Monitoring and Evaluation Capacity Building Module

Facilitators' Guide

Women's Voice and Leadership- Ethiopia

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ACKNOWLEDGMENTS

Plan International Ethiopia (PIE) would like to express its gratitude and appreciation to the Monitoring and Evaluation CTC team members and to the teams of Women's Voice and Leadership Ethiopia Project Management as well as Plan International Canada who have collaborated in the development of this capacity building module. Special thanks go to Global Affairs of Canada (GAC) that contributed financially for the development of the module. Furthermore, the contribution of Plan International Canada (CNO and PMT) in providing technical support and leadership in the process is highly appreciated. Heartfelt appreciation and thanks are extended to the Monitoring and Evaluation CTC team members listed above on the inner cover page of this module for their intensive and continuous efforts as well as hard work in a context of jam-packed time in accomplishing the tasks required for the preparation of the module within the given time.

Acronyms

CTC- Core Trainers and Coaches

DAC – Development Assistance Committee

FGD – Focus Group Discussion

GAC – Global Affairs Canada

KM – Knowledge Management

LFA – Logical Framework Approach

LM – Logic Model

MEAL – Monitoring, Evaluation and Lesson Learning

OECD – Organization for European Cooperation and Development

PIE – Plan International Ethiopia

PMF – Performance Measurement Framework

PTT – PowerPoint

RBM – Results Based Management

SMART – Specific, Measurable, Achievable, Relevant, Time-bounded

SRS – Simple Random Sampling

ToC – Theory of Change

WGEI – Women and Girls' Empowerment Index

WO – Women's Organization

WRO – Women's Rights Organization

WVL – Women's Voice and Leadership

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Introduction

i. PURPOSE OF THE MODULE

This training module is designed to guide the training of trainers on project monitoring and evaluation (M&E). The module will primarily be used by Plan International Ethiopiato train women's organizations (WO) granted under the Women'sVoice and Leadership (WVL) project with further inclusion of other WOs.

The use of this training module will have the following results.

- Provision of standard Monitoring & Evaluation (M&E) training;
- Sustainability of the training in a sense it can be replicated in the future;
- Provision of facilitation guidelines for facilitators and other women's organizations;
- Ensuring high quality methods for monitoring and evaluation at women's organizations by:
    - improving their knowledge on M&E concepts and best practices;
    - strengthening their capacity to develop M&E frameworks and tools for their projects and programs;
    - strengthening their capacity to implement M&E activities;
    - providing necessary guidelines and principles on the overview of and incorporating feminist MEL in projects and programs;
    - creating a shared understanding of how WOs in Ethiopia can track changes to assess progress towards intended (and sometimes unintended) results.

Themodule is intended for use during the training of trainers, who in turn will use it as a resource as they train other women organizations and their staffs.Itwill also be used by WOs and Network partners to utilize and cascade the training to other organizations and network members.

ii. Commencement of the Training

Step 1: Welcoming participants andshort introduction of facilitators;

Step 2: Getting to knoweachother, e.g. with a small game;

Step 3: Setting expectations and trainingground rules;

Step 4: Presentation of agenda and objectives of the training.

Time Needed

- ✓ 30 – 45 minutes depending on the size of the group

Materials Needed

- ✓ Moderation cards
- ✓ Markers
- ✓ Agenda
- ✓ Flip charts
- ✓ Projector
- ✓ Hard copies of the module, PPTs
- ✓ Masking tape
- ✓ Pens and notebooks for participants
- ✓ Stickers
- ✓ Scissors

iii. Ground Rules

To ensure a smooth flow of participation and for the participants to really feel invested in following the training, the best way is to have the group develop ground rules as one of the first steps in the process.

- Ask the participants to list ground rules they feel are important.
- Write the most convenient rules on the flip chart.
- Add some more rules of yours in case you feel should be included.
- In a participatory approach, select
  - a time keeper,
  - recap reporters, and
  - energizer facilitators.
- Paste up the flip chart sheet/s for further visibility and reference.

After agreeing on the ground rules, the facilitator shall convey the training schedule _ start time, tea breaks, lunch, and time of adjournment during the training days.

Examples of common ground rules are:

- ✓ One person speaks at a time.
- ✓ Raise your hand if you have something to say.
- ✓ Listen to what other people are saying.
- ✓ No mocking or attacking other people's ideas.
- ✓ Be on time for the training andcoming back from breaks.
- ✓ Respect each other.
- ✓ Obey COVID-19 protocols (wearing of nose masks, frequent use of hand sanitizers, social distancing).
- ✓ Mobile phones on silence or vibration mode.
- ✓ No side talks.
- ✓ Respect safeguarding rules.

iv. Facilitating a Session

Here are the basic steps that can be the facilitator's guide:

1. Start the training on time.
2. Welcome everyone.
3. At the first session, make introductions.
4. Review the agenda, objectives and ground rules for the training.
5. Convey the training schedule.
6. Encourage participation.
7. Seek commitments.
8. Bring closure to each item.
9. Respect everyone's rights.
10. Be flexible.
11. Summarize the session results and needed follow-ups.
12. Make sure each numbered Activities at the entry point of sessions are revisited by participants and done as home works after sessions.
13. Seek permission to take pictures if necessary/make sureparticipants signed consent forms.

v. Training Programme

The following is a proposed programme that will cover the topics on M&E over a period of fourdays.

Day 1
Introduction **Objective:** Goals and objectives of the course understood and agreed uponby participants and facilitators **Content:** Introduce participants and facilitators; gather and record specific learning goals of participants; describe topics for the training, set ground rules, conduct **Training Pre-Test**
Basic Concepts and Understandings inMonitoring and Evaluation **Objective:** Understanding created onwhat M&E is and its centrality at all stages of a project lifecycle, from project design and planning through implementation,monitoring, reporting, evaluation,learning and closure **Content**: What is M&E, why is it important, the differences between monitoring and evaluation, introduction to feminist MEAL
Results-Based Management **Objective:** Increased understanding and best practices shared among participantson how to establish and manage effective and high-quality M&E frameworks **Content:**Introduction to RBM,Results
Summary of Day 1 and Wrap up
Day 2
Results-Based ManagementContinued **Objective:** Increased understanding and best practices shared among participants on how to establish and manage effective and high-quality M&E frameworks and indicators **Content:** Theory of Change, Logical Frameworks, best practices in framework design, elements of a high quality M&E framework **Framing Measurement** **Objective:** Participants developed improved skills and abilities to identify, create and manage effective indicators. **Content:** Levels andtypes of indicators (proxy, quantitative, qualitative, composite) and when to use them, considerations and best practices for indicator design, measuring complexity (gender transformation, attitudes, empowerment)
Summary of Day 2 and Wrap up
Day 3
M&E Data Collection: Introduction to Quantitative Approaches **Objective:** Increased understandingcreated onquantitative methods and how they are integrated in monitoring and evaluation **Content**: Definition, common quantitative data collection methods, advantages and disadvantages, how to select the most appropriate method, sampling and an overview of sampling methods
Implementing Quantitative Data Collection through Surveys

Objective: Increased practical understanding and good practices createdon implementing quantitative surveys **Content:** Survey design, pre-testing and piloting, administrating and managing data collection
Qualitative Approaches **Objective:** Increased understanding createdonthe application of qualitative methods **Content:** Pros and cons of qualitative methods; examples of approaches such as FGDs andinterviews
Data Processing **Objective:** Increased understanding created on descriptive statistics and qualitative data analysis
Content: Types of descriptive statistics (measures of frequency and measures of central tendency), types of data errors, steps and approaches of qualitative data analysis
Summary of Day 3 and Wrap up
Day 4
Data Processing Continued **Objective:** Increased understanding created on data cleaning **Content**: The data cleaning process
Data Visualization **Objective:** Increased understanding of data visualization design principles and techniques, to maximize comprehension and utilization of data **Content:** effective data visualization, types and general best practices for strong data visualization (choice of data visualization type, simplicity, labelling, titles, use of colour, etc.)
Reporting for M&E **Objective:** Increased understandingcreated onthe role of reports in demonstrating and communicating results **Content:** types of reports used for M&E, basic structure and outline of a report
Knowledge Management **Objective:** Increased understanding created onknowledge management and its elements, how it works and practical steps for starting and implementing KM in WOs **Content:** definitionsof knowledge and KM, types of knowledge, elements of KM, importance of KM and practical steps for implementing KM
Annex A andSummary of Day 4 and overall wrap up **Training Post-Test** **Training Evaluation and Closure**

vi. What this Workshop/ModuleDoes not Cover

- Detailed approaches, methodologies and the processes involved in program/project evaluation,
- Detailed analytical approaches especially statistical analysis,
- Training on specific statistical packages for analysis (e.g. SPSS, STATA, etc.).

vii. Target Group

The workshop/module is designed for mixed groups (programme and M&E staff) of WOs in Ethiopia especially WVL Ethiopia partners.The training assumes that participants have some basicknowledge of RBM and M&E systems/concepts, however, previous experiences in M&E are not necessarily required for participation in the workshop. WOsstaff should be selected based on their general involvement in programme/project design, their commitment to attend the required number of days, their ability to support other staffs after the trainingand their expected involvement and influence over routine and periodic M&E activities in their organisation.

viii. Training Methods

Fourmain training methods are recommended for the facilitatorsto use during the M&E workshop. These are described below.



Presentation: The workshop aims to be interactive and participatory, but there are several sessions which require the facilitatorsto explain concepts and provide information to the participants, a situation which calls for presentations. However, this shouldalso be participatoryas much as possible, and the facilitatorsshould ensure that the participantshave the opportunity to ask questions and give comments either during the presentationitself, or during a question and answer (Q&A) timeat the end of each session.



Group Work: Each of the sessions aims to allow participants to apply learning in a practical way. Group work is part of most of the sessions so as to put into practice the key concepts, skills and methods explained. Facilitatorsplay an important role during group work by rotating between groups, observing the progression of the groups' works, answering questions as they arise, and steering a group in the right direction if it appears to be

going off thetarget, and providing feedback to participants oneach group work exercise.



Activity/Exercise: Another way to apply learning is through individual, pair or group exercises such as games or activities which allow participants to test their knowledge, e.g. after a session.



Peer Discussion: One key training methodology is the use of peer discussions. This not only draws on participant experiences but provides an opportunity to engage with others in reflection on learning, validate the work completed, ask questions and provide suggestions. Severalexercises use peer discussion as a methodology for learning.

ix. Facilitation Skills

Good facilitation skills are critical to the success of theM&E workshop. The principal role of the facilitatorsis to create a safe space for interactive learning and lead the process of inclusive participation. The facilitators'role is not to teach people what to do, but to provide them with the tools to find the solutions themselves. There are commonly suggestedskills that are required for successful workshopfacilitation. These include:

1. *Ensure that you are **well prepared** for the workshop. This includes having all the necessary materials, being comfortable with the materials, and ensuring that all logistics arrangements have been made.*
2. ***Provide positive feedback to participants.** This means that if a participant gives an incorrect answer, acknowledge that they have tried their best and assist them in finding the correct answer.*

3. ***Be aware****of shy or quiet participants. Create opportunities for them to speak and participate. Continuously check the mood of the group and adjust as necessary.*

4. ***Provide examples*** *that will help people visualise and relate to what you are talking about. Use examples from WOs projects or programmes and projects you have been involved in and ask participants to provide relevant examples from time to time.*

5. ***Be clear*** *in your instructions for activities/exercises and clarify if participants do not understand. Change your way of doing something if participants do not understand.*

6. ***Be flexible.*** *While it is important to keep good time management, gauge the participant group and adjust your pace accordingly even if it means you cannot cover all aspects of the sessions of the workshop.*

7. *Always maintain* ***eye contact, move around, and speak clearly*** *and directly to participants. Don't turn your back to flip charts or when others are speaking.*

8. ***Listen!*** *Validate, clarify, restate, and reflect, especially when you think you may disagree.When people ask you as the expert,make a practice of inviting others to respond first by putting the question to the group as a whole.*

Chapter 1: Basic Concepts and Understandings in Monitoring and Evaluation

ChapterTitle	Basic Concepts and Understandings in Monitoring and Evaluation
Sections	**1.** Defining Monitoring and Evaluation **2.** Differences between Monitoring and Evaluation **3.** Discussion on the relevance of Monitoring and Evaluation **4.** Introducing feminist MEAL and discussing its principles and application
Objectives	- At the end of the sessions, participants will be able to • Definetheconcept of Monitoring and Evaluation; • identify the differences between Monitoring and Evaluation; • describe the importance and relevance of monitoring and evaluation to their organizations and projects; • explain what feminist MEAL is, its principles and application.
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector
Methods	group activities, application of learning, pair works, peer discussion

Session Introduction

Monitoring & Evaluation (M&E) is an embedded concept and constitutive part of every project or programme design ("amust havecomponent"). M&E is not an imposed control instrument by the donor or an optional accessory ("anice to havealternative") of any project or programme. Thischapter explores monitoring and evaluation and discusses a few common concepts on monitoring and evaluation.

Session Activities

The session will start by participants' discussion in pairs about their understanding of what M&E is all about and sharing their discussion points to all participants. After all participants finish their responses, the facilitator will share the definitions contained in the module. Then they will get a brief understanding of the concept. Following the briefing session, the second step is a group exercise to learn the differences between monitoring and evaluation. The last step in the session will be a group discussion and presentation by participants on the importance and relevance of M&E.

Section 1: Defining Monitoring and Evaluation

Activity 1

1. Ask participants to discuss in pairs their understanding of the terms "Monitoring" and "Evaluation"?
2. Ask the participants to share what they discussed in pairs (one of the pair members can present).
3. Write what each pair shares on a sticky note and place it on a flipchart for everyone to see.
4. Share with them the definition contained in thismodule and try to match their responses and the definition provided in the module.

Time needed

- ✓ 15 minutes

Materials needed

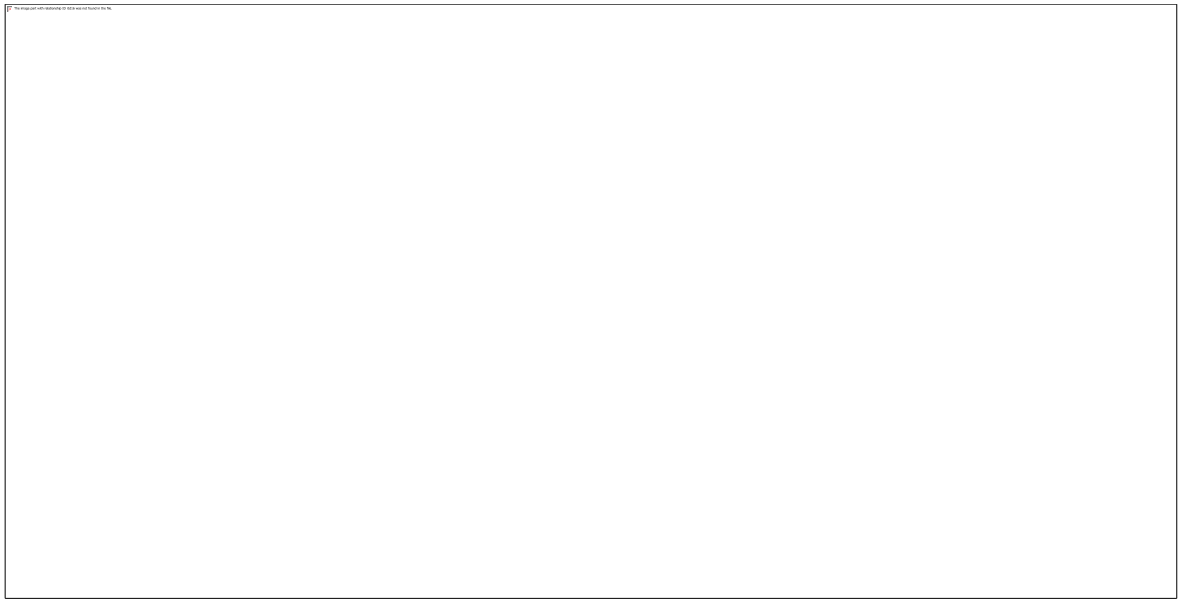
- ✓ Sticky notes and markers
- ✓ Facilitator's pre-written definition of M&E on flipchart
- ✓ Flipcharts or projector

Suggested Definitions

What is Monitoring? - The South African Management Development Institute (2007) defines monitoring as an integral part of day-to-day operational management to assess progress against objectives. Monitoring is the routine process of data collection and measurement of progress toward program/project objectives. It provides regular follow-up and oversight of project/program work status in terms of input delivery, activities, targeted outputs and outcomes.

What is Evaluation? - The Organization for European Cooperation and Development (OECD) (2000a) cited in Kusek and Rist (2004, p. 12) defines evaluation as the systematic and objective assessment of an ongoing or completed project, program, or policy, including its design, implementation, and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact, coherence and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned in the decision-making process of both recipients and donors. In summary, evaluation is a systematic assessment of the strengths and weaknesses of the design, implementation and the results of completed or ongoing interventions. In general, evaluations can be categorized under two types:

- **Formative/ProcessEvaluation**–carried outduring project implementationand looks at implementation quality, adequacy of strategy,and diagnoses why or why not progress is being made.
- **Summative Evaluation**–carried out at theend of project, and focuses on intended and unintended outcomes/impacts and generally examines reasons for the results. The most common criteria for summative evaluation arethe OECD 6 standards criteria ofevaluation as indicated in the figure below.



Source: OECD DAC (https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm)

Thus, monitoring and evaluation are different but complementary. In simplest words, monitoring involves checking adherence to pre-agreed implementation procedures and standards, progress on both implementation and achievement of goals, while evaluation entails assessing or analysing the extent of implementation, achievement of set goals and the impacts made as a result of the programme, project or intervention.

Section 2: Differences between Monitoring and Evaluation

Example questions to use for an exercise on the difference between monitoring and evaluation.

Coverage	**Monitoring Questions**	**Evaluation Questions**
Outputs(Products, Services, Deliverables, Reach	How many people orcommunities were reached orserved?	How adequate was program reach?
	Were the targetednumbers reached?	Did we reach the right people?
Process(Design, Implementation)	How was the programimplemented?	How well was the program implemented?
	Wasimplementation in accordancewith design and	How well did we access hard-to reach and vulnerable

	specifications?	populations?
Outcomes (Changes that happen to people or communities)	What has changed since (and as a result of) programimplementation?	How substantial and valuable were the outcomes? Did they make a real difference in people's lives?
	How much have outcomes changed relative to targets?	Were the outcomes worth achieving given the effort and investment put into obtaining them?

Activity 2

1. Prepare moderation cards with characteristics/questions from the above table of both monitoring and evaluation in different aspects. Mix the cards.
2. Ask the participants to sort the cards accordingly so that each characteristic is used for either monitoring or evaluation. (If there are a good number of people, make multiple groups and hand one set of cards to each group).
3. After groups have sorted their cards, let them explain their choices and correct where necessary.
4. Present the above table and the table below to the participants after all the groups have discussed their choices.

Time Needed:

- ✓ 5 minutes to explain task and hand out materials
- ✓ 10 minutes for each group to sort the cards
- ✓ 10 minutes for debriefing of correct answers

Materials Needed:

- ✓ Sets of different coloured moderation cards
- ✓ Flipcharts

	Monitoring	Evaluation
Why?	Check progress, inform decisions and remedial action, update project plans, support accountability	Assess progress and worth, identify lessons and recommendations for longer-term planning and organizational learning; provide accountability
When?	Ongoing during project/ program	Periodic and after project/ program
Who?	Internal, involving project/ program implementers	Can be internal or external to organization
Link to logical hierarchy	Focus on inputs, activities, outputs and shorter-term outcomes	Focus on mid-term and longer-term outcomes and overall goal (impact level)

Section 3: Discussion on the Importance and Relevance of Monitoring and Evaluation

Activity 3

Ask participants to discuss the below questions in groups in relation to the relevance of Monitoring and Evaluation in their organizations.

1. What can be monitored and what can be evaluated in our organizations?
2. When should we be learning and making decisions based on evidence?
3. Thinking about the reasons why we carry out different types of monitoring and evaluation activities in ourorganizations,why do we expend so much resources and effort in the pursuit of M&E?
4. What will happen if we do not measure results?

Following the group work ask the participants to:

1. Present what they discussed in their groups (one member can present).
2. Let members of other groups comment on the presentation given.

Time Needed

- ✓ 5 minutes to explain the task and distribute materials to groups
- ✓ 20 minutes for group work
- ✓ 5 minutes per group to present

Materials Needed

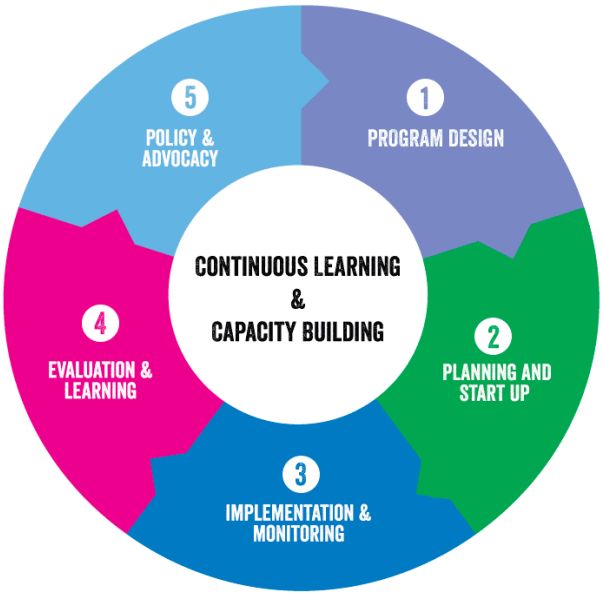
- ✓ Flip charts, markers
- ✓ Sticky notes

As the facilitator, use the notes below to add to what has been presented.

Facilitators' Notes:

M&E is important for Plan International and women's organizations for various reasons.

1. **To understand what works with our programs**: Program design and decision-making should be based on robust evidence of what works and what does not.
2. **For ethical reasons**: We need to be sure we are using our money in the best way possible, learning from experiences of the past to avoid making the same mistakes in the future.
3. **To give communities a voice**: The people we work with have direct experience on our work and on the issues affecting their communities, and M&E can help us systematically engage them and explore how we can improve our work and achieve more.
4. **To strengthen resource mobilization**: In an increasingly competitive fundraising environment, we need to be able to demonstrate our impact.
5. **To reach long term systemic change**: To measure and demonstrate our impact, we need good quality evidence available to support our programming and our influencing, and advocacy efforts.



Source: Plan *International Canada (https://plancanada.ca/monitoring-evaluation-and-research)*

M&E happens throughout the poject management lifecycle.

- At the **design stage**, through the development of a theory of change and a logic model or logical framework;
- At the **planning and start-up stage**, through the development of a performance measurement framework or M&E plan and conducting a baseline study.
- At the **implementation and monitoring stage**, through the development of data collection tools, collecting indicator data to ensure progress is on track and adjustments can be made, using data to inform decisions, reporting to donors, and carrying out research if applicable.
- At the **evaluation and learning stage**, through conducting a midterm evaluation, taking stock of lessons learned and research, conducting an endline study, and conducting a final evaluation.
- For **policy and advocacy**, by integrating evaluation results and research findings into tangible recommendations and lessons for stakeholders, policy-makers and for evidence-based advocacy.

Plenary Discussion

In plenary, discuss some of the challenges that WOs face in implementing M&E. Suggested examples of challenges:

- Sufficient resources are often not allocated towards monitoring and evaluation which may cost as much as 10 to 20 percent of the entire budget depending on the goals and objectives of the program, scope and type of intervention and activities.
- Projects have no clear plans and procedures for tracking results.
- Monitoring and evaluation activities are not planned and executed in a way that supports the safe and informed participation of women and girls.
- Program monitoring is not used to improve projects and decision-making during implementation.
- Program results are not used to improve future programming and decision-making.
- Monitoring and evaluation results are not regularly shared and discussed with beneficiaries.
- Monitoring and evaluation plans often lack clear and appropriate conceptual frameworks.
- Many programs and projects measure change at the individual level but not at the community level.
- It is difficult to determine specific contributions of strategies to an observed outcome or impact, especially with complex, multi-sectoral or integrated interventions.
- Rigorous statistical methods are frequently not used.
- Interpreting data is often challenging and requires significant capacity or an expert and budget.

Section 4: Feminist MEAL[1]

Activity 4

1. Ask participants to form groups of 3-4.
2. Give each group a flip chart paper piece and markers.
3. Ask each group to discuss their understanding on or what is meant by Gender Transformative or Feminist M&E?
4. Each group should make a presentation of their written down discussion.

[1]Source: Oxfam Canada (2021). Feminist MEAL Guidance Note. https://www.oxfam.ca/publication/guidance-note-on-feminist-meal/

Time Need

- ✓ 25 minutes

Materials Needed

- ✓ Flipchart papers and markers

Facilitators' Notes

Gender Transformative or Feminist <u>Monitoring</u> will

- involve female and male participants and stakeholders throughout the process;
- take gender into consideration during the planning and risk analysis for data collection;
- capture and organize data disaggregated by sex, age and other relevant identities;
- ensure meaningful participation of women and girls in monitoring activities;
- co-design activities with women and girl participants;
- ensure the use of tools that capture individual and experiential data;
- use activities that are empowering in and of themselves.

Gender Transformative or Feminist <u>Evaluation</u> will

- assess the differential results for female and male participants of different identities;
- include gender analysis of results and identify gender-related drivers of change or barriers;
- include analysis of intersecting factors of identity;
- use a combination of qualitative and quantitative methods to capture objectivity and subjective experiences;
- assess the status and change of power dynamics between men and women, boys and girls (i.e. changes in *position*).

(adapted from: CanWaCH Building Capacity and Confidence in Gender Transformative Programming https://canwach.ca/wp-content/uploads/2020/12/CanWaCH-GETM_Module-3-Facilitators-Guide.pdf)

Oxfam Canada developed a Feminist Monitoring, Evaluation, Accountability and Learning (MEAL) Guidance Note that provides further detail about what feminist MEAL is and its guiding principles. The full Guidance Note can be accessed at: https://www.oxfam.ca/publication/guidance-note-on-feminist-meal/

What is Feminist MEAL?

