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Swiss Agency for Development and Cooperation SDC

Quality Assurance

SDC How-to-Note
Beneficiary Assessment (BA)

Imprint

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Annexes

1.   Introduction

Like other agencies involved in international development cooperation, the **Swiss Agency for Development and Cooperation (SDC) is committed to enhancing its results orientation, learning and effectiveness through more responsive and accountable programming.** Encouraging a culture in which citizens participate in the planning, monitoring and evaluation of programmes and country strategies is essential for achieving these aims. This note is about SDC's experience with **beneficiary assessment (BA), an evaluation approach used to increase its responsiveness and accountability to the citizens who are the intended direct and indirect beneficiaries of its work**.

Definition: Beneficiary assessment is an evaluation approach to enhance learning, responsiveness, relevance and effectiveness by emphasising the fair representation of **beneficiary perspectives in identifying and analyzing project and programme results (**outputs, outcomes and if possible impacts)**.** It is distinct from 'normal review evaluation' that relies on external expert views, and self-evaluations that reflect staff views.

Although BA can encompass a diversity of practice, **BA has three essential ingredients – participation, learning and responsiveness**. Therefore, **at minimum, any BA exercise must seek to better understand different groups of peoples' perspectives** on programme relevance and results to learn about effectiveness. **Learning should lead to responses** that improve SDC's and its partners' support for citizens' development initiatives.

This note, the outcome of lessons generated by BA precursors, aims to:
- Raise awareness of the potential advantages of using Beneficiary Assessment to enhance learning, responsiveness, accountability and effectiveness.
- Contribute to enhancing capacity and confidence to use BA in the evaluation of projects, programmes and country strategies by providing practical orientation and support.

It begins with basic information to inform decisions about if and how to integrate a BA in project or programme management. The table that follows is a practical guide to help design a bespoke BA appropriate for specific programmes and contexts.

2.   Where does BA fit in debates about evaluation methodologies?

A 2011 study commissioned by DFID's Evaluation Department highlights the benefits of integrating participatory approaches, such as BA into evaluation designs.[1] The influential report was commissioned because of a rising concern that experimental methods imported from the medical sciences are inappropriate for many development programmes. It moves evaluation debates beyond discussions of differences between quantitative and qualitative *methods* and emphasises the importance of inquiry paradigms and evaluation *designs.* Designs are defined as the overarching logic for evaluations and include: evaluation questions, theory used to analyse data and explore causality, and use of findings.

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[1] Stern, E., Stame, N., Mayne, J., Forss, K., Davies, R. and Befani, B., 2012, Broadening the range of designs and methods for impact evaluations, DFID Working Paper 38. DFID, London, UK

SDC is interested in exploring the questions: *How do beneficiaries perceive change and how it happens? How do they see our contributions to this change? Do they value our contributions to their development processes and what can we do to ensure our programmes respond to their priorities better?* It cannot answer such questions with designs informed by theory from the linear, projectable change models of aid organisations alone.[2] To understand if and how aid projects lead to results that are valued by poor people, evaluation questions and analysis must be informed by the complex realities and unpredictable change processes experienced by beneficiaries. Such objectives are better explored through participatory evaluation designs such as BA.

Projectable change

Complex unpredictable change

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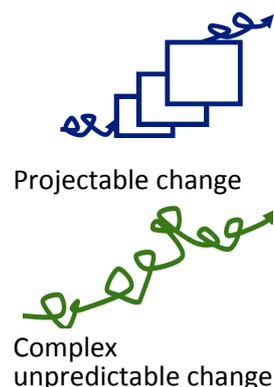
3.   What are the Principles and Minimum Standards of Beneficiary Assessment?

