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Cooperation Committee for Cambodia

Comité de Coopération Pour le Cambodge

PRACTICAL GUIDELINE ON MONITORING AND EVALUATION

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Promoting NGO Solidarity and Cooperation Since 1990

A Practical Guideline: Monitoring and Evaluation in the NGO Sector

Funded by:

Contents

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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. We are learning how to work with a fully elected legislature and how to deliver new and improved services demanded by a more prosperous and sophisticated civil society. We 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 or an organization. This Practical Guideline: Monitoring & Evaluation in the NGO Sector 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 also provides a practical tool to assist us all 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 124 both international and local 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 the project or organization.

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. Included is a list of forms and useful information.

We sincerely hope this guideline makes the job of nonprofit managers and leaders easier as they develop an effective work environment.

SI Len and SAR Sanphirom

List of Acronyms and Notes on Terminology

List of Acronyms

CASA	Capacity Self-Assessment
CAT	Capacity Assessment Tool
CCC	Cooperation Committee for Cambodia
CSO	Civil Society Organization
FGD	Focus Group Discussion
INGO	International Non-Government Organization
LFA	Logical Framework Approach
LNGO	Local Non-Government Organization
MEF	Monitoring and Evaluation (M&E) Framework
M&E	Monitoring and Evaluation
MSC	Most Significant Change
NGO	Non-Government Organization
OAT	Organizational Assessment Tool
RBM	Results Based Management
ToR	Terms of Reference

Notes on Terminology

In general, the term "organizational assessment" is used in this text in preference to "organizational monitoring and evaluation", which brings with it certain misunderstandings in many practitioners in the field of M&E. Occasionally, using "organizational monitoring and evaluation" would have resulted in clumsy wording, so the phrase was shortened to "organizational monitoring" although "and organizational evaluation"' is implied.

We use the term "organizational assessment" in this text to refer to both levels of program/project and organizational level.

I. Overview of the Guideline

This chapter introduces the background and purpose of the guideline, how to use it and its scope and limitations.

CCC aims to facilitate dialogue between NGO's in Cambodia. To this end, they have organized many events and forums for NGO's and their members designed to promote, among other things, the sharing of ideas and best practices in their approaches to the challenges they face.

One of the focus areas of discussions has been effective Monitoring and Evaluation (M&E) within NGO's and their projects.

1.1. Why publish this 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 organizational development and program/project management.

1.2. 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 in program/project or organizations, as well as for junior staff who carry it out but need more explanation, and university students who wish to learn about it. We recognize that many NGOs don't have M&E teams, and other staff such as Project teams, Researchers or Quality Assurance staff do M&E tasks.

1.3. The structure and how to use it

For the sake of easy reference, we present this document as a set of chapters, each of which focuses on a broad element of M&E.

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 (e.g. field data collection), Reporting and Knowledge Sharing. Diagrams help to visualize the tasks in the cycle and when they are likely to occur.

Each Chapter 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.

1.4. Scope and Limitations

The guideline was designed to be used as a reference document for any NGO who wishes to improve their daily practice and management in relation to M&E. It seeks to address key issues of concern regarding both how projects/programs are implemented and methods for internal organizational improvement of NGOs.

The annexes include three organizational assessment tools (Octagon, OAT, and CASA) which are used by various NGO's in Cambodia. These tools are very adaptable and have proved useful to organizations who seek to improve their management of programs / projects or who seek internal organizational development.

Note that neither the guideline nor its appendices are intended to act either as legally binding documents, nor standardized guidelines for all NGOs.

All annexed documents are updated and relevant as of 2014. They are therefore subject to review, which should occur periodically.

CCC strives to review and improve its services at all times. We welcome any feedback or comments readers have regarding these guidelines.

II. Introduction to M&E concepts

This Chapter seeks to explain some basic aspects of M&E. It also seeks to define the distinct and complementary roles of both M&E, why and when it may be appropriate to engage in M&E activities and processes, types of evaluation and levels of M&E.

2.1. What are Monitoring and Evaluation?

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[1].

An **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[2].

Confusion between monitoring and evaluation is common. The table below should assist understanding of the key distinctions:

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	To assess the effectiveness and impact of the project To see how far the program /project objective has been achieved To make better strategy, policy and support decisions
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, e.g. consultants, statisticians Donors or partner organizations
For whom?	Implementers and stakeholders	Donors and partners
How is the information used?	To obtain and track current progress, to solve problems and to	To judge the impact of the program /project on the target beneficiaries,

[1] Siegrid Tautz (2007), Monitoring and Evaluation: Projects to combat commercial sexual exploitation of children, GTZ

[2] Ibrahim Osman (2002), Handbook for Monitoring and Evaluation, International Federation of Red Cross and Red Crescent Societies

Stage	Monitoring	Evaluation
	improve program /project implementation It should consider experiences and lessons learned right now	and help decide on future activities and how they should be approached or planned for

2.2. Why Do Monitoring and Evaluation?

M&E enables you to check the "bottom line" of development work. The most important use of M&E should be by the organization or program/project itself to measure how it is doing in relation to its goals and objectives, whether it is having an impact, whether it is working efficiently, and to learn how to improve its practice.

Planning is essential, but it does not make plans permanently fixed. If they are not working, or if circumstances change, then plans need to change too. Moreover, M&E helps to strengthen accountability, to improve management and decision-making, and ensure the quality, the sustainability and effectiveness of an organizations work.

Furthermore, M&E is increasingly becoming a donor requirement as donors increasingly wish to see value in return for their money.

2.3. Level of Monitoring and Evaluation within the Organization

Many M&E tasks fall under one of two categories or levels: **program/project** and **organizational**.

2.3.1. Program / Project level

Where assessment of **projects or programs** occurs, the results are normally used as management tools. They are time-bound exercises. They attempt to assess systematically and objectively the relevance, performance and success of ongoing and completed programs and projects.

