គណៈកម្មាធិការសហប្រតិបត្តិការដើម្បីកម្ពុជា
Cooperation Committee for Cambodia
Comité de Coopération Pour le Cambodge

Practical Guideline on

M&E for NGOs in Cambodia

Practical Guideline on Monitoring and Evaluation for NGOs in Cambodia

Supported by: Diakonia, DCA and NPA

Third Edition

Cooperation Committee for Cambodia (CCC), last updated December 2020.

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Foreword

One of the measures of success of our civil society is our responsiveness to the changing needs and circumstances of NGOs in Cambodia. NGOs have become more open and accountable, and have committed ourselves to specific standards of performance against which the public can gauge what they can and should expect from us. Such responsiveness and adaptability call for an enormous amount of resilience, dedication and skill from all of us. We must ensure that our Monitoring and Evaluation practices develop even further the commitment and performance of civil society.

Each one of us has a role to play in meeting the challenge of improving our Monitoring and Evaluation practices and maintaining a dynamic and progressive approach to monitor and evaluate a project/program in our organization. This Practical Guideline on Monitoring & Evaluation for NGOs in Cambodia not only encapsulates the vision and guiding principles of how we intend to manage their effectiveness, efficiency, relevance, and financial viability of organizational performance in the future, but provides a practical tool to assist us in realizing that vision.

CCC strives to contribute to a robust Civil Society in Cambodia. We recognize that people are society's most precious assets. Our hope is that colleagues will make the most of this Guideline to improve the value of their contribution to their work in organizations and uphold the high reputation of our Civil Society.

Preface

Non-Governmental Organizations (NGOs) provide essential functions: caring for the social movements within civil society, strengthening the foundations of an emergent civil society, and providing a voice for engaged citizens. These are just a sample of the many and varied missions that are supported by around 179 both foreign and domestic NGOs in the Cambodia.

Endless growing competition for resources, expanding service demands, and an increasing chorus of calls for accountability result in a high-pressure situation in which NGOs must maximize their effectiveness and efficiency to be successful. Accordingly, there is an urgent need for information and assistance to help NGOs create an effective work environment. Monitoring and Evaluation is set up and used to measure the relevance, effectiveness, efficiency, impact, and sustainability of the work of their projects/programs.

Additionally, NGOs need to see an evaluation not only as something that happens when a donor insists on it. Monitoring and Evaluation are invaluable internal management tools. This guideline provides user-friendly explanations covering a wide variety of Monitoring and Evaluation aspects, with examples of related forms and tools. Although the coverage of topics is extensive, it is not all-inclusive. Some parts of this guideline might apply to most NGOs.

The guideline is organized by chapters, then into sub-headings. The table of contents provides a guide to location of topics of specific interest. In addition, at the end of the guideline you will find a Glossary and number of helpful Annexes.

We sincerely hope this guideline helps the job of non-profit managers and leaders in an effective work environment.

We are grateful for the working group and practitioners who provided insightful perspectives of the following members who provided helpful feedback throughout the guideline:

Name of Working Group Members	**Organizations**
Mr. Heng Kun	Save the Children Cambodia
Ms. Sokleng Kheang	Former Heifer
Mr. Khim Narith	ACILS
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CCC strives to review and improve its services at all times. We welcome any feedback or comments readers have regarding this guideline.

Thank you.

Monitoring and Evaluation Working Group
Cooperation Committee for Cambodia

List of Acronyms and Abbreviations

AAC	Action Aid Cambodia
AVSF	Agronomeset Vétérinaires Sans Frontières
CCC	Cooperation Committee for Cambodia
CE SAIN/RUA	The Center of Excellence on Sustainable Agricultural Intensification and Nutrition of Royal University of Agriculture
CCIM	Cambodia Center for Independent Media
CHC	Cambodia Health Committee
CLO	Continue Learning Organization
CSO	Civil Society Organization
DAC	Development Assistance Committee
DCA	Dan Church Aid
Diakonia	Diakonia
DDD	Digital Divide Data
FACT	Fisheries Action Coalition Team
FGD	Focus Group Discussion
GNC	Good Neighbors Cambodia
FNGO	Foriegn Non-Government Organization
KII	Key Informant Interview
LFA	Logical Framework Approach
DNGO	Domestic Non-Government Organization
MEF	Monitoring and Evaluation (M&E) Framework
M&E	Monitoring and Evaluation
MRO	Mlup Reussey Organization
MSC	Most Significant Change
MTE/R	Midterm Evaluation/Review
NGO	Non-Government Organization
NPA	Norwegian People's Aid
OECD	Organizational for Economic Cooperation and Development
PSI	Population Service International in Cambodia
RBM	Results Based Management
SPSS	Statistical Package for Social Science
STT	Sahmakum Theang Tnaut
STATA	Software for Statistics and Data Science
TOR	Terms of Reference
YRDP	Youth and Resources Development Program

List of Boxes

1. OVERVIEW OF THE GUIDELINE

This section highlights the purpose of the guideline, how to use it and its scope and limitations.

Cooperation Committee for Cambodia (CCC) aims to facilitate dialogues between NGOs in Cambodia. To this regards, CCC has organized many events and forums for NGOs and their members in order to promote and share ideas and best practices in their approaches to the challenges they faced. One of the focus areas of discussions within NGOs and their projects is effective Monitoring and Evaluation (M&E).

1.1. Purposes of Monitoring and Evaluation Guideline

This guideline aims to provide general guidance concerning M&E tasks. The main purposes are to:

- Improve understanding of systems for M&E in the NGO Sector in Cambodia
- Strengthen skills in M&E performance for relevant stakeholders
- Provide useful technical resources for promoting quality assurance within program/project management

Who is it for?
This Guideline is for all those who have specific roles to play in taking on M&E related responsibilities and tasks. First and foremost, this guideline is for M&E Managers/Officers and Program/Project Managers who plan to conduct M&E tasks as part of project management, as well as for junior staff who carry it out but need more explanation, and university students who wish to learn about it. It is recognized that some NGOs don't have M&E teams, and other staff such as Project teams, Researchers or Quality Assurance staff do M&E tasks.

1.2. Structure of this Guideline

This guideline is divided in 10 sections and presented as a set of sections and sub-sections with examples in boxes.

We introduce M&E tasks as part of a cycle. Some M&E tasks occur during the Design and Preparation stage (e.g. many proposals require frameworks or plans be submitted to donors before funding can be approved), while other tasks occur during Data Management (i.e., field data collection), Reporting and Knowledge Sharing.

Each section has sub headings listed in the table of contents that allow you to focus on particular aspects of M&E as needed. This makes it possible for you to focus on the materials that are relevant for your needs as they become relevant to you and/or your organization. You might want to adapt parts of the guideline on particular M&E functions and share them with colleagues and partners.

Whatever your level of responsibility for M&E, this document is only a guideline. For it to be truly effective, users will have to adapt the relevant ideas and procedures found within to the unique needs and contexts of their respective organizations.

1.3. Scope and Limitations

The guideline was designed to be used as a reference for NGOs who wish to improve their daily practice and management in relation to M&E. It seeks to address key issues of concern regarding how projects/programs are implemented, monitored and evaluated.

This guideline is focused on program/project monitoring and evaluation which is not covered on organizational capacity assessment. Organizational assessment is important for organizational sustainability and the readers can learn more from the program of CCC, NGO Good Governance and Professional Practices (NGO GPP), which has all the methodology and standards to assess the organization.

Neither the guideline nor its annexes are intended to act either as legally binding documents, nor standardized guidelines for all NGOs.

2. Monitoring and Evaluation Framework

This section seeks to explain the basic aspects of M&E, purposes and the importance of monitoring and evaluation in the context of results based management.

2.1. Definition of Monitoring and Evaluation

Different authors tried to define the definition of Monitoring and Evaluation for their respective organizations. In this guideline, the definition was adopted from the most appropriate one from many literature reviews to meet the most needs for NGOs in Cambodia.

Monitoring refers to the on-going process of regularly collecting, analyzing and using information to inform appropriate and timely decision-making, ensure accountability and provide the basis for continuous learning processes and adjustments. Monitoring is usually an internal process.

Evaluation is an examination of progress attained, the relevance and fulfillment of results, as well as the efficiency, effectiveness, impact, relevance, (overall goal), financial viability, and sustainability of an organization or a project/program. Evaluations should provide information that is credible and useful, enabling the incorporation of lessons learned into management decision-making.

The table below explains the key distinctions between Monitoring and Evaluation:

Stage	Monitoring	Evaluation
Purpose	• To measure the progresses and changes in situation or activities • To see whether the program /project implementation is being done according to plan • To see the direction and to make decisions for improvement (e.g. whether to extend, stop or move the project to other area)	• To assess the effectiveness and impact of the project (e.g. what went well/not well, and why) • To see how far the program /project objective has been achieved • To make better strategy, policy and support decisions

Stage	Monitoring	Evaluation
When / How often?	• Occurs all the time, for example during implementation of program / project activities • Monitoring is continuous	• Evaluation occurs periodically at specific times. For example, in the middle, at the end of a program /project or even some months or years later
Who Does It?	• M&E staff, project managers and their teams, field staff	• M &E staff, project managers, external persons (i.e., consultants, statisticians, donors and partner organization)
For whom?	• Implementers and stakeholders	• Donors and partners
How is the information used?	• To obtain and track current progress, to solve problems and to improve program /project implementation • It should consider experiences and lessons learned right now	• To judge the impact of the program /project on the target beneficiaries, and help decide on future activities and how they should be approached or planned for

2.2. Benefits of Monitoring and Evaluation

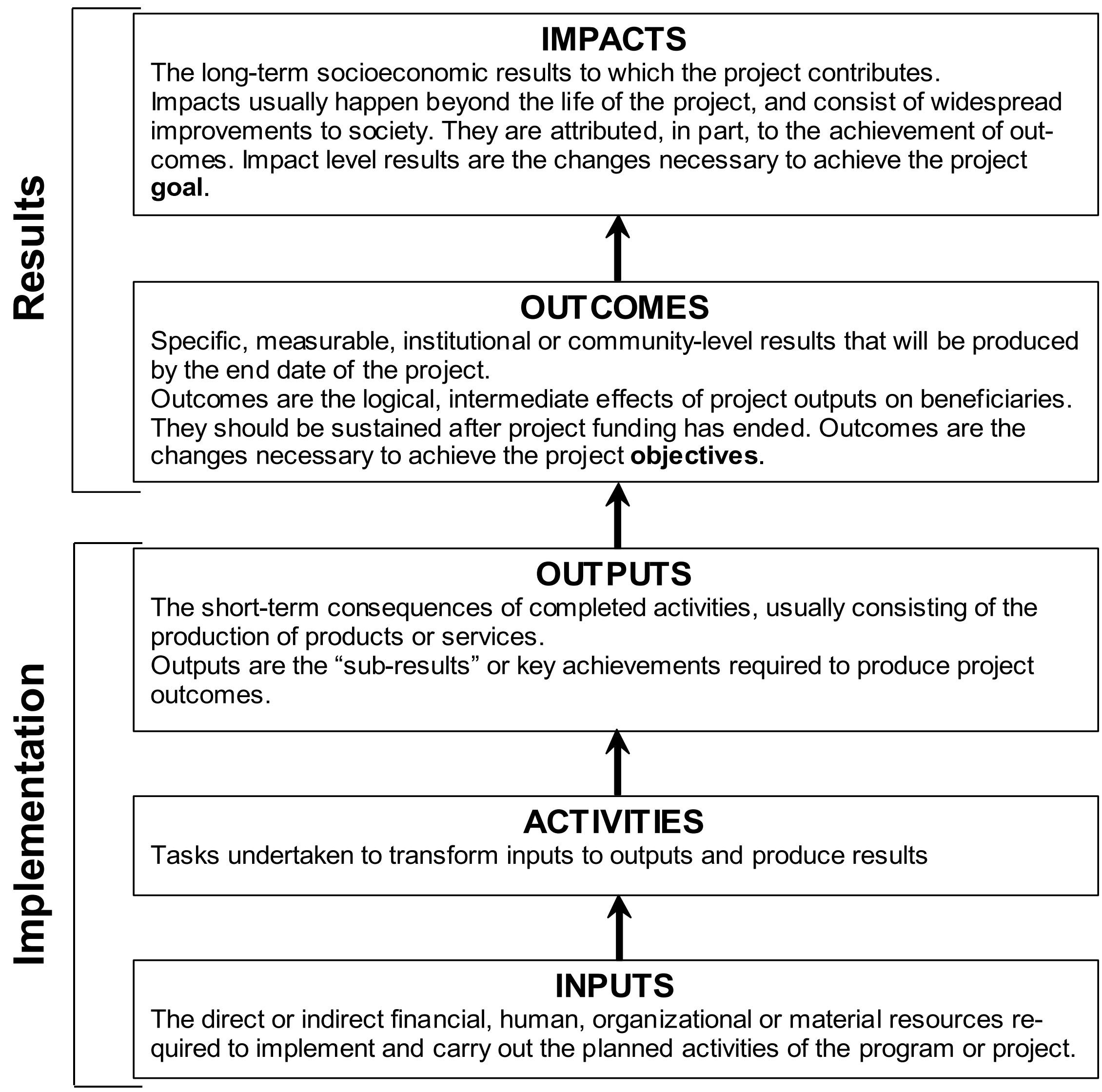
Monitoring and evaluation helps improve **performance and achieve results**. The overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to manage the outcomes and outputs known as development results more effectively. Performance is defined as progress towards and achievement of results.

The main objectives of today's results-oriented monitoring and evaluation are to help staff to build capacities to:

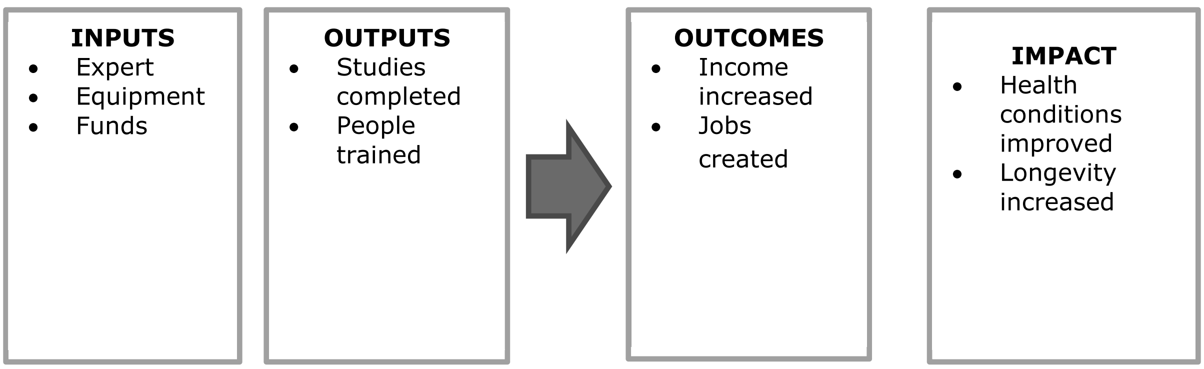
- Enhance organizational and development learning
- Ensure the informed decision-making
- Support accountability and repositioning of the organization to meet the current needs

When doing monitoring and evaluation, it is needed to consider two levels including **outputs** and **outcomes** which is closely connected to each other. **The outputs** are the specific products and services that emerge from processing inputs through program/project and other activities. Where **the outcomes** focus on the changes in development conditions that aims to achieve through program/project from the production of outputs.

Some NGOs' staff has been more familiar with the output monitoring and evaluation and not so much focus on **outcome monitoring and evaluation**. Today, the challenge is to go beyond outputs and require to answer how outputs contribute to outcomes. The following is to illustrate how outputs and outcomes interrelated in order to achieve results which is called **Results Chain or Logic of Results**:



Example:



2.3. Monitoring and Evaluation in the Context of Results-Based Management

Results-based management (RBM) is a management strategy or approach by which an organization ensures that its **processes, products and services** contribute to the achievement of clearly stated results. RBM provides a framework for strategic planning and management by improving learning and accountable.

Outcome monitoring is a continued and systematic process of collecting and analyzing data to measure the performance of the organization toward the achievement of outcomes. In order to monitor outcomes and outputs effectively, the organization has to determine exactly which **programs/projects and other activities contribute to any specific outcomes**. To do so, the organization needs to establish baseline data, select outcome indicators of performance, and design mechanisms that include planned actions such as field visits, stakeholder meetings and systematic analysis or reports.

Outcome evaluation is to assess how and why outcomes are or are not being achieved. An outcome evaluation extracts lessons learnt, findings and recommendations by the assessing:

- Progress towards the outcome
- Factors contributing to the outcome
- Key contributions (outputs) to outcomes

3. How to Conduct Monitoring

This section describes how to plan for monitoring and explains details on how to conduct outputs monitoring and outcomes monitoring. It details the data collection tools and data analysis as well as monitoring report.

Good monitoring means that **monitoring is continuous**, involves different stakeholders, and is focused on progress towards outcomes. When conducting good monitoring, some principles need to consider are as follows:

- Good monitoring focused on results and follow up by looking at "What is going well" and "What is not progressing" in terms of progress towards intended results. Then, the monitoring report is developed with making recommendations and follows up with decisions and action.
- Good monitoring depends on the good design through designing a realistic results chain of outcome, outputs and activities.
- Good monitoring requires regular visits by the program/project support team at the head office in the organization. The regular visits ensure the documentation of the achievement and challenges of the project visited.
- Good monitoring is benefited from the use of participatory monitoring mechanisms because it will ensure the commitment, ownership, follow-up and feedback on performance.
- Good monitoring is to assess progress and performance based on clear criteria and indicators.
- Good monitoring is also to assess the relevance, performance and success. The findings are used for decision making on project/program and support.
- Good monitoring is to generate lessons learnt as part of learning through all monitoring tools, adapt strategies and avoid mistakes from the past.

The following section explains the steps to conduct monitoring included (i). Plan and Preparation, (ii). Field Data Collection, (iii). Data Management, (iv). Data Analysis and (v). Develop Management Response.

3.1. Step 1: Plan and Preparation

Develop Terms of Reference for project monitoring

In order to conduct monitoring for your projects/programs, a work plan is to develop. A work plan is an annual or multi-year summarize of tasks, timeframes and responsibilities. The decision of conducting monitoring is based on the top management of each organization. The following is some requirements for planning:

- Plan monitoring: The important monitoring tool and monitoring is an important input to evaluation.
- Document results (outcomes and outputs): Meaningful information about outcomes and outputs needs to document.
- Develop a monitoring plan: A monitoring plan should cover outputs and outcomes for the project/program.
- Base planning on a strategic choice: Identify what needs to be monitored.

Before conducting monitoring, the first important step is to develop terms of reference (TOR) and Box 3.1 provides some suggested template.

Box 3.1: Suggested Terms of Reference to Conduct Monitoring

Introduction:	Title, a brief description of project, timetable, and estimated budget. Indicate whether it is outputs monitoring, outcomes monitoring or both
Objectives:	Why monitoring is being undertaken and a list of the main target groups
Background:	Objectives of the project outlining its context and monitoring, key elements of the project, and cost and duration
Methodology:	Indicate monitoring techniques and research methods (data collection methods including questionnaires, sampling, etc.)
	Include any specific instructions on how to approach the key issues to be monitored
Reporting and feedback:	Specify the reports, presentations and feedback required (inception report, debriefing presentation, draft report, final report) with details of language, date of delivery, number of copies required.
	The report format/layout should be specified
Expertise required:	Indicate the number of experts/project staff members required noting their qualifications and experience, with special attention to the requirements for the position of team leader. You should also take into consideration that among the various cross-cutting issues adequate gender/child protection expertise is presented.
Workplan and	Indicate duration/timing of the monitoring including presentation

Time schedule:	and report submission. Allow also for briefings to the management team or/and with project stakeholders. Anticipate meetings on the draft report, as well as meetings, workshops and seminars towards or, at the end of monitoring forming part of the feedback process.

Data Collection Methods

Different data collection methods are used to conduct outputs monitoring and outcome monitoring. For output monitoring, the quantitative research methods are used and outcome monitoring the qualitative research methods are used. Each organization needs to make decision whether to conduct outputs monitoring or outcomes monitoring. For the current trends of development, both outputs monitoring and outcomes monitoring are recommended.

The monitoring data collection tools need to balance between:

- **Reporting and analysis** which is required to analyze the documentation from the project that provides information on progress
- **Validation** is to check or verify whether or not the reported progress is accurate
- **Participation** which is to obtain feedback from stakeholders and target groups on progress and proposed actions for future project intervention

Good monitoring data collection tools require to use the mix tools as follows:

Reporting and Analysis	Validation	Participation
• Annual report • Quarterly reports • Semesterly report • Progress reports • Workplan • Other project documentations (i.e, case studies, consultancy report, etc.)	• Field visits • Spot-check visits • External assessments • Surveys	• Community management meetings • Stakeholder meetings • Focus group discussion with target groups • Annual review

A. Data Collection Tools for Outputs Monitoring

Some important tools used for outputs monitoring such as **document review** (i.e., training record, minutes, progress report, annual report, etc.) and **survey** which explains as follows:

Document/Desk review: is a review of reading materials such as proposals, progress reports, annual reports, monitoring reports, evaluation reports, etc. based on the purposes of each time monitoring. After reviewing the documents, information gaps are determined and the scope of other data collection methods identified. A desk review is undertaken to gain more in-depth information and understanding on the project achievements, challenges and lessons learnt mentioned by the project team. This will provide solid information to support the development of additional tools, including sample size, interview guides and key questions, as well as support the results of the monitoring findings, including recommendations for project interventions. Desk review is required to have proper references.

