



# Toolkit for Monitoring and Evaluation Data Collection

Pacific Women Shaping Pacific Development Support Unit  
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For further information about this plan, please contact:

*Pacific Women* Contractor Representative  
Cardno Emerging Markets  
*Pacific Women*  
Ph. +61 3 8415 7777

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## Acronyms

DFAT Department of Foreign Affairs and Trade

MELF Monitoring, Evaluation and Learning Framework

VfM Value for Money

VAW Violence Against Women

# 1 Background

Pacific Women Shaping Pacific Development (*Pacific Women*) is a \$320 million, 10-year program (2012–2022) focused on enabling women and men across the 14 Pacific Island Forum countries to improve the political, social and economic opportunities for women. It reflects the Government of Australia’s commitment to work for improved equality and empowerment of women.

The outcomes sought by *Pacific Women* include:

- Women, and women’s interests, are increasingly and effectively represented and visible through leadership at all levels of decision-making (leadership and decision making)
- Women have expanded economic opportunities to earn an income and accumulate economic assets (women’s economic empowerment)
- Violence against women is reduced and survivors of violence have access to support services and to justice (ending violence against women)
- Women in the Pacific will have a stronger sense of their own agency, supported by a changing legal and social environment and through increased access to the services they need (enhancing agency)

In addition to the above outcomes, *Pacific Women* has two objectives. These include:

- By the end of the first three years of the program, the capacity, resources and relationships are established and action in key result areas is evident across the country and regional program activities.
- By the end of Year Six, joined up services and action, independent of but informed by Pacific Women will be evident in all 14 countries.

*Pacific Women* is implemented through work at the country and regional level. Country plans have been developed to represent locally relevant responses and starting points for change towards the key intended outcomes. Regional and multi-country activities have been designed to address common issues across the region or sub-region and to complement and build on country specific activities.

To support program management, a *Pacific Women* Support Unit has been established in Fiji, with a national sub-office in PNG. The Support Unit's role is to provide technical, administrative and logistical support to the Department of Foreign Affairs and Trade’s (DFAT) bilateral and regional Pacific Women teams and to Pacific Women’s implementing partners.

# 2 Introduction to the Toolkit

*Pacific Women*’s M&E system operates at various levels. This includes the program level, the country level and the activity level. Each separate level has its own cycle of planning, monitoring, evaluation and reporting. These cycles together combine to form the *Pacific Women* M&E system. The M&E system is made up of the following components:

- A program Monitoring, Evaluation and Learning Framework (MELF); *Pacific Women* Country Plan MELFs and implementing partner M&E plans.
- A Knowledge Management System database that is used to collect and analyse data collected by implementing partners.
- *Pacific Women* program reporting, which includes *Pacific Women* Six-Monthly Program Progress Report, an Annual *Pacific Women* Progress Report and implementing partner project reporting (either six-monthly or annual, dependant on partner and project size).
- A *Pacific Women* value for money rubric.
- Country reflection workshop methodology.

- A toolkit for monitoring and evaluation data collection (this document).

## 2.1 Purpose of the toolkit

This Toolkit provides information, resources and templates for you to consider, use and adapt when planning for and collecting monitoring and evaluation information or 'data'. Data is information, including stories, facts and statistics, that can be used for research, monitoring or evaluation purposes. We will refer to 'data' a lot in this toolkit so it is important to understand this word.

You are not expected to use all the information, resources or tools in this toolkit, but we hope it supports understanding of different monitoring and evaluation options, and how you might use different monitoring and evaluation tools to support your work, learn about project successes and challenges and meet reporting requirements.

## 2.2 Use of the toolkit in an evaluation led approach

This toolkit will help guide you in collecting both 'routine monitoring data' (data you collect regularly to see how your work is going) and 'periodic internal evaluation data' (data that you or your organisation collect through-out your program which measures your progress towards the outcomes and impacts described in your monitoring and evaluation frameworks or project plans). It does not however, provide guidance for undertaking larger-scale end of program evaluations or for 'externally led evaluations' (evaluations that you get an outside consultant to complete for your organisation).

The approach used in the *Pacific Women* MELF is evaluation-led, in that evaluation represents the broader form of enquiry, while monitoring represents a sub-set of evaluation. This means that evaluation is ongoing and happens throughout the entire program cycle.

In support of this evaluation-led approach, *Pacific Women* has a theory of change for the program, and has set up evaluation questions that are linked to, and test the theory of change. The monitoring and evaluation data that you collect (guided by your M&E plans) supports the evaluation led approach, both for your organisations and the larger *Pacific Women* program.

To support your monitoring and evaluation data collection needs, this toolkit presents a range of data collection tools that a project can use. The data that you collect using these tools can be used to demonstrate your progress toward project outcomes.

## 2.3 How will data gathered by implementing partners be used?

Project data from implementing partner project reports will be regularly entered into the *Pacific Women* database. This data can then be used to produce data reports for the program and give a picture of the many and varied *Pacific Women* activities.

By putting all project data collected by implementing partners into the database, we will be able to develop a collective 'performance story' of *Pacific Women*. This will then be shared on the *Pacific Women* website and disseminated through a range of other communication methods.

## 2.4 Where are we in the program cycle?

The term 'program cycle' refers to the idea that a project or program goes through phases or stages. As an example, in the image below, you can see that this program cycle shows a project going through five distinct phases.



Figure 1 Program cycle



*UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific*

This toolkit does not intend to take you through the entire program cycle in detail, but rather assumes that you are part way through the cycle, having already completed analysis, design and planning, and funding and are into the implementation or ‘act’ phase. It assumes that you are about to start or have already started implementation of activities, which will collectively generate the outputs, outcomes and impact that your project seeks.

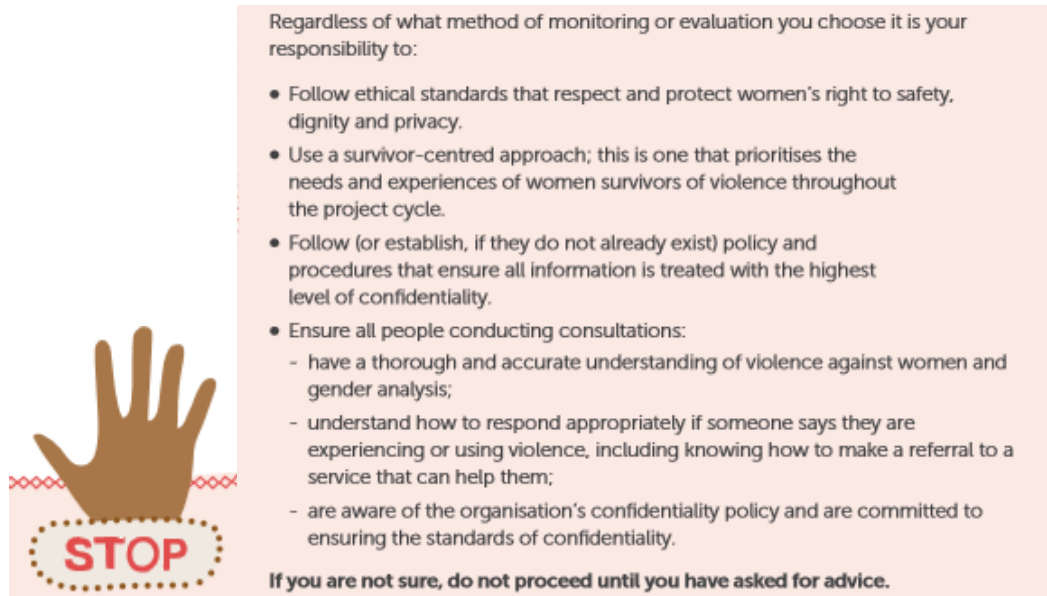
Monitoring and evaluation actions, including the development of a baseline (where appropriate), are an important part of the implementation phase. If done well, they ensure that you are responsive to any issues or opportunities that come up, and that the final evaluation will have access to all the information you need to effectively measure and tell the story of the overall impact of the work.

### 3 M&E Theory and Other Considerations

This section will support understanding of basic M&E ethics, concepts and principles for data collection and reporting, including consideration of marginalised groups, and hopefully answer any questions you might have about M&E relevant to *Pacific Women*. The next section includes tools and resources you might like to use when monitoring and evaluating.

### 3.1 Principles and ethics for M&E data collection and reporting

Figure 2 Principles and ethics



UNW EAW Toolkit, (2015). *How to Design Projects to End Violence Against Women and Girls*. UN Women Pacific

Any data collection process must consider principles and ethics. By considering principles and ethics before we do any data collection or conduct any monitoring or evaluation activity, we think about our data collection process from many different points of view. In this way, we can minimise the risk that our intervention does something we didn’t intend, and that it is of sufficient quality.

The *Pacific Women* MELF outlines a set of Guiding Principles to consider when collecting monitoring and evaluation data. The relevant sections include:

- **‘Do no harm’:** It is essential to put ethical and safety considerations above all else. The ‘do no harm’ principle needs to guide all monitoring and evaluation activities and ensure that the safety of everyone involved is ensured. In thinking about this you should consider not only physical safety, but also social, emotional, spiritual and mental health concerns for all people including those from marginalised groups. If you are collecting data for programs related to violence against women, do not ask survivors about their experiences of violence unless you are a trained counsellor. It may be harmful and re-traumatise the survivor. If a woman does disclose that she has or is experiencing violence, ask her if she would like to be referred to services that specialise in responding to violence against women. It is important that information is kept confidential and that women are not referred to services without their consent.
- **Use of participatory data collection methods:** Data collection methods need to be participatory in both their design and implementation. This means the people, organisation or community for whom your intervention is targeting should also participate in the data collection design and implementation. Data collected should include all voices, for example, the collection and presentation of both ‘women’s and men’s voices’ and local organisations. Data collection processes should use local expertise, including women with disabilities, where this is possible and aim to build the capacity of your staff and community.
- **Context sensitive data collection:** Data collection methods need to be appropriately designed for the various Pacific country contexts and cultural groups in which data is being collected. For example, understand who holds power in the community and don’t expect those with less power to do something that makes them uncomfortable, or puts them in danger simply because the data collection method you have chosen challenges power structures.

- **Credible data:** The approach to data collection should follow a process of systematic enquiry where data is collected in a planned, careful and deliberately structured way. Multiple data collection methods should be used for 'data triangulation'. Data triangulation simply put, means that you are collecting data from different sources and checking that the data collected is accurate by using different data collection methods to look at the same thing. For example, if you do a post training survey as well as a post training focus group. If both data collection methods show similar results your data triangulates, but if the focus groups suggest people really didn't like the training but the survey shows they did like it, then you know there may have been issues with how the survey was administered.
- **Disaggregated data (be able to separate data into groups):** Wherever possible, sex, age and vulnerable / marginalised group disaggregated data should be collected so that data analysis can be structured around what is happening and changing for relevant groups.
- **Multi-method data collection:** Diverse qualitative and quantitative data sources should be used to assess project outputs and outcomes.
- **Balanced and fair data:** Both success stories and the less successful activities and results should be captured through data collection processes to ensure balance and fairness in data representation. It is ok to make mistakes and it is ok to admit to a mistake and note how you will learn from it for next time.
- **The extent of your contribution:** When assessing results and discussing change, consideration should be given to the extent to which the project contributed to those results, rather than claiming attribution. For example, there might be other organisations working on the same issue, or there might have been a change in government policy which supported the change you were working to achieve. Acknowledge these factors when reporting on your success.
- **Ethical data:** Data collection for monitoring and evaluation needs to follow ethical principles that will ensure credible, consistent and reliable data is collected and analysed.

It is important for people collecting data to act ethically at all times. Thinking about what ethical issues might be present is very important in planning for data collection.

### 3.1.1 How do I make data collection ethical?

You can make sure that data collection is ethical by developing protocols or rules that people doing data collection must follow which protect respondent privacy and confidentiality and are sensitive to cultural considerations. In more sensitive contexts, you will also need to put in place procedures for any necessary follow-up, for example if disclosures of violence are made. In this case, in dealing with women who have experienced violence, project staff should ensure that information about available support services and counselling options are provided discreetly. Privacy and anonymity must also be protected.

Care needs to be taken during data collection with vulnerable groups. In this case the principle of 'do no harm', as described above, is very important. Globally recognised principles for ethical data collection and evaluation include:

- **Respect:** Data collection processes should reflect the history, culture and social context of participants and should be designed, conducted and reported in a way that respects the rights, privacy, dignity and entitlements of those affected by, and contributing to the evaluation.
- **Relevance:** Data collection should ensure that there is consultation and negotiation with those affected by the evaluation so that the results can be used to guide good practice and inform program design and implementation.
- **Reciprocity:** A principle of 'benefit sharing' should be involved in data collection processes. This means participants should be appropriately compensated for their time and efforts, and where possible, that the results of data collection processes should be shared with them.
- **Responsibility:** Participants involved should be fully informed, provide consent and be assured of confidentiality in their responses. There should be careful consideration given to the implications of

the questions and data collection methods that are selected and used. There should be processes in place for dealing with disclosures and an overall commitment made to doing ‘no harm’. For example, when collecting data on violence against women, do not directly ask individuals directly about their experience of violence. Ask about community norms around violence and ask questions about violence to service providers such as health, police or counselling services.

- **Credibility:** Judgements (or conclusions made about the data collected) should be based on sound and complete information and demonstrate objectivity and independence. Data limitations should be openly disclosed.

In addition to these globally recognised principles, you might also like to consider if there are any cultural protocols or issues in your country that are relevant to ethical data collection.

### 3.1.2 Different data collection methods, different ethical issues

There are many ways you can collect data, so there are also many different ethical considerations for the project team. When you have selected a tool for data collection you then need to consider associated ethical questions. The table below provides examples of ethical issues that may arise in the use of different data collection tools.

Table 1 Data collection and potential ethical issues and considerations

| Data Collection Tools                          | Potential Ethical Issues / Considerations   |
|--|---|
| Participant attendance records                 | <ul style="list-style-type: none"> <li>▪ Implications of asking sensitive information from participants such as their income level, gender identity, age, level of disadvantage or disability</li> <li>▪ Privacy and confidentiality of data collected</li> </ul> |
| Worker Journals                                | <ul style="list-style-type: none"> <li>▪ Respect for worker independence in recording their reflections and reporting data collected</li> <li>▪ Protocols for use of Journals</li> </ul>  |
| Client Satisfaction Surveys                    | <ul style="list-style-type: none"> <li>▪ Ensuring critical responses don't affect services offered or affect professional relationships</li> </ul>  |
| Key Stakeholder Satisfaction Surveys           | <ul style="list-style-type: none"> <li>▪ Privacy and confidentiality of data collected</li> </ul>   |
| Exit Interview Forms                           | <ul style="list-style-type: none"> <li>▪ Dealing with sensitive issues and disclosures</li> </ul>   |
| Workshop Evaluations                           | <ul style="list-style-type: none"> <li>▪ Implementation of data collection approach is done in a culturally sensitive manner with respect for local customs.</li> </ul>   |
| Stakeholder workshops, meetings and interviews | <ul style="list-style-type: none"> <li>▪ Dealing with sensitive issues that may be raised by stakeholders</li> <li>▪ Dealing with disclosures</li> <li>▪ Privacy and confidentiality of data collected</li> </ul>   |
| Participant Before / After surveys             | <ul style="list-style-type: none"> <li>▪ Implications if respondents are not literate, or do not feel they have been able to adequately grasp concepts</li> <li>▪ Privacy and confidentiality of data collected</li> </ul>  |
| Tracking Formats                               | <ul style="list-style-type: none"> <li>▪ Respecting rights of people to drop out of the survey or not be tracked</li> </ul>   |
| Follow Up Surveys                              | <ul style="list-style-type: none"> <li>▪ Being aware and sensitive to people getting tired of being asked questions by projects (respondent fatigue) in data collection</li> <li>▪ Privacy and confidentiality of data collected</li> </ul>                       |
| Direct Observation                             | <ul style="list-style-type: none"> <li>▪ Identification of the observer and their role and intended use of observations</li> <li>▪ Seeking informed consent</li> </ul>  |
| Baseline studies                               | <ul style="list-style-type: none"> <li>▪ Being aware and sensitive to people getting tired of being asked questions by projects (respondent fatigue)</li> <li>▪ Privacy and confidentiality of data collected</li> </ul>  |
| Participant Interviews                         | <ul style="list-style-type: none"> <li>▪ Attaining informed consent from participants with limited language proficiency, literacy or other limitations to their comprehension</li> </ul>  |
| Focus Groups                                   | <ul style="list-style-type: none"> <li>▪ Implications of offering financial or other forms of appreciation for participation in recognition of participant time spent in data collection</li> </ul>   |
| Case Stories                                   |   |
| Case Studies                                   |   |

| Data Collection Tools   | Potential Ethical Issues / Considerations  |
|---|--|
| Vignettes<br>Stakeholder Workshops<br>Community Workshops<br>Direct Observation | <ul style="list-style-type: none"> <li>▪ Potential issues with disclosures that reveal either illegal behavior or emotional concerns that require professional follow-up or referral</li> <li>▪ Privacy and confidentiality of data collected</li> </ul> |

### 3.2 Gender sensitive monitoring and evaluation considerations

Gender inequality can be addressed in monitoring and evaluation through a process called ‘gender analysis’. This means that in all data collection and analysis processes the team and the organisation should look at how things impact people differently because of their gender.