They also look at different levels and/or layers of the program/project components such as goals, objective, outputs, activities, and inputs. They can help measure the ongoing quality and lasting impact of the project or program.

For example, the M&E of programs/projects normally addresses five standard questions[3]**:**

Question	Monitoring	Evaluation
Is it Relevant?	Have we chosen indicators that are relevant to measuring the outcomes?	Did the project address priority problems faced by the target areas and communities? Was the project consistent with policies of both donors and recipients?
Is it Efficient?	Are we collecting data in a timely way? Are we using inputs (staff, time, money, equipment) in the best possible way to achieve outputs?	Could implementation have been improved, or could there have been a better way of doing things?

[3] http://www.oecd.org/development/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Question	Monitoring	Evaluation
Is it Effective?	Are our planned activities the most effective way to achieve our goals? Is our data of good quality? Have the activities and outputs been achieved?	Have the outcomes been achieved? What were the major factors influencing the achievement, and challenges of the program / project?
Is it having an Impact?	Are there activities that are showing greater / lesser impact than others? Should we change our plans?	What has been the contribution of the project to the higher-level development goals? Did the project have any negative or unforeseen consequences?
Is it Sustainable?	Have we fully budgeted for the planned activities in our Work-plan? Are our systems for gathering M&E information reliable? Have we put in place training and support for data collection and reporting?	Are the necessary systems in place to ensure the project itself and more particularly the project benefits continue, once the project and its funding have ended?

2.3.2. Organizational Assessment level

To assess an organizations capacity and performance, an objective evaluation is usually sought.

Organizational Assessments (OA) analyze and cover different aspects of organizations such as vision, governance, management process, strategic planning, financial management, human resource management, communication and relationships, and fund raising.

Generally, conducting an assessment at organization level seeks to examine its:

- External environment and relationships,
- Internal functioning and resources,
- Performance in achieving its mandates,
- Strategy and strategic plan against results.

The organization's overall strengths, weaknesses, and development needs are identified through this process.

Most NGOs have conducted program/project M&E. Fewer NGOs have undertaken an organizational assessment, due to the level of resources required.

2.4. When to Do Monitoring and Evaluation?

In practice, there is a tendency in most NGOs to do the M&E tasks as described below, at specific times in the program / project cycle.

2.4.1. Organizational Assessment

A full organizational assessment should be done every year or every 3 to 5 years with annual reporting of progress on the development of the organizational capacity. This assessment is

strategic, conducted in order to find out the strong and weak points for helping improve standards of service and overall results. It enables management teams to focus on areas that should be given priority if the organization is to improve.

2.4.2. Program / Project Monitoring

This type of monitoring should be an on-going process during the program/project implementation (daily, weekly, monthly, quarterly, depending on project activities). The monitoring is usually conducted by internal staff or implementers.

2.4.3. Program / Project Evaluation

The timing of evaluations done throughout a program/project's life are as follows:

- **Feasibility Study**: undertaken before the project start-up, it examines the possibility and achievability of the project.
- **Baseline**: a study done before an intervention. It provides the organization with data (information) about the situation before an intervention, to enable before / after analysis.
- **Mid-term evaluation**: happens approximately half way through the program implementation and it analyzes its relevance, effectiveness and efficiency.
- **Final evaluation**: when the program/project is completed, the final evaluation is conducted either by an assigned internal team, or more commonly, by an evaluation team that includes external persons. The final evaluation helps an organization to learn from experiences implementing the program/project in order to improve the design of ongoing and future program/projects. This final evaluation examines relevance, effectiveness, efficiency, impact and sustainability.
- **Post evaluation**: this evaluation is not as common due to budget constraints. Undertaken approximately 3-5 years (or even longer) after the conclusion or termination of a program/project, it is usually done by an external evaluation team. The post evaluation assesses the sustainability of the benefits of the program for communities, government and collaborating institutions in the program intervention areas. It analyzes the economic, social, environmental and institutional impact.

2.5. Type of Evaluations

In practice, two main types of evaluation are most commonly used:

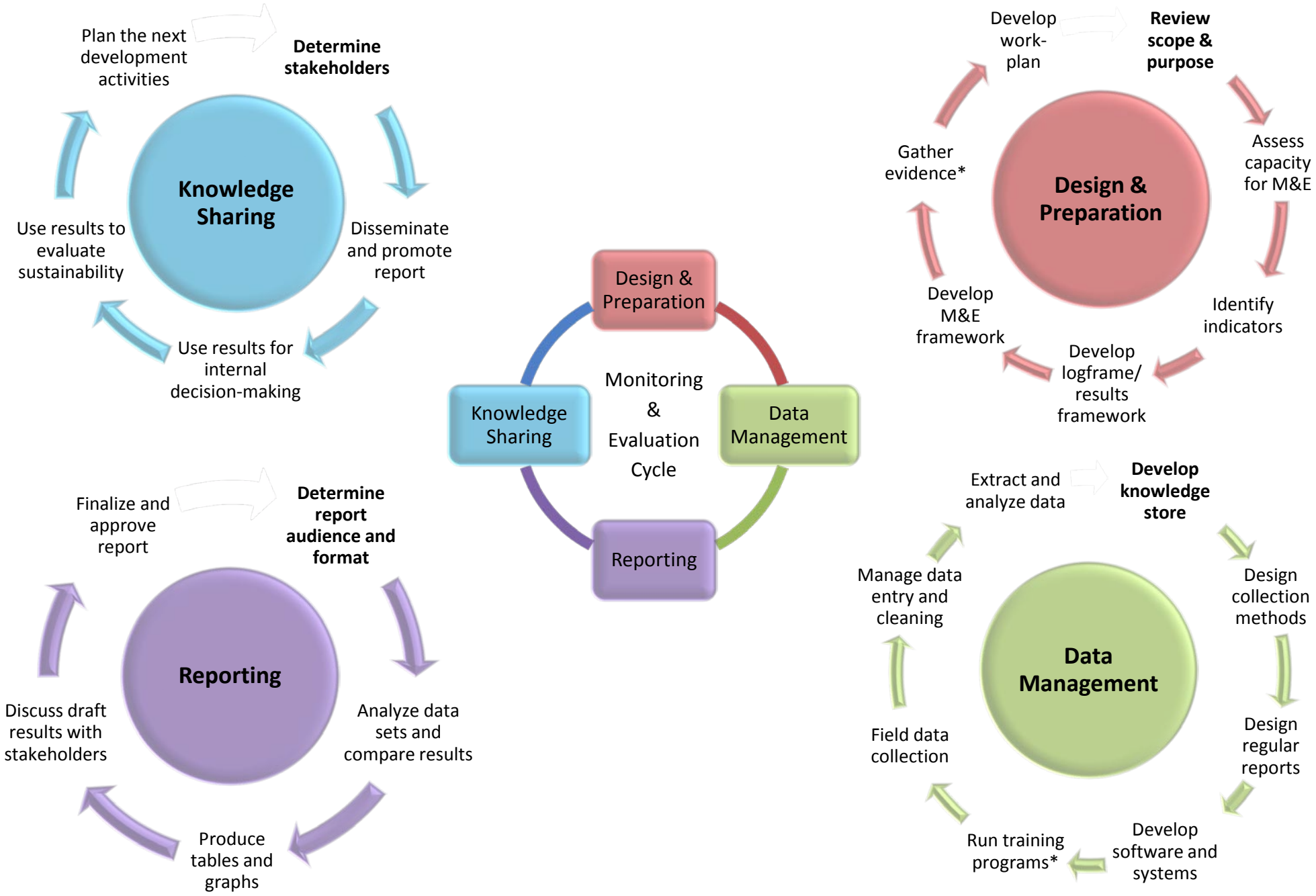
- **Internal/Self-evaluation:** It is conducted entirely by staff (typically including national staff), and normally without the assistance of external consultants.
- **External evaluation:** This is an evaluation done by a carefully chosen outsider or outside team who are free of control by those responsible for the design and implementation of the development intervention.

