Monitoring, Learning and Evaluation Program
Final report

1. **Preparation process for ML&E program implementation:**

With the support of International Network of Women's Foundations, Taso Foundation's staff members attended 5 days training on Outcome mapping methodology in December 2014. The training took place in the office of Women's foundation in Georgia, which also attended the training, which was lead by Angeles Cabria. The meetings covered the steps of Outcome Mapping methodology and tools that are useful for successful implementation of Monitoring, Learning and evaluation methodology in the everyday work of Taso Foundation. The full staff of TF attended the training and learned the OM methodology. The training included practical assignments and grantee meeting also, where TF had chance to work on the methodology with it's grantee partners for the first time. For implementing the program, TF received the financial resource from Women's Foundation in Georgia on the contract base, which gave us the budget flexibility.

After the OM methodology training Angeles Cabria delivered handouts, workbooks, presentations and guides which were designed for organizations working on the Outcome Mapping methodology implementation. Taso Foundation created the working group, which carefully learned the delivered information. As the training was very informative, it was quite difficult to orientate in the methodology tools. The group includes program coordinator – Nino Ugrekhelidze, program assistant Eka Tsurtsumia and Marina Tabukashvili, who worked as volunteer during all this time, carried out interviews in two cycles of monitoring and contributed in the program implementation a lot. In order to learn deeply about OM, TF's staff took two weeks for preparatory work. The presentation and all worksheets were translated into Georgian and presented again to all staff members by the Taso Foundation's ML&E program coordinator.

As far as Angeles Cabria and the handouts claimed that the methodology is quite flexible and the foundations can develop it according to their needs, after careful learning and thinking, Taso Foundation's staff members discussed the opportunities of adapting the framework to the specifics of TF's work. Also, staff discussed which of our grantee partners to monitor and choose as our boundary partners for ht ML&E program. The working group decided to monitor not only the grantee partners but of the TF's everyday practices and work also. As the result, final decision was made to monitor, learn and evaluate community foundations, self-help groups and youth groups in the current programs of TF, which have different level of development. In addition, the six months period of each monitoring cycle was chosen. Taso Foundation made the action plan which included timeline of cycles, travelling to the regions for face to face meetings for interviewing and plan for sharing the knowledge of outcome mapping and planned trainings for grantee partners, set the learning outcomes and analyzed the current needs for starting the monitoring process.

After translating and adapting the monitoring framework and discussing action plan, the questionnaire was developed, which reflected the baseline situation of our boundary partners. The questions gained not only qualitative but quantitative data also, including the information about the date of group establishment, the number of members and frequency of meetings, the changes made through the time of group's work, it's best practices and challenges, the organizational practices of the group the things learnt during this time, about implemented projects, etc. As for the community foundations, the questionnaire included questions about CF's staff sustainability, work specifics and organizational practices, producing documentation, grantee amount, the donors working with CFs, the outcomes of operational projects implemented by CFs, questions gained data out for analyzing the dynamics of working area growth, community philanthropy development and practices, the impact of the CF's work in their local communities, future plans, etc.

2.Taso Foundation's boundary partners.

Great majority of the boundary partners for ML&E program were chosen from the social mobilization component of the project "Women for equality, peace and development", which was carried out in 2010-2015 with the support of UN Women. In the frames of this project 124 self-help groups and 4 community foundations were established in the regions of Georgia (in addition, TF empowered local groups and helped with the transformation process, as the result of which, by the beginning of 2016 the number of network member community foundations is 11 (please see the attached document TF_info CFS)). The greatest majorities of these groups are lead by women and are operating in conflict or conflict-neighbor villages. In addition 30 community resource centers and 13 youth groups were created. Some of the groups were chosen from the project "Women as actors for change and empowerment" supported by USAID in 2014-2015. In frames of this project 15 self-help groups, 5 resource centers, 6 youth groups and 9 cooperatives were established.

By the time of the ML&E program implementation, Taso foundation had 8 community Foundations 124 self-help groups and 19 youth groups. Out of these 8 foundations and 18 self-help and youth groups were chosen for monitoring. Must be mentioned that the interviews were carried out with much more groups. The chosen 18 groups are operating in Shida Kartli, Kvemo Kartli, Imereti and Samegrelo. As for the community foundations, they work in Kakheti, samegrelo, Shida Kartli, Kvemo Kartli, Guria.

3. The educational actions in the frames of ML&E program

Taso Foundation learned the Outcome Mapping methodology carefully and saw the great need and use of the tools and methods provided by the methodology. As it become the main operational tool for monitoring and evaluation, the educational activities were decided to make. First of all, we invited our community foundations in the office of Taso Foundation on 2 days training in ML&E methodology and in 2 weeks we organized summer camp for youth groups and CFs.

3.1. ML&E methodology training – Tbilisi 9-10th of July, 2015

During these two days in July – 9-10th, in Tbilisi, Taso foundation's office CFs carried out very intensive work discussed the importance and advantage of monitoring, learning and evaluation in their work and realized the need ML&E's for their organizational, self-development and the improvement of their communities. During two days CFs worked on their mission and vision statements, indicated their boundary partners, wrote outcome challenges and indicators and formulated their foundation's strategy maps. CFs got theoretical part all together with practical assignments, which made them understand the outcome challenge method better. After the training participants have basic knowledge in outcome challenge method and can take first steps for implementing it in their work. For that CFs were supposed to write the final version of missions and visions, outcome challenges and indicators for boundary partners and strategy maps, which they should have presented in Aspindza summer camp and have the final feedback on their work from TASO Foundation.

Monitoring, Learning and Evaluation training for Community foundations
9-10 th of July, 2015

Topic	Process/Result	Notes
Greetings / Introduction the topic of the training	Participants and facilitators introduced themselves to one another. 8 Community foundations from the project "Women For Equality, Peace and Development WPED" and the organization Civic Initiative participated in the training. Facilitator made presentation about the work of International Network of Women's Foundations work including the 13th biannual meeting in Guatemala. The main topics and problems covered by the biannual meeting were also discussed, including ML&E common indicators and the importance of monitoring in women's human right defense. The role of CFs in INWF's work as the part of TASO	Using the photo materials and INWF resource center materials community foundations got more information about the network's work and got more clear vision about the importance of ML&E in the process of CFs self-development

	Foundation's work (which itself is the member of INWF) was discussed by representatives of community foundations.	
Review of the training facilitated by Angeles Cabria in Tbilisi on 1-5 December, 2014 / Why is ML&E important for Community foundation's work? (writing expectations)	The representatives of community foundations remembered the training which was facilitated by Angeles Cabria. CFs also attended that training, only for 2 days. In December they worked on the topic of mission and vision for community foundations and on the Most significant change. The draft version of CF's missions and visions was created by that time. CFs remembered the work done with Angeles Cabria, which was the basis in order to actively start the work on the ML&E. We also discussed the learning component in ML&E. Training participants discussed why is ML&E so important for CF's work. We discussed the capacities that are created by the method of outcome mapping and all working documents which are provided by OM (designing program logic; collecting internal and external evaluation data; reflecting positive change and attitudes in the process of	CFs wrote their expectations regarding the training. They wrote the following – methods for evaluating CF's work and results; methods for dividing the work among CF staff members and how to evaluate their operational capability; working on the long term strategy for CFs; How and on what exactly to set the accents of their work in the reporting process; new ideas for community and self-development and the new opportunities for joint work in terms of Network of Community Foundations all over Georgia.
introduction the theory of Outcome Mapping	First of all Cf's got the theory of OM – the explanation of the method and the issues it focuses on – the change in the behavior of people, groups, organizations with whom the foundations/program works directly.; CFs discussed why is the actor oriented approach appropriate and suitable for their work. Three stages of outcome mapping were clearly explained to the CFs in order to systematize the information they were going to get in the process of training. As the result, CFs got the holistic picture how the process of OM and ML&E look like.	CFs had to identify the levels of change on which they have to work in general and out of four levels they systematized their work and performance. They were working on 4 levels of sustainable change – individual, institutional, cultural changes and changes in relationships.
Vision (theory and practice)	CFs got the key statements and theory, specific questions for formulating the vision of the foundations was delivered to representatives of community	Some of the foundation also mentioned the old visions of their foundations and compared to the new ones. They identified