BA strives to enhance mutual accountability between actors involved in aid programmes and enhance SDC's accountability to partners as well. Data collected and analysis can be quantitative and/or qualitative as illustrated from the pilot studies in Kenya.[3]
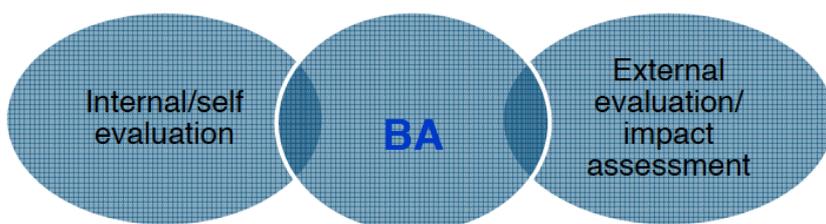
insider view	Beneficiaries/clients views	outsider view
accountability: inwards/self	upward (donor) & downward (beneficiaries) accountability	upward accountability (funds, outcomes) mostly to donor
process	process	(short) exercise
bottom up	bottom up	top down
more bias	less bias? positive bias? perceived objectivity	less bias (?) perceived objectivity

(Source: Martin Fischler, HSI)

Experience shows that the nature of beneficiary participation, the level of representativeness and the degree of differentiation of perspectives in evaluation approaches such as BA vary according to the situation (context and aid modalities) and BA aims. The principles that follow are to help staff make processes as participatory and representative as possible.

Principle	What need to be taken into account, to the extent possible

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[2] Change diagrams from Reeler, D. 2007, 'A Threefold Theory of Social Change and Implications for Practice, Planning, Monitoring and Evaluation'

[3] Fischler, M. (2009) Participatory Impact Assessment of the "push-pull" technology developed and promoted by ICIPE & partners in Eastern Africa Detailed Description of Process & Methodology

Participation and ownership	• The quality of participation and degree of ownership is influenced by: who decides about evaluation questions and methods, who facilitates the generation of data; who analyzes the results and draws conclusions; how they are used to inform decisions and action. BA tries to allow for participation and joint ownership by citizens, donors and implementers.
	• All BA processes will be driven by donors' and implementers' interest in effectiveness. In some instances processes will seek to measure a couple of general indicators that have not been chosen by citizens. This 'interference' must be acknowledged and possible negative effects minimized by communicating and negotiating with citizen "assessors" and assessees. Programme officers' questions must be formulated in ways understood by local people. <u>All processes must allow spaces for additional questions to be framed by assessors and assessees</u>.
	• People involved in the BA should be well informed about aims and time commitments and feel free to participate based on their own interest, motivation and assessment of the costs and benefits of doing so.
Inclusion	• When selecting who will be involved (districts, communities, villages / HH to be visited, and "assessors") there is a risk of catering to elites and missing groups most concerned by programmes: vulnerable, deprived or socially excluded people. In all cases gender and other factors identified as most responsible for deprivation / exclusion, including from project benefits must be considered.
	• Exclusion can take various forms, e.g. literacy requirements, or English, French or national language speaking skills that are necessary for summarizing data to feed into decision-making processes. Such selection criteria can exclude vulnerable people through hidden power – they don't get invited and invisible power - the most vulnerable exclude themselves. Appropriate approaches need to be taken to mitigate effects.
Representativeness	• Geographical coverage of districts/ villages / HH should be based on explicitly declared criteria that reflect the relative homogeneity of populations as relates to the questions of interest and the complexity of power relations and their effects within the context, trying to minimize both selection and response bias. Non-beneficiaries, both those who were intended beneficiaries but have not benefitted as well as those not targeted must be included. BA can provide information on 2 questions: Who has actually benefited among the target group? How did the programme affect people who were not targeted?
Differentiation	• 'Views of people' - beneficiaries and non-beneficiaries - include many and sometimes conflicting perspectives. If designed in a conscious way, a BA can reflect different perspectives. At minimum it should consider sex and age disaggregation and efforts to disaggregate or test differences of viewpoints of deprived / excluded and better off groups.
Self critical reflexivity on the quality of methodology	• Achieving participation, inclusion, representativeness and differentiation in research processes is challenging. Reflections on methodology must note challenges and implications for analysis and conclusions.
	• Analysis must include reflection on the implications of positions and of the facilitators, assessors, and assessees and any bias that may result from their background, gender, ethnicity, religion, education etc.
Learning and Responsiveness	• Donor staff and implementing partners should be committed and prepared to 1) listen to what the "assessors" found; 2) reflect on findings, learn and challenge their assumptions and ways of working; and 3) make steering decisions based on findings.

