

What is Beneficiary Contact Monitoring and how is It conducted



Monitoring & Evaluation Guidelines



United Nations World Food Programme
Office of Evaluation

- **What is Beneficiary Contact Monitoring** 4
- **How and when should Beneficiary Contact Monitoring be conducted?** 7
- **What are the Key Techniques used in Qualitative Methods?** 9
- **Rapid versus Participatory Qualitative Methods: What are They and when should They be used?** 11
- **Qualitative Methods: Individual Interviews versus Group Interviews** 13
- **Qualitative Methods: Tools for Stimulating Dialogue and Participation** 16

What is Beneficiary Contact Monitoring and how is It conducted

Overview

Introduction. The purpose of this module is to explain what Beneficiary Contact Monitoring (BCM) is and how it should be conducted in WFP.

Why is this Module important?

BCM plays a crucial role in monitoring the achievements related to WFP operations. This module explains what BCM is and how it should be conducted in WFP. A distinction is made between Level-1 BCM, which should be conducted in virtually all WFP operations, and Level 2 BCM, which is more thorough and restricted to operations in which it is required and in which the technical skills and resources are available. The module provides examples of BCM indicators, and a number of qualitative data collection tools and methods appropriate for BCM are introduced, as well as advice on their application.

What does this Module aim to achieve?

This module has the following objectives:

- Define BCM and explain how it is used in monitoring and evaluation (M&E).
- Describe how and when BCM should be conducted.
- Illustrate the key techniques used in qualitative methods.
- Describe the characteristics of rapid and participatory qualitative methods, and demonstrate how to select and combine these methods in the context of WFP operations.
- Describe the main types of interviews – individual and group – used in qualitative methods and, within these main types, distinguish among different interviewing techniques, highlighting the role of the interviewer in each.
- Describe some of the communication tools that are used to stimulate dialogue and enhance participation during qualitative interviews and discussions.

What should be reviewed before starting?

- What is RBM Oriented M&E
- How to design a Results-Oriented M&E Strategy for EMOPs and PRROs
- How to design a Results-Oriented M&E Strategy for Development Programmes

Section Titles and Content Headings

- **What is Beneficiary Contact Monitoring**
 - Introduction
 - What is BCM?
 - BCM and the Logical Framework
 - An Example of BCM Leading Indicators and Their relation to Outcome Indicators in Development Operations, PRROs and EMOPs
- **How and when should Beneficiary Contact Monitoring be conducted?**
 - Introduction
 - How and when to conduct BCM
 - Examples of Techniques used in Level-1 BCM

- Examples of Techniques used in Level-2 BCM
- **What are the Key Techniques used in Qualitative Methods?**
 - Introduction
 - 6 Key Techniques used in Qualitative Methods
 - An Example of mixing Techniques, Community Involvement and Triangulation of School Attendance Data
- **Rapid versus Participatory Qualitative Methods: What are They and when should They be used?**
 - Introduction
 - Characteristics of Participatory and Rapid Qualitative Methods
 - How to choose Rapid or Participatory Methods or a combination of both
 - The Rapid-Participatory Methods Continuum and how It can be applied to M&E Tasks for Operations
- **Qualitative Methods: Individual Interviews versus Group Interviews**
 - Introduction
 - What are the Main Interviewing Techniques used in Individual and Group Interviews or Discussions
 - Examples of when a Group Discussion is more appropriate than Individual Interviews
- **Qualitative Methods: Tools for Stimulating Dialogue and Participation**
 - Introduction
 - Why are Participatory Communication Tools used
 - What are some of the Participatory Communication Tools and how can They be used
 - Examples of using Participatory Communication Tools

What is Beneficiary Contact Monitoring

Introduction. This section defines Beneficiary Contact Monitoring (BCM) and explains how it is used in monitoring and evaluation (M&E).

What is BCM?

‘BCM’ is defined as a systematic investigation to monitor beneficiaries’ – women’s, men’s, girls’ and boys’ – perceptions of an operation.