	foundations, who individually worked on their foundation's visions. Foundations were asked to imagine the perfect conditions, when the work of their foundations is not necessary anymore – what has changed? For what do they want Georgia to remember their foundations and work they have done? After working individually and making the presentations of their vision's draft version, facilitator collected the key statements from the visions of CFs. As far as CFs decided to make the unite system of monitoring in order to develop the strong Network of community foundations, these statements - collected from CFs visions was kept as the key for all foundations to work on, to create more or less similar vision for their foundations. CFs decided to choose what is valid and appropriate and what makes more sense for their foundations and use those key statements for their own visions. Visions include most important goals and in the opinion of CFs solving the problems connected to those statements will make Georgian society strong and sustainable. For the Aspindza Camp CFs have to work on the final version of their Foundation's visions with the use of draft of vision statements and present it by the end of July. Till then, they have to work on improvement of vision statements and send updated version to TASO Foundation's ML&E program coordinators for feedback.	the changes in those two versions of visions and explained what factors influenced on changing some of their visions components. CFs discussed the flexibility of foundations and mentioned that CFs are local experts of communities they work and live in. Among the key statements of CFs were following: gender equality; democratic society (human is the main value); social and economic development of the community; active civic society; more women in politics; decrease the number of domestic violence; capacity building for marginalized groups, making them socially active and their adaptation in society; sustainability of CFs and their work, public diplomacy and the women's role as mediator in the conflicts; community philanthropy.
Mission (theory and practice)	The theory and key questions were delivered in order to make clear mission statements for CFs – to identify which individuals, groups, institutions are important for their work to be successful; what values should people have to change the environment they work in?; what	Missions statement included following: Environment protection; capacity building for gender equality; advocating women's issues; advocating issues of marginalized groups; knowledge

	capacities should these individuals, groups have? etc. CF representatives worked individually as far as the reality, context of foundation vary from one to another and even though there are lots of similar values CFs work with, there are differences also. CFs discussed the diversity of contexts and talked what makes more sense for them to be put in the mission statement Same assignment was given to CFs for missions – to work on updated version and send to TASO to give feedback and recommendations.	building of community – delivering useful and practical information; transparency; continuous learning process; openness for changes and openness in general; working with other CFs with network principle; CFs are local context experts; decreasing domestic violence – creating the environment of shame for violence; informal education; conflict management.
Identifying Boundary Partners	With the help of various infographics and theoretical part, CFs started identifying their boundary partners. As far as CFs work more or less similar BPs they were asked to work in groups and name their BPs (of course the context and diversity was not forgotten).	Boundary partners named by CFs included following: population of communities; self-help groups; IDPs; different ethnic groups; youth groups; leader women; marginalized groups; other CFs; local governments.
Outcome challenge	As far as CFs did great job on identifying vision, mission and boundary partner's, the next assignment for them was to choose one of BPs and work on the outcome challenge for that partner. Foundations worked in groups, hypothetically wrote the first conditions and OCH.	CFs started working in the program framework document. This was their very first work in that framework and looked a bit confusing.
Setting progress markers	The working day started with explanation what are indicators and progress markers and why are they so important for ML&E process. We set the focus on the fact that changes are continuous and PMs have to be changed from time to time. In order to make it more clear, after explaining theoretical part facilitator divided CFs into groups and gave the outcome challenges they wrote day before for their boundary partners. Now CFs had to identify indicators and progress markers for those OCHs. After community foundation's representatives understood the whole	Indicators were divided into expect to see, Like to see, love to see parts. CFs were working in program framework file, which was very good experience and practice for them. After presentations of their work on indicators, CFs discussed every indicator into details, not to leave any open question in that regard. Working on indicators was very intensive and took lot of time and energy

	meaning of progress markers, they started thinking on common indicators of their work as network of women's foundations.	
Strategy Map	CFs worked on the strategy maps directed to the change of individuals and on the change of environment. Training participants went through details of causal, persuasive and supportive strategies and activities for individuals and environment. CFs were given facilitative questions to have more clear understanding of each component given above. CFs had brainstorming on the components of strategy map and all of them expressed their opinion on what exactly should they write in causal, persuasive and supportive strategies. The next step of discussion was how to implement those strategies. CFs are supposed to write their strategy maps individually for Aspindza summer camp, where all CF's ML&E preparation will be in the final phase.	After working on the Strategy maps, CFs went back to the framework itself and analyzed every sheet in details – where and what should be written. The positive feedback must be mentioned about the framework. Participants said that it helps the huge amount of data to be in one system and it's very useful for their work.
Rolling profile	CFs got the basic knowledge of program framework worksheet and all components of it, which itself was enormous work. The next step was to answer the question – Who and how exactly should collect the information for measuring the progress. First of all the rolling profile worksheet was introduced to the CFs. After going through rolling profile, CFs were given additional ways, sources they can get data	We also mentioned questionnaires as the method of data collection and decided to work more deeply on it in Aspindza summer camp
monitoring process as self-reflection /program response / organizational practices	The great attention was paid to the learning component of ML&E for self-reflection and self-improvement of organizational practices and for the work of individuals. We were talking about learning process from monitoring for the whole 2 days, but the end of the day put everything to it's place.	The program response worksheet was presented to the training participants, which gives great opportunity to self-reflect and think what are best and worst practices that need to be changed or continued.
Focus on change	By the end of the working day we returned to the domains and levels of change and discussed the role of	The roles that CFs identified were following: Movement builder; Grant

community foundations in Georgia. CFs discussed their role and discussed cases of what levels exactly are they covering with their work in their communities, what was the development of their work. It was very good summery of the day and self-reflection of community fun's developments – about it's strong and weak sides and openly talked what needs to be changed in order to improve work and make it more sustainable.	making for marginalized groups; Advocating philanthropy; Knowledge builder

The final thing CFs did was evaluation of the training. All representatives of community foundations mentioned that the working process was very intensive, but very productive, but still they have lot to work on and they have high hopes that Monitoring, Learning and Evaluation process will help them in making strong network of community foundations and that with the help of ML&E their work will become more flexible and efficient. The participants were from Community foundation "Leli"; Karaleti Women's solidarity center; Community foundation "Nefa"; Shida kartli community foundation for peace and development; Community Foundation "Egrisi"; Women for regional development; Kodori 2013; Rural women for human rights.

3.2. Summer Camp for community foundations on outcome mapping methodology – 29th of july-1th of august 2015 Aspindza

As the training in Tbilisi made participants orientate in the Outcome Mapping methodology, the final work was successfully finished. In the period of 10th-28th of July, CFs sent the program framework, which they designed for their boundary partners. They chose their monitoring groups and frequency.

