

Instructions for Progress Report – Development Cooperation Intervention

Dear SweFOR partners,

The following instructions are written to help you learn about SweFOR's expectations for the annual progress report. The aim of the report is to celebrate achievement and support your own learning as well as SweFOR's learning in regards to promoting peaceful, inclusive and just societies in SweFOR's program 2017-2019.

SweFOR's vision is to see a society without violence and a sustainable way of living. The organization is ideologically founded on values emphasizing human rights and democracy, promoting an active civil society. As you know, these large scale societal and global changes can take a long time to achieve but require changes which start with actors behaving, participating, and relating to one another differently. Paying attention to the level of intermediate outcomes, rather than direct outputs or long-term impact, is where we can learn the most in the course of doing development work. Therefore, our progress report template and instruction have a strong focus on outcomes.

Following is the template for progress reports with instructions for how to fill it out, including explanations of the terms used. You have also received an empty template to use for your own reporting.

When you have sent in your annual progress report, we will read your report, seeking to understand your work and context and how you have developed as an organization. Through reading your perspectives we will learn about the various factors affecting your work, especially those fostering greater inclusion and participation for peaceful and non-violent societies.

Then, we will book a time with you to have dialogue around what you have written. We will discuss issues where we need a greater understanding. We also wish to discuss our cooperation with you and hope to better support your development as an organization.

Finally, it is our turn to write a report back to you with our own analysis of what we think is significant about your achievements and what we as SweFOR want to do as a result of the report.

Please let us know if there is anything that is unclear about the process.

Thanks!

Progress report template

PART 1: Basic Information

Name of Partner Organisation	
Name of project	
Project number	
Contact Information	
Year	
Project objectives (Insert the general and specific objectives of the project as described in your application.)	
Process of writing the report (Write a few a lines about who was involved and how.)	

PART 2: Understanding change and contribution to change

Step 1: Use a participatory, reflective process for understanding change.

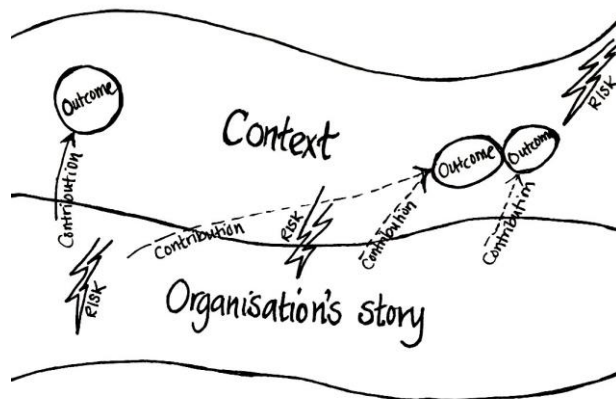
This step is highly recommended. It can support sense-making and learning in your organisation, and will greatly increase the quality of completing Sections 2.1–2.7 below! Use the process we describe below adjust it to your own needs.

Example process

Engage in a historical scan of your year through a participatory and visual process. Break into teams and use A5 sheets of coloured paper to support analysis as appropriate. Ask participants to tell the story of the year in terms of:

- the main activities of your organisation. Identify the 5-8 most significant ones in your opinion.
- the main outcomes (changes in relationships, behaviour, and policies) that you have seen or heard about this year. The changes are concrete stories of change which can be negative, positive, or a mixture of both. They are not feelings or generalisations. Include only those that you have contributed to and describe how you believe you have contributed to them. Remember that sometimes the smallest activity or conversation can support the most significant change and that sometimes your contribution took place long before you saw the outcome. Identify the 5-8 most significant outcomes from your perspective. A small change can be very significant to you because it is the first sign of a major cultural shift.
- the main contextual changes (including risks). Identify the 3 most significant ones in your opinion.

For the report, we would love to see a picture of this!



Step 2: Writing the report about how you understand change.

2.1 Narrative

Based on the timeline from step 1, write a narrative about your year to help us understand the connections between context, activities, and outcomes. You will probably need at least 2-3 pages to write a good narrative. It helps us to understand your story if it is written chronologically, although depending on your organisation, you might want to divide it into two or three stories if the report covers several projects or contexts. In your story/stories, we hope to understand the values and theories that have been important to you in your work. Feel free to share feelings and perceptions that you have that are not grounded in evidence, but from your deep and tacit knowledge of the situation. Include your current questions that you are exploring in your work.