BCM

- Focuses on beneficiary access to, use of and satisfaction with outputs by seeking feedback directly from the women, men and children who are the target group for an operation.
- Concerns the transition between outputs and outcomes.
- Provides managers with an indication of progress towards the achievement of an operation’s outcomes.
- Uses a variety of techniques and data collection methods.

It applies the following logic:

- If members of the target group do not have access to operation outputs, they will not experience any benefit.
- If members of the target group have access to, but have chosen not to use, the outputs, they will not experience any benefit.
- If members of the target group are using operation outputs, but are not satisfied with the services or facilities they are receiving, they are unlikely to use them in the longer term, and therefore their experience of benefits will be limited.

In the logical framework matrix, BCM seeks to gauge progress in the transition from service delivery (outputs) to benefits (outcomes). The indicators used in BCM are therefore referred to as “leading indicators”. BCM indicators should be included in the logical framework at the outcome level.

It must be noted that beneficiaries’ reaction, however positive, is only a proxy indicator of the improved situation that an operation is intended to bring about. A proxy indicator is an indicator that is substituted for another indicator that would be hard to measure directly.

BCM and the Logical Framework

The leading indicators for BCM should be included in the logical framework as the last indicators listed under column 2 at the outcome level.

Results Hierarchy	Performance Indicators	Means of Verification	Assumptions and Risks
Impact			
Outcome The benefits derived by the beneficiaries			
<i>Transition from service delivery to benefit</i>	Beneficiary Contact Monitoring Indicators <i>Men's, women's and children's access to, use of and satisfaction with the outputs provided by the operation</i>		
Outputs The services provided by the operation			
Activities			

An Example of BCM Leading Indicators and Their relation to Outcome Indicators in Development Operations, PRROs and EMOPs

BCM is concerned with beneficiaries' perspectives of access to, use of and satisfaction with outputs. This important qualitative and contextual characteristic of BCM complements more quantitative outcome indicators.

Development	PRRO	EMOP
School feeding activity desired outcome:	Supplementary feeding desired outcome:	General food distribution desired outcome:
Increase access to basic education for boys and girls	Reduce mortality and morbidity risk in children under 5	Save lives through provision of adequate food
Outcome indicators:	Outcome indicators:	Outcome indicators:
Net enrolment rate disaggregated by gender	<ul style="list-style-type: none"> ● Number of children under 5 suffering from malnutrition ● Mortality rate of children under 5 	<ul style="list-style-type: none"> ● Crude mortality rate ● Under-5 mortality rate
BCM indicators:	BCM indicators:	BCM indicators:
<ul style="list-style-type: none"> ● Access: % of parents – fathers and mothers – aware of value of sending girls to primary school ● Use: % of target households with girls and boys enrolled in participating schools ● Satisfaction: degree of girls' and boys' appreciation of canteen food/dry rations (from very low to very high) 	<ul style="list-style-type: none"> ● Access: % of target households aware of supplementary feeding programme ● Use: % of target households participating in supplementary feeding programme ● Satisfaction; mothers' perception of quality and adequacy of food supplement 	<ul style="list-style-type: none"> ● Access: % families registered for food distribution ● Use: number of registered men, women, girls and boys consuming target ration ● Satisfaction: men's, women's and children's opinions about composition and quality of ration

How and when should Beneficiary Contact Monitoring be conducted?

Introduction. This section describes how and when Beneficiary Contact Monitoring (BCM) should be conducted.

How and when to conduct BCM

BCM requires a systematic investigation of beneficiaries' responses to operation outputs and activities and must take account of the different groups participating (men, women, boys, girls and other vulnerable groups). The nature of BCM inquiries (access to, use of and satisfaction with) clearly points towards the use of qualitative data collection methods and, in the best-case scenario, participatory qualitative methods. BCM almost always entails primary data collection, as the topics it covers are rarely found in existing data sources.

Follow-up action takes place according to beneficiaries' response: if the operation is going according to plan, management can continue its implementation; if problems are identified, a more detailed investigation may be necessary in order to determine what action management needs to take.

