A simple guide to

Monitoring and Evaluation in CKU projects

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Introduction

The word monitoring means "watch and remind". Monitoring is essentially about watching over the project process and conditions of the target group in order to ensure that the project is on track, quality performance, adapt to challenges and changes as well as improve learning. Without proper monitoring, it may be difficult to follow the project implementation and document progress. Consequently, a project may fail to reach the planned goals and the expected positive change. Monitoring is therefore essential for ensuring that the project has the desired effect.

INTRAC defines monitoring as: "The systematic and continuous assessment of the progress of a piece of work over time, which checks that things are ´going to plan´ and enables adjustments to be made in a methodical way".

With a monitoring system, you will have multiple benefits:

» Monitoring keeps project implementation on track and creates a sound basis for necessary adjustments if assumptions fail to materialize or if conditions changes in the context.

» Monitoring promotes learning and downwards legitimacy to our own constituencies, upwards accountability towards donors and outwards legitimacy towards duty bearers.

» Monitoring helps improve communication with different stakeholders in the project and fosters ownership of stakeholders.

We monitor in order to:

» Analyze the current situation, identify emerging issues and find solutions to the challenges that arise.

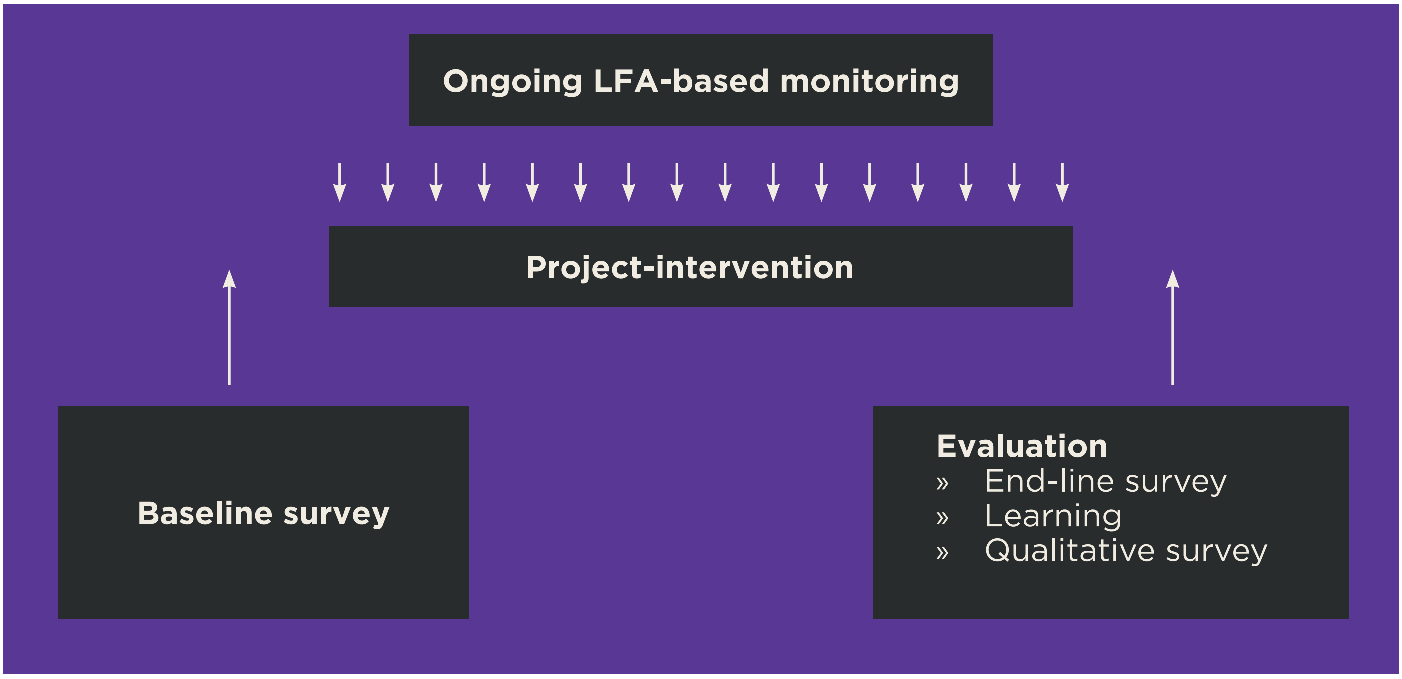
» Measure progress against planned outputs and expected outcome.

We document in order to:

» Account for results, including unforeseen results.

» Gather lessons learned and promising practices for the purpose of institutionalizing and passing on learning.

Figure 1: Monitoring and Evaluation in the framework of project cycle management



Monitoring in the project cycle is therefore an ongoing assessment of project results and progress throughout the project period. The findings form the basis of ongoing learning and adjustments in the project if needed. Part of the monitoring process is to establish a baseline at the initial stage of the project and evaluate the overall outcome at the final stage. Whereas monitoring is a continuous assessment, an evaluation is a periodic assessment of the relevance, performance, efficiency and impact of a project at a significant stage of the project period often at the end of the project period.

The purpose of the guide is to provide concrete tools in setting up a solid monitoring system in CKU projects. When receiving grants from CKU, it is expected that there is an ongoing monitoring of project activities and outputs and a final assessment of the outcome of the project in a project evaluation. Here is a guide as to how this can be planned, designed and effectuated.

