



Sharing on “The Process of Baseline Study”

20 September 2024
Venue: Tonle Bassac II

Content

1. Develop the Terms of Reference (TOR)/Concept Note
2. Review Project Documents (Proposal, Log frame, M&E Plan, M&E Report and Guideline)
3. Develop Questionnaire for Data Collection
4. Train the data collection team the tools **(Conduct training on data collection to team/enumerators)**
5. Data Collection Process (Field Work Schedule, mission letter, Quality assurance process, team's roles...**collect data, interview**)

Objectives of the sharing

To empower participants with the ability to effectively plan, design, and implement data collection processes for monitoring and evaluation (M&E) purposes

Quiz

Quiz Link:

<https://forms.gle/Dz8AFGmaLid5mTFa9>

Or QR Code:



Steps for conducting a Baseline Study



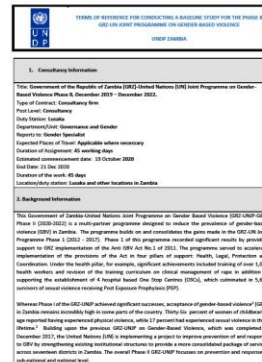
គណៈកម្មាធិការ
សហប្រតិបត្តិការសម្រាប់កម្ពុជា
Cooperation Committee
for Cambodia
Comité de Coopération
Pour le Cambodge

Partnerships for Sustainable and Democratic Development in Cambodia



1. Develop ToR/Concept Note

- Term of Reference or Concept Note is a foundational document that outlines the **scope and purpose of the baseline study**. It sets clear **expectations for the study**, including **what is to be achieved**, **how it will be conducted**, and **who will be involved**.



Click the attached for additional references

Key Elements of TOR

- **Objectives:** The objective might be to establish the initial conditions of students' academic performance, teacher qualifications, school infrastructure, or community involvement in education.
- **Scope:** Specify the geographical area, target population (e.g., primary school students, teachers, parents), and the key indicators to be measured (e.g., literacy rates, student-teacher ratios, attendance rates).
- **Methodology:** Define the methods to be used, such as surveys, interviews, focus group discussions, and observations. For instance, in an education project, surveys might be used to assess student literacy levels, while interviews could be conducted with teachers to evaluate their qualifications.
- **Timeline:** Outline the schedule for each phase of the baseline study, from data collection to report writing.
- **Resources:** Identify the human, financial, and technical resources required. For an education project, this might include enumerators to conduct surveys, tablets for data collection, and software for data analysis.
- **Deliverables:** Clearly state the expected outputs, such as the baseline report, data sets, and any presentations to stakeholders.



Baseline Terms of Reference

Child Protection and Advocacy Project through Ending Violence against Child (EVAC)

Project Number: M207487

World Vision Mongolia

DRAFT TOR: BASELINE SURVEY

Conducting a Baseline Survey on Violence against Women in Bangladesh

Introduction

In Bangladesh, violence against women (VAW) is an issue of serious concern because of its extent and severity. Traditional values, social norms, individual attitudes, religious beliefs, lack of protective laws, inadequate legal provisions for the perpetrators, lack of appropriate policies are some of the reasons causing violence against women and girl workers in Bangladesh. Unintentionally, reflections out of violence particularly against women and girl workers are common. It not only affects economic wellbeing of the families but also jeopardizes personal lives of the women, particularly if they are women or girls. Evidence on violence against women exists in research and press reports. Survey findings indicate that in Bangladesh 60 to 70 percent of women and girls suffer from sexual and physical violence while at work. Some women and girl workers find it difficult to keep going with their jobs because of sexual harassment in workplaces. Sexual harassment outside the workplaces seriously constrains free movement of women and girls in the society.

Despite efforts to curb violence against women, the situation does not seem to have improved significantly. Rather, several trends of violence against women shows an alarming situation which needs to be improved immediately with all our efforts. If this problem remains unaddressed, social stability will be at stake no doubt. It is in this backdrop that the project has been undertaken. To launch this type of project, the need of authentic and up-to-date data can hardly be overemphasized. Quality data are needed to formulate policies and undertake pro-active programs to address the problem at national level. Addressing a problem like this needs change in the attitude of individuals, developing skill of the functionaries, increasing knowledge of the policy makers and raising awareness of the target groups.