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. This theory argues that it is not enough for CSOs to advocate participation; they must also be participatory[4].

[4] http://web.undp.org/evaluation/documents/whop4.htm

The Monitoring & Evaluation Cycle

There are four broad elements discussed in the following chapters: Design and Preparation, Data Management, Reporting and Knowledge Sharing.



III. Design and Preparation phase

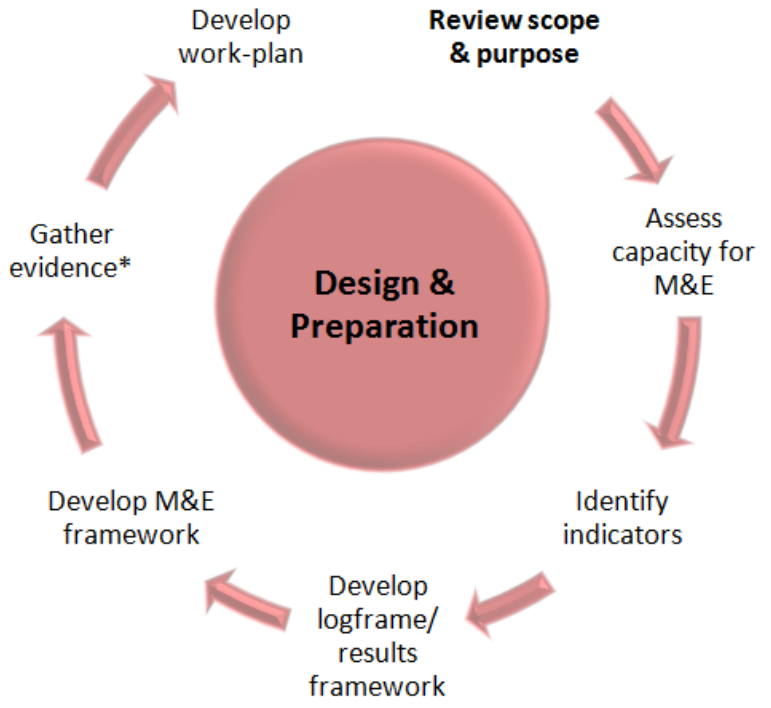
This Chapter looks at the tasks that should occur before assessment of the program / project can begin. Some planning tools may be developed for a proposal, then reviewed many times.

Monitoring and evaluation tasks are done in many ways. The methods chosen depend on what we want to monitor or evaluate, how many resources we have (e.g. money, people who understand how to do it, transport to get to the places where we want to be) and our own experience with M&E.

Typical tasks in this phase include:

- Setting the scope of the assignment or work
- Assessing organizational capacity, selecting a qualified team and assigning responsibilities for M&E tasks
- Deciding what activities fit the scope of work
- Deciding what indicators will be used, what information is required, who needs it and how often the information shall be collected
- Developing the planning tools (e.g. log-frame/results framework, risk log, M&E framework, annual or long-term work-plan)
- Determining which data collection tools will be used.

The diagram below contains the main steps in this phase. "Gather evidence*" is included as a step that occurs after the framework/s are developed, but it is also a continuous activity or cross-cutting task throughout the whole program/project.



3.1. Review and discuss scope and purpose

The project/program scope and design is very important for M&E. You have to be clear on what it is exactly that you want to achieve and how to do it, and then you can reduce wasting a lot of time without many results at the end. Ensure you should review the project design documents.

3.2. Assess capacity for M&E

You should understand what your organization's capacity is, so that you can prepare realistic plans.

Small project teams and organizations may do most M&E activities themselves, and seek external support for IT issues or Evaluations. This is common. In small teams, the project manager may be responsible for M&E.

Larger projects or large organizations often have the support of an M&E unit, a Research team or an IT team, and they may already have teams working in the field on other tasks who can support the new project / program. Set the scope of the assignment of work, the organizational relationships, responsibilities and tasks of responsible persons, and qualifications of persons to be in charge of M&E tasks based on your organizational capacity.