Gender-sensitive monitoring and evaluation acknowledges the different experiences, expectations, pressures, inequalities and needs of people because of their sex, gender, sexual orientation, gender identity or expression. It should consider how things might be different for different people because of these factors.

Gender can have a big impact on a person’s power, which means it can have a big impact on their ability to achieve or influence change. In monitoring and evaluation, power imbalances can have a big impact on group participation and may prevent certain people, especially women, from speaking out. In these situations, separating groups by gender, age or other characteristics may be appropriate.<sup>1</sup>

However, in separating groups by gender, or when developing questionnaires, it is important to consider different gender identities and expression and allow people to determine their own gender. This means you should provide more options for people to choose from than just ‘man’ or ‘women’. Even just adding an ‘other’ option or writing an open-ended ‘gender?’ questions can ensure that you are not unintendedly excluding people.

Below are lists of questions under headings corresponding to different monitoring and evaluation activities and considerations. You can use these questions as a basic gender analysis of all aspects of your monitoring and evaluation approach and journey.

#### 3.2.1 M&E data collection tools

- Are you using / planning to use qualitative and quantitative tools, or multi-methods data collection, so that you capture different perspectives and a diversity of viewpoints regardless of how people might be most comfortable sharing information?
- Have you considered literacy in the design of your tools? What alternatives are there to collect the information you need? For example, should you measure change through a survey, focus groups, digital storytelling or all of the above?
- Have you considered what tool you will use to encourage women, who may have previously had few opportunities to express themselves, to open up and provide their insight? Do you need to ask the same question in different ways?
- Do your tools exclude anyone? Have you considered how the questions asked will be felt by marginalised groups such as women with a disability, or depending on sexual orientation, gender identification or expression?

#### 3.2.2 The project team

- Does the project team have the capacity to identify and address gender issues? If not, how can staff build their capacity?
- Are there male and female data collectors and have they received gender sensitivity training?

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<sup>1</sup> UNW EVAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific Pg140

- Does your organisation or program need to do an internal review around gender equality?

### 3.2.3 Data collection / activities

- Have you considered how gender inequality might affect women's participation in monitoring and evaluation activities? For example, are women able to speak up about sensitive issues like violence against women in front of men, or do we need to have separate focus groups for women and men?
- Have you considered how women's and men's roles and responsibilities may impact their ability to participate in the monitoring and evaluation activities? For example, what time of day are women and men most likely to be available?<sup>2</sup>
- Have you considered women's safety and how to keep sensitive information private?

The following link provides more information and tools for gender sensitive monitoring and evaluation:

<http://eige.europa.eu/gender-mainstreaming/methods-tools/gender-evaluation>

### 3.2.4 Data analysis

- Did we reach the participation numbers we were aiming for, for all groups including men and women? If not, were there any barriers to participation?
- If both women and men participated in the project, were there any variations in their outcomes? What factors could explain these variations?
- Did the project have an impact on gender equality in the wider community?
- Have you conducted a gender analysis of the data? A gender analysis should explain the differences in experiences, viewpoints, and impacts related to gender roles and power relationships.

### 3.2.5 Violence against women

Gender inequality is the root cause of violence against women. As a result of gender inequality and harmful gender roles, women are more likely to experience all kinds of violence; men are more likely to perpetrate violence against women; and men and communities are more likely to accept violence against women as a normal part of life.

Given high rates of violence against women in our region it is critical to consider the principle of 'do no harm' when collecting data. It is important to know what to do and how to respond to this issue when it arises.

Disclosures of violence against women can come up in the monitoring of any gender equality program in the Pacific due to the high prevalence of violence against women and girls. Staff need to know how to deal with disclosures and refer to appropriate services.

Below are some basic guidelines for dealing with disclosures of violence from CARE International (2014) Guidance for gender based violence monitoring and mitigation within non-gender based violence focused sectoral programming:

'Develop skills to offer empathetic listening, nonjudgmental attitudes, and the ability to validate what survivors say. For example, use statements such as 'it's not your fault'. It is not recommended to try to counsel survivors (i.e. to tell them what to do). Help them understand their options, and let them make their own decisions about what to do – they know their lives best. Some key characteristics of empathetic listening and non-judgmental attitudes are:

- providing practical care and support without intruding on a survivor's autonomy

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<sup>2</sup> UNW EVAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific, pg. 140

- listening without pressure for the survivor to respond or disclose
- offering comfort and help to reduce anxiety
- provide information about and help survivors connect to services in the community.

Stress the importance of maintaining privacy and confidentiality, as this is paramount to survivor safety. Disclosure of gender based violence often places the survivor at risk of backlash violence, if the family / partner / perpetrator finds out about the disclosure or help-seeking. There is also social stigma and ostracisation linked to being a survivor and the airing of 'private matters' with outsiders. Hence, any interaction where gender based violence is disclosed must be guided by the principle of minimising unintended additional violence or other harm to the survivor'<sup>3</sup>

Provide information about and help survivors connect to services in the community. If there is not a community resource list, develop one:

'A referral list should be readily available to all program staff so that they understand what gender based violence resources are available in the project community and are prepared if gender based violence emerges or is disclosed as an issue during project activities. A referral list usually provides the name of each resource, the support it provides, and how they can be reached. The referral list can be organised in a notebook, in a box of file cards, or in a computer file and printed and bound for use. The referral list resources should include: health facilities or personnel in case medical treatment is necessary; police for official reports, if a court case will ensue and for ensuring personal safety; social welfare resources, such as safe places to stay; counsellors for psychological support; and other services provided by other organisations in the community that engage in the prevention of and response to gender based violence, including other NGOs and community organisations working in areas related to gender based violence.'<sup>4</sup>

The above section is taken directly through the following link. The resource is a step-by-step guide to monitoring gender based violence through all programs:

*CARE International Guidance for Gender Based Violence Monitoring and Mitigation within Non- gender based violence Focused Sectoral Programming*

### 3.2.6 Sexual orientation, gender identity and gender expression

Everyone has the right to express their gender however they choose and without fear of violence or discrimination.

In implementing gender-sensitive practice, services should consider the needs of individuals who do not identify as either female or male, or who do not identify as heterosexual. Lesbian, gay, bisexual, transgender and intersex people (LGBTI) are as diverse as the rest of the community. Those identifying as LGBTI may share some experiences, such as the experience of exclusion and discrimination, but are likely to have a range of different needs depending on the individual. LGBTI people are generally exposed to greater rates of marginalisation and discrimination. Same-sex attracted young people and young people questioning their sexuality may be particularly vulnerable to discrimination and homophobic abuse.

## 3.3 Considering disability

Women with a disability experience life differently than those without. The following diagram highlights the 'triple jeopardy' of discrimination often faced by women living with a disability, in economically disadvantaged countries.

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3 CARE (2014). Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming. p. 13

4 CARE (2014). Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming p. 9

Figure 3 Triple jeopardy of discrimination



Source: International Women’s Development Agency, <https://www.iwda.org.au/assets/files/Gender-Matters-3.pdf> , Page 1

In monitoring and evaluation, we can ensure participation and voice for women living with a disability. By enabling participation, ensuring their voices are heard and recorded, and by disaggregating data in reporting, we can support them in sharing their voice and stories more widely.

### 3.3.1 Further resources

This link provides further information on the ‘triple jeopardy’ faced by women with disabilities in economically disadvantaged counties, including resources and a toolkit for community action in this area (<http://banteaysrei.info/news-and-resources/research/>).

The Pacific Disability Forum has also developed a toolkit specifically for projects focused on eliminating violence against women and girls to ensure that women and girls with disabilities are included in programs. It includes practical checklists on how to improve violence prevention and response programs for women and girls with disabilities:

Toolkit on Eliminating Violence Against Women and Girls with Disabilities in Fiji

<http://www.pacificdisability.org/getattachment/Resources/PDF-Resources/Toolkit-on-Eliminating-Violence-Against-Women-And-Girls-With-Disabilities-In-Fiji1.pdf.aspx>

Plan and CBM Nossal have developed guidance and a practice note for using data on disability to inform programs:

[http://www.cswashfund.org/sites/default/files/Plan-CBM-Nossal\\_Disability-Data-Collection-Practice-Note\\_0.pdf](http://www.cswashfund.org/sites/default/files/Plan-CBM-Nossal_Disability-Data-Collection-Practice-Note_0.pdf)

It is also a good idea to work with Disabled People’s Organisations in your country to provide advice and feedback on working with women with disabilities (<http://www.pacificdisability.org/Members/Our-Members.aspx>).

### 3.3.2 Data on disability

The Washington Group have developed a set of questions to support data gathering to aid the development of better disability data. The Washington Group has been established under the UN Statistical Commission (website [www.washingtongroup-disability.com](http://www.washingtongroup-disability.com)). The short form of the Washington Group questions is included in section 4 of this toolkit.



*Pacific Women* implementing partners are encouraged to include the Washington Group questions within their data collection processes wherever this is possible and relevant. The questions are designed to provide comparable data cross-nationally for populations living in a variety of cultures with varying economic resources. The intended use of this data is to be able to compare levels of participation for those with disability versus those without disability to see if persons with disability have achieved social inclusion.

### 3.4 M&E and its relationship to data collection and reporting

#### 3.4.1 What is monitoring?

Monitoring is the systematic and continuous collection of information related to implementing a project that can show whether things are going to plan. Monitoring is usually used to keep track of progress, and to support management and accountability (accountability loosely means making sure you are doing what you said you would do).

Because monitoring focuses on both what is being done in a project and how it is being done, it helps you notice when there are problems to fix, or things you might need to do differently. Monitoring focuses on project activities, outputs (what is produced by the activities of the project) and shorter-term outcomes (the shorter-term changes you hope to see).

Monitoring is defined as:

The continuous and systematic collection and analysis of information (data) in relation to a program or investment primarily for program management. Monitoring provides an indication as to the extent of progress against stated end of program or initiative outcomes. Monitoring focuses both on processes (activities and outputs) and outcomes and is usually done internally.

#### 3.4.2 Who is responsible for monitoring and how do they know what to monitor?

Most, if not all project staff should expect to be involved in the collection of monitoring information.

Performance indicators and targets developed for the project and written in your monitoring and evaluation plans are used to guide the monitoring process (see Section 3.4.8: Using your monitoring and Evaluations Plan below).

Monitoring and evaluation plans can be used to develop works plans which guide staff in what they need to collect, when, how and from whom. Please see below (section 3.7.3) for an example of a work plan.

#### 3.4.3 What is evaluation?

Evaluation is the periodic assessment of progress towards a projects outcomes or goal. *Pacific Women* understands that there are two 'types' of evaluation. This includes: 1) big 'E' evaluation, which consists of independent evaluation activities carried out by external evaluators; and 2) small 'e' evaluation, a process that attempts to introduce leaning and ongoing analysis and evaluative thinking into an organisation. *Pacific Women* aims to encourage implementing partners to invest in and prioritise small 'e' evaluation.

Evaluation is defined as:

The systematic and objective assessment of an on-going or completed project. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program.

### 3.4.4 When do we evaluate?

Evaluation happens over the life of the project or program. Evaluation is planned for and set up at the beginning of the program. The analysis conducted as part of evaluation is usually based on the collection of a range of data, including data gained through monitoring. Therefore, evaluation is an ongoing activity within the project or program.

### 3.4.5 What does evaluation do?

- Evaluation tries to understand the change achieved by the project and develop explanations for this change.
- An evaluation draws conclusions and makes recommendations for the future. Evaluation aims to inform project development based on reflection and learning.
- Evaluation builds on monitoring information to identify the degree to which outcomes and longer-term impacts have resulted and objectives have been achieved.
- Evaluation identifies approaches that worked well and those that did not, reasons for success or failure and learning from both.
- Evaluation also looks at the processes of implementation, or how the implementation was done, to see how successful it was and also note any issues.

### 3.4.6 How do we evaluate?

Evaluation can be conducted internally, externally, or both.

Internal data collection by project staff can add meaning to output monitoring data, by indicating not just what was delivered, but the difference the activity made.

Your M&E plan should support staff to understand what ongoing evaluation data they need to collect or provide. Please see below for an example of how to use your monitoring and evaluation plan to develop a M&E work plan.

### 3.4.7 Data collection and reporting

*Pacific Women* implementing partner grant agreements outline the monitoring and evaluation data to be provided, usually in six monthly or annual project reports. Data included in project reports will be entered in the *Pacific Women* database which stores and analyses the following program information:

- Project level information, i.e. name of project, outcome focus, funding amount, reporting cycle information and key outputs as per the project implementation plan.
- Activity level data, i.e. total number of people reached (disaggregated by sex, age, disability and location), total number of activities delivered, types of activities delivered, i.e. training, mentoring, counselling, and qualitative data including evidence of progress to outcomes, reflections and lessons learned.

The *Pacific Women* Support Unit has developed a data entry template that is available for partners to use in order to collect and report on standard monitoring data. While this template is not mandatory, it is encouraged, with the aim of trying to improve reliable data collection across the program. If you do not already have one, to get a copy of the data entry form please email:

[information@pacificwomen.org.fj](mailto:information@pacificwomen.org.fj)

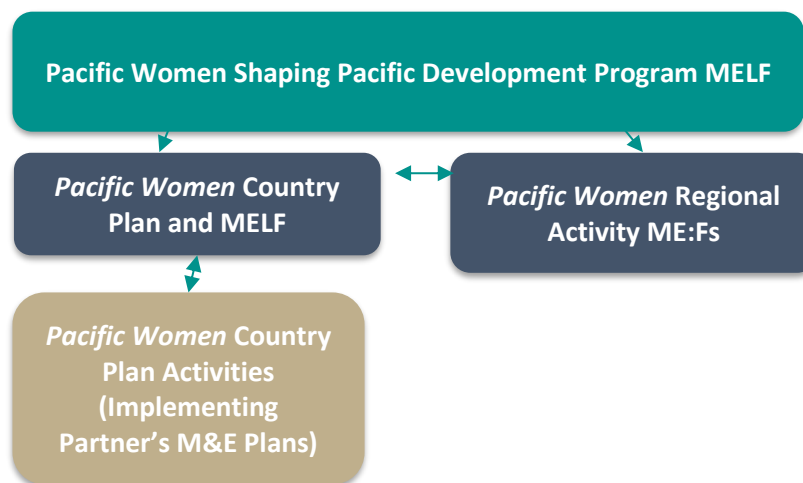
The evaluation component of the *Pacific Women* MELF identifies sources of periodic interval evaluation (small-e evaluation) data to be collected and analysed by implementing partners to answer inquiry questions and report on outcome indicators.