Applying feminist MEAL to WVL Ethiopia requires an authentic shift in power relationships, putting the women's rights and feminist organizations in the driver's seat of all MEAL activities in design, implementation and evaluation.

- Feminist MEAL is based on the understanding that transformative change in gender and power relations is complex and non-linear.
- It challenges organizations to think differently about what is considered evidence; pushes the boundaries of how evidence is captured; and questions who gives it meaning and relevance.
- It recognizes the autonomy and independence of partners and is committed to a relationship of mutual accountability and shared decision-making.
- MEAL should support a generation of knowledge that is meaningful, accessible, and useful to those who rightly own it.
- Undertaking feminist MEAL is an ongoing and iterative journey.
- Feminist MEAL is underpinned with a*feminist lens,* which is a process involving contextualization, learning, collaboration, participation, inclusivity, and responsiveness. The process should also promote transformative social change. The feminist lens promotes investigation on how race, class, caste, ethnicity, and religion influence the way women experience inequality and discrimination.

Oxfam's Seven Key Foundations to Feminist MEAL

1. **Feminist MEAL is an Approach:** The feminist MEAL process begins with an action. It begins withthe choice to undertake the approachand the recognitionthat participation in feminist MEALis a form of power. It is about the inclusion of voices not often heard. The contexts in which MEAL operates are politicized; and the personal experiences, perspectives, and characteristics of those involved in the process (our partners and the people with whom we work) lead to a particular political stance. It focuses on exposing gender-based discrimination, underscoring how intersecting identities further marginalizes specific groups. Feminist MEAL does not prescribe a specific set of tools, but rather is a lens to be brought to MEAL processes overall _ from the very

beginning to the end(from project design to results), including ongoing monitoring activities, learning frameworks and questions, social accountability and evaluative exercises.

2. **Feminist MEAL is an Integral Part of Social Transformation:** This approach positions MEAL as an integral part of social transformation rather than a bureaucratic or punitive process that is included at the end of a program for upward accountability purposes. Feminist MEAL also supports capturing and understanding transformative changes in unequal gender and power relations, which are often complex and non-linear. It is attentive to capturing incremental change, holding ground, or even backlash as possible indicators of successfully challenging imbalances in power relationships.
3. **Feminist MEAL Shifts Power to Participants in Evaluations:**Feminist MEAL means shifting ownership of processes to program partners and participants. This approach shifts power and gives space for partners, like women's rights organizations, to be in the driver's seat on defining and implementing exercises and the use of information. In Feminist MEAL processes, partners and participants are involved in every stage of the MEAL process from the collection, analysis, writing and dissemination of data (evidence) through knowledge and learning initiatives. Rather than an extractive exercise, Oxfam Canada prioritizes capacity building as an integral part of any Feminist MEAL. In this way, processes must incorporate time to make sense of information with participants. Shifting power in this way also means that learning and use of findings is paramount.
4. **The Role of the Evaluator is as a Facilitator who Understands Relationships of Power:**The role of the evaluator shifts in Feminist MEAL from an all-knowing 'expert' to facilitating collaborative processes that are empowering and are rooted in participant ownership. The role of the evaluator is to provide technical support, and pose evaluative questions based on program logic, monitoring information, and other evaluative processes. The evaluator must be in-tune with potentially sensitive power dynamics that exist and must also practice reflexivity.
5. **This Approach Values Collective Knowledge Generation that is Context Driven:**A Feminist MEAL approach generates accessible and context-driven collective knowledge, respecting that there are different ways of "knowing" and that these different perspectives bring a rich, nuanced, and diverse understanding to evaluative processes. This collective knowledge should be central in defining and advancing strategies to end power imbalances and gender inequality. Collective knowledge must be seen as both a resource and a source of power.

6. **This Approach Provides a Learning Orientation to Evaluative Exercises:** A Feminist MEAL approach fosters a learning orientation to evaluative exercises and processes, prioritizing strategic program learning that strengthens collective ownership of the program, supports evidence-based decision-making, and builds collective knowledge on effective and transformative approaches to advancing gender equality and women's rights.
7. **Feminist MEAL is Rooted in Safe Programming Guided by 'Do No Harm':**Feminist MEAL is guided by ethical and safety standards that are in thecenter of the principle of "Do No Harm," which is particularly important for data collection and dissemination activities. Specifically,
    - safety of the participants and the MEAL officer/evaluator is paramount and should guide decisions;
    - referrals for assistance should be readily available, for instance to psychological support services;
    - seeking and securinginformed and voluntary consent from all participantsshould be ensured;
    - confidentiality is maintained at all times;
    - participants have the right to refuse to answer questions or to terminate the exercise at any time;
    - participants should understand where, when, how and why their data will be used for analysis and use of findings.

Activity 5

1. In groups, discuss how your organization can strengthen its M&E approach to be more feminist, and how it can incorporate feminist MEAL including challenges or issues with using a feminist approach and mitigation strategies for overcoming these risks.
2. Contextualize each of the seven feminist MEAL foundations and provide 1-2 examples of what this would look like if your organization applied the principle.

(*Note to facilitators: As there are several principles, participants can be divided into smaller groups and each group can answer the question above for one principle*)

Time Needed

- ✓ 20 minutes for groupsto discuss the above questions
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts, markers
- ✓ Sticky notes

Chapter 2: Results-Based Management and Program/Project Logic

ChapterTitle	Results-Based Management and Program/Project Logic
Sections	1. Introduction to***RBM*** 2. Briefing, Group work and Presentation on the ***Theory of change*** 3. Briefing and Discussion on the ***Logical Framework (log frame)*** 4. Formulating ***SMART*** results statements
Objectives	- At the end of the sessions, participants will be able to • describe what RBM is and demonstratehowto apply it in their organizations and programs; • develop indicators, log frames, and Specific, Measurable, Attainable, Relevant and Time bound (SMART) outcomes; • demonstratehow to employ theacquired monitoring and evaluation skills in their organizations and projects; • demonstratehow to train others in monitoring and evaluation.
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector
Methods	Group activities, application of learning,peer discussions

Session Introduction

This chapter introducesthe basics of results-based management and how to apply it in WOs' programs. Start this session by brainstorming in plenary the following questions.

1. What is Results based management?

2. What are the benefits of Results based management?

Section 1: What is Results Based Management?

RBM is a project and program management strategy that shifts the approach away from focusing on inputs, activities and processes to focusing on the desired results (outcomes). It does so by

- formulating clear objectives and setting targets based on a situation analysis;
- ensuring targets and results are logically linked through a cause-and-effect relationship;

- using indicators to measure progress against targets and to verify if expected results are achieved;
- collecting data on results to inform evidence-based decision-making and learning for programming and influencing.

Why RBM and not another approach?

- RBM requires that you look beyond activities and outputs to focus on actual results (outcomes): the changes created by your programming or to which it contributed.
- By establishing clearly defined **expected outcomes**, assessing risks, **collecting** output and **outcome data** to assess progress on the expected outcomes on a regular basis during implementation, and by**making timely adjustments**, organizations can **manage** their projects and programs better to**maximize the achievement of development results.**
- RBM is like a **roadmap**; it helps you focus on knowing where you want to be, where you are as you go, and onadjustingwhat you do to reach your destination.
- RBM allows **better communication of results**, **more effective and realistic targeting**and **more useful evaluations**.

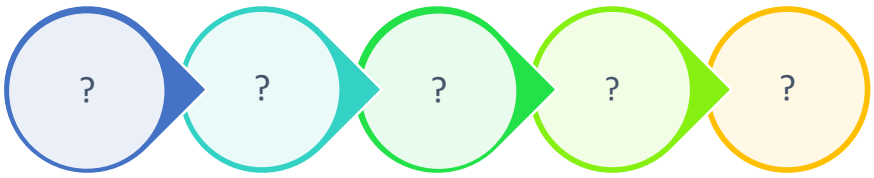
What are Results?

Results are describable or **measurable changes** that are derived from a cause-and-effect relationship. Results are the **effects** of a project.

Activity6

The Results Chain[2]

1. Draw the below figure on a flipchart or present it on a screen using a projector.



[2] *Answer: Inputs, Activities, Outputs, Outcomes, Impact*

2. Ask participants to individually put the following words in the right order using the above figure:

   Outcomes, Activities, Outputs, Impact, Inputs

3. Ask participants to share their completed results chain, and to explain their answers by defining the different levels of the results chain.

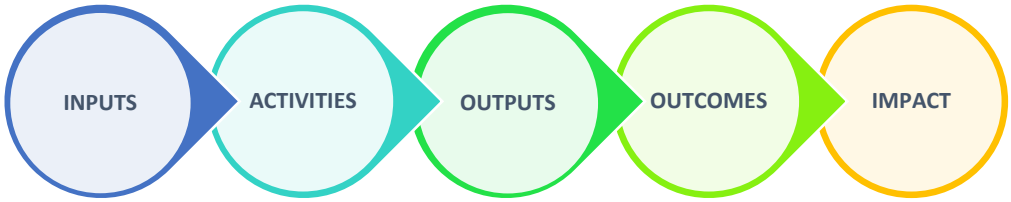
Time Needed

- ✓ 5 minutes for each participant to complete the activity
- ✓ 10 minutes for discussion

Materials Needed

- ✓ Flip charts or projector
- ✓ Markers and sticky notes

Facilitators' Notes



- **Inputs** = the resources we need and apply in our projects, this includes financial resources, human resources, or material resources like equipment
- **Activities** = the actions we take, what we do. These are usually written as verbs. For example, "develop", "train", "distribute".
- **Outputs** = what we produce, these are the direct results of our activities, things that we should be completely confident are going to happen within the lifetime of the project

- **Outcomes** = What people or institutions are going to do differently or better – what has changed? This might be knowledge, skills, behaviour, practice, policy-making, decision-making, social action, or the efficiency and effectiveness of the organization
- **Impact** = What positive effects we have on the lives of children and especially girls;the well-being, safety, health, learning outcomes, prosperity, living conditions, freedom, human dignity and enjoyment of human rights. The impact is the long-term and sustainable change your project is contributing to. This is broader than the individual project and which the project only influences or contributes to.

As we **move up the results chain**, i.e. from inputs on the left to impact on the right, our **level of control decreases**. We have a higher level of control at the left-hand side; we have more control over our inputs, what activities to implement and how we implement them, and the outputs from these activities. **One organization or project cannot claim full attribution** or sole responsibility for the achievement of intermediate and ultimate outcomes. Instead, **organizations and projects contribute to, and influence the achievement of, the changes described in the ultimate and intermediate outcomes**[3]. The input, activity, output and immediate outcome levels are where you will have the greatest degree of attribution and control. This will gradually give way to contribution and influence as you move up the results chain. On the other hand, at impact level we can only influence or contribute to the change, because there are a lot of other contextual factors at play here and the changes we are working towards are often long term, and systemic.

Activity7

1. In pairs, read the following statements and match each statement to the appropriate level of the results chain.

Statement	**Answer**
A) Community members trained to recognize and prevent gender-based violence	
B) Improved health and psychosocial wellbeing of adolescent girls	
C) Improved knowledge of families on how to support their children's rights	

[3] Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide, Second Edition, 2016

D) Primary caregivers adopt key nurturing care practices for their young children's development	
E) Develop training curriculum for parents on the components of nurturing care for children under five years old	

2. Present and discuss the correct answers[4].

Time Needed
- ✓ 10 minutes for each pair to complete the activity
- ✓ 10 minutes for discussion

Materials Needed
- ✓ Flip charts or projector
- ✓ Markers and sticky notes

Section 2: Theory of Change

Facilitators' Notes

Theory of change (ToC) is essentially a comprehensive description and/oran illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or 'filling in' what has been described as the 'missing middle' between what a project does (its activities) and how these lead to the desired goals being achieved. It does this by first identifying the desired long-term goals and working backwards from these to identify all the conditions and assumptions that must be in place (how these relate to each other) for the goals to occur. These are then mapped out in a 'logical framework'.

Through this approach the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning and better evaluation.

A project's theory of change will be revisited regularly during implementation, as the project and the context in which it is being delivered evolve. This is in keeping with the Results-Based Management principle of continuous adjustment: monitoring progress, comparing expected outcomes to actual outcomes, learning and making adjustments as required.

[4]*Answers: A) Output, B) Impact, C) Outcome, D) Outcome, E) Activity*

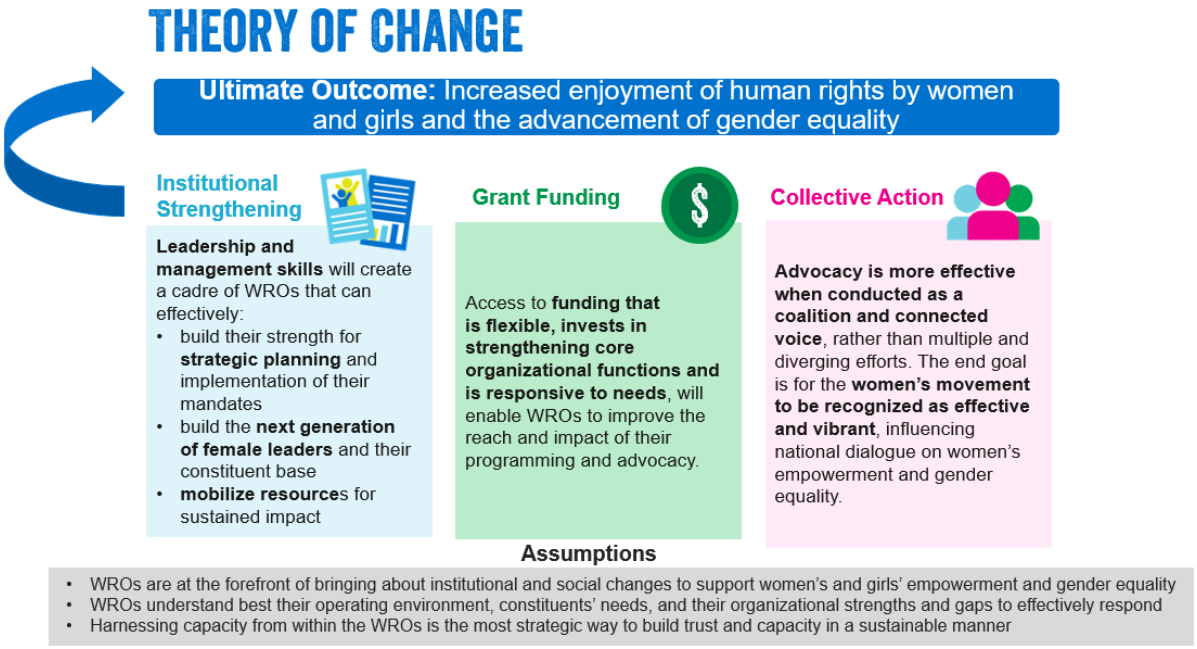
ToC and Assumptions

Assumptions are the conscious and unconscious beliefs we each have about how the world works. In the context of the theory of change, assumptions are the necessary conditions that must exist if the relationships in the theory of change are to behave as expected.

ToC and Risks

Global Affairs Canada defines risk as the effect of uncertainty on expected results (outcomes). Developing a theory of change will also help identify any risks that would affect the achievement of outcomes.[5]

The theory of Change for the Women's Voice and Leadership project is given below as an example.



Activity8

What is a theory of change?

1. Form groups of 3 – 4 participants

[5] Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide, Second Edition, 2016

2. Develop a theory of change for a proposal on combatingand reducing stigmatization of sexual and domestic violence (*or any other project of your choice that you work on*). In your groups,read the below steps and follow the process as indicated below:

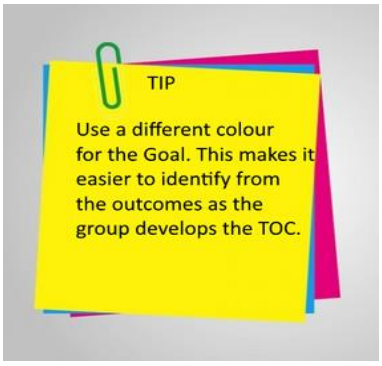
Step 1: Identify a Long-term Goal

In this step, discuss and agree on the long-term goal of the project of your choice or oftheabove suggestedproject. It is important that there is consensus among all the participants on a good and clear outcome. **Agreement on a clear goal is vital as the entire ToC hinges on this long-term goal**.

Example of a long-term goal:

Improved economic prosperity for sexual and domestic violence survivors, particularly women in Ethiopia

Step 2: Conduct 'Backward Mapping' to Identify the Preconditions/domains of Change Necessary to Achieve that Goal



Once this goal has been identified,discuss what preconditions need to exist in order for this goal to be achieved. In the case of the project above, three preconditions were identified.

In order for women to have "Long Term Economic Prosperity,"survivors need to attain coping skills; survivors need to have marketable skills in non-traditional jobs; and survivors need to know and have appropriate workplace behavior.

Long Term Goal

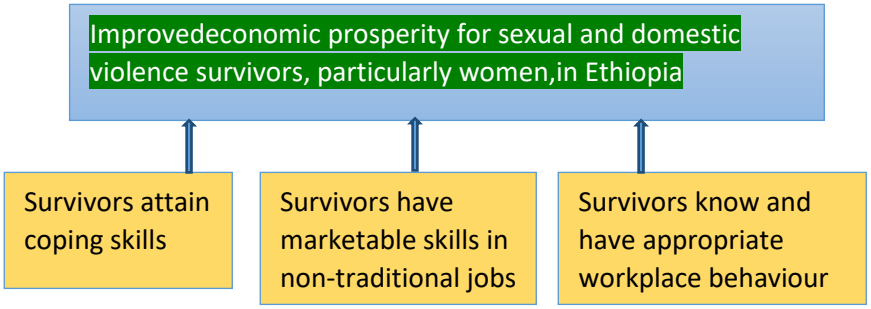
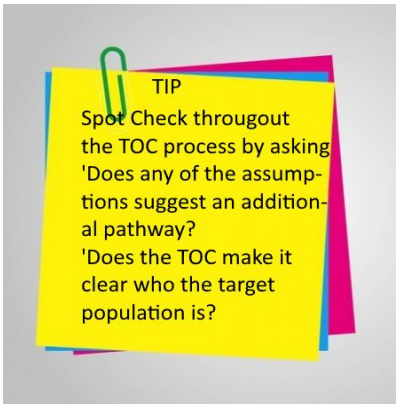


Diagram adapted from Act Knowledge and the Aspen Institute Roundtable on Community Change (2004)

This process of identifying preconditions (which are used to formulate outcomes) continues until all the possible pathways to the ultimate change (the goal) have been identified. This is called the 'outcomes pathway' and the logical flow between the shorter-term, intermediate and longer-term outcomes are connected by causal links.An example of identifying the preconditions in a graphic form could look like the figure above.During this step, clarify the assumptions and justifications for the preconditions. For the above goalthe assumptions can be as follows.



Assumption A: Jobs in non-traditional areas of work for women, such as electrical, plumbing, carpentry and building management are more likely to pay consistent wages and are more likely to be unionized and provide job security. Some of these jobs also provide a ladder of upward mobility, from apprenticeship to master, giving entry-level employees a career future.

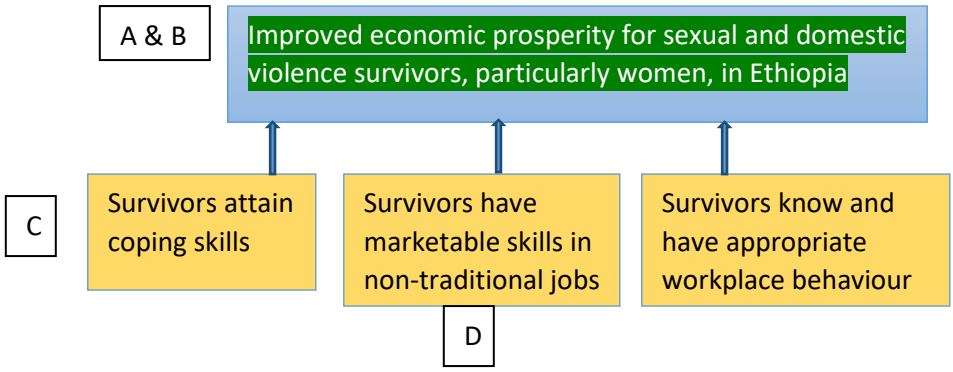
Assumption B: Employers are willing to hire women in jobs that are traditionally carried out by men. That is, employers (and their customers) are comfortable with an electrician who is a woman.

For the precondition 'Survivors attain coping skills,' the assumption was:

Assumption C: Women who have been abused need more than just skills, they need to be emotionally ready for work as well. This s assumption clarifies why and how the project is different from traditional job-training programs, i.e., the special psychological supports needed for the initiative's clients.

For the precondition 'Survivors have marketable skills in non-traditional jobs,

Assumption D: Women are willing and able tolearn non-traditional skills and compete in the marketplace.



Some outcomes are more critical to achieving the long-term goal than others. For example, a change in the attitude of employers towards hiring women is more critical for achievement of long-term employment for women than an outcome of women attending peer-to-peer counseling. Other outcomes may be easier to achieve in the shorter term (for example, women gaining employability skills may be easier to achieve than changing the cultural mindset towards economically emancipated women in a patriarchal society).

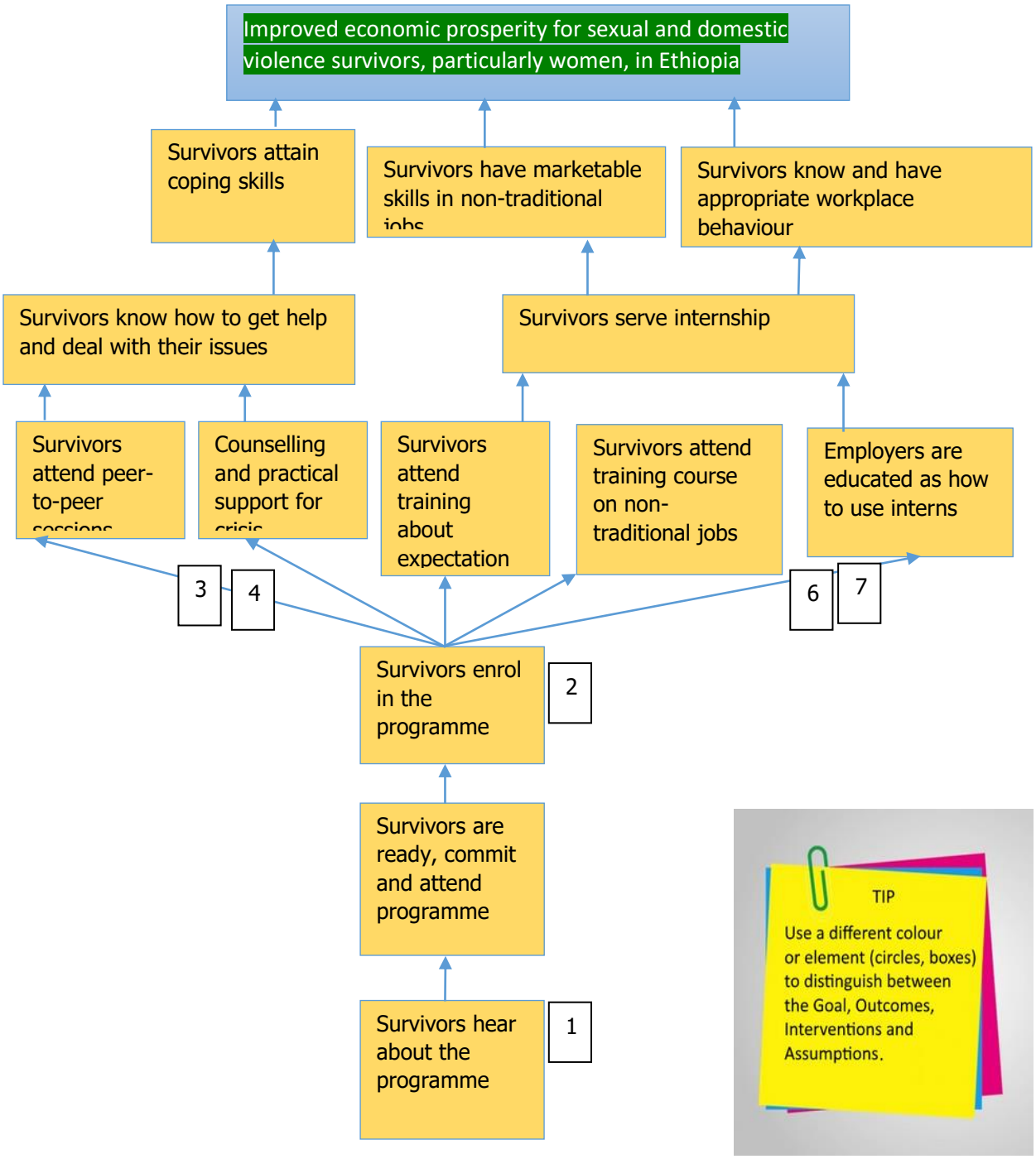


Each group can use different color of stickers to place in order of significance of their outcomes or it may be done by varying the thickness of the arrows/ lines connecting the outcomes and/or varying the color, shape and size of the boxes if the groups did their work on the computer.

Step 3: Identify the Interventions

Onceeach group have their change framework now visually represented (with all the connections between the outcomes/preconditions identified), the group should focus on the interventions. Interventions are the activities that the program will engage in to bring about the change.The interventions explain what the stakeholders are going to do to achieve their desired outcomes. In the project above,someof the proposed interventions are

1. community outreach campaigns;
2. screening;
3. setting up counseling sessions;
4. provision of one-on-one confidential counseling;
5. developing curriculum on plumbing, carpentry building maintenance etc.;
6. identifying potential employers;
7. creating database of employers;
8. matching women to internships;
9. helping women secure permanent jobs.


Improved economic prosperity for sexual and domestic violence survivors, particularly women, in Ethiopia
Survivors attain coping skills
Survivors have marketable skills in non-traditional jobs
Survivors know and have appropriate workplace behaviour
Survivors know how to get help and deal with their issues
Survivors serve internship
Survivors attend peer-to-peer sessions
Counselling and practical support for crisis
Survivors attend training about expectation
Survivors attend training course on non-traditional jobs
Employers are educated as how to use interns
3
4
6
7
Survivors enrol in the programme
2
Survivors are ready, commit and attend programme
Survivors hear about the programme
1
TIP
Use a different colour or element (circles, boxes) to distinguish between the Goal, Outcomes, Interventions and Assumptions.