BA principles are deliberately aspirational and the degree to which they can be met will depend on context. **The most important criteria of BAs are they enable donors and implementers to learn from and respond to beneficiary perspectives**. A BA typology (Annex 2) illustrates the different levels of participation and empowerment possible in

different situations. In its most empowering form, beneficiaries become assessors, designing research processes, collecting data, analysing, communicating and acting on it. At minimum beneficiaries are "assessees" given space to pronounce their opinions and discuss the quality of delivery and outcomes/impacts of an intervention with "assessors". The following are **minimum standards that <u>all</u> BA's must meet and demonstrate using means identified in italics:**

- Assessors and assesses can **freely express their views and are listened** to without interference from project staff or implementing partners during the initial sharing of findings. This will be ensured in the way meetings are planned and chaired. *Evidence of non-interference must be captured in reports from the meeting.*
- **Different views are reflected as fairly as is reasonably possible in** all aspects of the BA process: design, data generation, analysis and communication of findings and recommendations, bearing in mind possible risks to different groups. This means being conscious about bias, distortion, lack of ownership, and documenting proceedings *making clear the extent to which it was possible to meet BA principles explicitly in documentation.*
- **Response to the findings**[4]**.** Those commissioning a BA *must demonstrate that they have reported back to assessors and assessees on conclusions and the rationale for the response*. Even if it is not possible to act on all of the citizens' findings, BA cannot be a feel good exercise leading to business as usual.

4.	What are the aims and advantages of beneficiary assessment?

Beneficiary assessment can be **integrated into country strategy and programme management cycles to achieve a number of aims:**

- **Responsiveness, making country strategies and programmes more demand led and poverty oriented** by exploring the broad questions: *are our strategies and programmes addressing the priorities of the population?*

BA Contributes to Increased Relevance, Strengthened Relationships & Empowerment

In Latin America where political contexts encourage a high level of civil society participation BAs appear to have enhanced the relevance of development programmes. By seeking farmers' perspectives on the technical, economic, social and ecological soundness of an agricultural programme (PASOLAC) BA was able to identify the 5-8 preferred and most effective soil conservation techniques It also allowed farmers to challenge the government extension services and make them more responsive. The farmers actively challenged assumptions that such approaches are sufficient, arguing they need access to more formal research driven agriculture innovation that address real farmers' needs.
The PASOLAC BA also had unintended outcomes likely to enhance the impact of the programme.
1) Farmer assessors' questions about soil conservation techniques provided a relatively cheap and simple approach to estimating the adoption rate of different techniques, which are usually estimated with more expensive survey instruments. They also broadly shared agricultural knowledge and innovations, including some research findings with communities they visited of their own volition. This allowed sharing of useful knowledge with potential to enhance impact.
2) Having been empowered by their roles as citizen observers, farmers surprised project staff by

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[4] BA does not assume that people's views are definitive truths, but the design of BA should ensure that people have the opportunity to express them, to be listened and to be at least partly (as end clients) taken into account

demanding staff to organize workshops where they could present proposals for the next phase of the programme. SDC was transparent in explaining that although these individual inputs were important for influencing the programme it could not respond to proposals on an individual basis.

3) As a result of the BA relationships **and trust** between farmers and partners were strengthened.

- **Strengthening relationships between different partners** as illustrated by PASOLC
- **Accountability of different stakeholders to poor people** in ways that support SDC's transversal governance theme, e.g. by reducing leakage and corruption, by exploring the questions:
    - *Do beneficiaries value our contributions to their development processes? Who are the non-beneficiaries? Why? What do they think?*
    - *Are the programmes we are supporting being implemented with the necessary quality to achieve outputs that are valued by people*?
- **Empowerment for assessors and assessee "informants".** BA can provide assessors and assessees opportunities to research, reflect, challenge donors and governments, learn and plan. In some instances feedback processes can encourage the building of alliances among different groups to pursue social change in ways supportive of SDC governance goals.