What should be measured - Indicators

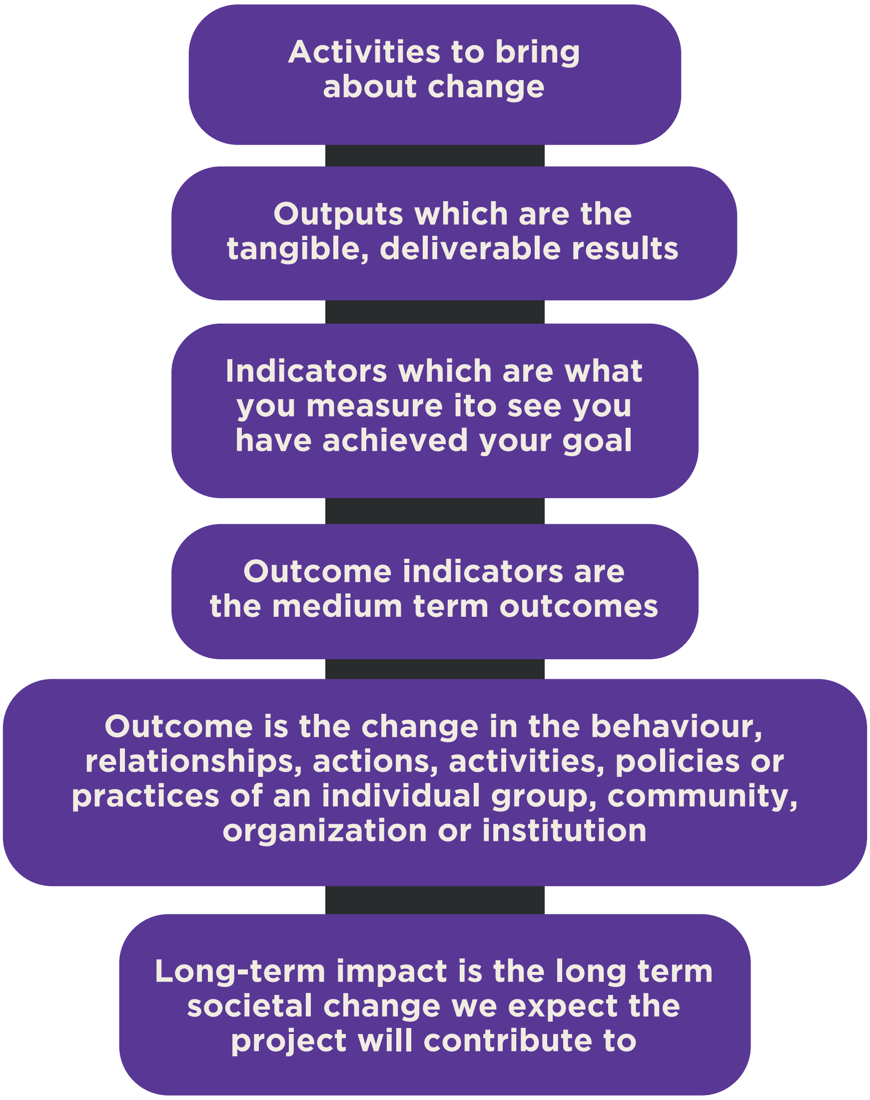
In this section you will learn the relation between monitoring and the log-frame.

» How indicators define what should be measured
» What elements of the log-frame should be monitored when
» How to disaggregate data

Each CKU project is designed with output and outcome indicators which specify what you intend to measure and document. The indicators form part of the Log-frame and are linked to outcomes; i.e. the changes expected as an immediate consequence of your project, and outputs; i.e. the specific, exact and verifiable results of the project, which are very likely to be guaranteed as a direct consequence of the activities. The indicators define what you will measure in order to assess whether you have achieved the project's outcomes and outputs.

We can monitor and document the outputs of an intervention focusing on for example improving livelihood of farmers, by counting let's say: number of farmers trained on new farming techniques; and/or number of farmers provided with improved breed stock/seedlings. These numbers illustrate the direct results of the project, but they do not serve as documentation for the change experienced by the farmers. To document the outcome of the intervention it is essential to obtain answers to questions such as: how many farmers are actively applying new knowledge/techniques?

Figure 2: Elements of the log-frame



The ongoing monitoring measures progress in relation to activities, outputs and indicators. The medium-term and long-term impact of outcome indicators and outcomes are most often assessed in a final evaluation and end-line survey. It is however important to also collect data on outcome indicators when establishing a baseline survey in order to document progress.

Below are three examples of outputs and indicators to be measured in the project life-time for three thematic areas: Agriculture, gender-based violence and village save and loan associations (VSLA).

Outcome 1		Outcome indicator
1	Improved agricultural productivity among 500 male and female small-scale farmers in 10 villages in Togo.	Average income per month of small-scale farmers (by gender and marital status)
		Proportion of farmers applying new farming techniques (by gender and marital status)
Outcome (to outcome 1)		**Output indicator**
1.1	Male and female farmers have improved farming capacity	Proportion of farmers (by gender and marital status) receiving improved breed stock and seedlings
		# of farmers (by gender and marital status) trained in improved farming techniques

What you monitor against is essential for what you see. Therefore, it is important that the collected data is disaggregated when appropriate and according to the context. The data may be disaggregated on gender/age/marital status/religious affiliation and other divisions.

As an example, a project that works to strengthen the capacity among targeted male and female small-scale farmers to improve their capacity to respond to and fight gender-based violence (GBV). Here is it important to acquire disaggregated knowledge on the incidents of violence: Who are subject to violence, women or men, younger or older persons, persons in marriage or children by relatives. What is the nature of the violence that the persons are subjected to? Are cases reported and to what authorities are the reported to? Finally, how are cases followed up and brought to justice? See examples to below.