Implementing partner project reports need to provide ongoing evaluation data drawn from data collection methods which show the range of outputs delivered, and their outcomes. Evaluation data

will also be drawn from Country Reflection Workshop reports (see section 6.4), other ad-hoc stakeholder events, externally conducted evaluations, reviews and research findings.

The combined monitoring and evaluation data from all sources will produce the ‘performance story’ of *Pacific Women*.

Figure 4 Performance stories



This section presents a number of topics that cut across all the data collection processes that are outlined in Section 4: Approaches to Data Collection.

### 3.4.8 Using your monitoring and evaluation plans

The Monitoring and Evaluation Plans that you develop / have developed should provide a structure for undertaking both monitoring and internal evaluation, including allocating roles and responsibilities to ensure that the required data is collected.

These plans should show you what routine monitoring and periodic internal evaluation need to take place over the life of your project, as well as identifying the scope of any external evaluation projects that may be planned for within your project.

The primary purpose for investing in and undertaking monitoring and evaluation is to track or measure what your project has delivered against delivery expectations and expected outcomes. Monitoring and evaluation gives evidence of the results of your work and tells success stories. It also helps to improve your work by identifying any areas where things can be done better and an understanding of why they are not working.

How you collect your monitoring and evaluation information or data will depend on the type of change you hope to measure using your inquiry questions, indicators and reporting requirements.

Below are two samples of M&E Plans. Sample M&E Plan 1 is for smaller and less complex programs or those managed by smaller Pacific CSOs. They may have a shorter timeframe of one to two years and/or focus on service delivery or one outcome area

Sample M&E Plan 2 is for larger and more complex programs with longer timeframes, across multiple outcome areas.

Partners can select which M&E Plan to use, based on which one they feel most comfortable with. You can also reach out to the *Pacific Women* Support Unit to access further technical support if you need it ([information@pacificwomen.org.fj](mailto:information@pacificwomen.org.fj)).

### 3.4.9 Sample M&E Plan 1

The following M&E Plan is for smaller and less complex programs, managed by small CSO's with a timeframe of one to two years.

| 1. Outcome you are measuring  | 2. Inquiry questions (What questions will be asked to ensure we are on track?)   | 3. Indicators (How do you know this has been achieved?)  | 4. Baseline (Situation at the beginning of the project) | 5. Target (Where we hope to get to by the end of the project) | 6. When do you collect information? | 7. What tool do you use?  | 8. Who will collect the information? | 9. How will it be reported? |
|---|--|--|---|---|-------------------------------------|---|--------------------------------------|-----------------------------|
| Outcome 1: (for example purposes only)<br>Survivors of violence have increased access to essential support services | To what extent did women survivors of violence have increased access to safe, accessible, quality co-ordinated services? | # of women accessing services<br># of staff trained on best practice<br>% or clients satisfied with services | 100<br>0<br>0   | 500<br>10<br>75%  | Every six months                    | Service records<br>Pre-post-test and attendance records<br>Client satisfaction survey | All staff<br>Training provider       | Progress reporting          |

### 3.5 Further information about each column in Sample M&E Plan 1

**Outcome that you are measuring:** The first column is the outcome that you are measuring progress towards. These outcomes come from your project logic.

**Inquiry questions:** The first column is made up of inquiry questions taken from the *Pacific Women* Monitoring, Evaluation and Learning Framework (MELF). It is hoped that the questions in your M&E plan are similar to the *Pacific Women* MELF inquiry questions. The *Pacific Women* Support Unit can provide additional assistance to this process.

**Indicators:** Indicators are measurements that help to measure or 'indicate' progress toward your outcomes. There are also output level indicators that measure whether your outputs are being implemented.

An example of an output indicator is:

- Output 1.1 Support Centre staff are trained to respond to the needs of survivors.

**The indicators would be:** number of staff who have attended training and number of staff who demonstrate increased knowledge as a result of training.

**Indicators can be quantitative:** e.g. number of staff who attended training

**And qualitative:** e.g. evidence of attitude change.

**Baseline:** The baseline is the situation of the project at the beginning. This is compared to the situation at the end of the project to measure the change that the project accomplished. Section 3.7 provides further information about baselines.

**Target:** This is the change that the project is aiming to make. In the example above, the baseline is that 100 women are accessing services and the target is for 500 women to access services by the end of the project. Targets also help keep the project on track.

#### 3.5.1 When do you collect the information?

Some information, such as attendance at workshops, is collected at each workshop. Other information, such as changes in attitudes, are collected after longer periods such as every six months, or annually because they are longer term changes. The timing of collecting monitoring data should also be included in your project workplans so that it is integrated into your project work.

#### 3.5.2 What tools do you use?

It is a good idea to decide on which tools will be used to collect data at the beginning of the project and ensure that all staff are trained on the tools so that all data is collected in the same way. Section 4 of this toolkit explains a number of tools used for data collection.

#### 3.5.3 Who collects the information?

Some organisations have specific M&E staff, but it is also important for all project staff to have responsibility to collect data on each activity they deliver.

#### 3.5.4 How will it be reported?

Some data will be included in quarterly activity reports, other data is analysed once or twice a year for progress reporting.

### 3.6 Sample M&E Plan 2

The below M&E plan is a suggested format for implementing partners with longer-term and complex program across more than one outcome area. In order to demonstrate how the template is used, the below table provides an example of how implementing partners may complete their M&E plan. An example of two inquiry questions for relevance, effectiveness, efficiency, impact and sustainability is presented below. This is to be used as a guide only. You need to revise and fill in your M&E plan dependent on your specific inquiry questions, indicators and data sources. The data sources included in this plan are only examples, there are many more data collection tools that you can use to collect both monitoring and evaluation data. You are encouraged to use a variety of methods.

| Inquiry Question  | Indicators   | Monitoring Data Sources  | Focus of Evaluation  | Evaluation Data Sources   |
|---|--|--|--|---|
| <b>Relevance Inquiry Questions</b>  |  |  |  |   |
| To what extent did your project meet the needs of its beneficiaries?                  | <ul style="list-style-type: none"> <li>▪ % of intended outputs delivered (target 75%)</li> <li>▪ Total number of people reached (disaggregated by sex, age, disability)</li> <li>▪ Types and number of activities delivered</li> <li>▪ Participant satisfaction with activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Project reporting</li> <li>▪ Project implementation plan</li> <li>▪ Activity tracking templates (participant registration forms)</li> <li>▪ Participant satisfaction questionnaires</li> <li>▪ Pre/post questionnaires</li> </ul> | <ul style="list-style-type: none"> <li>▪ Perspectives from beneficiaries regarding the extent that the project met their needs.</li> <li>▪ Perspectives of project stakeholders regarding the extent that the project met beneficiary needs</li> <li>▪ Evidence of positive change to target group as a result of project activities</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Focus Group Discussions (with target group and project stakeholders)</li> <li>▪ Face-face interviews</li> <li>▪ Case Studies or Stories of Change</li> <li>▪ Project internal reflections (small e-evaluation)</li> <li>▪ Project reports</li> <li>▪ Midterm or end of project evaluation</li> </ul> |
| To what extent was your project suitable for the local context?                       | <ul style="list-style-type: none"> <li>▪ % of intended outputs delivered (target 75%)</li> <li>▪ Total number of people reached (disaggregated by sex, age, disability)</li> <li>▪ Types and number of activities delivered</li> <li>▪ Participant satisfaction with activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Project implementation plan</li> <li>▪ Activity tracking templates (participant registration forms)</li> <li>▪ Participant satisfaction questionnaires</li> <li>▪ Pre/post questionnaires</li> </ul>                              | <ul style="list-style-type: none"> <li>▪ Perspectives from project stakeholders on the suitability of project activities.</li> <li>▪ Stakeholders could include:                             <ul style="list-style-type: none"> <li>&gt; Beneficiaries</li> <li>&gt; Government stakeholders</li> <li>&gt; Non-Government partners</li> <li>&gt; Donors</li> <li>&gt; Other groups that the project directly works with</li> </ul> </li> <li>▪ Evidence of innovation in relation to project implementation</li> </ul> | <ul style="list-style-type: none"> <li>▪ Project internal reflections (small e-evaluation)</li> <li>▪ Focus Group Discussions</li> <li>▪ Case Studies</li> </ul>  |
| <b>Effectiveness Inquiry Questions</b>  |  |  |  |   |
| To what extent and in what ways did your project progress to its intended outcome(s)? | <ul style="list-style-type: none"> <li>▪ % of intended outputs delivered (target 75%)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Project reporting</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Evidence of progress to outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Project internal reflections (small e-evaluation)</li> </ul>   |

| Inquiry Question  | Indicators   | Monitoring Data Sources   | Focus of Evaluation   | Evaluation Data Sources   |
|---|--|---|---|---|
|   | <ul style="list-style-type: none"> <li>Total number of people reached (disaggregated by sex, age, disability)</li> <li>Types and number of activities delivered</li> </ul>   | <ul style="list-style-type: none"> <li>Activity tracking templates</li> </ul>   | <ul style="list-style-type: none"> <li>Perspectives from project stakeholders on project progress to outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>Case studies or stories of change from beneficiaries</li> <li>Interviews with project stakeholders</li> </ul>  |
| To what extent have family and community members started to share the burden of domestic work with women and girls? What were effective strategies? | <ul style="list-style-type: none"> <li>% of intended outputs delivered (target 75%)</li> <li>Total number of people reached (disaggregated by sex, age, disability)</li> <li>Types and number of activities delivered</li> <li>Participant satisfaction with activities</li> </ul> | <ul style="list-style-type: none"> <li>Project implementation plan</li> <li>Activity tracking templates (participant registration forms)</li> <li>Participant satisfaction questionnaires</li> <li>Pre/post questionnaires</li> </ul> | <ul style="list-style-type: none"> <li>Perspectives from women that family and community members are supportive of and sharing domestic work</li> <li>Perspectives from family members and community leaders about sharing burden of domestic work</li> <li>Evidence of change in relation to sharing of domestic work</li> </ul> | <ul style="list-style-type: none"> <li>Project internal reflections (small e-evaluation)</li> <li>Case studies or stories of change from beneficiaries</li> <li>Focus group discussions with women, family and community members</li> </ul> |
| <b>Efficiency Inquiry Questions</b>   |  |   |   |   |
| Were required levels of personnel and skills in place to support project delivery?  | <ul style="list-style-type: none"> <li>% of intended outputs delivered (target 75%)</li> </ul>   | <ul style="list-style-type: none"> <li>Project reporting</li> <li>Project Management meeting minutes</li> <li>Project implementation plan</li> <li>Staff performance appraisals</li> </ul>  | <ul style="list-style-type: none"> <li>Perspectives of project management and project staff on level of personnel and skills to support project implementation.</li> <li>Perspectives of stakeholders, such as donors.</li> </ul>   | <ul style="list-style-type: none"> <li>Interviews with project staff, donors and other stakeholders (as appropriate)</li> <li>Desk review of monitoring data sources</li> </ul>   |
| Have activities been implemented on time and on budget?   | <ul style="list-style-type: none"> <li>% of intended outputs delivered (target 75%)</li> <li>Budget utilisation rate (%)</li> </ul>  | <ul style="list-style-type: none"> <li>Project reporting (narrative and financial)</li> </ul>   | <ul style="list-style-type: none"> <li>Perspectives of staff, management, program stakeholders and donors on if activities were delivered on time and on budget (and reasons why/why not).</li> </ul>   | <ul style="list-style-type: none"> <li>Interviews with project management and staff</li> <li>Interviews with donors and other relevant stakeholders</li> <li>Project reports</li> </ul>   |
| <b>Impact Inquiry Questions</b>   |  |   |   |   |
| To what extent was the project able to reach the most vulnerable women?   | <ul style="list-style-type: none"> <li>% of intended outputs delivered (target 75%)</li> <li>Total number of people reached</li> </ul>   | <ul style="list-style-type: none"> <li>Project implementation plan</li> <li>Activity tracking templates</li> </ul>  | <ul style="list-style-type: none"> <li>Perspectives from project stakeholders on if the project reached the most vulnerable women.</li> <li>Stakeholders could include:</li> </ul>  | <ul style="list-style-type: none"> <li>Stakeholder interviews</li> <li>Project internal reflections (small e-evaluation)</li> <li>Project reports</li> </ul>  |

| Inquiry Question  | Indicators   | Monitoring Data Sources   | Focus of Evaluation   | Evaluation Data Sources   |
|---|--|---|---|---|
|   | (disaggregated by sex, age, disability) <ul style="list-style-type: none"> <li>▪ Types and number of activities delivered</li> </ul> | (participant registration forms) <ul style="list-style-type: none"> <li>▪ Participant satisfaction questionnaires</li> <li>▪ Pre/post questionnaires</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Beneficiaries</li> <li>&gt; Government stakeholders</li> <li>&gt; Non-Government partners</li> <li>&gt; Donors</li> <li>&gt; Other groups that the project directly works with</li> <li>▪ Evidence of project reaching vulnerable women</li> </ul>                            | <ul style="list-style-type: none"> <li>▪ Case studies of stories of change</li> <li>▪ External evaluation</li> </ul>  |
| Were there any unintended results (both positive and/or negative) produced by the project?  |  |   | <ul style="list-style-type: none"> <li>▪ Evidence of any unintended (positive or negative) consequences</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Focus group discussions</li> <li>▪ Stories of change</li> <li>▪ Project reports</li> <li>▪ External evaluation</li> </ul>  |
| <b>Sustainability Inquiry Questions</b>   |  |   |   |   |
| To what extent did the project build sufficient capacity in order to sustain gender equality outcomes?  |  |   | <ul style="list-style-type: none"> <li>▪ Perspectives of project stakeholders on the project's contribution to increased capacity for sustained gender equality outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Stakeholder interviews</li> <li>▪ Project internal reflections (small e-evaluation)</li> <li>▪ Project reports</li> <li>▪ External evaluation</li> </ul>   |
| To what extent is there an indication of ongoing benefits attributable to the project and what strategies contributed to or prevented the achievement of on-going benefits? |  |   | <ul style="list-style-type: none"> <li>▪ Perspectives of stakeholders of ongoing benefit attributable to the program.</li> <li>▪ Perspectives of stakeholders on what were effective strategies to support sustainability</li> <li>▪ Evidence of ongoing benefits that have been brought about by the project.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Stakeholder interviews or focus group discussions</li> <li>▪ Project internal reflections (small e-evaluation)</li> <li>▪ Project reports</li> <li>▪ Case study or Story of Change</li> <li>▪ External evaluation</li> </ul> |



### 3.6.1 Further information about each column in Sample M&E Plan 2

The first column is made up of inquiry questions taken from the *Pacific Women* Monitoring, Evaluation and Learning Framework (MELF). Please refer to the *Pacific Women* MELF for more guidance on selecting inquiry questions.

Indicators

Indicators are measurements that help to measure or 'indicate' progress towards your outcomes. There are also output level indicators that measure whether your outputs are being implemented. Some sample indicators are:

- outputs delivered (target 75 per cent)
- Total number of people reached (disaggregated by sex, age, disability)
- Types and number of activities delivered.

Indicators can be quantitative: e.g. total number people reached; or, qualitative: e.g. evidence of attitude change.

### 3.6.2 Monitoring Data Sources

Data sources are where and how you get the data for reporting on the indicators and inquiry questions. They could be documents such as project reports or monitoring tools such as participant satisfaction questionnaires. Section 4 gives you more explanation on a range of tools for data sources.