3.3. Identify indicators

3.3.1. Choose what indicators and key information to use

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.

Example levels of indicators:

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

3.3.2. Identify key questions

Identify key questions to assist you with the monitoring and evaluation responses needed for the selected indicators. Frequently asked questions are like the ones below.

- ***What*** are the expected project achievements?
- ***Why*** is the project or activity important to your audience?
- ***Where*** is the project or activity implemented, and why in these villages, or places, and not in others? Is this location suitable, or could a better choice have been made?
- ***When*** is the proposed project or activity to be implemented? Is this a suitable period?
- ***How*** is the project or activity implemented? Will this method of implementation give good quality results?
- ***How much*** does it cost to do the project or the activity? Is it conforming to the estimated cost? Are there additional contributions (such as labor, or materials)?
- ***How much and how many*** of the project objectives have been accomplished?
- ***How many*** women and men benefit? How many of the most vulnerable families?
- ***Who benefits?*** Are the people who benefit those who were expected to benefit? What is the benefit/cost ratio? Is this a public goods/services project (which benefits a large group or all people living in the community) or does it just provide a service to a few people, who may already be among the richer in the community?

All key questions need to be prepared, necessary tools designed such as questionnaires and checklists for data collection, staff trained who are responsible for monitoring and staff informed about and trained in the monitoring system. Most of this is covered in the next chapter, Data Management.

3.4. 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.

3.4.1. 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 the glossary for further definitions, and the Annex for examples.

Most Request For Applications (RFAs) from donors require a Logframe, or a Results framework, or an M&E framework. Some donors require all. 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 for examples.

3.4.2 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 the Annex for examples.

3.5. Develop an M&E Framework

3.5.1. Introduction to the 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.

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

There are various things to consider in developing an M&E framework. 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) 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.

Example: An M&E Framework for the organization.

What is to be monitored / evaluated?	Target Indicators	Data Sources	Frequency	Means of Verification	Methods	Responsible person
Internal organization	The Mission, Vision Statements and Values are available and known by staff. The board actively participates in: Defining policies Fund raising campaigns Public relations Regular meetings	Management team and staff Partner organizations Relevant stakeholders	Monthly, quarterly, annually, etc	Mission, Vision Statements and Values are in place Policies approved and applied Annual budget approved Meeting minutes	Desk review Case study Observation Structured questionnaires Interview Most significant change	Management team or/and Involve all Staff (often assisted by external evaluators)
External organization	Social & cultural relations Stakeholder engagement Partnerships with other NGOs, networks, companies, government authorities Media and communication	Management team and staff Partner organizations Relevant stakeholders Beneficiaries	Monthly, quarterly, annually, etc	Contract and agreement Memorandum of Understanding Terms of Reference Pictures/videos	Desk review Case study Observation Structured questionnaires Interviews Most significant change Story telling	Management team or/and Involve all Staff (often assisted by external evaluators)

Example: An 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

3.6. Decide which data collection methods and tools to use

There are many methods for gathering data; some are more difficult or cost more than others. In this guideline, only a few are mentioned, focusing on simple methods which are frequently used for both project/program and organizational M&E.

Typical, recommended methods:

- **Observation:** This is one of the most common M&E methods. The person who is monitoring and evaluating asks herself or himself: "*What do I see?*" or "*What do people do?*" Is the planned activity happening? Is it being implemented in a good manner, without visible mistakes or shortcomings? Do the people who are supposed to benefit make use of what has been built, or apply the new skills or knowledge they have acquired?
- **Interview:** Interviewing is one of the main ways used for data collection (just like observation). Interview questions can be structured (asking a specific number of precise questions and selecting the answer from options given on a questionnaire), or they can be unstructured (asking an 'open' question, and deciding what to ask next based on the answer). There are four basic types of interview: individual interview, key informant interview, group interview, and focus group interview.
- **Case Study:** A case study is a detailed examination of relatively few persons, groups or items. Case studies provide in-depth, detailed analysis but it is important to understand that it is not possible to draw general conclusions from case studies. They can be informative, providing good examples to illustrate certain points or aspects of a program or problem. Sometimes case studies can be used in donor reports to help donors visualize the beneficiaries and outcomes of programs.
- **Key Informant Interview:** A key informant interview involves a face-to-face meeting between a trained interviewer and a person who can provide an overview/big picture of knowledge, attitudes or practices (KAP) of the group being monitored or evaluated, i.e. target population.
- **Focus Group Discussion:** Focus group discussions (FGD) are a qualitative method designed to use group dynamics and the flow of discussion to probe deeply into the conceptual ideas, beliefs, and experience that people have about a subject. Ideally, people become involved in the discussion and react to one another's comments. It is not a formal interview but a group discussion focused on a topic and it requires a skilled facilitator.

Typical tools:

- **Organization Assessment Tool (OAT):** It is a learning tool on problems and questions concerning the organization's strategy, its management processes, finances, staffing, relationships with others and its results. The OAT is used to help organizations to improve their performance. It helps to find out their strong and weak points.
- **Capacity Self-Assessment (CASA):** It is a tool for gaining an overall impression of an organization, giving a picture of the stage of its development and providing insight into its current and potential impact. The CASA helps organizations to improve their standard of service and their overall results. It enables management teams to focus on areas that should be given priority if organizations are to improve.

- **OCTAGON**: Refers to the eight key focus areas of an organization. It is constructed in such a way that four basic aspects of an organization are analyzed with the aid of eight variables. This tool is used for making the internal organizational changes visible and for improving capacity building toward partners.
- **Questionnaire:** A questionnaire is a written instrument used in a formal survey to obtain quantitative information, which is susceptible to statistical analysis. The questionnaire must be standardized so that the answers of different respondents are comparable. This means that questions have to be formulated precisely and put in the same way to all the respondents in the sample (this requires a thorough interviewer training program). Some questions may be used in repeat or follow-up surveys.
- **Checklist:** A list of elements to consider when doing an M&E activity. It is prepared before the M&E activity is started. Having such a list will help to make sure that you do not forget to look at, or ask questions about important aspects of the activity which is being assessed.