We can proudly say that they dialed with this assignment very well.

On the second step Taso Foundation organized summer camp on 29th of july – 1st of august. The CF representatives were accompanied by the representatives of youth groups who are volunteering in the projects of community foundations/ Taso Foundation sees these youngsters as people, who are helping hand in the process of CFs grantee monitoring, which will independently be carried out by community foundations.

Apart from the financial resources of INWF, the summer camp partly was foundationed by UN Women. As the community foundations were created in the frame of the project "women for peace, equality and development", the UN Women also contributed in the camp foundationing.

The summer camp created the space for finalizing CF's vision and mission statements for following years; identified their boundary partners and grantee partners whom they want to monitor with outcome mapping methodology and worked on outcomes challenges and progress markers. All community foundations had the opportunity to share their vision and mission statements and give final feedback from TASO Foundation staff and other CF representatives. The best practices and failures, future plans development missions were also shared. Community foundations were able to have individual consultations on progress markers and indicators of the outcome challenges that set for their partners, strategy plans for partners were discussed in details. As the requests were quite a lot, facilitator reviewed the whole MLE framework and all working sheets provided by MLE program. By the end, community foundations learned how to make questionnaires from the progress markers they set for their partners and discussed how to make the interviews to get the necessary data. At the same time, the training for youth groups took place in Aspindza, where young volunteers learned how to help community foundations in the process of monitoring and data collection. As the result of the camp, community foundations gave the final versions of mission and vision statements, learned how to set outcome challenges and set indicators and feel confident to start monitoring, learning and evaluation independently.

Monitoring, Learning and Evaluation training for Community foundations
29 July – 1 August , Aspindza, Georgia

Topic	Process/Result	Notes
Outcome Challenge and Outcome Mapping reviewing the theory	As far as there were some questions regarding the outcome mapping process, the whole theory of OM was reviewed. With the help of the facilitator participants went through the theory step by step. CFs were explaining every part and component of the outcome mapping and were discussing about the stages of OM (three stages with 12 steps). CFs discussed why vision and mission is important for their work, remembered the theory of who are boundary partners, how are they able identify the outcome challenge directed to their partners, how to set the indicators for measuring their work and how to work on strategy maps.	The open space for sharing the individual conclusions and impressions was created. CFs shared the thought about the circle of ML&E as the process of learning. The focus was set on the learning process in Monitoring, learning and evaluation.
Community foundations make presentations about their visions and missions	CFs individually made presentations of their visions and missions. On the previous training CFs made the list of statements which they used in designing their new versions. While CFs were making presentations facilitator step-by step wrote down the common statements. CFs	On the previous trainings CFs were given the assignment to work on the draft version of their foundation's missions and visions. The week after the training in Tbilisi foundations sent their missions and visions to

	discussed why they chose them for their vision and mission statements, they individually described their context, analyzed their field of work, challenges they face while working in their community an in the country and made arguments – why are their missions and visions relevant for the context they work in. The version CFs presented in Aspindza was re-edited again on the place. As the result of this session Community foundations have the final version of visions and missions	TASO to review and get feedback.
Community foundations make presentations of their Outcome challenges, progress markers and strategy plans aimed for their Boundary partners	CFs individually represents their boundary partners (self-help groups, youth groups and their grantees) and the outcome challenges they face. CFs formulated the indicators for measuring the work of their boundary partners. Each and every indicator for all foundations was discussed individually. Not only TASO but foundations themselves gave feedback to one another. Working on the indicators took quite long time; it was divided into two sessions. After progress markers CFs shared their strategy maps towards their partners. As the result CFs created strategy maps for each outcome challenge. As the result community foundations have ready version of strategy plans, boundary partner's outcome challenges and indicators and are ready to start operating in this field.	Community foundations started working on their boundary partners, outcome challenges and progress markers after Tbilisi meeting in the office of TASO Foundation. Community foundations had consultations with the TASO Foundation staff members, permanently got the feedback on their strategy plans and especially on indicators, as it was the topic which was more difficult for community foundation representatives to understand and set the clear markers.
Who makes monitoring?	Training participants talked about the topic of who should make monitoring. What kind of skills should that person possess and how the youth group representatives can be involved in the process of monitoring, learning and evaluation. As much as ML&E takes a lot of time and energy, it might be difficult to start the monitoring process for CFs, so the help of youth is necessary. On the other hand, youth groups will be able to gain new skills which are important for their future work not only with community foundations, but in general, in everyday life.	At the same time with Community foundations, the youth group representatives also had the training on ML&E. They learned how to create vision and mission statements, who are boundary partners, what is outcome challenge and indicators.
the program	As the questions after Tbilisi meeting	At the same time with

framework / worksheets	showed, community foundations had lots of questions regarding the framework and systematization of data in the worksheets. The whole program framework document with every single sheet was reviewed again. After testing out the work of worksheets Community foundation representatives had some particular questions which were covered during the session. After Tbilisi meeting earlier in July, community foundations got all necessary documents translated in Georgian in order to learn more about the monitoring worksheets and analyze all information they need. Community foundations had questions like "are they putting information in the right order?"; "is this particular data should be placed in this area or not etc. the questions got collected between the time of Tbilisi and Aspindza meetings and we discussed each question individually. As the result, the community foundations have answers all risen questions and as they mentioned, they feel more confident about the monitoring process now.	Community foundations, the youth group representatives also had the training on ML&E. They learned how to create vision and mission statements, who are boundary partners, what is outcome challenge and indicators.
Using questionnaire in the process of monitoring	One of the main tools how community foundations will get the information from their boundary partners and grantee partners is making the interviews with them, that's why community foundation representatives got the information about making the questionnaires with the help of progress markers. CFs worked on making the questions for getting the necessary data they want to get from interview for the process of monitoring.	Community foundations again discussed why is it so important to get the data from grantee partners or boundary partners and how can they use all the gained information for self development.

3.3. Summer Camp on ML&E for youth groups – 29th of July-1st of August Aspindza

At the same time, while program coordinator was working with community foundations, program , assistant carried out traon 29 july-1 august 2015 in aspindza Taso Foundation organized summer camp on the topic of Monitoring, Learing and evaluation. 17 participants attended the training from youth groups of 5 regions. Youth group representatives made presentations about the activities of

their group of young volunteers and shared experiences. Training participants worked on identification of their community problems and on the alternative ways of solving those problems. They did all of it with the help of the "ideal village" imagining and with the help of facilitator they planned the advocating process of those problems. young volunteers learned how to write mission and vision statement, on the identification of boundary partners , on outcome challenges and indicators. As the result the representatives of youth voluntary groups got the knowledge which will help them to work with community foundations on monitoring, learning and evaluation program. By the end of the training training participants discussed feminist values and women's human right as main focus for ML&E program.

Training participants get to know each other With the help of energizers. 17 youngster from different regions of Georgia took part in the training: samegrelo – 4, Shida kartli region – 1, kvemo kartli -1. Kakheti – 2 Guria – 1, samtskhe Javakheti – 6. Each one of them is the member of youth groups which were created in the frames of the projects "Women for equality, peace and development" and "Women as actors for change and empowerment".