Madagascar BA: Increased Responsiveness and Empowerment

The Madagascar BA findings influenced planning for the next programme phase and decisions to institutionalize more participatory M&E approaches. It also influenced changes in the language programme staff used when talking about 'beneficiary' assessors. At the beginning they were referred to as 'the peasants' who staff viewed as lacking the capacity to undertake research. By the end of the BA, when the assessors had presented findings to government officials, the staff described them as 'Citizen Observers' (COs). Moreover, whereas at the beginning of the BA Citizen Observers relied on the local facilitator to translate for the general facilitators, once they gained confidence those who spoke rudimentary French began intervening, telling the local facilitator, '*you didn't translate properly*!' One general facilitator commented on this indication of empowerment: «*I think what we witnessed was the COs gradually realising that they too could argue and confront the facilitator's interpretations and take matters into their own hands. *»

- **Effectiveness by supporting reality checks and improving double loop learning and reflexive practice at different stages in programme cycles:** e.g. through exploring broad questions:
    - *Are outputs contributing to intended/unintended outcomes and impact on poverty reduction? Do people value them? What do beneficiaries think about how and why changes are happening or not?*
    - *Double loop learning: Do the assumptions in our impact hypothesis hold? Do beneficiaries think we are doing the right things ?*
    - *What are we learning from beneficiaries and how can we apply what we have learned in work with others to increase quality, responsiveness and impact?*

BA Leads to Organisational Learning and Improved Donor Advocacy

BA is most effective when it is integrated with reflexive practice that promotes organisational learning. One way of conceptualising this is the idea of "double-loop", adaptive learning for organisational change. Double-loop learning involves questioning the underlying purpose and values behind one's

actions: the impact hypothesis of a Country Strategy domain or of a Project / programme. It is different from "single-loop" learning that is corrective management within a pre-given framework. One important element is to focus on the use of BA findings to improve the quality of learning through testing assumptions and causal links between outcomes and impacts on individuals, organisations and institutions as recommended in other quality assurance documents.

A BA in Laos proved an important learning and turning point for SDC. It enabled SDC staff to get beyond the perspectives of partner intermediaries, the Laos National Extension Service that was focused on technical approaches to enhancing agricultural productivity that tend to benefit the wealthy. By engaging poor farmers in a BA it was possible to differentiate the effects of extension work and identify weaknesses in the impact hypothesis. People from different wealth groups valued extension services for chicken, pigs and rice differently. The findings that revealed that programme effects are mediated by power relations. This lesson has since become central in SDC's policy discussions with the partner. The BA findings contributed to enabling the steering committee to advocate a pro-poor agenda in dialogue with the national extension service and raised awareness of the benefits of extension service providers listening to poor farmers' voices. They have successfully advocated for a broader range of proposed services and differentiated service provision: 1) for farmers with access to market, and 2) for poorer subsistence farmers without access.

- **To include beneficiary perspectives in dialogue with other donors and partner governments**. As the Laos example shows, BA enables contributions to be grounded in the realities of different groups of people at micro and meso levels.
- **Influence donor approaches to context analysis, planning monitoring and evaluation.** SDC and its partners can use findings in donor coordination groups to demonstrate the potential advantages of BA, particularly in fragile contexts where comprehensive surveys are not possible.

5.	When is it appropriate to consider using BA?

Although BAs have many potential advantages, they are not without challenge and should only be considered if:
- **The timing is right.** BAs should be implemented in the programme cycle at a time when there has been sufficient time for 'outcomes' to emerge and there resources will be available to respond. This will be very dependent on the nature of the programme and in humanitarian responses can be captured much earlier than in long -term development programmes**.**
- **Programme managers at country offices and partners have the desire and capability to use BA to reflect on challenges and weaknesses, learn and take decisions to respond to the views reflected in beneficiary analysis**. BA should not be undertaken as a tick box exercise or purely for reporting.
- **Beneficiary assessors and other participants are sufficiently interested and see the benefits as being in excess of the costs of involvement**.
- **Programme managers are ready to engage in a reflection that might challenge their understanding of change and power relations with different stakeholders.** BAs present important opportunities to learn about how power relations between all those involved in programmes, including SDC, affect programme results.