	Outcome 1	Outcome indicator
1	Strengthened capacity among targeted male and female small-scale farmers to respond to and eliminate GBV	Proportion of persons (by gender, age, marital status) subjected to violence (by offender partner/parent/stranger) by form
	Outcome (to outcome 1)	**Output indicator**
1.1	Improved community-based reporting mechanisms on GBVcapacity	Number of GBV cases (by gender, age, marital status) reported (by nature of violence) to a formal or informal judicial authority (by authority e.g. human rights committee, church leaders, community leaders or police)
1.2	Reported cases are followed up and tracked	Number of reported cases (by form of violence) followed up by authority and brought to justice e.g. police or court

Another project may aim to empower small-scale farmers economically through village save- and loan associations (VSLA) and use VSLAs as a platform for social, economic and political empowerment of women. Disaggregated data on the members of the VSLAs divided on gender, age, marital status, religious affiliation, and income level may be useful in order to know who the project targets and who benefits from the involvement of the project. Challenges and barriers may also be better understood when knowing more details of the target group. Ultimately the implementing partner may gain a better understanding of the causality between input and outcome.

Please note that measuring results at outcome level is rewarding but time consuming and at times challenging. You should therefore carefully consider what data is needed and not collect more information than necessary. Make sure that your monitoring system is simple and manageable.

	Outcome 1	Outcome indicator
1	500 male and female small-scale farmers have improved their financial situation through saving and loan associations.	Average income of small-scale farmers (by gender, age) involved in the projectof violence
	Outcome (to outcome 1)	**Output indicator**
1.1	500 male and female small-scale farmers are organized in VSLA's	Proportion of small-scale farmers (by gender, age) who are organized in VSLA'sleaders or police)
		Proportion of farmers divided on gender who take a loan
1.2	VSLA's constitute a platform for social and economic empowerment of womenup	Number of women (by marital status, religious affiliation) who express that they feel more confident and have increased self-esteem
		Number of women (by age and religious affiliation) who participate in decision-making at household level and decide over the application of their VSLA loans

You can find more information about indicators in our Catalogue of Standard Indicators which might be inspirational in the process of developing indicators.

Steps for action

- Make sure that you include measurable outputs and indicators in the project log-frame.
- Consider what disaggregated data is relevant for the project.

Baseline survey - What do we measure against?

In this section you will learn how establishing a baseline can form the foundation of measuring project progress. You will learn:

1. The importance of establishing a baseline survey
2. What data to collect 3) how to disaggregate data.

For each indictor you will need to establish a baseline. The purpose of a baseline is to describe the initial situation (related to the indicator) at the start of a project in order to compare progress at a later stage. The baseline should - to the extent possible - be established prior to project implementation, but in some cases, it will be necessary to collect baseline data as part of the project inception phase. The most ideal scenario would be to collect this data for the entire community, but this can be costly. At least it should be done with direct project target group when initiating the project to establish a baseline.

For example, if a project aims to address malnutrition among farmers by increasing food security and diversity for the project target group, it will need to know the proportion of malnourished farmers and number of meals/day divided on gender/age/occupation as well as the project will need to know food production divided on crops/yield/seasons for harvest and rain season.

Moreover, if a project aims to fight gender-based violence, the project will need to know the initial proportion of GBV at household level divided on gender/age/marital status/religious affiliation. Therefore, it is essential to collect data on how many boys and girls, men and women have experienced violence in the household and what kind of violence, whether they have ever reported it and to whom and how the cases were dealt with, at least for the target group. In the case of GBV it would make sense to collect statistics from the nearest hospital and police station to see how many cases of GBV (e.g. defilement, rape, domestic violence depending on how it is captured) were reported and treated the previous year. This will provide a baseline of the current situation which can then be repeated at the end of the project to see how the situation has developed over time.

It is important that the baseline data and analysis is current, consistent and as accurate as possible, and disaggregated (e.g. by sex, age, profession etcetera) when appropriate. In order to limit the scope of the baseline, it may only include the targeted participants and stakeholders of the project. It is however important that the characteristics of the sample of the baseline is the same as the for the end-line survey in order to establish a basis for comparison.

Below are the three examples with baseline data. The examples illustrate how baseline data of the set indicators can be established and disaggregated.

	Outcome 1	Outcome indicator	Baseline 2018
1	Improved agricultural productivity among 500 male and female small-scale farmers in 10 villages in Togo.	Average income per month of small-scale farmers (by gender and marital status)	Income of women in union: <20.000 XOF Income of single women: <15.000 XOF Income of men in union: <40.000 XOF Income of single men: <45.000 XOF
		Proportion of farmers applying new farming techniques (by gender and marital status)	Proportion of women in union: 0 % Proportion of single women: 0 % Proportion of men in union: 0 %

	Outcome (to outcome 1)	Output indicator	Baseline 2018
1.1	Male and female farmers have improved farming capacity	Proportion of farmers (by gender and marital status) receiving improved breed stock and seedlings	Proportion of women in union: 0% Proportion of single women: 0% Proportion of men in union: 0% Proportion of single men: 0%
		# of farmers (by gender and marital status) trained in improved farming techniques	Number of women in union: 0 Number of single women: 0 Number of men in union: 0 Number of single men: 0