Objectives

The objectives of the baseline survey are as follows:

- > The baseline survey intends to capture the state of violence against women and girl workers at workplaces, particularly at (i) garment factories, (ii) tea processing factories, (iii) shrimp processing factories and in factories located in Export Processing Zones. In addition to the above sectors, the survey will also cover a public sector organization namely, Dhaka Medical College Hospital.
- > It will collect a base line which will be captured in a report which would be used to understand changes in the situation in future. The survey is expected to provide comprehensive and up-to-date information regarding violence against women and girl workers in selected work places. Moreover, it would help monitoring impact of any program intending to mitigate or eliminate violence against women and girl workers in Bangladesh.

Specific Tasks

The tasks of the baseline survey are enumerated as follows:

- > The base line survey will be framed on sample basis.
- > It will be conducted in (i) garment factories, (ii) tea processing factories, (iii) shrimp processing factories and in factories located in Export Processing Zones. In addition to the

Click the attached for additional references

2. Review Project Documents



2. Review Project Documents

- **Why do we need to review the documents?**
 - ✓ Ensure the study is aligned with project goals and objectives
 - ✓ Identify what the data needs to be collected
 - ✓ How it should be analyzed.



Proposal

The project proposal provides a **comprehensive overview of the project, including its background, objectives, and target population.**

Ex. The proposal might outline goals such as **increasing literacy rates by 20% over three years.** Reviewing this helps in understanding the project's **intended impact and the rationale behind it.**



Source:

<https://www.interreg-central.eu/library/programme-manual/projectapplication/drafting-and-submitting-a-project-proposal/>

Log-frame (Logical Framework)

The logframe is a key document that outlines the *project's goals, outcomes, outputs, and activities, along with indicators for each.*

Ex. The logframe might include:

- indicators like the percentage of students reading at grade level,
- the number of teachers trained, or
- the reduction in dropout rates.

The logframe helps in **identifying which indicators need to be measured during the baseline study.**

Logical Framework (Logframe) Example

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self confidence required to stay in school.
Outputs	1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer camp.
	2. 500 parents of children in Grade 5-6 with low reading proficiency help their children read at home.	Number of parents helping their children to read at home.	Survey of parents conducted at the end of each summer camp.	Children are interested in reading with their parents.
Activities	1. Run five reading summer camps, each with 100 Grades 5-6 students who have low reading proficiency.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are interested in them attending the camps.
	2. Distribute 500 "Reading at Home" kits to parents of children attending summary camps.	Number of kits distributed.	Kit distribution records.	Parents are interested and able to use the kits at home.

M&E Plan

- The Monitoring and Evaluation (M&E) plan outlines **how the project's progress will be tracked**. It details the **indicators, data collection methods, and frequency of monitoring**.

- Example

The M&E plan might specify that **literacy assessments** will be conducted **annually**, and teacher training sessions will be evaluated through pre- and post-tests.

- M&E plan might reveal that student attendance is a key indicator. The baseline study would then need to collect data on **current attendance rates** to serve as **a reference point for future monitoring**.

PMP								
OBJECTIVES STATEMENTS	INDICATORS	DATA COLLECTION				MEANS OF ANALYSIS		USE OF INFORMATION
		METHOD	FREQUENCY	PERSON RESPONSIBLE	RESPONDENTS	TYPE OF ANALYSIS	COMPARISON GROUPS	
STRATEGIC OBJECTIVE 1								
STRATEGIC OBJECTIVE 2								
INTERMEDIATE RESULT 1.1								
INTERMEDIATE RESULT 2.1								
OUTPUT 1.1.1								
OUTPUT 1.1.2								
KEY ASSUMPTIONS								
ASSUMPTION 1								
ASSUMPTION 2								

