

PMERL

Participatory Monitoring, Evaluation, Reflection and Learning

for NLEIP



environmental affairs

Department:
Environmental Affairs
REPUBLIC OF SOUTH AFRICA



RHODES UNIVERSITY
Where leaders learn

Participatory

- Involve intended beneficiaries in monitoring and evaluation
- Citizen scientists, enviro-champs, environmental monitors are increasingly used in programmes
- A livelihoods expansion opportunity?
- Potential to expand custodianship and improve compliance
- Currently being researched (M.Ed by N. Mtati, Rhodes University)

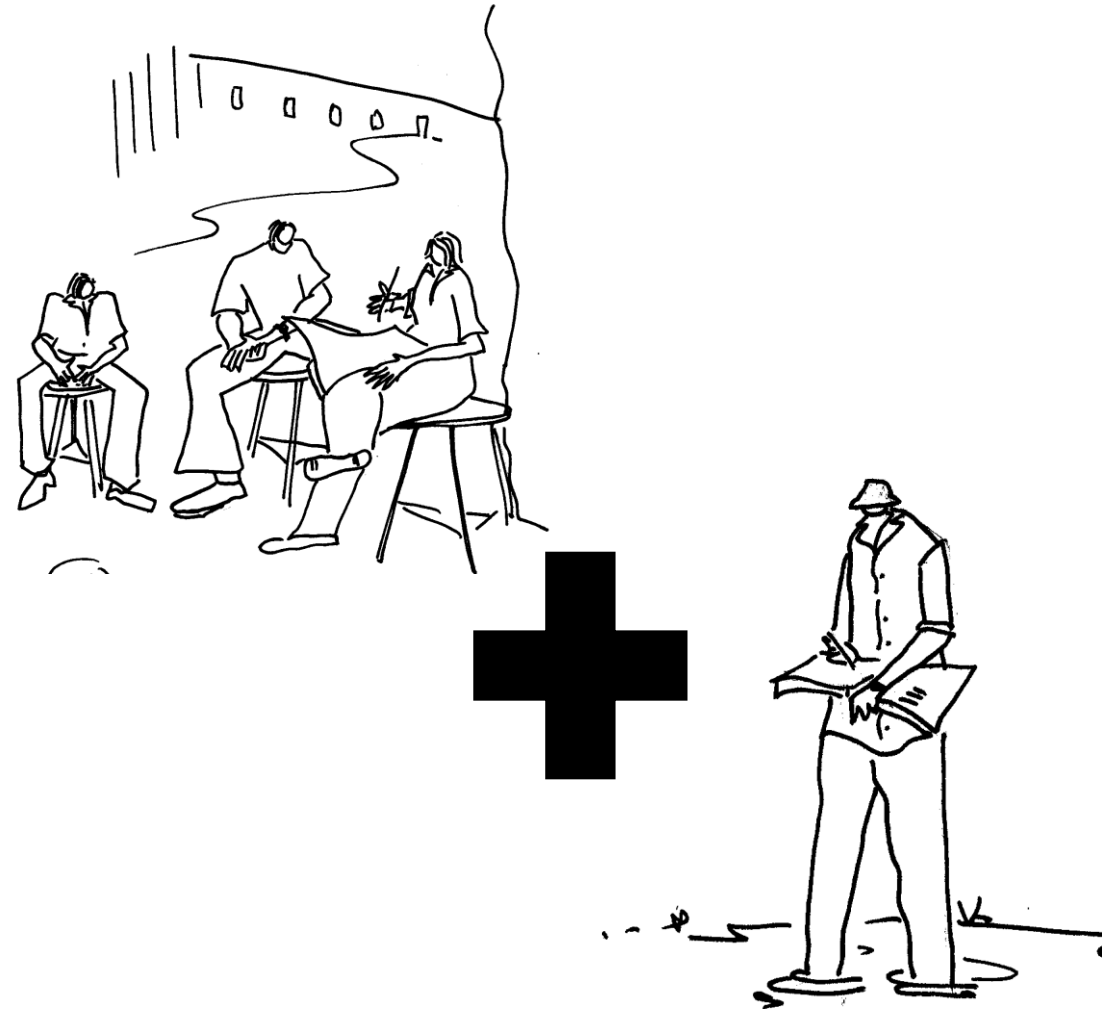


Monitoring

- Against indicators
- Social and bio-physical

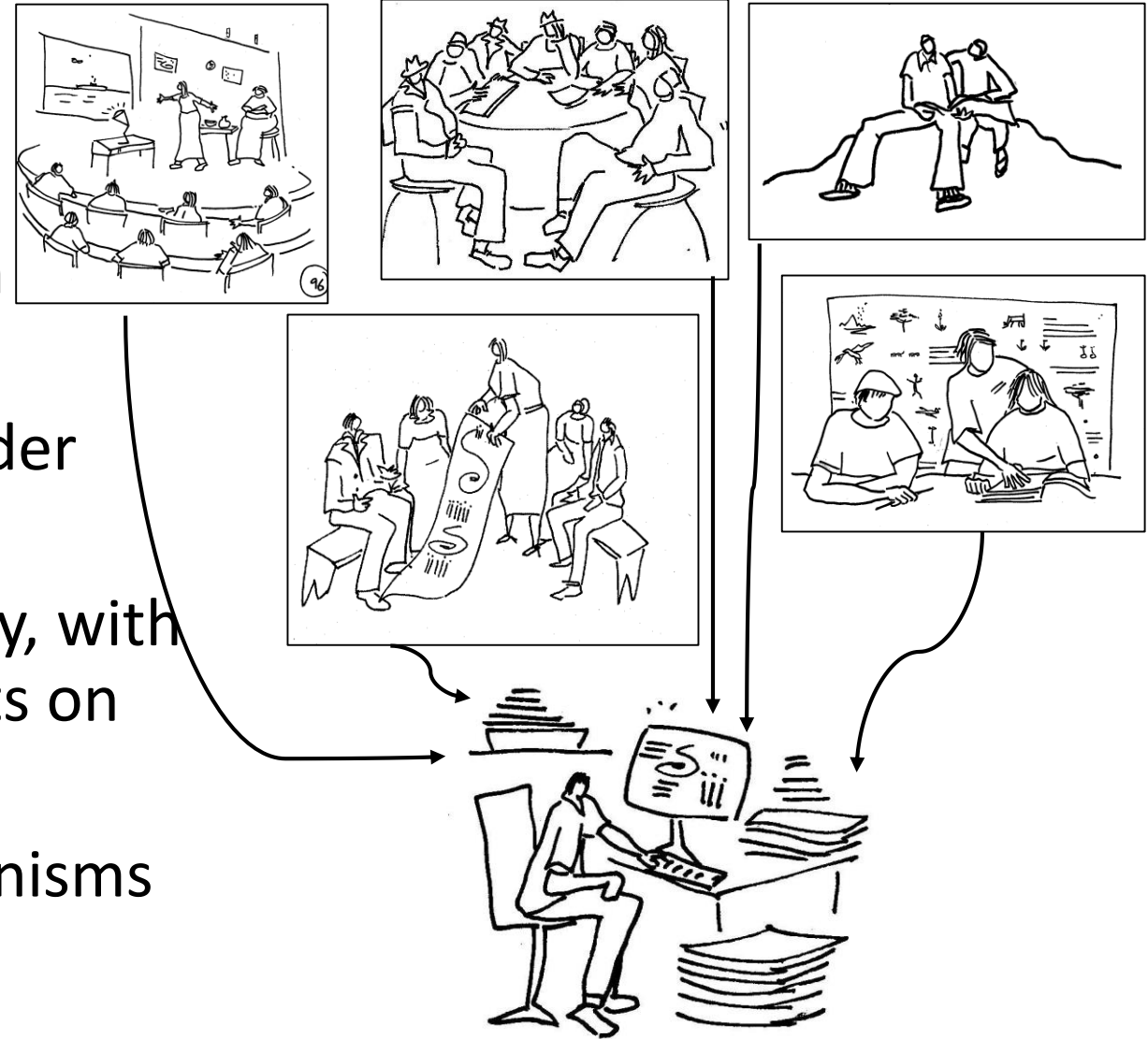
(Social indicators researched by H. Human, RU)

- Derived from programme theory (theory of change)
- Easy to aggregate and report all the way to Treasury
- Limitations of valuing only what can be measured



Evaluation

- Case studies give more depth than monitoring data
- Ask e.g.: What works, for who, under what circumstances, and why?
- Theory is best tested systematically, with several studies in different contexts on which to build
- By focussing on underlying mechanisms of change – case studies become replicable, generalisable



Reporting & Reflection

- Monitoring data show trends over time, outcome patterns
- Case studies give more depth
- Useful reports combine these
- Useful reports involve *reflection*
- Need integration, therefore coordination, and *theory*



Learning!

- What the programme outcomes and trends were over time
- Aggregated for a national picture
- Informed by:
 - What worked for whom, under what circumstances, and why?
 - What did not work, and why?
- Allows internal adaptive management of programmes (requires reflection)
- Allows external understanding of programmes in general – national level decision making