BCM can be used in WFP-assisted operations at 2 levels:

- **Level 1:** During any regular field visits, staff (country office, government and implementing partners [IPs]) must meet with beneficiaries and explore their responses to the operation. These interviews will become part of regular on-site field monitoring and reporting. Level-1 monitoring should be undertaken for virtually all WFP operations.
- **Level 2:** During operations in which a need for more detailed investigation has been identified, and where the resources and management capacity exist in-country, the Operational Contract or Memorandum of Understanding for the operation could include provision for specific studies. Level-2 monitoring is normally undertaken with assistance from locally contracted experts who have the appropriate skills, in close collaboration with the government and WFP. Unlike level 1, the use of level-2 BCM is restricted to selected operations owing to the technical skills and resources required.

Examples of Techniques used in Level-1 BCM

Level-1 BCM may employ a variety of semi-structured and unstructured interviewing techniques with individuals, groups or communities. An alternative, more challenging, approach is the use of focus group discussions aimed at stimulating dialogue and exchange among beneficiaries, rather than between interviewer and respondents. All of these methods require that the data collector be capable of developing follow-up questions based on the responses given to a previous topic or question.

The following questions or topics are examples of the types of issues that should be explored in relation to access to, use of and satisfaction with operation outputs in level-1 BCM:

- Is the operation reaching the targeted beneficiary groups – who has access, who does not; who is participating, who is not?
- Are the operation's outputs useful to the targeted beneficiary groups – in terms of food, assets, skills available through training, etc?
- Is food aid playing its intended role – how is food aid influencing the behaviour of participating beneficiaries?
- Are any beneficiary groups encountering specific problems?
- In what way do beneficiaries see their lives improving as a result of the operation?

Examples of Techniques used in Level-2 BCM

Level-2 BCM employs greater rigour in the selection of respondents and the determination of sample sizes. Its objective is to capture the experiences of the larger target population from the experiences of the sample respondents selected. The line of questioning is kept limited and is more structured and quantitative in nature than it is in level-1 BCM, using a questionnaire with a combination of numeric, yes/no and explanatory questions.

For example:

- Is there a clinic in the village (awareness of service)?
- Do you have any children (eligibility of user)?
- Have you used the clinic (use of service)?
- If not, why not (comment on non-use)?

The intent is to categorise responses through analysis such that the overall proportions of beneficiaries with the same responses can be estimated. The determination of sample size, sampling strategy (e.g. cluster, simple random, stratified, systematic) and statistical analysis is somewhat complex, and expert guidance should be sought at both the study design and the analysis stages.

What are the Key Techniques used in Qualitative Methods?

Introduction. This section illustrates the key techniques used in qualitative methods. An example is given that shows the value of mixing techniques, involving the community and using triangulation.

6 Key Techniques used in Qualitative Methods

The following gives the characteristics of 6 key techniques that are employed interdependently when using qualitative methods.

- **Triangulation** - This refers to the process of crosschecking information. Triangulation uses multi-disciplinary teams that include different skills, experience and viewpoints; a range of tools and techniques for data collection and analysis; and different sources of information about the same problem. In this way, the reliability and bias of findings can be assessed, and if necessary addressed.
- **Multi-disciplinary approach** - People with different skills, experience and viewpoints will look for different views, perspectives and analysis of a given topic, and the team as a whole will obtain new and deeper insights when these different perspectives are shared. Women and men should always be included on the team, as should members of the community or group in question.
- **Mixing techniques** - Using different techniques gives greater depth to the information collected. Typically the team would aim to use a mixture of interview and discussion techniques, diagrams and mapping, and direct observation.
- **Community Involvement** - Most activities are performed jointly with the community or by the community on its own.
- **Flexibility and on-the-spot analysis** - Plans and methods are semi-structured, and discussed and modified as fieldwork proceeds. The team constantly reviews and analyses its findings to decide how to continue. As understanding increases, emerging issues and unexpected findings come more clearly into focus, and plans, topics and methods can be revised.
- **Offsetting bias** - The team should constantly seek to identify possible sources of error and bias, and see how they influence findings. Views should be obtained from a cross-section of the community or group, including women and children and other vulnerable groups. This may require advance training in skills such as gender awareness, communicating with children, etc.