Step 4: Write the Narrative

The final step is the drafting of the text that accompanies the visual part of the Theory of Change (TOC). The narrative is a detailed description of the programme. A good narrative sums up the initiative's story. It sarts from the beginning with the background and goals explaining why they are important and how the initiative's interventions (or activities) achieve the goals while taking into consideration the assumptions.





There is no one structured format for depicting a ToC diagram. It can differfrom one organization to another and from one project to another. It can be asimple diagram or a complex one.

3. Prepare a presentation of the group work.

Time Needed

- ✓ Group work time: 80minutes
- ✓ Presentation: 40 minutes

Materials Needed

- ✓ Flip charts
- ✓ Markers
- ✓ Sticky notes

Section 3: Logical Framework (Log Frame)

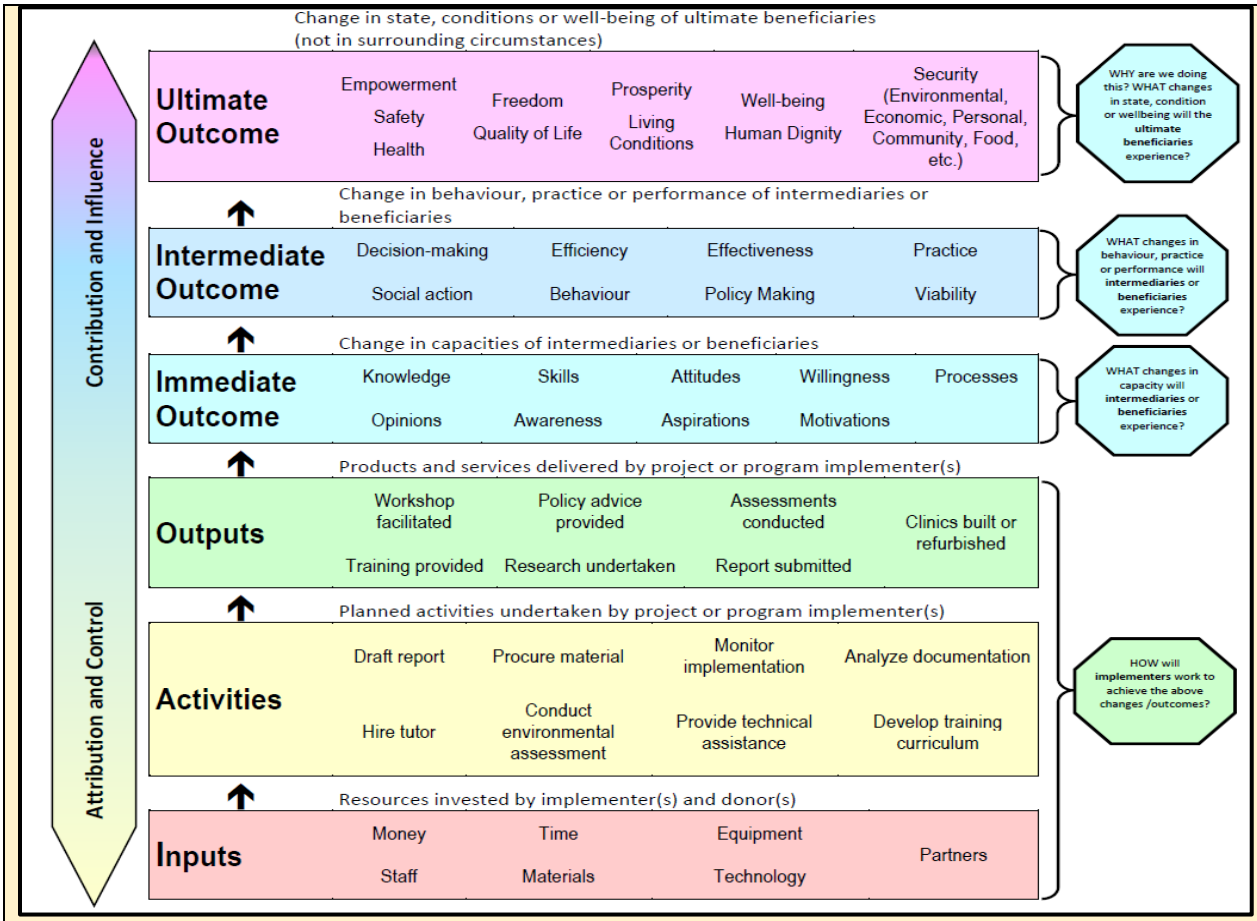
Facilitators' Notes

Certain frameworks are used to design, monitor and evaluate interventions (projects, programs). They define the objectives of the project or program and establish the assumed causal relationships between the results planned at different levels.

The Logical Framework Approach (LFA) is a strategic planning and managementmethodology mainly used for designing, monitoring and evaluating development projects.For M&E to be effective, it is absolutely critical to have a well thought out and informed design to ensure it is clear **what results we are looking to measure or track progress** against. When the design process isn't adequate, **then the ability of M&E to track progress and measure results is compromised.** Unless we know **what the results are,** and these results are based on a logical theory of how change happens, we cannot ensure useful and quality M&E.

A Logical Framework (or Logframe) is a project design tool that provides **a systematic and structured approach for conceptualising, documenting, planning and managing projects.** In its most basic form, the Logical Framework is **a 4x4 matrix.** There are several **different models** used by organisations across the world, depending on the terminology and concepts they use for the Results Chain.

Global Affairs Canada uses a Logic Model (LM) to depict the relationships between activities, outputs, immediate outcomes, intermediate outcomes and the ultimate outcome. The bottom two levels (activities and outputs) address the how of the project whereas the top three levels (the various outcomes) describe the actual changes that take place, also known as the development results. The figure below explains the different levels of an LM and provides examples at each level.



Source: [Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide, Second Edition, 2016]

The logframetakes the form of a four-by-four table. The rows represent types of events that take place as the project is implemented: **Activities**, **Outputs**, **Outcomes (or Purpose)**and **Impact (or Goal)**. The logframe'scolumns represent different types of information about these events: a brief descriptive narrative **statement**;objectively verifiable **indicators**of those events taking place;**Means of Verification** (MoV) where information will be available on the indicators; and **Assumptions,**which are external factors that could influence, either positively or negatively, on the activities and results described in the first column.

Description/ Narrative Summary	Objectively VerifiableIndicators	Means of Verification	Assumptions
IMPACT			
OUTCOMES			
OUTPUTS			
ACTIVITIES			

Figure: Logical Framework Matrix

Difference between a Theory of Change and a Log Frame

Theory of Change	Log Frame
•Maps out multiple Pathways of Change •Works backwards from the goal •Requires justifications at each step •Explanatory (WHY) •Tends to have a broad scope	•Linear representation of change •Logical sequence, which is bottom-up •Resulst chain is defined in 4 levels: Activities, Output, Outcome, Impact •Descriptive (HOW) •Project/programme focused

Source: Plan International M&E Technical Strengthening Training 2020

Section 4: Formulating SMART Results Statements

Results <u>are not</u> Indicators. They are **very linked** but they are not the same thing.

- **Results statements** outline our intended change at output, outcome and impact level.
- **Indicators** are specific measurements that provide evidence of progress against these intended changes.

Example

Result	Indicator
Increased enrollment of out-of-school children in alternative learning programs in Amhara by the end of the project	% of out-of-school children in Amharawho have enrolled in alternative learning programs, disaggregated by sex and age

Having **SMART** results means that your outcomes, objectives or goals should be:

- **S**pecific: they should be clear and unambiguous; each one answers the questions of who the result is about,what exactly you want to achieve and where?
- **M**easurable: a measurable result statement will usually answer questions such as, "Is there a way to find out if the result has been achieved?"and"How will I know when it is accomplished?"
- **A**chievable: Achievability stresses onthe importance of results that are realistic and attainable within the given timeframe of the project and the resources available.
- **R**elevant: arelevantresult statement supports or is in alignment within the broader project goals or the organization as a wholeand is in response to a certain problem or priority.
- **T**ime bound: this criterion stresses on the importance of grounding results within a time frame,givingthem a target date.

Application of Learning:
In plenary, determine if the following statements are SMART or not, and if not explain why[6]not.

Statement	SMART or Not SMART	If Not SMART, whynot?
A) 100 teachers in 2 regions of Ethiopia have acquired skills in providing gender-responsive and inclusive learning to female and male students in 10 schools		
B) All government employees in Ethiopia actively support and promote gender equality and the empowerment of women and girls in all government initiatives and policies		
C) Improved knowledge of rights by the end of the project period		
D) Strengthened organizational capacity of local NGOs		
E) Increased usage of agriculture extension services by women dairy farmers in selected rural communities in district Aby 2022		

Activity 9

Development of Log Frame – Column 1 (Project Description and Results Statements)

1. Get back into their groups formed earlier.

2. Using the format presented in this session, start developingthe logframe for the project you developed the ToC for earlier.

3. Complete the first column of your logframe by describing the outcomes, outputs and activities that will lead to the goal of your project.

Time Needed
- ✓ 20 minutes for groups to complete the activity
- ✓ 10 minutes for presentation and discussion

Materials Needed
- ✓ Flip charts
- ✓ Markers and sticky notes
- ✓

[6]*Answers: A) Not SMART, not time bound, B) Not SMART, not achievable, C) Not SMART, not specific, D) Not SMART, not specific, E) SMART*

Chapter 3: Framing Measurement

ChapterTitle	Framing Measurement
Sections	1. Meaning of indicators 2. Types of indicators 3. Different levels of indicators 4. Developing indicators 5. Defining indicators/specification
Objectives	- At the end of the sessions, participants will be able to • explain what an indicator is, its purpose, and the various categories of indicators; • select and develop appropriate indicators; • assess the quality of indicators; • explain how to calculate and analyse indicators.
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector.
Methods	Group activities, application of learning, peer discussions

Section 1: What is an indicator?



There are many definitions of what an indicator is. This sessiondefines an indicator as **a specific and reliable quantitative or qualitative measure, guide, marker, pointer or gauge that provides evidence of progress against results, to assess performance andto reflect the changes connected to an intervention**.

Selecting indicators and developing M&E frameworks are fundamental tools in the M&E planning process that provide the basis for such evidence and measurements.Indicators, like objectives,outcomes and goals should also be SMART:

S – A **specific** indicator is well defined and will describe exactly what needs to be measured.

M – A **measurable** indicator is one which can be aligned with a specific numeric or ranked value to show improvement over time.

A – **Achievable**means that collecting the data as the source of the indicator should be feasibleand cost-effective in light of the available resources.

R – **Relevant**means that the indicator requires to be closely linked to the relevant objective oroutcome being measured.

T – **Timely** means that there should be a timeframe linked to the indicator (such as the date by which you expect to see the change or the frequency with which it is collected or measured).



Indicators are NOTtargeting and should not specify a particular level of achievement or a direction. Indicators should not include the words 'improved', 'increased' or 'decreased' as these relate to the outcomes that indicators aim to measure.

Activity 10

1. Ask participants to discuss in groups where and what indicators they encounter in their daily lives.(Some examples to think about:when driving, while cooking, at the moment of exercising)
2. Ask participants now to think about their work at their organizations and discuss how they know that they are making progress towards achievingtheir planned results?
3. Finally, ask participants to discuss who in their organizations they think should be responsible for developing indicators?
4. Ask participants to share what they have discussed (one person per group can present).

Time Needed

- ✓ 15 minutes for groupsto discuss the questions
- ✓ 20 minutes for presentation and plenary discussion

Facilitators' Notes

Developing indicators is a **team effort** and should not be the sole responsibility of M&E staff/focal points. M&E staff/focal points can **act as a guide and quality assurer** of the development and review of indicators ensuring different teams feed into the process. Technical staff, project teams, partners and representatives from the target beneficiary groups may need to be involved wherever possible.

Section 2: Types of Indicators

Quantitative indicators are measures of quantities or amounts and are **expressedas numbers** such as units (number of women trained), proportions (percentage of girls who have completed secondary education), rates (HIV infection rates), ratios (ratio of women-to-men in decision-making positions in the government), score (average score out of 10 on a training knowledge test).

Qualitative indicators are measures of changes and concepts that are hard to count, such as quality, perceptions, opinions, experiences, characteristics and context, thus are **expressed as words**. Examples include: "Degree of confidence among women and girlsin their ability to become entrepreneurs", "extent to which gender issues are addressed by local government", "level of adherence to codes of conduct by health workers". Qualitative indicators are **especially important to analyze gender relations and the root causes of inequality**.

***Summary** of* differences between quantitative and qualitative indicators

	Quantitative Indicators	**Qualitative Indicators**
Expressed in	Numbers	Words
Coverage	Provide information on quantities (width and scope)	Provide information on depth of change
Analyzed through	Statistical methods (means, medians, frequencies)	Summarizing, coding, thematic analysis
Limitations	They do not provide a full story, often need to be interpreted through qualitative enquiry.	Often apply to a small number of people/situations, and may not be representative of a larger group (can be anecdotal)

Adapted from Bakewell, O; Adams, J and Pratt, B (2003), Sharpening the Development Process; A practical guide to monitoring and evaluation. INTRAC, UK

Other types of indicators that can be either quantitative or qualitative include the following.

- **Proxy indicators**are substitutes(indirect measures) that approximate the phenomenon of interest. They measure complexity through one variableassociated but not directly linked with the outcome. Proxy indicators are useful when the cost of direct measurement is too high and/or when measuring sensitive topics which we cannot directly ask questions about. For example, to measure increased economic empowerment of targeted households we may choose the "% of households who own different types of assets" as a proxy indicator.

- **Composite indicators**are types of indicators that are formed from multiple indicators that are compiled into one single index. They are used to measure **complex or multi-dimensional** concepts. Each indicator or variable under the composite indicator must be defined and measured before a composite score can be calculated.

Example of a Composite Indicator: Plan International's Women's and Girls' Empowerment Index

Gender transformative programming needs to be multifaceted and integrated if it is to achieve its ultimate objective of realizing women's and girls' rights by shifting entrenched and unequal social norms, attitudes and behaviours in order to increase the agency of women and girls. Because these changes, especially in attitudes and perceptions, can be very difficult to measure, a more thoughtful approach to measurement is required which avoids traditional standalone or proxy indicators that only partially capture the breadth and scope of gender transformative change. Plan International's Women's and Girls' Empowerment Index (WGEI) measures changes *directly associated* with the root causes of gender inequality **across five gender equality domains** which are built into a scoring and ranking tool. These five domains are: roles and responsibilities, resource access and control, participation and decision making, social norms, and institutional change.Each domain and sub-domain must be defined relevant to the scope and thematic area of the project, and indicators measuring change in each domain must be selected. Projects can utilize a few or several of all of these indicators to measure gender transformative change. The WGEI is organized by gender domains, sub-domains and variables.

- It is an **Index:** Results at each level are aggregated into a single score through a scoring and weighting system.
- It is a **Framework:** Domains and sub-domains also have associated indicators which can be used as stand alone or in clusters.
- Indicators are **generic but some can be customized** by sector.
- The framework is **women and girls centric**.

Below is an example ofjust one of the WGEI's five domains that shows the domain's sub-domains, indicators and variables assessed. The same structure and level of details is available for the remaining domains[7].

DOMAIN	INDICATOR	SUBDOMAIN	INDICATOR	VARIABLES ASSESSED
Gender roles and responsibilities	Percentage of women/girls experiencing equitable assignment and distribution of roles and responsibilities	Time poverty and burden of work	Average time women/ girls spend in unpaid work (productive, reproductive and community)	• Time spent on household care activities/ domestic chores each day • Time spent each day on paid and unpaid productive work • Time spent in discretionary activities each day
		Attitudes and Perception regarding gender roles and responsibilities	Percentage of women/ girls with equitable attitude and perceptions regarding gender roles and responsibilities Percentage of men/ boys with equitable attitude and perceptions regarding gender roles and responsibilities	• Attitudes and perceptions of roles and responsibilities of men and boys • Attitudes and perceptions of domestic roles and responsibilities of men and boys • Attitudes and perceptions of paid and unpaid productive work of women and girls • Attitudes and perceptions of domestic roles and responsibilities of women and girls • Attitudes and perceptions of community level roles and responsibilities of women and girl

[7]More details and a full description of the WGEI can be found at: https://plancanada.ca/file/planv4_files/reports/Gender-Transformative-Programming-and-Measurement-Architecture_Oct2020.pdf

Section 3: Levels of Indicators

Process indicators: measure inputs and activities planned and implemented toproduce the output. Mainly used for managing projects and activity monitoring but they neithershow progress on results,nor do the changes that we plan to achieve. They capture what the project does.

- # of trainings completed
- % of budget spent in the past year

Output indicators: measure the quantity of products and services needed to meet an objective.
They capture what the project produces or the immediate deliverablesof a project or programme activities and tell us if activities are producing what was planned.

- # of adolescents trained on life skills, disaggregated by sex

Outcome indicators: measure specific changes in knowledge, behaviours, attitudes and skillsamong the target groups, stakeholders and institutions resulting from our work.They capture what the project intends to achieve.

- % of adolescents who report feeling confident about their life skills at the end of the training, disaggregated by sex

Impact indicators: measure the long-term and sustainable changes the project is contributing to.They capture how the project contributes to higher level strategic goals that cannot be attributed to the project solely.

- % of adolescents with improved well-being disaggregated by sex

Application of Learning

Read the below indicators and***ask*** participants to mark or tick the correct level of the indicator[8]

Indicator	Impact	Outcome	Output
Number of labour inspectors trained on child rights, child labour and child friendly inspection			
# and % of employers who demonstrate a change in knowledge and attitudes towards child labour			
Reduced child and maternal morbidity in catchment areas			
Number and type of measures introduced in partnership with the local authorities aimed at supporting the access and regular attendance of children from target groups			
# and % of children enrolled in schools at the beginning of the project, transiting to the next level of education, disaggregated by gender and key target groups			

Section 4: Developing Indicators

Indicators need to cover the most important areas and goals of the project/program or the organization. They are:

- ✓ linked to Strategic Plans / Priorities.
- ✓ linked to organizational departments.
- ✓ linked to other key areas without which the organization cannot survive.

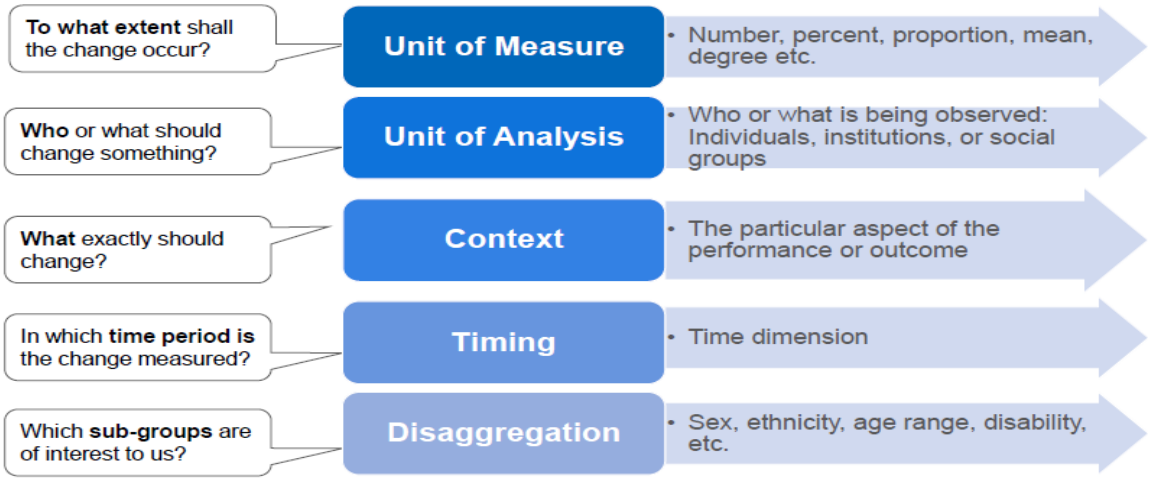
What makes a good indicator?

Besides being SMART, below is a checklist for assessing the quality of an indicator. The first five characteristics are commonly known as **CREAM**.

[8] Answer: Output, Outcome, Impact, Output, Impact (could be outcome also)

- **Clear –** the indicatorisprecise and unambiguous.
- **Relevant-**the indicator is appropriate to the subject at hand, and/or there is a plausible and valid link between the indicator and the planned results.
- **Economic-**the indicator is available at reasonable costgiven the project resources.
- **Adequate -** the indicator is able to provide sufficient basis to assess performancealone or with other indicators, and provides sufficient information for analysis.
- **Monitorable -**the indicator is amenable to independent validation and can be easily monitored.
- **Validity** – Does the indicator adequately measure the result (for example, is an IQ test a valid measure of intelligence? Is change in income a valid measure of economic empowerment?)
- **Reliability**– The measure is consistent over time and captures change over time (a weight scale).
- **Utility** – Will the indicator generate useful information for decision-making and learning (frequent collection of data that doesn't change in the short-term or late collection of data that does not allow for adjustments)
- **Neutral Language**– The indicator is expressed in neutral language;words indicating change such as "increased" or "improved" should not be used.
- **Gender and Inclusion and Age Sensitive**–The indicator considers the different ways different groups might experience the situation; the activities and changes that are happening.
- **Ethical –**The indicator is not intrusive or does not require highly personal information. It does not expose any respondents to risk of harm whether physical or psychological.

Section 4.1: Elements of a Good Indicator



Application of Learning

1. In plenary, ask participants to identify the various elements of an indicator for the following:"*Percentage of victims of the armed conflict accessing services in the past six months who are satisfied with the protection services provided by the Unit for Victims*"[9]

i. ***Unit of measurement****:*

ii. ***Unit of analysis****:*

iii. ***Context:***

iv. ***Time:***

2. What element is missing from the above indicator?

Section 4.2: How to Develop Indicators

✓ Identify the results you expect. What is your organization trying to achieve? What are its goals? Thus, determine what you are measuring (for example, school enrolment).

[9] Answer: i. percentage, ii. victims of armed conflict accessing services, iii. who are satisfied with the protection services, iv. in the past six months. The missing element is the disaggregation.

- ✓ Identify who or what will experience change or be observed: individuals, institutions, social groups [unit of analysis]. Identifying this will help in determining how the data will be disaggregated (by sex, age, disability, type of institution, etc.).
- ✓ Identify the target that you want to achieve.That is,the number, percentage, level, ratio, etc.[unit of measurement]. If you are defining quantitative indicator,an example would be**#** of pupils. An example for a qualitative indicator can be "**Level of** awareness or support".
- ✓ Add **context** (the circumstances that specify the particular aspect of the output or outcome that the indicator is intended to measure) (e.g. # of **pupils enrolled inprimary school in region X in country Y)**. For qualitative indicator,an example can be "Level of**awareness among parents on the importance of education**"
- ✓ **Add timeframe** (if relevant and depending on the sector). (e.g. # of pupils enrolled in **each term** in primary school).
- ✓ Add **disaggregation** (e.g. # of pupils enrolled in each term in primary school – disaggregated by sex, age and community).
- ✓ Once the indicator language is determined, agree on how frequently each indicator will be reviewed / monitored, i.e. weekly, monthly, quarterly, annually?

Activity 11

Get together in groups of 2-3 with people from your own organization and:

- ✓ Discuss which areas of your organization are most vital and should thus be constantly monitored with indicators.
- ✓ List and discuss the most important indicators which your organization should monitor.
- ✓ Using the results statements developed for your logframe from the earlier exercise, select at least two indicators per level.
- ✓ Present to the plenary

Time Needed

- ✓ 30 minutes to prepare presentation
- ✓ 15 minutes to present to the larger group

Materials Needed

- ✓ Flip charts
- ✓ Markers

Facilitators' Notes

Key Questions to Consider in Selecting Indicators[10]

- Have any indicators been defined in policy and strategy documents and implementation plans – at the national or local levels?
- What are these indicators? Are they too few? Too many? Can they be used? Should some be prioritized?
- What specific inputs/outputs/outcomes/impacts will these indicators measure?
- Are these indicators realistic, measurable and useful? Are they accepted by key stakeholders and decision makers who will use the results of M&E activities?
- Are there enough human and financial resources to monitor all the indicators?If not, how can we prioritize certain indicators?
- What will be done with the data gathered on the selected indicators?
- How do indicators support decision-making – in the project/program organization?

Section 5: Indicator Definition/Specification

An indicator defintionor specification describes exactly **what the indicator means**to ensure clarityand a **common understanding**,and to also ensure that the **data is collected and analyzed consistently**.

When defining the detailed specification, think through:

- What are the critical components of the result statement, and how is this indicator responding to these critical components?
- What terms/words/phrases/acronyms in the indicator need to be explained/specified to ensure a consistent understanding?
- What needs to be explained about how to collect and analyse the indicator?

[10] Adapted from Monitoring and Evaluation of ICT in Education Projects: A Handbook for Developing Countries (https://www.infodev.org/infodev-files/resource/InfodevDocuments_9.pdf)



For the following indicator, what are the terms/words/phrases that need to be defined?

#of teachers who have completed the training on gender-responsive and inclusive

Learningdisaggregated by sex and school

Gender responsive ensures that girls and boys are equally engaged in all learning and classroom activities and teachers take measures to reduce the harmful effects of social norms, roles and responsibilities, including gender inequalities.

Inclusive learning addresses diversity within the classroom and includes methods to respond to the needs of learners with different abilities, mother tongue, ethnic background, and socio-economic status.

Completed means attendance of a minimum number of training sessions out of the entire program.

Indicator Matrix

In addition to thelogframe, an M&E plan should also include an indicator matrix. This detailed matrix outlines:(1) what the indicators are, (2) how indicators will be calculated, i.e. the definition, (3) how indicators will be disaggregated, (4)the source of data,(5) what data elements are required to calculate the indicator, (6) how frequently data will be collected, (7) who will collect the data, and(8) the target.

While an indicator matrix may include all or some of these elements in some form or another,the elements of an Indicator Matrix should ensure consistency at every point we are measuring indicators to allow for aggregation and comparison of results. Below is a sample template of an indicator matrix that shows some of the elements. An indicator matrix may be known by different names depending on the donor or the format/template being used, but the elements are typically common across the different templates. For example, Global Affairs Canada (GAC) uses a **Performance Measurement Framework (PMF)** as an indicator matrix (shown below).