See the Annex for links or samples of CASA, OAT, Octagon and Checklist.

3.7. Develop an M&E work-plan

It is important that M&E teams prepare a plan or work-plan and budget.

The work-plan summarizes the information needs, data collection, information use, reporting and presentation of results in an annual or longer-term work-plan. For example, it includes the timeline and budget for:

- Capacity building and support requirements,
- All activities to be done within the timeframe, with identified funding sources if there is more than one donor,
- The timing of major reports and gathering feedback from stakeholders,
- When the reporting system will be designed, and reporting formats finalized,
- When the feedback system will be ready, how feedback is incorporated into decision-making for management and when the plans will be reviewed.

See the Annex for samples.

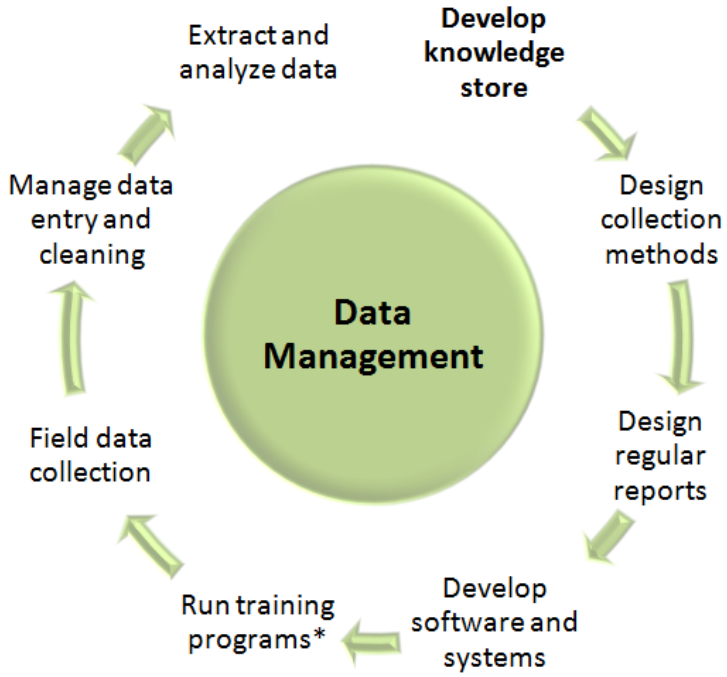
IV. Data Management phase

To monitor and evaluate effectively, you need an evidence-base of quality data, ongoing methods to collect new data for comparison and systems and tools for managing data and knowledge.

Typical tasks in this phase include:

- 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.

The diagram below contains the main steps in this phase. This chapter does not discuss all of the steps in detail, as some of the concepts are very broad. For example, we briefly mention "run training programs*", but do not provide many details about the training content.



4.1. 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**. 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 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.

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 **field data**. 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.

4.2. 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.

Re-using existing survey methods and sets of questions	
	- 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.

4.3. 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

4.4. 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.

4.5. 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.

4.6. 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 or Open EPI. SMS phone text message applications are gaining in popularity as data collection and online data storage tools.

4.7. 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 can be 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.

4.8. Data Extraction and Analysis

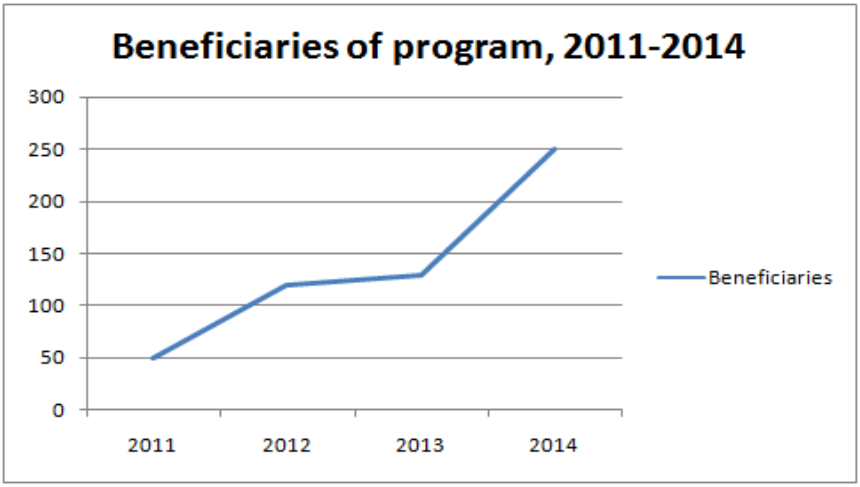
By analyzing the data, you can draw some conclusions from it and make judgments about progress and performance. It is better if this analysis involves many people together (e.g. in the Planning and Budgeting Committee, or with the Project Management Committee).

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 multi-variate 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:

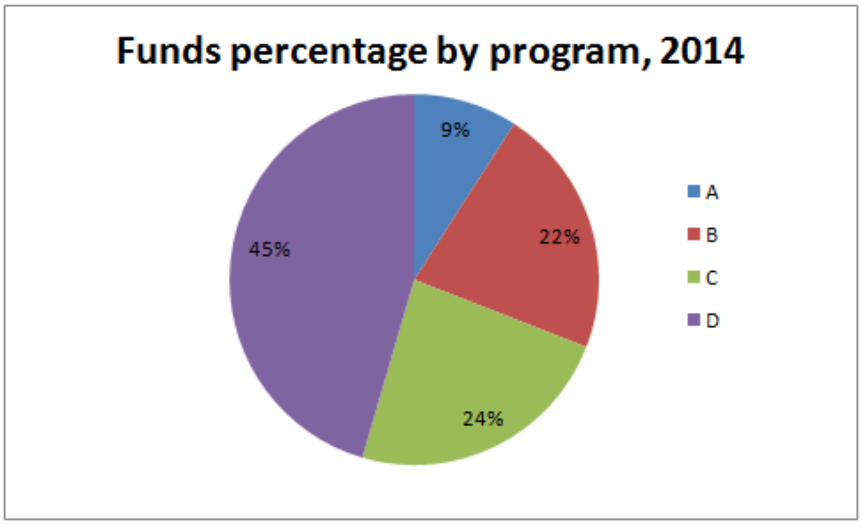
- Are there any changes over time, or between the villages in the target areas?
- Is what you observed consistent with what some people told you during interviews?
- Does the progress of implementation, as reported by the implementers, correspond with what you think it is when you check at the site?