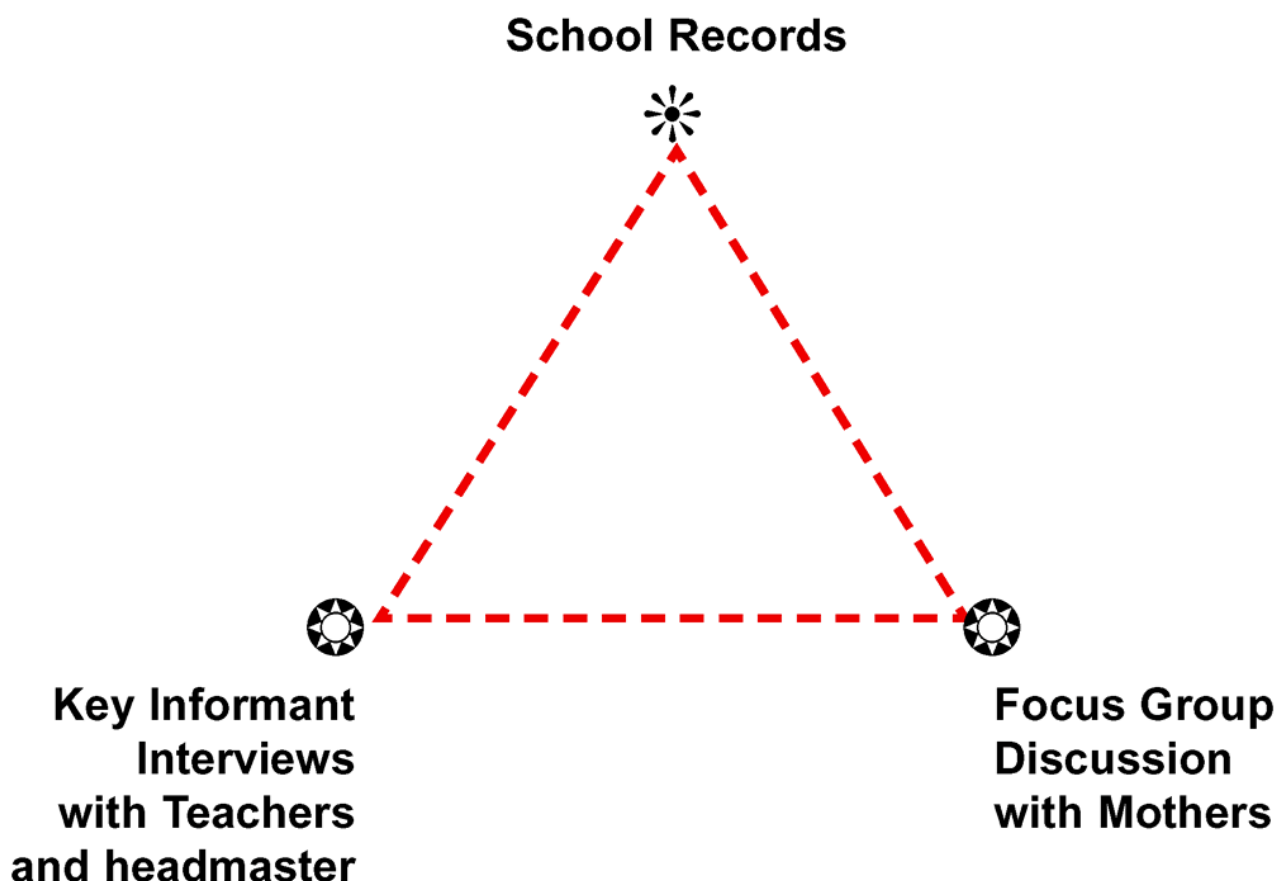
An Example of mixing Techniques, Community Involvement and Triangulation of School Attendance Data

A monitoring visit is undertaken to examine whether or not the food commodities being given as part of a school feeding activity in Malawi are providing an adequate incentive for parents to send their female children to school on a regular basis. An understanding of disincentives to attendance is also desired.