M&E Reports

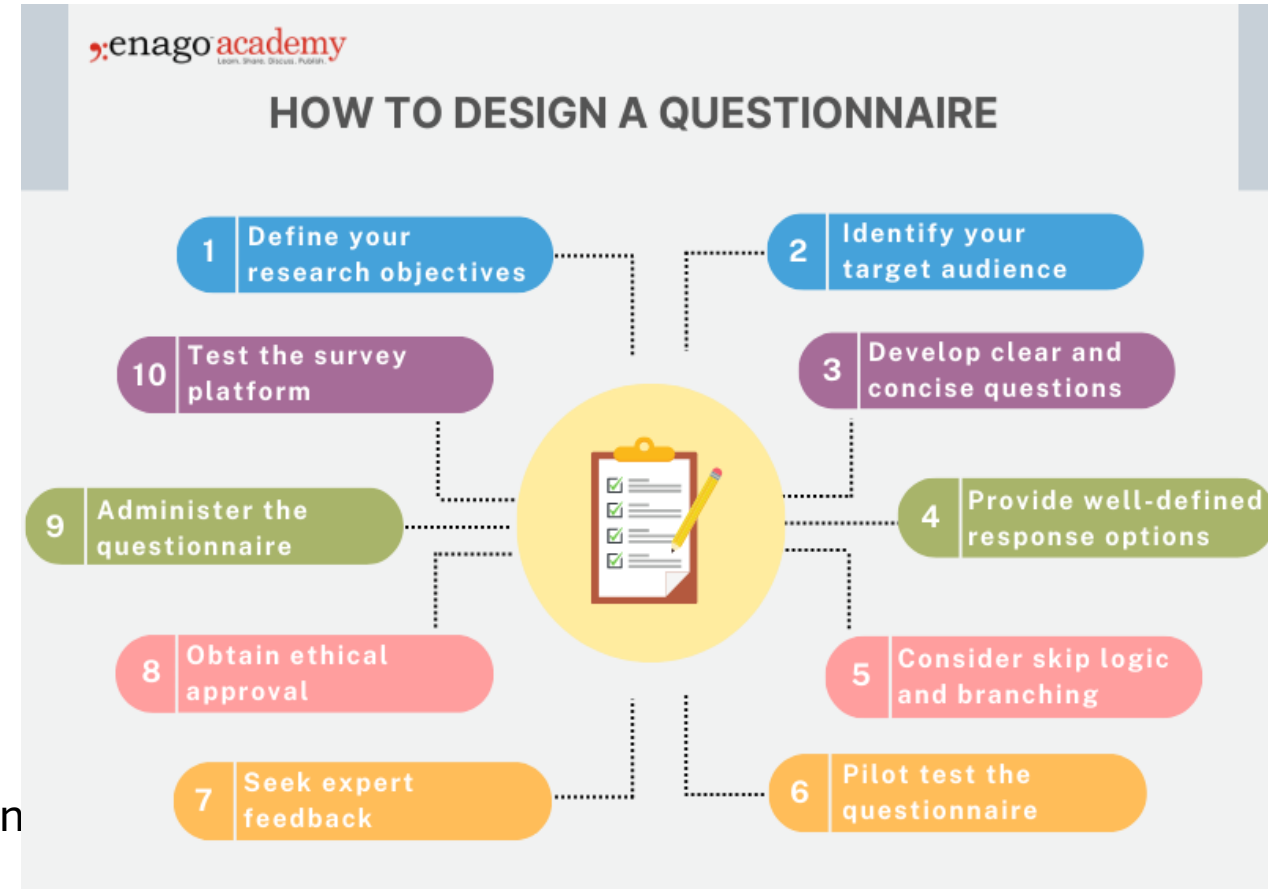
- If previous M&E reports are available, they can provide valuable insights into past data collection efforts, challenges encountered, and lessons learned.
- Example: A previous M&E report might indicate that survey questions on student attendance were unclear, leading to inconsistent data. This insight could be used to **refine the survey tool for the baseline study.**
- Past reports might highlight issues like low response rates from parents or logistical challenges in remote areas.

3. How to Develop the Questionnaire

- Developing effective questionnaires is a critical step in collecting reliable and relevant data for the baseline study.
- After reviewing the project documents, there are certain steps that we can follow to develop the questionnaires.