Additionally, document review also helps us collecting data on inputs, activities and immediate outputs. For example, the progress report as well as training records can help us to keep track on the project progress against the project plan.

Survey: is a tool commonly used for quantitative research methods (i.e., output monitoring and outputs evaluation). In survey, researcher prepares structured questionnaire and a sample of respondents (Box 3.2) from a population and administers a standardized questionnaire to them. Generally, the survey is involved in the project activities, based on the project goal, outcomes and output indicators, and baseline survey information. Data collectors administer individual questionnaires with project beneficiaries to gather information to be measured against the baseline and/or bi-annual surveys to determine changes from project interventions.

Box 3.2: Sample size calculation

Sample size is based on Survey System (www.surveysystem.com/sscalc.htm) and calculated within the parameters of **a Margin of Error of 0.05 and Confidence Level of 0.95**. For example: if there are 10,718 participants attended outreach event, so a total of 371 participants will be selected for a survey.

Determine Sample Size

Confidence Level:	(•) 95% ( ) 99%
Confidence Interval:	5
Population:	10718
Calculate	Clear
Sample size needed:	371

In conducting a survey, sampling techniques are used. Researcher/Monitoring staff/Responsible Staff can use one of the following sampling techniques to conduct **outputting monitoring** according to the real situation at their respective NGOs:

- **Systematic Random Sampling**: In this method, every nth element in a list is chosen (in a systematic manner) for inclusion. If a list contains 1,000 elements and a sample of 100 is needed, for example, one selects every 10^{th} element for the sample. To avoid researcher's bias, the first element should be chosen at random. This is also known as systematic sample with a random start. For instance, if a domestic NGO is seeking to form a systematic sample of 500 volunteers from a population of 5,000 they can select every 10th person in the population to systematically form a sample.

- **Simple Random Sampling:** Make the list of what will be sampled. For example, get the list of all the domestic NGOs in the CCC agency listing or directory. Write all names in the list on small pieces of paper, roll up the paper so the names will not be seen, put the rolled-up paper in a container (a small basket, a small box, a hat, etc.) and get one piece of paper at a time until the desired size is obtained.

- **Stratified Random Sampling**: researcher obtains samples from sub-groupings or strata within the population to be studied. To achieve this, identify all the sub- groupings/strata/levels that will be studied and within these sub-groupings, get a sample using the simple random sampling procedure outlined above. For example, a 2- strata sampling design on a study among university students concerning job expectations in NGOs will involve:

    - identifying the first stratum or sub-grouping of males and females in the list of enrolled students in university
    - selecting students who are in the third or fourth year of their study (if this is the particular group that you want to interview)
    - doing a random sampling from the list (as grouped by gender and by year of study)

- **Cluster Sampling**: If the focus of the study has been determined, for example, socio-economic characteristics of households in Phnom Penh, the sample will come from the city's population. Cluster sampling is the most appropriate method to take in this instance. This can be done by taking advantage of 'natural' groupings which, in this case, could be the *Sangkat* or communes where residents live (you may also choose to do it by street or by district). Identify the *Sangkat* you will draw samples from, then get a list of residents from the commune offices, and take the desired sample size from each *Sangkat* following the simple random sampling procedure outlined above.

    Given that a *Sangkat* is still be too big a cluster to choose from, the researcher may want to go one step further by identifying the villages (or neighborhoods) within the *sangkat*, then approaching the village or neighborhood chief for a list. Cluster sampling is appropriate for Phnom Penh's population because there is no complete listing of all persons living in the city and the population is spread over a big area. One can also do a systematic random sampling within this cluster sampling method, particularly because of households living in shanties (i.e., the homes of squatters) which may not be in the village chief's list.

- **Multi-Phase Sampling**: This sampling method involves taking a subset of (or a small group from within) one's original sample in a study. For example, if after interviewing domestic NGO staff members, a researcher wants to look in more depth about these staff members' goals, s/he will get a new and separate sample from that used in the previous interviews. Again, the procedures follow that in the simple random sampling method.

A concern worth knowing across the above described procedures is that of *sampling with replacement*. This simply suggests that one can opt to have a set of 'stand-by' respondents who have also been selected in a random manner in the likely event that some of the identified interviewees are unavailable within the limited time allotted for the data collection. Thus, if the researcher has set the sample size at 25 per village, for example, s/he may consider increasing this number by 5 or more (depending on her/ his estimates of how many persons may not be reached during the data collection) in the process of randomly selecting her/his respondents to ensure that s/he obtains the desired sample size of 25. Unavailability of respondents can occur when they may have migrated for work for the season, are out for the most part of the day due to the planting/harvesting season, or are simply not in the village for other reasons.

- **Opportunity sampling**: This form of sampling is often used when the researcher does not have any other alternative, particularly because of financial constraints, for instance. For example, a student, to complete class requirements, needs to do a survey on families' frequency of eating out on weekends. Due to lack of resources, s/he can sample and interview her co-students, neighbors or pedestrians.

- **Purposive or judgmental sampling**: This procedure is one that involves a sample selected deliberately or on purpose by the researcher because s/he thinks the group has certain characteristics that are typical or representative of the population. To determine the availability of institutional support in credit programs in a province, for instance, all or a selected number of NGOs involved in programs or projects providing micro-financing or credit support may be interviewed. A risk in the use of this method is that one cannot make conclusions about the population or universe being studied. In other words, the findings may be true of the sample obtained but may not necessarily hold to others representing the particular group from which the purposive sample has been taken.

- **Snowball sampling:** This procedure is another technique for finding research subjects. Initially, friends, acquaintance or even strangers may be asked where the target sample can be located. Once found, an interviewee can be asked where others may be located. This is an especially useful technique when the researcher wishes to reach and interview people with unusual characteristics who are likely to know one another. This technique can be employed, for instance, among commercial sex workers, persons selling guns, and women who have experienced being trafficked.

In order to conduct a survey, structure questionnaire is to develop. The following section provides different examples on how to prepare a survey questionnaire including a closed question, multiple choice question, statement and rating scale, agree and disagree statement, and open question (Box 3.3).

Survey and Questionnaire

There are several survey methods including face-to-face interview, phone call interview, online/email, and self-administered. However, face-to-face interview is the most appropriate methods to use to get more information and meet the target of sample size especially with the semi-illiterate people.

Before doing a survey, a structured questionnaire needs to develop based on the monitoring objectives. A questionnaire helps researcher gather information from a large number of people according to the sample size. Questionnaires have two types of questions: **Open questions and closed questions.** An open question is one where any answer can be given. A closed question is where there are several answers the respondent has to pick from (Box 3.3).

Box 3.3: Survey Questionnaire

Closed Questions

Yes/No or True/False Questions

Do you know your commune had a development plan?

1. Yes
2. No
3. I do not know

Multiple Choice Questions

What rights do you have over the land you received? (Multiple answers)

1. Can live on the land
2. Can get ownership after 10 years
3. Can use for production
4. Can rent out for others
5. Can sell to others
6. Other _________________

Statement and Rating Scale

How would you rate your current level of knowledge on prevention of violence against women? (5: Very high, 4 High, 3: Medium, 2: Low, 1: Very low)

5 4 3 2 1

Agree and Disagree

Based on your opinion, what do you think about the below statements?

	Write exact number		
	Agree	Disagree	Neutral
Women have roles look after the house and cook.			
Women and men have equal rights to education and public work.			
Women have rights to control assets/properties as men do.			
Women have rights to vote without their husband's prohibition			
Women have rights to choose who they want to married to			
Women have rights to participate in community works			

Open Questions

Can you please describe changes in ability and capacity of your CBOs/community members after participation in this project? Please give specific examples?

What are project activities that can be carried forward by stakeholders after the project end? How will all supports be maintained after the project ends?

It is important to note that questions need to prepare based on the indicators set in logical framework and some guidelines for asking questions need to consider included questions should be relevant, short items are best, avoid negative items and avoid biased items and terms (Box 3.4).

Box 3.4: Survey Questions versus Indicator (i.e., Women's Empowerment and Decision Making)

1	Do you participate in decision-making on how to spend the money you earned from wages? (*prompt/read answers)*	Yes, Always Yes, Sometimes No	1 2 3
2	Do you have enough money every month to meet daily living expenses? (*prompt/read answers)*	Yes, Always Yes, Sometimes No	1 2 3
3	Are you able to save money every month? (*prompt/read answers)*	Yes, Always Yes, Sometimes No	1 2 3
4	What are you earning and saving money for? *(Multiple answers, record all answers)*	Buy motorbike/household assets Buy land for house Buy land for farm/farm assets For children education For self education For children's wedding/marriage Buy farm animal ie (pig, cow, chicken) Buy jewellery (i.e., gold) Pay back loan For health care/treatment Don't know No savings Other (Write answer) ____________	1 2 3 4 5 6 7 8 9 10 11 12 99
5	Who usually makes the decision in your household on major household purchases? (ie motorbikes, land, farm assets, TV, etc) (*prompt/read answers)*	Mainly Self Self/Parents or Children together Mainly Parents or Children Husband/Wife together Mainly Husband Other (Write answer) _______	1 2 3 4 5 99
6	Who usually makes the decision in your household on access to women's/wife health care? (ie visit health clinic/treatment) (*prompt/read answers)*	Mainly Self Single/Parents or Children together Mainly Parents or Children Husband/Wife together Mainly Husband Other (Write answer) _________	1 2 3 4 5 99

B. Data Collection Tools for Outcomes Monitoring

Tools used for **outcomes monitoring** are included **FGDs, KIIs, Reflection meeting, Observation, and case study** which summarized as follows:

- **Focus Group Discussion (FGD)** will enable stakeholders to provide feedback on the project intervention. The FGDs will enable target groups to validate the information from the secondary data collected from the literature review and to generate additional recommendations for future project interventions. Participatory techniques are used to generate feedback, and in general taking into account gender, age differences, and geographical locations. FGD guides is developed in consultation with organization staff. *See open questions above in Box 3.*

- **Key Informant Interview (KII)** is used to conduct in person meetings with local authorities and concerned stakeholders. KIIs can be included Commune Council (CC) members, school principals, government departments, and other CSOs/NGOs that are working with related projects/programs to validate critical secondary data collected and to gather insights on programs, policies, plans, employment opportunities and citizen engagement relevant to youth. A set of different interview questions is to develop in consultation with Plan, targeting the different stakeholder groups. *See open questions above in Box 2.*

- **Reflection meeting.** The reflection technique is used to enable the program/project team to have an opportunity to discuss the project intervention, with reference to the secondary data. Through this exercise, the program/project team is to identify lessons learned, validate information and discuss opportunities to build future project interventions. Reflection exercises are generally being held with 2 – 4 relevant staff from the organization.

- **Observation/Community walk.** Before/after the FGDs with target groups in the village/commune, and/or before/after meetings with stakeholders, the physical observations of project activities in the village and/or commune and the local village environment using a **prepared observation check list,** which is another validation and verification of information tool (Box 3.5).

Box 3.5: Checklist Format

Observation Checklist
(To understand youth activities in the community)

At village's name: Commune: District: Province:
At school:
Date of observation: Time of observation:
Observed by:

N	Criteria	Yes	No	Comments
1	Youth community center			
2	Youth club / Children Club			
3	School buildings, classrooms and play ground			
4	School sanitation/hygiene (washing hand)			
5	Free time activities of boys in the village			
6	Free time activities of girls in the village			
7	Parents activities in the house/village			
8	Type of local businesses in village /commune			
9	Other general observations			

- **Case Studies/Story of Change/Most Significant Change**. These terms can be used exchangeable in order to collect information focusing on higher-level project results with different target groups of the project. This is to provide selected participants with the opportunity to reflect on their current situation and their aspirations from participation in the project, and can be revisited at the end of the project (Box 3.6).

Box 3.6: Suggested guiding questions for Case Study

1. Background of the respondent (name, sex, age, education, family status, how many children, occupation, how long you live in this area)
2. How long you involved with the project? What kind of support did you get from the project? Since then, what have you seen as the changes in yourself and other family members? Can you please give some examples?
3. Among those changes, what are the changes you think as the most significant changes for you and your family? Why do you think they are the most significant changes? Please describe specifically. (**Probe**: improvement in livelihood, communication skills, business skills, improvement in health status and well-being, etc.)
4. When the most significant changes described have been happened? Who make these described changes happen? Can you please elaborate why do you think these people are important to make the most significant changes?
5. What are the factors enable to make most significant changes you described happen? Can you please elaborate more in detail?
6. Have you seen any change of your community members or local authority toward your family? Can you please give some specific examples?

Sample size for Outcome Monitoring

Qualitative research typically requires a smaller sample size than quantitative. Qualitative sample sizes should be large enough to obtain enough data to sufficiently describe the phenomenon of interest and address the monitoring and/or evaluation questions. The goal of qualitative researchers should be the attainment of **saturation.** Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Generally, the small, purposive samples are ideally suited to qualitative research (Box 3.7). A large, random sample could not accomplish the objectives of an in-depth study, any more than a small, non-random sample could accurately represent a large population. For the qualitative researcher, it is crucial to describe, justify, and explain small sample selection so that others can judge its strengths and weaknesses.

Box 3.7: Example of selecting sample size for outcomes monitoring

If one organization chooses to conduct a survey in 10 villages with a sample size of 300 target villagers, some additional 5 – 6 FGDs to get more in-depth understanding about the project might be saturated. Each FGD will take between 1 to 1.5 hours with 6 to 10 people per some 5 to 6 selected villages. This FGD can be organized with villagers and concerned stakeholders such as local authorities and line department in the province or somewhere appropriate.

Develop Workplan/Schedule for Project Monitoring

A comprehensive monitoring workplan includes the scheduling of various system activities at different time intervals. This approach provides a broad collection of data to measure and analyze the performance your organization. The monitoring plan can be developed for weekly, monthly, 3 monthly, 6 monthly, etc. depended on the annual workplan of the organization. The frequency of the workplan/schedule requires the support from the management of the organization. Box 3.8 provides the example of 3 months Monitoring Workplan/Schedule.

Box 3.8: Suggested format for Monitoring Work plan

Activity	May				June				July			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Plan and Preparation												
Develop TOR	x											
Field Data Collection												
Develop monitoring tools	x	x	x	x								
Field pilot test the tools	x	x	x	x								
Revision of tools												
Real data collection	x	x	x	x								
Data Gathering Management	x	x	x	x								
Field Visit	x	x	x	x	x	x	x	x	x	x	x	x
Report Development												
Household Progress Report					x	x	x	x				
Develop reporting system	x	x	x	x	x	x	x	x	x	x	x	x
Monthly Report				x				x				x
Quartely Report											x	x
Mid-term Evaluation report												
Dissemination												x

Provide Orientation to Management Team of the Organization

As soon as the TOR and work plan developed, it is important to share this document to the management team of the organization as well as the monitoring team and if possible to organize an orientation to explain the management/monitoring team of what you are going to do. The orientation should follow what is written in the TOR and work plan. When the management is understood what you are going to do, they are easy to support your work.

3.2. Step 2: Field Data Collection

Data collection is a process of collecting information from all the relevant sources to find answers to the problems and evaluate the outcomes. Data collection methods can be divided into two categories: secondary methods of data collection (type of data that has already been published in books, newspapers, magazines, journals, online portals, etc.) and primary methods of data collection (type of data that you get from interviews).

Field data collection aims to collect primary data from the field through enumerators (i.e., quantitative methods) and facilitators (i.e., quality methods). You need to decide for your monitoring objectives, if you collect data by using quantitative methods, you may wish to use survey questionnaires. If you collect data by using qualitative methods, you may wish to use FGDs, KIIs, etc. Additionally, you need to decide how many days spent for field data collection. Mostly, people spent between 3 to 5 days depends on the scopes of work (Box 3.9).

Box 3.9: Example of Field Work Data Collection

Fieldwork was conducted over a five days period from 15 to 20 June 2020. Seven data collectors (2 male and 5 female interviewers) will be conducted interviews following the structured questionnaire with 391 villagers across the target villages. Each interview will take between 25 to 45 minutes.

Three FGDs with villager, two FGDs with management of agricultural cooperatives, two FGDs with youth leaders/youth groups, three FGDs with grade 6 male students and three FGDs with grade 6 female students will be conducted. Each FGD will take one and half hours at the village/site. The female researcher will hold FGDs with both female student groups. Male researcher will conduct interviews with eleven (four women and seven men) stakeholders including commune chief/Children and Women Commune Committee, health centers, school principals, and referral hospital. Interviews will conduct separately with project staff who involved with the project. Interviews will take between 45 minutes to one and a half hours.

Number of stakeholders interviewed

Interviews with Stakeholders	**Number of Participants**
Survey with villagers	391
FGD with villagers and stakeholders	69
KII with key stakeholders (CWCC, School Principals, Health Centers, Referral Hospital	11
Total	471

In case the data collection requires more data collectors, the training on data collection is to conduct with data collection team. The training mostly organizes for one day to provide background of the project, research ethics, gender sensitive (i.e., working with domestic violence and/or gender based violence, etc.), child protection policy (i.e., working with children), interview techniques, and the most important is to understand clearly on each question to be asked the respondents. After the training is finished, the field pilot test is to conduct with respondents to make sure that questionnaire is understandable and they are familiar with the questions. After the field pilot test is done, the team needs to have a meeting and then revise the questionnaire if needed prior to conduct real data collection. In general, one data collector can interview with 2 to 3 respondents in the field to

3.3. Step 3: Data Management

Data management is the process of ingesting, storing, organizing and maintaining the data created and collected by an organization. Effective data management is a crucial piece of deploying the information technology (IT) systems that run applications and provide analytical information to help drive the project/organization decision-making and strategic planning by management. The data management process includes a combination of different functions that collectively aim to make sure that the data is accurate, available and accessible. Most of the required work is done by monitoring staff.

For quantitative methods, data from the structured questionnaire was entered into a specifically designed database using Statistical Package for Social Sciences (SPSS) software[1] and was checked the quality by supervisor (i.e., monitoring manager). The data was exported to Microsoft Excel for further processing and checked again for accuracy.

For qualitative methods, information from FGDs and KIIs was written up in a notebook, and reviewed for accuracy. The qualitative data was organised according to the project objectives, outcomes and indicators, monitoring objectives and criteria and used to illustrate findings from the analysis of quantitative data.

3.4. Step 4: Data Analysis and Reporting

Data analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information for decision-making. The purpose of data Analysis is to extract useful information from data and taking the decision based upon the data analysis.

A. Quantitative Data Analysis for Output Monitoring

All interviews are double-checked for accuracy. For the survey, in order to ensure the quality of the data, all completed questionnaire forms are cleaned and enumerators are given feedback by the senior managers (who is responsible for doing research) each day after returning from the field or before leaving a village site.

The data entry and analysis of survey is completed using SPSS Program and/or Microsoft Excel for subsequent processing. Analysis of data is disaggregated by various factors such as gender, age, marital status, and occupation. Findings are presented in quantitative figures, with tables, graphs and charts to illustrate key findings.

The data can be presented in table form, chart or figure and with a description. The narrative description and direct quotes are used to elaborate on the findings from the structured questionnaire. The FGD and KII notes were reviewed and triangulated with the data from the surveys and with other interviews, and checked for consistency during the data analysis and processing stage. The observation checklists were used to add to the narrative description and to compare with the

[1] SPSS (Statistical Package for the Social Sciences) is a software package used for statistical analysis

information collected from interviews. See Box 3.10 below about data analysis for qualitative methods.

Box 3.10: Examples of Presenting Quantitative Data Analysis

Using Table

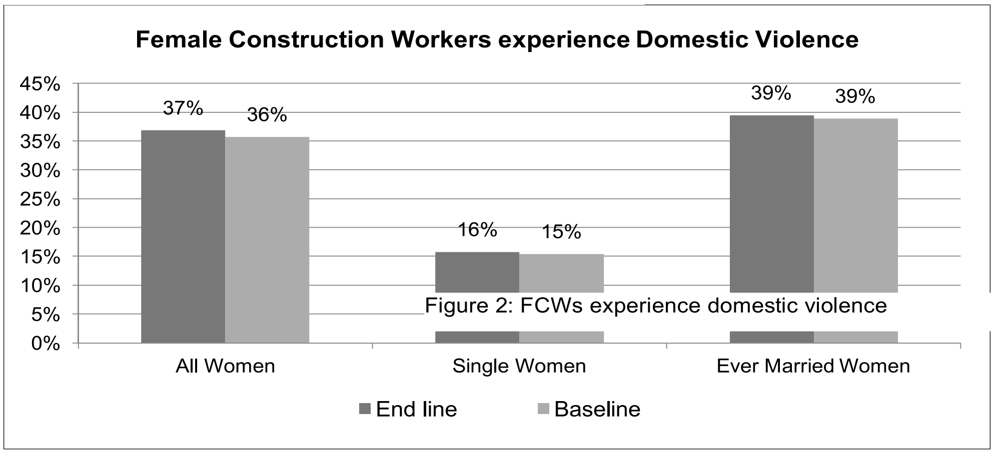
Among 73 respondents (N=73) interviewed, 61 respondents reported that their family members participated in training or workshop on Social Land Concession (SLC) process organized by the project, 11 respondents did not attend and another 1 reported of not remembering.