1. School records show that attendance is normally quite high, but that for the last month or so it has dramatically decreased and disaggregated data indicates that the low attendance is particularly high for girls (secondary quantitative data).
2. The male monitors first meet with the headmaster and a number of both male and female teachers in the school and interview them separately (key informants). Teachers and the headmaster indicate that the reason parents do not send their children to school right now

is that the school facilities are inadequate, including no water or toilets for the children to use when they are in school. Some teachers also mentioned that children, and girls in particular, are used as on-farm labour during the harvest season, which is going on right now, and that this likely explains poor attendance along with the lack of water and toilets.

3. Finally a group discussion is held with mothers in the surrounding villages who do not send their children to school regularly. Female monitors are used to create a comfortable and open discussion among the women. The mothers acknowledge that the school water and toilet facilities are sub-par, but do not see this as an impediment to school attendance. Rather they point out that the single biggest impediment is the need to use children, girls in particular, for labour during the harvest. They suggest that if the school schedule could be adjusted during this period, higher levels of attendance would be maintained for both boys and girls. The issue of attendance of both boys and girls was therefore triangulated using 3 information sources. The **first source** is a descriptive, quantitative indication of a drop in attendance for both boys and girls, with the drop more pronounced for girls, exhibited in the school records. The **second source** is key informant interviews with the headmaster and male and female teachers. The **third** is a focus group discussion held with mothers who do not send their children to school regularly. This brings in 3 sources of information to analyse the problem of attendance and provides both a sound quantitative description of the situation as well as a qualitative explanation of why attendance has dropped in recent weeks and why girls are disproportionately affected.



Rapid versus Participatory Qualitative Methods: What are They and when should They be used?

Introduction. This section describes the characteristics of rapid and participatory qualitative methods and demonstrates how to select and combine the methods in the context of WFP operations.

Characteristics of Participatory and Rapid Qualitative Methods

Participatory methods aim not only at a more in depth understanding of a situation, but also at increasing knowledge, skills, and thus self-reliance among beneficiaries. Rapid appraisals are similar to participatory appraisals in many ways, but are less in depth and are normally used to gather data in a one-time study. They are less participatory and offer quick, low-cost ways of generating qualitative data. Each of these methods is particularly well suited to the nuances of different information needs and data collection situations. Each method represents, to varying degrees, a balance between the level of participation of beneficiaries and communities and the quickness of data collection and analysis.

Participatory Methods

Participation is defined as a people centred approach which has the highest probability of success because it offers the potential to strengthen the voice of the most vulnerable. At a minimum, participatory appraisals imply consultation, knowledge exchange and equitable arrangements for sharing of benefits. Participatory appraisal is the term used to describe a process and a set of techniques for the collection and analysis of qualitative data.

The key feature of participatory methods is their emphasis on participatory decision-making, enabling beneficiaries and stakeholders to analyse their own situation, rather than have it analysed by outsiders. This does not imply the exclusion or sidelining of outsiders, rather it recognises that outsiders need to learn about situations from the insiders, and that insiders can analyse their own problems. Participatory methods draw on techniques developed within fields such as applied anthropology, and provide a means of looking at the complex and inter-linked relationships and activities that exist within communities and groups.

Participatory methods may involve an extended process that can last for months or years as communities develop their own skills needed to address issues, analyse options, and carry out activities. The emphasis is often not so much on the information as it is on the process, and on seeking ways to involve the community in planning and decision-making.

Rapid Methods

Rapid methods seek to establish 'best' estimates, trends and directions as carefully as possible but within broader degrees of tolerance than more conventional methods such as probability and non-probability sample surveys. While they incorporate participation and open-ended questions to some degree, they do not allow for the depth of discussion, exploration, and self-analysis afforded by participatory methods. Rapid appraisal methods are most often employed as discrete, one-time studies.

