MfR framework version 18-01-2011

Standards:	Quality criteria:	Guidelines:	Tools, formats, policies:
1. MISSION, VALUES AND STRATEGY Be consistent with SNV's mission, values, leadership principles, corporate strategy and policies.	1. Activities and results reflect SNV's mission.	• Ensure that activities and results reflect SNV's mission: SNV is dedicated to a society where all people enjoy the freedom to pursue their own sustainable development. We contribute to this by strengthening the capacity of local organisations.	• SNV Strategy
	2. Activities and results reflect SNV's values and leadership principles.	• Ensure that activities and results reflect SNV's values: trust & respect; equity & quality; diversity & people-centeredness. • Ensure that activities and results reflect SNV's leadership principles: an SNV leader leads from the centre; is a relationship builder; has an attitude of inquiry; is a straight talker; and takes responsibility.	• SNV Strategy • Poster on our values and leadership principles
	3. Activities and results reflect SNV's strategy and additional guidance given in Annual Frame Work Letters.	• Ensure that activities and results reflect all elements in the SNV Strategy, particularly the seven core elements: 1. we orient our activities on impact in two areas, BASE and PIE, and focus on specific targets within these in the context of development priorities; 2. we engage strongly with Local Capacity Builders, as they are essential to the sustainability of poverty reduction efforts and thus to our success; 3. we maintain advisory services as our core business, but as these are insufficient to help achieve impact on their own, we complement them with additional delivery channels; 4. we embrace Governance for Empowerment as a concept and body of expertise that is critical across all our work; 5. we view our clients as part of broader actor constellations and help strengthen micro-macro linkages in order to accelerate impact on poverty and governance; 6. we seek to substantially diversify our partnerships and resources to leverage our expertise for increased impact; 7. we sharpen our drive for quality in staff, work processes and results measurement. • Ensure that activities and results reflect additional guidance given in Annual Framework Letters.	• SNV Strategy • Corporate Dashboard • Corporate Strategic Plan format • Annual Framework Letters
	4. Sector choices and sub sector choices are made according to SNV's selection criteria.	• Choice of sector or sub-sector is made according to the following four selection criteria: 1. Potential for results in the two impact areas 2. SNV and partners can supply sufficient quality expertise 3. Fundability of development perspectives in the (sub) sector 4. Regional coherence to maintain optimal mass of expertise in the region. NB. : This selection criterion applies to sector choice only, not to sub-sector choice.	• SNV Strategy • Additional paper on task force progress and positioning choices dated 16 April 2007 in which 9 selection criteria for sector choices are specified. In the context of the 2015+ discussion, these 9 have been reduced to the four criteria, included in this guideline.
2. ANALYSE & PLAN Be impact oriented in your analysis and planning for results. Base planning on a thorough analysis (including lessons learnt) and clearly articulated intervention logics	1. Stakeholders are incorporated in the analysis and planning process. How, with whom, when and with which resources will we analyse and plan our strategy?	• Determine who will be involved in the planning process based on expertise (e.g. sector specialist, Gender/GfE specialist, MfR etc.), interest in the subject, and on his/her ability to influence what is being planned. • Describe how and when stakeholders should be engaged in the overall process. • Identify the key planning steps, the responsible people, timelines and necessary resources. • Present this information in a work plan.	• Work plan format • Actor Constellation Map • Client selection tool
	2. Harmonised impact indicators for BASE and PIE are used to develop an intervention logic. What impact can we contribute to in the intervention?	• Specify the impact to be contributed to in BASE and / or PIE. • Specify the harmonised impact indicators related to that impact in the selected intervention. • Specify the beneficiaries (women and men).	