At this point, you should have already developed your results in your intervention logic (Logical Framework or Logic Model), and these should be reflected in the indicator matrix.

EXPECTED RESULTS[1]	INDICATORS[2]	BASELINE DATA	TARGETS[3]	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
ULTIMATE OUTCOME							
INTERMEDIATE OUTCOMES							
IMMEDIATE OUTCOMES							
OUTPUTS							

Source: Global Affairs Canada, International Assistance Results Reporting Guide for Partners, Second Edition, 2018

Facilitators' Notes

Once the indicator is defined, you will need to define the method of calculation. This requires you to outline the specific steps required to determine the indicator value, and how you are going to calculate that.This process may highlight that you need multiple pieces of information from different sources in order to calculate your indicator. An indicator that measures a percentage will require a **numerator** and a **denominator**. The result is multiplied by 100 to become a percentage.

For qualitative indicators the calculation steps will look different.This involves defining how you will judge the achievement of that indicator and typically includesdefining categories, a criteria or a coding system in advance that will guide how you judge and report on the indicator.

Chapter 4: M&E Data Collection

ChapterTitle	M&E Data Collection
Sections	1. Introduction to Quantitative Approaches 2. Advantages and Disadvantages of Quantitative Approaches 3. Common Quantitative Data Collection Methods 4. Sampling 5. Implementing Quantitative Approaches 6. Qualitative Approaches and Methods 7. Advantages and Disadvantages of Qualitative Approaches 8. Common Qualitative Data Collection Methods
Objectives	At the end of the sessions, participants will be able to • Explainthe application ofdifferent quantitative approaches and methods; • Describethe key considerations for developing and implementing surveys; • elaborate the concept of sampling and key terminologies for calculating sample size; • describekey qualitative methods.
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector.
Methods	Group activities, application of learning, peer discussions

Section 1: Introduction to Quantitative Approaches

Activity12

1. Ask participants to get into groups of 3-4.
2. Each group should brainstorm what is meant by quantitative approaches.
3. The group should then discuss the most common data collection methods that are employed in a quantitative approach.
4. They should also discuss some of the advantages and disadvantages of quantitative approaches.
5. Based on their understanding of the elements of indicators, let them answer the question, "What are some of the characteristics of an indicator that will prompt the use of quantitative methods for data collection?"
6. One person in each group supported by other group members should present their responses.

Quantitative approaches (derived from the word "quantity") describedata collection methods that produce countable or numerical results. Quantitative approaches use numbers and statistics to quantify change,whichis often expressed in the form of digits, units, ratios, percentages, proportions, etc. Compared to the qualitative approach, (which will be presented and discussed later on), the quantitative approach is more structured and objective. The quantitative approach is utilized to derive answers to the questions *'how much'* or *'how many'* – like "H*ow many people attended the workshop or how often do people visit the health center?"*This approach relies heavily on **probability sampling and structured data collection instruments** that fit diverse experiences into predetermined response categories. Typical quantitative data gathering strategies include, gathering relevant data from management information systems, administering surveys with closed-ended questions or observing and recording well-defined events using a checklist.

Quantitative methods focus mainly on:

- answering questions like "How many men, women, boys, girls, and other different intersections (religion, ethnicity, disability, etc.)?"
- obtaining precise, statistical answers to defined questions;
- collecting information on a large population giving precise estimates on both sexes and other intersections [e.g. income level, social status, women with disabilities, etc.];
- obtaining quantifiable information which can be inferred and generalized;
- providing information on the *extent* of particular issues in the community.

Section 2: Common Quantitative Data Collection Methods

- **Structured closed-ended interviews:** this type of interview systematically follows carefully organized questions that only allow a limited range of answers, such as "yes/no" or expressed by a rating/number on a scale, and where the interviewer asks only a standard set of questions and nothing more than that. For quantitative interviews to be effective, each question must be asked the same way to each respondent, with little to no input from the interviewer.

- **Surveys and questionnaires** are an ideal choice when you want simple andstructured feedback which can easily translate into statistics for analysis. In quantitative research, surveys are structured questionnaires with a limited number of closed-ended questions and rating scales used to generate numerical data or data that can be separated under predetermined categories. These can be collected and analyzed using descriptive statistics such as averages, mean, median, etc.
- **Structured observations:** While observationscan collect quantitative and qualitative data, structured observations allow the researcher to make careful observations of one or more specific behaviors, practices or events in a more comprehensive or structured setting compared to naturalistic observation. They involve the standardization of who is observed, what is observed, when and where the observation takes place, and how the observation is to be done.In a structured observation, the researcher, rather than observing everything, focuses only on very specific behaviors of interest that are usually accompanied by a specific checklist against which the observation is made. This allows the researcher to quantify the behaviors s/he is observing.

Section 2.1: Advantages of Quantitative Methods

- **The higher sample size** -With quantitative approaches you have the ability to study a larger sample size for any hypothesis, which better allows you to reach an accurate generalized conclusion. The additional data that you receive from this larger sample size gives the results greater credibility because the statistical analysis has more depth to review.
- **Faster and easier** -Data collection can be automated via digital or mobile surveys, allowing a large number of surveys to take place at the same time. Surveys and interviews provide immediate answers that can be analyzed and become useful instantly from a data-centered point of view.
- **The research performed with the quantitative approach is anonymous** - As long as researchers can verify that individuals fit in the demographic profile of their study group, there is no need to provide personal information. The anonymous nature of quantitative research makes it useful for data collection because people are more likely to share an honest perspective when there are guarantees that their feedback won't come back to haunt them. Even when interviews

or surveys are part of this work, the personal information is usually used for screening instead of identification.

- **Quantitative research doesn't require direct observation to be useful** - Researchers must follow specific protocols when using the quantitative method, but there isn't a requirement to directly observe each participant. That means a study can send surveys to individuals without the need to have someone in the room while they provide answers. This creates a better response rate because people have more time and less pressure to complete the work. Although the *difficulty of the questions asked, or the length of a survey or interview* can be barriers to participation, the amount of data that researchers collect from the quantitative process is always useful.
- **Reduced bias**: This research method limits the scope for personal comments or biasing of results. The results achieved are numerical and are thus, fair in most cases.

Section 2.2: Disadvantages of Quantitative Methods

- **These methods do not consider the meaning behind social phenomena** - The quantitative approach wants to find answers to specific questions so that a particular hypothesis/indicator can be proven or disproven or measured. It doesn't consider the motives that people have when sharing an opinion or decision. The goal of this information collecting process is to paint a present-time picture of what is happening in the selected demographics. That means this option cannot measure the ways in which society changes or how people interpret their actions or that of others.
- **Quantitative research studies can be very expensive** - If the price is an issue when research work must be done, then the quantitative approach has a significant barrier to consider.
- **Validity of answers**–Thereis no meaningful way to determine if the answers someone gives during a quantitative data collection are accurate since direct observation isn't always possible with this approach most of the time.
- **Individual characteristics don't always apply to the general population** - Researchers are always facing the risk that the answers or characteristics given in a quantitative study aren't accurate representations of the entire population. It is relatively easy to come to false conclusions or correlations because of the assumptions that are necessary for this work. Even the randomized sampling that takes place to remove bias from the equation isn't 100% guaranteed.

The only certainty that we have from this data is that if we gather enough of it, then the *averages* that come out of the data analysis offer a path toward something usable.

Some Distinctive Characteristics of Quantitative Methods

- **Structured tools:** Structured tools such as surveys, polls, or questionnaires are used to gather quantitative data. Using such structured methods helps in collecting in-depth and actionable data from the respondents.
- **Sample size:** Quantitative research is conducted on a significant sample size that represents the target population. Appropriate sampling methods have to be used when deriving the sample to fortify the research objective.
- **Closed-ended questions:** Closed-ended questions are created per the objective of the research. These questions help collect quantitative data and hence, are extensively used in quantitative research.
- **Quantitative data**: Usually, quantitative data are represented by tables, charts, graphs, or any other non-numerical form. This makes it easy to understand the data that have been collected as well as to prove the validity of the research.
- **Generalization of results:** Results of this research method can be generalized to an entire population to take appropriate actions for improvement.

Section3: Sampling

A **sample** is a subset of the population under study. Alternatively, a sample is a subset or a technically selected part of the population for purposes of making inference about the population and its characteristics. Baseline surveys and other assessments used for evaluation purposes typically draw a sample and conduct a survey to represent the population in which they are interested. Sampling reduces the time and cost of collecting data about a population by gathering information from a subset instead of the entire population. **Sampling** is the process where a predetermined number of elements are taken from a large population.A sample may be selected by either *probability or non-probability methods*. The main difference is that probability sampling uses random selection, while non-probability sampling does not. This does not necessarily mean that non-probability samples are not representative of the population.However, it does mean thatit is in appropriate to apply statistical inference[11] to generalize to thepopulation of interest.

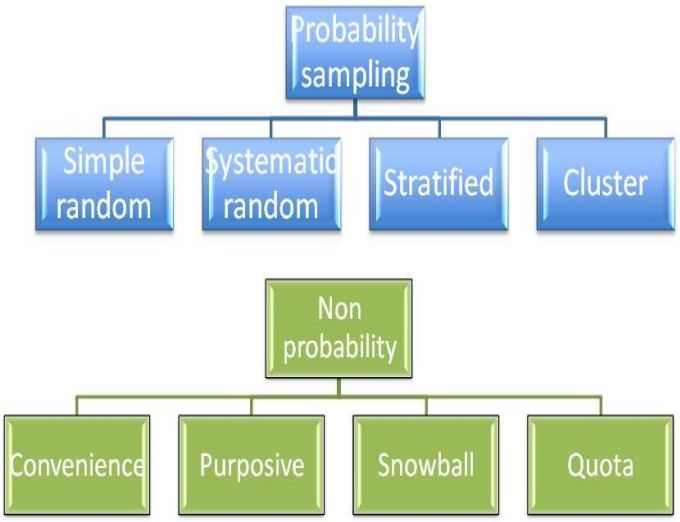
Questions that will Help in Determining the Sampling Procedure:

- What is the **objective** of the study? (Is it comparative, descriptive, exploratory…?)
- What **kind of data** do I need to collect and what **type of indicator** am I trying to measurewith?
- What **levels of disaggregation** are needed? Do I need to disaggregate by sex, age, disability, etc.? (More levels of disaggregation means larger sample sizes).
- What **information about the population** do I have?
  - How large is the population?
  - Do I have a sampling frame (a list of all the people who can be sampled)? If not, can I create one?
- What **resources** do I have? _ (enumerators' capacity, budget limitations, available time).

[11] Statistical inference is the process of estimating or predicting population parameters with a calculated degree of certainty using sample data.

Section 3.1: Probability Sampling

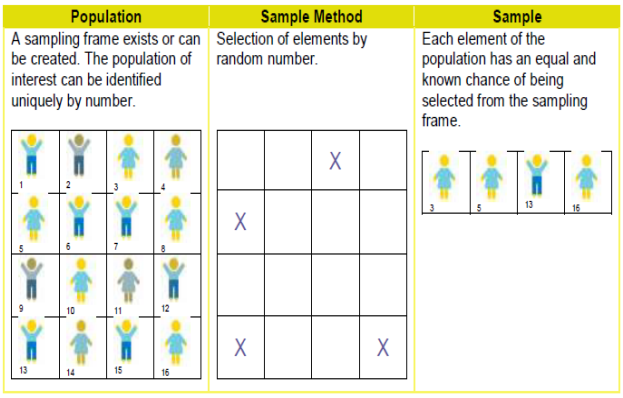
Probability sampling is a sampling technique wherein the sample is gathered in a process that gives every individual in the population an equal chance of being selected. It is the most common kind of sampling and it entails various methods. Probability sampling procedures follow probability principles such as "random sampling." It requires that each element has a known, non-zero probability of selection. Probability sampling is based on formal statistical theory, allowing precision and reliable estimates to be calculated, minimizing bias.



Types of Probability Sampling

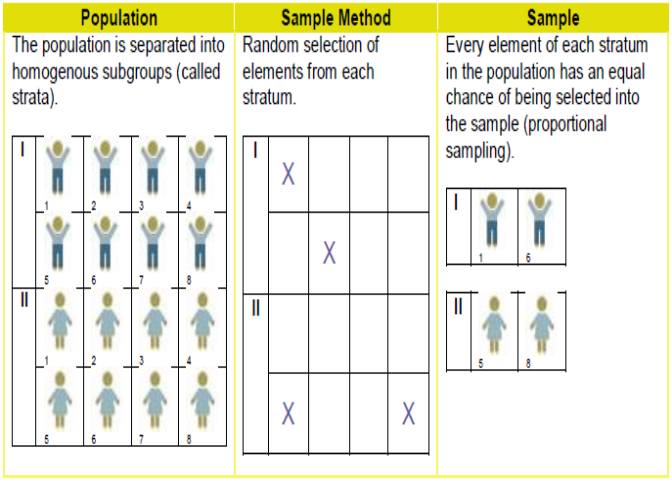
Simple Random Sampling

Simple Random Sampling (SRS) is the underlying principle for all other probability methods. As indicated in the slide, simple random sampling is the most basicform of probability sampling but is rarely used in development projects. In fact, SRS is rarely used as a "stand-alone" method; rather it is used in conjunction with other sampling methods.



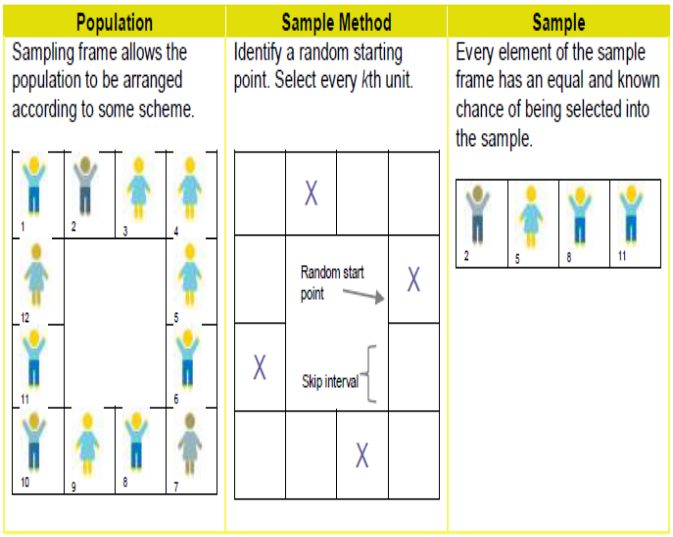
Stratified Random Sampling

Stratified random sampling is a probability sampling technique wherein the population is classified according to sub-groups based on some criteria or selected characteristics (e.g., age, socioeconomic status, sex). These groups represent strata. A random sample is selected from each stratum. With stratified sampling, the best survey results occur when elements within each stratum are homogeneous (e.g., similar to each other).



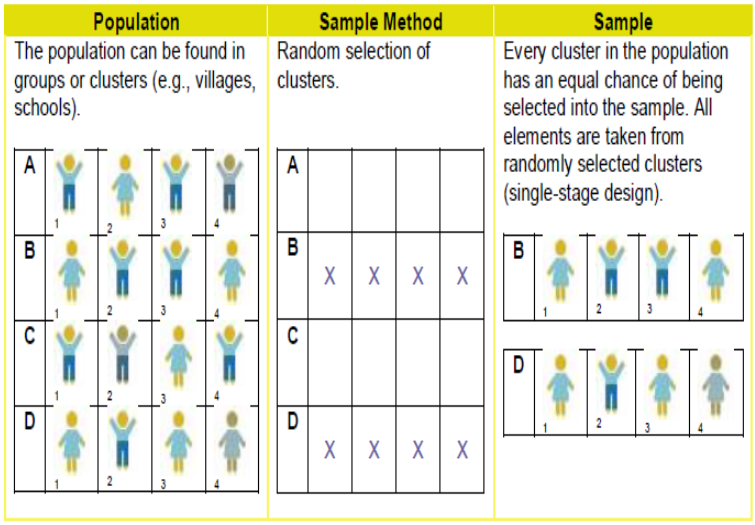
Systematic Sampling

Systematic sampling, also known as interval sampling, is a random sampling technique frequently chosen by researchers for its simplicity and periodicity. While the first element of the sampling frame may be chosen by a random method, each subsequent element is chosen using a predetermined process. For example, every *k*th element is selected until the required sample size is met. One of the advantages of systematic random sampling over simple random sampling is that it ensures the population will be evenly sampled (simple random sampling could result in groups or "clusters" simply by chance alone).



Cluster Random Sampling

Cluster random sampling is done when simple random sampling is impossible due to the large size of the population. It is the most commonly used sampling technique in development projects and is particularly useful when no sampling frame or list of the population is available but listings of villages, towns, camps, etc. (i.e., clusters) are available. With cluster sampling, the best survey results occur when elements within each cluster are diverse (e.g., different from each other). Cluster sampling reduces the cost per sample point (because sampling units are "clustered" in a geographic area, making access easy) but is generally less precise than either simple random sampling or stratified sampling. The increased sample size that often results from cluster sampling often offsets the loss in precision, making it the "best" choice.



- **In a single-stage design**, all elements within a cluster are included in the sample. If clusters are different from each other with regards to the characteristics we are measuring, it can lead to bias or non-representativeness in the sample.
- **In a two-stage design**, a sample of clusters is chosen at the first stage (usually by simple random sample) and elements within each cluster are chosen at the second stage. Two-stage sampling is used when the sizes of the clusters are large, meaning that it will be too expensive or difficult to collect data from all elements.
- **With multi-stage sampling**, in practice, clusters are also often stratified. A household survey, for example, can include four stages of selection: district, village, household and eligible respondent.

Section 3.2: Non-probability sampling

Non-probability sampling involves the selection of elements determined by circumstances. We typically appeal to non-probability methods when a sampling frame does not exist, and it is not possible to create one.

Types of Non-probability Sampling

Convenience sampling

- Also known as haphazard or accidental sampling, uses samples which are easily accessible to the enumerator (e.g., dwellings closest to a main road, first 20 clients to enter a family planning centre on a particular day, students in the first row of a specific classroom). A convenience sample is normally not representative of the target population and is highly subject to bias. It should be avoided in most cases — especially where quantitative outcomes are to be measured.

Purposive sampling

- Refers to instances where elements of the population are selected to participate in a study based on the judgment of the researcher. These elements or cases are chosen with a specific purpose or goal in mind. They are usually information-rich, allowing for credible insights about the population — for example, teachers may be selected if you are studying behaviours of school-aged children.

Quota sampling

- Respondents are not pre-selected. Rather, a quota is set for each control attribute _(e.g., sex, age group, education level, ethnicity) based on their known distribution across the population. Control attributes are observable and measurable characteristics that are thought to influence the outcome being measured.

Snowball sampling

- In this sampling technique (which is also known as network sampling), interviewees are initially purposefully selected based on their ability to provide the most amount of information relevant to the study and then asked to suggest the names of other interviewees who can also speak with

authority on the topic (after permission is sought to disclose their contact information, if the topic is sensitive). The chain referrals continue until no new names emerge.

Activity 13

1. Form groups of 3 to 4 participants.
2. Write the names of the different types of probability sampling on pieces of paper and foldthem.
3. Let each group randomly select a piece of paper. Their selected sample type is what the group will work with.
4. Let each groupdemonstrate how they select a sample using the training participants as their population with emphasis on the key characteristics of their sample type using the available materials like flip chart, stickers, markers etc.
5. Let each group present their work.

Time Needed

- ✓ 15 minutes for group work
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

A Note Regarding Online Sample Size Calculators

While online sample size calculators may seem as a quick and easy way to estimating sample size, these oversimplified tools usually use a single formula for calculating sample size while locking certain parameters in the formula at a certain value (such as power at 50%). This can lead to erroneous sample size estimates and significant under-sampling.

Section 4: Quantitative Data Collection through Surveys

A *survey* is a quantitative method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. It can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the goal.

The *modality* of surveys describes how you will collect your data. The modalities can be grouped into self-administered versus interviewer-administered, digital versus non-digital, and remote versus face to face surveys.

Activity 14

1. Form groups of 3 to 4 participants.
2. In your groups, discuss some of the things you should consider before embarking on a survey for a study or for measurement of indicators.
3. Then discuss some of the best practices to consider when developing a survey.
4. Let each group note down their discussion on a flip chart and then present in plenary.

Time Needed
- ✓ 25 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed
- ✓ Flip charts
- ✓ Markers

Section 4.1: Designing Surveys

In order to successfully collect the most useful data with a survey, there are some best practices that should be taken into consideration when designing your survey.

Consideration	Detail
Start Simple	• Start the survey with easy to answer questions to allow the respondents to familiarise themselves with the response scales and the interviewer or to the survey tool. • Ask sensitive questions towards the end of the survey, when the respondents are more confident answering questions.

Demographic Questions	• Position demographic questions depending on how sensitive the survey questions are. • Asking demographic questions (e.g. respondent's sex, age, country of origin, annual income) could make them more conscious about how they will answer the following questions. Thereforeyou could put the demographic questions at the very end of the survey or you can put the most important demographic questions at the beginning and save the less important ones for the end. • Demographic questions will deliver key data that is very important in order to be able to disaggregate and analyse the responses. Therefore, make answering demographic questions compulsory.
Grouping Questions	• Make sure that the first questions in your survey are directly related to the topic of the survey and keep related questions together. • Having questions that directly relate to the topic of the survey at the very beginning makes the survey more engaging for the respondents, while keeping all questions that are related to the same sub-topic right after each other makes it easier for the respondents to answer as they can properly think about one issue at a time.
Randomise Answer Choices	• Randomise answer choices when possible in order to keep the survey respondent's attention. • Survey respondents will often choose either the first or last answer from a list of response options because they are the easiest ones to spot. This is the case especially when respondents try to answer a survey as quick as possible. • By randomising the order of response scales (from positive to negative or from negative to positive) between the questions is a good way to reduce response bias.
Keep it Short	• Keep the survey as short as possible. The fewer questions the respondent has to answer, the more time they have to think about their answer and in turn the data you gather will be of better quality. If surveys are too long, respondents will stop answering the questions that are placed towards the end of the survey.

Section 4.2: Pre-testing and Piloting Surveys

Piloting a tool means taking it into the real world and testing it out with real people in conditions that are as similar as possible to your plans for primary data collection. Pre-testing and piloting of survey tools before you use them in formal data collection is critical to ensure that your questions and modality are fit for purpose.

- **Pre-Testing**

Pre-testing, often done in conjunction with piloting, is the process of understanding how respondents understand and interpret your questions and instructions. The purpose of pre-testing is to ensure that the questions included in your tool are appropriate for the respondents, will be interpreted as intended, and will ultimately give you the information that you need.

- **Piloting**

The key considerations for planning a pilot are:

Consideration	Detail
What	The pilot should test the whole process not just the survey tool itself. Thus, you should pilot the sampling methodology, recruiting participants, gaining consent, conducting surveys, any online or mobile tools, and entering/cleaning the data ready for analysis.
Who	To make the best use of a pilot period, use the same people that you have trained for full data collection. This means that they can familiarise themselves with the tool, practise their interviewing techniques and raise their own concerns if needed.For self-administered surveys, ensure the people responsible for distributing or supervising the process are involved in the pilot period so that they can understand the process and know how to support where necessary.
How many	The number of pilot tests will vary project by project and tool by tool but at a minimum: • at least once for each different tool;

	• at least once with each different respondent group (if the tools are different); • at least once per data collector (if relevant).
Where	Selection of a pilot site is likely to be at least partially informed by logistical considerations but pilot surveys should be done with people who will not participate in the main data collection. Testing should be done in more than one populations if you have reason to believe the populations will be very different (for example, urban vs. rural).
When	It is normal and pragmatic to do a pilot test quite close to the start of data collection. However, it is important that you leave enough time for revisions between the end of piloting and the start of data collection.

Section 4.3: Administering Surveys

<table>
<tr><th>Consideration</th><th>Detail</th></tr>
<tr><td>Where should the survey be conducted?</td><td>The location in which a survey is conducted has massive implications for the whole process and thus is vital to plan in advance. Choosing the right location will help ensure that respondents are happy to participate, and feel comfortable and safe making them more likely to share their honest opinions and views.

When choosing a location, consider:
<table>
<tr><td>Privacy</td><td>Participants should feel that they can express their views without risk of reprisal from others who may hear – especially considering the sensitive nature of some conversations. Therefore, surveys should be held in a private location where you cannot be overheard.In most cases, if a survey is interrupted or can no longer be held privately, it should be terminated.</td></tr>
<tr><td>Comfort and Accessibility</td><td>Respondents should feel comfortable in the setting. When organising a survey, particularly if you are asking people to travel, consider preparing refreshments and items that might make the</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td><table>
<tr><td></td><td>respondent feel more at ease – such as toys or paper and pencils for children (boys and girls).
You should also consider the accessibility of locations, especially for people (boys/girls or women/men) with disabilities.</td></tr>
<tr><td>Convenience</td><td>Locations of surveys should be easy and safe to reach, making sure that participants aren't greatly disrupted or inconvenienced in taking part.</td></tr>
<tr><td>Safety</td><td>Participation in surveys should not put respondents in any danger. Consider the safety and security of the location chosen, especially when respondents include children, people with disabilities or other vulnerable populations.</td></tr>
</table></td></tr>
<tr><td>How to provide instructions and support.</td><td>It is important that respondents receive clear instructions and can access support if required. This means,
• if a survey is being done face to face, there is someone supervising the respondents as they complete the form.
• if the survey is being done remotely, contact details are available for respondents to access support if needed, or request more information.</td></tr>
<tr><td>How long will respondents have to complete the survey?</td><td>In the case of remote surveys, you should be clear on the window of opportunity for respondents to complete the survey. In general, this should be no shorter than two week to ensure that people have adequate time. Sending a reminder part-way through the period can help increase response rates.</td></tr>
<tr><td>Who should conduct the survey?</td><td>When recruiting enumerators, you need to consider how they may be perceived by or interact with respondents, and the impact this may have on the responses themselves. This is particularly critical at community level and with some groups of respondents (for example children, victims of abuse etc.).