Monitoring, Learning and Evaluation Training for youth groups
29 July-1 August, Aspindza

Topic	Process/Result	Notes
Presentation of youth group's work	The training participants made presentations about the activities of their groups. The groups of young volunteers are actively involved in everyday life of their community foundations and are participating in different kind of activities: film screenings, discussions about human rights, organizing educational quizzes, organizing cultural events and environmental cleaning actions. Young volunteers from shida and kvemo kartli participated in grant competition and with the money they got, they bought books for libraries. The young volunteers from Samegrelo and shida kartli are making puppet theatre and make performances in their and neighbor community	Presentations showed that the young volunteers from shida kartli and saniore are more involved in Community foundation's activities than other participants of the training. Together with their foundations the training participants worked on designing the strategic plan of CFs; youth groups are actively helping community foundations in administrative issues, which shows that community foundations see their future staff members in the youth group representatives. Also important thing is that youth are giving the

	kindergartens. As the presentations were organized in Question-And-Answer mode, all participants tried their best to share their experiences in regard of those activities	helping hand in the implementation of volunteerism culture in their communities.
Ideal village	The session had following tasks 1. The training participants had to work in the groups and write down the problems they see in their communities. They had to choose out of the 3 most important ones, which they see as the most painful problems and had to think about the solution. 2. Groups had to describe how the village looks like from their perspective. Facilitator divided participants into 3 groups, each consisted representatives of different regions. Young volunteers discussed their community problems and chose most essential to solve. It turned out that the ideal village they described had all of the problems solved that they identified in their communities. **I group**: The need of the drugstore; adapted environment for the people with special needs and the need of working places were the problems the group identified in their communities. The ideal village: the laboratories in schools, garbage urns and well equipped infrastructure. **II group:** dirty drinking water, first aid help and canalization Ideal village – clean water, drugstore and gas. **III group:** the issue of flooding, dirty streets, dirty drinking wather Ideal village: clean village, places foe entertainment, water barriers **I Group** – all members declared that the serious issue for their communities is drugstore and working places, which don't exist. In order to buy medicine people have	When groups were discussing the ideal villages, the first group said that youth can voluntarily do urns of different size and materials and place it in the public spaces – the school, village center, shop etc. young volunteers from Dvabzu already organized the action of that kind. They created garbage urns from polyethylene bottles and placed them in the centre. In addition they spread posters to raise awareness about clean environment. III group said that creating the park is possible to make with small , they can make wooden rocking cheers and benches, flower pots from car wheels and different types of attractions for kids. Trainer mentioned about the internet resources that they can use in order to make their ideas come true/

to walk 30-50 kilometers. There were cases when people died because they couldn't get the first aid help or necessary medicine.

There are no working places in the village because of which 90% of the village populations are unemployed. The community members are in huge poverty. In most of the cases, school students are unable to continue their studies after the graduation. One of the group members from Samegrelo also mentioned the problem of adopted spaces for people in wheel chare as there are 4 people in need of it in their school but they have problems as far as the school is not adapted. Classes take place on 2-3rd floor and as parents cannot move them between floors and kids have to stay at home.

I group – when they were describing the ideal village they set the science laboratory for schools as number one priority. In their opinion this will make pupils be more interested in chemistry, physics and will help the development of those fields.

As group members mentioned, in order to make the clean environment in the village, the existence of cleaning service is crucial and they should work in public spaces and parks, to clean garbage urns, but first of all to place those urns in the village. The villages should have good infrastructure: roads, water tubes, gas etc. in their opinion, after solving those problems young generation will be more motivated to stay in the village to live and not to go to the city so that the villages will not be empty from population.

II group mentioned following problems: dirty drinking water and the absence of canalization system are interconnected as the canalization and drinking water are mixing and it is huge danger for population and their health.

Group members say that their villages are 30-60 kilometers away from administrative

	center. Roads are not infrastructure and cars have problems. Often the ambulance cars are late because of that and the patients cannot get the necessary and essential first aid help.	
	II group imagined the ideal village as space where all those problems, which are currently upraised are solved: drinking water and canalization. They consider gasification as community members hardly find woods for winter because of the high price. Young volunteers see gasification as the alternative way of solving this problem.	
	III group mentioned flooding as very challenging issue. The group member from samegrelo mentioned that after heavy rains river enguri is floading nearby villages and the population has huge damage as their houses are flooded, their domestic animals are drowned.	
	III group, like the second group metioned clean drinking water problem as main issue. In this case also, the canalization system is out of order and it is mixed with drinking water. In addition, there is no service of cleaning and the garbage is not taken away or streets cleaned, there are no garbage urns. **III group** imagined ideal village as place which has the problem of water bareers is solved and the village is not flooded anymore. There are garbage urns placed in the village and the cleaning service is working. The young generation has place for meetings: cinema, parks.	
vision (theory and group work)	Facilitator explained the concept of vision, it's use in organization and how can vision be changed in the process of work of the group/ organization and fully covered the theory about creating the vision statement. After the theoretical part, participants were given the task to write the vision statements for their youth groups and	Saniore and shida kartli youth group representatives turned out to have experience of working with their community foundations on the CF's vision, so for them the task went easier. During the working process the facilitator was giving individual recommendations and

	compare it to the vision of their community foundation's vision if they are matching at some point. This assignment gave the participants an opportunity to see if the work of community foundations which is directed to implement some concrete action is matching or not the activities of youth groups. Groups made presentations and in most cases the visions of youth groups matched. The visions covered following statements – creating healthy environment in the community; raising awareness about various issues; building educated youth groups; raising tolerance in citizens; gender equality and fighting against violence.	consultations to the groups to understand task better. Each group got the feedback after presentations about how could they improve their vision statements.
mission (theory and group work)	Facilitator introduced the theory about mission statement – how to write, why is it needed and how does it help groups/organizations to achieve their goals, stay efficient and relevant in their work, how important it is to think about people, groups and institutes , analyze the current situation in the process of working on mission. Participants were divided into three groups and worked on the mission statements. In this case also, missions of the groups almost matched- increasing youth activism and creating learning zone for them; creating libraries; popularization of healthy lifestyle; creating adapted space for people with special needs; fighting against domestic violence .	The task turned out to be quite easy and as participants mentioned, helped them to understand the need of mission better. Groups read the mission statements of their community foundations and gave notes on them.
Boundary partners	Facilitator explained the meaning of boundary partners and provided all necessary theory. She gave the task to identify boundary partners for the youth groups. Young volunteers mentioned their communities, community foundations and self-help groups, self government and Taso foundation as their partners	Young volunteers learned about the boundary partners, that their community foundations identified. they brainstormed about the need of partners and about how they can communicate them effectively, what kind of challenges they might face in the process of communication

Outcome challenge indicators	Facilitator explained the meaning of outcome challenge in the process of monitoring, learning and evaluation program and talked about the importance of indicators. Youth groups got the examples of outcome challenges and they had to identify the indicators for measuring the outcome.	Youth group representatives at first had problems with understanding of indicators, but after given assignment it was clear for them to deal with the theory. after finishing the assignment volunteers presented all their work on missions, visions, boundary partners and ideal villages to the community foundations
feminist values	Youth group representatives had the session about feminist values. With the help of brain storming training participants discussed the core feminist values , woman's human right and democratic values. Coming from the experience of their youth groups and community foundations, training participants discussed how much they are following the feminist values in the process of their work and how they should set focus on women's human rights conditions and activities to improve theit lives , in the process of monitorin	Volunteers discussed few cases and discussed them from the perspective of feminism and feminist values.