Table 3.2.1: Family participates in training or workshop on SLC process

N	Participation in training or workshop on SLC process	Respondents	Percentage
1	Yes	61	84
2	No	11	15
3	Can't remember	1	1
	Total	73	100

By using figure

Figure 1: FCWs experience domestic violence



Like the baseline, 39 per cent (N=63) of ever-married or partnered female construction workers surveyed at the endline experienced at least one type of emotional, physical or sexual violence by a husband or intimate partner in the last 12 months.

B. Qualitative Data Analysis for Outcomes Monitoring

The analysis of qualitative methods is based on monitoring objectives and interview questions. The information from different participatory techniques and stakeholder groups are assessed for common recurring themes, triangulated and reviewed against literature review findings. Quotes from FGDs/KIIs are used to illustrate the findings. Information from qualitative methods is used to provide in-depth information and additional evidence to support findings and results from the literature review and quantitative methods. Analysis and findings are commonly disaggregated by gender, age group, ethnicity and geographical location, etc. depends on the purpose of the monitoring (Box 3.11 and Box 3.12).

Box 3.11: Examples of Data analysis of Outcome Monitoring

Example 1:

FGDs with female construction workers (FCWs), peer leaders revealed significant changes in knowledge of labour rights and employment conditions, as well as their confidence to raise issues of concern directly with their supervisors and in round table discussions with government officials, private sector companies and Trade Unions.

"We noticed that many Peer Leaders and FCWs are now confident to negotiate with their Supervisor/Mekar to ask for increases in their wages and to provide safety equipment." (KII with NGO staff)

Example 2:

The majority of interviewed Entertainment Workers (EWs) experienced verbal threats, unwanted touching and forced drinking when working in a karaoke room or open space in a beer garden or restaurant. Those who experienced harassment stated that they normally reported an incident to their direct supervisor as they were oriented to follow the internal organizational structure and protocols. They did not stay calm or allowed customers to stroke their body when they realized that a customer was abusing their body or harassing them. A common practice was to leave the room and look for help/intervention from their supervisor.

"Recently, there was a group of male customers who seemed really drunk and came to my workplace to sing and one male customer forced me to drink with him. The first glass I accepted, then he wanted me to have one more glass. I told him that I could not drink more because I was not feeling well. He kept forcing and annoying me. After a while I decided to leave the room because I could not deal with this kind of terrible man. I reported the case to my supervisor and then he came in to solve the problem" (EW, 29 years, divorced with two children).

Box 3.12: Example of analyzing observation based on the checklist

The observation based on the checklist during data collection with Female Construction Workers at other construction and living sites revealed that many workers had proper safety equipment, such as hats and reflective vests, but more men than women were wearing them. Some women said they were too hot and uncomfortable to wear, despite the fact they knew of the importance of wearing safety equipment. Latrines and bathing facilities were adequate at some sites, insufficient at other sites and one site did not have any facilities.

C. Data Analysis for Both Outputs and Outcomes Monitoring

In case the monitoring is done by using both outputs (quantitative) and outcomes (qualitative), the data analysis is disaggregated by various factors such as gender, age, marital status, geographical location and occupation, etc. Findings are presented in quantitative figures, with tables, graphs and charts to illustrate key findings. Moreover, a direct quote perfectly summarizing or presenting a clear picture of the relationship was used where possible to illustrate the findings to supplement to the statistics (Box 3.13).

Box 3.13: Example of both outputs and outcomes data analysis

Among 155 respondents (N=155) interviewed for locations understood about their land rights including rights to live over the land, rights to get ownership after 10 years for the one who received land and house supported from Social Land Concessions, rights to use for production, rights to rent out and rights to sell. Their knowledge increased was also confirmed in FGDs across the communities. *"I have this land and house so that I can have ownership after 10 years of living here. When I have ownership I can do anything because it is belonging to us*." FGD with community. *"I live here at the informal settlement is not secured, I want the land provided by the government so that I can have ownership over the land."* FGD with informal settlement families.

Monitoring Report

The main instrument of monitoring is a **monitoring report** – a tool, which can be used by different stakeholders to improve project outcomes. Monitoring reports should be designed to provide stakeholders with a global overview of their operations portfolio and on the progress towards results. Box 3.13 suggests the narrative monitoring report, which explains developments, contains background information and elaborations on future plans as well as financial report.

The project monitoring report should have the first draft proof reading by supervisor or anyone to reduce the errors, etc. And before it is finalized (Box 3.14).

Box 3.14: Narrative Monitoring Report

(Can be done every three month, six month or any agreeable timeframe with donors)

Project name:
Donor/s name/s:
Reporting period:
Date of submission of report:
Report author:

Section A: Background of the project

Describe project description, objectives, expected results and main activities.

Section B: Methodology

Explain the approach to conduct the monitoring, how to collect data, limitations of conducting monitoring.

Section C: Achievements and Successes

C1. What activities were planned for the reporting period?

C2. Which activities have been implemented? *(Report the main achievements and successes with the relevant figures and qualitative measurements against the planned results and activities including the reporting against the logframe, and activity schedule)*

C3. What progress has been made towards the specific objective? *(In replying refer to the logframe indicators for the specific objective)*

C4. If applicable, report on the implementation of the recommendations and agreements during the previous monitoring report

Section D: Changes in the Project Plan and Management

Difficulties encountered and lessons learnt

D1. Which planned activities and results could not achieve during the reporting period? Describe any difficulties encountered. Include difficulties which may be outside the control of the project. Outline solutions or strategies used to address difficulties.

D2. What are the lessons learnt (from these achievements, successes and difficulties)? How could these be applied the future?

Changes in the Project Plan

D3. Specify if the project plan (specific objective, results, main activities) changed during the implementation period. What are the reasons? Submit a revised project plan (logframe) in case project results as well as the specific objectives are affected.

Changes in Human Resources

D4. Report on any changes in personnel at the management and senior technical level as well as key positions for the implementation of project activities and reasons for departure. Which solutions have been developed?

D5. Report on relevant personnel training (workshops, course) during the implementation period.

Section E: Outlook to the Next Reporting Period (can be 3 or 6 months)

E1. Specify the results (quantitative and qualitative) that you plan to achieve during the next reporting period?

E2. Which activities do you plan to implement

Annexes

Case studies

List of persons met

Schedule of field data collection

Financial Monitoring Report

(to be agreed with donors and can be submitted in 3 months or 6 months)

Section A: Budget Status

A1. Enclose a financial report showing expenditure against the annual budget for the reporting period.

A2. Give reasons where line expenditure shows: (i). An underspend of more than 10% (depended on agreement with donors) of the budgeted amount and (ii). An overspend of 10% or more than the budgeted amount (depended on agreement with donors)

Section B: Outlook of Variances

B1. Is the expenditure for the next reporting period expected to differ (+/- 10%) from the amount shown for the period in the annual plan budget?

If yes, explain the reason, any impact on activities and fund flows. Also submit a revised budget if needed

Checklist: Conducting Monitoring

Before conducting monitoring

1. Terms of reference (TOR) developed
2. Data collection team formed
3. Questionnaires developed
4. Schedule for field data collection prepared
5. Appointment with villagers and/or stakeholders made

During monitoring

1. Data quality assurance at the field level
2. Research ethics applied

After monitoring

1. Data entry template designed (i.e., Excel or SPSS)
2. Data entry and data cleaning
3. Report writing
4. Proof reading the report by management team
5. Final report produced
6. Present the findings to organization and concerned stakeholders
7. Develop management response

3.5. Step 5: Develop Management Response

Management response is a formal mechanism that helps ensure that monitoring findings are used, contributing to organizational effectiveness, learning and accountability. The management response is to develop after presentation of the monitoring findings to project owner and/or concerned stakeholders. After presenting the findings, the project team and may be involved the management to review the results and each recommendation provided to determine improvements that need to be made. Box 13.4 suggests template for monitoring response.

Box 13.5: Suggested Template for Monitoring Response

Project/Program title:			
Commissioned by:			
Monitoring plan:			
Responsible person/s who provided the management response:			
Overall management response: • *Fully accepted: (explain)* • *Partially accepted (explain)* • *Not Accepted (explain)*			
Date:			
Recommendations and Action Plan			
Monitoring Objective 1 (optional):			
Recommendation 1:			
Key Actions	**Responsible Person/s**	**Deadline**	**Comments/Remarks**
1.1.			
1.2.			
1.3.			
Recommendation 2:			
2.1.			
2.2.			
2.3			

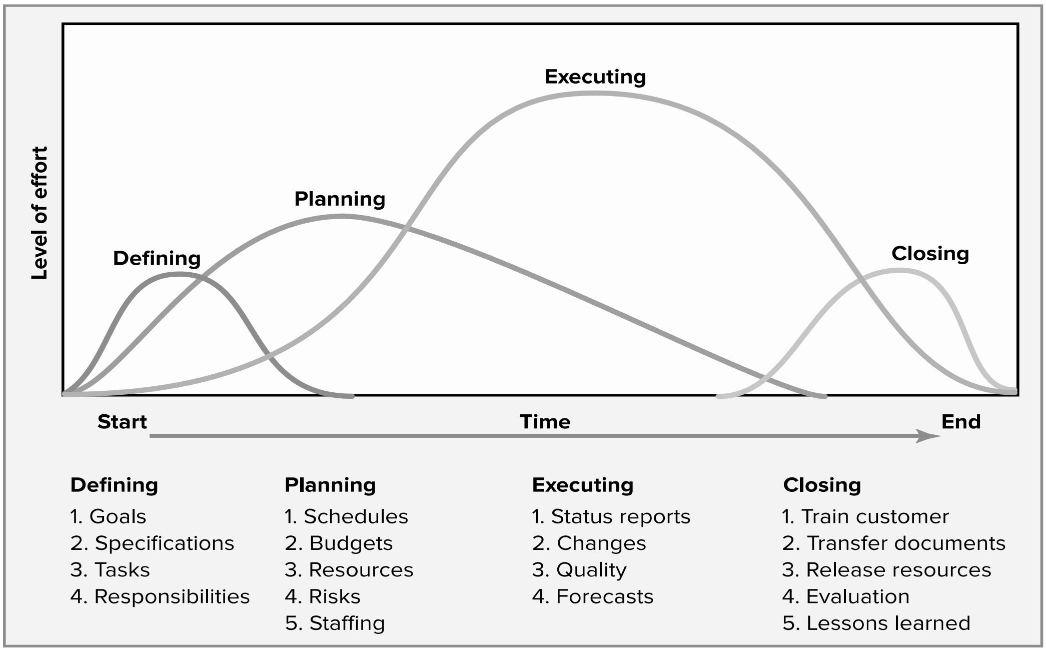
4. How to Conduct Evaluation

This section describes the project life cycle, how to plan for baseline, mid-term, and evaluation and explains details on how to conduct it. It details the data collection tools and data analysis as well as report writing.

4.1. Project Life Cycle and Evaluation

The project life cycle recognizes that projects have a limited life span and that there are predictable changes in the level of efforts and focus over the life of the project. The project life cycle typically passes sequentially through four stages: defining, planning, executing/implementing, and delivering. The starting point begins the moment the project is given the go-ahead. Project efforts starts slowly, builds to a peak, and then declines to delivery of the project to the customer. Mostly, the project life is divided into short term project (less than 1 year), medium term project (2 to 3 years) and long term project (4 to 5 years). Box 4.1 illustrates the project life cycle.

Box 4.1: Project life cycle



In the context of RBM, the project may wish to conduct a baseline assessment before or after the project started, mid-term evaluation, final evaluation and sometimes post-project evaluation. The following section aims to explain each one in detail.

4.2. Baseline Assessment

A baseline is a clearly defined starting point for your project plan. It is a reference point to measure and compare against the project's progress. This allows you to assess the performance of your project over time. The baseline assessment is important to conduct before the project started or at the early stage of the project implementation. The baseline assessment can be done by internal team or external consultant according to the availability of resources (i.e., human, finance, and time) from each organization.

The baseline assessment requires both outputs and outcomes data and can be done by **External Assessment Team (i.e., Consultant) or Internal Assessment Team (i.e., monitoring staff)** of the organization based on their resources (time, finance and human). It is interested to not that the process of conducting a baseline by internal team or external team more or less follow the same procedure.

Additionally, the steps of conducting a baseline assessment is not much different from conducting monitoring in Section 3 above. Each organization needs to develop TOR, plan for field data collection and produce report. The following table explains what to do over the project life cycle:

	Before the project started	During the project implementation	Before the project ended	After the project ended
What to do	Assessment	Monitoring Review Midterm Evaluation	Evaluation	Post Evaluation
What methods	Quantitative and qualitative research methods	Quantitative and qualitative research methods	Quantitative and qualitative research methods Use OECD/DAC evaluative criteria	Mostly, this post evaluation used qualitative research methods to assess the sustainability of the benefits of the project
What products	Baseline report Needs Assessment report Feasibility report	Monitoring report Midterm review report or Midterm evaluation report	Evaluation report	Post evaluation report

Additionally, baseline assessment provides a historical point of reference to inform program/project planning, such as target setting, and monitor and evaluation change for program/project implementation and impact assessment over the project life. If resources are invested into a baseline assessment, it is important to budget and plan **for a mid-term and end line study of the same baseline conditions (indicators) using the same methodology for reliable comparison.**

4.2.1. Step 1: Plan and Preparation

Develop Terms of Reference for Baseline Assessment

Before conducting baseline assessment, the first important step is to develop terms of reference (TOR) and Box 4.2 provides some suggested template. **See section 3.1** above for more detail as the process of design data collection methods and tools, sample size and sampling methods, and work plan are similar.

Box 4.2: Example of TOR for Baseline Assessment from Plan International in Cambodia

(See detail TOR in Annex A)

Project name: Girls Lead: Empowering Girls and Young Women to Learn, Share, Create and Lead for Gender Equality in Cambodia: Siem Reap, Ratanakiri, and Stung Treng provinces

1. Introduction
2. Objectives of the baseline study
3. Scope of work
4. Methodologies and tools
5. Expected deliverables and deadline
6. Baseline study process and schedule
7. Intended users of the project baseline and study report
8. Research support team
9. Budget and logistic arrangement
10. Report format and outcome monitoring system guide
11. Relevant documents will be provided after selected consultant
12. Qualification of consultant
13. How to apply

4.2.2. Step 2: Field Data Collection

(See** Section 3.2 **above for field data collection)

4.2.3. Step 3: Data Management

(See** Section 3.3 **above for data management)

4.2.4. Step 4: Data Analysis and Reporting

(See** Section 3.4 **above for data analysis and reporting).

Box 4.3 suggests baseline assessment format.

Box 4.3: Suggested format for Baseline Assessment

Cover page

Name of project/program, Project timeframe to be assessed, Name of organization to which the report is submitted, Names of the assessment team and who commissions to do this baseline assessment, and Date of the report produced

Table of contents

Acknowledgements

Mention those who contributed to the baseline assessment

Executive Summary

Summary of the baseline, with particular emphasis on main findings, conclusions, and recommendations. The summary should be tightly drafted, and usable as a free standing document. It should be short, not more than five pages.

Introduction

Presentation of the background of the project and baseline assessment's purpose.

Methodology

Explain the approaches (quantitative and qualitative methods), data collection analysis including data collection, quality assurance and ethics, data processing and analysis, and limitations.

Findings

Factual evidence relevant to the questions asked by the baseline assessment and interpretations of such evidence by using graphs, tables, and description. The findings should put by heading according to the project objectives.

Conclusions

Assessment of project intervention from results framework and according to real situation from the baseline assessment.

Recommendations

Actionable proposals regarding improvements of project design in the proposal. Any changes are needed for the project implementation.

References

Annexes

The terms of reference of the baseline

Data collection instruments and schedule for field visit

List of people met (optional or with anonymous or ask for consent)

4.2.5. Step 5: Develop Management Response

(See **Section 3.5** above to develop management response to the findings of baseline assessment)

4.2.6. Step 6: Report Dissemination

The ultimate goal of report dissemination is to stimulate actions that will impact the situation of the project target areas through the dissemination and discussion of baseline findings among relevant audiences. It is important to identify who are the project's audience before disseminating the report. Appropriate resources both financial and human should be allocated to reach such audience.

The key findings and recommendations from the baseline assessment report should be presented to concerned stakeholders such as at the target project sites (i.e., province or national level). All major participants in the baseline who were involved in the planning, implementation or analysis stages can be invited to participate in a dissemination workshop/meeting to present and discuss the main findings.

Apart from the workshop/meeting the main findings and recommendations should be developed and distributed to key stakeholders that the project is working with such as provincial line departments, district/commune council, and donors. The brief report may also be circulated among relevant stakeholders through social media.

4.2.7. Step 7: Internal Learning and Reflection

After the baseline is finished, it is helpful for the management and monitoring team to facilitate the internal meeting to learn and reflect from such exercise. This is happened for both internal team or with external team. The Action-Observation-Reflection (AOR) Model should be used to collect information from the team. To do this, good facilitator is needed and some guiding questions to brainstorm among the team members highlighted as follows:

- **Action:** What did you do?
- **Observation:** What happened on the results (what went well and what did not go well?) and Why?
- **Reflection:** How do you look at it now? How do you feel about it? What should we do better in the future?

4.3. Midterm Evaluation

The Midterm Evaluation (MTE) and sometimes it is called Midterm Review (MTR) aims to evaluate level of achievement, identify challenges, and recommendations for the project. The overall purpose of the MTE is to gather and analyze information on program operating, progress against logical framework, gain insight into issues and challenges, and gathering lessons learnt, develop recommendations for coordination and development of the project implementation. The MTE is happened in the middle of the project life, for example, if you have a project life of 5 years between 2020 to 2024 then the MTE should conduct in the middle of year 2022 (i.e., May/June of 2022). The findings of MTE will be useful for the final project evaluation.

The MTR requires both outputs and outcomes data and can be done by **External MTE Team (i.e., Consultant) or Internal MTE Team (i.e., monitoring/evaluation staff)** of the organization based on their resources (time, finance and human). It is interested to not that the process of conducting a MTE by internal team or external team more or less follow the same procedure. The steps of conducting a MTE is not much different from conducting monitoring in **Section 3 above**. Each organization needs to develop TOR, plan for field data collection and produce report.

4.3.1. Step 1: Plan and Preparation

Develop Terms of Reference for MTE

Before conducting MTE, the first important step is to develop terms of reference (TOR) and Box 4.4 provides some suggested template. **See Section 3.1** above for more detail as the process of design data collection methods and tools, sample size and sampling methods, and work plan are similar.

Box 4.4: Suggested TOR for MTE (See Annex B for CARE MTE)

1. Introduction/Project Background
2. Rationale and Purpose
3. Key Midterm Evaluation Questions

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability

4. Evaluation Approach and Methods
5. Roles of MTE team
6. Schedule, Budget and Logistics
7. Key Deliverables and Reporting Arrangements
8. Selection Criteria (For external team)
9. Contact, Application, and Required Documents (For external team)
10. Child Protection Policy (If you work with Children)

After the TOR is developed and finalized by the management of the organization, the MTE team is decided, it is important to ask the MTE team to develop the inception report which outline the detailed methodology and work plan. Box 4.5 provides a suggested template for inception report.

Box 4.5: Suggested Contents for Inception Report

1. Introduction/Project Background
2. Objectives of MTE
3. Scope of Work
4. Key Tasks and Deliverables
5. Methods Used

- Literature review
- Quantitative Methods
- Qualitative Methods
- Data Analysis and Processing
- Quality Assurance
- Ethical Considerations
- MTE Reporting Format

6. Work plan

Annexes

- Survey Questionnaire (for Quantitative Methods)
- FGD guiding questions (for Qualitative Methods)
- KII Guiding questions with different stakeholders (i.e., CC/CCWC, PDAFF, PDOWA, PDOE, PDOH, etc.)
- Guiding questions for Case Studies (if any)

4.3.2. Step 2: Field Data Collection

(See** Section 3.2* ***above for field data collection)

4.3.3. Step 3: Data Management

(See** Section 3.3* ***above for data management)

4.3.4. Step 4: Data Analysis and Reporting

(See section 3.4 above for data analysis and reporting). Box 4.5 suggests MTE reporting format.

Box 4.6: Suggested format for MTE report (See Annex B for CARE MTE)

Cover page

Name of project/program, Project timeframe to be assessed, Name of organization to which the report is submitted, Names of the assessment team and who commissions to do this MTE, and Date of the report produced

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Mention those who contributed to MTE

Executive Summary

Summary of the MTE, with particular emphasis on main findings, conclusions, and recommendations. The summary should be tightly drafted, and usable as a free standing document. It should be short, not more than five pages.

Introduction

Presentation of the background of the project and the purposes of MTE.

Methodology

Explain the approaches (quantitative and qualitative methods), data collection analysis including data collection, quality assurance and ethics, data processing and analysis, and limitations.