When selecting data collectors for interviewer-administered surveys, you should consider:</td></tr>
</table>

	Sex	The interviewer should be the same sex as the respondent, especially in the case of women and girls, and where sensitive topics are being discussed.
	Age	The interviewer should be around the same age as the respondent, especially in certain cultural contexts where age is a driver for how freely people interact. In case this may not be possible with children or young people, the data collector should be trained on techniques for working with these types of respondents.
	Language	The interviewer should normally be able to speak the same language as the respondent, or in a language the respondent is comfortable using. This includes sign language. You may also want to consider communication aids (such as cards with pictures) where language is going to be an issue.
	Capacity	Ensure sufficient training for enumerators on the tools, data collection protocols, and ethical and child safeguarding considerations. Select enumerators that you know and trust.Many organizations recruitenumerators from a pool or a list that they have used across a variety of different projects.
When should the survey be conducted?	It is important to consider when a survey is scheduled to maximise participation and minimise inconvenience to your respondents. Logistically, identifying when you will be able to conduct surveys will help you plan how many data collectors ~~you need~~ and how many days you need. **When choosing when to conduct surveys, consider:**	

	Convenience	For each target group, consider working hours, household/ economic/agricultural responsibilities, mobility, and religious/cultural activities before selecting a time and date. Take local advice as to when it is the best time and day to reach each of your respondents, and schedule accordingly.
	Safety	Consider safely implications for both the participants and the data collection team when it comes to travelling to the survey site.
	Coordination	For certain participant groups, consider coordinating schedules with schools (for students) or health clinics (for midwives and nurses) to access respondents. However, surveys should not affect the realization of rights, for example by taking (boys and girls) out of school.
	Engagement	Engage the community or individual respondent ahead of time to recruit participants and identify a convenient time/day. You may be able to do this yourself or you may use local community mobilizers who know the context.
	Fatigue	Data collection is an intense process.Thus you need to ensure that your data collection teams have adequate breaks and rest. The number of surveys that you can do will be dependent on factors like travel time between respondents.

Section 5: Qualitative Approaches and Methods

Activity 15

1. Ask participants to discuss in groups what the concept "qualitative approaches" means and further to give examples of qualitative methods.
2. Ask them to brainstorm what some advantages and disadvantages of qualitative approaches are.
3. Let them discuss which of those methods they are familiar with or have used before in their organizations.
4. Ask them to present their group work to the plenary.

Time Needed

- ✓ 10 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

Qualitative methods focus on collecting contextually-specific and detailed information on the perceptions, judgments, opinions, beliefs and behaviors of target populations. Through direct and dynamic interaction with respondents, qualitative research can identify cultural, societal and household factors that provide complementary contextual information gained through quantitative methods.

Qualitative approaches

- answer questions such as "how?" and "why?"
- obtain rich information and understanding of community life and people's attitudes, opinions, beliefs, and behaviors.
- help to determine meanings, processes, and reasons.
- Provide insight to sensitive topics that cannot be captured in numbers

Compared with the broadly representative information collected through quantitative methods, the detailed and contextually-specific information gained through qualitative methods is typically derived from a relatively small number of interviews, group discussions and/or interactive activities. Rather than asking questions that have discrete yes or no answers (closed-ended questions), qualitative methods are made more robust and useful by utilizing open-ended questions which require respondents to formulate their own answers. As such, qualitative methods are particularly appropriate for measuring the outcomes of projects that aim to achieve individualized results (e.g. adoption of new practices, behavior change, and so on). Qualitative methods are also important for achieving deeper understanding of the underlying causes of vulnerability at the community, household and individual levels; (e.g. gender disparities, sources of conflict, constraints to improved health or educational status).

Section 5.1: Advantages of Qualitative Methods

- Flexibility - The data collection and analysis process can be adapted as new ideas or patterns emerge. They are not rigidly decided beforehand.
- Meaningful insights - Detailed descriptions of people's experiences, feelings and perceptions can be used in designing or improving systems or projects.
- Generation of new ideas - Open-ended responses mean that researchers can uncover novel problems or opportunities that they wouldn't have thought of otherwise.

Section 5.2: Disadvantages of Qualitative Methods

- Unreliability - The real-world setting often makes qualitative research unreliable because of uncontrolled factors that affect the data.
- Subjectivity - Due to the researcher's primary role in analyzing and interpreting data without the need for statistical methods, the researcher decides what is important and what is irrelevant in data analysis. So interpretations of the same data can vary greatly.
- Limited generalizability - Small samples are often used to gather detailed data about specific contexts. Despite rigorous analysis procedures, it is difficult to draw generalizable conclusions because the data may be biased and unrepresentative of the wider population.
- Labor-intensive - Although software can be used to manage and record large amounts of text, data analysis often has to be checked or performed item by item.

Section 5.3: Common Qualitative Data Collection Methods

Section 5.3.1: Interviews

Interviews are planned one-on-one conversations for gathering information during a research, study, evaluation or for monitoring indicator values. They are commonly referred to as in-depth interviews (IDIs) or key informant interviews (KIIs). An interview involves an interviewer, who coordinates the process of the conversation and asks the questions, and an interviewee who responds to those questions.



Different types of questions - The types of questions you use for the interview will affect the answers you get and the kinds of analysis you can do. There are two main overarching categories of questions – closed-ended and open-ended but qualitative

approaches are usually open-ended questions:

Interviews most commonly use open-ended questions that are not followed by any choices, and to which the respondent can answer freely. There are a number of different styles of open-ended questions, which can be combined in the development of an interview guide. Depending on the line of questioning, and the target audience, different types of questions may be more appropriate:

Direct Questions: are those asking about the respondent's own personal experience, attitude, behaviour, opinion. *Example: 'What did you think about the mentoring program?' or 'From your perspective, how could the mentoring program have been strengthened?'*
Indirect Questions: are those asking about the attitudes, behaviours or opinions of others. These types of questions can be useful when you are asking about sensitive topics; (for example, perpetration or prevalence of violence) that people may not want to talk personally about. They can also be useful when you are trying to explore expectations and perspectives about behaviour driven by social norms. *Example: 'In your opinion, how common is gender-based violence in this community?'*

You are also likely to use the following types of questions duringan interview even though they may not appear in the guide itself:
Follow-up Questions: Used to probe for more detail. *Example: 'Why was that? or 'What happened then?' or 'Could you say something more about that?'*
Interpreting Questions: are those rephrasing or summarizing what the respondent has said in order to check your understanding or confirm a hypothesis. *Example: 'From what you have said, is it fair to say that you did not find your mentoring experience particularly useful for finding a job?'*

Section 5.3.2: Focus Groups

A focus group discussion is a qualitative data collection technique in which a small group of people, usually around 8 – 10 individuals, is guided by a facilitator to discuss specific topics in a structured way. The facilitator raises issues identified in a discussion guide, and uses probing questions to solicit opinions.



Facilitation Skills - An FGD can be exceptionally informative if moderated effectively, because group dynamics typically contribute to the group focusing on the most important topics and issues. While people within a group may not always agree, the facilitator should assess the extent to which there is a relatively consistent and shared view among the participants or not.

To **conclude an FGD,** it is vital to ensure you (or your data collectors) do the following.

Thank the participants, repeating the purpose and value of the discussion.

Remind them how the information **will be used and who it will be shared with** (including if you will be sharing the findings with them), but avoid making promises or building any expectations about the future of the project or future funding.

Check if they have anything else that they would like to **add or say.**

Invite any **questions or comments**, making sure you note anything important. If there is a question that you do not know the answer to, ensure that you find out the answer and feed back to the respondent where possible.

Share **contact details** for the team lead, or _ if relevant _ local support and referral services.

Distribute any **incentives or reimbursements** that you have offered for the participants.

Chapter 5: Data Processing and Reporting

ChapterTitle	Data Processing and Reporting
Sections	1. Descriptive Statistics 2. Qualitative Data Analysis 3. Data Cleaning 4. Data Visualization 5. Reporting for M&E
Objectives	• At the end of the sessions, participants will be able to • Explain the use of descriptive statistics for quantitative data analysis; • Describe the basics of qualitative data analysis and its various approaches; • Narrate data cleaning and the processes involved; • Describe the best practices in data visualisation; • Elaborate the characteristics of good reporting for M&E
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector
Methods	Group activities, application of learning, peer discussions

Section 1: Descriptive Statistics

Activity 16

1. Present the below table, which shows the daily temperatures in four cities, to the participants on a screen using a data show or a projector, or by drawing it on a flip chart.

City	Monday	Tuesday	Wednesday	Thursday	Friday
Accra	30°C	32°C	29°C	29°C	33°C
Addis Ababa	23°C	22°C	24°C	18°C	20°C
Cairo	35°C	36°C	34°C	35°C	34°C
Cape Town	20°C	18°C	16°C	15°C	14°C

2. Ask participants to discuss in groups what formulas or calculations they would use to describe different values of the given data for each city.
3. Ask them to carry out these calculations on the sample data and to write down their notes on a flipchart.
4. Ask each group to present their analysis of the data.

Types of Descriptive Statistics

Facilitator's Note

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way. They simply describe the basic characteristics of a data set. Unlike inferential statistics, descriptive statistics are NOT used to draw conclusions from the data and not used togeneralize them.

Descriptive statistics is important because 1) itenables us to present and visualize the data in a more meaningful and easier to understand way (to better communicate results); 2) itsummarizes the data by describing how spread the dataare ; and 3) it is used in statistical tests (to determine if a hypothesis is true or not).

This chapter will cover only two types of descriptive statistics:

1. **Measures of Frequency**, which show how often something occurs, such as how often a certain response to a question in a survey is given. This can simply be a count or a percentage.

   Examples: 100 respondents reported owning a farm; 75% of the respondents are females.

2. **Measures of Central Tendency**, which estimate the center of a data set. A measure of central tendency is used to represent a single value of the entire distribution or a dataset. It aims to provide an accurate description of the entire datausing the three important measures: **mean**, **median** and **mode**.

Examples: the average mark on a test is 68 out of 100;the median price of houses in a city is $250,000

   a. **Mean**: is the average value of a data set. It is calculated as the sum of all of the values divided by the total number of values.

   For the above data set, the mean temperature for Accra is (30+32+29+29+33)/5 = 30.6°C

   b. **Median**: is the value that is exactly in the middle of a data set after the dataset has been arranged in ascending order (from the smallest to the biggest). When the dataset contains an even number of values, then the median value of the dataset can be found by taking the mean of the middle two values.

   To find the median temperature for Addis Ababa, we arrange the data in ascending order: 18°C, 20°C, 22°C, 23°C, 24°C; then we take the middle value. The median is 22°C which has 2 numbers above it and 2 numbers below it.

   c. **Mode**: is the most frequent response value in a data set. A data set can have no mode, one mode, or more than one mode.

   For the above data set, the mode for Accra is 29°C, and Cairo has two modes: 34°C and 35°C. However, Addis Ababa and Cape Town do not have a mode since no values are given more than once.

Section 2: Qualitative Data Analysis

Qualitative data can take the form of texts, photos, videos and audios. For example, you might be working with interview transcripts, fieldnotes, or recordings from natural settings.

Section 2.1: Steps in Qualitative Data Analysis

1) Prepare and organize your data. This may mean transcribing interviews or typing up fieldnotes.

2) Review and explore your data. Read and examine the data for initial patterns or repeated ideas.

3) Develop a data coding system. Based on your initial ideas, establish a set of codes that you can apply to categorize your data.

4) Assign codes to the data. For example, in qualitative survey analysis, this may mean going through each participant's responses and tagging them with codes in a spreadsheet. As you go through your data, you can create new codes to add to your system if necessary.

5) Identify recurring themes. Link codes together into cohesive, overarching themes and subthemes if needed. In Thematic Analysis you can apply an *inductive* (allowing the data to determine your themes) or *deductive* (coming to the data with predetermined themes you expect to find) approach

Section 2.2: Approaches to Qualitative Data Analysis

There are several specific approaches to analyzing qualitative data. Although these methods share similar processes, they emphasize different concepts.

Approach	When to use	Example
Content analysis	To describe and categorize the presence of common words, phrases, and ideas in qualitative data.Often involves counting instances of those common words or ideas.	Analyzingthe language used in FGDs and interviews by looking for common concepts in the transcripts and the relationships among these concepts.
Thematic analysis	To identify and understand patterns and themes in qualitative data.It organizes data into broad themes and subthemes.	Understanding how young women's experiences in an economic empowerment program shaped their confidence to start a business.
Textual analysis	To examine the content, structure, and design of written texts.	A researcher could use textual analysis on news articles to understand how the media's perception of women's organizations has changed in the past few years.

Section 3: Data Cleaning[12]

Data cleaning is the process of preparing data for analysis by removing or modifying data that is incorrect, incomplete, irrelevant, duplicated, or improperly formatted. Data cleaning includes more actions than removing data, such as fixing spelling and syntax errors, standardizing data sets, and correcting mistakes such as empty fields, missing codes, and identifying duplicate data points. Data cleaning is considered a foundational element of the data visualization, as it plays an important role in the analytical process and uncovering reliable answers.

Activity 17

1. Ask participants in groups of 3 – 4 to identify some of the common sources of data errors.
2. Ask participants to discuss some of the processes they use or have used for data cleaning at their organisations, and what they would do if they found errors in their data.
3. Let each group present on a flip chart.

Time Needed

- ✓ 10 minutes for group discussion
- ✓ 5 minutes per group to present
- ✓

Materials Needed

- ✓ Flip charts
- ✓ Markers

Section 3.1: Sources of Errors in Data

After data collection, data go through a sequence of typical activities. They are entered into databases, extracted, transferred to other tables, edited, selected, transformed, summarized, and presented. It is important to realise that errors can occur at any stage of the data flow, including during data cleaning itself. Many of the sources of error in data fall into one or more of the following categories:

Measurement Errors: Data are generally intended to measure some physical process, subjects or objects, i.e. the waiting time at the water point, the size of a population, the incidence of diseases, etc.

Data entry Error: Data entry is the process of transferring information from the medium that records the response (traditionally responses written on printed questionnaires) to a computer application.

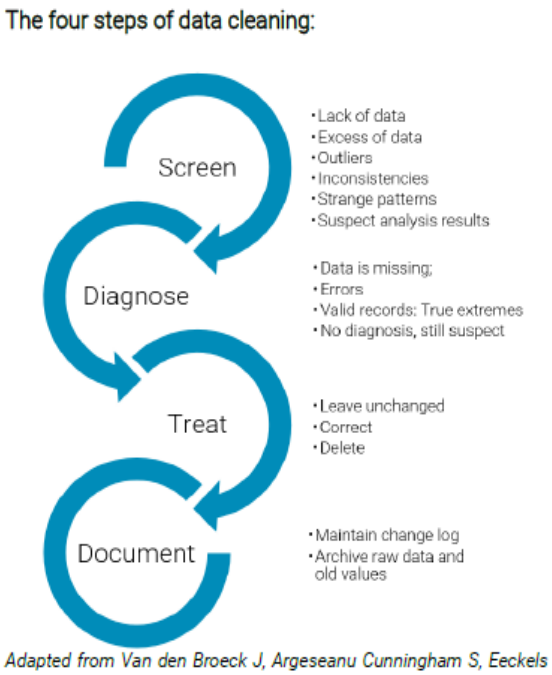
Processing Errors: In many settings, raw data are pre-processed before they are entered into a database and these processes have the potential to produce errors as well.

[12]For practical tips on how to set up an Excel sheet for data entry, clean the data and analyze the data, refer to **Annex E**

Data integration Errors: Any procedure that integrates data from multiple sources can lead to errors. The merging of two or more databases will both identify errors (where there are differences between the two databases) and create new errors (i.e. duplicate records).

Section 3.2: The Data Cleaning Process

Data cleaning involves repeated cycles of screening, diagnosing, treatment and documentation of this process. As patterns of errors are identified, data collection and entry procedures should be adapted to correct those patterns and reduce future errors.



Adapted from Van den Broeck J, Argeseanu Cunningham S, Eeckels R, Herbst K (2005) and Arthur D. Chapman

1. **Screening** involves systematically looking for suspect features in assessment questionnaires, databases, or analysis datasets.

2. **Diagnosis** involves identifying the nature of the defective data; is data missing, are there invalid or illogical records of data.

3. **Treatment** (whether it is deleting, editing or leaving the data as it is) requires an in depth understanding of all types and sources of errors possible during data collection and entry processes. After identification of missing values, errors, and true (extreme or normal) values, analysts must decide what to do with problematic observations:

- **Leave it unchanged:** The most conservative course of action is to accept the data as a valid response and make no change to it.

- **Correct the data:** If the respondent's original intent can be determined, correct the answer (i.e. for example, after discussing with the enumerator, it is clear that the respondent meant the lack of income instead of too much income).
- **Delete the data:** The data seems illogical and the value is so far from the norm that it will affect descriptive or inferential statistics. What to do? Delete just this response or delete the entire record.
- **If time and resources allow**, re-measure the suspect or erroneous values.

4. **Documenting** changes entails leaving an audit trail of errors detected, alterations, additions and error checking, and will allow a return to the original value if required.

Section 4: Data Visualization

Data visualization is the graphical representation of information and data by using visual elements like charts, graphs, and maps. Data visualization tools provide an accessible way to see and understand trends, outliers, and patterns in data. **The primary goal of data visualization is to communicate information clearly and efficiently via graphics.** While tables and narrative can be used to talk about specific measurements, data visualization focuses on patterns or relationships in the data.

Section 4.1: Effective Visualization



Vision is a huge part of the physical brain. Approximately 50% of the brain is dedicated (directly or indirectly) to visual functions.



This is one of the reasons that we can process images faster than texts – **our brains can process data from pictures all at once**, but processes texts in a linear fashion.

Data visualiztion is effective when:

- it helps to communicate the evaluator's key message in a **clear and straightforward** way without overloading the audience's working memory capacity.
- it is **simple**, and not overly complex; i.e., when any "visual noise" that doesn't help us understand the data has been removed.
- specific points in the visualization are **emphasized** to help us interpret the data.

Section 4.2: The Different Types of Visualization

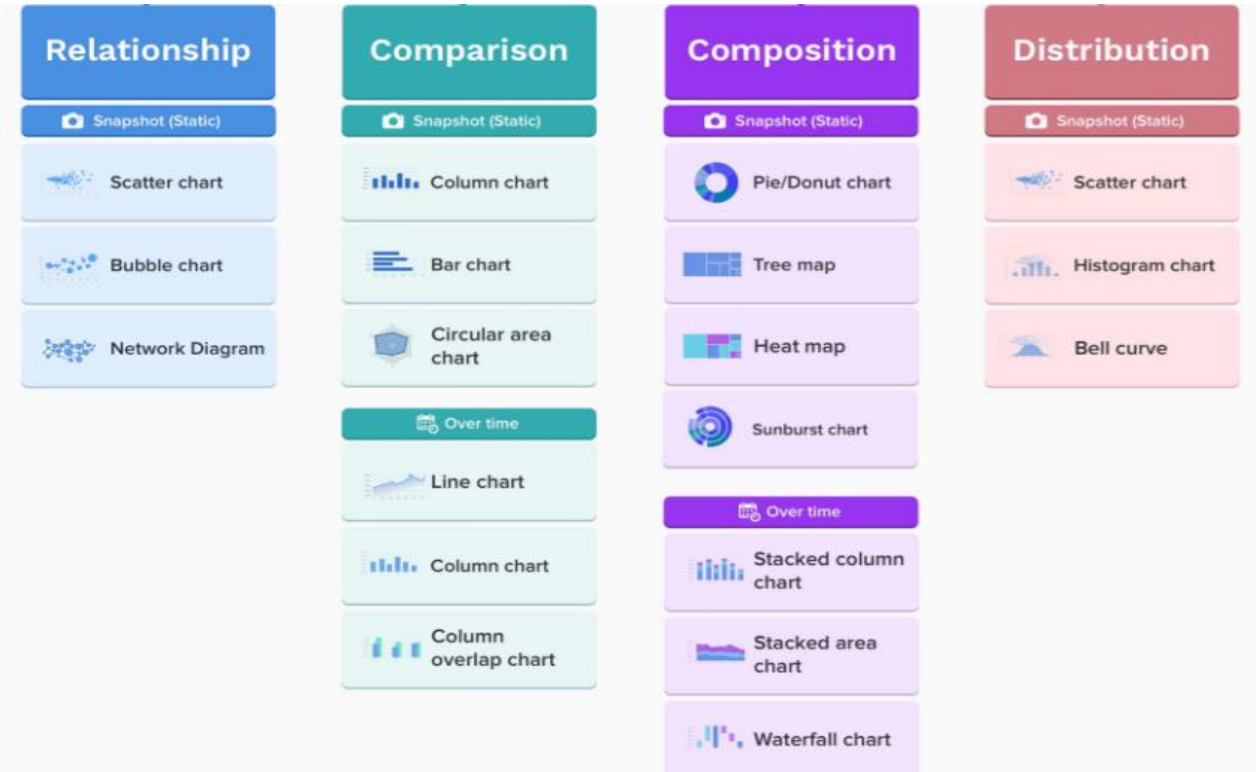
When you think of data visualization, simple ones like bar graphs or pie charts come to mind. But while these may be an integral part of visualizing data and a common baseline for many data graphics, the right visualization must be paired with the right set of information. There's a whole selection of visualization methods to present data in effective and interesting ways. The **common types of data visualization include**[13]Charts, Tables, Graphs, Maps, Info-graphics and Dashboards. There are **more specific examples of methods to use to visualize data like** Area Chart, Bar Chart, Box-and-whisker Plots, Circle View, Dot Distribution Map, Gantt Chart, Heat Map, Highlight Table, Histogram, Matrix, Network, Polar Area, Scatter Plot (2D or 3D), Text Tables, Timeline, Tree map, etc.

Section 4.3: Tips for Data Visualization

1. Choose the Right Chart Type

Choosing the wrong chart type or defaulting to the most common type of data visualization could confuse users or lead to data misinterpretation. The same data set can be represented in many ways depending on what users would like to see. The figure below is an example guide to choose the data, the information you want to display and the type of chart to use.

[13]Visit https://www.tableau.com/data-insights/reference-library/visual-analytics for more details on the different types of data visualizations



2. **Use Correct Plotting Directions Based on the Positive and Negative Values**

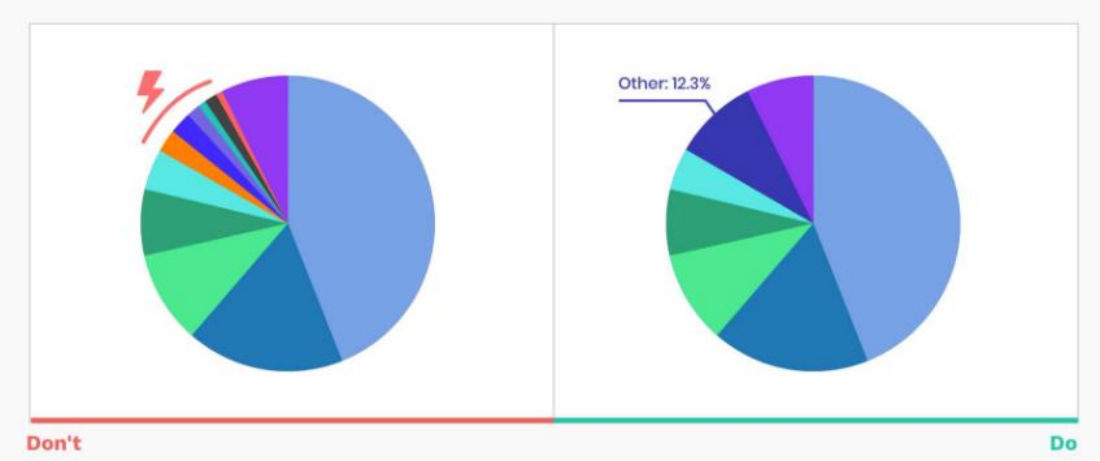
   When using horizontal bars, plot negative values on the left side and positive on the right side of the baseline. Do not plot negative and positive values on the same side of the baseline.



3. Limit the Number of Slices Displayed in a Pie Chart

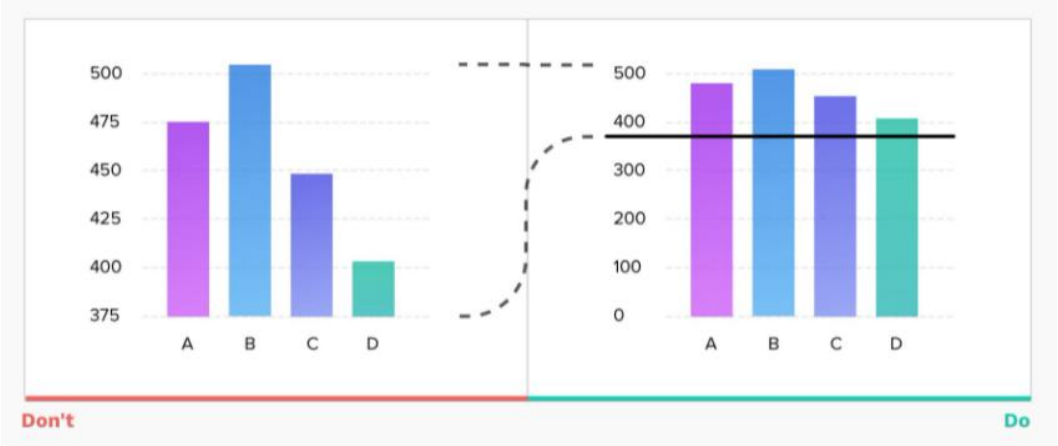
A pie chart is one of the most popular and often misused charts. In most cases, a bar chart is a much better option. But if you decided on a pie chart, there are a few recommendations on how to make it work better:

- Don't include more than 5–7 slices, keep it simple.
- You can group the extra smallest segments into the "Other" slice.



4. Always Start a Bar Chart at 0 Baseline

Truncation leads to misrepresentation. On the example below, looking at the chart on the left, you can quickly conclude that value B is more than 3 times greater than value D when in reality the difference is far more marginal. Starting at zero baseline ensures that users get a much more accurate representation of data.



5. Label Directly on the Chart

Without proper labeling, no matter how nice your graph is, it won't make sense. Labeling directly on the chart is super helpful for all viewers. Consulting the legend requires time and mental energy to link the values and corresponding segments.