How to choose Rapid or Participatory Methods or a combination of both

The difference between the 2 categories is not clear cut and is best viewed as a methodological continuum. Some methods are very participatory and require significant time invest per site that

prevents them from being classified as ‘rapid’. Other methods sacrifice the level of participation due to the need for quick and low-cost data collection and analysis. Still other methods fall somewhere in between allowing for significant participation while being performed rather rapidly suggesting that the decision is not either rapid or participatory, but rather how rapid and how participatory. In this way there is some trade off between rapidity and participation.

Although the right method or set of methods will need to be considered on a case-by-case basis, in general:

- EMOPs will rely to a large extent on rapid methods in the early stages of an operation.
- Country Programmes will rely to a large extent on more participatory methods.
- In the later stages of an EMOP or during a PRRO an effort should be made, where possible, to shift along this methodological continuum away from rapid methods toward more in-depth participatory methods.

The Rapid-Participatory Methods Continuum and how It can be applied to M&E Tasks for Operations

The following table outlines some examples of the balance struck between rapidity and participation appropriate for various hypothetical M&E data collection exercises. Note that this balance will vary depending on the data needs and working environment of each operation and that the table is intended to be an example not a strict guideline.

	Rapid		Continuum				Participatory	
EMOP								
Monitoring of use of food in the first few weeks of a sudden-onset emergency	Black	Black	Light Grey	Light Grey	Light Grey	Light Grey	Light Grey	Light Grey
Evaluating the overall efficacy and impact of an EMOP once the situation has stabilized and the operation is being phased out	Light Grey	Light Grey	Red	Red	Dark Grey	Light Grey	Light Grey	Light Grey
PRRO								
Establishing baseline measurements for indicators in the first phase of a PRRO	Light Grey	Light Grey	Red	Red	Dark Grey	Light Grey	Light Grey	Light Grey
Monitoring implementation of the PRRO activities	Light Grey	Light Grey	Light Grey	Red	Dark Grey	Dark Grey	Light Grey	Light Grey
Evaluating the overall efficacy and impact of a PRRO and whether or not a shift to development operation is appropriate	Light Grey	Light Grey	Light Grey	Light Grey	Dark Grey	Dark Grey	Red	Light Grey
Development Operation								
Establishing baseline measurements for indicators of development activities	Light Grey	Light Grey	Light Grey	Light Grey	Dark Grey	Dark Grey	Red	Light Grey
Ongoing implementation monitoring of progress toward outcome achievement (leading indicators)	Light Grey	Light Grey	Light Grey	Light Grey	Light Grey	Dark Grey	Red	Red

Qualitative Methods: Individual Interviews versus Group Interviews

Introduction. This section describes the main types of interviews - individual and group - used in qualitative methods. Within these main types it further distinguishes among different interviewing techniques, highlighting the role of the interviewer in each. Some guidance is given on choosing methods to apply for M&E purposes in operations.

What are the Main Interviewing Techniques used in Individual and Group Interviews or Discussions

A description of individual and group interviews or discussions given below can serve as a guideline for choosing which to employ in a given situation. Within each of these methods several interviewing techniques are described. When choosing the appropriate qualitative method, consideration must be given to whether it will be more appropriate to meet with individuals or groups. Often a combination of individual interviews and group discussions serves to triangulate the findings of each.

Interviewing Individuals

Individual interviews are particularly useful for gaining insight into the experience of individuals and households. Because they are qualitative in nature, individuals are encouraged to expand upon their answers to specific questions by providing explanations, rationale, and additional context and related issues. The interviewer may use a checklist of topics to guide the interview or the interview may simply be an informal conversation. Individual respondents can be chosen randomly, opportunistically (whoever comes along), or purposively (chosen because they have special insight into the topic of interest, often called 'key informant' interviews). In the context of M&E for WFP operations, interviews with individuals can be time consuming and a large number may be needed to gain a representative picture for the operation as a whole. For some topics respondents may be reluctant to speak truthfully if they fear their views might be unwelcome by the interviewer.