Project Status To-date

What has changed since implementation began? Who has been affected and how? Have there been any changes in community needs/challenges from the original analysis? What has been the impact on project implementation? How have the changes affected the original premise?

Findings

- The project relevance
- The project effectiveness
- The project efficiency
- The project impact
- The sustainability of project results, strategies and approach

Lessons Learnt

Extract critical lessons on project implementation and on project strategies and approaches

Conclusions

Assessment of project intervention from results framework and according to real situation from the MTE.

Recommendations

Make specific and concrete recommendations to improve the project based on the MTE and lessons.

Proposed Project Amendment

- Design: What (if any) significant changes are proposed to the original design? Why are these changes proposed? How do they relate to changes in the development context and project learning to date?
- Risk: What are the major risks to implementation from here? How are they being mitigated?
- MEL: Assessment and recommendation on the project targets and milestones: is there any target and miles stones need to be revised for better realistic? o What (if any) significant changes need to be made to the MEL framework to incorporate proposed amendments and ensure project remains on track to achieve anticipated results?

References

Annexes

The terms of reference of MTR

Data collection instruments and schedule for field visit

List of people met (optional or with anonymous or ask for consent)

4.3.5. Step 5: Develop Management Response

The management response to the findings of MTE report especially from the recommendation section is suggested in Box 4.5.

Box 4.5: Suggested Template for MTE Response

<table>
<tr><td colspan="2">Project/Program title:</td><td colspan="2"></td></tr>
<tr><td colspan="2">Commissioned by:</td><td colspan="2"></td></tr>
<tr><td colspan="2">Responsible person/s who provided the management response:</td><td colspan="2"></td></tr>
<tr><td colspan="4">Overall management response:
Fully accepted: (explain)
Partially accepted (explain)
Not Accepted (explain)</td></tr>
<tr><td colspan="4">Date:</td></tr>
<tr><td colspan="4">Recommendations and Action Plan</td></tr>
<tr><td colspan="4">Recommendation 1:</td></tr>
<tr><td>Key Actions</td><td>Responsible Person/s</td><td>Deadline</td><td>Comments/Remarks</td></tr>
<tr><td>1.1.</td><td></td><td></td><td></td></tr>
<tr><td>1.2.</td><td></td><td></td><td></td></tr>
<tr><td>1.3.</td><td></td><td></td><td></td></tr>
</table>

Recommendation 2:			
2.1.			
2.2.			
2.3			

4.3.6. Step 6: Report Dissemination

See **Section 3.3.6** above on the importance of dissemination, identify the audience, and methods of dissemination. For the presentation of the MTE key findings to audiences should focus on methodology and purpose of MTE, key findings of MTE, lessons learnt and recommendations.

4.3.7. Step 7: Internal Learning and Reflection

(See** Section 3.3.7 **above)

4.4. Final Evaluation

4.4.1. Type of Evaluations

There are three types of evaluation (i.e., external evaluation, internal evaluation, and joints evaluation) are commonly used which the organization can make decision and is highlighted the differences as follows:

N	**Type of Evaluations**	**Comments**
1	External evaluation	This is an evaluation done by a carefully chosen outsider or outside team who are free of control by those responsible for the design and implementation of the development intervention.
2	Internal evaluation	It is conducted entirely by staff (typically including national staff), and normally without the assistance of external consultants.
3	Joints evaluation	It is a participatory (shared with community/beneficiary) approach to internal and external evaluations has the intention to work with as many people as possible who have a stake in the work. This may mean project staff and relevant stakeholders working together on the whole evaluation process. The joint evaluation is sometimes facilitated by the external evaluator or senior management of the organization.

The final evaluation/end project evaluation requires both outputs and outcomes data and can be done by **External Evaluation Team (i.e., Consultant), Internal Evaluation Team (i.e., monitoring/evaluation staff) or Joints Evaluation Team (i.e., Consultant, project staff, representative of community and concerned stakeholders).** The decision is based of the organization in consideration of resources (time, finance and human). However, the final evaluation is done by **External Evaluation Team** seemed to have more credible with donors and stakeholders due to the level of independency.

Given the evaluations, we want to assess the achievement of objectives, the analysis of the OECD/DAC evaluative criteria is regarded as useful for evaluation in order to be able to assess the results of a project/program. The OECD/DAC evaluative criteria is explained as follows:

- **Relevance**: Are we doing the right thing? How important is the **relevance or significant** of the intervention regarding local and national requirements and priorities?
- **Effectiveness:** Are the objectives of the development interventions being achieved? How big is the **effectiveness or impact** of the project compared to the objectives planned (Comparison: result – planning)?
- **Efficiency**: Are the objectives being achieved economically by the development intervention? How big is the **efficiency or utilization ratio** of the resources used (Comparison: resources applied – results)?
- **Impact:** Does the development intervention contribute to reaching higher level development objectives (preferably, overall objective)? What is the **impact or effect** of the intervention in proportion to the overall situation of the target group or those effected?
- **Sustainability**: Are those positive effects or impacts sustainable? How is the **sustainability or permanence** of the intervention and its effects to be assessed?

The process of conducting any type of evaluations (external, internal and joints) is more or less follow the same procedure. The steps of conducting a final evaluation is not much different from conducting monitoring in **Section 3 above** and MTE in **Section 4.3**. Each organization needs to develop TOR, plan for field data collection and produce report.

4.4.2. Comparison between Midterm and Final Evaluation

The major distinguishing characteristic between midterm and final evaluation is explained in below table.

Midterm evaluation	Final Evaluation
• Conduct at mid project from project life • The purposes of establishing whether a project is heading towards the set goals and objectives, thereafter informing management and control decisions by the project management • It is important in building organizational confidence in the project implementation strategies, or in the case where indicators are not pointing towards success, acting as a call to the change of implementation strategies	• Conduct at the end-term/completion of project • It is intended to be carried out immediately at project conclusion • It is carried out to establish project outputs and immediate outcomes, with results of the evaluation compared to the results at baseline • Generally, informs stakeholders on the project success and is important for documenting success stories and lessons learnt.

4.4.3. Step 1: Planning and Preparation

Develop Terms of Reference for Final Evaluation

Before conducting final evaluation, the first important step is to develop terms of reference (TOR) and Box 4.7 provides some suggested contents and Box 4.8 provides two real examples from two different organizations. **See Section 3.1** above for more detail as the process of design data collection methods and tools, sample size and sampling methods, and work plan are similar.

Box 4.7: Suggested TOR for Final Evaluation

Introduction:	Title, a brief description of project, timetable, and estimated budget. Indicate whether it is a midterm or final evaluation
Objectives:	Why the evaluation is being undertaken and a list of the main target groups
Background:	Objectives of the project outlining its context and evaluation, key elements of the project, and cost and duration
Methodology:	State the evaluation criteria (OECD/DAC) in each case mentioning the specific issues arising under each heading. Indicate evaluation techniques and research methods (data collection methods including questionnaires, sampling, etc.) Include any specific instructions on how to approach the key issues to be studied
Reporting and feedback:	Specify the reports, presentations and feedback required (inception report, debriefing presentation, draft report, final report) with details of language, date of delivery, number of copies required. The report format/layout should be specified
Expertise required:	Indicate the number of experts required noting their qualifications and experience, with special attention to the requirements for the position of team leader. You should also take into consideration that among the various cross-cutting issues adequate gender/child protection expertise is presented.
Work plan and Time schedule:	Indicate duration/timing of the study including presentations and report submission. Allow also for briefings to the management team or/and with project stakeholders. Anticipate meetings on the draft report, as well as meetings, workshops and seminars towards or, at the end of the evaluation forming part of the feedback process.

Box 4.8: Examples of different TORs of evaluation developed by Caritas and Care

(See Annex C: For Detailed TOR for final evaluation)

Example 1: Caritas Cambodia

Project: Integrated Community Development Program

1. Project Background
2. Evaluative Objectives
3. Methodology (Quantitative approach, Qualitative approach, Secondary documentation, Data analysis and interpretation, and Responsibilities)
4. Timeline of evaluation
5. Budget
6. Consultant qualification and experience
7. Application process

Example 2: Care International in Cambodia

(See Annex C: For Detailed TOR)

Project name: Labour Rights for Female Construction Workers

1. Overall purpose of the evaluation
2. Background
3. Objectives
4. Evaluation questions
5. Scope and Approach
6. Methodology
7. Key responsibilities of the consultant/evaluator
8. Report content format and style
9. Desired qualifications and key competencies
10. Work arrangement and resources
11. Contact and further information

After the TOR is developed and finalized by the management of the organization, the final evaluation team is decided/selected, it is important to ask the Evaluation team to develop the inception report which outline the detailed methodology and work plan. Box 4.9 provides a suggested template for inception report. Additionally, Box 4.10 provides a suggested format for work plan.

Box 4.9: Suggested Contents for Inception Report for Final Evaluation

1. Introduction/Project Background
2. Objectives of Final Evaluation
3. Scope of Work
4. Key Tasks and Deliverables
5. Methods Used
- Literature review
- Quantitative Methods
- Qualitative Methods
- Data Analysis and Processing
- Quality Assurance
- Ethical Considerations
- Final Evaluation Reporting Format
7. Work plan

Annexes
- Survey Questionnaire (for Quantitative Methods)
- FGD guiding questions (for Qualitative Methods)
- KII Guiding questions with different stakeholders (i.e., CC/CCWC, PDAFF, PDOWA, PDOE, PDOH, etc.)
- Guiding questions for Case Studies (if any)

Box 4.10: Example of Evaluation Work plan

No	Main Activities/Inputs and Outputs	Days	Dates	Comments
1	Orientation and introduction meeting of the project evaluation and key staff	0.5-1 day	Week 1	PNH
2	Desk review of relevant documentation including project proposal, progress reports, baseline survey, training materials, etc.	1 day	Week 1	
3	Develop inception report including evaluation design, methodology, sampling method, and tools	3 days	Week 2	PNH
4	Develop questionnaires and training materials	3 days	Week 2	PNH
5	Conduct training to data collectors and field testing, including revision of tools as necessary	3 days	Week 3	
6	Data collection and field work, including survey, FGDs and interviews	5 days	Week 3-5	Sites
7	Data entry, processing and analysis; with comparison of baseline results and table of key indicators	5 days	Week 5-6	PNH

8	Preparation of draft report, including case studies and recommendations	5 days	Week 7-8	PNH
9	Present preliminary report findings to project team	.5 day	Week 8	PNH
10	Prepare and submit final documents after comments	1.5 days	Week 9	PNH
	Total	**28 days**		

4.4.4. Step 2: Field Data Collection

(See** Section 3.2 **above for field data collection methods)

4.4.5. Step 3: Data Management

(See Section 3.3 above for data management)

4.4.6. Step 4: Data Analysis and Reporting

Managing the reporting, after all relevant data has been collected the evaluation team needs to analyze the data and prepare a report, including key findings and recommendations for future project/program intervention. The most important tasks are:

- Develop draft final report
- Dissemination of results to concerned staff members
- Debriefing on key findings and recommendations
- Review of draft report by other stakeholders
- Final report
- Dissemination of final report

See** Section 3.4 **above for data analysis and reporting. Box 4.11 suggests final evaluation reporting format.

Box 4.11: Suggested Reporting Structure for Project End Evaluation

Cover page
Name of project/program, Project timeframe to be evaluated, Name of organization to which the report is submitted, Names of the evaluation team and who commissions to do this evaluation, and Date of the report produced

Table of contents

Acknowledgements
Mention those who contributed to the evaluation

Executive Summary

Summary of the evaluation, with particular emphasis on main findings, conclusions, lessons learnt and recommendations. The summary should be tightly drafted, and usable as a free standing document. It should be short, not more than five pages.

Introduction

Presentation of the background of the project, evaluation's purpose, and evaluation questions.

Methodology

Explain the approaches (quantitative and qualitative methods), data collection analysis including data collection, quality assurance and ethics, data processing and analysis, and limitations.

Findings

Factual evidence relevant to the questions asked by the evaluation and interpretations of such evidence.

Conclusions

Assessment of intervention results and performance against given evaluation criteria (i.e., relevance, effectiveness, efficiency, impact and sustainability) and standards of performance (performance rating).

Lessons Learnt

General conclusions for the project itself and the type of project with a potential for wider application and use.

Recommendations

Actionable proposals regarding improvements of policy and/or management addressed to the clients of the evaluation or other intended users.

References

Annexes

Case studies

Ideally the report should include the following annexes:

The terms of reference of the evaluation

Data collection instruments and schedule for field visit

List of people interviewed (optional or with anonymous or ask for consent)

Box 4.12: Project evaluation template developed by CARE

(See detail example in Annex D)

Front cover

Table of contents

Acronyms

1. Executive Summary
2. Introduction - Basic project data, map(s), background, purpose and methodologies used
3. Findings against objectives as well as evaluation questions.
4. Recommendations and the cost of proposed recommendations
5. Conclusion

Bibliography Appendices

4.4.7. Step 5: Develop Management Response

The management response to the findings of final evaluation report especially from the recommendation section is suggested in Box 4.13.

Box 4.13: Suggested Template for Final Evaluation Response

Project/Program title:			
Commissioned by:			
Responsible person/s who provided the management response:			
Overall management response: • *Fully accepted: (explain)* • *Partially accepted (explain)* • *Not Accepted (explain)*			
Date:			
Recommendations and Action Plan			
Recommendation 1:			
Key Actions	**Responsible Person/s**	**Deadline**	**Comments/Remarks**
1.1.			
1.2.			
1.3.			
Recommendation 2:			
2.1.			
2.2.			
2.3			

4.4.8. Step 6: Report Dissemination

See **section 3.3.6** above on the importance of dissemination, identify the audience, and methods of dissemination. For the presentation of the final evaluation key findings to audiences should focus on methodology and purpose of final evaluation, key findings of MTE, lessons learnt and recommendations.

4.4.9. Step 7: Internal Learning and Reflection

(See Section 3.3.7 above)

Checklist: Conducting Final Evaluation

Before conducting evaluation

1. Terms of reference (TOR) developed
2. Decision is made regarding whether you need external evaluator/s or internal evaluation team
3. Inception report is developed
4. Data collection team formed/Evaluator/s selected
5. Questionnaires developed
6. Training to data collection team
7. Schedule for field data collection prepared
8. Appointment with villagers and/or stakeholders made

During evaluation

1. Logistic arrangement for field data collection finished
2. Data quality assurance at the field level
4. Research ethics applied

After evaluation

1. Debriefing preliminary findings with evaluation team finished
2. Follow up on report writing with evaluator/s
3. Draft evaluation report submitted
4. Proofreading and feedback provided
5. Final report submitted
8. Key findings and recommendations are disseminated with concerned stakeholders
9. Follow up plan developed/management responses

5. Relationship between Monitoring and Evaluation

Monitoring continuously tracks performance against what was planned by collecting and analyzing data on the indicators established. It provides continuous information on whether progress is being made toward achieving results (i.e., output, outcomes and overall objectives) through record keeping and regular reporting system.

Evaluation is a periodic, in-depth analysis of project performance. It relies on data generated through monitoring as well as information obtained from other sources. Evaluation are often (but not always) conducted with the assistance of external evaluators.

The following are characteristics of monitoring and evaluation:

Monitoring	Evaluation
Continuous	Periodic: at important milestones such as the midterm of project implementation; at the end or a substantial period after project conclusion
Keeps tracks; oversight; analysis and document progress	In-depth analysis; compares planned with actual achievements
Focuses on inputs, activities, results, implementation processes, continued relevance, likely results at the outcome level	Focuses on results in relation to inputs; results in relation to cost; processes used to achieve results; overall relevance; impact; and sustainability
Answers what activities were implemented and results achieved	Answers why and how results were achieved. Contributes to building theories and models of change
Alerts managers to problems and provides options for corrective actions	Provides managers with strategy and policy options
	Internal and/or external analysts by project managers, supervisors, community stakeholders, donors, and/or external evaluators

6. Performance Measurement

This section introduces the method to measure performance based on the OECD/DAC evaluative criteria, the use of indicators including use of baseline data, setting target, and help to understand on how to develop results-oriented framework.

6.1. Rating System towards OECD/DAC Evaluative Criteria

To have more comprehensive performance measurement, there are six-point rating systems (6 is the highest score and 1 the lowest score) for assessing project results. In addition to reporting on performance based on the six-point rating scale, two categories (i.e., satisfactory and unsatisfactory) for reporting on performance across the various evaluative criteria.

As general rule, evaluators will exercise their own judgment in assigning ratings. All ratings will be a round number, with no decimal points. The following tables explain the rating system and score descriptors. Box 4.14 provides example of rating of project final evaluation based on the evaluative criteria.

Rating System

Score	Assessment	Category
6	Highly satisfactory	**SATISFACTORY**
5	Satisfactory	
4	Moderately satisfactory	
3	Moderately unsatisfactory	**UNSATISFACTORY**
2	Unsatisfactory	
1	Highly unsatisfactory	

Score descriptors

Rating Scale	Score Descriptors
Highly satisfactory **(6)**	Under the concerned criterion, the activity achieved or surpassed all main targets, objectives, results (or impacts) and could be considered as a model within its project.
Satisfactory **(5)**	Under the concerned criterion, the activity achieved almost all (indicatively, over 80 to 95 percent) of the main targets, objectives, results or impacts.
Moderately satisfactory **(4)**	Under the concerned criterion, the activity achieved the majority (indicatively, over 60 to 80 percent) of the main targets, objectives, results or impacts.
Moderately unsatisfactory **(3)**	Under the concerned criterion, the activity did not achieve its main targets (indicatively, less than 60 percent) objectives, results or impacts.
Unsatisfactory **(2)**	Under the concerned criterion, the activity achieved only a minority of its targets, objectives, results or impacts.
Highly unsatisfactory **(1)**	Under the concerned criterion, the activity achieved almost non of its targets, objectives, results or impacts.

Box 4.14: Example of Rating Project Evaluation based on OECD/DAC Evaluative Criteria

No	Criteria	Rating Scale
Project Performance		
1	Relevance	4
2	Effectiveness	4
3	Efficiency	4
4	Impacts	4
5	Sustainability	4
Average Rating of project performance		**4**

Other Performance Criteria		
1	Gender equality and women's empowerment	5
2	Innovation	4
3	Adaptation to climate change	3
4	Etc… (if any)	

Note:
Rating scale: 6=Highly satisfactory; 5=Satisfactory; 4=Moderately satisfactory; 3=Moderately unsatisfactory; 2=Unsatisfactory; 1=Highly unsatisfactory

6.2. Selecting Indicators

6.2.1. Choosing Indicators

Decide what information is required, who needs it, and decide how often the information shall be collected. The basis to decide what to monitor and evaluate is to check the intention or objective of the project, or of the service.

When it is clear what needs to be measured, the next step is to choose what kind of data can provide the information you need to set up **indicators, in order to measure achievements, to reflect changes, or to help assess performance.** It may take time to do this research, sometimes called a literature review.

Indicators are clues, signs, and markers as to how close we are to our path and how much things are changing. They point to or indicate possible changes in the situation that may lead to improvements.

The indicators to monitor inputs, outputs and impacts can be either **quantitative indicators** or **qualitative indicators*.*** Quantitative indicators are count-able quantities: e.g. the number of truckloads of laterite earth to repair a road, the number of people who make use of a well. Qualitative indicators are conceptual: e.g. satisfaction of beneficiaries on the upgraded road or quality of the water that they get from the new well.

Key step in selecting indicators is to set **baseline data and target**. An outcome indicator has two components: a baseline and a target. The **baseline** is the situation before a project/program or activity begins; it is a starting point for results monitoring. The **target** is what the situation is expected to be at the end of a project/program or activity.

Example levels of indicators is explained as follows:

Type of project or service	Input indicators	Output indicators	Impact indicators
Well construction	Time needed to dig the well	Depth of the well Amount of water that can be drawn from the well each day	Time spent by women on collecting water every day Change in pattern of water use (e.g. more water used for washing and more frequent washing)
Vocational training	Number and length of vocational training sessions	Number of women and men who complete the vocational training course and obtain a certificate	Number of women and men who establish a small business using their vocational skills

6.2.2. Develop a log-frame and/or results framework

An important part of checking the program/project design is to review the logic of whether the proposed activities will ultimately deliver the outcomes. Some planning tools may be developed for a proposal, then reviewed many times in the design and preparation phase, before they are finalized.

Log-frame

An important step in developing a log-frame is to list assumptions about the conditions under which the project / program will operate and what the risks to success are. The risks are recorded in a risk-log or matrix and regularly reviewed. See examples in **Annex E, F and G** for different NGOs.

Most Request for Applications (RFAs) from donors require a Logframe, or a Results framework, or an M&E framework. Some donors require all three. Some of these tools must be submitted in draft format for funding applications to donors, and then re-submitted or reviewed annually. See the **Annex E, F and G** for different examples from NGOs

Results framework

Some organizations do not use a logframe, but they use a Results framework. Some organizations use both, or choose columns from each into a single matrix. See **Annex E, F and G** for examples.

6.3. Develop M&E Framework

6.3.1. M&E Framework

An M&E framework is essential as a collaboration and communications tool. It provides clarity for persons both inside and outside the project on how to collect information regarding the progress of the projects, and to make sure that we are aware of how to collect the information for each indicator (**input, process, output, outcome and impact)** in the Logical Framework Approach matrix. It also provides a way of ensuring that responsible and relevant staff can get a picture of how information will be collected and who is responsible for specific tasks.