	3. Planning is informed by analysis (of context, stakeholders, value chains and GfE), including lessons learnt from previous and ongoing interventions, and within resource availability. Which issues / factors will we focus on and with which actors?		• Review the sector specific lessons learnt. • Conduct an analysis which addresses: context, stakeholders, value chains and GfE (starting with gender). • Make optimal use of existing information. • Identify the factors and actors positively or negatively influencing the desired impact and establish relations between them. • Identify the main issues / factors the interventions should focus on.	• Context analysis (Conceptual model, Market analysis, Problem tree, etc) Value chain analysis • Guiding GfE questions, GfE two-pager, Gender analysis • Stakeholder analysis (actor constellation mapping, Drivers of change analysis, power analysis, etc)
	4. Intervention logic is developed per intervention level, and includes impact, outcomes, outputs and inputs which are logically connected to each other. What results (changes) are needed to address the issues? What do we need to do to achieve outcomes and contribute to impact?		• Define the level of intervention: interventions can be at (sub)sector/ programme or at project/ client level. • Develop an intervention logic based on the results of the context, stakeholder and gender analyses. • Check the intervention logic with requirements and needs of partners, clients and funders. • Define strategies to contribute to the intended results, using the following selection criteria: relevance, efficiency, effectiveness, impact, sustainability,. • Visualise the intervention logic, showing how outputs lead to outcomes, and how outcomes contribute to impact, and which inputs are needed for this. • Use the harmonised outcome types for BASE and PIE that are defined at corporate level. • Make use of peer reviews (internal and external) to ensure quality and ownership of intervention logics. • Describe the intervention logic in a short narrative (the Theory of Change). • Conduct a risk analysis for your intervention logic.	• Guiding GfE questions • Capacity assessment of client (group)s • Results chain and Theory of change development guide, Outcome Mapping • Peer review • Risk analysis tool • PRM Risk analysis tool
	5. Indicators, baselines and targets are defined in the intervention logic, and are disaggregated by sex With which indicators will we assess results? Where are we now (baseline) and where do we want to be (target)?	A.: Indicators	• Develop indicators for a selected number of results in the intervention logic. • Develop indicators for all levels of the results chain, except for activities (= the link between input and output) • Indicators should be Specific, Measurable, Relevant and Verifiable. • Identify source of information for each indicator.	• Indicator development guide
		B. Baselines	• Reserve sufficient money, expertise and time for baselines and monitoring. • Collect baseline information at the beginning of your intervention. • Baseline design should be based on evaluation questions. • Focus baselines on selected indicators of your intervention. • For baselines of interventions which require advanced methods (sampling, comparison groups, survey methods) always consult your MfR focal point / PM&E expert. • Use mixed methods (qualitative and quantitative) for collecting and analysing data. • Test your data collection instruments before you use them.	• Baseline guide
		C. Targets	• Set targets based on baseline information. • Targets should be Achievable and Time-bound.	• Target setting guide
		D. Document	• Fill in the PM&E format with the above information . • If applicable, several PM&E formats can be combined into a higher level operational plan for management purposes.	• PM&E format, including monitoring and evaluation plans
	6. A monitoring and evaluation for the intervention is developed. What will be monitored		• Develop a monitoring plan • Develop and evaluation plan	• PME format (monitoring and evaluation plan part)

	and evaluated, when and by whom?		
3. ACT & MONITOR Implement your plans and use baselines and targets to monitor progress on a regular basis.	1. Clients and LCBs are incorporated in both the implementation and monitoring process.	• Reconfirm the logic of the intervention and agreed approaches, methodologies and activities, with clients and LCBs. • Agree with clients and LCBs about their roles and responsibilities in implementation and monitoring progress.	• PME format
	2. Management and advisory staff are able to describe the intervention logic and give examples of how the logic steers their work.	• Be able to explain how outputs lead to outcomes, how outcomes contribute to impact and which inputs are required. • Be able to give examples of how activities lead to intended results.	• PME format (intervention logic part)
	3. The intervention is implemented according to plan, but the plan is adjusted where necessary.	• Build and maintain the team of advisors / consultants / LCBs (SNV). • Assign and agree on roles, responsibilities, tasks, resources and time allocation of all parties involved, including stakeholders (clients, partners,…). • Carry out the intervention plan. • Adjust the implementation plan if necessary, in agreement with clients, LCBs, SNV management and funding partners if required.	• PME format (implementation plan part)
	4. Progress is monitored against baselines, targets and resources included in the monitoring plan	• Carry out the monitoring plan which describes how results will be monitored, by whom, when and how information will be used for decision making. • Include milestones in the monitoring plan. • Inputs (costs and resources) related to interventions are tracked on a cumulative and annual basis. • Make sure the information you need to fill in your PME format (eg. finance, HR, outputs, outcomes etc.) is updated and correct. • Use the results of monitoring for evidence-based decision making and steering.	• PME format (monitoring plan part)
4. ASSESS & EVALUATE Assess and evaluate results and review the validity of your intervention logics at least once a year.	1. Stakeholders are incorporated in the evaluation process.	• Ensure that stakeholders are informed about the evaluations before these are carried out. • Remind stakeholders of their roles and responsibilities as agreed in the evaluation plan. • Support stakeholders to participate during the evaluation process if needed.	• Evaluation plan format (part of PME format) • Evaluation policy • Evaluation Procedure