6. Let Data Speak for Themselves

Unnecessary styling is not only distracting. It may also cause misinterpretation of the data and end up in users making false impressions. You should avoid:

- 3D elements and shading
- Shadows, gradients, and other color distortion
- Zebra patterns and excessive gridlines
- Highly decorative, italic, bold, or serif fonts



7. Use a Horizontal Bar Chart Instead of Rotating Labels

This simple trick will ensure users are able to scan the chart much more effectively without straining their neck.



Section 5: Reporting

Facilitators' Notes

Reporting on the results of an intervention (project or program) is an important step in the overall M&E plan to ensure that actual evidence and data are being used for decision making, for communicating and demonstrating progress towards and on the different outcomes and for learning and knowledge management. A report is a communication tool of information, through which we disseminate, to pertinent bodies, how effectively and efficiently an organization is meeting its objectives. It is a major means that enables people to know what happened or what has happened in relation to project implementation and achievements.

Activity 18

1. Ask participants in groups of 3 – 4 to discuss the possible types of M&E reports they have produced in their organizations for communicating results.
2. Ask them to identify the main components (the outline of these reports).
3. Ask them to discuss what the similarities and differences between the different types of reports they have identified are.
4. Ask themto list the major steps for developing a report.
5. Let each group present on a flip chart.

Time Needed

- ✓ 30 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

Section 5.1: Common Types of Reports for M&E

There are many different types of reports depending on the nature of the activity/intervention being implemented, the target audience of the report and the donor. This section introduces four basic types of reports that are commonly used for M&E purposes:

1. ***Activity or Event Report:*** An activity report is written to document the basic information of an event and whether the event you organized was successful and has met its objectives or not. By writing a report about an event, you can not only determine the results of that event but also decide what changes you should make to improve or rectify any incidents. Under this type of report, event celebrations carried out by the organization like the International Women's Day (IWD) or the 16 Days of Activism can be documented for monitoring and tracking success and progress towards higher level outcomes.

2. ***Progress Report:*** A progress report is a report, in which operational updates on the implementation of a project are communicated. This type of report focuses on the different activities and outputs from the onset, and is issued at regular and planned intervals. It is a report about how much work has been done so far on something that has been planned. This is a typical report that most non-governmental organizations are required to prepare and submit usually quarterly, biannually or annually. In a progress report, it is often expected to narrate how the project is progressing against the scheduled activities, determine whether activities are leading to outputs as planned, and indicate whether to make changes where necessary to the activities in the next reporting period. In relation to this, challenges encountered, and solutions taken as well as success stories and lessons learned can be part of the report.

3. ***Performance or Results Report***: This report is a record of grant-funded project accomplishments at specific times during implementation (usually annually) or at the conclusion of the grant. It should include, analysis of performance and results, variance analysis, challenges encountered and solutions taken as well as success stories and lessons learned. Unlike the Progress Report, the main focus areas of this report are the results and the progress made on and towards these results. A Final Performance/Results report provides the cumulative progress on outcomes at the end of the grant/project/program, etc.

4. ***Evaluation Reports (Baseline, Midline or End-line Reports):*** These reports provide data about the findings, limitations and conclusions gathered through a specific assessment process in order to inform the current or future activities or interventions. A **baseline** assessment or a

study report is produced after collecting data at the beginning of a project or a program before the start of implementing project activities in order to analyze the current project situation and allow for proper planning and target setting. A **midline or midterm evaluation (MTEs)** report aims to assess the continued relevance of project/program intervention and the progress made towards achieving its planned objectives or results. The report provides an opportunity to make modifications to ensure the achievement of these objectives within the lifetime of the project.The **end-line evaluation** report is intended to assess the progress made by the project in fulfilling its agreed objectives or results through the planned activities. It evaluates the relevance of the project to the implementation areas; assesses the efficiency and effectiveness with which resources have been used to generate results and its sustainability after the project phased out.

Section 5.2: The Basic Structure of Reports for M&E

Facilitators' Notes

The outline of reports may differ but atypical outline for a baseline, midterm or evaluation report, especially the narrative, usually contains the following major components.

- **Title:** At a minimum, this should include the name of the project, the author(s) and/or the organization preparing the report, the date of report preparation and the period that the report covers.
- **Executive Summary:** Usually one to four pages in length, this is basically a condensed/shortened version of the report. It enables the readers to quickly grasp the key highlights of thereport. It concisely restates the purpose of the report and methodologies used for data collection; highlights the major findings, conclusions, and recommendations contained in the report.
- **Introduction or Background:** This contains the background information about the project or intervention, the purpose of the report, the purpose of the assessment/study/evaluation, the research/evaluation questions, if applicable, and the contents of the report so that readers understand its subsequent details.
- **Methodology:** This section describes the evaluation criteria as appropriate to the case_ how data will be collected (data collection methods),the sources of data, sampling strategy and required sample,training of enumerators, testing and piloting, data quality assurance and data

processing.

- **Discussion of Findings / Progress**: This section, which can be broken down into multiple sections as appropriate to the project and/or area of study, presents the key findings of the study or the key accomplishments being reported vis-à-vis the planned activities or outcomes. In addition to presenting data from the study or on achievements, this part also discusses the key results, and focuses on what the plans were. If possible, achievements are quantified with figures, percentages and statistics. For progress or performance reports, some financial and administrative issues and reviews in relation to the project achievements can also be included under this part of the report
- **Limitations and Challenges:** This part acknowledges any major internal organizational and external difficulties encountered in the course of the implementation of the planned work that affected the completion or the quality of work, and solutions taken in order to redress the problems. In here, communication problems, budget issues, engagement of stakeholders, time, unforeseen risks, capacity limitations, etc. can be mentioned.
- **Conclusions**: This section restates the purpose of the report or key evaluation questions; summarizes the key findings and discussion presented above in light of the objectives of the report or study, and the key takeaways from this report.
- **Recommendations and Lessons Learned**: Lessons learned means the knowledge gained from the process of implementing a project or an M&E activity. This may include both the positives and negative ones. The idea in here is to repeat or replicate the positives aspects of the lesson and to avoid possible and future mistakes. In order to do this, we have to identify, assess, share and document all lessons that could be learned in the processes of the implementation of work plans.
- **Appendices:** These could include, as applicable, Terms of Reference, Lists of Stakeholders/Partners/People Interviewed, References, Tools, Data Tables, etc.

Chapter 6: Knowledge Management

ChapterTitle	Knowledge Management
Sections	1. Knowledge and Knowledge Management 2. Applying Knowledge Management in WOs
Objectives	At the end of the sessions, participants will be able to • explain what knowledge is and its types; • describe knowledge management and its elements; • narrate the main components of a knowledge management system and its application in WOs
Materials Needed	Flip chart, markers, tape marks, stickers, sticky notes/cards, print-out of PTT, projector.
Methods	Group activities, application of learning, peer discussions

Section 1: Knowledge and Knowledge Management

Activity 19

1. Ask participants in groups of 3 – 4 to discuss on how they define *knowledge* and *knowledge management*.
2. Ask participants to discuss how they have used knowledge in their organizations and for what purposes.
3. Ask them to identify the main elements for knowledge management that would help their organizations to be effective.
4. Let each group present on a flip chart.

Time Needed

- ✓ 20 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

Facilitators' Notes

Academic literature places knowledge and the processes of creating, transferring and using it as a crucial source for a company's sustained and lasting competitive advantage (Nonaka, et al. 2001, Teece 2001). For some, knowledge is considered the most important organizational asset (Davenport and Prusak, 1998, Nonaka and Takeuchi, 1995). Although the amount of data, information and knowledge is continuously growing in the business environment, knowledge differs from data and information in many ways. Knowledge answers the "How" of operations and work. Knowledge depends highly on the context rather than content (Nonaka and Teece 2001).

Knowledge Management (KM) is simply the practice of capturing, storing and sharing knowledge so that we can learn lessons from the past and apply them in the future. It is essential to realize that knowledge management's focus has been shifting from capturing and organizing knowledge to sharing and collaboration (Wiig,1997); harnessing what people know while pursuing organizational goals.The application of knowledge and learning is vital to improve the quality of humanitarian and development work that ultimately seeks to alleviate suffering, strengthen local capacity, reduce poverty, etc.

Knowledge management seeks to improve performance by leveraging and maintaining the present and future value of knowledge assets. Creating knowledge, updating it, making it available and using it have been recognized as essential components of a proactively learning organization. The key concept in here is converting data, organizational insight, experience and expertise into reusable and useful knowledge that is distributed and shared with the people who need it. If an organization manages knowledge successfully, it will be able to use information and consult past experience that will be very useful, in some cases even critical, in doing a job better than it had been done in the past.

Section 1.1: Types of Knowledge

The most basic and widely known distinction within KM is between explicit and tacit knowledge (Nonaka, et al., 2001).

Explicit Knowledge

This type of knowledge is formalized and codified, and is sometimes referred to as know-what (Brown & Duguid 1998). It is, therefore, fairly easy to identify, store, and retrieve (Wellman 2009). This is the type of knowledge most easily handled by KM systems, which are very effective at facilitating the storage, retrieval, and modification of documents and texts. It is considered simpler in nature than the other type of knowledge described below, and it cannot contain the rich experience-based know-how that can generate lasting competitive advantage. Explicit knowledge can also be easily verified through scientific evidence.

Tacit Knowledge

This type of knowledge was originally defined by Polanyi in 1966. It is sometimes referred to as know-how (Brown & Duguid 1998) and refers to intuitive and hard to define knowledge that is largely experience based. Tacit knowledge is also regarded as being the most valuable source of knowledge, and the most likely to lead to breakthroughs in the organization (Wellman 2009). Tacit knowledge is found in the minds of human beings. It includes beliefs, values, attitudes, mental models, etc. as well as skills, capabilities and expertise (Botha et al 2008).

Plenary Discussion

Ask participants to think of and share examples of explicit and tacit knowledge from their daily lives and the work environment at their organizations.

Section 1.2: Elements for Effective Knowledge Management

For KM to be effective in an organization, you need at least these four basic elements.

1. **People**: Merely gathering knowledge in a repository may bring only limited value if it was not backed up with clear roles and practices that will encourage people to use this repository. People such as domain experts, administrators, knowledge consumers and

knowledge suppliers are needed to lead, champion, and support knowledge creation and sharing. When starting a KM program, you need two kinds of people: senior leaders to provide sponsorship and insight into broader organizational strategy, and cross-functional stakeholders to guide implementation.



While M&E staff may be heavily involved in KM initiatives due to their role in data collection and management, it is important to remember that KM is not the sole function of M&E, and it requires buy-in and collaboration from functions across the organization.

2. **Process**: According to Awad and Ghaziri (2004), knowledge management goes through a process made up of distinct stages. Regardless of how many steps this process entails, the aim is to ensure that knowledge flows efficiently within the organization to allow for knowledge to be captured, organized, used and transferred effectively.
3. **Technology**: Besides being the fastest and most widely used delivery channel, technology plays a major part in KM as the right selection of tools will greatly affect the usage and adoption of a KM system among stakeholders. Technology can either facilitate the entire process or can make it very cumbersome, a condition which will greatly affect its usage and adoption among stakeholders.
4. **Strategy**: Every KM program needs a clear, documented, and business-relevant strategy. This strategy should encourage and motivate staff to share and use knowledge. You can have the best technology tools and KM team, but it will not be effective or long-lived without a strategy.

Section 2: Applying Knowledge Management in WOs

Section 2.1: Significance of Knowledge Management

Activity 20

1. Ask participants in groups of 3 – 4to discuss why knowledge management and learning are significant and important to their organizations.
2. Ask them to discuss what could possibly happen to their WO in particular and to WOs in Ethiopia in general if they do not apply knowledge management practices.
3. Let each group present on a flip chart.

Time Needed

- ✓ 15 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

Facilitators' Notes

KM, and the overarching concept of learning in general are important for Plan International and WOs for a number of reasons! Every human being has an intrinsic need to **organize, understand, classify**, and **share** the elements of her/his daily life. By reflecting on and analyzing our experiences, we can capture valuable insights to help improve our own performance. Sharing those distilled experiences means that collectively we can

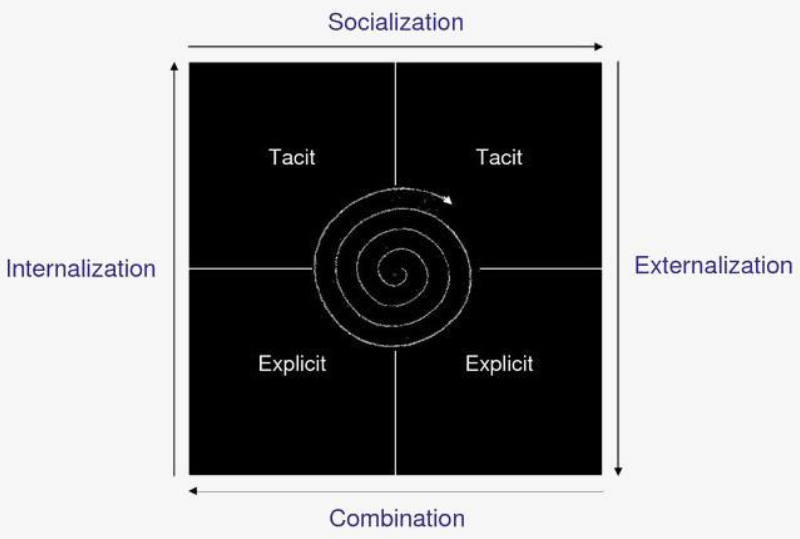
- preserve knowledge in our organizations and reduce information loss;
- increase productivity by reducing the time wasted looking for information or learning to do simple routine tasks;
- avoid repeating past mistakes and reduce human error;
- highlight good practice to be replicated elsewhere;
- make our work more relevant, effective and accessible;
- compare experiences, and draw out common issues and challenges;
- improve the feeling of autonomy and ownership;
- influence policy and strategic thinking by rooting them in experience;

- make lesson-learning, and thereafter capacity-building, a conscious and habitual process within a team and/or an organization; and
- help integrate new recruits, and develop strong networks among people.

There are many ways in which we can practice knowledge management. Often, we are already doing so without realizing it. By participating in a workshop like this one, for example, and sharing personal experiences of what you learned, what worked and what did not, we are passing our knowledge on to others.

Section 2.2: How does Knowledge Management Work?

A knowledge management and conversion model was developed (Nonaka & Takeuchi 1996), which has become the cornerstone of knowledge creation and transfer theory. It describes four ways that knowledge types can be combined and converted, showing how knowledge is created and shared in an organization. The model is based on the two types of knowledge outlined above _ tacit knowledge and explicit knowledge.



Source: https://www.knowledge-management-tools.net/knowledge-conversion.php (Adapted from: Nonaka, et al., 2001)

- **Socialization**: Tacit to tacit. Knowledge is passed on through practice, guidance, imitation, and observation.
- **Externalization**: Tacit to explicit. This is deemed as a particularly difficult and often particularly important conversion mechanism. Tacit knowledge is codified into documents, modules, etc., so that it can spread more easily through the organization. Since tacit knowledge can be virtually impossible to codify, the extent of this knowledge conversion mechanism is debatable. The use of metaphor is cited as an important externalization mechanism.
- **Combination**: Explicit to explicit. This is the simplest form. Codified knowledge sources (e.g. documents) are combined to create new knowledge.
- **Internalization**: Explicit to tacit. As explicit sources are used and learned, the knowledge is internalized, modifying the user's existing tacit knowledge.

Section 2.3: How to Start Knowledge Management in WOs

Starting KM in an organization requires a shift in culture_ a shift to a culture that promotes creativity, sharing of ideas, and learning from failures. Staffs need to be motivated to feel comfortable to share their knowledge, and they need to do so. According to von Krogh, et al., (2000), organizations need to ***enable knowledge*** as opposed to manage it. The authors say that in order for knowledge to be effectively created or transferred, it needs an enabling shared context that can be physical,virtual and mental. They identified five enablers that can help organizations start their KM initiatives.

1. **Introduce a "Knowledge Vision"**- The knowledge vision serves as a guideline to the direction in which knowledge management and learning are to be pursued in an organization, and which skills are needed to fulfill the vision.
2. **Manage Conversation**- Within organizational conversations, decisions are made, and knowledge can be created and shared. It is important to devise ways for making sure that these conversations have little misunderstanding and that vital exchanged knowledge is persistent within the organization.
3. **Mobilize "Knowledge Activists"** – Identify and assign staff members with a certain set of skills and experiences who are responsible for championing the process and

integrating knowledge from outside and inside the organization, and making sure that knowledge is being used by the organization.

4. **Create the Right Context**. In a learning organization, it is the people who form the basis for this shared context where different teams interact and communicate constantly. Regular communication and casual relationships alone do not guarantee the development of this context. It needs a common understanding to be shared among staff in an organization about the business environment, vision, goals, and processes.
5. **Globalize Knowledge**. Making knowledge available across the organization is a key step towards creating new knowledge which in turn leads to creating value for the organization. A mechanism must exist that allows this organization-wide sharing of knowledge to occur in a simple manner while motivating staff to do so.

For these enablers to work, organizations need to devise ways of enhancing trust, empathy and a collaborating behavior. One suggested method is to reflect these values and behaviors in job descriptions and appraisals. Organizational values that encourage sharing must also be put into effect and made clear whereas any values or beliefs that inhibit sharing must be dealt with. Additionally, the organization must move away from internal competition to collaboration. Failing to deal with all these issues will become an inhibitor to knowledge sharing.

Activity 21

1. Divide participants so that members of the same organization are in the same group. If this training is carried out at one organization, divide participants in to groups of 3-4 people.
2. On a flip chart, ask each group to list clear and practical steps for starting and implementing KM in their organizations. This is a list that they can take with them to their organizations to share and start internal discussions on KM.
3. Let each group present their list of practical steps.
4. Share with them some of the suggested steps listed below in the facilitators notes.

Time Needed

- ✓ 30 minutes for group discussion
- ✓ 5 minutes per group to present

Materials Needed

- ✓ Flip charts
- ✓ Markers

Facilitators' Notes– Suggested Practical Steps for Starting KM in WOs

1. Share your learning from this training.
2. Communicate the benefits of knowledge management to other members of the organization.
3. Promote easy-to-implement knowledge-management systems using available technologies and tools.
4. Promote face-to-face relationships that build trust among employees.
5. Create incentives that promote knowledge-sharing among coworkers.
6. Integrate knowledge management in HR processes, such as job descriptions and appraisals.
7. Get support from senior management at the strategic level.
8. Be inclusive and expand knowledge transfer beyond the organization's limits.
9. Develop the learning and knowledge-management competencies of senior managers and employees in key positions.
10. Make organizational structures more flexible and promote shared and open leadership styles.

Annex A – OECD DAC Criteria

When evaluating programmes and projects, it is useful to consider the following criteria. The criteria were first laid out in the DAC Principles for Evaluation of Development Assistance and later defined in the Glossary of Key Terms in Evaluation and Results Based Management. The following further explains the criteria and provides some sample questions to illustrate how they may be used in practice.

Relevance

The extent to which the intervention is suited to the priorities and policies of the target group, the recipient and the donor. In evaluating the relevance of a programme or a project, it is useful to consider the following questions.

- ✓ To what extent are the objectives of the programme still valid?
- ✓ Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- ✓ Are the activities and outputs of the programme consistent with the intended impacts and effects?

Coherence

The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. It includes internal coherence and external coherence. Internal coherence addresses the synergies and inter-linkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.

Effectiveness

A measure of the extent to which an intervention attains its objectives. In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions.

- ✓ To what extent were the objectives achieved / are likely to be achieved?
- ✓ What were the major factors influencing the achievement or non-achievement of the objectives?

Efficiency

Efficiency measures the outputs, both qualitative and quantitative, in relation to the inputs. It is an economic term which signifies that the intervention uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a programme or a project, it is useful to consider the following questions.

- ✓ Were the activities cost-efficient?
- ✓ Were the objectives achieved on time?
- ✓ Was the programme or project implemented in the most efficient way compared to alternatives?

Impact

Impact refers to the positive and negative changes produced by a development intervention whether directly or indirectly as well as intended or unintended. This involves the main impacts and effects resulting from the intervention on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impacts of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of a programme or a project, it is useful to consider the following questions.

- ✓ What has happened as a result of the programme or project?
- ✓ What real difference has the intervention made to the beneficiaries?
- ✓ How many people have been affected?

Sustainability

Sustainability is concerned with measuring whether the benefits of an intervention are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a programme or a project, it is useful to consider the following questions.

- ✓ To what extent are the benefits of a programme or project likely to continue after donor funding ceases?
- ✓ To what extent did the benefits of a programme or project continue after donor funding ceased?
- ✓ What were the major factors which influenced/are still likely to influence the achievement or non-achievement of sustainability of the programme or project?

Total Score

Annex B – Monitoring and Evaluation Capacity Building Pre-/Post-Training Survey – For Participants

Please circle the appropriate response.		
Type of Test	**Pre-Test**	**Post-Test**
Sex of Respondent	**Female**	**Male**

Please respond to the below questions by choosing the correct option.

Q1. Which of the below statements are key objectives of Results-Based Management (RBM)? *(Multi-answer, circle all that apply)*

a) formulating clear objectives and setting targets for projects and programs
b) a focus on desired outcomes
c) tracking whether activities have been completed
d) using indicators to measure progress against targets and to verify if expected results are achieved
e) collecting data on results to inform evidence-based decision-making, programming and influencing
f) reporting on money spent

Q2. Which of these definitions best describes an Output? *(Single answer)*

a) the immediate results of the completion of activities
b) the financial, human and material resources, needed to carry out activities
c) the changes in relationships, behavior, practices, performance and policy among individuals, groups, organizations or institutions
d) actions taken or work performed

Q3. Which of these definitions best describes an outcome? *(Single answer)*

a) the immediate results of the completion of activities
b) the financial, human and material resources, needed to carry out activities
c) the changes in relationships, behavior, practices, performance and policy among individuals, groups, organizations or institutions
d) actions taken or work performed

Q4. Complete the sentence. "Monitoring for results means that we...." *(Single answer)*

a) ...collect results data regularly, to reflect on evidence of change and progress towards our targets.
b) ...prioritize tracking completion of our activities.
c) ...only collect data on outputs and outcomes.

d) ...monitor impact data.

Q5. Read the following indicator statement and match it to the appropriate part of the results chain.

Proportion of children under 5 years of age who are developmentally on track in health and psychosocial wellbeing, disaggregated by sex *(Single answer)*

a) Input
b) Activity
c) Output
d) Outcome
e) Impact

Q6. What is the definition of SMART Results Statements? *(Single answer)*

a) Simple, Measurable, Attainable, Realistic, True
b) Specific, Measurable, Achievable, Relevant, Timebound
c) Specific, Measurable, Achievable, Risk-Free, Timebound
d) Simple, Materialistic, Attainable, Relevant, Timebound

Q7. Read the following definition and identify the intervention logic approach being defined.

"It is a project design methodology that provides a systematic and structured approach for conceptualizing, documenting, planning, and managing projects using a 4 by 4 matrix" *(Single answer)*

a) Theory of Change
b) Results Chain
c) Logical Framework
d) Performance Measurement Framework
e) None of the above

Q8. True or false: "The confidence interval and standard deviation are measures of central tendency"

a) True
b) False

Q9. Which one of the following best defines what an indicator is? *(Single answer)*

a) The specific change amongst target groups, stakeholders and institutions
b) A specific measure or variable that shows progress against planned results
c) A numerical value that indicates what the project wants to achieve
d) A quality standard that the project needs to meet

Q10. What are the elements of a good indicator? *(Multi-answer, circle all that apply)*

a) Unit of measurement
b) Data collection method
c) Unit of analysis
d) Context
e) Disaggregation

Q11. If you were selecting one indicator for the following result, which should you choose? Young people, especially young women, pursue decent work opportunities of their choosing, whether wage employment or self-employed. *(Single answer)*

a) Number of young people trained in vocational skills
b) % of employers who express willingness to hire young people
c) % of young people in wage employment within 6 months after training, disaggregated by gender
d) Degree to which training curricula and materials are gender-responsive
e) None of the above

Q12. Which TWO of these statements are true about composite indicators? *(Multi-answer, circle two answers)*

a) For the calculation of composite indicators, you need to define the calculation of the individual components
b) Composite indicators can be calculated without individual level data
c) Composite indicators are useful to measure more complex, multi-dimensional concepts
d) Composite indicators are rarely used because they do not meet the criteria of a good indicator

Q13. Which of these tools could be appropriate to measure a quantitative indicator? *(Multi-answer, circle all that apply)*

a) Interviewer-led survey
b) Story telling
c) Structured checklist
d) Focus group discussion
e) Pre- and post-test
f) Semi-structured interview

Q14. Is the following statement true or false? "Feminist monitoring, evaluation, accountability and learning (MEAL) is a set of methods and tools that is best used to measure gender transformative change."

a) True
b) False

Q15. Which of the below statements reflect some of the principles of feminist MEAL? *(Multi-answer, circle all that apply)*

a) It shifts power and gives space for program participants and partners, like women's organizations, to be in the driver's seat on defining and implementing M&E activities.
b) The "monitor" or "evaluator" plays more of a facilitator role who understands relationships of power.
c) For the safety of participants, data is owned by the evaluator or the women's organization carrying out feminist MEAL.
d) The personal experiences, perspectives, and characteristics of those involved in the process are subjective and thus do not add value to the evidence base.
e) All of the above

Annex C – Monitoring and Evaluation Capacity Building

Pre-/Post-Training Survey – Facilitators' Instructions and Answer Key

The purpose of the Monitoring and Evaluation (M&E) Capacity Building Pre-/Post-Test is to assess the level of prior knowledge of the participant members of WOs on key M&E topics covered by the capacity building module, and to validate the after training level of knowledge change among the participants in relation to gained takeaway that can be applied in their programs and grants.

Instructions to the Core Trainers and Coaches (CTC)

Before the Training

- The CTC will receive guidance from Plan International as part of their training of trainers (TOT) on how to administer and facilitate the pre- and post-test tool.
- The CTC must ensure they have adequate printed copies of the tool (all 3 pages below) prior to the start of the training sessions.