M&E frameworks are designed to help assess an organization's success or otherwise, in trying to realize it objectives and goals. The objectives of M&E frameworks are to collect and provide information that will be used to:

- Track progress on implementation of a program/project,
- Identify gaps and weaknesses in service provision,
- Plan, prioritize, allocate and manage resources,
- Monitor the impact of the organization,
- Measure effectiveness of treatment.

6.3.2. Things to consider before developing an M&E Framework

There are various things to consider in developing an M&E framework (See **Annex H, I and J** for further examples). They should be continuously implemented and reviewed.

Activities	Things to consider
Check the program/ projects design	• Review and revise (and if necessary, prepare) a logical framework (See Annex D, E, F) • Ensure that objectives for goals (impact), purpose (outcome), outputs and assumptions are clearly stated and measurable • Ensure that indicators are clearly specified regarding quality, quantity and time
Assess capacity for M&E	• Identify whether the necessary human and financial resources are available • Assess training requirements for all monitoring staff both from the organization and counterpart bodies • Specify training requirements
Plan for data collection and analysis	• Check existing information sources for reliability and accuracy to determine what data is already available • Decide what additional information should be collected for baseline purposes for M&E • Set a time frame and schedule for data collection
Prepare the M&E work-plan and budget	• Summarize agreed information needs, data collection, information use, reporting and presentation in a M&E work-plan • Summarize capacity building and support requirements • Cost all activities and identify funding sources.
Plan for reporting and feedback	• Design the reporting system, specifying reporting formats • Devise a system of feedback and decision making for management.

Box 6.1: Example of M&E Framework for a program/project

What is to be monitored/evaluated?	Target Indicators	Data Sources	Frequency	Means of Verification	Methods	Responsible person
Goal (impact): is a long-term result that is the logical consequence of the achievement of the outcomes	Reduced Mortality Quality of life (Adequate housing Rights, Human Rights, Income Increased, Poverty reduction, Gender Equity)	Beneficiaries Partner organizations Government statistical reports	Monthly, quarterly, annually, etc	Progress reports – monthly, quarterly, annual, etc Budget and financial reports Reformed policies in place	Desk review Case study Observation Structured questionnaires Interviews Most significant change	Program/project Staff/ implementers Program/project Managers Conducted by external evaluators
Objectives (outcomes): End-of-program/ project results that are the consequence of the achievement of a set of outputs	Knowledge Attitude/Behaviors Practices Policy reformed Norms changed Structure Changed Improved quality of social, legal and health services delivered	Beneficiaries Partner organizations Relevant stakeholders Government statistical reports Local authorities	Monthly, quarterly, annually, etc	Progress reports – monthly, quarterly, annual, etc Budget and financial reports Reformed policies in place	Desk review Case study Observation Structured questionnaires Interviews Most significant change Story telling	Program/project Staff/ implementers Program/project Managers
Activities (outputs): is Immediate results that are the consequences of completed activities	Service Delivery Participants trained Community outreach Beneficiaries reached Policies developed Income Statement Campaigns organized	Beneficiaries Partner organizations	Monthly, quarterly, annually, etc	Meeting minutes Activities report Routine monitoring reports	Spot check Check list Observation	Program/project Staff/ implementers Program/project Managers

7. Data Management

This section describes the evidence-base of quality data, ongoing methods to collect new data for comparison and systems and tools for managing data and knowledge.

There are some typical tasks for data management as follows:

- Collecting and reviewing existing information; developing storage systems,
- Designing primary data collection tools; decide sampling methods and population size,
- Designing reports (e.g. the format of regular monitoring reports), and agreeing upon what information is routinely collected,
- Developing the databases and purchasing the software used to analyse and manage data,
- Designing and implementing training programs, for example user training for the reporting systems, interviewer training for questionnaires, data entry training for M&E staff, statistical methods or software training,
- Managing the collection of data from the field and processing into the system,
- Monitoring data quality and managing the data cleaning process,
- Extracting, testing and analyzing data; choosing methods for analysis and interpretation.

7.1. Gather, Then Store Information

Use as much as possible of the already available data. This is often collected by others, and it is therefore called **secondary data** which you can search widely. This data may come from your peers, other organizations, research papers, government departments, websites, etc. You may have already collected some useful data during your literature review.

It is important to have a good storage system for data and reports (hard copies or soft copies) because they will be re-used or requested many times. This is referred to as a Knowledge Store. Previously, collected data that is easy to find will help give you the information needed, without spending time searching for or collecting the same information again.

Hard copy information such as annual reports, studies etc. can be stored in a library, usually with the M&E or Research team. Soft copy files should be stored centrally on a computer server in a shared drive, usually managed by the ICT team. Sometimes the online Knowledge Store is on the internet, e.g. the organization's intranet or web page.

If the data you need is not yet available, then you have to consider how you can best collect it. This is call **primary data** or **data you get from the field**. It is data that you collect specifically for your needs. It is important to consider carefully what you really need, so that you do not waste resources collecting information that is not used later.

7.2. Design Collection Methods for Primary Data

You can re-use existing data collection tools. If they are not suitable, then you will need to design the data collection tools, collection methods and systems for **primary data**. This will include a system for recording the results of key informant interviews, surveys, focus groups, etc. These skills can be quite specialist, and you may need help from an M&E consultant.

Not all beneficiaries are interviewed as it is not needed for statistical accuracy, and it would not be practical anyway. A representative sample of the population is used. The sampling method chosen to determine who is interviewed is a technical task that requires a skilled M&E practitioner, external consultant or statistician to support.

Often new primary data is collected by a survey, using a questionnaire with many types of questions. The questionnaire is usually done in individual interviews with target populations (your planned beneficiaries). *There are benefits and disadvantages in re-using existing survey methodologies and set of questions.*

Re-using existing survey methods and sets of questions	
Advantages of re-using methods and questions	• Existing questions have been well-tested by previous M&E teams, and improved over time. They will result in better responses from interviewees and better data quality. • Questions that use existing categorical results can be compared to previous data, other organizations, the national census, etc. For example, level of education has standard categories. • Ability to easily compare your results to national / provincial baseline. • Ability to use previous analysis of similar results and build on that knowledge. • There is less risk of confusing results, or poorly reported outcomes. • It is easier to find interviewers with experience in the questionnaire and program knowledge, who require less training and support. They are more likely to collect better quality data. • If you re-use a survey, you can re-use the existing database tools. Only minor changes are required, and the survey and system testing phase will be shorter. • Overall, it is simpler and requires less effort to implement a streamlined survey process that has been done before. It has a known timeline, costs and quality.
Disadvantages of re-using methods and questions	• The existing questions may not be an accurate measure of the new program or intention. • If you re-use existing questions, you may be less likely to ask innovative, new or experimental questions. • If you need new questions or changes, you may need help from M&E to change the design into branching. Branching questions keep the existing question and add branches out to new questions to collect the new information.

The idea of simplicity of question design is important. Experienced survey designers and field teams will tell you that robust, clear questions and methods have taken time, sometimes a lot of time, to develop. Well-tested methods are easier to transfer, understand, communicate and adjust.

7.3. Design Regular Reports

Design the day-to-day reports for regular project/program monitoring. This includes the processes for regular weekly or monthly reporting.

An important part of the report design is which indicators the regular reports will contain and what are the monthly/quarterly targets. How are staff be prompted to take action if an indicator is below target? Some systems can generate reports that summarize the indicators, making it easier to monitor if progress is tracking too low or too high

7.4. Develop Software and Systems

During program/project implementation, a lot of data gets collected. Such data may not only be needed shortly after it has been collected, but also at a later time (e.g. to compare the "before and after" situation of a program/project). It is important that the collected data gets properly and systematically stored, so that it can easily be found in case it is needed again.

Documenting and managing data and the systems or tools which you use to work with it are critical tasks for M&E teams. Good quality data provides the basis for communication, transparency, consensus building and continuity of the consultative process.

When setting up a data and information management systems, or purchasing software, there are several questions that should be considered:

- What data and information needs to be managed or stored? Who needs to access it and when? How long do we need to keep it? Regularly assess what information you need to keep and what can be discarded.
- Data on programs/projects can also be used by more than one person, so it is important that whoever needs access to data or information can find it without having to seek extra help from the person who has stored it in the first place. There needs to be a system to store and manage project or program data and information. Consider designing a storage system for reports and helpful information that is easy to search. An effective Knowledge Store may be as simple as a secure folder system with agreed folder names and date system.
- Data collection tools and systems need to be tested before they are used in the field, even if this is with a small group. Create a testing plan. Decide which groups of people can provide the most useful test results.

7.5. Training programs

M&E tools and methods require training programs so that staff will be confident and collect good quality data. For example, training will be required for:

- Interviewers in the field. They must have in-depth understanding of the survey questions and be trained about the best methods for doing surveys.
- Staff using regular reporting systems for collecting data for ongoing monitoring purposes will need training in how to enter the data. They will need to know how often they should update it to the M&E system.

7.6. Field Data Collection

Data collection from the field must be planned for as it can be a long and costly task. For example, a randomized survey of 1000 beneficiaries may take a few months, and specialist interviewers may be required. Even a small survey of less than 100 beneficiaries may take weeks to complete.

Data collection occurs after the questionnaire is designed and tested, the systems are in place for collected data to be stored and relevant training programs have been completed. The training program for interviewers collecting data in the field is very important to produce good quality data.

Most data collection in the field still occurs using paper and pen interviewing (PAPI), register books, etc. When paper forms are returned to the office, organizations often use a computer system to enter and store the results.

Some typical tools for collecting and storing data include Microsoft Access, Microsoft Excel, SPSS, STATA or Open EPI. SMS phone text message applications are gaining in popularity as data collection and online data storage tools. Many organizations used **Microsoft excel** for data storing as well as data analyzing. Meanwhile, **SPSS is more analytical tool** and then processing data to Microsoft Excel for producing tables or figures.

Complaint mechanisms should enable anonymous feedback, which can be through open meetings/anonymous feedback box/ phone number/E-mail.

7.7. Manage Data Entry and Cleaning

Monitoring data quality is an important part of data management. Data quality refers to making sure the maximum amount of data is used for analysis. This includes checking for missing data, information that is incorrect, data that lies well outside the expected ranges, etc.

The design of the M&E system should minimize the chance of bad data being entered (for example, setting lower and upper ranges for responses about household income), but one of the most important factors is good training programs for people who are collecting and entering the data.

7.8. Data Extraction and Analysis

By analyzing the data, you can draw some conclusions from it and make judgments about progress and performance. It is better if this analysis involves many people together (e.g. in the Planning and Budgeting Committee, or with the Project Management Committee).

Sometimes specialist skills in data analysis and statistical analysis are needed. It usually takes time for people to develop data analysis skills and M&E teams may need to ask for external support. Data analysis can include proportions, correlation or multivariate analysis.

When you analyze the data, look for **characteristics of changes** (like a regular increase or decrease for the change you observe, or a concentration of the change during particular times or for specific locations), and for **similarities** to and **differences** from what you expected them to be. Some questions should be used to reflect about the collected information, such as:

- Are there any changes over time, or between the villages in the target areas?
- Is what you observed consistent with what some people told you during interviews?
- Does the progress of implementation, as reported by the implementers, correspond with what you think it is when you check at the site?

Analyzing data is done most easily using graphs and tables, as this helps to visually present the data to a group of people, which makes it easier to understand. Microsoft Excel, SPSS or Open EPI can be used, but there are many other software tools. MS Excel is very widely used for producing graphs and tables, and it is strongly recommended that data analysis includes graphs and tables.

8. Knowledge Sharing from Monitoring and Evaluation

This section helps users to understand that knowledge from monitoring and evaluation is important towards the improvement in performance, decision and learning. It explains what is learning and knowledge and different ways to disseminate information.

Knowledge gained from monitoring and evaluation is at the core of each **organizational learning process.** Monitoring and evaluation provides information and facts, when accepted and internalized, become knowledge that promote learning. Therefore, information must be disseminated and available to potential users in order to become applied knowledge.

Learning is a continuous, dynamic process of investigation where the key elements are experience, knowledge, access and relevance. **Knowledge** is content-specific information capable of bringing change or more effective actions at a wider level that can contribute to new learning and knowledge. The management of knowledge involves creating, sharing and leverage knowledge that not only requires establishing systems and processes to **gather, organize, package, and dissemination** information on time to the right decisions makers. Information gained from the processes is described as **feedback**.

The dissemination of key information (i.e, key findings and recommendations) can be done with **internal organization** and/or **external stakeholders** which act as additional advocates for the use of evaluation results in the region, or with government, by donors, etc. Sharing the results with beneficiaries through participatory methods is an important way to empower the community and NGOs to learn more what is good and what need to improve for the benefits of their communities.

The key information can be disseminated through different ways depended on the resources of each organization including **internal meeting/workshop, report publication, press release, forum, social media, brochure/leaflet, etc.** Some organizations develop a 2 to 3 friendly pages communication materials as part of advocacy tool either with donors or government and/or other policy makers.

Additionally, the program/project **results, lessons learned and recommendations** should be used in three different ways to improve overall program effectiveness and increase the achievement of objectives and goals:

No	Purpose	Description
1	Program/project management	• The results for outputs and outcomes for specific components or activities can provide important information about whether program implementation is proceeding in accordance with the program plan and budget. • Results are used to improve management practices, or assist in decision-making, e.g. whether or not to proceed.
2	Revision of program/project strategy and sustainability	• Results can also provide information on the relevance or effectiveness of an existing strategy or course of action to produce specific outcomes or achieve key objectives. • Results are used to give inputs for policy-making, provide guidance / advice / lessons for redesign or design of next phase. They can influence future programs and policies locally, as well as within the organization. • They can help us to modify the current operational strategy, including what outputs should be produced.
3	Use of resources	• Results can provide important indications about the efficiency with which resources are used to implement activities and achieve outcomes. • Results are used to improve / modify / add partnerships, or partner inputs. They may supply information for improved advocacy and fund-raising.

9. Conclusion

Monitoring and Evaluation helps staff to be **accountable** and **reposition** ourselves, learn from the experience and make more **informed decisions and better decisions** also improve performance. This guideline of monitoring and evaluation is expected to evolve and improve gradually as practitioners gain experience with it.

In order to make staff members, especially young professional, to be familiar with this guideline, the organization should organize a formal training to the staff who is responsible for monitoring and evaluation and practice. Some of the elements call for changes in mindset and behavior of staff, and therefore the organization should fully expect to continue to learn from every step of learning cycle.

10. Definition of Key Terms

Some of the technical terms defined in this dictionary are not used in this guideline. Nevertheless, you are likely to find them in other research manuals and thus they are explained here to add to the usefulness of the guideline.

Key terms	*Definitions*
A	
Assessment	A process (which may or may not be systematic) of gathering information, analyzing it, and then making an objective judgment on the basis of the evidence.
Assumptions	External factors (i.e. events, conditions or decisions) that could affect the progress or success of a program/program. They must hold true to achieve the project objectives, but are largely or completely beyond the control of the project management. They are worded as positive conditions. Initial assumptions are those conditions perceived to be essential for the success of a project or program. Critical (or "killer") assumptions are those conditions perceived to threaten the implementation of a project or program, often discussed as risks.
Audit	An assessment of the adequacy of management controls to ensure the economical and efficient use of resources; the safeguarding of assets; the reliability of financial and other information; the compliance with regulations, rules and established policies; the effectiveness of risk management; and the adequacy of organizational structures, systems and processes. Evaluation is more closely linked to managing for development results and learning, while audit focuses on compliance.
B	
Baseline survey /study	An analysis describing the situation in a project area – including data on individual primary stakeholders – prior to a development intervention. Progress (results and accomplishments) can be assessed and comparisons made against it. It also serves as an important reference for the completion evaluation.
C	
Complaint mechanism	The Governance and Professional Practices (GPP) certificate includes Standard 5.1., Indicator 5.1.4 "Complaint mechanisms are developed and made available for beneficiaries and other related stakeholders use for better performance of the organization". The criteria includes: • Open meetings/ Anonymous feedback box/ Phone numbers for complaints/E-mail • Independent team/persons to solve the complaint • The organization promotes the complaint mechanism to communities

Control group	A specially selected subgroup of people who purposefully do not receive the same treatment, input or training, etc. as the target group. Thus, differences between the control group and the target group can be measured and evaluated.
Cost effectiveness	Comparison of the relative costs of achieving a given result or output by different means (often where benefits are difficult to determine).

E

Effectiveness	A measure of the extent to which a project attains its objectives at the goal or purpose level, i.e. the extent to which an intervention has attained, or is expected to attain, its relevant objectives efficiently and in a sustainable way.
Efficiency	A measure of how economically the inputs (funds, expertise, time, etc.) are converted into outputs.
Evaluation	A systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavor and supply lessons learned to improve future actions, planning and decision- making. Evaluations commonly seek to determine the efficiency, effectiveness, impact, sustainability and the relevance of the project or organization's objectives. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help partners and funding agencies make decisions.
External evaluation	Evaluation of a project by outside team, i.e. not a stakeholder.

F

Formative evaluation	Evaluation conducted during implementation to improve performance. Intended for managers and direct supporters of a project.

G

Goal	The higher-order program or sector objective to which a development intervention, such as a project, is intended to contribute. Thus, it is a statement of intent.

I

Impact	The changes in the lives of people, as perceived by them and their partners at the time of evaluation, plus sustainability-enhancing change in their environment to which the project has contributed. Changes can be positive or negative, intended or unintended. In the log frame terminology these "perceived changes in the lives of the people" may correspond either to the purpose level or to the goal level of a project intervention.
Indicator	Quantitative or qualitative variable that provides a simple and reliable basis for assessing achievement, change or performance. A unit of information measured

	over time that can help show changes in a specific condition. Goals or objectives can have multiple indicators.
Input	The financial, human and material resources necessary to produce the intended outputs of a project.
Inspection	A general examination of an organizational unit, issue or practice to ascertain the extent it adheres to normative standards, good practices or other criteria and to make recommendations for improvement or corrective action. It is often performed when there is a perceived risk of non-compliance.
J	
Joint evaluation	An evaluation to which different institutions and/or partners contribute.
L	
Learning	Reflecting on experience to identify how a situation or future actions could be improved and then using this knowledge to make actual improvements. This can be individual or group-based. Learning involves applying lessons learned to future actions, which provides the basis for another cycle of learning.
Lessons learned	Knowledge generated by reflecting on experience that has the potential to improve future actions. A lesson learned summarizes knowledge at a point in time, while learning is an ongoing process.
Logical framework approach (LFA)	An analytical, presentational and management method that involves problem analysis, stakeholder analysis, developing a hierarchy of objectives and selecting a preferred implementation strategy. It helps to identify strategic elements (inputs, outputs, purpose, and goal) and their causal relationships, as well as the external assumptions (and risks) that may influence success or failure. It facilitates planning, execution and evaluation of a project.
Logical framework matrix	Also known as "logframe" or "logframe matrix". A table, usually consisting of four rows and four columns, that summarizes what the project intends to do and how (necessary inputs, outputs, purpose, objectives), what the key assumptions are, and how outputs and outcomes will be assessed.
M	
Means of verification	The expected source(s) of information that can help answer the performance question or indicators. This is found in the third column of the standard logframe. It is detailed further in the M&E framework.
Mid-term evaluation	Usually an external evaluation, performed towards the middle of the period of implementation of the project, whose principal goal is to draw conclusions for reorienting the project strategy.

Mid-term review (MTR)	An elaborate version of a supervision mission, with the same actors, that sometimes questions the design of the project. There is no standardized format for an MTR and so it can range from a supervision mission to a full-scale mid-term evaluation-like exercise.
Monitoring	The regular collection and analysis of information to assist timely decision-making, ensure accountability and provide the basis for evaluation and learning. It is a continuing function that uses methodical collection of data to provide management and the main stakeholders of an ongoing project or program with early indications of progress and achievement of objectives.
Monitoring and Evaluation	The traditional understanding of the phrase "M&E" describes a range of data collection and reporting tasks which provide the knowledge required for: a) effective project management and b) reporting and accountability responsibilities. In this guideline, additional, important M&E tasks are introduced and grouped under four elements.
M&E framework	An overview of the M&E system developed during the design phase of a project and included in the project appraisal report.
O	
Objective	A specific statement detailing the desired accomplishments or outcomes of a project at different levels (short to long term). A good objective meets the criteria of being impact oriented, measurable, time limited, specific and practical. Objectives can be arranged in a hierarchy of two or more levels.
Objective hierarchy	The different levels of objectives, from activities up to goal, as specified in the first column of the log frame. If the project is designed well, realization of each level of objectives in the hierarchy should lead to fulfillment of the project goal.
Objectively verifiable indicators	A group of criteria (not necessarily measurable) used to verify the degree of accomplishment (foreseen or actual) of the sectoral purpose, the objective, and the inputs and outputs of a project. They can be quantitative, and therefore both verifiable and measurable, or qualitative, and therefore only verifiable.
Outcome	The results achieved at the level of "purpose" in the objective hierarchy. In this guideline terminology, outcome is part of impact (result at purpose and goal level).
Outputs	The tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples of outputs include goods, services or infrastructure produced by a project and meant to help

	realize its purpose. These may also include changes, resulting from the intervention, that are needed to achieve the outcomes at the purpose level.
Output indicators	Indicators at the output level of the objective hierarchy, usually the quantity and quality of outputs and the timing of their delivery.