- **Programme managers are willing and able to communicate effectively, and to be held accountable for achieving BA responsiveness aims.**

There are instances, particularly in conflict and fragile states, when including beneficiaries as respondents or investigators may put them at risk of harm and/or influence the integrity of results. Those considering BA need to reflect on:

- **What risks might arise for different beneficiaries due to their participation in the planned process**? Are tensions between different members of communities or between the state and its citizens such that involving them in expression opinions, asking questions or analysing the opinions of others may place them at risk of harm? Could any individuals experience psychological trauma as a result of involvement?
- **How might the participation of different actors affect the results and what might that mean for responsiveness?** Could powerful groups in a conflict try to use BA to promote agendas in ways that will harm others? Is the situation so bad that the most vulnerable will respond in such ways as to serve the needs of powerful actors in charge of conflict? Is the humanitarian situation such that we can only expect people to articulate immediate and urgent needs?
- **Are there steps that can be taken to mitigate any risks identified?** E.g. do general facilitators have relevant experience? Can questionnaires, focus groups or interviews be redesigned to suit particular dynamics of these environments?

6.	Roles and Responsibilities: Who should participate in what processes?

The roles and responsibilities of different stakeholders and levels of participation in a BA need to be established through effective communication and negotiation during the design stage. Roles and responsibilities will vary according to political, social and cultural contexts; programme attributes; accountability relationships within programmes; resources available; and the interest of different groups. An initial BA preparation step is to map relationships between different actors and think what the broad questions asked and accountability relationships mean in terms of roles and responsibilities. Where relevant and possible this step should build on any existing stakeholder and power analysis.

Key roles and responsibilities for each BA phase are explored in more detail in the table in section seven and include:

- **Planning:** Although SDC programme managers or partners may initiate the BA, it is important to engage other stakeholders, especially potential general facilitators and citizen assessors as early as possible. Every BA requires an independent 'general facilitator' who will provide technical support to the assessment team and ensure quality control in terms of compliance with BA principles. The potential advantage of contracting individuals with contextual knowledge and/or experience facilitating of other BA's should always be considered. In contexts like India or Bangladesh where there is considerable participatory monitoring and evaluation expertise available, these specialists can be found locally. In other contexts where local expertise is harder to find, international assistance may be necessary. When an international expert plays the general facilitator role they will need to be accompanied by a local facilitator to help translate language and local power relations. Wherever possible

efforts should be made to develop local capacity to implement a BA, for example by an international consultant working in tandem with a national consultant with a profile near to that expected of a general facilitator. Finding the right facilitators and assessors is essential and more guidance is provided the table below.

- **Implementation**: The implementation phase will be managed by general facilitators. They will be responsible for enabling assessors to design samples, develop research questions and tools, analyse and validate findings.
- **Response:** SDC and /or partners involved in commissioning a BA are responsible for deciding, communicating and implementing a response.

7.	Practical implications – Framework for those involved in commissioning a BA

The framework below provides guidance on how to design a BA. Examples are provided from experiences in different sectors and countries to stimulate thought. In all instances these will need to be adapted to suit the specific context in which they will be used as well as the timeframe and budget available.