These are some processes:

- Define the Objectives of the Questionnaire
- Identify Key Indicators, its definitions, and develop key information/data need for the indicators
- Design the Questionnaire Structure
 - Question Types (Closed-ended questions, open ended questions, Likert scale questions,...)
 - Piloting the questionnaire
 - Content Forms



Additional Reading: <https://www.fao.org/4/w3241e/w3241e05.htm>

From Indicators to Data Need

Level	Result Chain	Indicator(s)	Definitions	Indicator Level	Unit of Measurement	Data/Information Need
Overall Objective (OO)	To support the protection of human rights defenders (HRDs), activists, and victims of land grabbing by enhancing their resilience and promoting greater adherence to fair trial standards within the judiciary.	Number of Human Rights Defenders (HRDs), activists, and victims of land grabbing protected from prosecution and harassment	Protected: Utilization of knowledge, including understanding of fair trial rights, court monitoring, physical and digital security, access to materials for digital security, para-legal/legal services, and financial/material assistance to protect against prosecution and harassment	Impact	Number	Number of HRDs protected Number of activists protected Number of land grabbing victims protected
Outcome	Empowered citizens and civil society actors are equipped to assert their legal rights.	Number of university students and HRDs with increased understanding of fair trial rights and their ability to claim these rights	Understanding: This refers to the knowledge of fair trial principles gained by university students through an orientation and mentoring program. This understanding enables them to share or explain these principles to others when needed. Claim: This refers to the students' ability to engage with relevant court staff, police, or other stakeholders about fair trial principles, mechanisms, and processes.	Outcome	Number	Number of university students with increased understanding Number of HRD university students with increased understanding Number of university students able to claim their rights Number of HRD university students able to claim their rights
Output				Output		

Result Chain	Indicator(s)	Definitions	Data/Information Need	Baseline
SO2: Strengthen CSO networks so that they have the necessary strategies, voice, representation and influence to affect policies relevant to them.	2.1: # CSO networks engaged with multi-stakeholder platforms	<ul style="list-style-type: none"> . CSO networks referred to CCC network and Provincial NGO networks . Engage: Participate in dialogue or forums platforms with other stakeholders . Multi-stakeholder platform referred to mechanisms for dialogue which has interaction between CSOs and Sub-national government authorities that included, PPD, CC public forum, CC meeting, district forums. government authorities (LA, LC, DA,PA) 	<ul style="list-style-type: none"> # of multi-stakeholder platforms organised annually Type of MSPs and # of multi-stakeholder platforms (MSP) CSOs engaged # of CSO representatives (male and female) raise the issues and challenges in the MSPs. Perceived atmosphere of engagement (open, active, brave, being welcomed and receptive) Pre-MSPs arrangement and preparation 	4
	2.2: # CSO networks raised collective inputs from CSO to the government and other stakeholders	CSO Networks refers to CCC (1) , provincial NGO networks (16) *Collective inputs refer to inputs from CSOs on the 5 laws (Law on Cyber, Taxation, Accounting and auditing, Labor, LANGO)	<ul style="list-style-type: none"> How many CSO networks? How many CSO that provided inputs? (gender? Sector?) What kind of inputs CSO network raised? What mechanism CSO can raise their inputs? 	4

PERFORMANCE INDICATORS

INDICATORS

Data Need

Number of **HRDs**, **activists**, and **victims of land grabbing** *protected from prosecution and harassment*

of HRD

of activist

of land grabbing victims

PERFORMANCE INDICATORS

INDICATORS

Data Need

Number of university students and HRDs increased understanding of fair trial rights and able to claim their rights.

INDICATOR

Percentage of parents/ caregivers who have taken action to respond to risks of online and offline safety.

Definition

Definition:

- **Taken actions to identify and respond to the risks of online and offline safety** include 1) identifying children who are vulnerable to sexual exploitation of children and/or demonstrating harmful sexual behaviour 2) early intervention to address risk factors and enhance resilience 3) referring children to service providers, helplines and other community forms of support 4) reporting sexual exploitation to law enforcement, community-based child protection committees and other relevant persons/authorities 5) supporting the recovery and reintegration of children who have survived sexual exploitation through outreach, tailored support to the child and family.