P

Participation	One or more processes in which an individual (or group) takes part in specific decision-making and action, and over which s/he may exercise specific controls. It is often used to refer specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use.
Participatory evaluation	A broad term for the involvement of primary and other stakeholders in evaluation. The primary focus may be the information needs of stakeholders rather than the donor.
Performance	The degree to which a development intervention or a development partner operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.
Plan Monitoring	A **monitoring plan** is a written **plan** that describes what will be monitored and how. A good **monitoring plan** is simple. It is based on existing **monitoring** mechanisms and sources of information, and collects only as much information as is used by the project team. Information is collected regularly throughout the project.
Project	An intervention that consists of a set of planned, interrelated activities designed to achieve defined objectives within a given budget and a specified period of time.
Project cycle management	A method for understanding the tasks and management functions to be performed in the course of a project's lifetime. It commonly includes identification, preparation, appraisal, implementation/ supervision, evaluation, completion and lesson learning.
Project evaluation	Evaluation of an individually planned development intervention designed to achieve specific objectives within a given budget and time period.
Project impacts	The changes that arise from the combined effects of project activities, or the extent to which the goal or highest-level project objectives are achieved. Impact also refers to any unintended positive or negative changes that result from a project. Impact sometimes means anything achieved by the project beyond direct outputs.

Project strategy	An overall framework of what will be achieved and how it will be implemented.
Purpose	The positive, improved situation that a project or program is accountable for achieving.

Q

Qualitative	Something that is not summarized as a number, such as minutes from community meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviors.
Quantitative	Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

R

Relevance	The extent to which the objectives of a project are consistent with the target group's priorities and the recipient and donors' policies.
Reliability	Consistency or dependability of data and evaluation judgments, with reference to the quality of the instruments, procedures and analyzes used to collect and interpret evaluation data. Information is reliable when repeated observations using the same instrument under identical conditions produce similar results.
Research	A systematic examination completed to develop or contribute to knowledge of a particular topic. Research can often feed information into evaluations and other assessments but does not normally inform decision making on its own.
Result	The measurable output, outcome or impact (intended or unintended, positive or negative) of a development intervention.
Results-based management	RBM is a management strategy which uses feedback loops to achieve strategic goals. All people and organizations (actors) who contribute directly or indirectly to the result, map out their business processes, products and services, showing how they contribute to the outcome.
Reviews	Reviews such as rapid assessments and peer reviews are distinct from evaluation and more closely associated with monitoring. They are periodic or ad hoc, often light assessments of the performance of an initiative and do not apply the due process of evaluation or rigor in methodology. Reviews tend to emphasize operational issues.
Risk	Possible negative external factors, i.e. events, conditions or decisions, which are expected to seriously delay or prevent the achievement of the project objectives

and outputs (and which are normally largely or completely beyond the control of the project management).

S

Sample

The selection of a representative part of a population in order to determine parameters or characteristics of the whole population.

Self- evaluation	An evaluation by those who are administering or participating in a program or project in the field and/or by those who are entrusted with the design and delivery of (part of) a development intervention. As with any evaluation, a self-evaluation focuses on overall impact and performance, or specific aspects thereof.
Situation analysis	The process of understanding the status, condition, trends and key issues affecting people, ecosystems and institutions in a given geographic context (at local, national, regional, international level).
Stakeholders	An agency, organization, group or individual who has a direct or indirect interest in the project/program, or who affects or is affected positively or negatively by the implementation and outcome of it. Primary stakeholder is the main intended beneficiaries of a project.
Strategic planning	A broad description of activities normally carried out during project development, from start to finish, and the milestones to be achieved along the way, e.g. implementation agreements, registration, etc. The plan explains different aspects that will be addressed as part of project development, and illustrates basic principles to be followed. The sequence of and relationship between main activities and milestones is described. The appraisal report should be used as a starting point for refinement of the strategic plan as well as detailed operational planning.
Sustainability	The likelihood that the positive effects of a project (such as assets, skills, facilities or improved services) will persist for an extended period after the external assistance ends.

T

Triangulation	Use of a variety of sources, methods or field team members to crosscheck and validate data and information to limit bias.

V

Validity	The extent to which something is reliable, or measures up to or makes a correct claim. This includes data collection strategies and tools.

Validation	The process of crosschecking to ensure that the data obtained from one monitoring method is confirmed by the data obtained from a different method.
Vertical logic	A summary of the project that spells out the causal relationships between, on the one hand, each level of the objective hierarchy (inputs-outputs, outputs-purpose, purpose-goal) and, on the other, the critical assumptions and uncertainties that affect these linkages and lie outside the project manager's control.

W

Work plan	A detailed document stating which activities are going to be carried out in a given time period, how the activities will be carried out and how they relate to the common objectives and vision. The work plan can be designed according to the logframe and contains a description in each cell of the table of each activity and output, its verifiable indicators, the means of verification and its assumptions.

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Annexes

Annex A

TERMS OF REFERENCE

CONSULTANCY FOR PROJECT BASELINE STUDY OF

GIRLS LEAD: EMPOWERING GIRLS AND YOUNG WOMEN TO LEARN, SHARE, CREATE AND LEAD FOR GENDER EQUALITY IN CAMBODIA PROJECT

Coverage Areas: Siem Reap, Ratanak Kiri and Stung Treng Provinces

1. INTRODUCTION

Plan International Cambodia has started its work in Cambodia since 2002 and it is currently operating the 3rd Country Strategic Plan (FY2017-FY2021). The 3rd Country Strategic Plan was developed based on a child rights situation analysis, which assessed the root causes and gaps at household, community, district and national levels which result in children's rights being violated or unfulfilled. Based on this analysis, five strategic program were prioritized and focused on in the next five years, and those country core programs consists of: Early Childhood Care and Development (ECCD), Child Protection, Water, Sanitation and Hygiene (WASH), Nutrition, and Education including TVET. Program Influence Approach (PIA) is applied as the development approach of Plan International Cambodia program.

With funding support from Plan Germany (GNO), Plan International Cambodia in collaboration with Child Advocate Network (CAN) and Young Women Leadership Network (YWLN) is implementing a 5-year project entitled "GIRLS LEAD: Empowering Girls and Young Women to Learn, Share, Create and Lead for Gender Equality in Cambodia" in three target provinces – Siem Reap, Stung Treng and Ratanak Kiri from 01st March 2018 to 28th February 2023.

The project aims to empower girls, boys, and young people aged 12-24 years to learn, share, create, and lead efforts to promote social development and gender equality in Cambodia with enabling support from parents, caregivers, communities, and government decision makers.

Through this project, girls and boys in 52 child clubs in three provinces will learn through Champions for Cambodia' method/training share their knowledge through Bell Sound, create collective actions through Small Grants for Gender Equality, and lead through role modelling and advocacy at commune, provincial, and national levels.

The Girls Lead project will be directly implemented by Plan International Cambodia's staff and collaborate closely with two Cambodian volunteer networks: Child Advocate Network (CAN) and Young Women Leadership Network (YWLN). The target groups covered by the project are as follows:

- Girls and boys in 52 commune-level child clubs: Approximately 1,170 (702 girls and 468 boys)
- Parents and caregivers who have children aged 12-18 in 52 communes: Approximately 2600 (1300 female and 1300 males)
- Commune Council (CC) and Commune Committee for Women and Children (CCWC) members in 52 communes: Approximately 780 members (390 female and 390 men)
- Provincial/national government officials from 3 provinces and Phnom Penh: 75 officials (45 female and 30 men)
- CAN and Child Support Team (CST) members aged 15-24: 111 members (56 female and 55 male)
- YWLN members aged 18-35: 50 members (48 female and 2 male)
- Plan International Cambodia's frontline staff: 21 staff (9 female and 12 male)

The project will be carried out in 3 provinces, 12 districts and 52 communes of Plan's target areas as detailed in below table:

Provinces	Districts	Communes	Number of Children Clubs
Siem Reap	4 (Angkor Thom, Angkor Chum, Banteay Srei, and Srei Snam)	23	23
Ratanak Kiri	5 (Veun Sai, Ta Veaeng , Angdong Meas, Bar Kaev, Ou Chum)	16	16
Stung Treng	3 (Siem Pang, Sesan and Thala Barivat)	13	13

2. OBJECTIVES OF PROJECT BASELINE STUDY

The main objectives of project baseline study are threefold:

(1) To collect baseline data for all indicators of project outcomes and outputs (if applicable) as defined in the Girls Lead Project Result Framework

(2) To assess the relationship between parents/caregivers and their children in the lens of gender perspectives (Stereotype, gender roles and decision making, and access to and control over information, education, and social activities), violence, menstrual hygiene, and early marriage and teenage pregnancy.

(3) To provide strategic recommendation for the project to be implemented in effective and sustainable ways.

Here is the list of project indicators stated in the Project Result Framework:

No.	Indicators	Remark
1	Degree of effectiveness of youth associations contribution to decision-making processes	Outcome indicator: 2.2

2	Level of empowerment and extent to which Girls Lead participants show change in knowledge, attitudes, and practices in Champions of Change critical change areas	Outcome indicator: 2.3
3	Quality of the networking with different stakeholders (by youth associations) at different levels	Outcome indicator: 2.4
4	Extent to which organizational practices and structures are gender transformative, inclusive and effective in key areas of organizational management	Outcome indicator: 2.5
5	Extent to which parents/ adult caregivers support and defend young people's participation in decision-making at various levels comparison with other communities taking not part of the project	Outcome indicator 3.1
	At least 80% of parents and caregivers committed to allowing their girls and boys to regularly attend child clubs	Output indicator 3.1.1
6	Extent to which prioritized government decision-making processes include meaningful participation of youth associations	Outcome indicator 4.1
	65% of targeted CCs and CCWCs have a mechanism in place in which girls and boys can attend and contribute to their regular meetings	Output indicator 3.2.1
	At least 250 children (of which at least 50% are girls) attended commune-level meetings and planning processes	Output indicator 3.2.2
	At least 60% of Commune Investment Plans in targeted communes included resources to support children's activities and child-related social services	Output indicator 3.2.3
7	Relevance, effectiveness and quality of joint actions between CSOs/ CBOs/ networks and youth association	Outcome indicator 4.2
8	At least 60% of surveyed parents and caregivers reported improved parent-child relationships within their households	Output indicator 3.1.2

3. SCOPE OF WORK

The consultant will be responsible for leading Plan's project baseline study team to design research methods, develop/contextualize the tools, and collecting primary data at sub-national level. Moreover, the consultant will also be responsible for collecting primary and secondary data relevant to the project baseline study including the consultation with relevant ministries and NGOs at national level, data entry, data analysis, and report writing including the presentation of initial findings to relevant stakeholders.

The project baseline study will cover three target provinces (Siem Reap, Stung Treng and Ratanak Kiri), 12 districts and 52 communes and CAN and YWLN at national level for primary and secondary data collection. The study is expected to start from 15 October 2018 and complete by 15 November 2018

4. METHODOLOGIES AND TOOLS

The proposed project baseline study requires both qualitative and quantitative data/information analysis. The study will be conducted by the consultant with support from Plan International Cambodia's project team about 20 person for field data collection at the sub-national level including discussion about existing tools, make appointment with keys respondents if necessary.

The baseline study with will include participation from YWLN and CAN as well as child clubs. The consultant will ensure that baseline study methodology and approaches have to reflect on gender transformative which is PLAN's focus.

To meet the objectives of the project baseline study, the baseline study will be undertaken through various methods including KAP survey, Ocular Observation, Focus Group Discussion (FGD), Key Informant Interview (KII), and other methods (as it finds necessary by consultant) to gather required information and data.

Given the name and number of target groups of beneficiaries, stakeholders and project locations together with the list of all indicators, the consultant is also expected to propose the sample size and sampling methods in identifying and selecting the target respondents and locations to Plan International Cambodia's Research Support Team.

Remark: For this baseline study Plan International Cambodia have some existing tools to collect data for outcome level. However, the consultant need to contextualize and develop additional tools to collect data for all indicators. The tools shall be developed in child friendly manners and represent gender equality, i.e. the tools do not perpetuate gender stereotype etc.

Ethics and Child Protection

The consultant shall comply Plan International Cambodia Safeguarding children, Young People Policy and other required policies.

Plan International Cambodia follow the child participation approach, so that especially girls are included in processes of data collection and analysis of result.

5. EXPECTED DELIVERABLES AND THE DEADLINE

By the end of the consultancy job with Plan International Cambodia, the consultant is expected to submit the following deliverables:

1) Draft inception report which consists of methodology, sampling, research tools (both Khmer and English version), field work schedule, etc., one week after signing contract
2) Final inception report, two weeks after signing contract
3) Training curriculum to the project team on the data collection
4) Draft baseline study report,

5) Presentation on initial findings and recommendations
6) Final baseline study report including the summary report

6. BASELINE STUDY PROCESS AND SCHEDULE

The project baseline shall be conducted for the period from 22 October 2018 to 22 December 2018 .Below is the key process with number of working days allocated:

No.	Activities	Responsible Person	Number of Working Day
1	Orient consultant team and sign contract with Plan International Cambodia: * Discuss on the TOR * Clarify roles and responsibilities between consultant and Plan's support team * Discuss on expected deliveries, schedule and logistic arrangement between consultant team and Plan's support team * Sign contract between consultant and Plan International Cambodia	Plan International Cambodia	1
2	Desk review	Consultant	2
3	Develop inception report including simplified tools (the tools must be in Khmer and English version) and approval from Plan International Cambodia.	Consultant	3
4	Provide training on tools to data collectors including field test	Consultant	2
5	Data collection both Sub/National level	Consultant and Plan team	11
6	Data entry, data screening and data analysis	Consultant	3
7	Draft and send project baseline report including all annexes to Plan International Cambodia for review, comments and inputs	Consultant	6
8	Present draft findings and recommendations to Plan and stakeholders to get feedback	Consultant	1
9	Incorporate all comments/inputs and resend final draft to Plan International Cambodia for final review and approval	Consultant	2
10	Finalize baseline study report once received approval from Plan International Cambodia and send final baseline report, annexes and all dataset to Plan	Consultant	1
		TOTAL:	**32 days**

7. INTENDED USERS OF THE PROJECT BASELINE STUDY REPORT

The project baseline study report and its annexes will be used by internal organizations and institutions:

1) Plan International Cambodia
2) Plan International Germany
3) Young Women Leadership Network
4) Child Advocate Network

8. PLAN INTERNATIONAL CAMBODIA'S RESEARCH SUPPORT TEAM

In supporting and working with consultant on this baseline study, Plan International Cambodia established a group of key people within the organization as indicated below:

No.	Name	Role	Work Base	Responsibilities
1	Thap Kyheu, M&E officer Girls Lead Program	Focal Point	CO	• Ensure smooth coordination between consultant, Program Unit (PU), Country Office (CO) and Plan International Germany • Ensure sufficient technical support to the whole processes of baseline study. • Support to simplify the tools together with consultant • Provide comments and feedback on baseline report
2	Lorn Borrmey, Girls Lead Program Manager	Overall Coordination	CO	• Facilitate and provide technical support during tool development and questionnaires • Supply documents relevant to the baseline study and provide technical feedback to the project baseline study process, findings and report. • Ensure enough budget for baseline • Make appointment with relevant respondents at national level • Consultant recruitment
3	• Thy Sambath, MER specialist, • Karin Werner & Kirstin Bostelmann (GNO)	Technical advisor	CO	• Provide input on baseline TOR • Facilitate and provide technical support during tool development and questionnaires • Supply documents relevant to the baseline study

				• Provide technical feedback to the project baseline study process, findings and report.
4	Thun Sokaun, Girls Lead Project Officer	Sub National Coordinator	PUs	• Working with CDO, FFs to make appointment with relevant respondents • Overall coordination of logistic management • Provide inputs for tools, and report

9. BUDGET AND LOGISTIC ARRANGEMENT

The consultant will be encouraged to participate in field data gathering and the consultant should propose budget that covers all related costs for baseline study including VAT together with the proposed methodology in the research proposal for this consultancy work. Plan International Cambodia will assist the consultant in coordination and making appointment with relevant ministries and NGOs for data collection at national level. At sub-national level, Plan International Cambodia's research support team will also assist in field data collection and making appointment with relevant provincial departments, local authorities, NGOs and other target groups.

The cost for this consultancy work will be charged to KH00995-KHM1-029-2711-00/ 666070

10. REPORT FORMAT AND OUTCOME MONITORING SYSTEM GUIDE

The consultant is required to use the format of project baseline report including annexes. However, the consultant can propose adjustment or improvement of the formats to Plan International Cambodia.

11. RELEVANT DOCUMENT WILL BE PROVIDED AFTER SELECTED

Following key documents will be provided to consultant after signing the contract:

1) Project Proposal
2) Project Result Framework
3) 3rd CSP Result Framework
4) M&E Framework of Girls Lead Project
5) Other baseline/evaluation studies relevant to this assignment

12. QUALIFICATIONS OF CONSULTANT

One credible independent (local and/or international) consultant team will be recruited.

The composition of the team is expected to be as follows:

- **Lead Researcher**: Post graduate degree preferred in Social Science, Development Studies or PhD, must have extensive experience in research, baseline surveys and evaluations, particularly on the areas of gender and child participation.
- **Survey Supervisor**: He/she experienced in managing and supervising surveys in large scale and ability to ensure accurate information and data and meeting the deadline.

Collectively, the team is expected to demonstrate:

- Experience in the design of methodology, tools and questionnaires related to gender, girl rights, child participation, competency assessment and other social development issues.
- Experience training data collectors
- Experience in storing and analyzing large and diverse data sets
- Available to stay in Cambodia during the survey period.
- Good interview and analytical skills.
- Fluency in English (and Khmer for survey supervisors)

13. HOW TO APPLY

Please ensure submission of the following documents applying for this consultancy job:

- Develop research proposal including proposed methodologies, timeframe and budget including breakdown of daily rate and number of expected days input for each team member.
- Submit Curriculum Vitae of Lead Consultant and each consultant team member with contact details and three referees.
- Submit the above mentioned documents by email: HR.Cambodia@plan-international.org

Contact Persons:

1. **Thap Kyheu**, Girls Lead M&E Officer, email: Kyheu.Thap@plan-international.org
2. **Lorn Borrmey** Girls Lead Programme Manager, email: Borrmey.Lorn@plan-international.org

Requested by	
Tap Kyheu, M&E Officer	Date
Reviewed By	
Thy Sambath, MER Specialist	Date:
Reviewed By	
Lorn Borrmey, Girls Lead PM	Date:
Approved By	
Yi Kimthan, Acting DCD-P	Date:

List of Acronym

CAN	Child Advocacy Network
CBO	Community Base Organization
CC	Commune Council
CCWC	Commune Committee for Women and Children
CDO	Community Development Officer
CO	Country Office
CSO	Civil Society Organization
CSP	Country Strategic Plan
CST	Child Support Team
DCD	Deputy Country Director
ECCD	Early Childhood Care and Development
FF	Field Facilitator
FGD	Focus Group Discussion
GNO	Germany National Office
KAP	Knowledge Attitude and Practice
MER	Monitoring Evaluation and Research
NGO	Non- Government Organization
NPM	National Program Manager
PIA	Program Influence Approach
PU	Program Unit
TOR	Term Of Reference
TVET	Technical Vocational Education and Training
VAT	Value Added Tax
WASH	Water Sanitation and Hygiene
YWLN	Young Women Leadership Network

TERMS OF REFERENCE

Project Mid Term Review

Project: Women's Economic Empowerment through Agriculture Value Chain Enhancement (WEAVE)

Donnor: Department of Foreign Affairs and Trade (DFAT)

Position Title: Evaluator or Consultant team

Place of Assignment:
Nam Det commune in Bac Ha district, Lao Cai province (SNV project site)
Bao Nhai commne in Bac Ha district, Lao Cai province (Oxfam project site)
Thanh Van & Mai Lap communes, Cho Moi district, Bac Can province (CVN project site)
Reporting to: CARE MEL Lead, CARE Portfolio Manager

Duration: August - Sept 2018

In line with CARE International's program approach **CARE International in Vietnam** (CARE) aims to achieve lasting impact at a broad scale with marginalized and vulnerable groups of people through addressing underlying causes of poverty, including vulnerability to disasters, gender inequality and social injustice through a set of coherent interventions. In the northern mountainous areas of Vietnam, CARE aims to promote economic empowerment and voice of Remote Ethnic Minority Women (REMW) who are land poor, socially isolated and have weak resilience to hazards and shocks.

SNV has been working in Vietnam since 1995. Vietnam has become a middle income country, however pockets of poverty still remain, mostly in ethnic minority communities. Increasing urbanization has also created new pockets of poverty in and around the cities. SNV team works hand-in-hand with communities, government agencies and businesses, in some of the remotest and poorest areas of the country, to strengthen their capacity to effectively reduce poverty.