Review of Monitoring, Learning and Evaluation trainings

On 9-10th of July in Tbilisi, in the office of TASO foundation the Monitoring, learning and evaluation training took place, in which 8 community foundations from different parts of Georgia participated. Community foundation's representatives discussed the importance and advantage of monitoring, learning and evaluation in their work and realized the need ML&E's for their organizational practices, self-development and the improvement of their work with grantees and in communities. During two days CFs worked on the draft of their After the training participants have basic knowledge in outcome challenge method and can take first steps for implementing it in their work.

From 29th of July till 1st of August the second training of Monitoring, Learning and Evaluation took place in Aspindza Summer camp. Community foundation's representatives made presentations of their final statements of vision and mission, boundary partners, outcome challenges, progress markers, strategy maps. Some final touches were made to improve the monitoring framework and all worksheets were discussed in details. After training community foundations understand the importance of learning from their own experience, using the appreciative inquiry and self-reflecting during the monitoring program. The focus was set on learning component in ML&E process. While community foundations were

working on these issues, 18 youth group representativesalso were trained in outcome mapping methodology in the way that was understandable for their age. As far as monitoring, learning and evaluation takes lots of time and energy, community foundations have resource – the young volunteers to help them in data collection and filling the frameworkmission and vision statements, indicated their boundary partners, wrote outcome challenges and progress markers and formulated their foundation's strategy maps. CFs got theoretical part all together with practical assignments, which gave them the better understand the Outcome Challenge method better.

.

4. Monitoring Cycles

During 2015, Taso Foundation carried out two full monitoring cycles. *The first cycle of monitoring visits* (based on the Outcome Mapping methodology) *was undertaken in period of time from* 20 February to 20 March, 2015). After recording interviews, the program coordinator and assistant placed all data in the program framework. The outcome challenges were designed for each boundary partner according to baseline situation. From outcome challenges, the indicators were categorized into "expect to see, like to see, love to see" and the strategies and activities were listed for each specific group. The interviews showed the way these groups went through since the time of their establishment, indicated strong sides and challenges, showed organizational practices and the involvement of group members or community representatives in the work of the group.

Prior to the field visits the 2 different questioners (for SHG & CF) were developed and introduced to CWs, who provided support in organizing meetings with the groups / interviewees. Both of the question lists are compiled the way which ensures mutual learning and sharing during process of interview, which lasts up to 1 hour each. 42 interviews were recorded during the 1st cycle. The work process, with main accent on learning, progressed the following way:

- Conversation with one member of the SHG, selected by the group (around 40 minutes), which becomes a space for individual, friendly contact for intensive listening and mutual learning for explanations, commenting and corrections, mostly – self correction. Result: both interlocutors learn a lot and both are having feelings like – "now I know". Importance of having the written document – the story of SHG, as the "open document", to be periodically updated with information on the outcomes of the SHGs' activism is explained to interviewee.
- Interviewee is said that she will receive the electronic version of her interview soon, and is asked to share it with the whole group, tell to group members about the process and content of our conversation. At the same meeting, group members are asked to fill the document with additional information about the group and its activism, which interviewee had forgotten to say because of lack of time or some other reason. Some necessary information, as dates, titles etc group can find in its documentation folders.
- The group has its memory refreshed and is ready to write its story (advises on how to organize the text are also delivered at the interview meeting, and also, in most of the cases – through phone and e-mail conversations.
- TF receives the stories, developed by individual group members jointly.

All interviews are typed and sent back to interviewees and community workers for analyzing and improvements according to the findings.

In the result: TF has the collection of interview and the collection of the stories to analyze the ongoing status or the groups for more efficient interactions with community workers and individual SHGs; The groups, knowing that in 6 months period they will participate in another cycle of ML&E are more motivated to for updating of their stories with descriptions of outcomes and successes.

Monitoring visit to Damia village (24 February) showed necessity of additional training for community worker in social mobilization methodology. Soon after, on 28 February, CW received the

one-day individual training and detailed explanations and recommendations for further development of 2 SHGs active in Damia community of ethnic Armenians.

This cycle showed the current situation at that time and the development of each group, as well as the future action plan. It indicated the areas, in which they specific need the support of Taso Foundation in terms of advising, mentoring, teaching, resources. This cycle was quite stressful for the staff members, as it was the first experience of placing data in the program framework. It took longer time, but turned to be successful. As the result, we got the information which we could compare to the second cycle in order to see the development of the groups.

The II cycle of monitoring of the SHGs and CFs (based on the Outcome Mapping methodology) *was undertaken in period of time from 3 September to 28 November*

37 interviews were recorded during the II cycle of monitoring visits. All interviews were typed and sent back to interviewees and community workers for analyzing and improvements according to the findings. TF learns a lot on successes and mistakes of groups of its partners from the clear pictures of their development/activism status interviews give. This knowledge is used in continuous consulting of community workers and direct work with SHGs and community foundations.

We place below several narrations showing the status of the groups development as well as evidence of mutual learning in process of the monitoring:

Molaogli Development Group, Molaogli village, KwemoKartli

Question: Who is the bright leader of your group?

Ariz and Kerim (both young men). Kerim is very polite, active boy, but without language (Georgian). He wanted to study Georgian, was going to attend course in Kutaisi, but could not, because of family problems. Kerim is different from others as he has his own idea about everything, and he is eager to share; he always shares. Sometime I think, I wish to be a boy... As I am women it hinders me, it prevents me in doing things. Sometimes I am not allowed to leave the house. If being a boy, I would be free.

Note: interview was interrupted with the long conversation on issues of equality, gender stereotypes, education of boys and girls. That was good conversation, young women gave me both: attention and understanding.

Question: What has been changed in terms of communication with the community members?

When you first came to our village, they say to us – "they are coming here for nothing, as others use to come often before. Nothing will be done; you better quit attending that meetings!" But now village knows that we will soon open the modern library. Our project is the first in the village, nothing similar was happening before.

The first cycle data helped us to identify the outcomes of the group's. The self-help and youth groups we chose have diverse background as they have different contexts, some of them are conflict or conflict neighbor villages, IDP settlements, communities with ethnic and religious minorities and they are on the different level of development.

The indicators to self-help groups were more or less similar. The expect to see category involved progress markers about regular meetings and producing documentations; identifies community needs and problems; SHG is open to knowledge; SHG members are ready to volunteer. The like to see category included following: SHG operates independently, without the help of community worker; advocates community problems to the local government bodies; builds capacity for community development through educational activities; SHG members promote and give example of building volunteering culture in their local communities. The love to see indicators were following: SHG independently evaluates and implements activities, collaborates with other organizations; SHG participates in local budget planning as the representative f the community; the work of the group is the non-stop educational process. The level of volunteerism and involvement of the community in the affairs of the groups is high; the community contributes in the work of the group and the community philanthropy is developing.

The strategy map of every boundary partner includes grant making, educational events like meetings, workshops, discussions, seminars, trainings, round table meetings; coaching and consultations, policy making; establishing community centers, libraries, internet; campaigns for gender equality; developing young volunteers network and networking of community workers.