### 3.6.3 Focus of evaluation

This column refers to the focus of evaluation activities and what perspectives and evidence will be used during evaluation.

### 3.6.4 Evaluation data sources

These are data sources that will be used to provide information in evaluations. As with the monitoring tools, the evaluation data sources are described in detail in section 4.

The remainder of this toolkit will help you with the data collection decisions you need to make for quality monitoring and evaluation.

### 3.6.5 Completed you monitoring and evaluation plan? The 'What's next' action checklist

Have you completed your M&E Plan?

Have you finalised what tools and approaches you will use to collect this data?

Are staff clear what data needs to be routinely collected and recorded?

Have all staff been trained on data collection tools?

Have the community been included in the monitoring and evaluation planning process and will they be included in ongoing monitoring and evaluation?

Have sufficient budget and resources been allocated to monitoring and evaluation activities?

Have you discussed ethical issues and decided on what is and is not appropriate in your data collection activities?

Do staff know whose responsibility it is to collect and report this data?

Have you completed a baseline? (if necessary)

Do you store the data in a central place to ensure it is accessible for analysis at the end of the project? Do you have a place where you store data analysis results?

Do you analyse and reflect on data collected as a team and use it to adjust your project?

### 3.7 Developing a baseline

You have done all your design and M&E planning and are now at the ‘act’ or implementation stage of your work. What does this mean for M&E?

#### 3.7.1 What is a baseline?

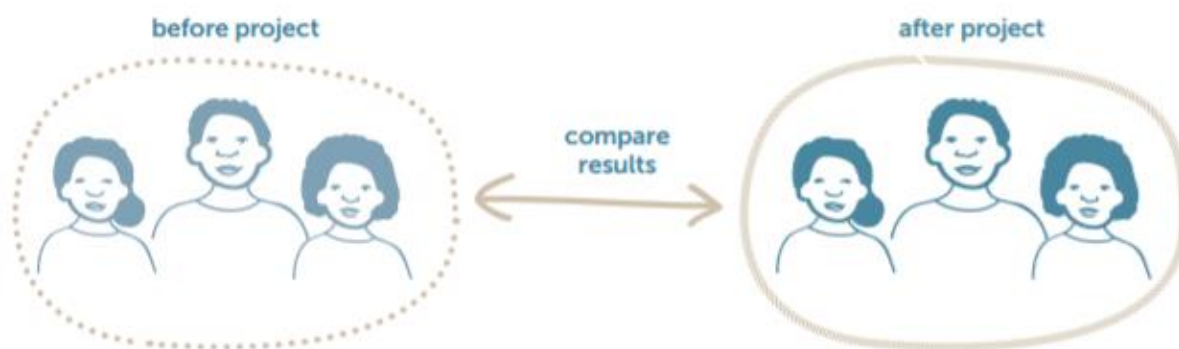
‘Baseline is a word used to describe the situation at the beginning of a project, before it has been implemented. It provides information about the current situation.’<sup>5</sup> Not all partners will need baseline information, but if you are working with baseline, please read this section.

#### 3.7.2 Why is a baseline important?

Creating a baseline at the beginning of a project is important. It allows you to understand and take a picture of the situation that exists prior to your project or intervention. It tells you what the situation is like before your project starts. It can also challenge or support the assumptions you have made in your project design. It might lead you to revisit and amend your project plan.

Baselines allow you to measure change. If you have collected data to form a baseline ‘picture’ of the situation at the start of your intervention, you can then collect data again, at the end of the project cycle to see what effect your work has had on the situation you were trying to change. Using baseline data in this way, to compare results from before and after the project, is shown in the following image.

Figure 5 Before and after comparison



UNW EVAW Toolkit, (2015). *How to Design Projects to End Violence Against Women and Girls*. UN Women Pacific Pg115

#### 3.7.3 How do I know what baseline data to collect?

To understand what information you need to collect for your baseline, look at your program logic, M&E plan and as well as any requirements there may be for reporting from donors. If there are evaluation or inquiry questions or indicators of success that must be answered, then these form the basis of what your baseline will ask and what information it will collect.

Below is an example of a monitoring and evaluation plan. Look at this example and you will note that in this case the baseline has been collected (column 4, highlighted in yellow). You will also note that instead of including the ‘target’ or ‘where we hope to get to by the end of the project’ in the indicator

<sup>5</sup> UNW EVAW Toolkit, (2015). *How to Design Projects to End Violence Against Women and Girls*. UN Women Pacific Pg113

itself, there is a separate target column (column 5). It doesn't matter how the information is presented as long as you have an indicator of success (target) and an associated baseline number or value (situation at the beginning of a project).

Imagine the baseline column in the document below is not yet complete. What questions would you need to ask to fill this column? What data would you need to collect?

Table 2 Example monitoring and evaluation plan

| 1. Outcome or output you are measuring   | 2. Evaluation questions: what questions will be asked to ensure we are on track?   | 3. Indicator: (How do you know this has been achieved?)  | 4. Baseline (situation at the beginning of the project) | 5. Target (where we hope to get to by the end of the project) |
|--|--|--|---|---|
| Outcome 1: Survivors of violence have increased access to essential support services | To what extent did women survivors of violence have increased access to safe, accessible, quality co-ordinated services? | # of women accessing services<br># of staff trained on best practice<br>% of clients satisfied with services | 100<br>0<br>0   | 500<br>10<br>75%  |

### 3.7.4 Where do I get my baseline data from?

Where you get your data from will depend on what information is already available about the situation you are trying to change. Collecting existing data available from another source is called secondary data collection. Using research methods to collect your own data is called primary data collection. You will not always need to collect primary data, it is acceptable, in the right situations to use secondary data.

### 3.7.5 Secondary data collection

If other organisations or government departments have already collected the data that you need for your baseline, you can bring this data together into a single document called a baseline report. It is usually possible and desirable to identify data from existing local or national surveys and assessments to populate the baseline. This is a more cost-effective approach than undertaking labour intensive and costly primary data collection processes.

If secondary data is available only at a national or regional level, and needs to apply to a smaller region, province or community, then key stakeholder interviews can be conducted locally to support this data, or as way of comparison. This approach reflects a 'mixed-methods approach' where quantitative population or higher-level data is then complemented with information gathered locally. This adds local context to the higher-level data.

### 3.7.6 Primary data collection

'Sometimes there will not be any existing baseline data that is relevant to your project, or it will be incomplete or of poor quality. In this case you will need to conduct your own research to collect baseline data.'<sup>6</sup> For example, if I am seeking to change negative attitudes which perpetuate gender norms, but there is no information available about how common these negative attitudes are in my region, then I may decide to do some primary data collection.

6 UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific Pg 113

Primary data collection processes are varied and can be complex. If you have decided you need to do some primary data collection at any point in the program cycle, keep it simple and choose methods that suit staff skill levels and the size and scope of your program.<sup>7</sup>

Some primary data collection methods and tools you may like to consider are detailed in this toolkit in section 4. In section 4 there are some tips and tools you may like to use when doing data analysis and reporting your findings.

### 3.7.7 Help! What do I do if we didn't do a baseline at the start of the project?

Secondary data can also be used to re-construct a baseline if one does not exist. Ideally, a situation analysis would be included as part of the project proposal and that should provide some description of the problem in its context. National census data and household surveys can be used to provide valuable reference points for developing a baseline. Various government ministries publish annual reports that can provide baseline data and information on services or facilities available in the target areas. Research data available through universities and non-government agencies can also provide valuable baseline data. Media reviews can provide information on issues that describe the pre-conditions that existed prior to the intervention.

Primary data collection methods can also be used. Stakeholder or key informant workshops can be used to gather perspectives on, paint a picture of, and validate the situation as it existed prior to the intervention.

Despite these possibilities, there can be problems with the quality of secondary data or there may be gaps or missing information. Reflective primary data collection methods, (where you have asked people to think back to the situation at the start of the intervention or project) might be impacted by bias or other issues. If you are trying to re-construct a baseline at the middle or end of a project there will be limitations in the quality and reliability of the data available. This should be acknowledged when presenting the baseline report.

## 3.8 More information and sector specific monitoring and evaluation frameworks

The following are monitoring and evaluation toolkits for each sectoral area that include ideas on developing baselines and developing monitoring and evaluation frameworks and tools:

### 3.8.1 Women's economic empowerment

International Women's Development Agency has developed a toolkit for designing, monitoring and evaluating women's economic empowerment programs in the Pacific. The toolkit includes:

- A 'river of change' poster, describing four main tributaries of change necessary to improve gender relations in Melanesian communities.
- A poster using a floating coconut to help in understanding the roles of women and men in economies in Melanesia.
- Flash cards for three participatory monitoring tools to test the strength and flow of the 'river of change'.
- A Microsoft Excel data management package (downloadable) that can be used to record and analyse the data you collect.

The resource kit is available at: <https://www.iwda.org.au/resource/gender-and-economy-in-melanesian-communities-manual/>

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<sup>7</sup> UNW EVAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific Pg 113-15

### 3.8.2 Preventing violence against women

Raising Voices is an organisation in Africa that has developed a community mobilisation program to prevent violence against women. Their monitoring and evaluation tips booklet provides helpful guidance on how to carry out monitoring and evaluation of community based activities.

The SASA package is available here: <http://raisingvoices.org/sasa/download-sasa/>

### 3.8.3 Responding to violence against women

UN Women has recently developed the Essential Services Package, which are global minimum standards for a multi-sectoral approach for responding to violence against women taking a survivor-centred approach. Service guidelines are available for health, justice, police and social services as well as coordination and governance of multi-sectoral approaches.

The UN Women Essential Services Package is available here: <http://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>

### 3.8.4 Women's leadership

Oxfam has developed a toolkit for Transformative Leadership for Women's Rights including guidance on monitoring, evaluation and learning for women's leadership program.

The Transformative Leadership for Women's Rights Toolkit can be accessed here: <http://iknowpolitics.org/sites/default/files/transformative-leadership-womens-rights-oxfam-guide.pdf>

## 3.9 How and from whom will your M&E Data be collected?

When deciding how and from whom you will collect data there is a lot to consider. Your M&E plan will guide you in deciding what tools to use, however there are some statistical issues that are important to consider.

### 3.10 Qualitative v Quantitative

You can use both quantitative and qualitative methods to collect primary data for baselines, as well as when monitoring and evaluating your program.

**Quantitative** means using numbers and statistics to measure change. You could remember this by thinking of 'quantity' as a mathematical measurement involving numbers.

**Qualitative** means using people's stories, experiences and feelings to measure change. You could think of deep, 'quality' conversations and discussions with people as a trick to remember this.

**Mixed methods** mean using both qualitative and quantitative data collection methods when measuring change.

For example, to find out how common the negative attitudes about women's rights and gender equality are, I have decided that I will do a survey of a sample of the population and a series of focus groups. In this case I am using a survey to gather quantitative data (the responses to the survey questions can be used to calculate numbers and statistics about community attitudes) and focus groups can be used to gather qualitative data (information expressed in people's stories and experiences) to support and add depth and understanding to the results of the survey.

You need to know if you want qualitative or quantitative data, or both, before you can decide on the best data collection method[s].

Qualitative and quantitative methods are discussed further below with tools for each in section 4.

## 4 Approaches and Sample Formats

Now that we have thought about what type of data you need by asking ...

- What do my indicators of success and evaluation questions need me to measure?
- Do I know what data I need for my baseline?
- Is it qualitative or quantitative information / data I need? Or both?
- Who do I need to give me this data to and how many people do I need to ask? (sampling)

Below we will consider some of the different tools and methods available for data collection.

### 4.1 Data collection methods – where do I start?

This section provides guidance and sample formats for projects to use when collecting monitoring and evaluation data for *Pacific Women*. Most of the data collected by projects will be primary data. Building staff capacity for data collection is an important investment that should be prioritised.

If you are new to monitoring and evaluation you might like to look through the different methods, approaches and tools available to you.

You might like to ask yourself:

- Do I need to make any adjustments to the M&E Plan?
- What is our current staff M&E capacity?
- Are there any approaches we would like to use but need training in?

#### 4.1.1 Why can't we just use our meeting minutes and reports as evidence of change? Why must we collect more data?

Use of different types of data and data sources increases data validity as inconsistencies found in one data source may be offset by the other. This is why we talk to other people as an integral part of monitoring and evaluation, and must not rely only on meeting minutes or reports as evidence of change. Minutes and reports are useful, but on their own, they don't provide enough evidence that change has occurred. It is also why we must talk to a range of people from different groups with different interests to assess our contribution to change and impact. This makes our evidence stronger and more powerful.

#### 4.1.2 Selecting primary data collection tools

The following tools have been selected as common primary data collection methods to be used during monitoring and evaluation. With these tools, project staff will be directly involved in collecting data from project participants or beneficiaries. It is important to note that you do not to use all of these tools. The following section describes the tools.

Figure 6 Tool selection



Oxfam Vanuatu, 2016, Organisational Strengthening Module 3, Data Collection

The data collection methods in the toolkit include the following tools. The table provides a brief summary for when and how each tool could be used.

Table 3 When and how to use each tool

| Tool                           | When do you use it?                                      | What do you use it for?  | Qualitative or quantitative | Type of program   |
|--------------------------------|--|--|-----------------------------|---|
| Participant Attendance Records | Beginning of each activity (meeting, workshop, training) | Record numbers of people coming to training, workshops, meetings by age, sex, location, disability | Quantitative                | All programs with workshops, meetings, training         |
| Worker Journal                 | Continuously throughout a project                        | Complex programs, reflecting staff experiences   | Qualitative                 | Complex programs such as norm/behaviour change programs |

| Tool                                | When do you use it?   | What do you use it for?   | Qualitative or quantitative | Type of program   |
|-------------------------------------|---|---|-----------------------------|---|
| Survey/Questionnaire                | Before after training, annual, mid-term reviews and internal evaluations      | Baseline, perceptions, follow up after interventions, annual monitoring, internal evaluations for larger groups   | Quantitative                | All programs  |
| Client Satisfaction Survey          | Any time during the delivery of a service or project                          | To measure how satisfied clients or participants are  | Quantitative                | Programs focused on services                            |
| Key Stakeholder Satisfaction Survey | Normally at the end of a stakeholder event such as a workshop or forum.       | To assess stakeholder satisfaction levels with an activity or the project   | Quantitative                | All programs  |
| Before / After Training Survey      | Before and after a training activity or workshop                              | To assess changes in attitudes, knowledge and skills  | Quantitative                | All training programs                                   |
| Training / Workshop Evaluation      | After a training workshop or program  | To assess facilitator performance and relevance of workshop materials, changes in attitudes, knowledge and skills | Quantitative                | All training programs                                   |
| KAP Survey                          | Baseline and at regular intervals – every six months or year                  | Assess changes in community attitudes and practice  | Quantitative                | Programs focused on changing norms; prevention programs |
| Participant tracking                | To follow up with participants of workshops and training.                     | To assess long term impact of training and workshops  | Both                        | All programs with workshops                             |
| Census questions on disability      | At the beginning of projects and activities; service provider data collection | Understanding difficulties for participants doing activities; including disability disaggregated data             | Quantitative                | Programs with workshops; service providers              |
| Semi-Structured Interview Guide     | Less frequently for internal evaluation                                       | To get an in-depth understanding of the program impact  | Qualitative                 | All programs  |
| Focus Group discussions             | Less frequently for internal evaluation                                       | To get an in-depth understanding of the program impact. Often used with semi-structured interviews                | Qualitative                 | All programs  |
| Reflection Workshops                | Less frequently – baseline, internal evaluation, annual monitoring            | To work with a group to review and analyse data   | Qualitative                 | Large, complex programs                                 |
| Community meetings                  | Baseline and internal evaluation  | Assess changes in community attitudes; assess project performance; identify                                       | Qualitative                 | Community-based programs                                |



| Tool                      | When do you use it?              | What do you use it for?   | Qualitative or quantitative | Type of program                 |
|---------------------------|----------------------------------|---|-----------------------------|---------------------------------|
|                           |                                  | areas for project improvement   |                             |                                 |
| Direct observation        | Baseline and internal evaluation | To understand ongoing processes; understanding physical setting                               | Qualitative                 | Complex programs                |
| Media monitoring          | Ongoing                          | Tracking and analysing advocacy and lobbying initiatives                                      | Quantitative                | Advocacy and lobbying programs. |
| Stories and vignettes     | Throughout the project           | In depth, qualitative information to highlight an outcome in project reporting                | Qualitative                 | All programs                    |
| Assessing Value for Money | At mid-term or end of project    | Understanding whether a project investment is worth the economic, social and cultural returns | Quantitative                | Selected programs               |

#### 4.1.3 Summary of data collection methods and their uses

The table below provides a summary of qualitative and quantitative data methods and how this data can be used for analysis and reporting. Remember that a mixed methods approach that uses both qualitative and quantitative data helps with data validity.