	2. Management and advisory staff are familiar with the SNV evaluation policy and are able to implement it in their work.	• Communicate SNV Evaluation policy and Evaluation procedures to relevant staff. • Include the Evaluation Policy in the induction programme and in learning programmes (ALP, AALP etc.) • Ensure that planning for evaluations is included in the strategic planning cycle and that sufficient budget is allocated to conduct evaluations.	• Evaluation policy • Evaluation procedure
	3. Intervention logics and targets are reviewed at least once a year and adjusted if necessary.	• Assess the validity of the intervention logic with stakeholders taking into account changes of context and actors and through periodic monitoring. • Adjust the intervention logic if necessary. • Adjust targets for results in the intervention logic, if necessary. • Agree with partners on the outcome of the review and possible adjustments • Include adjustments with narrative (justification for change) into the PME format.	• PME format
	4. Intended and unintended results are evaluated against the intervention logic.	• Carry out the evaluation plan (how interventions will be evaluated, etc.). • Evaluate intended results: those that are part of the intervention logic. • Evaluate unintended results. • Extract lessons learnt	• Evaluation plan format (part of PME format) • Evaluation policy • Evaluation procedure
	5. Baselines and targets are used to evaluate SNV's contribution to impact.	• Use the most up to date baselines and targets to evaluate progress made over time. • Follow the baseline guide for instructions on how to use baselines. • If there are unintended results for which there are no baseline data, use reflective methods to assess changes over time.	• PME format • Baseline guide

	6. Mixed methods of data gathering and analysis (quantitative and qualitative) are used for evaluations.	• When evaluating the processes followed in implementing interventions or when evaluating progress made by an intervention, use both qualitative and quantitative research methods (i.e. mixed methods). • Typical qualitative methods to be used include for example story telling, in-depth interviews, group interviews, discourse-analysis, observation, case studies, action research, most significant change, peer reviews, etc.). • Typical quantitative methods to be used include for example surveys, econometrics, mathematical modelling etc. • In a ToR of an evaluation, make it explicit that mixed methods will be used, but let the evaluator(s) propose which specific methods will be used.	• Evaluation policy • SNV PME glossary of terms
	7. Evaluations are done internally as well as externally, in both cases supervised by a professional evaluator.	• Ensure that evaluations are conducted externally or internally according to SNV Corporate Evaluation Policy and if relevant to that of the funding partner. • Conduct an evaluation (internal and external) based on a Terms of Reference for the evaluation. • Have the quality of the Terms of Reference checked by an internal or external evaluation expert. • If an evaluation is conducted externally, select professional evaluators based on SNV Evaluation Policy Procedure. • If the evaluation is conducted internally, ensure that an independent evaluation expert (external or a MfR focal point) will supervise the evaluation process.	• Evaluation policy • Model Terms of Reference • Evaluation procedure
5. REFLECT & USE Reflect on results and lessons learnt, share the findings and feed them back into strategy, policies and planning.	1. Results and lessons learnt are documented.	• Ensure that the results and lessons learnt are documented in a timely fashion. • Document results and lessons learnt in a clear and consistent way. • Ensure that the results and lessons learnt are reported according to corporate policy and guidelines from partners / donors or (paying) clients. • Remember that different communication forms (written and/or audio-visual) are possible. • Store documents / reports in an accessible location and on SNV's intranet library.	• Integrated Planning Cycle • SNV (multi) annual reporting format • Other partners' / donors' (multi) annual reporting formats • Communication policy • Documentation policy
	2. Results and lessons learnt are shared internally and externally.	• Demonstrate internally and externally SNV's contribution to development (accountability). • Exchange with colleagues on approaches, results and lessons learnt between regions, countries, sectors (learning). • Engage in (on-line) conversations with donors, politicians, the public on our approaches, results and lessons learnt (profiling). • Share information via different media, taking into account target audiences.	• Annual reports • Evaluation reports • Internet, Intranet, events • Knowledge networks • Communication policy
	3. Results and lessons learnt are reflected on.	• Reflect together with internal and external stakeholders and knowledge partners, to understand why and how results were achieved / what works and what doesn't ("Reflective learning"). • Make sure to zoom out from the level of a single intervention with a (group of) client(s) to (sub)sector level in countries/regions, to ensure organisational learning in strategy (including approaches), policy and plans. Knowledge Network Leaders have a leading role in this. • Ensure that this understanding is captured and stored in an accessible location and on SNV's intranet library.	• Reflection Tree game • Peer review • Project download • SNV's Learning policy • HRD tools on reflective learning (Reflection-Inner dialogue; Reflective report)
	4. The findings of reflective learning are used to inform strategy, policies and plans.	• Use the findings of reflective learning to support informed decision-making at all levels of the organisation (steering). • Use the findings of reflective learning to stimulate innovation and to improve practices at all levels of the organisation (steering). • Feed findings of your reflections into strategies (including approaches), policies and the next planning cycle (steering).	• Integrated Planning Cycle • SNV (multi) annual planning format • Other partners' / donors' (multi) annual planning formats