The two cycles of monitoring has shown the significant change of the SHG's performance. Groups become structured, formed, got the teambuilding and every group member has strong sense of ownership and sense of belonging. Groups are having monthly meetings (newly established groups twice per month), are producing documents and reports. For every group Taso foundation organized computer classes, is teaching financial accountancy. With the support of TF and it's educational programs, groups were trained in women's rights, project writing and management. The main principle of work became knowledge sharing. Once some of the group members attend trainings, they are sharing it with all group members when they arrive back. Same works for SHG members to teach each other computer skills.

Group members developed personal and interpersonal skills. As some of women have mentioned, they become "independent". Have opened themselves for new life, active civic involvement and self-contribution, developed communication and team working skills, became more organized and punctual, learned how to share opinions, construct arguments and learn how to defend their ideas. Women became empowered to raise their voices and stand for their rights.

The knowledge they got, helped groups to focus on the problems they face, learned the identification, formulation and advocacy of changes. The work of Taso Foundation on Gender Responsive Budgeting and it's impact is strongly reflected on the attitude of group members. By the time, SHGs got the trust and visibility in their communities and became representatives of their villages as the experts of local realities. Now many of the SHG members are advocating community problems on local

government level. Some of the groups improved life of IDP's and migrants, ethnic and religious minorities. They learned how to make research of needs and learn the problems in order to make the advocacy plan. So far, the challenge for every group is the community involvement and support. The SHGs and youth groups are making projects according to the need of community members, but still, there is the problem of communities' contribution. The great impact of the Taso foundation's work is spreading the culture of volunteering all over Georgia and making the network for sharing.

The program monitoring and evaluation has shown the impact of Taso Foundation's work on the development of self-help and youth groups. The success, motivation and empowerment of greatest majority of groups were caused by the support provided by TF, who worked on the formation and strengthening of every group individually. The great importance has grant giving process, but not less important is the knowledge spreading, trainings, seminars, discussions after which groups are gaining knowledge and are better identifying community problems, have grown sensitivity to gender issues, environmental protection, domestic violence etc and find new ways to solve these problems. Teaching advocacy and lobbyism is important in order to manage constructive fight for rights and better life. The coaching and mentoring that Taso Foundation provides to it's grantee partners and boundary partners is very helpful and has great impact on the activities of these groups. The monitoring and evaluation has shown that the gender responsive budgeting work, which Taso Foundation has carried out with local government bodies is influencing the work of the groups and is the catalyst of their success in working with the local governments.

In order to improve the work with youth groups, Taso Foundation preferably has to empower every group individually, as this kind of approach tends to be very efficient. The support in documentation and more accents on civic involvement and social mobilization component key to the success in many of the ML&E program participant groups. Supporting community philanthropy and raising sources for it is imperative.

5. Comparative Analysis by external evaluator

The monitoring of the community organizations in several regions, which was held twice: in February-March 2015 and September-November 2015, revealed that significant changes had been made in a number of groups, the groups had become more active, having a clearer picture of their mission and future plans. In particular, the self-help and youth groups in Samegrelo, ShidaKartli, and KvemoKartli that will be assessed based on the criteria developed in advance by Taso Foundation. The changes concerning the groups in the period in question are described below.

<p align="center">**Rukhi Self-Help Group**</p>

Description of changes

The most striking changes were recorded in the Rukhi SHG. The monitoring earlier this year revealed that the group was quite passive, without clear priorities. The group was unable to see its role in ensuring the community's welfare. The monitoring at the end of this year, however, reveals that the situation has changed dramatically. The group initiated new projects, holding more intensive meetings,

also raising its role and importance in the community, winning over trust and influence, and setting new goals.

Supportive actions and persons

The transformation of the Rukhi SHG was due to the merger of two SHGs and the subsequent inflow of fresh human capital. In addition, one of the members, who grew especially active, initiated a new project.

Sources of evidence

One of the projects of the group involved computer courses for community members. The group members have a list of all beneficiaries of this service.

Immediate changes (including its description, supportive factors, and document proof)

The group has started collecting documents that were missing before the monitoring, for example, the contact information of the beneficiaries of their services.

Received knowledge, requested program changes, and feedback

Judging by progress indicators for the Rukhi SHG, it is clear that they meet expected outcomes almost in full and partially meet desired outcomes. The group is engaged, often successfully, in fighting for the community's interests. They are respected in the community and are able to offer the community ways to solve different issues. As for their special achievements, the group meets only two points, namely, cooperating with self-government on addressing the community's concerns. They enjoy some support from donors. Although they do not have many donors, they still managed to raise certain foundations to help the local outpatient clinic. When it comes to philanthropy, however, they still have much to accomplish.

Anaklia Volunteers Group

Description of changes

Comparison of the surveys conducted in March and November reveals that, unlike the composition of the group, the dynamics of its activity changed significantly. The first interview in the group was held shortly after its establishment, so the group did not have a clear strategy at that time, only general ideas. In November, however, it was evident that the group launched active work immediately after its creation, planning several environmental campaigns and collecting books for the library.

Supportive actions and persons

The group has a number of strong active members who sustain the group's activity. The group's leader apparently enjoys respect and often comes up with new initiatives. On the other hand, the *Nepa* Community Foundation, which frequently assists the volunteers group with different resources, has also contributed to the positive shifts in the group. The role of TinatinSichinava of *Nepa* deserves special mention as she helps the group organize numerous activities.

Sources of evidence

The group has a comprehensive structure. It consists of internal thematic groups with their own leaders, which simplifies their work. The group members can join several thematic groups at the same time, depending on their interests. The group's success and visibility in the community rests on the fact that two volunteer groups operated in Anaklia earlier, paving the way for the current group.

Immediate changes (including its description, supportive factors, and document proof)

Because the volunteer groups consist of schoolchildren, their composition changes frequently. The whole composition and structure may change at once. Leaders, that is, students who graduate, come and go, being replaced by new ones. No particular volunteer group has enough time to make and maintain a permanent change, but the overall role and visibilityof the group is constantly growing in the community.

Received knowledge, requested program changes, and feedback

The group has reached all expected outcomes. It has a charter, a clearly defined structure, and its members actively attend meetings. As for desired outcomes, they come up with frequent initiatives that benefit the community and are supported by self-government which joins the group's campaigns. Moreover, the group implemented a community philanthropy activity by collecting non-financial donations, books, which should be recognized as an exceptional achievement.

Fair Wind Volunteer Group in Rike

Description of changes

The Rike volunteer group has been operating for almost 18 months, apparently undergoing numerous important changes all the while. During the March interview sessions, the group had only 10 members who did not seem motivated enough and spoke only of general ideas, not implemented or upcoming projects. By the November interviews, however, they had become very active, engaging in different activities and organizing several projects, also cooperating with the volunteer groups in neighboring villages and striving to raise their community's awareness about such issues as domestic violence and women's rights.

Supportive actions and persons

In March, the group's members said that they had a leader who was too busy to work with the work, so they had decided to elect a new leader. In November, however, the group boasted active members with fresh ideas. Several new members also joined the group, which might have contributed to its renewed activity.

Sources of evidence

According to the group's members, their documentation has yet to be organized, although they do have photo materials depicting their work in the community.

Immediate changes (including its description, supportive factors, and document proof)

Membership in the group brought about changes for the volunteers who accumulated experience they can now put to use. For example, the skills they have acquired will enable them to join the youth self-government representative body and continue their pursuits.