Oxfam is a world-wide development organisation that mobilizes the strength and voice of people against poverty, inequality and injustice. We are a confederation of 20 Oxfam organisations working together in more than 90 countries. Oxfam works with partner organisations and alongside vulnerable women and men to end injustices. Oxfam in Vietnam is working to seek transformative changes in policies, practices and beliefs in ways that will fundamentally improve the lives of poor and marginalised women and men, and ensure that all citizens have the same opportunity to enjoy their rights.

1. Project background

The Women's Economic Empowerment through Agricultural Value Chain Enhancement (WEAVE) project is funded by the Australian Government – Department of Foreign Affairs and Trade (DFAT) and implemented by a consortium of three international non-governmental organisations - CARE International, Oxfam, and SNV. WEAVE supports ethnic minority women's economic empowerment in pork, cinnamon and banana value chains (VCs). This is achieved by promoting equality between women and men within households and producer groups, strengthening women and men producers' skills and bargaining power, and working with businesses and government decision-makers to improve the policy environment to support producers. More than 1,800 women and men, mainly ethnic minorities, will directly benefit from the project. The project's goal is to enhance women's economic empowerment and social inclusion in agricultural value chains in rural Vietnam. The project specific objective and expected results are:

- Outcome 1: Women have the decision-making influence, capacity, confidence and support to benefit from increased social and economic opportunities.
- Outcome 2: Women gain increased benefits through better organised and enhanced value chain and market linkages
- Outcome 3: The key target development programs for mountainous areas (NTP-SPR 135 and 30A) and agriculture extension policies (Degree 02 and/or guiding Circular) are gender sensitised and operational, ensuring a gender equality focus in the overall local development agenda, sector planning and resource allocation, and enabling environment for women-inclusive value chains

WEAVE is working with around 1,800 members' of producer groups in Bac Kan and Lao Cai to improve women's participation in three value chains: banana (Bac Kan), pork and cinnamon (Lao Cai). WEAVE employs multiple approaches: i) Gender transformative changes and social inclusion; ii) Development of sustainable pro-poor value chains and iii) Promoting an enabling environment to make the changes at different levels: individual and household level, community level, and at the multi-stakeholder/value chain level.

In DFAT, WEAVE is expected to inform the early implementation of its sister program of GREAT that focuses on women's economic empowerment in agriculture and tourism in Lao Cai and Son La provinces.

2. Rationale and purpose

WEAVE is mid-way through implementation so it is critical to reflect on the project achivements to date, to analyse the project stratergies and approaches and to assess its relevance, effective and efficiency in the existing local context and policy environment. The Mid-Term Review will generate lessons learnt, and specific and concrete recommendations to streamline the project, improve results, and ultimately to ensure the achievement of the project's intended outcomes. These lessons from MTR will be used to inform the inception phase and first annual work plan of DFAT's GREAT program

The primary audience will be the CARE, Oxfam, SNV project and management team, DFAT, and project partners as well as the project targeted beneficiaries.

An independent external evaluator or a firm is sought to undertake the Mid-Term Review to ensure an unbiased view and assessment. Specifically, the purposes of the Mid-Term Review will be:

1) To assess mid-point results and achievements of the project
    - To identify the external and project-related factors affecting successful implementation and result achivement
2) To analyse the effectiveness, relevance of project strategies and approaches to date and in the coming years in the local context and policy environment tendencies.
3) To evaluate the likely sustainability of results, strategies and approaches
4) To draw out lessons and recommendations to inform: the adjustment of project activities, strategies and approaches to ensure the achievement of the intended outcomes by the project's end; and broader project learning for the agencies and DFAT, for example around the operating model and ways of working.

3. Key Mid-Term Review questions

The Mid-Term Review will answer the following questions:

1. *How **relevant**[1] were the project strategies and approaches in achieving the expected outcomes?*

   Sub questions

   1.1 Are there any changes and new opportunities in the national and local context which may delay the achivement of the project's objectives?

   1.2 To what extent are WEAVE strategies and methodologies still aligned and relevant to the existing context (changes and new opportunities)?

2. *How **effectiveness**[2] were project strategies and approaches in achieving the expected outcomes?*

   Sub questions

   2.1 What results have been achieved vs project targets in the logframe?

   2.2 Is the program/project achieving satisfactory progress towards its stated Outcomes/Objectives?

3. *How **efficiency**[3] were project strategies and approaches in achieving the expected outcomes?*

   Following project strategies and approaches will be reviewed:

   - Gender transformative changes and social inclusion
   - VSLA approach
   - Development of sustainable pro-poor value chains
   - Promoting an enabling environment
   - Consortium partnership

   Sub questions:

   3.1 To what extent were project strategies and approaches (listed above) effective in achieving results against the outcome areas?

   3.1.1. Are current operating model right modaltity of implementation?

   3.1.2. What are the advantage or challenges of the project stratergies and approaches?

   3.2 How often and in which ways has the project reviewed its strategies and approaches to achieve expected results in the three outcome areas given the existing context (changes and new opportunities)?

   3.3 To what degree did the project uphold its commitment to be gender transformative and sensitive to the needs of ethnic minorities and people with disabilities?

4. *How **sustainability**[4] and enduring are the outcomes of the project likely to be?*

   Sub questions

   4.1 What external factors and project-related factors will affect the sustainability of project

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[1] Relevance – "The extent to which the objectives of a development intervention are consistent with beneficiaries' requirement, country needs, global priorities and partners' and donors' policies".

[2] Effictiveness – "The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance".

[3] Efficiency: How project's stratergies, approaches and resources/inputs (funds, expertise, time, etc.) are converted to results.

[4] Sustainability – "The continuation of benefits from a development intervention after major development assistance has been completed. Probability of long-term benefits. The resilience to risk of the net benefit flows over time."

activities and achievements and how have these factors been addressed to date? How can these factors be addressed differently (if needed) in the remaining timeframe of the project?

4. Evaluation approach and methods

The Mid-Term Review should apply a **mixed-method approach by using qualitative and quantitative data** from primary and secondary sources.

- **Primary sources included qualitative data collection methods**: **semi-structured interviews, focus groups, and WEAI[5] cohort study with 30 cases (10 women per each value chain)** which deployed at baseline study will be repeated in this Mid-Term Review.
- **Secondary sources included data from desk-study** the relevant project document such as project reports, project MEL data, local report, relevant policy and statistical data from the baseline study.

The Mid-Term Review process should be participatory, incorporating a cross section of key stakeholders, including but not limited to, women who are producer group's member and leaders, their partner, community people, local government at different levels, private sector participated in the value chain, local/national partners. The sample size should be representative. All data and findings should be disaggregated by sex, age, ethnicity, disability and value chain.

The evaluation methodology will be presented to the CARE, Oxfam and SNV team before commencing work.

The evaluator should conduct the evaluation with careful consideration of the utility of the evaluation and bearing in mind the following principles:

- ✓ Ethical research principles;
- ✓ Judgments should be made relative to context (the evaluation will draw conclusions and identify trends taking into consideration the role of and interplay with context);
- ✓ Strong utility focus (user engagement) in planning and implementing the Mid-Term Review (respecting time constraints);
- ✓ Using/building on previous studies and evaluation;
- ✓ Attention to equality and rights in all aspects of the evaluation.

5. Consultant role and responsibilities is outlined below:

- Desk review: Analysis of existing and relevant documents.
- Develop Mid-Term Review Evaluation Plan including: methodology, sample size calculation and sampling strategy, data collection tools[6], detailed fieldwork plan, analysis plan, quality control plan, and timeframes for key management inputs and decisions.
- Field data collection process: there are two options for consideration:
    - Option 1: Consultant take overall responsibility for the collection of field data by:
        - Developing training manual/guideline for MEL focal persons from consortium to conduct the training on quantitative data collection tools including WEAI questionnaire for enumerators;
        - Observing the early stages of data collection in the field to get a sense of the data and context (leaving the data collection team – MEL focal persons and enumerators – to collect the data);
        - Providing remote support to the data collection team on field work issues.
    - Option 2: Consultant will form a field data collection team by themselves and take responsibility for data collection under the close supervision of the MEL focal person from the consortium.
- Data composing, cleaning, analysis and interpretation both for qualitative component and WEAI component

[5] WEAI - see: https://www.ifpri.org/topic/weai-resource-center

[6] The questionnaire for WEAI method is available from baseline survey and it will be used at the midterm review also with adaptation if needed.

- Develop a presentation on research key findings (PowerPoint format) for consortium members
- Write the final report
- Conduct the debriefing for CARE, SNV and Oxfam project team and DFAT on the Mid-Term Review findings

6. Schedule, budget, logistics

The evaluation field work is expected to commence during **1st week and 2nd week September 2018** and the final report shall be submitted by **30 October 2018**.

It is expected that the consultancy will amount to 27.5 working days.

<table>
<tr><th>Step</th><th>Contents</th><th>Remarks</th><th>Timeline</th><th># days</th></tr>
<tr><td>1</td><td>Finalise consultant contracts, update TOR (if nessesary), action plan and timeline based on discussion with consultants</td><td>To be prepared by CARE Vietnam</td><td>30 July 2018</td><td>-</td></tr>
<tr><td>2</td><td>Desk review</td><td></td><td rowspan="2">15 Aug 2018</td><td>3</td></tr>
<tr><td>3</td><td>Development of Evaluation Plan (inception report), methodology and tool by consultants</td><td>Methodology, plan and tools to be agreed with CARE, Oxfam, SNV before commencing the field work</td><td>3</td></tr>
<tr><td>4</td><td>Field data collection
For Option 1:
Develop training manual for the training on data collection tools
Participate in field data collection in project sites including:
- Field work in Lao Cai (1 day)
- Field work in Bac Kan (1 day)
Provide remote support to data collection team
For Option 2:
Develop training manual for the training on data collection tools.
Participate in field data collection in project sites including:
- Field work in Lao Cai (4 day)
- Field work in Bac Kan (4 day)
- Meeting with relevant stake holder in Hanoi (1,5 day)</td><td>Detailed itinerary to be prepared by CARE, Oxfam, SNV and agreed with consultant prior to evaluation start</td><td>September 2018</td><td>2 (Option 1)
8.5 (Option 2)</td></tr>
<tr><td>5</td><td>Consultant analyses data, writes and submits first draft report.</td><td></td><td>Mid September to Mid October 2018</td><td>6</td></tr>
</table>

6	Briefing of key findings with the program staff/senior management and key partners for discussion and validation		Third week of October 2018	0.5
7	Finalize report and presentation in consolidation of project team's feedbacks		Mid November 2018	5
Total days:	**For Option 1: 19,5 days** **For Option 2: 26 days**			

Please note that timeframes for individual steps will be agreed in consultation with the consultant.

7. Key deliverables and reporting arrangements

Key deliverables of the evaluation consultancy:

- Evaluation protocol in Enghlish (inception report) including methodology, sample size calculation and sampling strategy, data collection tools, detailed fieldwork plan, analysis plan, quality control plan, and timeframes for key management inputs and decisions.
- A debriefing on the key findings of the Mid-Term Review to be presented to project team in Hanoi;
- Raw dataset as collected by the data collection tools (both quantitative and qualitative data with electronic formats), original records and transcripts (if recording), all completed questionnaire (may be hard copies or in software), code book.
- Presentation of the key findings in both English and Vietnamese (PowerPoint format) to accommodate the views of CARE and stakeholders' suggestions or recommendations
- Research report in English (outline suggested at **section 10**).

The evaluation will be supervised by CARE MEL Lead and Portfolio Manager.

The project budget will allocate budget for all logistics and supports during the field works.

Payment will be made on acceptance of final outputs by CARE Vietnam.

8. Selection criteria

The evaluator can be a Vietnam national or international professional with relevant education and working experience.

Required attributes:

a. Proven capacity and extensive experience in management and conduct of evaluations, including strong analytical skills and experience in evaluating women economic empowerment programs, and gender in market value chains
b. Familiar with WEAI method.
c. In-depth awareness of ethnic minority women and culture
d. Demonstrated written communication skills including ability to communicate complex concepts in plain English and develop relevant, useful recommendations

Preferred attributes:

e. Experience with the Vietnamese development context
f. Experience in analysing partnerships and capacity development

9. Contact, application and required documents

Interested candidates should send the following documents and clearly stating the position title to email: procurement1@care.org.vn by the closing date of 15 July 2018.

1. Your CV

2. A list of relevant past work
3. At least one written example of a past evaluation
4. Draft conceptual framework for the evaluation including description of methodology and tools
5. Financial proposal with daily rate for the consultancy

Only short-listed applicants meeting the requirements stated above will be contacted for interview. Please no telephone contact after submitting the application.

10. Child protection

CARE International in Vietnam is committed to protecting the rights of children in all areas we work around the world. Applicants are advised that CARE International in Vietnam reserves the right to screen candidates to ensure a child-safe environment. Further information can be found in the CVN child protection policy.

11. Suggested format for Mid-Term Review Report and presentation

Important: To better support use of the mid-term review, the report should not exceed 40 pages, plus annexes.

1. **Executive summary (max 2 pages)**

2. **Purpose of the evaluation (max 1 page)**
   - Restate the purpose of the Mid-Term Review
   - How this Mid-Term Review fits into the project cycle and project planning/review activities

3. **Evaluation methodology (max 2 pages)**
   - Methods used
   - Sample size calculation, sample size and sampling stratergy
   - Quality control and ethical consideration
   - Limitations of the Mid-Term Review and solutions.

4. **Background (1 page)**
   - Project status (implementation)
   - Development Context
     - What has changed since implementation began?
     - Who has been affected and how?
     - Have there been any changes in community needs/challenges from the original analysis?
     - What has been the impact on project implementation? How have the changes in the development context affected the original design premise?

5. **Evaluation (max 30 pages)**
   To draw out lessons and recommendations to sustain the project archivement towards the final targets

5.1 The project relevance
5.2 The project effectiveness
5.2.1 Results achievement
- Include table listing development and immediate objectives, outputs and indicators. Include end-of-project targets and latest data on target achievements to date.
- Critical issues related to results achievement including what is working well and why
- Case studies highlighting key project outcomes

5.2.2 Factors affecting successful implementation,results achievement and sustainability

- External factors
- Project-related factors

5.3 The project's efficiency

5.4 The sustainability of project results, strategies and approaches

5.5 Lessons

Extract critical lessons at two levels:

- Specific lessons on project implementation level
- Specific lessons on project strategies and approaches (GALs, VSLA, consortium model….)

5.6 Recommendations

Make specific and concrete recommendations to improve the project based on the Mid-Term Review and lessons.

Proposed Project Amendments

- *Design*: What (if any) singificant changes are proposed to the original design? Why are these changes proposed? How do they relate to changes in the development context and project learning to date?
- *Risk*: What are the major risks to implementation from here? How are they being mitigated?
- *MEL:*
    - Assessment and recommendation on the project targets and milestones: is there any target and miles stones need to be revised for better realistic?
    - What (if any) significant changes need to be made to the MEL framework to incorporate proposed amendments and ensure project remains on track to achieve anticipated results?

Annexes

- Field work plan
- References

Format for the Mid-Term Review key findings presentation

The Mid-Term Review key findings presentation is structured based on the format of the full report suggested above. The structure should follow this outline:

1. Methodology and purpose of the Mid-Term Review
2. Key findings of the Mid-Term Review
3. Lessons learned
4. Recommendations

Term of Reference (ToR) for End-line Survey
Integrated Community Development Program

I. Project Background

Integrated Community Development Project (ICDP) is one of Caritas Cambodia core program model that working with grassroots level to commit for sustainability development for the poor and smallholder farmers. The project promoted community empowerment, inclusive economic and social growth through community driven sustainable agriculture practice, market linkage and build long term partnership with related stockholders. The project worked to transform the subsistent farmers to commercial farmers to linkage with the private sector that will provide a foundation for the accelerated growth of agriculture sectors and strengthening the ways of sustainable livelihood of farmers in the target area.

Since 2008, the ICDP established 44 Village Development Association (VDA) in 44 Villages and 5 Agriculture Cooperatives (ACs) in Kampong Thom, Siem Reap and Preah Vihear Province. Under financial support of Caritas Spain from 2017 to 2019, the ICDP continued to work in 30 existing Villages (30 VDAs), 4 existing ACs and expand to 18 new Villages in Kampong Thom, Siem Reap and Preah Vihear provinces. At the end of 2017, the ICDP have hand-over 30 VDA in 30 Villages and 4 ACs to manage by communities and project was continuing to work in 18 new villages, 6 communes 3 districts of Kampong Thom, Siem Reap and Preah Vihear Provinces.

The main goal of project: Improving equitably social and economic access of poorest and vulnerable people to sufficient food year round to meet wellbeing and life with dignity.

The project objectives:

(I) To increase the family's production and income of smallholder farmers through strengthened adaptation capacity, financial and market access.

(II) The sustainability of VDAs and ACs are enhanced through demonstrated accountability and increased social and economic capitals. And

(III) To strengthen the function of new VDAs to act as a key agent in community development by empowering, capacity building and exchange of knowledge.

II. End-line Survey Objectives

(i) To access the performance of main project indicators/outcome compare to baseline and end-term data and capture the project achievement, challenges and best practices to inform the future ICD Project.

(ii) Assess the relevance, effectiveness, efficiency, sustainability and impact of project benefits to its targets.

(iii) Draw the key learnings from the project and recommend to fulfill the gaps of the project intervention strategy and providing a view to inform next ICD Project.

III. Methodology

Caritas Cambodia will select a local research consultant/institution to conduct the end-line survey. The selected research consultant will be required to prepare their own expectation methodology to share with Caritas Cambodia. The final agreement of methodology will be by Caritas Cambodia and it will be included the other components of the baseline survey and tools used. End-line survey propose to apply both quantitative and qualitative data collection methods. Target beneficiaries and VDAs in 18 villages 6 communes of 3 districts will be selected to engage in the end-line survey. And VDAs and ACs that hand over to take over by communities, cluster producer of project will be selected as target for end-line survey.

1. Quantitative approach

The basic information of end-line survey is a project log frame that intend to have end-line data of project impact, outcome and results level to compare with baseline survey. Possible key respondents or data sources will initially determine by project team. The detailed data source and methods, and full questionnaires are required from consultant team. The project target families account for 2,504 the poor and smallholder farmers HHs in 18 target villages of Kampong Thom Siem Reap and Preah Vihear Provinces. Its' listing will be provided by project team before data collection. HH survey questionnaires are based on indicators of goal, outcomes and result which are shown at below table. Consultant team should submit the draft questionnaires along with technical proposal to Caritas Cambodia for tender selection process.

2. Qualitative approach

Key methods of qualitative survey are included focus group discussions (FGD), key informant interviews (KII) and other methodologies with offers for assessing the local people institutions (VDAs & AC), producer groups, impact of project and other key partners performance. The consultant requires propose the methodology, target group and sample size for assess the function of VDAs, ACs producer group and other impacts of the project. Including the hand over project target, the project has 48 VDAs, 4 ACs and 15 producer groups with 205 members will offer to evaluate its function. Moreover, consultant team is possible to suggest other partners included authorities, program staffs and direct beneficiaries and other stockholders to be interviewed base on the information needs. All suggested tools will be discussed with Caritas Cambodia to finalize before using.

Project Indicator Table

Objectives	Indicators
Objective 1: To increase family's production and income of smallholder farmers through strengthened adaptation capacity, financial and market access	Household income of small holder farmers increased 20 % compared to baseline.
Result1: Increased farmers change their practice to apply techniques to adapt and be resilient to climate change.	70% of direct beneficiaries household applied, at least one introduced technique on rice, vegetable and animal
Result2: Increased productivity of various agricultural products of smallholder farmers (rice, vegetable and animal)	Average rice yield (dry & wet season rice) per hectare increased, at least 15 percent to 20 percent compared to baseline
	60% of poor household engaged in vegetable, chicken and pig production
	Average vegetable production increased by 70%
	Average vegetable production increased by 70%
	14 Household's annual income increased by 20 % from income generation activities.
Result3: Organic products consistently supplied to target markets	11 of 15 production groups are function
	7 of 15 production group linked

	with market and private sectors
	Amount of organic products supplied on time to businesses partners. (300 Kg/per months)
Objective2: The sustainability of VDAs and ACs are enhanced through demonstrated accountability and increased social and economic capital.	AC's capital of are increased 10% by 2019.
	AC's businesses increased income 15% by 2019
	VDAs' saving capital increased 20% by 2019.
	Number of producer group members linked their products with AC' businesses are increased by 15%.
Result1: Capacity of farmers organization included VDA, AC and businesses group on financial management are strengthened	80 % Treasurers of ACs, VDAs and businesses group reduced mistake on cash management
Result 2: VDAMC/ ACMCs are confidante and have ownership in implementing all existing activities after phasing out.	4 ACs & 30 VDAs phased out
	4 AC & 30 VDA are functioned by 2019 after phasing out
Objective 3: To strengthen functional of new VDAs to act as a key agent in community development by empowering, capacity building and exchange of knowledge.	70 % of village development plan of new VDAs developed for implementing.
Result 1: Capacity of 108 VDAMCs in managing community works are strengthened	50% of VDAMCs capable to facilitate community works.
	70% of VDA members satisfied VDAMCs' works
	60% VDA members benefited from VDAs.
Result 2: Community people are aware domestic violence, gangsters and drug use.	50% of domestic violence, gangsters cases intervened by cooperation of VDAMC and authority

3. Secondary documentation:

The consultant should be contact with Caritas Cambodia's staffs for sharing key documents of Project, and may also use any other official documents, national or international.