SUMMARY of SDC PROGRAMME MANAGER TASKS

1) PREPARING AND PLANNING A BA:
- Define the broad aims of the BA
- Map the stakeholders and accountability and power relationships
- Communicate and consult with other stakeholders to get buy in
- Develop a terms of reference for facilitators in consultation with other stakeholders
- Within the TOR establish a broad timeline and critical milestones
- Hire/appoint a general facilitator to oversee design, implementation and analysis
- Support general facilitator in hiring of national consultants to assist in above, if necessary
- Ensure facilitators and national consultants have all of the necessary documentation

2) IMPLEMENTING A BA
- Consult with the general facilitator at key moments
- Comment on the BA design and proposed process for analysis

3) USING THE RESULTS FOR DECISION MAKING AND FEEDBACK
- Plan steering group meetings to share findings, test impact hypotheses, learn and plan response
- Document key issues discussed and decisions made
- Share with assessees (and assessors if only a low level of participation was achieved)
- Review facilitator's report to ensure differentiation in views is fairly represented.
- Share documents including a summary of key lessons with QA and others at HQ

4) EX-POST REFLECTION ON CITIZEN OBSERVER EMPOWERMENT AND CHANGE
- Arrange for a CO reflection on changes experienced as a result of participation in the BA
- Arrange a steering group meeting in which COs share reflections

Phase – tasks for SDC Programme manager	Main issues, check list	Comments, reference to the specific tools/ working papers/examples
1) Preparing, planning BA • Define the broad aims of the BA • Map the stakeholders and accountability and power relationships a) implicit within the programme management structure and b) among citizens that will influence levels of participation, inclusion, representativeness and differentiation, learning and responsiveness possible. • Communicate and consult with other stakeholders to get buy in. Decide, in consultation with partners a) what is possible in terms of principles and b) the ideal roles and responsibilities given the broad aims and analysis above. Decide if it is necessary to have both an 'international' and local facilitator. • Develop a terms of reference for facilitators in consultation with other stakeholders, e.g. INGOs, & government officers	• What are the key aims in terms of empowerment, learning and responsiveness? • What are the questions identified in Section 4 driving the design? • Who are the different stakeholders and could accountability and power relationships between them make it difficult to admit weakness, learn and respond? Will partners' delivery mechanisms be scrutinized? • Given power relations in the local context and programme attributes, who are the most suitable observers/researchers? Which beneficiaries and non- beneficiaries will be assessees? • Given the analysis above, and other contextual factors outlined in Section 5 what is the ideal level of participation of different groups in the BA process? • What standards in terms of quality criteria relating discussed in Section 3 are apt? This is about using the principles in the table p.3 to find out the adequate "level" of fulfillment given the context programme, BA aims and stakeholders. • Are partners involved in the programme already using beneficiary assessment processes? Can SDC learn from their experience? • Are there local consultants that can play the General Facilitator role? • In addition to reference to the above issues, is the following information included in the TOR:	There is no blueprint but the text (above) should help. Experience shows the risks of over planning at this stage when the aims should be very general. See **Annex 8 BA Analysis, Translation and Reporting Processes** for an overview of the process See **SDC How-To-Note Stakeholder Analysis** It is important that a basic analysis of accountability relationships is attempted to ensure possible sensitivities that may arise in negotiating BA and responding to results are anticipated and mitigated early on and that stakeholders are included to get 'buy in'. Chapter 17 of **Annex 1 Learning from Change and Annex 4- BA and Power: Tips and Tricks** may help identify pertinent issues. **Tool: Annex 2 – BA Typology** can help to assess how the context and programme attributes will influence BA quality criteria - the standard it will be possible to achieve for each principle. In Laos, a University team was contracted as an independent actor to implement the BA (in close coordination with SDC). This was the highest level of participation and independence that the national partner would accept in the political context. **Example of design: Annex 3 The BA Water and Sanitation Framework** includes a significant role for beneficiary assessors in BA design and analysis. **Annex 5** - **Sections 3 and 4 of the BA PASOLAC Guide** provide examples of actors and roles in a BA. Use of these should be combined with reference to questions. See also **Annex 7 - BA example Roles and Responsibilities** **Annex 4 - BA and Power: Tips and Tricks** to mitigate risks of elite capture