During the Training

- This tool is to be administered at two different times to all participants in the training:
  - Once at the very beginning of the sessions, and
  - Once again at the end of the final training session.
- Provide a written copy of the test to each participant in the training.
- Each participant should answer the assessment individually on their own assessment sheet by marking the correct answer to each question.
- If needed, the CTC can read out each question one at a time to the participants, as well as each answer option and then give the participants enough time to understand the question and respond.
- All trainee participants must complete the test at both the beginning (the pre-test) and the end of the training (the post-test).
- When facilitating the test, the CTC must try and ensure that all participants answer all questions in the test by marking their answers on their assessment sheets.

Marking the Assessments

- The CTC are responsible for marking the Pre- and Post-Tests for the sessions they have conducted.
- Marking guidance is provided in the below **Answer Key**, including a space for the maximum score per question, and the number of points to award for each correct answer.

- For multi-answer questions, full point is given if ONLY ALL the correct answers are chosen. Otherwise, the point should be in proportion against the total number of correct answers.
- After marking the tests, for each participant, add up all the marks to determine the overall score and write the score at the top of the test sheet in the Total Score box.
- Submit the completed test sheets to Plan International's WVL focal person.
- If the CTC have any questions or experienced any challenges with the training or use of the tool, they must contact Plan International's WVL focal person to get the required support

Answer Key

Q1. Which of the below statements are key objectives of Results-Based Management (RBM)? (1 POINT FOR SELECTING **ALL FOUR CORRECT CHOICES**. If less than 4 correct answers, then in fractions of 4.) a) Formulating clear objectives and setting targets for projects and programs b) A focus on desired outcomes c) Tracking whether activities have been completed d) Using indicators to measure progress against targets and to verify if expected results are achieved e) Collecting data on results to inform evidence-based decision-making, programming and influencing f) Reporting on money spent
Q2. Which of these definitions best describes an Output? (1 POINT) a) the immediate results of the completion of activities b) the financial, human and material resources, needed to carry out activities c) the changes in relationships, behavior, practices, performance and policy among individuals, groups, organizations or institutions d) actions taken or work performed
Q3. Which of these definitions best describes an Outcome? (1 POINT) a) the immediate results of the completion of activities b) the financial, human and material resources, needed to carry out activities c) the changes in relationships, behavior, practices, performance and policy among individuals, groups, organizations or institutions d) actions taken or work performed
Q4. Complete the sentence. "Monitoring for results means that we...." (1 POINT) a) ...collect results data regularly, to reflect on evidence of change and progress towards our targets. b) ...prioritize tracking completion of our activities c) ...only collect data on outputs and outcomes d) ...monitor impact data

Q5. Read the following indicator statement and match it to the appropriate part of the results chain:

Proportion of children under 5 years of age who are developmentally on track in health and psychosocial wellbeing, disaggregated by sex (1 POINT)

a) Input
b) Activity
c) Output
d) Outcome
e) Impact

Q6. What is the definition of SMART Results Statements? (1 POINT)

a) Simple, Measurable, Attainable, Realistic, True
b) Specific, Measurable, Achievable, Relevant, Timebound
c) Specific, Measurable, Achievable, Risk-Free, Timebound
d) Simple, Materialistic, Attainable, Relevant, Timebound

Q7. Read the following definition and identify the intervention logic approach being defined:

"It is a project design methodology that provides a systematic and structured approach for conceptualizing, documenting, planning, and managing projects using a 4 by 4 matrix" (1 POINT)

a) Theory of Change
b) Results Chain
c) Logical Framework
d) Performance Measurement Framework
e) None of the above

Q8. True or false: "The confidence interval and standard deviation are measures of central tendency" (1 POINT)

a) True
b) False

Q9. Which one of the following best defines what an indicator is? (1 POINT)

a) The specific change amongst target groups, stakeholders and institutions
b) A measure or variable that shows progress against planned results
c) A numerical value that indicates what the project wants to achieve
d) A quality standard that the project needs to meet

Q10. What are the elements of a good indicator? (1 POINT FOR SELECTING **ALL FOUR CORRECT CHOICE. If less than 4 correct answers, then in fractions of 4.**)

a) Unit of measurement
b) Data collection method
c) Unit of analysis
d) Context

e) Disaggregation

Q11. If you were selecting one indicator for the following result, which should you choose? Young people, especially young women, pursue decent work opportunities of their choosing, whether wage employment or self-employed. (1 POINT)

a) Number of young people trained in vocational skills
b) % of employers who express willingness to hire young people
c) % of young people in wage employment within 6 months after training, disaggregated by gender
d) Degree to which training curricula and materials are gender-responsive
e) None of the above

Q12. Which TWO of these statements are true about composite indicators? (1 POINT FOR SELECTING **THE TWO CORRECT CHOICES. If only one correct answer, then half.**)

a) For the calculation of composite indicators, you need to define the calculation of the individual components.
b) Composite indicators can be calculated without individual level data.
c) Composite indicators are useful to measure more complex, multi-dimensional concepts.
d) Composite indicators are rarely used because they do not meet the criteria of a good indicator.

Q13. Which of these tools could be most appropriate to measure a quantitative indicator? (1 POINT FOR SELECTING **ALL THREE CORRECT CHOICES**. If less than 3 correct answers, then in fractions of 3.)

a) Interviewer-led survey
b) Story telling
c) Structured checklist
d) Focus group discussion
e) Pre- and post-test
f) Semi-structured interview

Q14. Is the following statement true or false? "Feminist monitoring, evaluation, accountability and learning (MEAL) is a set of methods and tools that is best used to measure gender transformative change." (1 POINT)

a) True
b) False

Q15. Which of the below statements reflect some of the principles of feminist MEAL? (1 POINT FOR SELECTING **THE TWO CORRECT CHOICES**. If only one correct answer, then half.)

a) It shifts power and gives space for program participants and partners, like women's organizations, to be in the driver's seat on defining and implementing M&E activities
b) The "monitor" or "evaluator" is more of a facilitator role who understands relationships of power
c) For the safety of participants, data is owned by the evaluator or the women's organization carrying out feminist MEAL
d) The personal experiences, perspectives, and characteristics of those involved in the process are subjective and thus do not add value to the evidence base
e) All of the above

Annex D: Training Feedback Form

Title of Training: _____ Date: _____

Name of Facilitator(s): _____ Your sex: ☐ Female ☐ Male

General Instruction: Please put a check mark in the matching box of your choice against each question. For opinion seeking questions, please write your answers next to the questions.

Training Content, Duration	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the training were met.					
2. The balance between presentation and practical exercises was appropriate.					
* If you disagree, what would you have preferred?	☐ more exercises ☐ fewer exercises				
3. The training materials were clear and aided with the comprehension of the module's content.					
4. The timelength of the training was suitable.					
* If you disagree, what would you have preferred?	☐ longer training ☐ shorter training				
5. I will be able to apply the content of this module to my work.					
6. Is there anything we should have spent ***more*** time on? Please give your opinion below.					
7. Is there anything we should have spent ***less*** time on? Please give your opinion below.					

Facilitation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. The facilitator/s had sufficient knowledge on the topic.					
9. The facilitators were organized and prepared					
10. The facilitator/s created a safe space for gender-responsive and inclusivelearning and sharing.					

11. The facilitator presented the information in a clear manner.					
Overall Rating	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
12. Overall, I feel I have got increased ~~my~~ knowledge, attitude and skills onthe topics of this training, and can apply these lessonsto my everyday work.					

13. Is there any additional support you would need in relation to the topics of this training?Please write your answer below.

14. Any additional comments:

Annex E: MS Excel for M&E – Tips and Tricks

A. Setting up an Excel Sheet for Data Entry

When setting up a database in Excel for entering data from a paper form, each field should have its own column in Excel.

Tip 1: For **multiple choice questions**, each possible response or choice should have its own column to make data processing at a later stage easier.

Example

In this very simple questionnaire with farmers, suppose we are collecting the following information to know which fruits they produce.

1. Name: _____
2. Age: _____
3. Sex: ☐ Female ☐ Male
4. City: _____
5. Region: _____
6. Which of the following fruits do you produce? (Select all that apply).

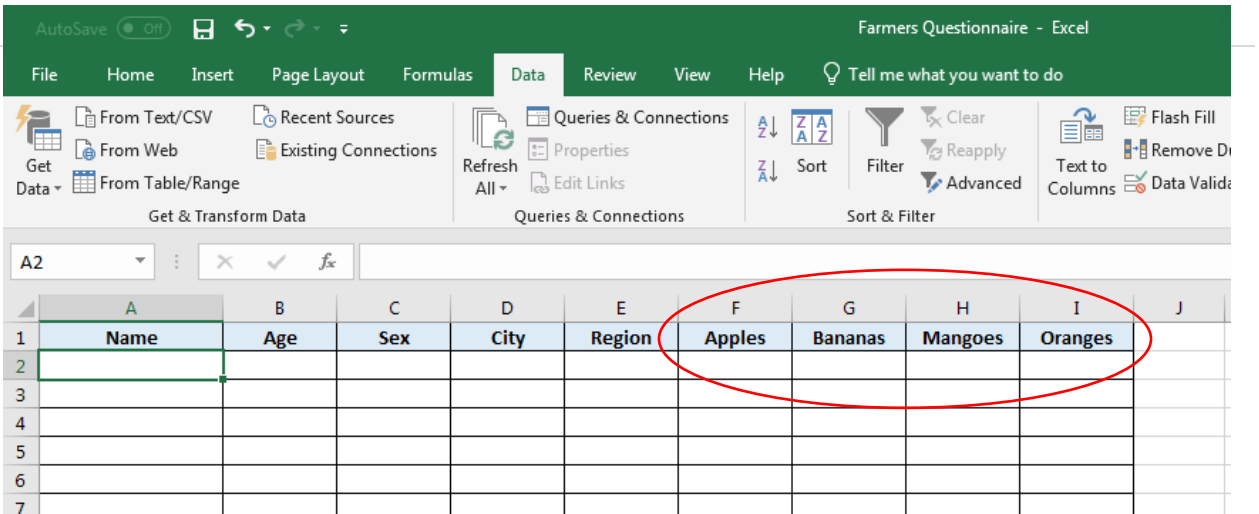
   ☐ Apples

   ☐ Bananas

   ☐ Mangoes

   ☐ Oranges

This can be presented in Excel as following.



Notice that the list of choices (fruits produced) is divided into multiple columns, whereas the other fields which would take only one value each has one column.

When inputting the data, if a respondent selects more than one option you would enter 1 under each selected choice. This will allow you when analyzing your data to use Excel to count how many respondents selected each choice.

Tip 2: You can add **Data Validations** to make sure that only certain values are entered in Excel.



Example

For the Age field, we only want numbers to be entered.

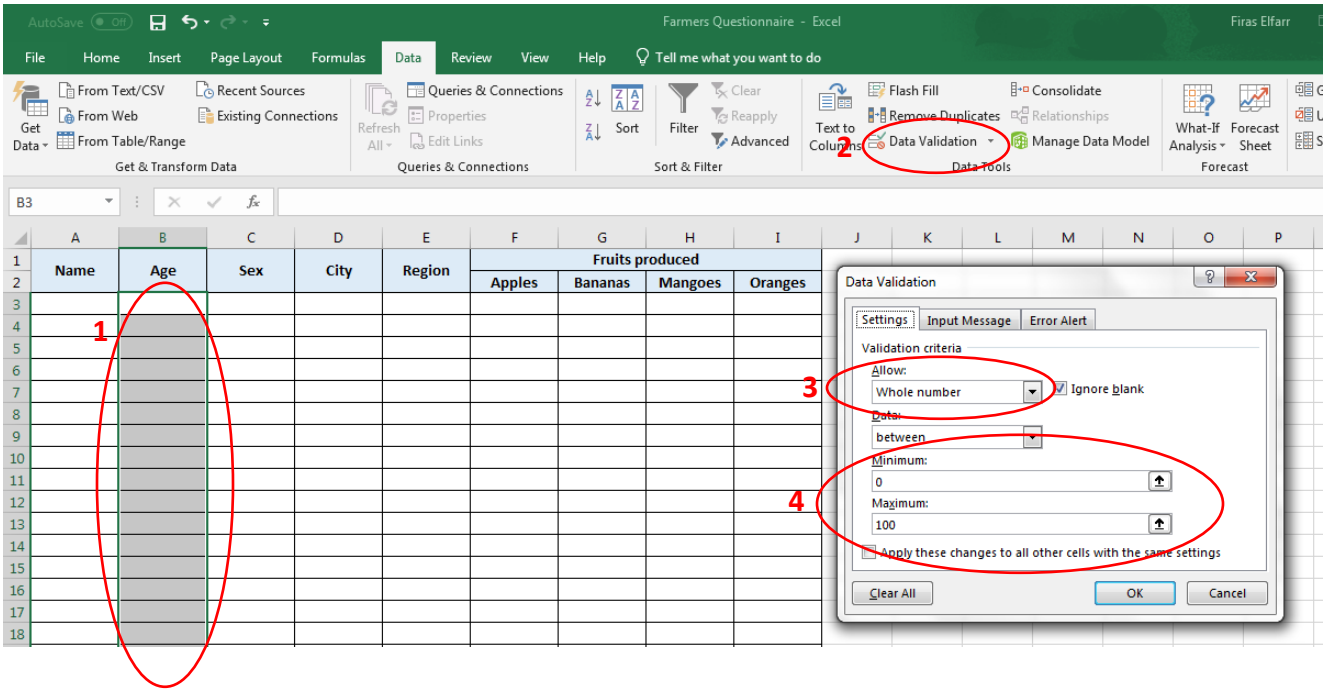
To insert a data validation:

1. Select the cells to which the data validation will apply. In this example, the cells will be the ones under the Age column heading.

2. Click on Data Validation from the Data Tools group under the Data tab.

3. In the Data Validation dialog box, select Whole Number from the Allow dropdown list.

4. Enter the Minimum and Maximum values that will be accepted. Press OK.



You can also use Data Validation to insert a **dropdown list**. You can enter the possible values (separated by a comma) in the Source field in the Data Validation dialog box.

Exercise

Create an Excel database based on the above questionnaire. For the Sex field, insert a dropdown **list** with the following values: Female, Male.

Tip 3: To split data from one column to multiple columns use **Text to Columns** command.



Example

Suppose in the Name field from the example above, we entered the full name in one column but want now to split it into first and last names in two separate columns.

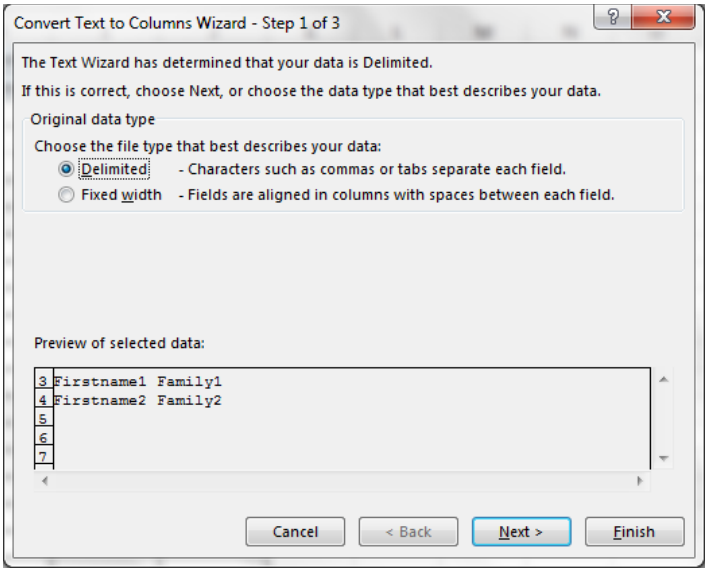
1. We will have to insert a column to the left of column A (Name). To do so, right click on the header of column B and select Insert.

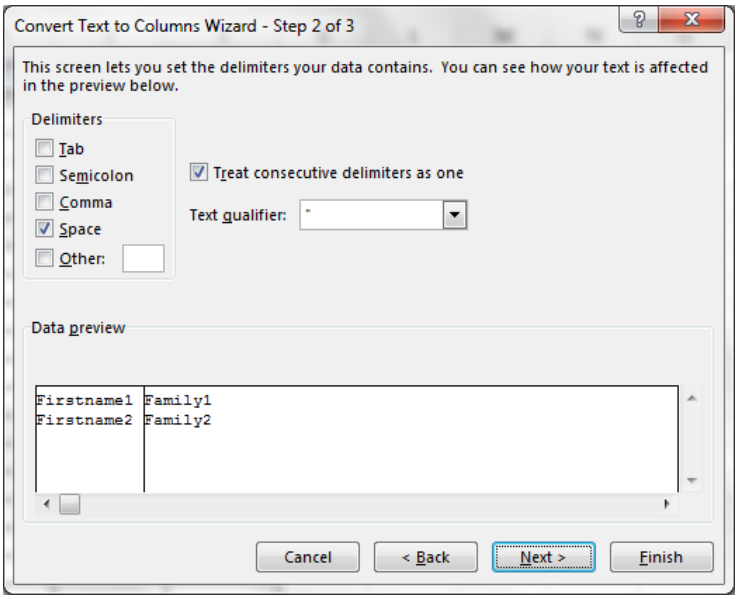
2. Next select the cells in column A that you want to split. Some data must be entered for this function to work.

3. Click **Text to Columns** from the Data Tools group under the Data tab.

4. Select Delimited and press Next.

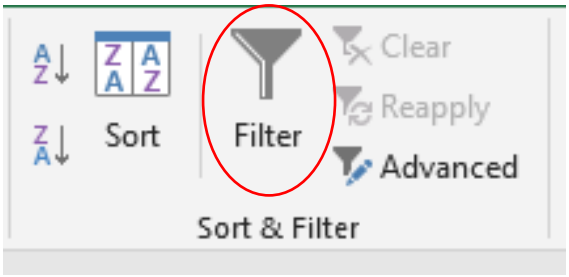
5. In this example, from the Delimiters select Space, then select Next, then Finish.


Convert Text to Columns Wizard - Step 1 of 3
The Text Wizard has determined that your data is Delimited.
If this is correct, choose Next, or choose the data type that best describes your data.
Original data type
Choose the file type that best describes your data:
Delimited - Characters such as commas or tabs separate each field.
Fixed width - Fields are aligned in columns with spaces between each field.
Preview of selected data:
3 Firstname1 Family1
4 Firstname2 Family2
5
6
7
Cancel
< Back
Next >
Finish


Convert Text to Columns Wizard - Step 2 of 3
This screen lets you set the delimiters your data contains. You can see how your text is affected in the preview below.
Delimiters
Tab
Semicolon
Comma
Space
Other:
Treat consecutive delimiters as one
Text qualifier: "
Data preview
Firstname1 Family1
Firstname2 Family2
Cancel
< Back
Next >
Finish

Tip 4: Add a data **Filter** when creating your Excel database to use it to extract or view specific pieces of data in a large dataset.

To insert a filter, your columns must have headers. Select a header, then click the Filter command under the Data tab.



Tip 5: **Freeze Panes** to show the headers of your table as you scroll down. This command is also useful if you want to freeze certain columns as you scroll to the right. Freezing panes or cells is particularly helpful when you have large datasets. The Freeze Panes command is found in the Window group under the View tab.

Follow the same steps to unfreeze panes if you no longer want them to show as you scroll.



Exercise

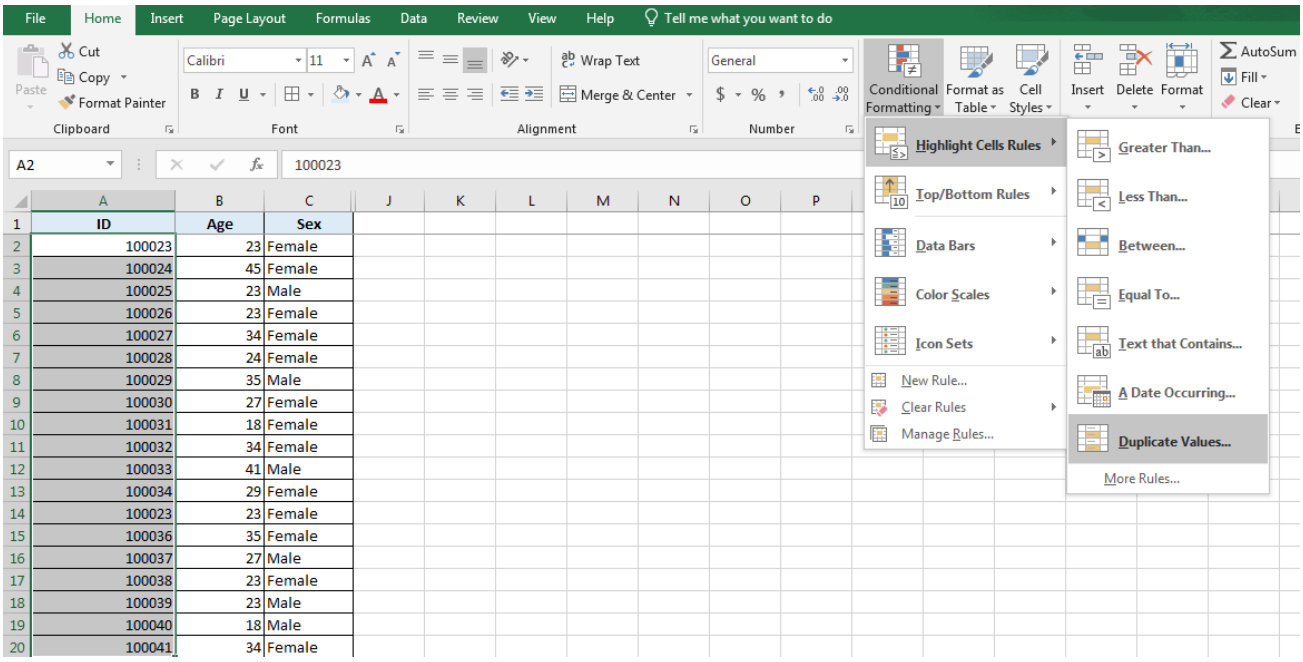
Use the Freeze Panes command to keep the top row (headers) and the first column in your Excel database visible.

B. Cleaning the Data

To get rid of duplicate rows in your dataset in case the same data was entered more than once, there are two commands that can help you do so.

Tip 6: First you can highlight duplicate values to allow you to review and check the data before removing it. This is useful if you have a unique ID or code for each survey response. Use the **Conditional Formatting** command in the Styles group under the Home tab.

Example

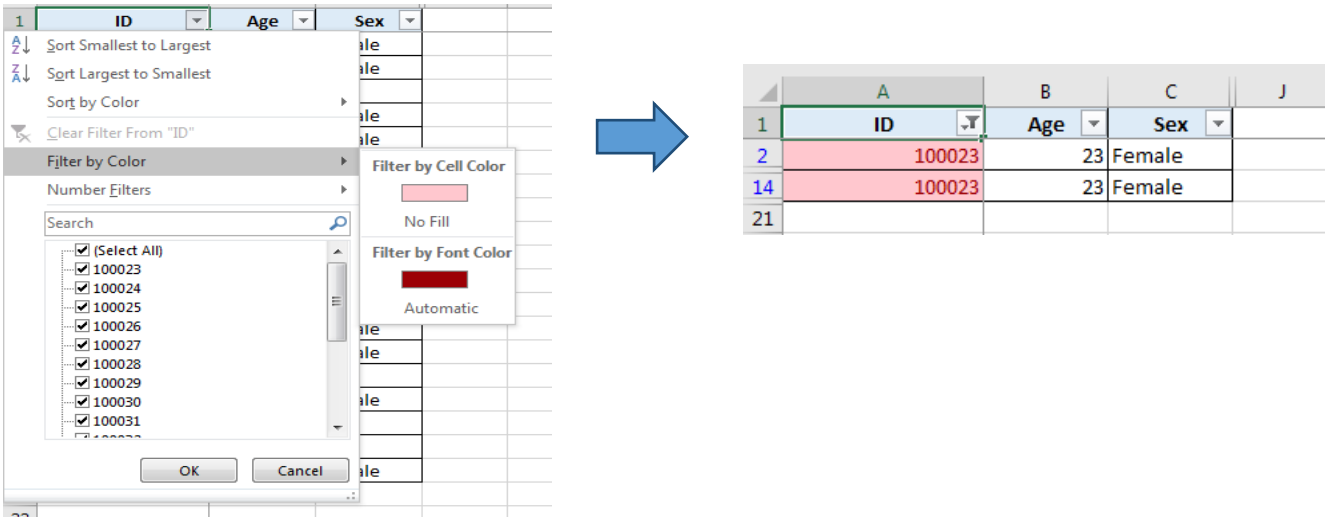


	A	B	C
1	ID	Age	Sex
2	100023	23	Female
3	100024	45	Female
4	100025	23	Male
5	100026	23	Female
6	100027	34	Female
7	100028	24	Female
8	100029	35	Male
9	100030	27	Female
10	100031	18	Female
11	100032	34	Female
12	100033	41	Male
13	100034	29	Female
14	100023	23	Female
15	100036	35	Female
16	100037	27	Male
17	100038	23	Female
18	100039	23	Male
19	100040	18	Male
20	100041	34	Female

If there are duplicate values, Excel will highlight them.

	A	B	C
1	ID	Age	Sex
2	100023	23	Female
3	100024	45	Female
4	100025	23	Male
5	100026	23	Female
6	100027	34	Female
7	100028	24	Female
8	100029	35	Male
9	100030	27	Female
10	100031	18	Female
11	100032	34	Female
12	100033	41	Male
13	100034	29	Female
14	100023	23	Female
15	100036	35	Female
16	100037	27	Male
17	100038	23	Female
18	100039	23	Male
19	100040	18	Male
20	100041	34	Female

You can then use the filter command to Filter by Colour so you can only see the rows with duplicate values, especially if your dataset is very large.

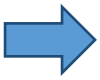


Tip 7: After you have reviewed and verified the duplicate data, you can remove the rows by using the **Remove Duplicates** command. Select your data and click Remove Duplicates from the Data Tools under the Data tab. This will remove the entire row that contains the duplicate data.

Tip 8: Use the **TRIM** function to get rid of extra spaces. Extra spaces (whether at the beginning of a value, in the middle of it or at the end of it) affect how Excel sees the data and will affect your data analysis. In Excel the values "Plan International", " Plan International", "Plan International" and "Plan International " are all different. This is particularly troublesome when you want to filter your data.