	Outcome 1	Outcome indicator	Baseline 2017
1	Strengthened capacity among targeted male and female small-scale farmers to respond to and eliminate GBV	Proportion of persons (by gender, age, marital status) subjected to violence (by offender partner/parent/ stranger) by form of violence	35 % of 2.500 persons have been subject to violence. Summing up to 875 cases. Division of age: 15 % of the 35 % were boys below age of 18. Women constituted 85 % of the incidents: 40 % below 18, 30 % 18-30, 20 % 30-40 and 10 % above 40. 55 % in union with a partner. 65 % of cases were done by partner. 30 % by parent or relative 5 % by a stranger 85 % cases were domestic violence (743 cases). Nature of violence: 15 % of cases were rape – 131 cases.
	Outcome (to outcome 1)	**Output indicator**	**Baseline 2017**
1.1	Improved community-based reporting mechanisms on GBV	Number of GBV cases (by gender, age, marital status) reported (by nature of violence) to a formal or informal judicial authority (by authority e.g. human rights committee, church leaders, community leaders or police)	Only 37 out of 743 cases of domestic violence were reported: 9 cases to the police and 28 cases to the community leaders, church leaders and human right committees. Only 15 out of 131 cases of rape were reported to the police. 88 % of reported cases regarded girls under 18 who had been offended by a relative or stranger. Domestic violation tended to stay within the household.
	Reported cases are followed up and tracked	Number of reported cases (by form of violence) followed up by authority and brought to justice e.g. police or court	Community leaders did follow up on 85 % of cases through conflict resolution and mediation. The police referred 4 of 15 rape cases to the court and 2 of the 9 GBV cases.

Note that it is important that the data does not stand alone but constitutes a basis for analysis and learning. The VSLA example shows that single women are the ones with the lowest income and therefore the most vulnerable. It also shows that Muslim women have a remarkably lower self-esteem than women from traditional and Christian backgrounds wherefore Muslim women should be targeted more strategically.

Baseline data must be reported to CKU with the first narrative report, providing the data in the column Baseline in the progress log-frame assessment. The information can also be compiled in a baseline report that is shared with CKU.

Outcome 1		Outcome indicator	Baseline Year
1			Source:
			Source:
Outcome (to outcome 1)		**Output indicator**	**Baseline Year**
1.1			Source:
			Source:

As illustrated above, the baseline data reported to CKU is mainly quantitative and statistic data that most often is collected through questionnaires. The data may be supplemented with a more qualitative baseline survey that also includes a narrative analysis and qualitative data collected through interviews or participatory rural appraisal tools. Learn more on qualitative and quantitative methodologies here

The baseline survey can be used to build participation and ownership of project participants and stakeholders, as local communities become part of a process in finding out and analyzing the situation. It is important that the survey takes different stakeholders into account as they may have different views on the situation. As an example, men and women, boys and girls may have very different perceptions and conditions related to issues that the project address.

Note: Before conducting a baseline survey a Terms of Reference (ToR) must be submitted to CKU for approval. You can learn how to draft a ToR here. The final baseline survey must be shared with CKU for approval.

Participatory monitoring
It is widely recognized that monitoring should be participatory. The rationale for participation is three-fold; 1) the rights-holders have the right to participate actively in monitoring interventions that impact their lives; 2) participation is empowering and leads to learning; and 3) the participatory methodologies increase the validity and reliability of data and provide insights into the more sensitive issues and unexpected findings.

The following are examples of participatory tools:

Participatory Rural Appraisal
A set of participatory and largely visual techniques for assessing group and community resources, identifying and prioritizing problems and appraising strategies for solving them. It is a research/planning methodology in which a local community analyzes the "before and after" situation, through the use of a number of different tools such as community mapping, problem ranking, wealth ranking, seasonal and daily time charts, and other tools.

Community Score Card
A feedback system which brings together the target group of rights-holders and the duty-bearers (service providers/decision-makers). The main goal is to positively influence and measure the quality, efficiency and accountability with which certain services are provided and decisions are made at different levels. The strategy is to have rights-holders develop indicators for priority issues, where after performance is monitored using Score Cards.

Beneficiary Assessment
Gathers information about the target group's experiences and their perception of the results achieved. Information is gathered through conversational interviews and focus group discussions. The interviewer is a person who is trained to select, and interview informants based on their involvement in the project and their knowledge of what is going on in the community.

Outcome Harvesting
Allows project implementers/participants (e.g. field staff and members of the target group) to identify, verify and analyze the outcomes of a project. Outcomes are defined as changes in behavior (such as actions, relationships, policies, practices) of one or more social actors influenced by the project intervention. Unlike most monitoring and evaluation approaches, Outcome Harvesting does not measure progress towards predetermined outcomes, but rather, collects evidence of what has changed and, then,

Steps for action:

1. Write a TOR for the baseline to be conducted.
2. Establish what disaggregated data you will collect in the baseline.
3. Make sure you include a representative sample including different project stakeholders.
4. Collect both qualitative and quantitative data.
5. Compile and analyze the data and adjust the project's focus areas accordingly.

How to monitor progress

In this section you will learn how to plan and design a monitoring system for ongoing monitoring.

The initial situation is established in a baseline, monitoring regards a structured and continuous process for collecting, storing, analyzing and using data and not something that is done ad hoc.

A monitoring system must be in place indicating 1) what should be measured, 2) who will collect the information, 3) the frequency of data collection, 4) method for data collection and 5) storage of data.
Learn more on monitoring systems here.

The different indicators will generally have different data sources and methods by which they will be measured. Thus, some indicators (typically output indicators) will have to be monitored at short intervals for a shorter period while others (typically outcome indicators) will have to be monitored at longer intervals and for a longer period. For instance, data collection on survivors of GBV should be collected every quarter with GBV committees, police and hospital to see whether more cases are reported/more survivors are treated at the hospital whereas doing a survey of the target group would make more sense at the end of the project.