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 we strongly recommend that data analysis and reports use graphs.



For example, a **trend line** is a good way to show the change of a variable over time. In this example, the results can be easily seen to change from 2011-2014.

A **pie chart** shows how resources are shared, as a percentage part of the whole. In this example, the percentage share of funds in 2014 can be seen split by program A, B, C, D.



V. Reporting Phase

This chapter offers some outlines and formats of reports that may be helpful concerning the development of reports. Reporting mechanisms might be appropriate for different organizations at different times in program/project cycles.

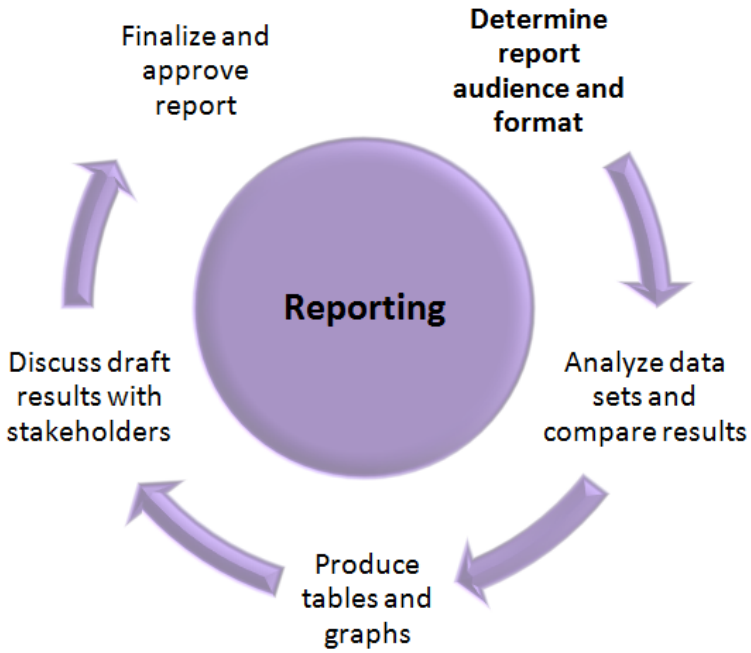
5.1. Overview

The last few elements in the M&E cycle are very important as they focus on using the conclusions of the analysis in reports and then publishing them to stakeholders (see the next chapter for details about sharing results). The report conclusions are used to ensure accountability, to improve management and decision-making, to ensure quality, sustainability and effectiveness. To complete the cycle, it is very important to use what is learned as valuable information for planning the development activities for future improvements.

Typical tasks in this phase include:

- Determining the report audience and format (often pre-determined by donors),
- Analyzing data sets and comparing results over time; producing tables and graphs; interpreting the results, drawing conclusions and making recommendations for change,
- Presenting the draft results to stakeholders, providing feedback to project managers and implementers, gathering feedback on conclusions and recommendations,
- Finalizing the report and getting sign-off / approval for publishing.

The diagram below contains the main steps in this phase. This chapter does not discuss all of the steps in the diagram in detail, as it focuses on providing templates for common types of reports.



5.2. Baseline Survey Report

A baseline survey report comes from a study done before an intervention. It provides the organization with data (information) about the situation before an intervention. This information is very important when an organization gets to the Monitoring and Evaluation stage as it enables the organization to assess what difference the intervention has made.

5.2.1. Report Outline

- **Cover Page**
  - Authorship, date of report, reporting period
- **Acknowledgement**
  - Mention those who gave inputs and efforts for the baseline survey
- **Executive Summary**
  - Briefing on the background of the study, the purpose of the study and the main findings
- **Table of contents**
- **Introduction**
  - Describe the general background of the project, objectives of the baseline survey, methodology, study area and scope and limitation of the baseline survey
- **Results**
  - Illustrate the main findings of the baseline survey by using graphic, picture, figures and other forms of description
- **Conclusion and recommendation**
  - Conclude and summarize the main findings and give hints for future actions
- **Annex**
  - Attach instruments for baseline survey

5.2.2. Report Length

The forms suggested are for different user audiences. They are as follows:

Length	Audience or users	Pages
Short form	General public, media release, summary for busy planners	1-4 pages
Medium form	Program implementers	5-10 pages
Long form	Libraries, interested agencies and programs, researchers	Unlimited pages

5.3. Monitoring Reports

In general, the reporting systems of the organization are followed to the extent possible, and developed in view of this minimum common format and other needs. The level of detail in monitoring reports is proposed in the program/project document when the implementation starts.

5.3.1. Report Outline

- **Cover page**
  - Name of project, program or theme being monitored
  - Areas of project/program or theme
  - Name of the organization to which the report is submitted
  - Names and affiliations of the monitoring team
  - Date of report and reporting period
- **Table of contents**
- **Acknowledgements**
  - Mention those who contributed to the monitoring
- **Executive summary**
  - A self-contained paper of 1-3 pages
  - Short description of the project, including final and intermediate goals, purpose of the monitoring, overall assessment and conclusions, main findings, recommendations, and lessons learned
- **Introduction**
  - Major stakeholders
  - Monitoring team
- **Monitoring methodology**
  - General approach
  - Source of data/indicators
  - Review of assumptions
  - Instruments
- **Data collection and analysis**
  - Methods of data collection
  - Techniques of data analysis
- **Findings and recommendations**
  - Project inputs
  - Project outcomes
- **Case studies**
- **Annex**
  - List persons interviewed, sites visited
  - List documents reviewed: reports, records
  - Data collection instruments and tools

5.3.2. Report Length

The forms suggested are for different user audiences. They are as follows:

Length	Audience or users	Pages
Short form	General public, media release, summary for busy planners	1-4 pages
Medium form	Program implementers	5-10 pages
Long form	Libraries, interested agencies and programs, researchers	Unlimited pages

5.4. Evaluation Report

In principle, an evaluation report must answer the questions presented in the terms of reference. The format follows that of the terms of reference and differs from it depending on the issues relevant for this evaluation.