- **Informal Interviews** - These aim to elicit information via conversations between an interviewer and a respondent. They explore, broadly, the views, experiences and values of the respondent by giving the interviewer freedom to pursue issues as they arise. In view of the interview's informal nature few notes are taken during the interview.
- **Topic-focused Interviews** - In these interviews an interview guide is used to direct the interviewer through the main topics to be covered. From this the interviewer develops his/her questions and format to fit the individual respondent. There is no time limit on the response to each topic or sub-topic and pursuit on topics of particular interest is permitted.
- **Semi-structured, open-ended Interviews** - These interviews use open-ended questionnaires with lists of questions to be asked. However they differ from traditional structured interviews by having open-ended questions, which allow for expansion on the points raised; a flexible sequence of questions which allow for interviewer discretion; and leave room for additional questions to be asked.

Group Interviews/Discussions

For group interviews or discussions the intent is to stimulate discussion between the participants, rather than between the facilitator (interviewer) and the participants. This interaction is often the most fruitful time for gaining insight into how people view various phenomena in their communities and the degree of homogeneity or heterogeneity in thought, explanations, and rationale. The agreements and disagreements and how they are handled by the group are often

as enlightening as the content of the discussion.

Group discussions are best for gaining insight into the 'average' experience in the village or what 'normal' households do. Group discussions often encourage participants to talk about the more general experience among 'people like them' and in this way participants help make the data more representative (though who is participating in the group greatly influences perceptions of 'people like them'). Participants are often more willing to discuss sensitive issues when talking about 'people like them' rather than in individual interviews where the respondent is more apt to answer conservatively when talking about herself or himself.

Although it is advisable to plan meetings ahead of time, even if participants will be chosen on the day of the discussion, ad-hoc meetings are useful in providing spontaneous additional data and are an additional check on the validity of data provided by individuals and pre-selected groups.

2 important group techniques are community interviews and focus group discussions.

Community Interviews - These interviews may involve all members of a community or village. When carefully planned, community interviews have great potential for providing insights into how members of the community view operation activities and how they see the operation affecting their lives. When planning and conducting community interviews, facilitators (interviewers) should:

- Use structured interview guides.
- Select a few representative communities.
- Schedule meetings at times when the majority of people within the community can attend; the evening is often the most convenient.
- Use a team of interviewers as conducting a meeting with many people and taking extensive notes is beyond the capacity of most people.
- Plan the process among team members to ensure that participants have a fair say and that the interviewers don't take over.
- Ensure participation by a balanced representation of those attending. Prominent individuals should not dominate.
- Aim to be able to aggregate and summarise some of the data bearing in mind that extreme caution should be taken in attempting to quantify the data.
- Plan for additional sessions in addition to the main meetings for those who felt inhibited among the large group of people to discuss their thoughts.

Focus Group Interviews or Discussions - These interviews use a more rigorous technique than community interviewing and as such require both more extensive planning (e.g. careful selection of the participants according to determined criteria, even greater attention to development of topic guides, more systematic analysis of results) and specialised skills. The basic principle of the technique is using the skill of a 'neutral' moderator to stimulate exchange of ideas among a small (ideally 6-10 persons) group of selected participants. Information is thus obtained through carefully listening to the interaction among participants. The role of the moderator is to guide the discussion to cover the intended topics; he/she should not participate in the discussion as such, should not 'correct' erroneous ideas expressed, and should essentially be a neutral observer. Clearly, the success of the technique depends largely on the skill of the moderator.

Members of the group should be from similar social and economic strata to ease discussion and eliminate status barriers. Therefore separate discussions are often held with different wealth groups identified during a wealth ranking exercise. It is often also advisable to have separate male and female discussion groups to encourage full participation and gain valuable insight into the differing experiences of men and women.

Examples of when a Group Discussion is more appropriate than Individual Interviews

The Emergency Officer handling the PRRO operation in Somalia is interested in describing and analysing how food is redistributed among the community because it appears to be diluting the impact of food distribution to targeted households.

Saves Time and Resources - It is decided that talking with groups of women will provide the best information since the number of Field Monitors are limited and talking with a sufficient number of women individually would take too much time.