• Within the TOR establish a broad timeline and critical milestones for stocktaking on progress, level of participation of partners in different stages.	objectives; scope – including for documenting methodological lessons; detailed context analysis including language spoken by different stakeholders; background to strategy/project detail of location; management structure of programme being assessed and of BA, accountability relationships; General Facilitator person specification; reference to relevant project documents; timeline, critical milestones; budget for BA?	The ideal person for the general facilitator will be context specific. If the BA is to be undertaken in a country that has limited local expertise in participatory research, e.g. parts of East Africa an expatriate consultant may be necessary. However, they will need to be supported by a local facilitator to help interpret local power dynamics. In a country where there is considerable expertise e.g. India a national consultant can play both roles. Whatever the design, it can take time to find the right people so it is vital once a decision has been taken efforts begin to start the search process. It is reasonable to expect a 2-month lag before they can start engagement and 4- 5 before fieldwork can start.
• Hire/appoint General facilitator to take prime responsibility for overseeing/facilitating design, implementation and analysis. • Support general facilitator in hiring of national consultants to assist in above, if necessary. • Ensure facilitators and national consultants have all of the necessary documentation	• How long will it take to find appropriate facilitators with the right contextual knowledge and when will they be able to a) engage and b) do fieldwork? • Who has the relevant documents? How much time will they need to compile them?	**Annex 9 provides examples of a BA concept note TOR, and facilitator competencies** developed by Helvetas and partners for a WATSAN BA in Nepal
2) Implementing a BA • Consult with the General Facilitator at key moments identified in the TOR during the 'inception' design/ planning phase (2 months). • Comment on the BA design and proposed process for analysis	• How they are progressing with plans? Are plans consistent with principles and standards outlined in the TOR? • Are they managing to recruit appropriate citizen observers? • Does the design meet the principles agreed? • Are the roles and responsibilities for analysis and documentation clear?	**Working tool/example: Annex 6 the synthesis PM&E document prepared by IDS** includes tools that may be useful for the General Facilitator's general reference. **Annex 4** provides tips for sample design Use the tool in **Annex 2** – **BA Typology** to help ensure that the proposed design will meet the standards decided during the planning stage
3) Using the results for response • Plan a steering group meeting for COs or facilitators to share findings, test the impact	• When is the best time to hold the meeting, who should be invited and where it should be held? How should the meeting be structured to ensure the	Participation in events is affected by where they are held and who is invited. Try and choose a location that is likely to make the least powerful actors comfortable to

hypothesis, reflect, learn and arrange a response • Document key issues discussed and decisions taken and ensure they are shared with assessees • Review report of facilitator to ensure differentiation in views is fairly represented. • Share documents including a summary of key lessons from the process with QA and other HQs	findings and conclusions are fairly heard? • What is the response? Given power dynamics, how can the results of meeting, i.e. the response be shared back most effectively to those who need them? • Are the different perspectives and interpretations of different groups of citizens, programme management stakeholders and the facilitator clear? • How could what we have learned improve the quality of design of future BAs here and in other countries?	participate. **Tool:** Refer to **Annex 4 BA and Power: Tips and Tricks** **Example of the Laos BA that generated learning and response to enhance effectiveness** is cited above and additional examples will be shared as they are captured **Annex 4 BA and Power: Tips and Tricks** Refer to principles for a participatory writing style Each BA generates methodological lessons relevant to BA and non-BA type evaluations. Capture key lessons in bullet points and share with colleagues. **Example:** http://www.poverty-wellbeing.net/en/Home/Addressing_Poverty_in_Practice/Beneficiary_Assessment_BA
4) Reflection – 6 months after BA • Arrange for a local facilitator to facilitate a process in which COs reflect on changes experienced as a result of participation in BA and report on monitoring of response • Arrange a steering group meeting in which COs share reflections and findings	• Given the original aims of the BA and the proposed response what are key questions that need to be asked especially to explore empowerment? • What is the best time to hold the meeting, who should be invited and where it should be held? How should it be structured to ensure the findings are fairly heard?	These 2 activities are easy to arrange, and vital for inculcating a participatory culture and validating the theory of change underpinning BA – that BA will lead to citizen empowerment and staff learning and change evidenced by responsiveness on the part of SDC and other partners. This requirement can be included in the initial BA TOR.