Example

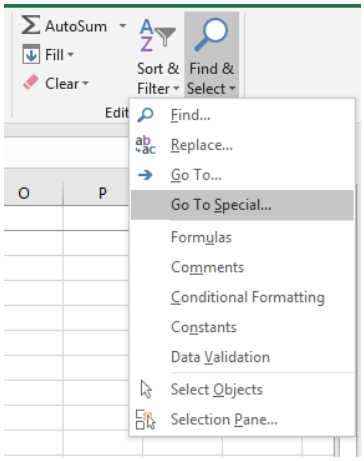
	A	B
1	Plan International	=TRIM(A1)
2	Plan International	=TRIM(A2)
3	Plan International	=TRIM(A3)
4	Plan International	=TRIM(A4)
5		

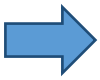


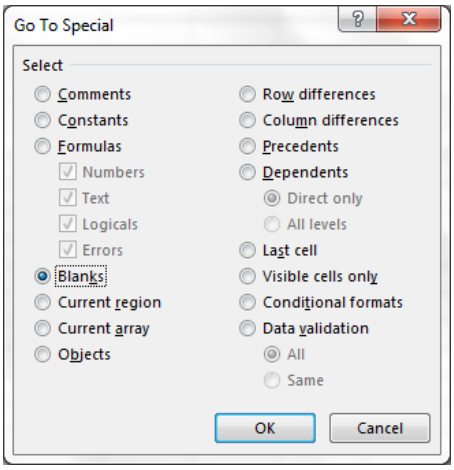
	A	B	C
1	Plan International	Plan International	
2	Plan International	Plan International	
3	Plan International	Plan International	
4	Plan International	Plan International	
5			

Tip 9: In some cases, you may not want to leave blank cells in your dataset. You can find and fill empty cells using the **Go To Special** command especially if you have a large dataset and cannot do this item by item.

The Go To Special command is found under Find & Select in the Editing group.







To find the blank cells, select Blanks in the dialog box. Excel will then highlight all the blank cells in your data. Enter the value you want in the first blank cell then press Ctrl + Enter to fill the remaining blank cells with the same value.

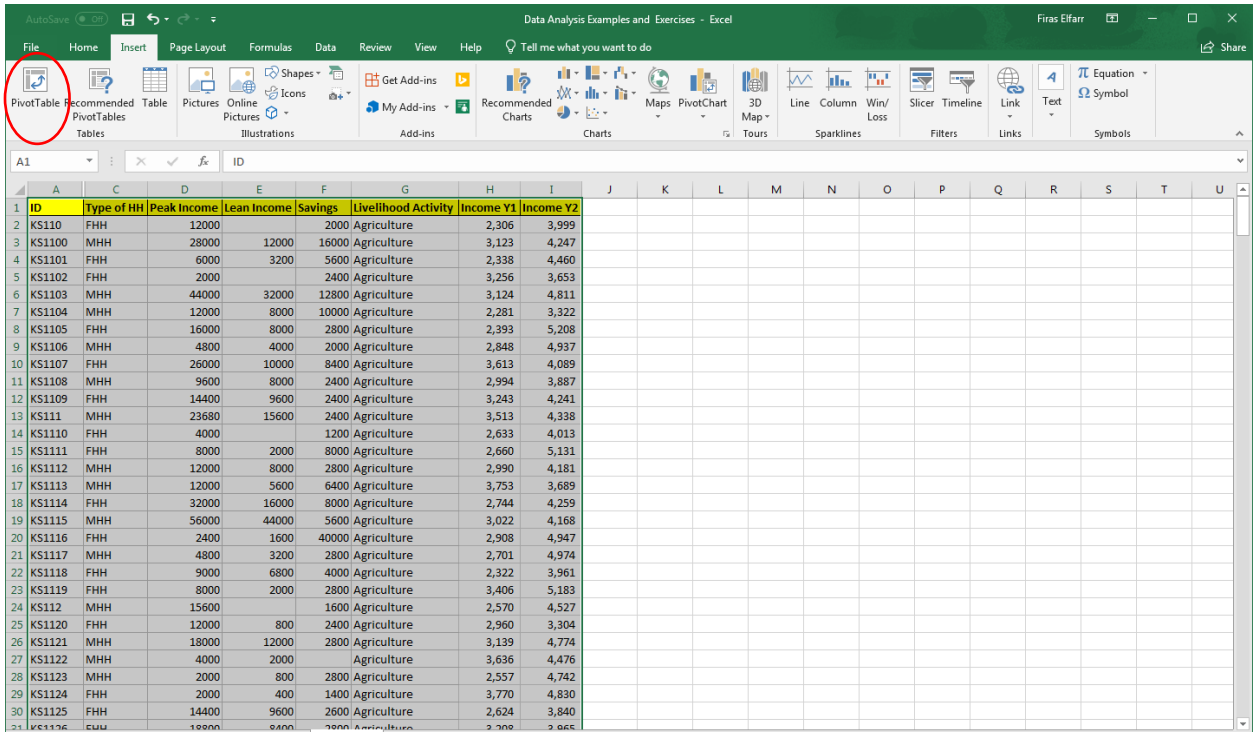
You can also use the Go To Special command to easily find errors in formulas. From the same dialog box, click Formulas and then check the Errors checkbox (while unchecking the other boxes).

C. Analysing the Data

Tip 10: Once you have your data in an Excel spreadsheet, cleaned and ready to be analyzed, you can utilize the **Pivot Table** feature in Excel to create easy and sophisticated data analyses to find patterns in your raw data. Pivot tables allow you to generate cross tabulations of data; that is, quantitatively summarizing data (frequencies, averages etc.) by variables or categories.

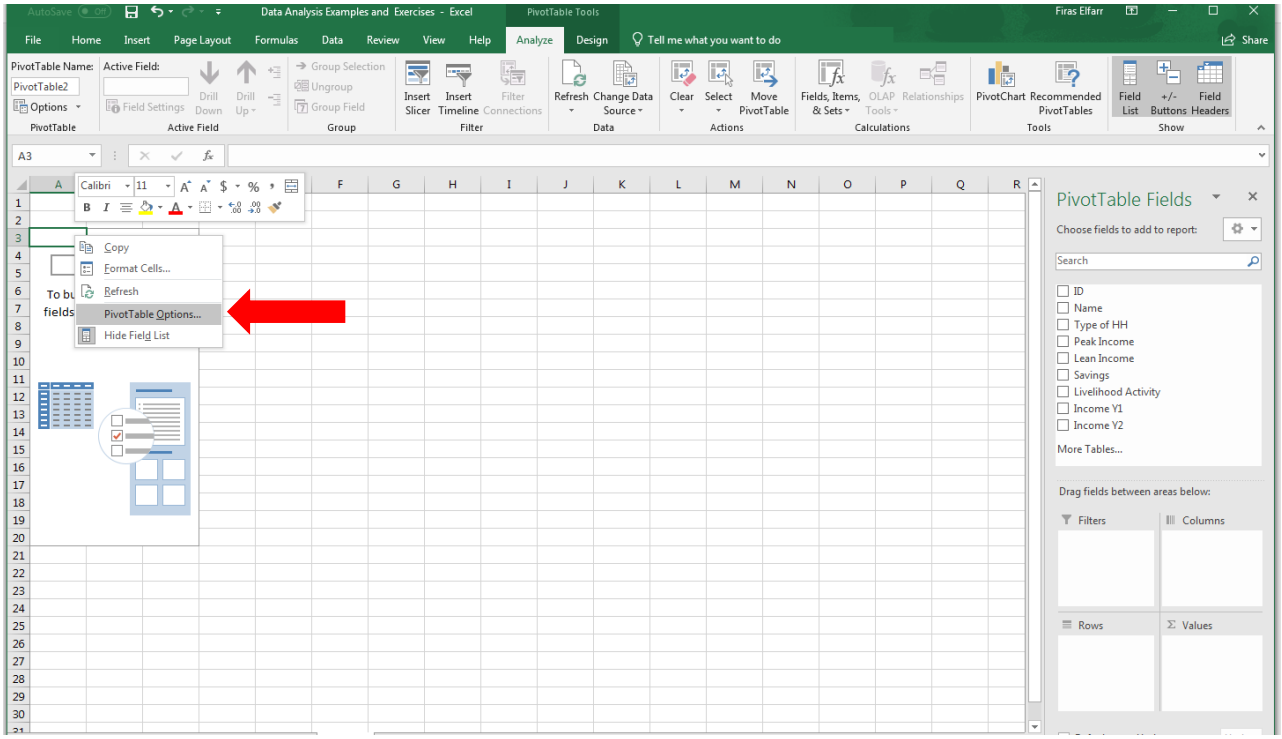
To create a pivot table:

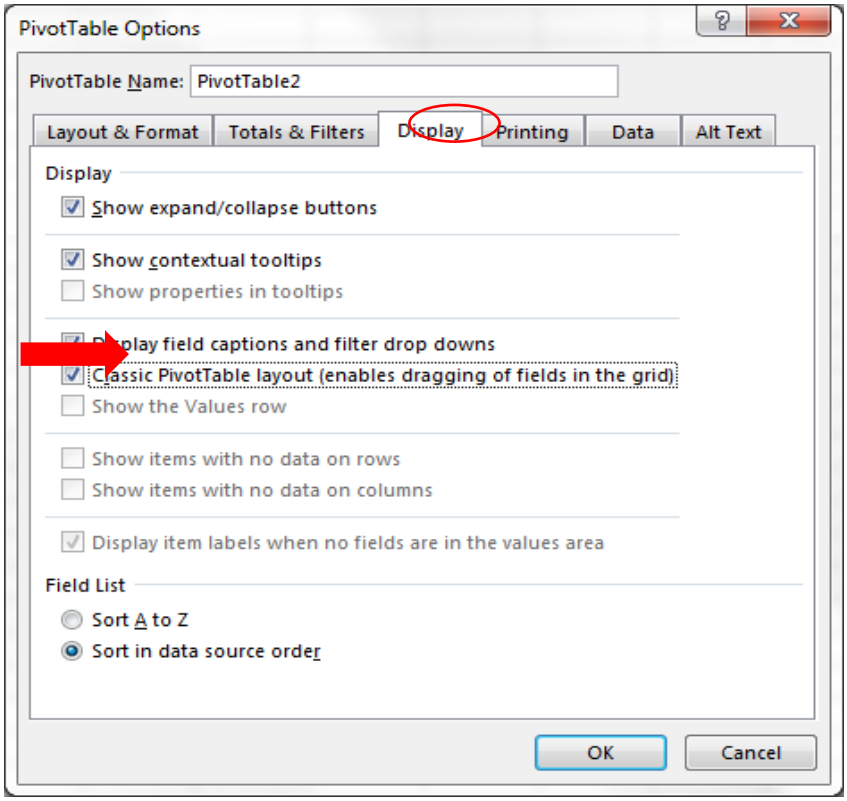
1. Select the data you want to analyze in the Excel sheet, and under the **Insert** tab, click on **Pivot Table**. Click, and a new excel sheet will appear with a pivot table.

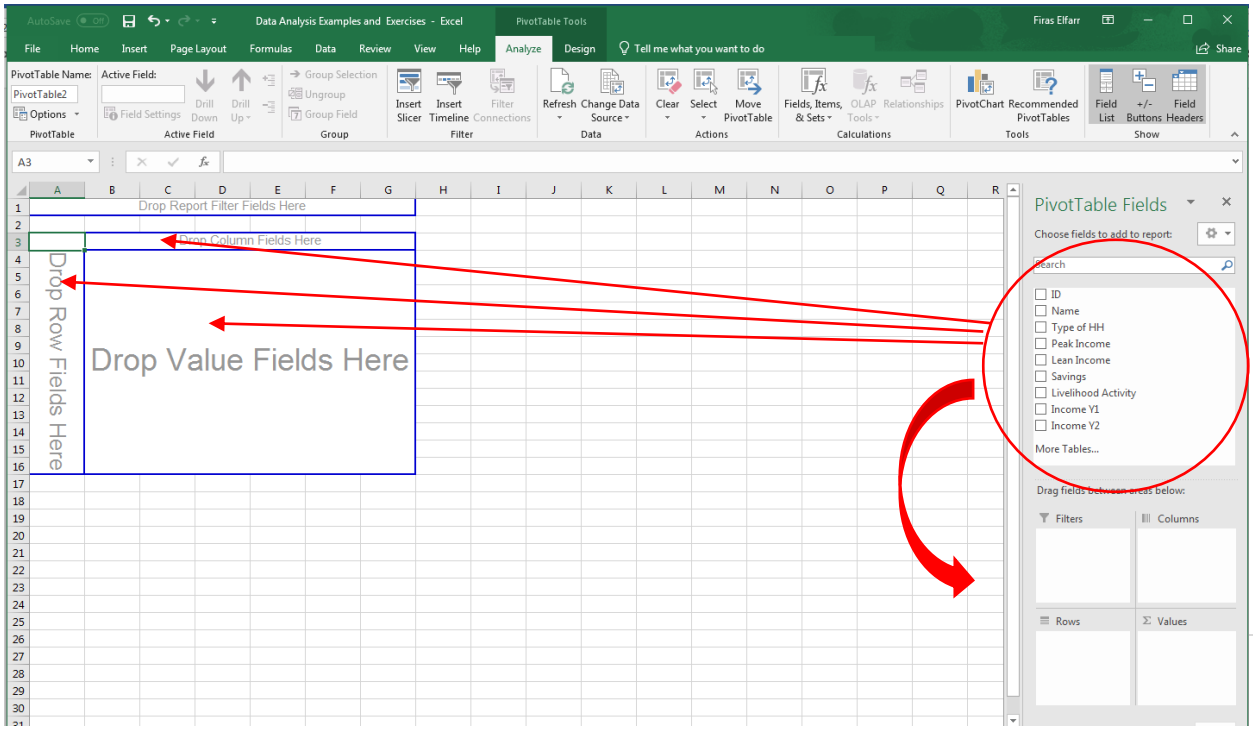


	ID	Type of HH	Peak Income	Lean Income	Savings	Livelihood Activity	Income Y1	Income Y2
2	KS110	FHH	12000		2000	Agriculture	2,306	3,999
3	KS1100	MHH	28000	12000	16000	Agriculture	3,123	4,247
4	KS1101	FHH	6000	3200	5600	Agriculture	2,338	4,460
5	KS1102	FHH	2000		2400	Agriculture	3,256	3,653
6	KS1103	MHH	44000	32000	12800	Agriculture	3,124	4,811
7	KS1104	MHH	12000	8000	10000	Agriculture	2,281	3,322
8	KS1105	FHH	16000	8000	2800	Agriculture	2,393	5,208
9	KS1106	MHH	4800	4000	2000	Agriculture	2,848	4,937
10	KS1107	FHH	26000	10000	8400	Agriculture	3,613	4,089
11	KS1108	MHH	9600	8000	2400	Agriculture	2,994	3,887
12	KS1109	FHH	14400	9600	2400	Agriculture	3,243	4,241
13	KS111	MHH	23680	15600	2400	Agriculture	3,513	4,338
14	KS1110	FHH	4000		1200	Agriculture	2,633	4,013
15	KS1111	FHH	8000	2000	8000	Agriculture	2,660	5,131
16	KS1112	MHH	12000	8000	2800	Agriculture	2,990	4,181
17	KS1113	MHH	12000	5600	6400	Agriculture	3,753	3,689
18	KS1114	FHH	32000	16000	8000	Agriculture	2,744	4,259
19	KS1115	MHH	56000	44000	5600	Agriculture	3,022	4,168
20	KS1116	FHH	2400	1600	40000	Agriculture	2,908	4,947
21	KS1117	MHH	4800	3200	2800	Agriculture	2,701	4,974
22	KS1118	FHH	9000	6800	4000	Agriculture	2,322	3,961
23	KS1119	FHH	8000	2000	2800	Agriculture	3,406	5,183
24	KS112	MHH	15600		1600	Agriculture	2,570	4,527
25	KS1120	FHH	12000	800	2400	Agriculture	2,960	3,304
26	KS1121	MHH	18000	12000	2800	Agriculture	3,139	4,774
27	KS1122	MHH	4000	2000		Agriculture	3,636	4,476
28	KS1123	MHH	2000	800	2800	Agriculture	2,557	4,742
29	KS1124	FHH	2000	400	1400	Agriculture	3,770	4,830
30	KS1125	FHH	14400	9600	2600	Agriculture	2,624	3,840

2. Place your cursor over the pivot table and right-click. Select Pivot Table.




PivotTable Options
PivotTable Name: PivotTable2
Layout & Format
Totals & Filters
Display
Printing
Data
Alt Text
Display
Show expand/collapse buttons
Show contextual tooltips
Show properties in tooltips
Display field captions and filter drop downs
Classic PivotTable layout (enables dragging of fields in the grid)
Show the Values row
Show items with no data on rows
Show items with no data on columns
Display item labels when no fields are in the values area
Field List
Sort A to Z
Sort in data source order
OK
Cancel


Drop Report Filter Fields Here
Drop Column Fields Here
Drop Row Fields Here
Drop Value Fields Here
PivotTable Fields
Choose fields to add to report:
ID
Name
Type of HH
Peak Income
Lean Income
Savings
Livelihood Activity
Income Y1
Income Y2
More Tables...
Drag fields between areas below:
Filters
Columns
Rows
Values

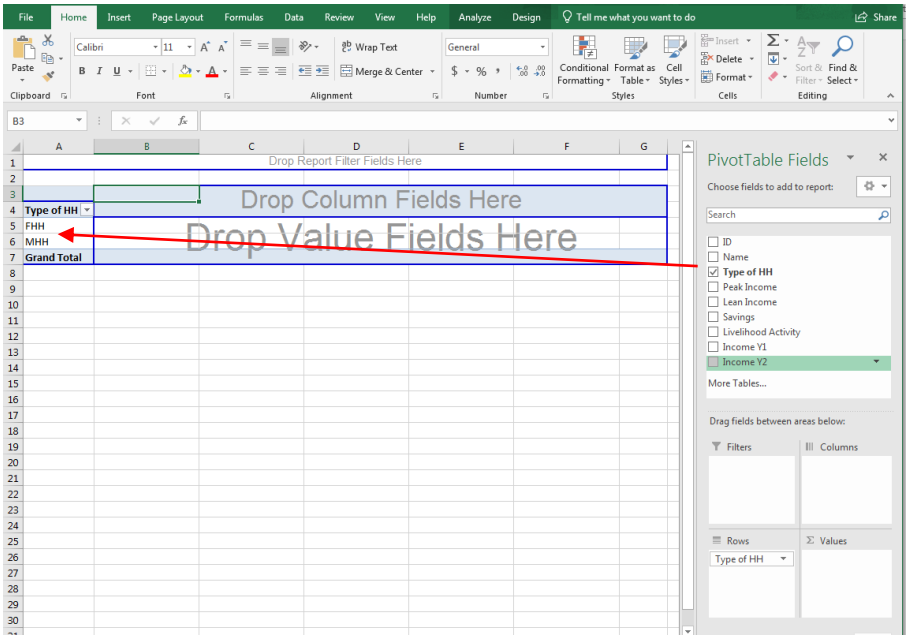
Before running the pivot table, you must first clarify what information is required and how it would be displayed. It is strongly recommended to visualize the type of table you would like to produce. Once you know how your table will look like, you can drag variables located in the Pivot Table Fieldslist (right top corner) into the Pivot Table.

Note that you can also drag and drop variables to the Filters, Columns, Rows and Values sections located underneath the Fields list section. By dragging and dropping variables, the pivot table automatically generates summary reports. You can move variables around if you would like your table to look differently.

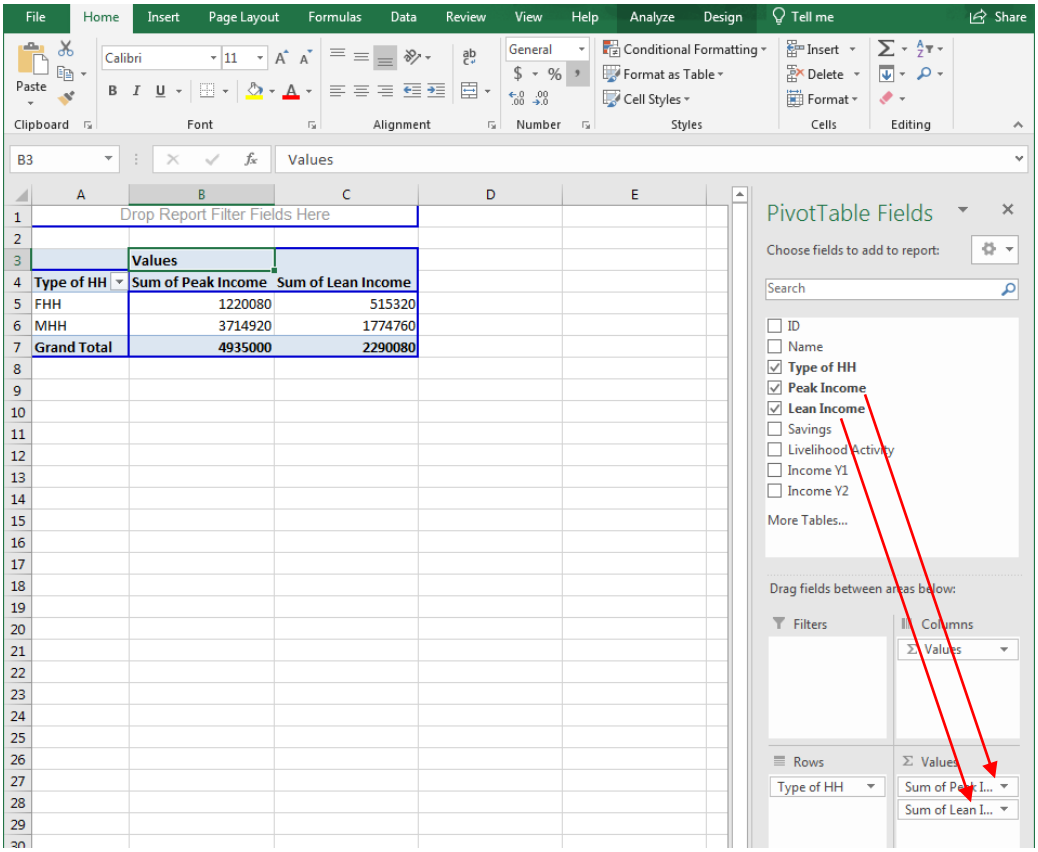


Example

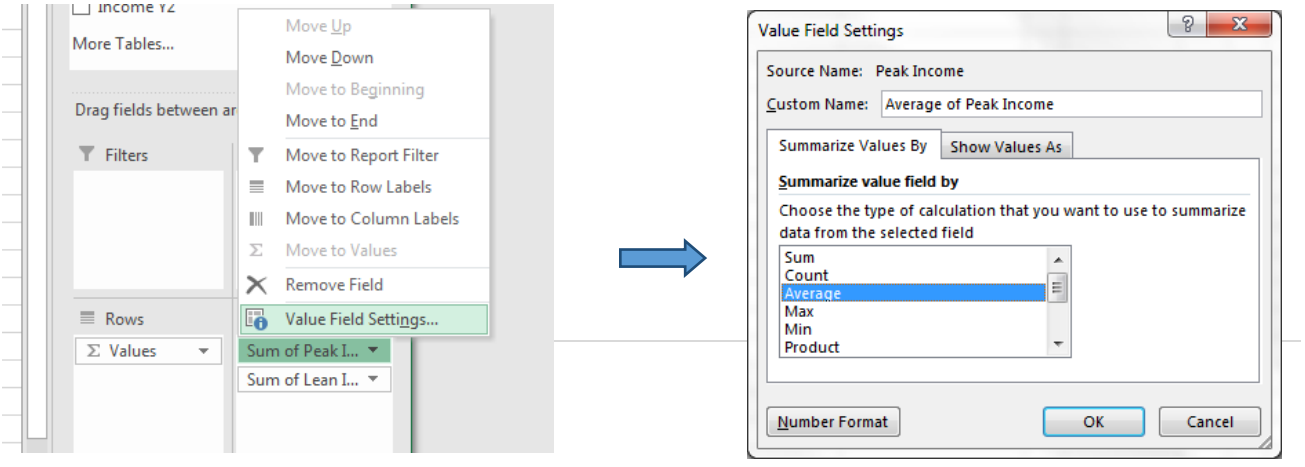
For the dataset shown above, we want to calculate the average and maximum income (peak income and lean income) by type of HH after creating the pivot table by following the above steps.



1. Drag the Peak Income and Lean Income to the Values Box Below.



2. Note that by default, the pivot table will show you the Sum of values. To show the Average, click on the dropdown arrow for each Value field and click Value Field Setting, then select Average from the list. Repeat this for both value fields.



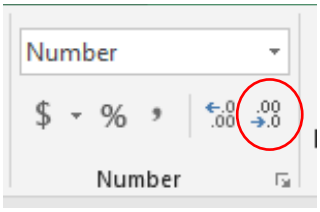
The table will look like this:

Type of HH	Values Average of Peak Income	Average of Lean Income
FHH	10339.66102	5205.252525
MHH	18574.6	9291.937173
Grand Total	**15518.86792**	**7896.827586**

3. To add the Maximum value to the field, again drag once more the Peak Income and Lean Income to the Values field, click on the dropdown arrow, Value Field Setting, then select Max from the list. The table now looks like this.

Type of HH	Values Average of Peak Income	Average of Lean Income	Max of Peak Income	Max of Lean Income
FHH	10339.66102	5205.252525	48000	18000
MHH	18574.6	9291.937173	175200	90000
Grand Total	**15518.86792**	**7896.827586**	**175200**	**90000**

Tip 11: You can format the way the values look by decreasing the number of decimal places _ for instance, for the Averages shown in the table above. Highlight the data you want to format, then on the Home tab, under the Number group, click the **Decrease Decimal** command repeatedly until you have your desired decimal places.



Tip 12: Pivot tables are very useful if you want to analyze data in terms of proportions (percentages).

To convert the absolute values into percentages, place the cursor on the pivot table and right click, then select **Show Value As,** and then select the way you want the percentages to be displayed _ for instance as a **% of Parent Row Total**.