Figure 7 Summary of qualitative and quantitative data methods

| Qualitative Data  | Uses of Qualitative Data   | Quantitative Data   | Uses of Quantitative Data  |
|---|--|---|--|
| <b>Individuals</b>  |  |   |  |
| <ul style="list-style-type: none"> <li>Case studies of individuals</li> <li>Vignettes of individual stories and experiences</li> <li>Digital story telling</li> </ul> | <ul style="list-style-type: none"> <li>Narrative data that portrays individual experiences of progress or change</li> <li>Identifies successes, challenges, barriers and learnings</li> <li>Supports a participatory and empowerment approach by allowing participants to tell their own stories</li> <li>Identifies transferable lessons</li> </ul> | <ul style="list-style-type: none"> <li>Participant attendance records</li> <li>Before / after surveys</li> <li>Satisfaction surveys</li> <li>Tracking surveys</li> <li>Exit interview surveys</li> <li>Course and training evaluations</li> </ul> | <ul style="list-style-type: none"> <li>Collects standard rating data from wider participant groups about their experiences over the course of the project</li> <li>Identifies project performance and areas for improvement</li> </ul> |
| <ul style="list-style-type: none"> <li>Semi-structured stakeholder interviews</li> </ul>  | <ul style="list-style-type: none"> <li>Portrays stakeholder experiences of the project, its implementation and its results</li> <li>Identifies project performance and areas for improvement</li> </ul>  |   |  |
| <b>Groups</b>   |  |   |  |
| <ul style="list-style-type: none"> <li>Case studies of communities or organisations</li> <li>Vignettes of communities or organisations</li> </ul>                     | <ul style="list-style-type: none"> <li>Narrative data that portrays group, community, stakeholder or organisational experiences of progress or change</li> </ul>   | <ul style="list-style-type: none"> <li>Group or population surveys</li> <li>Network mapping</li> </ul>  | <ul style="list-style-type: none"> <li>Collects standard data from surveying wider groups about an issue</li> <li>Identifies trends, patterns and establish baselines in groups or populations</li> </ul>                              |

| Qualitative Data   | Uses of Qualitative Data   | Quantitative Data | Uses of Quantitative Data  |
|--|--|-------------------|--|
| <ul style="list-style-type: none"> <li>▪ Group observation</li> <li>▪ Focus groups</li> <li>▪ Stakeholder workshops</li> <li>▪ Community meetings</li> <li>▪ Community workshops</li> <li>▪ Stakeholder analysis</li> <li>▪ Contribution analysis</li> <li>▪ Monitoring of advocacy</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identifies successes, challenges, barriers and learnings</li> <li>▪ Supports a participatory and empowerment approach by participants to tell their own stories</li> <li>▪ Identifies transferable lessons</li> </ul> |                   | <ul style="list-style-type: none"> <li>▪ Identifies extent of relationships, partnerships and alliances</li> <li>▪ Identifies project performance and areas for improvement</li> </ul> |
| <b>Other Data Methods</b>  |  |                   |  |
| <ul style="list-style-type: none"> <li>▪ Administrative data</li> <li>▪ Research findings</li> <li>▪ Evaluation findings</li> <li>▪ Literature Reviews</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Establishes what is known from secondary data sources such as studies and organisational data</li> </ul>  |                   |  |
| <ul style="list-style-type: none"> <li>▪ Media monitoring</li> <li>▪ Worker Journals</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Establishes what is known from public discourse and from practice experience</li> </ul>   |                   |  |
| <ul style="list-style-type: none"> <li>▪ Expert or peer review</li> <li>▪ Quality assurance</li> <li>▪ Budget monitoring</li> <li>▪ Value for Money Assessment</li> <li>▪ Performance audit</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Assesses performance against existing standards or benchmarks</li> </ul>  |                   |  |

## 4.2 Participant attendance records

There are many ways to develop a participant attendance record. The template below shows one approach that can be adapted by each project.

### 4.2.1 When do you use it?

The attendance sheet could be used for recording numbers of people coming to training programs, courses, meetings, workshops or other events as well as including important characteristics about these participants. The data fields below have been developed in alignment with the *Pacific Women* database. When developing an attendance record, the requirements of the database and project reporting should be kept in mind to ensure that the required data is collected at the point of contact.

### 4.2.2 What do you use it for?

The Participant Attendance Sheet template below captures details about people attending sessions. It also captures their response to any satisfaction surveys administered (see section 4.6 for a template). It also provides an indication of other services the person was referred onto or transitions they may have made (such as moving onto further training or certification, gaining employment, standing for office, becoming a member of a board or committee, registering or setting up a business, etc.).

Table 4 Participant attendance sheet

| <b>Project :</b>                        |                  |                                      |   |   |                              |                                     |
|---|------------------|--------------------------------------|---|---|------------------------------|-------------------------------------|
| <b>Activity:</b>                        |                  |                                      |   |   |                              |                                     |
| <b>Date(s):</b>                         |                  |                                      |   |   |                              |                                     |
| <b>Facilitator / Trainer / Convenor</b> |                  |                                      |   |   |                              |                                     |
| <b>First name</b>                       | <b>Last Name</b> | <b>Location:<br/>Urban<br/>Rural</b> | <b>Sex:<br/>Female<br/>Male<br/>Other</b> | <b>Age Range:<br/>17 and less<br/>18-35 years<br/>36 years+</b> | <b>Disability<br/>(type)</b> | <b>Number sessions<br/>attended</b> |
|   |                  |                                      |   |   |                              |                                     |
|   |                  |                                      |   |   |                              |                                     |
|   |                  |                                      |   |   |                              |                                     |
|   |                  |                                      |   |   |                              |                                     |

### 4.3 Worker journal

The following provides a possible structure and guidance for completing a Worker Journal. A journal is a diary or note book where someone individually records their thoughts, feelings or observations. While an individual journal can be very unstructured or free, a worker journal can have categories or headings under which staff are asked to record information, observations and thoughts about the project or intervention.

#### 4.3.1 When do you use it?

The Worker Journal is particularly useful when a project is implementing an innovative project design, or when a project is attempting to address a complex issue where not much is known about what works. In such cases, capturing or recording the experiences and views of the staff responsible for the delivery of the project can provide valuable insight.

#### 4.3.2 What do you use it for?

The Worker Journal can provide the opportunity for a project to systematically collect the views and perceptions of those who are delivering the project 'on the ground', and to collect their impressions on the successes and the challenges that they have encountered along the way. It can also provide information about barriers to effective project implementation that require corrective action. The Worker Journal format presented below can be adapted to reflect the scope and focus of each project.

The Worker Journal is designed to form part of the monitoring function for the project, providing a means to record personal observations and reflections of patterns and trends in project delivery in a range of performance areas. The Worker Journal can also be supplemented or added to with evidence. For example, the worker might record an example or quote directly from the field.

Journaling can also be used to support other monitoring and evaluation approaches. For example, 'Outcome Mapping'. In this approach, separate journals can be kept for different observations, including outcome, strategy and performance observations. For more information on Outcome Mapping please refer to:

[https://www.outcomemapping.ca/download.php?file=/resource/files/OM\\_English\\_final.pdf](https://www.outcomemapping.ca/download.php?file=/resource/files/OM_English_final.pdf)

However, you choose to use journaling, your project will need to put in place a process for undertaking analysis of all the journals and entries collected. This analysis would then be used to produce an overview report.

### 4.3.3 Suggested steps for worker journal implementation

**Step 1:** Decide what the focus of the journal entries will be. Set parameters for staff and provide an example of what a journal might look. As an example, you could use the format/tool provided below or you could just provide a basic guide and let staff record their own journals in the way that suits them.

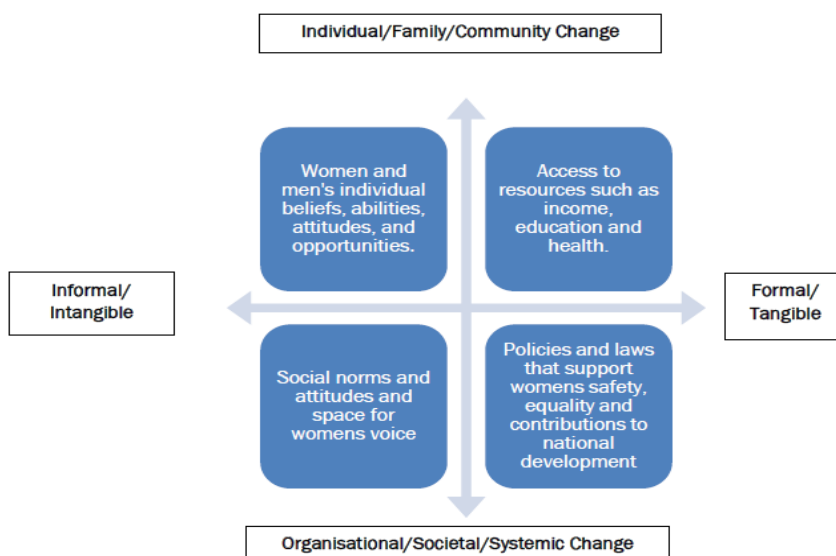
**Step 2:** Collect journal entries. Depending on the skills and resources of the staff, and the scope of the project, you might like to give staff permission to collect journal entries through video, photography or voice recording. Not everyone like writing. Also, consider providing a set time weekly or fortnightly for staff to complete their journal entries.

**Step 3:** Decide on a data analysis tool/framework and put aside regular time for staff to reflect on their journals and draw out information from their entries. You can use your Monitoring and Evaluation Plans to provide this framework for data analysis.

One option is to sort through the journal entries and colour code or label observations. For example, all observations of 'change' under outcome 1 are highlighted green. Once you have all the 'change' observations from all the staff coded by outcome area you could further sort these to identify or examine different areas of interest.

Another consideration is that the Pacific Women MELF provides headline inquiry questions and the following 'what needs to change' mapping tool. You could use the four quadrants below as a way of mapping the change you see in journal entries.

Figure 8 Mapping journal entries



Source: Rao and Kelleher (2010) 'Is there Life After Mainstreaming?', *Gender and Development*, Vol 13:2,57-69

**Step 4:** After you have analysed the data you can use it to report both qualitatively and quantitatively. For example, you can take quotes about change and use them to strengthen your report in a qualitative way, however you could also use the journal entry data analysis to quantify journal observations. For example, '80 per cent of staff have recorded observations which show that men in the community have changed their attitudes around violence against women'.

### 4.3.4 Other considerations

When introducing the Worker Journal to staff, projects should encourage them to be as full and frank as possible, as honest reflections are required for the Journal to be a credible source of data. Also

remember that when developing a Worker Journal approach, the requirements of the *Pacific Women* database and project reporting should be kept in mind.

Link to an interesting journal project:

[http://investinknowledge.org/projects/research/malawian\\_journals\\_project](http://investinknowledge.org/projects/research/malawian_journals_project)

Table 5 Example journal format

| Context for the project  |
|--|
| <p>Name of Project:<br/>                     Name and Position of Staff Member:<br/>                     Period of reporting covered:<br/>                     Main <i>Pacific Women</i> Outcome focus area (circle one):</p> <ul style="list-style-type: none"> <li>&gt; Women's Leadership and Decision Making</li> <li>&gt; Women's Economic Empowerment</li> <li>&gt; Ending Violence Against Women</li> <li>&gt; Enhancing Agency</li> </ul> <p>Main location (e.g. communities, schools etc.) where outputs were delivered:<br/>                     Describe the situation as it existed before the outputs were delivered:</p>   |
| Project Beneficiaries  |
| <p>Describe the main features and characteristics of the individuals, communities and/or organisations you have been working with during the reporting period</p> <p>Describe in what ways, and for how long, you have worked with these individuals, communities and/or organisations</p> <p>Has there been an attempt to measure participant satisfaction?<br/>                     If so how, and what were the results?<br/>                     Have you tracked progress or followed-up with project participants?<br/>                     To what extent was the project able to include women living in rural or remote areas?<br/>                     To what extent was the project able to include women from disadvantaged and vulnerable groups, including women with a disability?<br/>                     To what extent was the project able to include women from lower income groups, and how was this defined?</p> |
| Changes for beneficiaries of the project   |
| <p>In relation to the individuals, communities and/or organisations you have worked with during the reporting period, please reflect on changes to the key areas related to the project goals and objectives.</p> <p>Consider the Following Questions:</p> <p>Describe any changes (and provide examples if possible) you have noticed in individual, community or organisational:</p> <ul style="list-style-type: none"> <li>&gt; Awareness</li> <li>&gt; Attitudes</li> <li>&gt; Knowledge</li> <li>&gt; Behaviour</li> </ul> <p>Describe any changes you have seen in your project's outcome area(s)<br/>                     Describe any longer-term benefits that you believe have been achieved through the project<br/>                     Provide Examples and Quotes</p>  |
| Effective strategies   |
| <p>In relation to the individuals, communities and/or organisations you have worked with during the reporting period, please reflect on effective strategies and processes that have contributed to the achievement of project goals and objectives.</p> <p>Consider the Following Questions:</p> <p>Describe what you believe to be effective processes and strategies used and how and why these were effective<br/>                     Describe what you believe have been the less effective processes and strategies and why this was so<br/>                     Consider:<br/>                     The key challenges faced<br/>                     What you would do differently next time<br/>                     Steps that could be taken to improve the project<br/>                     Provide Examples and Quotes</p>  |

| Overall reflections  |
|--|
| Provide reflections relevant to the assessment of the project in meeting its objectives and of assistance to project design, review and implementation |
| Are there any innovative approaches or methods that you feel could provide a model for other projects?   |
| Would you recommend this project for in-depth case study profiling? If so, why?  |

## 4.4 Guide for simple surveys

Surveys can also be referred to as questionnaires. They are a specific set of written questions that aim to gather information from people about their characteristics, knowledge, attitudes, values and behaviours.

### 4.4.1 When do you use a survey?

You use a survey when you need to gather varied, consistent data, in large amounts, with reliable results. They are usually viewed as a quantitative method and the data gathered is analysed to provide evidence using statistics such as percentages.

Surveys are very flexible so they are a good way to gather a lot of information about many aspects of the intervention all at once. The data collected in surveys is often reliable because the same questions are asked to all survey participants and you can control issues and conditions that might create bias.

Surveys provide breadth rather than depth, that is, they gather information from a wider population group but are very structured and do not allow deep discussion. However, if they are matched with qualitative data collection methods, such as focus groups, that provide the depth and meaning to add to this data, they are a very powerful data collection tool.