5.4.1. Report Outline

- **Cover page**
  - Name of project, program or theme being evaluated
  - Country/ies of project/program or theme
  - Name of the organization to which the report is submitted
  - Names and affiliations of the evaluation team
  - Date of report and reporting period
- **Table of contents**
- **Acknowledgements**
  - Mention those who contributed to the evaluation
- **Executive summary**
  - A self-contained paper of 1-3 pages
  - Short description of project, including final and intermediate goals, purpose of the evaluation, overall assessment and conclusions, main findings, recommendations, and lessons learned
- **Introduction**
  - Background of Program/Project (start/finish dates, origin of concept, goals (and targets), description of interventions, persons involved; wider context in which the project has taken place, including the key events likely to have been affected by the project)
  - Description of evaluation (purpose, design, methodology, outcome/effect measures, implementation measures)
- **Evaluation methodology**
  - General approach
  - Source of data/indicators
  - Review of assumptions
  - Instruments
- **Findings/results**
  - State findings based on the evidence derived from the information collected.
  - Assess the degree to which the intervention design is applying results based

management principles. In providing a critical assessment of performance, analyze the linkages between inputs, activities, outputs, outcomes and if possible, impact. To the extent possible measure the achievement of results in quantitative and qualitative terms. Analyze factors that affected performance as well as unintended effects, both positive and negative. Discuss the relative contributions of stakeholders to achievement of results.

- **Conclusions**
  - Conclusions should be substantiated by the findings and be consistent with the data collected. They must relate to the evaluation objectives and provide answers to the evaluation questions. They should also include a discussion of the reasons for successes and failures, especially the constraints and enabling factors
- **Recommendations**
  - Formulate relevant, specific and realistic recommendations that are based on the evidence gathered, conclusions made and lessons learned
  - List proposals for action to be taken (short and long-term) by the person(s), unit or organization responsible for follow-up in priority order
  - Provide suggested time lines and cost estimates (where relevant) for implementation
- **Case studies**
- **References**
- **Annex**
  - Attach ToR (for the evaluation)
  - List persons interviewed, sites visited
  - List of documents reviewed: reports, publications
  - Data collection instruments and tools

5.4.2. Report Length

The forms suggested are for different user audiences. They are as follows:

Length	Audience or users	Pages
Short form	General public, media release, summary for busy planners	1-4 pages
Medium form	Program implementers	5-10 pages
Long form	Libraries, interested agencies and programs, researchers	Unlimited pages

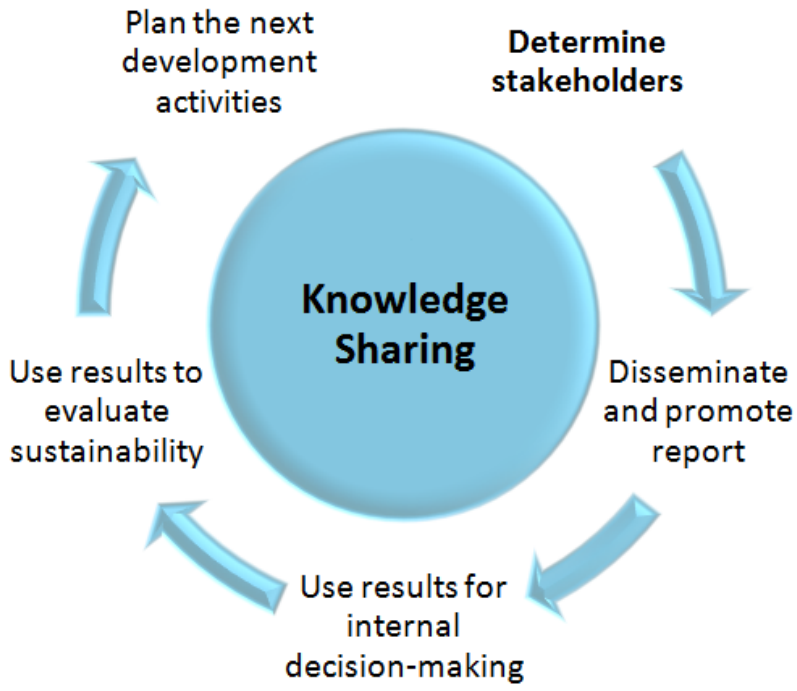
VI. Knowledge Sharing Phase

In terms of content and presentation, the quality of reports determines how easy or difficult the dissemination process will be thereafter, and whether the results are used effectively. Concise but meaningful reports with good summaries, and organization of participatory presentation seminars, contribute to an effective dissemination.

Typical tasks in this phase include:

- Determining the potential report stakeholders who can use the information,
- Planning how to disseminate and promote the report findings,
- Using the results for internal decision-making, e.g. prioritize and improve the program/project implementation and create an action plan for follow-up,
- Using the results to evaluate long-term sustainability, e.g. what has been the contribution of the project to the higher-level development goals, etc,
- Planning the next phase of development activities.

The diagram below contains the main tasks in this phase. This chapter does not discuss the tasks in detail, as some of the concepts are very broad.



6.1. Determine stakeholders

The more stakeholders or people reached, the more likely the results will have an impact in the longer term. For example:

- External stakeholders can 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, especially for civil society NGOs.