Sensitive Subjects - Also it is thought that some of the issues related to redistribution are sensitive in nature and respondents in individual interviews may not be willing to talk openly about them. The group setting, in which they are asked 'what families like them do' and 'why they do it' is likely to allow for a more open discussion of issues related to food commodity redistribution.

Qualitative Methods: Tools for Stimulating Dialogue and Participation

Introduction. This section describes some of the communication tools that are used to stimulate dialogue and enhance participation during qualitative interviews and discussions.

Why are Participatory Communication Tools used

A variety of participatory communication tools have been developed that enhance and contribute to semi-structured or structured interviews. They aim to stimulate interactions and make interviews more participatory and fruitful. The intent is to move away from the traditional interviewer and respondent relationship, where the Field Monitor sits with a pencil and paper recording the 'answers' given, to a more interactive and inclusive discussion. Participatory communication tools also provide a deeper understanding of gender relationships by using the tools separately with groups of men and women and sharing and comparing them later.

What are some of the Participatory Communication Tools and how can They be used

A brief description of a few of the participatory communication tools is provided below. The full descriptions of each and more guidance of how to use them, as well as many more participatory tools, can be found in WFP, A Guide to Deepen Understanding: Participatory Techniques and Tools. Some tools are more appropriately suited to participatory methods rather than to rapid methods due to the time and resources needed to employ them. However, simple tools, such as proportional piling, can be used in either. Some tools are exclusively for use with groups or individuals. Many tools can be applied to both individual or group interviews/discussions, such as matrix ranking and scoring exercises.

Proportional Piling allows people to express their perspective of quantity by piling "counters" such as stones or beans that can then be put into percentages.

Matrix Ranking and Scoring is a way to structure the perceptions and opinions of informants so that individual or group qualities can be ranked in order of importance and the reasons for this ranking is discussed.

Stakeholder Identification and Analysis gives a comprehensive picture of all persons, groups or institutions that: i) have an interest in the operation's success or failure; ii) may hinder its smooth implementation; iii) contribute to or are affected by the objectives of the operation, positively or negatively; or iv) can influence the situation.

The **Venn Diagram** is a popular and effective tool for encouraging participation. A set of circles, each representing a group or institution, is selected or drawn and then arranged to show the relationships between these institutions or groups.

Social Network Mapping shows the economic, social and cultural ties and relationships that people have within a community or that exist between people from different communities. Maps of social networks can indicate ways in which different social groups benefit from these linkages.

Wealth or Well-being Ranking is used to get an understanding of local perceptions of the different wealth groups within a community and place every household in 1 of these groups.

Examples of using Participatory Communication Tools

The Emergency Officer handling the PRRO in Somalia is interested in describing and analysing how food is redistributed among the community because it appears to be diluting the impact of food distribution to targeted households.

- A **social network mapping** exercise is used to stimulate discussion among men and women in separate groups concerning food redistribution as it relates to kinship ties and religious obligations.
- **Wealth and well-being** ranking exercises are used prior to meeting with women in order to identify different socio-economic groups among the women and to allow for separate group discussions with each.

Module Summary

What has been covered in this module?

This module explained what BCM is and how it should be conducted in WFP. A distinction was made between Level-1 BCM, which should be conducted in virtually all WFP operations, and Level-2 BCM, which is more thorough and restricted to operations in which it is required and when the technical skills and resources are available. The module provided examples of BCM indicators, and a number of data collection tools and methods appropriate for BCM were introduced, as well as advice on their application.

What additional resources are available?

For further information the following modules and resources might be useful:

- Choosing Methods and Tools for Data Collection
- Going to the Field to collect Monitoring and Evaluation Data
- How to consolidate, process and analyse Qualitative and Quantitative Data
- Reporting on M&E Data and Information for Development Programmes
- WFP's Guidance Note on Beneficiary Definition and Counting

What is Beneficiary Contact Monitoring and how is It conducted



United Nations
World Food Programme
Office of Evaluation and Monitoring

Via Cesare Giulio Viola, 68/70 - 00148
Rome, Italy

Web Site: www.wfp.org
E-mail: wfpinfo@wfp.org
Tel: +39 06 65131