### 4.4.2 When not to use a survey

Despite their many benefits, surveys are not always the most appropriate data collection tool. The following are some reasons why it might not be appropriate to use a survey:

- 'If you are only surveying a small group of people, individual interviews and focus groups are a better option.'<sup>8</sup>
  - If you are interested in conducting a survey related to personal experiences of violence, do not do so unless you have received adequate training in this role. 'Experience has shown that surveying women about their experiences of violence can increase the risk of violence, both for the person being surveyed and the person conducting the survey.'<sup>9</sup>
  - If you have not established policy and procedures that ensure all information collected is held confidentially, or staff involved in the survey have not yet been trained to ensure confidentiality.
  - If you have not yet piloted the questions with five to ten members of the survey sample group.
- If you have not yet checked if the data you will collect is already available, or if a similar survey design is available for another organisation. For example, the International Deprivation Measure (IDM) project has developed a gender sensitive tool to measure poverty through their IDM project and the Washington Group has standard questions related to disability.
- <http://www.individualdeprivationmeasure.org/>
- If staff do not adequately understand how to respond appropriately if someone says they are experiencing or using violence, including knowing how to make a referral to a service that can help, or understand how disclosure and privacy policies relate to each other.

8 UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific, Pg 66

9 UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific, Pg 66

#### 4.4.3 What is a survey for?

You can use a survey in monitoring and evaluation to:

- Determine a baseline.
- Measure change when the survey is done 'pre-and-post' (before and after) an intervention.
- Measure change retrospectively, by asking people to look back at how they or conditions have changed as a result of the project.
- Measure perceptions, characteristics, attitudes, behaviour, skills, knowledge and values at any given time.
- Follow up with participants and determine how effective an intervention was a few months after its completion.

#### 4.4.4 Types of surveys

Surveys can be undertaken in many different formats and can be administered as paper based questionnaires or verbally as interviews. Surveys can collect data at a specific point in time from a sample of a larger population, or can be used to check back in with a population, sample or selected individual at different points of the project.

Surveys can also be used as part of a workshop or focus group process, where a short confidential survey could be distributed to participants for them to complete. For example, a simple survey could be used when asking participants for confidential or sensitive information such as their income levels. Satisfaction surveys, before / after surveys, course evaluation and exit interview surveys have all been included in this guide.

#### 4.4.5 Survey design

With all surveys, design is critically important and the questions should be pilot tested prior to use with wider groups of participants. The following link discusses further survey pilots.

<http://www.tools4dev.org/resources/how-to-pretest-and-pilot-a-survey-questionnaire/>

#### 4.4.6 Writing survey questions

The following links provide information that can guide you in writing survey questions.

<http://www.tools4dev.org/resources/how-to-write-awesome-survey-questions-part-1/>

<http://www.tools4dev.org/resources/how-to-write-awesome-survey-questions-part-2/>

#### 4.4.7 Survey design and administration considerations

If the survey will be delivered as a questionnaire, please consider the following:

- How will you administer the survey? In a group? Target women in their households? Face to face? Mail? Or deliver the survey on-line?
- How you plan to administer the survey may change how you write or present questions. For example, if it is an online survey and you expect low response rates, you might decide to keep the survey short and limit the number of questions. If you will administer in a group where people have a chance to ask questions you might be able to include additional questions which ask for more information.
- How sensitive is the issue? Are you likely to get quality responses from the survey questions or should you consider administering the questions verbally via interview? If you are targeting women and thinking of administering the survey to them at home, how will you deal with bias and safety issues, such as men being present? Are you better to collect the data through a focus group of women?

- Have you written the questions in the language they will be administered in to avoid issues with translation?
- Survey questions designed to measure attitudes, knowledge and behaviours often use a Likert Scale (see image below) usually with a ranking from 1–5, so that there is a mid-point which is neutral. This provides questions where the answer will range from one extreme to the other. The following image illustrates a Likert Scale response with a neutral mid-point or value.

Figure 9 Example of Likert Scale

|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| The new product packaging is better than the old product packaging | 1              | 2     | 3       | 4        | 5                 |

<http://www.tools4dev.org/resources/how-to-write-awesome-survey-questions-part-2/>

Have you considered sampling issues such as:

- Sample size and method? (see section 4.19)
- Reaching vulnerable groups and individuals?
- Geography challenges that will impact on budget and time?
- Sufficient staff training in sampling, design, ethics, administration and analysis?
- Have you considered response rates? Or how likely it is that people will answer the questions well enough to give you the quality data you are looking for. Are your questions well written, short and to the point? Do you need to offer incentives to encourage people to prioritise the survey?
- Have you considered how the data will be stored, sorted and coded, and analysed?

See the below link for information on how to design surveys for quick data entry.

<http://www.tools4dev.org/resources/how-to-design-surveys-and-forms-for-quick-data-entry/>

Oxfam have also developed a data analysis and reporting manual titled, Organisational Strengthening Training Modules – 4, which is a comprehensive look at this issue. It is available at the following link:

[http://resources.oxfam.org.au/pages/view.php?ref=1754&search=&order\\_by=relevance&sort=DESC&offset=0&archive=0&k=2496b6cbd6&curpos=27](http://resources.oxfam.org.au/pages/view.php?ref=1754&search=&order_by=relevance&sort=DESC&offset=0&archive=0&k=2496b6cbd6&curpos=27)

#### 4.4.8 Survey administration

Survey administration is important to ensure that the surveys reach the intended respondents. The analysis of the results requires familiarity with data presentation techniques. Staff designing and administering surveys thus need to be carefully trained and prepared for the task.

#### 4.4.9 On-line survey administration

Designing on-line surveys, where data is entered directly by the respondent and analysed by back-end software, rather than manually entered and analysed, can save a lot of time.

While on-line survey tools such as SurveyMonkey are relatively easy to use, free, and able to be customised, it is the construction of the questions to be included in the survey that can be complex. It is important that questions developed are expressed in neutral language, and are not ambiguous or confusing to the respondent. It is also important that the survey is of a realistic length and that the time to complete the survey does not result in drop outs.

The following links provide advice on using on-line survey tools:



<http://www.tools4dev.org/resources/online-based-survey-software-5-pointers-to-look-out-for/>

<https://www.surveygizmo.com/survey-blog/designing-surveys/>

#### 4.4.10 Internet based surveys

The conventional method of distributing paper surveys has been largely displaced by on-line surveys. One of the most commonly seen and used in evaluation is SurveyMonkey ([www.surveymonkey.com](http://www.surveymonkey.com)), an on-line survey design program for creating surveys which is free if using up to 10 questions with no more than 100 responses. The website provides guidance about how to design and administer an on-line survey. This survey format uses Likert scales to measure attitudes and behaviours. It provides the capacity to develop questions where the answer will range from one extreme to the other. The advantage is that the data is entered directly by the respondent and is analysed by the program, rather than manually entered and analysed. The disadvantage is that internet access and an email account are needed for the respondent to be able to complete the survey.

Where internet access and email are of limited availability, e-surveys can be administered face-to-face and one good method for this is to use an iPad where people can directly enter their responses onto that device. Some organisations have developed specialised mobile phone applications (apps) for data collection. Mobile phone apps link to an internet-based survey so that people can enter the data on their smart phone as they go. The apps can be downloaded by respondents and the data is sent back to the organisation or evaluator when there is internet connectivity. The mobile phone survey can also be used as a method for tracking participants over time, so that they are prompted at various intervals to complete the survey. Apps developed for smart phones with cameras can also provide the opportunity for participants to include photos as visual data.

A method for reaching large groups of people is through use of telephone surveys. There are specialised social research and marketing companies that provide a telephone survey service and offer computer-assisted telephone interviewing services where data collected by phone is directly entered into an internet based platform for coding and analysis.

### 4.5 Client satisfaction survey

A survey to collect data on and measure how satisfied clients or participants are with a service or aspect of the project.

#### 4.5.1 When do you use it?

It can be used at any time during the delivery of a service or project, when project staff feel it is appropriate to do so.

#### 4.5.2 What do you use it for?

The following format can be used to assess client satisfaction levels, or how happy people are with what you are doing or offering. Section 4.10 provides an Exit Interview Survey that can be used at the end of an intervention.

The survey should provide the opportunity for it to be completed anonymously without identifying data included. A confidential box should be provided for the delivery of the completed form. Identifying information is acceptable for inclusion in the survey, as long as it is included as optional.

Table 6 Example client satisfaction survey

|   |                                      |         |
|---|--------------------------------------|---------|
| Period over which contact took place:   | Number of contacts with the project: |         |
| Age:  | Date:                                | Gender: |
| (Optional) I am happy for the service/project to follow-up with me on progress over time (circle): Yes No |                                      |         |

|   |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Period over which contact took place:</b>  | <b>Number of contacts with the project:</b>  |                          |                          |                          |                          |
| <b>If YES, my contact details are:</b>  |  |                          |                          |                          |                          |
| <b>Criteria</b>   | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |                          |                          |                          |                          |
|   | <b>Strongly Disagree</b>   | <b>Disagree</b>          | <b>Undecided</b>         | <b>Agree</b>             | <b>Strongly Agree</b>    |
|   | <b>1</b>   | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>Quality of the service or project delivered</b>                                  |  |                          |                          |                          |                          |
| Staff were well-trained for their work roles  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The service / project was of a sufficient length to meet my needs                   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I felt heard and supported by staff   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff did not impose their views or values onto me and gave me choices              | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The service / project was professional  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this service / project to others who are in a similar situation   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Value of the service or project delivered</b>                                    |  |                          |                          |                          |                          |
| I believe that the service / project has helped me to achieve my personal goals     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel more confident to act now  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I intend to put into practice what the service / project has showed me              | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project has increased my awareness                     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project has influenced my attitudes                    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project has increased my knowledge                     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project has or will influence how I behave             | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project will result in me using other related services | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that the service / project will help me move to the next step             | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What were the best things about using this service / project?                       |  |                          |                          |                          |                          |
| What were things about this service / project that you would like to see improve?   |  |                          |                          |                          |                          |
| Please share any additional comments here   |  |                          |                          |                          |                          |

## 4.6 Key stakeholder satisfaction survey

A survey to collect data on and measure how satisfied stakeholders or participants are with what you have delivered or are providing.

### 4.6.1 When do you use it?

It can be used at any time during the project, and can be usefully administered at the end of a stakeholder event such as a workshop or forum.

### 4.6.2 What do you use it for?

The following survey format can be used to assess key stakeholder satisfaction levels. The survey can be sent as a paper copy or by e-mail as an internet-based survey such as SurveyMonkey (see section 4.4.10).

The survey should provide the opportunity for it to be completed anonymously without identifying data included. You will need to amend the content to suit your project outcomes and information needs. A confidential box should be provided for the delivery of the completed form if it is paper based, or a method put in place for confidentiality if it is returned by email. Identifying information is acceptable for inclusion, as long as it is included as optional.

Table 7 Example survey format

|  |  |   |                          |                          |                          |  |
|--|--|---|--------------------------|--------------------------|--------------------------|--|
| <b>(Optional) Name of person:</b>  |  | <b>(Optional) Name of organisation:</b> |                          |                          |                          |  |
| <b>Date:</b>   |  |   |                          |                          |                          |  |
| <b>(Optional)</b><br><b>I am happy for the service/project to follow-up with me in regard to my comments below (circle): Yes No</b><br><b>If so, my contact details are:</b> |  |   |                          |                          |                          |  |
| <b>Criteria</b>  | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |   |                          |                          |                          |  |
|  | <b>Strongly Disagree</b>   | <b>Disagree</b>                         | <b>Undecided</b>         | <b>Agree</b>             | <b>Strongly Agree</b>    |  |
|  | <b>1</b>   | <b>2</b>                                | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |  |
| <b>Quality of the service or project delivered</b>   |  |   |                          |                          |                          |  |
| Staff appear to be well-trained for their work roles   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project appears to operate in a professional manner  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I would recommend the service / project to people I have contact with  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project works with me / my organisation in a collaborative way   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project demonstrates a partnership approach in its work  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project has contributed to advocacy and policy change on important issues  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <b>Value of the service or project delivered</b>   |  |   |                          |                          |                          |  |
| I believe that the service / project has helped participants / communities to achieve their goals  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has increased awareness of important issues   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has influenced individual and community attitudes   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has increased knowledge   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has or will influence how participants / communities behave   | <input checked="" type="checkbox"/>  | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project will result in use of other related services  | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project will help participants to move to the next step   | <input type="checkbox"/>   | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| What do you believe to be the best things about this service / project?  |  |   |                          |                          |                          |  |
| What things about this service / project would like to see improve?  |  |   |                          |                          |                          |  |

|  |  |   |                  |              |                       |  |
|--|--|---|------------------|--------------|-----------------------|--|
| <b>(Optional) Name of person:</b>  |  | <b>(Optional) Name of organisation:</b> |                  |              |                       |  |
| <b>Date:</b>   |  |   |                  |              |                       |  |
| <b>(Optional)</b><br>I am happy for the service/project to follow-up with me in regard to my comments below (circle): Yes No<br>If so, my contact details are: |  |   |                  |              |                       |  |
| <b>Criteria</b>  | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |   |                  |              |                       |  |
|  | <b>Strongly Disagree</b>   | <b>Disagree</b>                         | <b>Undecided</b> | <b>Agree</b> | <b>Strongly Agree</b> |  |
|  | <b>1</b>   | <b>2</b>                                | <b>3</b>         | <b>4</b>     | <b>5</b>              |  |
| Please share any additional comments here  |  |   |                  |              |                       |  |

## 4.7 Before / after training survey

A survey to collect data both before and after an event or intervention to measure change and effectiveness.

### 4.7.1 When do you use it?

Before and after a project, intervention, training or workshop.

### 4.7.2 What do you use it for?

Before and after surveys are useful for showing changes in levels of knowledge, attitudes and behaviours before and after an intervention. The survey administered at the start of a project or training program provides baseline information. The same survey should be administered to participants after the training program to establish the level of change in, for example, their awareness / knowledge / skills / behaviour / confidence due to the training.

### 4.7.3 Other 'before / after' data collection approaches

A survey is just one method used to conduct 'pre and post' or 'before and after' testing/data collection. There are other approaches that may better suit your community or target group. Does your target group have low literacy? Would it be culturally more appropriate to use a story telling style for this data collection? Here are a few ideas for times when a survey is not ideal:

- Asking participants to design and perform a role play depicting the issue and recording their performance, both at the start and end of the project.
- Ask participants to draw a picture of a situation both before and after the intervention and compare the content of the pictures to see what is new or different about the end of project presentation.
- Ask participants to write a private journal entry about the situation, their knowledge, skills, behaviours and attitudes both before and after the training / intervention.
- Record an interview or verbal survey response for participants not comfortable participating in the written version.
- Use another methodology, such as most significant change, photo voice or digital storytelling to measure the change created by your project or intervention.

### 4.7.4 Example before / after training survey

The following presents a possible format for a before / after training survey. You will need to amend the content to suit your project outcomes and information needs.

Table 8 Example before and after survey

|  |  |                          |                          |                                     |                          |
|--|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>Title of Training Program:</b>  |  |                          |                          |                                     |                          |
| <b>Location:</b>   |  |                          |                          |                                     |                          |
| <b>Number of Sessions Available:</b>   |  |                          |                          |                                     |                          |
| <b>Period over which training sessions took place:</b>   |  |                          |                          | <b>Number of sessions attended:</b> |                          |
| <b>Age:</b>  |  |                          |                          | <b>Gender:</b>                      |                          |
| <b>(Optional)</b><br>I am happy for the service/project to follow-up with me further on my progress over time (circle): Yes No<br>If so, my contact details are: |  |                          |                          |                                     |                          |
| Please identify the three main goals you had for participating in the training, project or service (prior to participation)                                      |  |                          |                          |                                     |                          |
| 1.   |  |                          |                          |                                     |                          |
| 2.   |  |                          |                          |                                     |                          |
| 3.   |  |                          |                          |                                     |                          |
| Please identify if the goals you established before the training, project or service were met.<br>If so, why and if not, why not?                                |  |                          |                          |                                     |                          |
| <b>Please answer the following questions:</b>  |  |                          |                          |                                     |                          |
| <b>Criteria</b>  | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |                          |                          |                                     |                          |
|  | <b>Strongly Disagree</b>   | <b>Disagree</b>          | <b>Undecided</b>         | <b>Agree</b>                        | <b>Strongly Agree</b>    |
|  | <b>1</b>   | <b>2</b>                 | <b>3</b>                 | <b>4</b>                            | <b>5</b>                 |
| I have a good awareness of....   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| I have positive attitudes toward...  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| I have a good knowledge of...  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| I have good skills in....  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| I am confident in....  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| I behave in (this way) when.....   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| What are the things that you have learnt most from being part of this training/service / project?  |  |                          |                          |                                     |                          |
| What are the things that you would have like to have learned more about in using this training / service / project?  |  |                          |                          |                                     |                          |
| Please share any additional comments here  |  |                          |                          |                                     |                          |

## 4.8 Training / workshop evaluation

### 4.8.1 When do you use it?

At the end of a workshop or training program.