CKU's Logframe format forms the basis for a monitoring plan (see annex 1) which serves as a background paper for the monitoring team as well as an annex to the project application (see as an example figure 1).

When monitoring:

» Focus on results: look for "what is going well" and "what is not progressing" as anticipated. Remember also to look for the unintended positive outputs and outcome!

» Use participatory and accountable monitoring mechanisms: engage the target group of rights-holders and key duty-bearers to ensure commitment, ownership, follow -up, and feedback on performance.

» Make regular communication: document achievements and challenges as they occur and communicate these to project staff, target groups and others.

» Make regular reports: produce the required progress/status reports including financial reports and share these with CKU.

» Learn: ensure learning by analyzing data collected on a regular basis, documenting key lessons learned and best or promising practices.

CKU's Logframe format forms the basis for a monitoring plan (see annex 1) which serves as a background paper for the monitoring team as well as an annex to the project application (see as an example figure 1 on the next page).

Outcome 1		Outcome indicator	Data source(s) and collection methods	Frequency	Responsibility	Where to store the data
1						

Annex 1 guides the planning of the monitoring in relation to establishing 1) the methodology for collecting the data e.g. focus group interview, questionnaire, household survey etcetera, 2) the frequency for collecting data, 3) Responsibility clarifies who will collect the data; is it at group level where group members report to project staff regularly or is it an M&E officer that collects the data? 4) finally the last column clarifies where to store the data. We recommend that the partner organization establishes a system where data is systematically recorded. Excel may be a cheap and useful place to store the data regularly in a matrix.

CKUs Logframe format may also form a sound basis for aggregating and documenting results (see Annex 2). By adding some extra columns to the Logframe format, the responsible person(s) will be able to systematically document progress and identify actual or potential problems at an early stage in order to mitigate risks and facilitate

Outcome 1		Outcome indicator	Baseline	Target	Level of achievment	Outcome Status: Results observed/ documented (by a specific date)	Comment: Challenges affecting progress towards acheiving the outcome targets
			[year]	[year]	☹ 😐 ☺		
1							
Output (to outcome 1)		**Output indicator**	**Baseline**	**Target**	**Level of achievment**	**Outcome Status: Results observed/ documented (by a specific date)**	**Comment: Challenges affecting progress towards acheiving the output targets**
			[year]	**[year]**	☹ 😐 ☺		
1.1							
1.2							

Semi-annual reports shall be submitted to CKU with an additional progress logframe status assessment. In the rightmost column of the status assessment, the partner organization shall provide a status on the indicator achievements. Having a solid monitoring system in place, will support the partner in providing the information.

Steps for action:

1. Plan the project monitoring by identifying the person responsible for collecting the data, the source for data collection, the frequency of data collection and system where the data will be compiled and stored for each indicator.

Outcome 2		Outcome indicator	Baseline	Target	Status assessment of progress towards outcome
			[year]	[year]	
2					

Output (to out 2)		Output indicator	Baseline	Target	Status assessment of progress towards outcome
			[year]	[year]	
2.1					

Evaluation and end-line survey

In this section you will learn the importance of evaluating the project at the end of the project cycle. You will learn:

1. What is the purpose of an evaluation
2. How to develop a terms of reference
3. How to carry out the evaluation
4. How to establish an end-line survey and what is the difference between an end-line survey and an evaluation report
5. How to conduct a learning workshop
6. How to develop a management response to the recommendations
7. See examples of end-line surveys.

Evaluation facts

An evaluation focus on the sphere of influence and interest rather than the sphere of control.

External evaluations must be conducted by an independent and external evaluator. Internal evaluations can be carried out by internal personnel.

The evaluation is not bound to include and structure according to the DAC's evaluation criteria but may find inspiration in the criteria.

Purpose of an evaluation (versus end-line survey)

Intrac defines an evaluation as:

The periodic assessment of the relevance, performance, efficiency, and impact of a piece of work with respect to its stated outcomes. An evaluation is usually carried out at some significant stage in the project's development, e.g., at the end of a planning period, as the project moves to a new phase or in response to a particular critical issue.

The main purpose of an evaluation is to assess learning. Based on an assessment of progress achieved towards a project's overall outcome and impact, the evaluation should focus on why things went well or why something did not go as expected. So, the purpose is to identify the key results and change that the project has achieved for the project partners and map learning patterns.

The purpose of the evaluation is to provide evidence-based information on 4 key questions:

1. Has the project done what it said it would do?
2. Has it done it well?
3. What difference has it made?
4. Has it done the right things?

Central for the 4 key questions is to ask the question WHY. Why did the project do well? Why did it make a difference and why were things done right? Inherent in these answers, key learning can be found on what methods worked well, understanding of linkage between input and outcome and relevant conditions, stakeholders or activities to include in order to achieve the expected results.

Asking WHY also helps identify what was lacking. What did we overlook in the project implementation? Were there important stakeholders that were left out? What activities, themes or strategies would have enhanced project impact? What can be improved or done differently in future projects?

Both learning on what went well and what was missing is interesting in evaluation reports.

Learning from an evaluation report may be relevant for the given project partners but can also provide evidence and generic knowledge on a topic with relevance for other organizations.

The purpose of an end-line survey is to establish results achieved towards the project's outcome and output indicators. Results are measured by taking a starting point in the log-frame and compare baseline data with end-line data and the set target for the indicator. The survey provides quantitative and qualitative data in relation to the established indicators and demonstrates project progress by comparing end-line data with baseline data. An end-line survey is expected to collect data on the same indicators and disaggregated data as the baseline in order to give a valid comparison and documentation of progress.