4. Data analysis and interpretation

Primary data and data analysis process will be offered to disaggregate by the target group, sex and target provinces. The table, diagram, chart, cross-tabulation, trend analysis, descriptive statistics will be offered use for data analysis. The SPSS and Excel applications are able to use for quantitative data processing. The qualitative data would be converted to quantitative data, and some qualitative data that can't convert to quantitative data, it could be captured on the papers and later typed into text files for analysis. Draft finding of end line survey should be presented to project team and key partners for data validation.

5. Responsibilities

Baseline Phase	Role	Primary Task
Planning	Project Team	✓ Conduct project orientation meeting with the consultant team ✓ Submit related project documents to external consultant team ✓ Provide technical inputs to improve End-line methodology/questionnaire ✓ Provide respondent list frame for data collection
	the consultant team	✓ Develop baseline methodology/ questionnaires ✓ Test and adjust survey tools ✓ Train field data enumerators
Data Collection and Analysis	the consultant team	✓ Fully facilitate the data collection ✓ Fully responsible for data quality assurance ✓ Present and validate data to the project team.
	Project Team/Staffs	✓ Introduce consultant team to authority for data collection processed. ✓ Organize the meetings of consultant team with commune councilors and provincial department of agriculture.
Reporting and Follow up.	the consultant team	✓ Prepare draft report in English ✓ Discussion with Caritas Cambodia on findings and reflect the feedback in the final report ✓ Final report submission

	DME and Project team	✓ Participate in discussion meeting and provide feedback.

IV. Timeline of baseline survey

ITEM OF END-LINE SURVEY	DELIVERABLES	DAY
▪ Announcement of external consultant		12 Days
▪ Conduct interviews with local research institutions / consultant ▪ Final selection of available candidate.	Interview notes and final agreement by panel committees	2 Days
▪ Meeting for end-line survey plan ▪ Finalize the baseline design/methods and questionnaire ▪ Prepare field schedule	Baseline tools/Questionnaires Field data collection schedule	2 Days
▪ Field data collection and data processing by consultant team	Raw data from farmers, VDAs/ACs and local authorities	15 Days
▪ Data validation meeting with project team ▪ Submit the draft end-line survey report	Draft report Submitted to Caritas Cambodia. Draft findings' presentation	7 Days
▪ Final report submitted to Caritas Cambodia	Final report in English submitted to Caritas Cambodia	7 Days

V. Budget

Financial proposal has to be indicated all- costs for conducting end line survey.

VI. Consultant(s) Qualifications and Experience

- Master or Post graduate degree in political science, rural development, economics, business or other equivalent field
- Experience and knowledge of governance, inclusive market, agriculture value chain, community empowerment, gender, and community development work
- Strong experience with and knowledge of qualitative and quantitative research methods and sampling strategies
- Proven experience in conducting survey, research, assessment and evaluation, preferably on community development program.

- Statistical analysis skills and strong proficiency with data analysis packages such as SPSS or Excel (VBA) and other qualitative data analysis software
- Experience of working with local communities and non-governmental organisations
- Excellent communication and written skills in English
- Capacity-building and training experience preferred
- Demonstrated high level proficiency in data management and report writing skill
- Fluency in English

VII. Application Process

Consultants that meet the requirements should submit expression of interest, which should include the following:

- Cover letter including the consultant's/firm's suitability for the assignment and current contact information
- CV including contact details of 2 referees
- Detailed response to TOR, with specific focus addressing the purpose and objectives of the assignment, methodology to be used and key selection criteria (Max 3 pages)
- Detailed budget breakdown based on expected daily rates and initial work plan
- Deadline to submit the expression of interest is **Oct 19, 2019 at 5:00pm**.

Please send your application to recruitment@caritascambodia.org
Only shortlisted applicants will be invited to an interview.

Schedule A

Commencement Date: 12 November 2018
Completion Date: 12 December 2018.

Include contact / project manager here.

Name	Job Title	Telephone	Email
Ms. Alison Darcy	Acting Assistant Country Director-Program		Alison.Darcy@care.org.au
Mr. Hemrin Aun	M&E Adviser	012 984 151	Hemrin.aun@careint.org
Ms. Kalyan Rath	Project Manager	089 413 838	Kalyan.rath@careint.org

Schedule B

Fee for Service

The Consultant is entitled to be paid fees as follows:

Maximum of 28 days. Costing to be propose by consultant.
.
Method of payment:

The Consultant will be paid fees on the following basis:

[select and amend as per appropriate payment option]

i) Advance payment of 30% after submission of inception report including details of both the technical approach and reviewed and approved by CARE; 30% after submission of a complete set of data both qualitative and quantitative; and 40% after submission final report with approval by CARE. (see detail payment under output delivery as per ToR).

Bank transfer fees and foreign currency conversion fees will be the responsibility of the Consultant.

Schedule C

Additional Expenses to be met by CARE

Additional expenses such as accommodation, per diem and incidentals will be paid by consultant or firm.

Schedule D

Terms of Reference

Terms of Reference- International Consultant

Project Name: Labour Rights for Female Construction Workers (LRCW) Project,

Program: Socially Marginalised Women

CARE International in Cambodia Overview

CARE is an international development organisation fighting global poverty with a special focus on working with women and girls to bring sustainable changes to their communities. For over 70 years, CARE has been providing assistance to those in poverty regardless of race, religion, gender or ethnicity. We put women and girls at the heart of our work. Their access to equal opportunities represents a powerful and effective approach to ending extreme poverty. We have learnt from our work across 93 countries that when inequality is tackled, long-term lasting change is possible.

CARE has been working with Cambodian since 1973. Today, CARE focuses on empowering particularly marginalized and vulnerable women in Cambodia. In 2016, CARE worked directly with over 100,000 community members, particularly women who have migrated to urban areas, women and girls from ethnic minorities and rural women who are denied multiple rights.

OVERALL PURPOSE OF THE CONSULTANCY

To Conduct an end-line survey and end of project evaluation for the Labour Rights for Female Construction Workers (LRCW) project, funded by European Union (EU) and Austrian Development Agency.

BACKGROUND

Cambodia's construction industry has become Cambodia's second largest in terms of economic growth. In 2017 the sector employs between 255,000 and 260,000 workers. Many workers are unskilled and work informally as day labourers. An estimated 20 – 30% of the construction workers are female; many have relocated from rural areas of Cambodia to find work in the construction sector in the growing capital of Phnom Penh. Female constructions workers are often in the lowest paid positions, without access to equal pay for equal work and with little voice to advocate for improved working conditions. According to the Ministry of Land Management, Urban Planning and Construction, investments have risen year to year.

CARE International in Cambodia (hereby CARE) began the three year Labour Rights for Female Construction Workers project in 2016 and it concludes in 2018. The project is funded by European Union (EU) and the Austrian Development Agency. The overall objective is to advocate for and promote implementation of fundamental labour rights and protections in the construction sector in Cambodia, through strengthening the capacity of female construction workers, civil society and government on labour rights and increase the voice and influence of female construction workers. Through the project, CARE and local partners have engaged with civil society, government and private sector businesses with the aim of promoting safe work environments for women, as well as increasingly equal opportunities and working conditions among women and men in the construction industry. The project is expected to produce following results:

- **Expected Result 1:** 3,000 females working in the construction sector are aware of their rights and have increased ability to access protections and advocate for improved labour rights, protections and better working conditions.
- **Expected Result 2:** 100 private sector construction companies have increased awareness of workplace rights and implement improved protections and working conditions
- **Expected Result 3:** Capacities of duty bearers are enhanced towards promotion of a better institutional environment that is responsive and accountable to construction workers

OBJECTIVES

- To conduct an end line assessment and evaluation for CARE's Labour Rights for Female Construction Workers (LRCW) project that addresses relevance, effectiveness, efficiency, impact and sustainability.

- To provide a full assessment of the progress compared to the baseline survey following the key indicators as stated in the project logical framework as well as the three project outcomes.

- To capture lesson learnt/success case study and key recommendations for future programing.

Evaluation questions

The Consultant will follow the Key Evaluation Questions guide for End of project Evaluation:

- To what extend does the project achieve overall, specific objectives and key result indicators according to the logical framework?
- Does the project have contributed to CARE international strategy 2020 key indicators?
- What positive changes and unexpected changes have occurred as a result of project interventions?
- What is this level of sustainability in the project interventions; how will the project ensure the sustainability of interventions after the end of the project?
- How have the project interventions been efficient, including value for money and outcomes of interventions in seven districts coverage areas?
- Was the partnership model effectively implemented, it is a good approach and they considerably add value?
- What have been the most successful or unsuccessful interventions and why? Were any deemed as innovative? What lessons have we learnt from these? What potential multiplying effects could be observed? Are there external opportunities and challenges that have impacted positively or negatively on successes and limitations?
- What are the key lesson learnt and key recommendation to improve future project intervention or share future government and donor funding?
- To what extent has the project contributed to shifting or challenging gender relations (role and perception) in construction sector

Scope and approach

The Consultant will undertake the following tasks in close and regular liaison with the Assistant Country Director- Programs, Project Manager, M&E Adviser and project team during all phases of the consultancy.

- A thorough literature review of relevant documents including project, proposal, base line survey report, log-frame, interim report, etc.
- Develop inception report including evaluation strategy, methodology, sampling method and tools.
- Testing the tool and provide training to data collectors
- Conduct field data collection
- Data entry, cleaning, analysing, comparison and tested with baseline result and generate table for key indicators
- Prepare the draft report
- Present preliminary result to project team
- Develop 3 case studies/life stories
- To develop recommendations and highlight significant and interesting findings that might inform future, similar actions.
- Finalize the evaluation report
- Develop a summary two pages of this report for CARE communication strategy

No.	Designation	Responsibility/involvement in the evaluation process
1	Project Manager	Provide project related documents. Oversee overall process of evaluation and ensure the evaluation is carried as agreed in this ToR Coordinate /support consultant to data collection Review and provide comment on draft report
2	M&E Advisor	Review, comment, and draft inception report. Review and comment on draft report.
3	Acting Assistant Country Director-Program	Review the report and share comments

SCOPE OF THE CONSULTANCY, TASKS

To conduct End line assessment and Evaluation the following tasks are expected to be undertaken.

# of Date	Key Activities	Location
1 day	▪ Start of Contract; orientation on the project and consultancy; introduction to key staffs.	PP
1 day	▪ Desk review of relevant documentation including documents including project, proposal, base line survey report, log-frame, interim report, etc.	PP
3 days	▪ Develop inception report including evaluation strategy, methodology, sampling method and tools.	PP
3 days	▪ Develop questionnaires and training materials	PP
3 days	- Conduct training to staff/ data collectors including field testing	PP
5 days (can be discussed)	- Data collection including data secondary data	PP
4 days	- Data entry, processing and analysis: Data entry, Prepare the draft report, cleaning, analysing, comparison and tested with baseline result and generate table for key indicators ▪	PP
5 days	- Report writing including 3 case studies/life story and develop recommendations and highlight significant and interesting findings that might inform future, similar actions.	PP
0.5 days	▪ Present preliminary result to project team	
1.5 days	▪ Submit finalized document after comments	PP
1 days	▪ Develop a summary pages for communication ▪ Submit finalize report to CARE	
Total working days = 28 days		

METHODOLOGY

The evaluation process will be participatory, and project staff and key stakeholders will take an active role in developing recommendations for the future. Both qualitative and quantitative data and information from both secondary and primary sources will be collected through assessment tools such as document reviews, individual surveys, focus group discussions and semi-structured interviews and meeting with relevant key stakeholders as per the key specific objectives above.

OUTPUTS (Key responsibilities of the consultant)

The Consultant will produce:

1. survey implementation plan – including details of both the technical approach (sampling methods, tools and techniques to collect data against key indicators and targets, reference data, analysis, ethical considerations, limitations, etc.) and stakeholder to interview and their implementation (schedule of activities and costs).
2. A complete set of data collected during end line survey.
3. A draft report include end line and end of project evaluation for internal review by CARE international in Cambodia and CARE Austria.
4. A final report of a standard ready to be published publicly both Khmer and English.
5. A presentation of the final report to CARE staff and partners.
6. Produce three case studies/life story with photos

7. Summary two pages for CARE communication strategy

REPORT CONTENT FORMAT & STYLE

The final evaluation report will be written in plain English to facilitate understanding, as well as its translation into Khmer and subsequent dissemination to project stakeholders. Reviews of activities should be brief, clear and cogent summaries. They should focus on balanced analysis of any issues facing the project and suggest ways in which problems may be overcome. The report will incorporate supporting documentation such as case studies and photographic documentation where appropriate.

The report will be no more than 40 pages, plus appendices. Relevant statistical data on project implementation and performance should be included in the appendices. Appendices should be limited to those, which are essential for explaining the text.

Draft Template

Front cover
Table of contents
Acronyms
1. Executive Summary
2. Introduction - Basic project data, map(s), background, purpose and methodologies used
3. Findings against objectives as well as evaluation questions.
4. Recommendations and the cost of proposed recommendations
5. Conclusion
Bibliography
Appendices

DESIRED QUALIFICATIONS AND KEY COMPETENCIES:

Essential:
- A master's degree in social science or relevant field, or recognised equivalent work experience.
- Advanced Experience in designing and conducting baseline, end line, and other comparable quantitative surveys.
- Excellent report writing skills.
- Excellent language proficiency in English and Khmer (or collaboration with a Khmer/English translator supplied by the consultant).

Desirable:
- A demonstrated commitment to the rights of women workers, including the rights of women working in construction sector in Cambodia, garment factories and in entertainment venues to safe and fair working conditions.
- Proven skills in gender assessment and analysing gender equality data using mixed methods.
- Respect, dignity and Gender equality
- Sexual harassment in the workplace prevention
- Gender based violence and intimate partner violence prevention

WORK ARRANGEMENTS & RESOURCES
The Consultant is required to:

- Be based in Phnom Penh, and accommodation and meal costs while at this base are the Consultant's responsibility
- Work from CARE's office as required by CARE
- The consultant must be able to prove this track record with prior work that CARE can assess.
- Commitments to deliver the final products in line with the set ToR within the agreed timeline.

- Travel costs and accommodation, per diem for field trip are the responsible of consultant or firm
- Use their own computer and smartphone for electronic data collection

Contact and further information

Interested candidates are requested to send the following documents to: CARE Cambodia (Senior Procurement officer) via khm.procurement@careint.org by 5 PM of 31 October 2018, Cambodian time.

1. A letter of intent (max 3 pages)
2. Current Curriculum Vitae (max 3 pages)
3. List of previous relevant experience
4. A proposed preliminary evaluation plan including design and methodology (data collection and analysis)
5. A budget enumerating proposed cost for the evaluation

Please include any questions or clarifications in the letter of intent.

The principal consultant and all members of the consultancy team must be screened according to CARE international child protection and protection of sexual exploitation, harassment and abuse policy and sign the code of conduct and undertaken orientation and safety and security briefing prior to any field work being undertaken.

Prepared by:	Reviewed by:	Approved by:
Name: ……………	Name: ………………	Name: ……………
Title: ……………	Title:	Title: ……………
Signature:………	Signature:…………	Signature:………
Date:……………	Date:……………	Date:……………

Annex E : Results matrix / framework / log-frame (Example from Forum Syd)

RESULT Objectives	Indicators	Baseline	Target	MOV	Assumptions
IMPACT Objective	1	1	1		X No Assumptions
	2	2	2		
OUTCOME Objective 1	1.1	1.1	1.1	1.1	
	1.2	1.2	1.2	1.2	
OUTPUT Objective 1.1	1.1.1	1.1.1	1.1.1	1.1.1	
	1.1.2	1.1.2	1.1.2	1.1.2	
Main Activities **1.1.1** **1.1.2** **1.1.3**				**Inputs:** · - · - · -	**Partners Involved:** · - · - · -
OUTPUT Objective 1.2	1.2.1	1.2.1	1.2.1	1.2.1	
	1.2.2	1.2.2	1.2.2	1.2.2	
	1.2.3	1.2.3	1.2.3	1.2.3	
Main Activities **1.2.1** **1.2.2** **1.2.3**				**Inputs:** · - · -	**Partners Involved:** · - · -
OUTCOME Objective 2	2.1	2.1	2.1	2.1	
	2.2	2.2	2.2	2.2	
OUTPUT Objective 2.1	2.1.1	2.1.1	2.1.1	2.1.1	
	2.1.2	2.1.2	2.1.2	2.1.2	
Main Activities **2.1.1** **2.1.2** **2.1.3**				**Inputs:** □ - □ -	**Partners Involved:** □ - □ -

Annex F: Results Framework (Example from PLAN International in Cambodia)

RESULTS FRAMEWORK | **Last updated:**

Project Title: | **GAD No:**

Duration: **Project start-end** | **Responsible:**

Please click on cells for e.g. Activity, Output, Output incators for some guidelines in the comment boxes.

Planned work	Intended results and changes					
Activity →	Output →	Output indicators →	Outcomes →	Outcome indicators →	Impact →	Impact indicators

Annex G: Results framework (Example from EU and grant application)

RESULTS FRAMEWORK FOR THE PROJECT				
	Intervention logic	**Objectively verifiable indicators of achievement**	**Sources and means of verification**	**Assumptions**
Overall objectives	*What are the overall broader objectives to which the action will contribute?*	*What are the key indicators related to the overall objectives?*	*What are the sources of information for these indicators?*	
Specific objective	*What specific objective is the action intended to achieve to contribute to the overall objectives?*	*Which indicators clearly show that the objective of the action has been achieved?*	*What are the sources of information that exist or can be collected? What are the methods required to get this information?*	*Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?*
	Specific Objective 1:			
	Specific Objective 2:			
Expected results	*The results are the outputs envisaged to achieve the specific objective. What are the expected results? (enumerate them)*	*What are the indicators to measure whether and to what extent the action achieves the expected results?*	*What are the sources of information for these indicators?*	*What external conditions must be met to obtain the expected results?*
	Result 1:			
	Result 2:			

	Result 3:			
Activities	*What are the key activities to be carried out and in what sequence in order to produce the expected results? (group the activities by result)*	***Means:*** *What are the means required to implement these activities: personnel, equipment, training, studies, supplies, operational, facilities…*	*What are the sources of information about action progress?*	*What pre-conditions are required before the action starts? What conditions outside the direct control have to be met for the implementation of the planned activities?*
			Costs: *What are the action costs? How are they classified? (breakdown in the Budget for the Action)*	
	Preparatory activities	Personnel:		
	Result 1			
	1.1			
	1.2			
	1.3			
	1.4			
	Result 2			
	2.1			
	2.2			
	2.3			
	Result 3			
	3.1			
	3.2			
	3.3			

Annex H: M&E Plan (Example from PLAN International in Cambodia)

M&E Plan		**Version # 1**				**Last update:**			
Title & GAD No:									
The below columns are the important information for an M&E plan, but it can be modified depending on your systems and routines. Please take extra note of the Baseline and Target column, which needs to be defined at the proposal stage. **For the baseline column**, please start by inserting the data already gathered through the *final evaluations and external sources*. For the baseline data not presently available, please comment on how this will be collected. If only a few indicators are missing data, this may be done internally. If it is an extensive work a study may need to be planned (mainly applicable for new projects, which has no previous evaluation or baseline study). **For the target column:** these targets should be set with stakeholders in relation to that the logframe is developed. Targets are not compulsory, but can assist in setting realistic expectations and can be used to assessing the progress against.									
Reference to outcome &outputs	**Indicators**	**Definition & Measure**	**Baseline data (incl year)**	**Target**	**Data sources**	**Data collection methods**	**Frequency and period**	**Responsible**	**Assumptions**

Annex I: M&E Plan (Example from Forum Syd)

Outcomes /Outputs/ Results	Indicator	Baseline value (if known)	Target for indicator	Performance questions/ clarification of indicator	Data Collection Source or Method/ Disaggregated by	Frequency & Time for collecting data	Responsible for collecting information	Dissemination/ How to use and communicate the information
Impact								
Outcome 1								
Output 1.1								
Output 1.2								
Outcome 2								
Output 2.1								
Output 2.2								

Annex J: M&E Plan (Example from UNDP)

Outcomes	Outcome Indicator/s	Data Sources	Data Collection Source or Method/ Analysis	Frequency of Data Collection	Responsible for collecting information	Who will use the information

The Cooperation Committee for Cambodia (CCC) is a leading membership based organization for NGOs in Cambodia with nearly 180 members working on various development sectors. CCC has been playing unique roles as the Governance Champion, Coordinator and Advocate to realize enabling environment for CSOs and sustained CSO Resource Hub at the natinoal and sub-national levels.

Vision: Sustainable and democratic development in Cambodia.

Mission: As a membership based organization, CCC works in inclusive partnership for good governance, enabling environment and sustainability of civil society organizations in Cambodia.

Goal:
- Improved enabling environment for CSOs
- Sustained functionality of CSO Resource Hub at the national and sub-national level

Values:
- Integrity
- Responsiveness
- Quality
- Cooperation and
- Inclusiveness

CONTACT US

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