Received knowledge, requested program changes, and feedback

In terms of expected outcomes, similar to the other groups, the Rike volunteer group may be assessed positively. When it comes to desired outcomes, the group's achievements are positive rather than negative. The group, which is focused on positive change to benefit the community, comes up with different initiatives. Notably, they take care of the people with limited abilities in the community and try to engage them in their activities. Self-government is also cooperating with them to some extent.

The group is actively supported by the *Mega 2013* SHG. As for special indicators, we should note that the group must work hard to achieve outcomes.

The *Power of Unity* SHG in Skra

Description of changes

The Skra SHG has been operating, and quite actively at that, for four years. The group was interviewed for the first time in February, when it was already working at full throttle, though they were focused mainly on developing new plans. The September monitoring revealed that the group implemented these plans, namely, publishing a community newspaper, screening films in Ossetian villages, and continuing teaching kids in the community. They taught them computer skills that they had in turn learning in training. The progress of the group in the seven months between the monitoring sessions is obvious.

Supportive actions and persons

No changes were recorded in the two years of the group's existence, which consists of the same members, with only leaders changing periodically and enhancing the group's activity and improving outcomes depending solely on the performance of its members. Thanks to their projects, the group has won over the community and even enjoyed is support through some hard times.

Sources of evidence

The group publishes a community newspaper, and it is engaged in training on different topics, such as women's rights, for example. They teach different subjects to underage children and organize film screenings. They even hosted foreign guests once. According to the group's members, their office is always open, all day, every day.

Immediate changes (including its description, supportive factors, and document proof)

The group realized that, along with regular activities, its members needed to develop their skills to ensure greater effectiveness at work. To this end, the group made changes and started taking intensive English language courses.

Received knowledge, requested program changes, and feedback

The Skra SHG meets the criteria set for expected outcomes. They hold regular meetings and have a clear action plan. The SHG is respected in the community. It publishes a community newspaper, assists community members, and meets many of the criteria for desired outcomes, though its representation in local self-government should be higher.

The *Solidarity* SHG in Iriga

Description of changes

Since the day of its establishment in October 2014, this SHG has not seen any significant changes in its composition, though progress is obvious, and it is clear that the group has made a difference in the community. The interviews in March confirmed that the group had clear plans to help the local kindergarten, purchase a much-needed Xerox copier for the community, and ensure internet connection. As early as September, they had already completed these projects, earning respect and praise from the community. They enjoy trust and feel that they are needed.

Supportive actions and persons

All members are active and committed, though GulnarChekhani, the group's leader, deserves special mention in this regard. She used to be a SHG member in Tzintzkaro, where she learned necessary skills and shared them with her fellow villagers. The group was established through their joint efforts.

Sources of evidence

The group has renovated its office and implemented a project involving provision of internet connection and access to computers. The group scrupulously maintains documentation, has a charter, and maintains relevant records.

Immediate changes (including its description, supportive factors, and document proof)

It took the group a very short time to implement the plans it had formulated at the beginning of its operations. Apparently, the Iriga SHG is focused on progress despite the fact that its members, because of the special nature of the life in their village, do not have much time for meetings. Still, they manage to work for the benefit of the community.

Received knowledge, requested program changes, and feedback

The Solidarity SHG meets the criteria for expected outcomes, as its members meet at certain intervals, have a charter, and maintain minutes. They have emerged as a force that comes up with initiatives, serves the interests of the community and participate in community meetings, while their fellow villagers set their hopes in the group. In terms of exceptional achievements, however, the situation in this group is no different from the rest.

The *Imedi*Youth Group in Tzintzkaro

Description of changes

This youth group is quite active, and improvements are in place in the period between the interviews conducted in March and September. The group has earned the community's trust and respect and engaged many fellow villagers, including women and children, and volunteers who join their activities and set an example of perfect citizens for others. Their fellow villagers try not to stand in the group's way by ruining what it has accomplished.

Supportive actions and persons

The group's members are very active, including its leader, Nana Stepliani, who spares no effort to share her expertise with other people in the community.

Sources of evidence

The group has arranged a gym and a computer center for the community, which are actively used by their fellow villagers. The group's projects and activities, commended by the community, are the sources of evidence.

Immediate changes (including its description, supportive factors, and document proof)

The group replenishes it composition after its member leaves for one reason or another. Under the new grant, they set new goals and plans that they are implementing together with other youth groups.

Received knowledge, requested program changes, and feedback

Expected criteria are met—the group meets regularly to plan its activities. The group has new interesting and useful ideas. In terms of desired outcomes, the group's performance may be assessed

positively. The only thing that could be said about special achievements is that the group has certain financial resources from donor to implement a new project, but their activities are not financially supported by the community or self-government.

The *Sails of Dream* (Парус Мечты) SHG in Damya

Description of changes

The *Sails of Dream* SHG consists of ethnic Armenians living in KvemoKartli. The group is actively trying to make a difference in the life of the community. The period between interviews in February and September reveals that the group has engaged in activities to benefit the community, actively cooperating with self-government on such important issues as irrigation and natural gas supply. Compared to the groups discussed earlier, this group is most actively cooperating with self-government. The group, with the help of some villagers, finished renovating the village club by September.

Supportive actions and persons

The group's members are very active, coming up with new ideas as they identify the village's needs. They cooperate with self-government on some issues.

Sources of evidence

Some villagers had doubts about the group's work, believing the group to have vast financial resources that were used for personal gain. To convince their fellow villagers, they were invited to the group's meeting to familiarize themselves with the group's accountancy, yet nobody showed.

Immediate changes (including its description, supportive factors, and document proof)

The group is trying to engage fellow villagers in its work for the benefit of the village, though so far it has not worked out. Villagers provide assistance only when asked to do so. Otherwise, they are not active.

Received knowledge, requested program changes, and feedback

The group is quite active, gathering regularly, scrupulously observing the charter, and meeting criteria for expected outcomes. He group comes up with useful ideas and cooperates with self-government, and its main activity seeks to address the needs of the community. As for special achievements criteria, the group obviously has to work harder.

Concerning the eight groups, which were subjected to monitoring sessions twice in 2015, six months apart, interesting results are in place, showing how the groups developed and how significant changes can be made in such a short period, and, most importantly, how a small but active group can make a huge difference in the community. Since the groups, their stories and social contexts in which they operate, are quite similar, common recommendations by criteria below can be formulated.

Which activities should Taso Foundation continue?

We should continue developing the group, providing it with new skills and information to allow the group to continue active operations and make a difference in the community.

What should be done to ensure improvement?

We need greater coordination and the greatest possible engagement on the part of the community members.All community members must realize that they are responsible before the community, and that one member cannot accomplish anything alone. All members must contribute to the common cause.

What strategies/practices do Taso Foundation need to add?

The self-help groups must maintain closer contact with self-government, greater engagement in budgeting, and enhanced involvement in village governance.

Which strategies/practices should Taso Foundation terminate (ineffective strategies/practices or those that require too much effort or resources to succeed)?

Assistance that yields no results must be discarded. Each person receiving assistance must assume responsibility for helping others. This is the way to ensure the growth of the community philanthropy network. Otherwise, the group, and therefore the community, will never reach its goals.

If any, what problems have emerged that require in-depth evaluation? When? Why? How?

Preferably, rotation of responsible positions in the group must be maintained. The group should not depend on one person. Although group members have different characters and characteristics, this issue must be resolved as to enable each member to have some time to be in managing position. This way they will develop better and transform into leaders able to make a difference. Once again, this project was designed to benefit the community, which is impossible to achieve without engagement from every member of the community. The community must be mobilized to introduce foundationamental changes.