Method of computation:

- **Numerator:** Number of parents/ caregivers who completed the survey **took at least two actions** to identify and respond to the risks of online and offline safety.
- **Denominator:** Total number of parents/ caregivers who completed the survey
- **Multiply** by 100



3. How to Develop the Questionnaire

Practice developing the Questions

- Review the log-frame and M&E Plan
- In M&E Plan, you are required to create the Data/Information need for each indicators
- Then, Use all the Data/information need to form the Questionnaire for Baseline study



Microsoft Excel
Worksheet

This is the file for group work

Log-frame			
Result Statement	Indicators	Means of Verification	Assumptions
Overall Goal			
Improve the quality of education in target communities, leading to enhanced student outcomes and greater community involvement.	- Increase in student literacy and numeracy rates by 20% over three years.	- National standardized test scores.	- Continued government support for education initiatives.
		- Project progress reports.	- Availability of resources.
Outcomes			
1. Accurate assessment of students' academic performance in target schools.	- Percentage of students achieving grade-level literacy and numeracy at baseline.	- Standardized tests administered to students.	- Willingness of students to participate in assessments.
			- Availability of standardized testing materials.
2. Evaluation of teacher qualifications and teaching effectiveness.	- Percentage of teachers meeting national qualification standards.	- Teacher qualification records.	- Teachers' willingness to share qualifications and participate in interviews.
		- Classroom observations and teacher interviews.	- Availability of trained observers.
3. Assessment of school infrastructure and resources.	- Percentage of schools meeting minimum infrastructure standards (e.g., classrooms, libraries, sanitation facilities).	- School facility inspections.	- Accessibility of schools for inspections.
		- School records and inventories.	- Availability of up-to-date school records.
4. Analysis of community involvement in education.	- Percentage of parents involved in school activities or governance structures.	- Parent survey results.	- Parents' willingness to participate in surveys and school activities.
		- School committee meeting records.	- Active school governance structures.
Outputs			
1.1. Literacy and numeracy tests conducted for students in target schools.	- Number of students tested. - Test scores disaggregated by gender and grade.	- Test administration records.	- Availability of test administration resources.
		- Completed test forms.	- Coordination with schools for testing schedule.
2.1. Teacher qualifications and training records collected.	- Number of teacher records reviewed. - Percentage of teachers with up-to-date qualifications.	- Teacher records.	- Cooperation from school administrations in providing access to records.
		- Interview transcripts.	- Accurate record-keeping by schools.
3.1. School infrastructure assessments completed in all target schools.	- Number of schools assessed. - Detailed infrastructure assessment reports.	- Inspection reports.	- Safe and accessible routes to schools for assessment teams.
		- Photos and diagrams of school facilities.	- Cooperation from school staff during inspections.
4.1. Surveys conducted with parents regarding their involvement in education.	- Number of surveys completed. - Survey results analyzed and reported.	- Completed survey forms.	- High response rate from parents.
		- Survey analysis report.	- Clear communication of the importance of parental involvement in the study.

4. Training to the data collection team

- Project/ Programme Manager/lead is responsible for orientation to the data collection team on:
 - project background
 - situation in the target areas
 - child safeguarding
 - provide support/ response related to technical knowledge
- Specifically, Training may be included:
 - guidelines how to collect data
 - ethical considerations in data collection
 - sampling methods of respondents
 - data collection tools (questionnaires) must be in Khmer
 - develop quality control mechanisms/ protocol to the data collection team
 - roles play, field practices, reflection/ feedback for improvement should be used.

5. Data Collection Process

Preparation for data collection

- Develop and submit detailed schedule of data collection and arrangement with respondents to the organization.
- support coordination/ arrangement of interviews with key persons
- allocate staff to provide support and conduct quality control to the data collection team
- Prepare mission letters (internal or with/ from relevant ministries/local authority)
- Clearly define the roles and responsibilities of each team member to ensure a coordinated and efficient data collection process

5. Data Collection Process

Data collection days

- Collect data
- Team Leader provides overall support, and conducts quality control
- if any schedule is changed, the need to inform to the focal person of the organization.
- conduct quality control to the data collection
 - Daily Review
 - Spot check/
 - Data Validation/Cleaning

Question Times!

Any sharing and Discussion?

Scan here for documents



https://cccccambodia-my.sharepoint.com/:f:/g/personal/borey_be_ccc-cambodia_org/Eu2wtPZDaKNHtXkd8SVedlgBu9LCrdytQ4SlORbHr9yZdw?e=jfop0e

Thanks for your attention!



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