### 4.8.2 What do you use it for?

A training / workshop evaluation can be used to assess participant satisfaction and gather useful feedback on facilitator performance. It can also be used as an evaluation tool for a more formal training or workshop. It can be used in addition to the before / after format provided above because the before and after survey is more relevant for assessing the participants' level of change, while the workshop evaluation tool focuses on the participants' satisfaction.

Table 9 Example training workshop evaluation

|  |  |                          |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Title of Training Program/Workshop:</b>   |  |                          |                          |                          |                          |
| <b>Location:</b>   |  |                          |                          |                          |                          |
| <b>Number of Sessions Available:</b>   |  |                          |                          |                          |                          |
| <b>Age:</b>  |  |                          | <b>Gender:</b>           |                          |                          |
| <b>(Optional)</b><br>I am happy for the service/project to follow-up with me further on my progress over time (circle): Yes No<br>If so, my contact details are: |  |                          |                          |                          |                          |
| <b>Please answer the following questions:</b>  |  |                          |                          |                          |                          |
| <b>Criteria</b>  | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |                          |                          |                          |                          |
|  | <b>Strongly Disagree</b>   | <b>Disagree</b>          | <b>Undecided</b>         | <b>Agree</b>             | <b>Strongly Agree</b>    |
|  | <b>1</b>   | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>Quality of content and delivery of the training or workshop</b>   |  |                          |                          |                          |                          |
| The content was easy to follow   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The materials distributed were helpful   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The presenter(s) were knowledgeable about the topics and well prepared   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The time allotted was sufficient for my needs  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The presenters encouraged participants to have open discussions on the topics  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was able to effectively contribute to the issues being discussed by the presenter and participants   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Relevance of the training or workshop</b>   |  |                          |                          |                          |                          |
| The training / workshop met my expectations  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident to use the knowledge covered  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The topics covered were relevant to me   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training / workshop approach increased my awareness  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training / workshop approach changed my attitudes  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training / workshop approach improved my knowledge   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training / workshop approach influenced my behavior  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident to share new ideas discussed with my family, community and colleagues   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will be able to perform my responsibilities better as a result of participating this event   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What new things did you learn that you will use in your own life?<br>What suggestions can you make to improve the training/workshop?                             |  |                          |                          |                          |                          |

A visual evaluation tool that may be useful with some population groups is also provided here. The following approach has been taken from the UN Women EAW Toolkit and is called an Evaluation Dashboard.

Figure 10 Post workshop evaluation dashboard activity

**Overview**

This activity can be a fun and engaging way of seeking feedback on a training, workshop or other event.

**Time: 30 minutes**

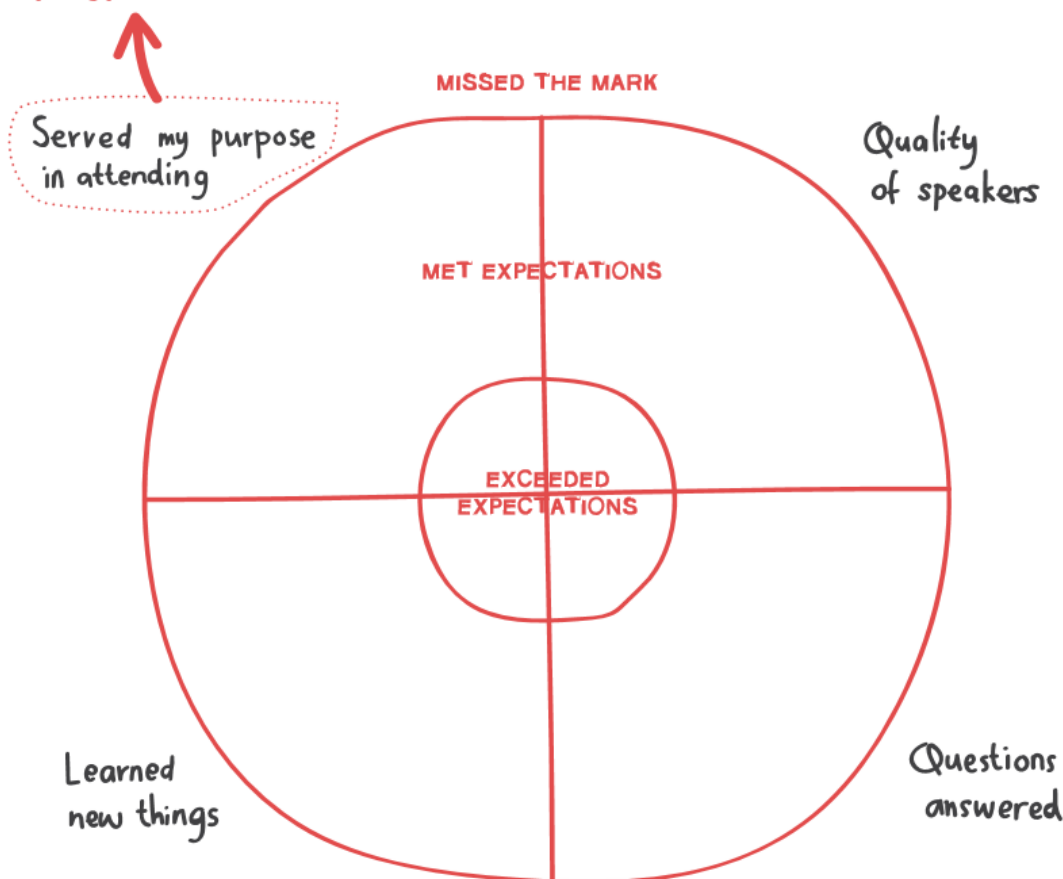
**Materials:**

- Butcher's paper/newsprint or a whiteboard
- Sticky notes in at least four different colours (if you don't have sticky notes you can use ordinary paper with sticky tape or blu tac).
- Markers or pens

**Instructions:**

1. Draw the diagram shown here onto a piece of butcher's paper/newsprint or a whiteboard.
2. Give each participant four sticky notes, one of each colour. Inform them that each colour represents a different area of the project that you are requesting feedback about. You can use the four areas suggested here or make your own.
3. Ask participants to write their comments about each area of the project on their sticky notes. They may choose to give their name or keep their comments anonymous.
4. Tell participants to place their sticky notes on the diagram, according to whether they thought the project 'missed the mark' (was unsatisfactory) or met or exceeded their expectations.
5. Once participants have left the room, discuss the responses among your team and record them as part of your project evaluation.

You can replace these with anything you want to measure



UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific 138-39

## 4.9 Census questions on disability endorsed by the Washington Group

The following questions ask about difficulties for participants in doing certain activities because of a disability. It creates a better understanding of different needs of people with different types of disabilities and improves data collection on different types of disabilities for service providers.

- Do you have difficulty seeing, even if wearing glasses?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all
- Do you have difficulty hearing, even if using a hearing aid?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all
- Do you have difficulty walking or climbing steps?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all
- Do you have difficulty remembering or concentrating?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all
- Do you have difficulty (with self-care such as) washing all over or dressing?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all
- Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?
  - No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Cannot do at all

## 4.10 Exit interview form

### 4.10.1 When do you use it?

At the end of an intervention / project.

### 4.10.2 What do you use it for?

The following format could be used to assess satisfaction levels at the end of an intervention. This survey is particularly focused on identifying next steps following on from the intervention.

The survey should provide the opportunity for it to be completed anonymously without identifying data included. A confidential box should be provided for the delivery of the completed form. Identifying information is acceptable for inclusion, as long as it is included as optional.



Table 10 Example exit interview

|   |  |                            |                          |                          |                          |  |
|---|--|----------------------------|--------------------------|--------------------------|--------------------------|--|
| <b>Period over which contact took place:</b>  |  | <b>Number of contacts:</b> |                          |                          |                          |  |
| <b>Age:</b>   |  | <b>Gender:</b>             |                          |                          |                          |  |
| <b>Date:</b>  |  |                            |                          |                          |                          |  |
| <b>(Optional)</b><br>I am happy for the service/project to follow-up with me on progress over time (circle): Yes No<br>If so, my contact details are: |  |                            |                          |                          |                          |  |
| <b>Criteria</b>   | <b>Instructions:</b><br>Please indicate your level of agreement with the statements listed below |                            |                          |                          |                          |  |
|   | <b>Strongly Disagree</b>   | <b>Disagree</b>            | <b>Undecided</b>         | <b>Agree</b>             | <b>Strongly Agree</b>    |  |
|   | <b>1</b>   | <b>2</b>                   | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |  |
| <b>Quality of the service or project delivered</b>  |  |                            |                          |                          |                          |  |
| Staff were well-trained for their work roles  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project was of a sufficient length to meet my needs   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I felt heard and supported by staff   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Staff did not impose their views or values onto me and gave me choices  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service / project was professional  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| The service helped me to identify the next steps in my life   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I would recommend the service / project to others in a similar situation  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <b>Value of the service or project delivered</b>  |  |                            |                          |                          |                          |  |
| I believe that the service / project has helped me to achieve my personal goals   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I feel more confident to act now  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I intend to put into practice what the service / project has showed me  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has increased my awareness   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has influenced my attitudes  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has increased my knowledge   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project has or will influence how I behave   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project will result in me using other related services   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| I believe that the service / project will help me move to the next step   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| What are the things that you would have like to have gained more or learned more about in using this service / project?                               |  |                            |                          |                          |                          |  |
| What do you see as your next steps following on from this service/project?  |  |                            |                          |                          |                          |  |
| Please share any additional comments here   |  |                            |                          |                          |                          |  |

## 4.11 Participant tracking form

Participant tracking refers to following up with people who have been a part of, or whom have benefited from, your project or intervention.

### 4.11.1 When do you use it?

You can use a participant tracking form anytime you will come into contact with past participants, or more deliberately through arranged interviews, meetings, phone calls or surveys of past participants.

### 4.11.2 What do you use it for?

The goal of tracking participants is to stay in touch with them over time. This gives you a long-term view of the results of your work – whether workshops or training or other services.<sup>10</sup> You can use it to ask how they have used or are using the skills and knowledge gained, or how the measured change in their attitude or circumstances tracks over time.

Tracking the outcomes of beneficiaries could take place through administration of a survey or through direct contact with a past beneficiary. Follow-up surveys, follow-up meetings or interviews are valuable ways to find out how training participants or clients used the skills and knowledge gained. These surveys can provide information about changes for clients and participants that resulted from the training, project or service.

Table 11 Example participant tracking form

|  |   |
|--|---|
| <b>Period over which contact took place:</b>   | <b>Number of contacts:</b>  |
| <b>Age:</b>  | <b>Gender:</b>  |
| <b>(Optional)</b><br><b>I am happy for the service/project to keep following-up with me on my progress over time (circle):</b><br><input type="checkbox"/> Yes <input type="checkbox"/> No |   |
| For how long did you use this training / service / project?  | <input type="checkbox"/> Less than 3 months <input type="checkbox"/> 3-6 months <input type="checkbox"/> 7-12 months<br><input type="checkbox"/> More than one year   |
| When did you last use this training / service / project?   | Month__ Year __   |
| Looking back, to what degree were you satisfied with the training / service / project?   | <input type="checkbox"/> 1 Highly Dissatisfied <input type="checkbox"/> 2 Dissatisfied <input type="checkbox"/> 3 Undecided<br><input type="checkbox"/> 4 Satisfied <input type="checkbox"/> 4 Highly Satisfied |
| Have you used the things that you learnt in the training, service or project (application)?<br><input type="checkbox"/> Yes <input type="checkbox"/> No                                    | If yes, how have you put into practice the things that you learnt in the training, service or project? (application)  |
| Has the training, service or project increased your awareness?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   | If yes, how has the training, service or project increased your awareness?  |
| Has the training, service or project influenced the way that you think about things?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   | If yes, how has the training, service or project influenced that way that you think about things?   |
| Has the training, service or project influenced how you behave?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  | If yes, how has the training, service or project influenced how you behave?   |
| In what other ways has your participation in this project changed your situation? (such as increased income, increased options)  |   |
| Has your participation in this project changed your families situation in any way?   |   |
| Has your participation in this project led to any changes for your community?  |   |
| Have you used any other services as a result of participating in this project?   |   |
| Have you moved on to do other things that you hoped for as a result of this project? If so what is that?   |   |

### 4.12 Semi-structured interview guide

Semi-structured interviews are one-on-one interviews or small group interviews. They have set questions like a survey, however unlike a survey, you can move away from these questions and follow interesting leads in the conversation as appropriate. Semi-structured interviews are also different to focus groups or workshops because they are more structured and don't allow for the same degree of interactive discussion. They also involve less people and so are more resource intensive. The image below shows this difference.

10 IWDA WAVE Monitoring Toolkit – unpublished Pg115

Figure 11 Semi-structured interview



#### 4.12.1 When do you use it and what do you use it for

When deciding whether to use a semi-structured interview versus another data collection method such as a focus group, there are some considerations including:

- How in-depth do you need the discussion to be? Do you want one person (or a few people) sharing very deep ideas and perceptions? Or do you want a wider range of perceptions, ideas or voices?
- Do you want interactive participation, discussion and debate? Or do you want responses to set questions from one or a few people? If a high degree of interactivity and discussion from a group is needed, focus groups are better for this.
- Do you want the process to be educative, build capacity or result in a product? Or do you need responses to set questions to inform your work, with no capacity building intent? If the session aims to educate as well as to collect information, then it will require more input of preparatory material and time to deliver, and this is more likely to occur in a workshop format.
- Do you need to gather numerical information (or numbers)? If yes, a quantitative survey may be better suited to your needs. Semi-structured interviews are best suited to gathering qualitative data.

Knowing what you want from the data you are collecting and answering the above questions will help you decide whether you should use a semi-structured interview.

#### 4.12.2 How to conduct a semi-structured interview?

Good interviews are influenced greatly by the approach and skills of the interviewer. Following are a number of suggestions to help you conduct high quality semi-structured interviews. Generally, semi-structured key stakeholder interviews are undertaken selectively (with people you really want to hear from), as they are resource intensive when undertaken on a one-on-one basis. Sometimes it is more productive and less intimidating to conduct interviews with small groups of people who are comfortable together. Small group interviews (two to three people) can be useful for helping people feel comfortable and can take the pressure off individuals to have all the answers.

#### 4.12.3 Set good interview questions

- Develop and use a semi-structured interview guide that clearly lays out the information that you are seeking to obtain from the interview.
- The following link takes you to some basic semi-structured interview advice including how to prepare an interview guide: <http://www.tools4dev.org/resources/how-to-do-great-semi-structured-interviews/>
- Order the questions in the guide logically so there is a flow from one question to the other.
- Limit the number of questions to approximately 12 items for a one hour interview.
- The questions should be informed by the project's M&E Plan and the information that needs to be collected for that.