6. Future plans

The monitoring, learning and evaluation program of 2015 mostly was focused on youth and self-help groups as boundary partners. This was so, because Taso Foundation focused it's work on these groups and contributed great majority of time on their development. In addition, we were working on empowerment, support and strengthening of the community foundation's network.

During the ML&E in 2015, we interviewed community foundations also. We have the baseline stories, their current development data and organizational practices description. This data gave the opportunity to analyze the realities and start working on the outcome challenges and progress markers towards each foundation. As 2016 started with grant giving to our community foundations , currently 9 foundations in the network and 3 groups which are in the process of registration, our main focus will be set on the community foundation's monitoring and evaluation. On some certain stage of development, some of the self-help groups are becoming a community foundation, which makes the network of community foundations to grow. Rest of the self-help groups in neighbor villages are not working directly with Taso Foundation after it, but with their local community foundations. This gives us the capacity to orientate on community foundations in 2016 and by their work and the ML&E they will carry out, we will get the data about the work of self-help and youth groups.

As by the end of the year we had money left from the ML&E program and the service contract with the Women's foundation in Georgia gave us possibility to have flexible budget, we transferred 1.244 dollars to one of the foundations in Kakheti Region, which will use this money for re-granting and will foundation youth group initiatives. In addition, the travelling opportunities from other programs which were implemented by Taso Foundation simultaneously, we could save money and use it on empowerment of our grantee partners.

After the educational activities, which we carried out during our work on the ML&E program, the community foundations are monitoring and evaluating their grantee partners. Using the monitoring data of CFs and carrying out our monitoring cycles to the groups is our 2016 plan. In addition, we are continuing evaluating Taso Foundation's work and start gaining data from weekly staff meetings.

Resume

With the support of International Network of Women's Foundations, Taso Foundation's staff members attended 5 days training on Outcome mapping methodology in December 2014. Taso Foundation learned the Outcome Mapping methodology carefully and saw the great need and use of the tools and methods provided by the methodology. As it become the main operational tool for monitoring and evaluation, the educational activities were decided to make. First of all, we invited our community foundations in the office of Taso Foundation on 2 days training in ML&E methodology and in 2 weeks we organized summer camp for youth groups and CFs.

On 9-10th of July in Tbilisi, in the office of TASO foundation the Monitoring, learning and evaluation training took place, in which 8 community foundations from different parts of Georgia participated. Community foundation's representatives discussed the importance and advantage of monitoring, learning and evaluation in their work and realized the need ML&E's for their organizational practices, self-development and the improvement of their work with grantees and in communities. During two days CFs worked on the draft of their After the training participants have basic knowledge in outcome challenge method and can take first steps for implementing it in their work.

From 29th of July till 1st of August the second training of Monitoring, Learning and Evaluation took place in Aspindza Summer camp. Community foundation's representatives made presentations of their final statements of vision and mission, boundary partners, outcome challenges, progress markers, strategy maps. Some final touches were made to improve the monitoring framework and all worksheets were discussed in details. After training community foundations understand the importance of learning from their own experience, using the appreciative inquiry and self-reflecting during the monitoring program. The focus was set on learning component in ML&E process. While community foundations were working on these issues, 18 youth group representatives also were trained in outcome mapping methodology in the way that was understandable for their age. As far as monitoring, learning and evaluation takes lots of time and energy, community foundations have resource – the young volunteers to help them in data collection and filling the framework mission and vision statements, indicated their

boundary partners, wrote outcome challenges and progress markers and formulated their foundation's strategy maps. CFs got theoretical part all together with practical assignments, which gave them better understand the Outcome Challenge method better.

During 2015, Taso Foundation carried out two full monitoring cycles. The first cycle of monitoring visits (based on the Outcome Mapping methodology) was undertaken in period of time from 20 February to 20 March, 2015). After recording interviews, the program coordinator and assistant placed all data in the program framework. The outcome challenges were designed for each boundary partner according to baseline situation. From outcome challenges, the indicators were categorized into "expect to see, like to see, love to see" and the strategies and activities were listed for each specific group. The interviews showed the way these groups went through since the time of their establishment, indicated strong sides and challenges, showed organizational practices and the involvement of group members or community representatives in the work of the group.

Prior to the field visits the 2 different questioners (for SHG & CF) were developed and introduced to CWs, who provided support in organizing meetings with the groups / interviewees. Both of the question lists are compiled the way which ensures mutual learning and sharing during process of interview, which lasts up to 1 hour each. 42 interviews were recorded during the 1st cycle.
In the result: TF has the collection of interview and the collection of the stories to analyze the ongoing status or the groups for more efficient interactions with community workers and individual SHGs; The groups, knowing that in 6 months period they will participate in another cycle of ML&E are more motivated to for updating of their stories with descriptions of outcomes and successes

This cycle showed the current situation at that time and the development of each group, as well as the future action plan. It indicated the areas, in which they specific need the support of Taso Foundation in terms of advising, mentoring, teaching, resources. This cycle was quite stressful for the staff members, as it was the first experience of placing data in the program framework. It took longer time, but turned to be successful. As the result, we got the information which we could compare to the second cycle in order to see the development of the groups.

The II cycle of monitoring of the SHGs and CFs (based on the Outcome Mapping methodology) was undertaken in period of time from 3 September to 28 November. 37 interviews were recorded during the II cycle of monitoring visits. All interviews were typed and sent back to interviewees and community workers for analyzing and improvements according to the findings. TF learns a lot on successes and mistakes of groups of its partners from the clear pictures of their development/activism status interviews give. This knowledge is used in continuous consulting of community workers and direct work with SHGs and community foundations.

The two cycles of monitoring has shown the significant change of the SHG's performance. Groups become structured, formed, got the teambuilding and every group member has strong sense of

ownership and sense of belonging. Groups are having monthly meetings (newly established groups twice per month), are producing documents and reports. For every group Taso foundation organized computer classes, is teaching financial accountancy. With the support of TF and it's educational programs, groups were trained in women's rights, project writing and management. The main principle of work became knowledge sharing. Once some of the group members attend trainings, they are sharing it with all group members when they arrive back. Same works for SHG members to teach each other computer skills.

The program monitoring and evaluation has shown the impact of Taso Foundation's work on the development of self-help and youth groups. The success, motivation and empowerment of greatest majority of groups were caused by the support provided by TF, who worked on the formation and strengthening of every group individually. The great importance has grant giving process, but not less important is the knowledge spreading, trainings, seminars, discussions after which groups are gaining knowledge and are better identifying community problems, have grown sensitivity to gender issues, environmental protection, domestic violence etc and find new ways to solve these problems. Teaching advocacy and lobbyism is important in order to manage constructive fight for rights and better life. The coaching and mentoring that Taso Foundation provides to it's grantee partners and boundary partners is very helpful and has great impact on the activities of these groups. The monitoring and evaluation has shown that the gender responsive budgeting work, which Taso Foundation has carried out with local government bodies is influencing

The monitoring of the community organizations in several regions, which was held twice: in February-March 2015 and September-November 2015, revealed that significant changes had been made in a number of groups, the groups had become more active, having a clearer picture of their mission and future plans. In particular, the self-help and youth groups in Samegrelo, Imereti, ShidaKartli, and KvemoKartli that will be assessed based on the criteria developed in advance by Taso Foundation.