A final logframe assessment shall be submitted to CKU at the end of the project period with the completion report stating the final achievements compared to set goals and

Outcome 2		Outcome indicator	Baseline	Target	Final assessment of progress towards outcome
			[year]	[year]	
2					
Output (to outcome 2)		**Outcome indicator**	**Baseline**	**Target**	**Final assessment of progress towards outcome**
			[year]	**[year]**	
2.1					

It is mandatory to submit an end-line survey when completing an A and B project whereas it is recommended to undertake an evaluation. Where the end-line survey is very result-centered, the evaluation report is a broader assessment of what worked well and why. The evaluation report therefore to a higher extend gives information on cause and effect, findings and learning.

The scope of an evaluation is defined in the terms of reference defining the background, objective and output of the evaluation, scope of work, methodology, work plan, composition of evaluation team and list of relevant documents.

How to develop a ToR for an evaluation report

A ToR is a brief document, that outlines the purpose, scope and objectives of the evaluation. It can also include information on budget, workplans and methodology. A ToR is helpful in shaping the process of the evaluation and define purpose. It clarifies what is expected.

When preparing an evaluation report, a ToR must be filled out in collaboration with the CKU-consultant. The final terms are shared with the CKU-consultant for approval.

Structure of a ToR

A ToR consists of the following elements that are listed and elaborated on below.

Basic project information
This section provides information on the project title, project period, main project outcomes, key project partners (stakeholders and target group) and key working approaches. This should be a very short summary no longer than 1 page.

The purpose of the evaluation
This section describes *the thematic focus* of the evaluation and list specific *key questions central* for the evaluation. It is important that the evaluation questions are not general but specific and reflect the theme and focus of the specific project.

An example could be a project that has a thematic focus on climate adaptation.

Specific evaluation questions could be:
- To what extend has the project empowered the target group to be more resilient to climate change?
- To what extend does the target group practice conservation agriculture and how has the new techniques influenced production and food security?
- To what extend did the planned advocacy activities lead to changes for the target group?

NB: The specific evaluation questions can take a starting point in the project outcomes.

The specific learning questions must be answered by relating to the key learning questions below:

- What made the change happen?
- What was the contribution of the project to the change?
- What other factors contributed to change?
- What strategies and activities worked well and why?
- What strategies and activities did not work well and why?
- Are there expected changes that did not happen? If so, why have they not happened?
- Are there unexpected changes that happened? If so, why did they happen?
- What lessons have been learned from implementing the work? How can these lessons be applied to future work?
- What would we like to do differently in the future based on the learning from the evaluation?
- What lessons are there for other projects?

Methodology
This section entails information on data collection and analysis. How will respondents be selected and how will the consultants make sure to have a representative sample? Will data be collected through quantitative or qualitative methods? Will data be collected through questionnaires or semi-structured interviews? How will data be stored and analyzed? This is elaborated on in the next section on the M&E guide.

When delivering the evaluation report, this section can be attached as an annex to shorten the report.

Schedule and timeline
A timeline gives an overview of the program and timescale of the evaluation.

It is recommended that the following elements are included in the timeline:

- Inception meeting with consultants: It is important to introduce the consultants to the task, your expectations and make sure that you set off from a good start.
- Inception report: Before starting the evaluation process the consultants provide an inception report with details on the methods applied for data collection. This could include sharing questionnaires or questions for semi-structured interviews.
- Mid-term conversation on tendencies and findings so far: Mid-term the partner organization meet with the consultants who share their findings so far to keep the consultants accountable and give the partner organization an opportunity to provide their input in the process.

It is important to only pay part of the fee to the consultants in the beginning of the process and pay the remaining amount when a satisfactory report has been handed in and the report is approved by the partner organization.

Expected outputs:
In this section the expected deliverables and outputs of the evaluation is drafted. This could be:

- A max. three-page summary with key findings and recommendations.
- A report.
- A workshop where findings are shared with key project partners.

» Evaluation reports should not be longer than 20 pages.

» Agree on the length of the report with the consultants and include the number of maximum pages in the ToR.

» There is a tendency to draft very long evaluation reports, but if background information is reduced and the methodology is attached as an annex, it is possible to make a concise, useful and precise report.

Budget and list of documents.
The budget gives an overview of the consultant fee and the expenses related to collecting data in the field.

Annexes:

- Project application.
- Project logframe.
- Project budget.
- Project reports.w

Carrying out the evaluation
When carrying out an evaluation, one must decide what methodologies to use in the data collection. Data must be validated and finally analyzed and materialized in findings, learning and recommendations.

Many different methodologies can be used for data collection and analysis. The data collection of an evaluation is most often done in a combination of quantitative and qualitative methods. Quantitative data collection is best for collecting statistical information such as whom, how many, where, when and which. Quantitative information can be summarized in numbers, percentages, frequency, or prevalence. With qualitative methods you collect information about what, how and why.

Qualitative data collection is information that needs interpretation. It is information where your give your informants permission to speak freely within your areas of interest. Quantitative data is often collected through questionnaires or surveys whereas qualitative data often is collected through semi-structured interviews, focus group interviews, case studies, stories of change, participatory observations, or through participatory rural appraisal tools.

Criteria for validation of data
It is important that the data collected is reliable and valid. A survey is only as good as the data collected. The sample of the survey should therefore be selected according to a set of criteria. Below are some key factors to be considered:

1. Sample size: It is important to decide the size of the sample required. If you do not talk to enough people, the result may not be representative. As a general guideline the sample should consist of 7 % of the target group or minimum 100 persons.