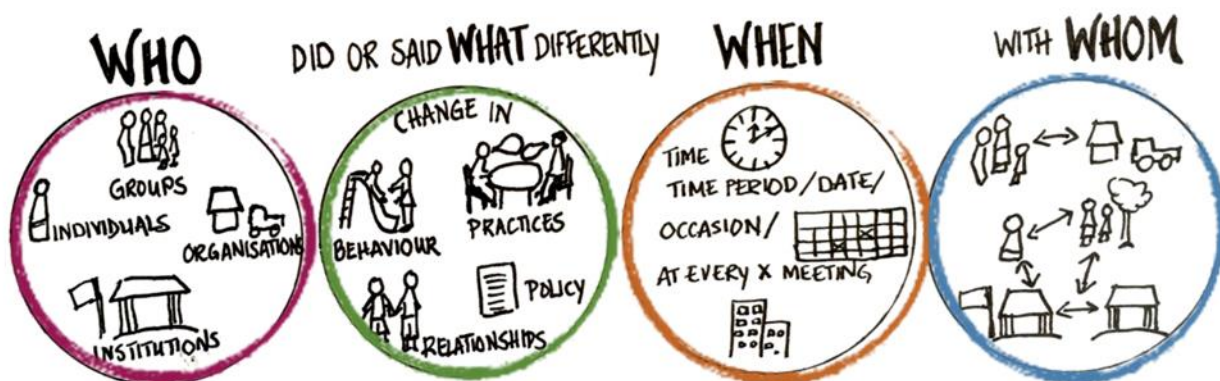
2.2 Context

List the three most significant political, economic or social changes for the work that you do in your context.

2.3 Outcomes, contribution, and significance

Complete the outcome story table, choosing 5-8 of your most significant outcomes.

Outcomes, in this document, are defined as changes in behavior, relationships, practices or policies of individuals, groups, organizations or institutions that your project is trying to influence. Outcomes can be both positive and negative. This is an outcome:



Contribution, in this document, recognizes the multitude of actors often involved in any social change; it emphasizes that organizations can contribute to outcomes but are unable to claim attribution or control over social change. For the report, we ask you what changes you believe you have contributed to and how.

We also ask you to explain the *significance* of the outcomes for your organization and your goals. An outcome can be significant because it describes high level impact, but also for other reasons, like being a first step, a sign of a greater shift or proof that a new approach worked. We would like to know about the outcomes directly related to your project goals and objectives, but also about any unexpected outcomes that you have noticed of your work.

In the table below, we have an example of each kind of outcome from a fictive *Organization A* working to see participation in community affairs in a context where communities previously showed indifference and resignation towards political engagement:

Outcome Story Title	Description (Who did what, how, when, and with whom DIFFERENTLY?)	Contribution from partner organisation X on the field	Significance to Partner Organisation (Why was this outcome important to you?)
The Rural Development Office develop new guidelines	The Rural Development office in collaboration with the provincial planning offices of the Western Region A, developed a set of guidelines to invite representatives from all ethnic groups to join the yearly district development planning meetings. These guidelines were disseminated to each of their offices in February 2017.	In December 2016, our project staff sent a report to the Rural Development office sharing the lack of representation from X and Y ethnic groups. We accompanied a small group of youth from ethnic group Y as they met with the Rural Development office and the Department of Education in Province Y on October 2, 2016 to express the youth's concerns that their culture was poorly represented in the school curriculum. Staff also had informal conversations with two Rural Development office officials in networking meetings raising the issue of the ethnic persons needing a place to voice their concerns.	The guidelines provide a framework for further discussions. The mechanism for the ethnic groups being able to effectively represent their groups during these planning meetings is questionable. We suspect that the ethnic groups need to strengthen their own involvement and organization, before they can engage well at this level and across cultural barriers.
Community groups work with government offices to plan for safe water	During the second half of year 2017, groups of elders and often in collaboration with rural development offices in 10 villages of X district worked with their village councils to decide on plans for providing safe drinking water to schools and health care services. In one of the villages, a youth group also joined the elders in this effort.	In February, 2017, during a workshop with elders on community development which Organization A organized, the elders discussed priorities for their communities and made an action plan regarding safe water. Organization A's continued informal discussions with elders and village chiefs on the need for better cooperation in villages may also have contributed to this outcome.	The village councils, who are predominantly of a larger ethnic group have been seen as an oppressive institution and village elders have previously had little positive engagement with village councils. The changed attitudes were of most significance to our organization. A negative aspect of this outcome might also be that the elders see personal economic advantages of having better relationships with the village councils due to the current drought.
A female teenager voices her concerns in traditional village meetings	A female 15 year old spoke out against the number of children who are forced to work on farms when they would like to go to school. This took place during a harvest celebration October 15, 2017 and at a meeting where parents were discussing schooling October 25, 2017.	Since August our team workers have been paying special attention to including youth in NGO meetings. Organization A has now employed a first female employee on the field which might also have contributed to the example of demonstrating competence among women.	This is the first time we have seen female youth engaged in village affairs. There is a strong tradition in the religious circles in the context to restrict the women to the home and to keep them quiet.

On a project level, we understand that you will want to keep a record of the evidence (i.e. detailed stories) of many outcomes. For the purpose of this progress report, however, you can choose to focus for example on single changes which marks a truly desired and significant change, OR a combination of significant changes while remaining concrete. One way of doing this is to use the indicators defined in your application. If there are sources of verification to the outcomes, please attach in annex to the report.

Please remember that the Outcome Descriptions need to be specific real stories of what has changed during the course of the past year. If they are not specific enough, put them aside as something that you want to explore and research further in your work. You can include the stories you want to explore in your learning plans under 3.2.

2.4 Contributing to societal change and objectives

Explain how you think that the specific outcomes of the project have contributed to change in society and towards the general objective set up in your project application.

2.5 Cross-cutting perspectives

Some perspectives and themes are recurring in many development contexts and need to be taken into account even if they are not the main focus of the intervention. Please comment on those of the perspectives below that are relevant in your context, explaining how they affect your project and how your project affects them. We expect all partner organizations to comment on the first three themes.

Peace and conflict

Gender equality and intersectionality

Environment and climate change

Corruption

Religion and religious freedom

HIV/Aids

Alcohol and drug abuse

2.6 Risk

Copy and paste your risk analysis from your application. Comment on risks and how you are managing them and add any new risks. This section aims to support you in your analysis of risk, but it also helps us to understand your challenges and context further.

2.7 Activities/Outputs

Include a list of planned and unplanned activities and outputs (participants and demographics such as gender, completed products, etc). This helps us to understand how you are trying to contribute to change, but also gives us an understanding for how you have used your budget. Mark the ones that you have identified as the most significant. The list can contain summarized descriptions (e.g. total number of workshops on a specific theme and total number of participants and demographics).

2.8 Reflections

Share what you have learned about how change happens.

PART 3: Responding to change: Adaptive Management

3.1 Budget and activities

Explain how you have adapted your budget and planned activities to remain relevant to the purpose of the project. Attach the financial report.

3.2 Monitoring and learning

Explain how have you monitored the project and learned from progress. Attach any new plans.

3.3 Cooperation

Explain how you have cooperated with others in your area. (Where are you currently strategically placed in your context?) This section helps us to understand your awareness of other actors in your context and your unique role.

3.4 Partnership with SweFOR

Comment on our partnership this year. Share any requests you have for SweFOR in order for you to remain responsive to your context.

PART 4: Organisation

4.1 Anti-corruption

Describe how you work to make sure project funds are used in a cost-efficient and correct way. If you've had any deviation this year, please describe how you handled them and what you learned.

4.2 Organisational development

Share how you believe that you have grown (progressed) as an organisation during the last year.

PART 5: Stories from the target group

5.1 Stories from the target group

Attach at least one personal story from the target group. It could be an interview, an article or a video recording where a person describes their experience of the project and how it has affected them.