For example, results may show that an activity that is normally carried out has not been effective, and that a change during implementation has greatly improved the outcome. Other organizations may benefit from this shared knowledge, saving valuable resources.

6.2. Disseminate and promote report

The dissemination of results can be done through a number of channels as follows:

- Internal meetings
- Workshop
- Detailed written report
- Executive summary, summaries of evaluation findings and key conclusions
- Brochure or leaflet on the principal evaluation lessons and recommendations
- Annual report
- Article in technical or organizational newsletter
- News release
- Press conference
- Media appearance
- Public meeting, public debate
- Seminar, workshop, forum, or group discussion
- Academic channels via books, journal articles and newsletter
- Electronically (e-mail, Internet, websites)

Using different dissemination channels is vital to enhancing organizational learning, and sharing of experiences across organizations and with broader audiences.

6.3. Use Results for Decision-making

In general, the program / project results should be used in three different ways to improve overall program effectiveness and increase the achievement of objectives and goals:

Purpose	Description
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.
Revision of program/project strategy	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.
Use of resources	Results can provide important indications about the efficiency with which

Purpose	Description
	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.

6.4. Follow-up Actions

To ensure effective implementation of recommendations and use of lessons learned from the results, an active follow-up and planning process needs to be set up. Program/project managers and concerned people need to incorporate lessons learned into future decision-making processes, for example the development of a new program or project.

Results should be used to improve the quality of program implementation and adjust planning. It is good practice at the conclusion of an evaluation for the team and host organization to organize meetings with the appropriate stakeholders and institutions to establish an implementation plan based on the recommendations, with a timetable and identification of parties or persons responsible for follow-up actions.

The more stakeholders or people involved in planning the next steps, the more likely they are to follow through on implementing the recommendations. The evaluation team and host organization should monitor the status of implementation and by doing so, they will advocate the use of results.

VII. 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 term	Definition
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.
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.
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).
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.
Formative evaluation	Evaluation conducted during implementation to improve performance. Intended for managers and direct supporters of a project.
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.
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.
Joint evaluation	An evaluation to which different institutions and/or partners contribute.
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.
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.
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.
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.
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.
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.
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).
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.
Triangulation	Use of a variety of sources, methods or field team members to crosscheck and validate data and information to limit bias.
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.
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.

Annex

The following references are for organizational assessment tools, which are much longer documents with instructions in pdf form. They can be obtained via email from CCC, or from an internet search using the links below.

Organizational Assessment Tools

CASA:

Capacity Self-Assessment by Bill Brooks, for Tearfund, 2003. 78 pages. Published by Resourcing Organisations with Opportunities for Transformation and Sharing (ROOTS resources).

Link: http://tilz.tearfund.org/~/media/Files/TILZ/Publications/ROOTS/English/CASA/CASA_E-part2.pdf

OAT:

NGO Manager Organization Assessment Tool by Marco Kirschbaum, for NGO Manager, 2004. 24 pages.

Link: http://www.ngomanager.org/tools/OAT_July_2004.pdf

OCTAGON:

The Octagon, SIDA, 2002. 26 pages.

Link: https://www.globalhivmeinfo.org/Gamet/Gamet%20Library/1220_OCTAGON%20-%20tool%20for%20assessing%20NGO%20strengths%20-%20SIDA.pdf

Results matrix / framework / log-frame (Forum Syd)

Sample format is courtesy of 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:** • - • -

Six Month Results Monitoring Report (Forum Syd)

Sample format is courtesy of Forum Syd. It is based on the above matrix, with new sections in yellow.

RESULT Objectives	Indicators	Baseline	Target	RESULTS Achieved	Remarks
IMPACT	1.	1.	1.		
	2.	2.	2.		
OUTCOME 1	1.1	1.1	1.1	1.1	
	1.2	1.2	1.2	1.2	
OUTPUT 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		Status & expenses: • - • -			•
OUTPUT 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		Status & expenses: • - • -			•
OUTCOME 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		Status & expenses: • - • -			•

Any challenge& solution to overcome it		•
Lessons learned and how those lessons had been applying		•
Amendments Please include any amendments against the original plan. For example changes in programme costs, project extensions etc.		•
Please attach (as annexes) some success-stories, case studies showing good practices or experiences from your organization's work or from target groups.		•

Results Framework (PLAN Int)

Sample format is courtesy of PLAN International.

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**

Results framework (EU)

Sample format is courtesy of PLAN International and the EU.

Result 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			

M&E Plan (PLAN Int)

Sample format is courtesy of PLAN International.

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

M&E Plan (Forum Syd)

Sample format is courtesy of 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								

Risk Analysis Matrix (EU)

Sample format is courtesy of PLAN International and the EU.

Provide a detailed risk analysis and contingency plan. This should include a list of risks associated for each proposed action, accompanied by relevant mitigation measures.

	Risks	Mitigation Measures / Contingency Plans
Social/Cultural		
Social		
Environmental		
Political		
Economic		

Field Checklist (CCC)

Sample format is courtesy of CCC's GPP program.

No.	Descriptions	Yes	No	Remarks
1	Schedule for field trip			Overall district /village schedule for whole field plan
2	Schedule for each day			Teams/district/village schedule for each day
3	Agenda for meetings			
4	Attendance list for meetings			
5	Self-Assessment form			Only if doing self assessment with individuals
6	Survey Questionnaires form			Only if doing surveys with individuals
7	M&E Report Format template			For other data collection
8	Field Notebook			For other data collection
9	Requirements Documents list for collection from NGOs / field			Only if collecting documents from the field
10	Budget Advance form			
11	Receipt form			
12	Travel form			
13	Per-diem form			
14	Laptop, power supply, backup drive / USB			
15	Camera / video			For case studies or promotional photos / videos
	Other….			
	Other….			

Vision:
Sustainable development for Cambodia.

Mission:
We provide high quality service to society and influence Cambodia's development actors.

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

Goal:
A strong and capable civil society, cooperating and responsive to Cambodia's development challenges.

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