2. Random sampling: The informants should be chosen randomly in order to avoid a bias. A group of people are selected randomly from a complete list of a given target group of population.

3. Representativeness: The sample should be chosen randomly, but it is important that the sample represent all target groups e.g., a gender project may include both men and women as well as relevant stakeholders to give a full picture of the situation.

4. Control group: In some situations, it may be important to compare the result with a group, that is alike but not targeted by the project. For some thematic areas e.g. food security and agriculture it may be difficult to state whether an increased crop yield is due to the project or the weather conditions. This may not be relevant for projects that focus more on social and attitudinal change such as GBV projects.

It is recommended to select the informants of both the baseline survey and evaluation according to the same criteria to have a solid basis for comparison.

Once data has been collected, it must be analyzed to provide useful information and measure progress. Quantitative data may be analyzed statistically whereas qualitative data must be interpreted through other analytic frameworks.

The process of analysis includes the following steps:

1. **Review**
   An overview and validation of the data collected. The range of data should be brought together and organized to give an overview of the information available. The review should consider the reliability of the data and resolve contradictions where possible.

2. **Summarise**
   What change has the project brought about? Based on the result of the review, the most reliable and important points of the evidence demonstrating change should be summarized. The summary will give an overview of project progress at outcome and impact level.

3. **Interrogate**
   Triangulation and testing the key conclusions. Various questions should be asked to test the conclusions. Does the summary give a realistic picture? Do stakeholders agree with the evaluation result? Are there external factors that should be considered? Have appropriate indicators been used in the project? Have the methods for data collection been appropriate?

4. **Learn**
   What are the key lessons learned? The summary of data should highlight lesson learned of what works well and what does not work in terms of activities, project strategy and other inputs.

5. **Action**
   What are the key recommendations? The analysis should conclude what action to be taken because of the lessons learned in the form of recommendations about the overall project direction and aims.

Note that it is important that the sample of the baseline survey and evaluation must be the same or selected on the same criteria to constitute a basis for comparison.

Learning workshop
It is recommended to facilitate a learning workshop for project staff and project stakeholders, where the consultations present findings and recommendations. A learning workshop supports a process where mutual learning is generated between different project stakeholders. A workshop creates a space for staff and other stakeholders to review and analyse information from the evaluation, and openly discuss successes, failures and lessons learned in a safe environment. Inclusion and participation in the interpretation and application of findings foster ownership among project stakeholders. A workshop also contributes to the generation of organisational learning versus individual learning. Collective learning in an organisational context contributes more to changed organisational behaviour and thus actual implementation of evaluation findings and recommendations.

Management response
A written response to the recommendations is a good way to ensure that recommendations are followed up and addressed in the project. In a response management matrix, the partner organization can list the recommendations, state to what extent the partner agrees with the recommendation, establish actions to be taken, identify the persons responsible for the follow up and the timeframe of the response. Recommendations can also also be followed up in project phases subsequent to the respective project period.

Cases/examples

Below are three examples of data from an end-line survey that is used to demonstrate the overall project progress compared to outcomes, outputs, indicators and baseline data.

Agriculture

<table>
<tr><th colspan="2">Outcome 1</th><th>Outcome indicator</th><th>Baseline
2018</th><th>End-line survey
2020</th></tr>
<tr><td rowspan="2">1</td><td rowspan="2">Improved agricultural productivity among 500 male and female small-scale farmers in 10 villages in Togo</td><td>Average income per month of small-scale farmers (by gender and marital status)</td><td>Income of women in union: <20.000 XOF
Income of single women: <15.000 XOF
Income of men in union: <40.000 XOF
Income of single men: <45.000 XOF</td><td>Average income of women in union: <35.000
Average income of single women: <30.000
Average income of men in union: <50.000
Average income of single men: <60.000</td></tr>
<tr><td>Proportion of farmers applying new farming techniques</td><td>Proportion of women in union: 0%
Proportion of single women: 0%
Proportion of men in union: 0%</td><td>Proportion of women in union: 75%
Proportion of single women: 87%
Proportion of men in union: 40%
Proportion of single men: 85%</td></tr>
<tr><th colspan="2">Output (to income 1)</th><th>Outcput indicator</th><th>Baseline
2018</th><th>End-line survey
2020</th></tr>
<tr><td rowspan="2">1.1</td><td rowspan="2">Male and female farmers have improved farming capacity</td><td>Proportion of farmers (by gender and marital status) receiving improved breed stock and seedlings</td><td>Proportion of women in union: 0%
Proportion of single women: 0%
Proportion of men in union: 0%
Proportion of single men: 0%</td><td>Proportion of women in union: 70%
Proportion of single women: 87%
Proportion of men in union: 55%
Proportion of single men: 76%</td></tr>
<tr><td># of farmers (by gender and marital status) trained in improving farming techniques</td><td>Number of women in union: 0
Number of single women: 0
Number of men in union: 0
Number of single men: 0</td><td>Number of women in union: 230
Number of single women: 150
Number of men in union: 70
Number of single men: 50</td></tr>
</table>

