick 3, when most community participants are supportive of *SASA!* ideas tick 4.

Activity Outcome Tracking Tool 

Date: \_\_\_\_\_ Activity: \_\_\_\_\_ Strategy: \_\_\_\_\_ Parish/Zone: \_\_\_\_\_

	Negative Statements / Resistant to SASA! ideas	1	2	3	4	Positive Statements / Accepting of SASA! ideas
	Participants tend to say that:	All participants seem resistant to SASA! ideas, no progressive voices.	Only a few participants question the status quo, most are resistant to SASA! ideas.	Several participants support progressive SASA! ideas / and question status quo.	Many participants support progressive, SASA! ideas and question status quo.	Participants tend to say that:
Knowledge	• violence is only physical					• violence may be physical, emotional, sexual, economic
	• violence against women does not have negative consequences					• violence against women has negative consequences
	• women who experience violence are not at risk for HIV/AIDS					• women who experience violence are at risk for HIV/AIDS
	Number of ticks:	1	2	3	4	
Attitude	• some forms of violence against women are acceptable					• violence against women is never acceptable
	• men should have power over women in relationships					• women and men should balance power in a relationship
	• women and men should not share roles in their family and community					• women and men should share roles in their families and community
	Number of ticks:	1	2	3	4	
Skills	• there is no alternative to violence in relationships, it must be there					• there are alternatives to violence in relationships, it does not have to be there
	• we should keep quiet if we know someone experiencing violence					• we should reach out to and support someone experiencing violence
	• activists speaking out should be dismissed					• activists speaking out should be supported
	Number of ticks:	1	2	3	4	
Behaviors	• they cannot balance power in their relationships					• that they do balance power in their relationships
	• they must use / experience violence – it is unavoidable					• they do not use / experience violence
	• they do not promote non-violence in the community					• they promote non-violence in their community
	Number of ticks:	1	2	3	4	



- The goal of our social change work is to help community members' knowledge, attitudes, skills and behaviors to shift from 1's to 4's.

7. Ask: *Are there any questions about any part of this form—besides the rankings? We will go through those in more detail.*

8. Respond to any questions about the form.

## Ranking Outcomes Accurately

1. Explain: *If we are going to be able to track progress, we need it to be so that when one person goes out and sees an activity, their ranking is quite close what another person would have put down.*

2. Distribute blank **Outcome Tracking Tool** forms so that each participant has one.

3. Explain:

- *We are going to pretend we are members of a community called SASA! City, so that we can see 2 activities. We do not have to travel far . . .SASA! City is very close. We have volunteers who will facilitate these activities. The rest of you will be playing community members, and then switching roles and filling out the **Outcome Tracking Tool** forms for the activity.*
- *Please fill out the form after the activity, so we can talk about your rankings.*
- *Just as a note—be a talkative community so it is easy to fill out these forms, for practice purposes—we'll only spend about 5 minutes on the activity, and we need plenty of community comments to go on.*

4. Invite pre-arranged volunteer to facilitate a short (5 minute) Quick Chat or poster facilitation.

5. Stop the volunteer after 5 minutes, thank them for their participation, and give them a round of applause.

6. Ask participants to take a few minutes to fill out the **Outcome Tracking Tool**.



7. Go over rankings together one by one.



8. Ask: *What did you rank? Why?*
9. Discuss rankings and let people know they can change them on their Outcome Tracking Tools if they wish. Ask people to be sure they have put their names at the bottom of the form, in the indicated space, and to hand in the forms.
10. Repeat this process with a second activity and Outcome Tracking Tool.
11. Repeat the ranking and debrief discussion.
12. Answer any questions and iron out any issues.
13. Ask people to hand in the second batch of forms and distribute another blank form that participants can take away with them.
14. Remind staff that an action point after this training is to decide which staff will and will not use this form in their work. Emphasize that, even if they are not going to be regularly filling in the forms, it is good for everyone to be familiar with the forms and their use.
15. Summarize and Conclude: *The Outcome Tracking Tool is an important tool that helps us monitor our work. We'll look at everyone's rankings, and practice further out in the community. Do not hesitate to ask if there are questions as you begin to use these in activities.*

### Validation Option: Activity in Training

This activity allows for individual or group validation of the competencies:

- Use Outcome Tracking Tool.
- Cross-check similarity of rankings within same activity, between self and other staff.

After the Outcome Tracking Tool forms are completed and submitted by each participant, the facilitator can look through the forms and compare with their own assessment of the mock activity. Are the forms filled out completely and correctly? Are the rankings the same or similar between participants, and accurate to the quality of the mock activity? If so, then the individual has demonstrated the competencies. If not, further training is recommended.

Note: *Local Activism: Practicing Local Activism, Part 2: Community Practice is a good follow up in which to continue to practice filling out the Outcome Tracking Tools.*



# Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training session learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at [www.raisingvoices.org/staffskills.php](http://www.raisingvoices.org/staffskills.php)

To use the table below, select *one* of the validation methods suggested with an “X”, for each competencylan time in the training agenda to use those methods to test the competencies listed.

*Note: This module includes a method for individual validation. Since individual validation is preferable to group validation, there are no group validation methods suggested for this module.*

Competency (Specific skill)	Suggested Validation Methods			
	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Use Outcome Tracking Tool	<b>X</b>			
(Optional- If Training of Trainers) Explain to others how to use Outcome Tracking Tool		<b>X</b>		
Cross-check similarity of rankings within same activity, between self and other staff	<b>X</b>			

\*Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

*Note: There are no validation questions needed for this module*



## Activity Outcome Tracking Tool



Date:                      Activity:                      Strategy:                      Parish/Zone:

	Negative Statements / Resistant to SASA! ideas  <i>Participants tend to say that:</i>	1	2	3	4	Positive Statements / Accepting of SASA! ideas  <i>Participants tend to say that:</i>
		All participants seem resistant to SASA! ideas, no progressive voices.	Only a few participants question the status quo, most are resistant to SASA! ideas	Several participants support progressive, SASA! ideas / and question status quo	Many participants support progressive, SASA! ideas and question status quo	
Knowledge	- violence is only physical					- violence may be physical, emotional, sexual, economic
	- violence against women does not have negative consequences					- violence against women has negative consequences
	- women who experience violence are not at risk for HIV/AIDS					- women who experience violence are at risk for HIV/AIDS
	<i>Number of ticks:</i>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Attitude	- some forms of violence against women are acceptable					- violence against women is never acceptable
	- men should have power over women in relationships					- women and men should balance power in a relationship
	- women and men should not share roles in their family and community					- women and men should share roles in their families and community
	<i>Number of ticks:</i>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Skills	- there is no alternative to violence in relationships, it must be there					- there are alternatives to violence in relationships, it does not have to be there
	- we should keep quiet if we know women experiencing violence					- we should reach out to and support women experiencing violence
	- activists speaking out should be shunned					- activists speaking out should be supported
	<i>Number of ticks:</i>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Behaviors	- they cannot balance power in their relationship					- that they do balance power in their relationships
	- they must use / experience violence – it is unavoidable					- they do not use / experience violence
	- they do not promote non-violence in the community					- they promote non-violence in their community.
	<i>Number of ticks:</i>					