Gender-based violence

Outcome 1		Outcome indicator	Baseline 2017	End-line survey 2020
1	Strengthened capacity among targeted male and female small-scale farmers to respond to and eliminate GBV	Proportions of persons (by gender, age, marital status) subjected to violence (by offender/partner/parent/ stranger) by form of violence	35% of 2.500 persons have benn subject to violence. Summing up to 875 cases. Division of age: 15% of the 35% were boys below age of 18. Women constituted 85% of the incidents: 40% below 18, 30% 18-30, 20% 30-40 and 10% above 40. By offender: 65% of cases were done by partner. 30% by parent or relative. 5% by a stranger. 85% cases were domestic violence (743 cases) Nature of violence: 15% of cases were rape - 131 cases.	20% of 2.500 persons report to be subject to violence. 15% reduction summing up to 500 incidents. Division of age: 12% of incidents were boys below 18 years. 88% of incidents regarded women: 33% below 18 35% 18-30 20% above 40 12% above 40 By offender: 70% partner 20% parent or relative 10% stranger Nature of violence: 90% of cases were domestic violence, 10% rape
Output (to outcome 1)		**Output indicator**	**Baseline 2017**	**End-line survey 2020**
1.1	Improved community-based reporting mechanisms on GBV	Number of GBV cases (by gender, age, marital status) reported (by nature of violence) to a formal or informal judical authority (by authority e.g human rights committee, church leaders, community leaders or police)	Only 37 out of 743 cases of domestic violence were reported: 9 cases tot he police and 28 cases to the community leaders, church leaders and human right committees. Only 15 out of 131 cases of rape were reported to the police. 88% of reported cases regarded girls under18 who had been offended by a relative or stranger. Domestic violation tended to stay within the household.	250 out of initial 743 cases were reported. 65 of cases were reported to community leaders who aimed at solving the cases through mediation, 30% of cases were reported to the police and 5% to hospitals. 90% of cases regarded domestic violence and 10% were rape. 47% of reported cases were married women in union with a partner in the age group 18-60 years. 53% of cases were girls or boys below 18.
1.2	Reported cases are followed up and tracked	Number of reported cases (by form of violence) followed up by authority and brought to justice e.g police or court	Community leaders did follow up on 85% of cases through conflict of resolution and meditation. The police referred 4 of 15 rape cases to the court and 2 of the 9 GBV cases	15% of police reported cases were taken to court. Hereof 7% were settled in the benefit of the survivor. 95% of cases reported to community leaders were followed up through meditation.

VSLA

Outcome 1		Outcome indicator	Baseline 2018	End-line survey 2021
1	500 male and female small-scale farmers have improved their financial situation through saving and loan associations.	Average income of small-scale farmers (by gender, age) involved in the project	Women <20: <150.000 UGX Women<40: 250.000 UGX Women <60: 300.000 UGX Men <20: <200.000 UGX Men <40: <350.000 UGX Men <60: <400.000 UGX	Women <20: <300.000 UGX Women <40: <350.000 UGX Women <60: <300.000 UGX Men <20: <300.000 UGX Men <40: 400.000 UGX Men <60: 300.000 UGX
Output (to outcome 1)		**Output indicator**	**Baseline 2018**	**End-line survey 2021**
1.1	500 male and female small-scale farmers are organized in VSLAs	Proportion of small-scale farmers (by gender, age) who are organized in VSLAs	Women <20: 0% Women<40: 0% Women <60: 0% Men <20: 0% Men <40: 0% Men <60: 0%	500 farmers = 100% Women <20: 20% Women<40: 40% Women <60: 3% Men <20: 15% Men <40: 22% Men <60: 0%
		Proportion farmers divided on gender who take a loan	Women <20: 0% Women<40: 0% Women <60: 0% Men <20: 0% Men <40: 0% Men <60: 0%	Women <20: 18% Women<40: 35% Women <60: 0% Men <20: 15% Men <40: 20% Men <60: 0%
1.2	VSLA's constitute a platform for social and economic empowerment of women	Number of women (by marital status, religious affiliation) who express that they feel more confident and have increased self-esteem	Christian in union: 30% Muslim in union: 5% Traditional in union 5% Christian, single: 25% Muslim, single: 3% Traditional, single: 22%	Christian in union: 70% Muslim in union: 35% Traditional in union 55% Christian, single: 50% Muslim, single: 0% Traditional, single: 60%

Steps for actions:

1. Outline the terms of reference for the evaluation.
2. Establish what data to collect and through both qualitative and quantitative methods.
3. Compile and analyze the data.
4. Summarize major findings and recommendations in a report.
5. Compare baseline and end-line data to demonstrate project progress.

Conclusion

Monitoring constitutes an important element in project implementation. This guide has introduced the reader to the importance of integrating project monitoring in the project intervention. The guide defines what to measure, how to establish a baseline, how to plan and set up a monitoring system and how to evaluate a project's long-term impact. The purpose of the guide is to inspire CKU's members and their partners in setting up a solid monitoring system with a starting point in the framework of CKU. Some elements e.g. the collection of baseline data and end-line data are mandatory for CKU projects whereas CKU recommends that all projects are subject to an internal or external evaluation. Other tools are meant for inspiration in designing a monitoring system. For specific guidance, your CKU contact person can counsel and guide you in the process and application of the guide.

List of Annexes

For additional useful tools, please find a list of annexes on CKU's homepage.

- **Annex 1**
  Monitoring planning tool: The format should be used to plan a project's monitoring intervention.

- **Annex 2**
  Documentation format: The format should be used to continuously collect and document the performance of the project.

- **Annex 3**
  Pre- and post- training assessment of learning outcome.

- **Annex 4**
  Household survey of economic advancement. The purpose of the survey is mainly to assess income level, sources of income, ability to save and spending of income. The Annex consists of both a baseline questionnaire and end-line questionnaire.

- **Annex 5**
  Household survey of VSLA male and female small-scale farmers. The example is from the Apostolic Church Missions project in Uganda. An example of how they collect and compile data of male and female small-scale farmers who are involved in the project and member of a VSLA.

- **Annex 6**
  Template for terms of reference for an evaluation.

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