- The semi-structured interview guide acts as a prompt for asking informed questions in a conversational style. Interviews are not strict question-answer exchanges, nor are they unstructured conversations. Therefore, you may cover all your points, but in a different order dependent on the flow of the conversation.

#### 4.12.4 Set the right environment

Ensure the interview is conducted in a private place where the interviewee (person/people being interviewed) feels comfortable talking, and sharing their views. This place should be free from distractions. Give consideration as to who can overhear the conversation or see the interview and try to maximise privacy.

#### 4.12.5 At the start of the interview

- Explain the objective of the interview. Frame it in terms of solving a problem that is important to the interviewee.
- Let interviewees know how important their responses are.
- Explain how the interview will be conducted, how long it will take, what you will do with the information, and how it will be reported.
- Ask the interviewee if they have any questions or concerns about the interview process and address these before you move into the interview itself.
- If you want to record the interview, ask for permission to do so and explain exactly what you will do with the recording. Let the interviewees know that they can ask you to turn the recording off at any time if they don't wish to have something on tape.
- Reassure respondents that the interview and their responses will be handled in a way which will not personally identify them and that no one will be able to recognise their contribution in the reported findings (unless agreed to beforehand).

#### 4.12.6 During the interview

- Allow people to answer the questions on their own terms, voicing their own views, values and experiences.
- Let the answers determine the direction that the interview takes. Sometimes the interviewee provides responses to questions that you have not yet asked but are on the interview guide. In this case, do not ask the question again when you get to it, following the logical order.
- Do not move on to a new question until you feel you have explored the informant's knowledge on the question at hand.
- Probe and stimulate an interviewee to produce more information if they provide limited responses.  
**Examples of probes include:**
  - 'Can you say more about that?'
  - 'Can you give me an example of that?'
- The interviewer must remain neutral and not approve or disapprove of the responses.
- Do not use leading questions that give the impression you want people to answer the question in a certain way.
- Give people enough time to respond to the question. Sometimes, interviewees need space to think and do not feel like you have to fill any pauses in the interview.
- Save sensitive or controversial questions for the middle of the interview, once rapport has been established. If a question causes discomfort, try reframing it to reduce any perceived discomfort.
- If a question is not clear to the interviewee, try reframing it to make it clearer, more concrete, or by tying it to the interviewee's earlier comments.

#### 4.12.7 At the end of the interview

- Thank the interviewee for participating in the interview.

- Explain to the interviewee what will happen next, how the interview will be documented and how it will be reported.
- Make contact arrangements if you plan to follow up with the interviewee again to have them check their contribution or to approve any quotes, stories or information attributed to them.

#### 4.12.8 Taking notes

- Where possible, employ a note taker to document the entire interview.
- Keep good notes to help guide you in asking your questions, and if you don't have a note taker, to ensure that you remember what people said.
- Record the interview if the interviewee gives permission for this.
- Detailed note taking is a necessary component of interviews since it forms the basis for analysing the data.

#### 4.12.9 Semi-structured interview data analysis

When analysing transcripts or notes from your semi-structured interviews you can 'code' the transcripts using different colour pens. For example, anything relevant to outcome number 1 (or a particular indicator – whatever you are trying to measure) you mark in red. Anything relevant to outcome number 2 is blue.

You can then use the coding to count and quantify responses, for example '100% of those interviewed agreed that the project created ...change'. You can also use it to understand what have been the most important outcomes, successes or failures, and write a change story or stories based on the themes you have identified.

**Step 1:** Know what you're looking for – are you gathering data to report against outcomes? Indicators?

**Step 2:** Read through the transcript and highlight the data that is relevant to what you are looking for using different colours for different reporting requirements / outcomes.

**Step 3:** Sort the data or information and look for contrasting stories, themes and common experiences of change.

**Step 4:** Quantify, quote or write stories about the themes, change or areas of interest you have found according to your organisational and reporting requirements.

### 4.13 Guide for running focus groups

Focus groups are a qualitative data collection method where a selected group of people are interviewed. Focus groups explore and probe a range of different perspectives and ideas on an issue. Often semi-structured interviews and focus group discussions are held together with similar questions. Focus group discussions enable you to get data from a larger number of people. Ideas and themes that come up during focus groups can be tested in more detail with semi-structured interviews.

#### 4.13.1 When do you use it?

You can use a focus group at any point in the project or intervention where you need to gather data. Focus groups are useful for a range of purposes, including to gather ideas and perceptions, or to discuss change, successes and failures. However, if you are weighing up whether to run focus groups or interviews you might like to read the article in the following link which debates this issue.

<http://www.tools4dev.org/resources/blog/use-interviews-focus-groups/>

#### 4.13.2 What do you use it for?

You use focus groups if you want a selected group of people to have a lively and natural conversation or discussion about your topic of interest.

Focus groups can be used to: better understand survey results; understand an issue more fully from different people's perspectives; or, better understand the questions you need to ask a larger population group prior to a survey.

Focus groups can also be used to brainstorm solutions to a problem or better understand why and how change occurred in the project or program.

If you would like more information on focus groups you could visit the following link:

<https://www.odi.org/publications/5695-focus-group-discussion>

#### 4.13.3 Select participants

Selection of who is to attend the focus group is important to ensure a diversity of views. Focus groups are usually conducted with around six to ten people and the session often last 90 minutes to two hours.

Good facilitation skills are required to run effective focus groups. The facilitator needs to be able to moderate the discussion and ensure balance and fairness so everyone is listened to and heard. This guide contains a number of suggestions to help conduct high quality focus groups.

#### 4.13.4 Set the environment – room set up and procedures

- Ensure the focus group is set at a time and place conducive to the needs of the participants and where there is the opportunity to maximise privacy.
- Set the room up with the correct number of seats in a circular shape.
- Provide a welcome, tea / coffee, housekeeping information and introductions to help people feel comfortable.
- Explain the process and purpose of the focus groups and what will happen with the data collected.
- Reassure people by sharing how you will ensure the information they provide will be kept confidential. Let people know how important their contribution is, that they will not be individually identified in reporting, and that no one will be able to recognise their contribution.
- Get participants involved in setting ground rules for behaviour i.e. that participant views and their contributions should not be shared outside the focus group.
- Allow people to answer the questions on their own terms voicing their own views, values and experiences.
- Point out referral information available when dealing with sensitive issues.

#### 4.13.5 Focus group questions

- What do you want to know? What are you trying to measure? What is the purpose of the focus group? You must be clear on the answers to these questions before writing the question guide.
- Develop and use an interview guide that clearly lays out the information that you are seeking to obtain from the focus group. Questions should be informed by the project's M&E Plan and the information needed for that.
- Try to come up with around six questions which can be used as prompts for the focus group discussion.

- Focus group questions are prompts for open discussion amongst the group rather than strict question-answer exchanges. However, focus groups discussions are not unstructured conversations. The guide acts as a prompt for what questions to raise.
- Questions should be open ended (people cannot respond with just a ‘yes’ or ‘no’) and you should have some secondary probing, or follow up, questions ready in case the response you get is closed.
- Examples of probes include:
  - Can you say more about that?
  - Can you give me an example of that?
- Ensure equal participation so that one person, or a few people, don’t dominate. You can prompt equal participation by suggesting:
  - I have not heard from you X, are you able to say more about that?
  - X, can you give me an example of that?
- The interviewer must remain neutral and not approve or disapprove of the responses.
- Do not use leading questions that give the impression you want people to answer the question in a certain way.
- Give people enough time to respond to the question. Sometimes, participants need space to think. DO NOT feel like you have to fill any pauses that happen during the focus group discussion.
- If a question or prompt is not clear, try reframing it, saying it in a different way or tying (linking) it back to the earlier comments. For example, ‘Jeffrey said... so I’m interested in...’

#### 4.13.6 Taking notes

- Where possible, employ a note taker to take notes and record the entire interview.
- Keep good notes to help guide you in asking your questions, and if you don’t have a note taker, also to ensure that you remember what people said.
- Record the interview if the interviewee gives permission for this.
- Detailed note taking is a necessary component of interviews since it forms the basis for analysing the data.

Sample focus group discussion facilitator questions for a women’s economic empowerment project (from CARE International):

Table 12 Sample focus group discussion questions

| Main Question  | Probing Questions  |
|--|--|
| 1. Introductions – please tell the group your name and how you make money for your family?   | <ul style="list-style-type: none"> <li>▪ Do you farm/have a kitchen garden?</li> <li>▪ Do you sell produce in the village/local market/inter-island?</li> <li>▪ Do you rear any livestock (chickens/pigs)?</li> <li>▪ Any other activities? (e.g. handicrafts)</li> </ul>  |
| 2. Can you tell us how your savings group started?   | <ul style="list-style-type: none"> <li>▪ Before joining the group what did you do to make an income? Did anyone have their own farm/ land/livestock/small business?</li> <li>▪ Why did you decide to join the group?</li> <li>▪ Did you decide to join the group by yourself or did you need permission from your husband or other family members?</li> <li>▪ Have you received any training as part of the group? What did you learn?</li> </ul>  |
| 3. Can you tell us about your family’s agricultural production and livestock husbandry over the last year? Have there been any changes during this time? | <ul style="list-style-type: none"> <li>▪ What do you currently produce in your garden (vegetable names/fruit names)? Has your production changed since joining the group (increased/decreased/growing new varieties)? Why do you think this is?</li> <li>▪ What livestock do you currently rear on your farm (pigs/chickens/anything else)? Has this changed since you joined the group (increased/decreased/improved health)? Why do you think this is?</li> <li>▪ Do you or your family own the land on which you grow crops/raise livestock?</li> </ul> |

| Main Question  | Probing Questions  |
|--|--|
|  | <ul style="list-style-type: none"> <li>▪ How much garden produce/livestock has your group been able to sell? Do you sell as a group or as individuals? If you sell as a group do you make more or less money than you would be able to sell as an individual? Why do you think this is?</li> <li>▪ What difficulties do you face as a woman involved in production/livestock rearing activities?</li> <li>▪ How do you access inputs (seeds, tools, fertiliser, antibiotics) for your garden? Are inputs available from suppliers?</li> <li>▪ If you need to borrow some money to buy seeds or animal feed for example, where do you borrow money from?</li> </ul>   |
| <p>4. How do you market your produce?</p>  | <ul style="list-style-type: none"> <li>▪ Where/to whom do you sell your produce/livestock/seedlings (traders/community members/local village market/town market)?</li> <li>▪ If you sell to traders – do you negotiate with them directly? Does your husband negotiate with them? How do you know what a good price is? Do you know the market price for your produce?</li> <li>▪ If you sell at market yourself – how do you transport your produce? Is it easy/hard? Explore if there are differences between vegetables/livestock – i.e. livestock to traders and vegetables locally</li> <li>▪ If you are not able to sell at market, would you like to? What are the barriers to selling at market?</li> <li>▪ How has your income changed as a result of selling your produce/livestock? How do you use your income?</li> <li>▪ Who is responsible for selling the produce/livestock in your family? Has it always been that way? Have responsibilities changed in the last year? Why do you think this is?</li> <li>▪ If someone other than you is responsible for selling the produce/livestock do you know the price received or the total amount of money your family got from selling the produce/livestock?</li> </ul> |
| <p>5. Can you tell us about what support you receive from village extension services in your garden?</p> | <ul style="list-style-type: none"> <li>▪ When was the last time you had a visit from a village extension worker? If you need advice about your farm how easy/hard is it to access extension services?</li> <li>▪ Are you satisfied with the advice you receive? Do you feel confident/comfortable to raise your worries with the extension officer? Why? Why not?</li> <li>▪ Have you changed any of your farming techniques since joining the group? Why? Why not?</li> <li>▪ If you have changed any of your techniques over the last year – what difference has this made to your farm's productivity?</li> </ul>   |
| <p>6. What does your husband and/or your family think of you being a group member?</p>                   | <ul style="list-style-type: none"> <li>▪ Does your husband support you in being a group member? If yes, in what ways/ how does he support you? Have there been any changes in your workload over the last year? Why do you think he has changed? If no, why does he not support you? What are his concerns/reasons?</li> <li>▪ Are there any activities your husband does now that he did not do previously? Are there any activities you are doing now that you did not do previously? Why do you think the situation has changed?</li> <li>▪ Does your family support you being a group member? Were they always supportive? In what way/how do they support you?</li> <li>▪ Have there been changes in how your husband values your work in the farm? Does he see you as capable/knowledgeable about farming? Are you able to share your skills with him?</li> <li>▪ In your household who decides on the use of the income you earn from your participation in the group? How is the income you earn from your activities with the group used?</li> <li>▪ What do other people in your community think of women doing this kind of work?</li> </ul>  |
| <p>6. How does your group work together?</p>   | <ul style="list-style-type: none"> <li>▪ How often do you meet as a group?</li> <li>▪ What do you like about working together in a group?</li> <li>▪ What do you find difficult about working together in a group?</li> <li>▪ What do you think are the benefits (skills/confidence/income) of being part of the group?</li> <li>▪ How do you make decisions in the group?</li> <li>▪ Are there any other women's groups or farmer's groups in the village? How long have they been working in the village?</li> </ul>   |



| Main Question  | Probing Questions  |
|--|--|
| 6. Have you experienced any challenges or difficulties associated with your membership of the group? | <ul style="list-style-type: none"> <li>Check for differences/challenges relating to finances, workload, family relations, disapproval from community generally?</li> </ul> |

#### 4.13.7 Focus group data analysis

You can use the same approach for focus group data analysis as was described above under Semi-Structured Interview Data Analysis (see section 4.12.9). Please also refer to Section 6: Data Analysis, Reflection and Learning.

### 4.14 Guide for running workshops

#### 4.14.1 When do you use it?

Workshops are used for larger groups involved in or targeted by the project and usually aim to achieve a particular output or deliver a result.

#### 4.14.2 What do you use it for?

You can use a workshop to gather together a group of people to discuss, plan, review, reflect, share successes, analyse data, participate in skills development or comment on a project product. Workshops can be used to generate group interaction and debate between participants and also as a way to get a group working concurrently on a series of tasks or project output.

#### 4.14.3 How do I run a workshop?

Successful workshops need to be well planned to ensure that the objectives and outcomes are clearly defined and the processes chosen are those best suited to achieving them.

Workshops should canvass a range of different perspectives on an issue. Selection of who is to attend the workshop is important to ensure a diversity of views. A workshop could include up to 30 participants. A workshop could be delivered over a half a day, one full day, or over a number of days.

The workshop facilitator needs to design a range of activities and be able to moderate the discussion and ensure balance and fairness so everyone has the opportunity to participate and is listened to. Large numbers of people can be divided into smaller groups to provide opportunities for everyone to participate. Feedback to the larger group provides the opportunity to hear from the smaller groups.

This guide contains a number of suggestions to help conduct high quality workshops and community meetings.

#### 4.14.4 Planning the workshop

- Ensure the workshop is planned and a time is set well ahead, to ensure maximum participation.
- Ensure that the people who are critical to the successful achievement of workshop objectives are invited and enabled to attend.
- Ensure the workshop is held at a time and place conducive to the needs of the participants.
- Plan exactly who is going to take responsibility for what. You will need experienced facilitators, note takers, and presenters.
- Prepare handouts and materials to be distributed either ahead of time, or at the workshop.
- Design activities that are interactive and provide participants with good opportunities to participate in discussion and decision-making (small group activities are best for this).

- Send out a workshop agenda and a preparation guide before the workshop commences if you want people to come along with any ideas or resources.

#### 4.14.5 Conducting the workshop

- Clearly explain the objectives of the workshop. Make the introduction brief and relevant to the participants.
- Make sure that participants are introduced to each other and are made aware of the organisations or communities they represent.
- Let people know how important their contribution is, that they will not be individually identified in reporting, and that no one will be able to recognise their contribution.
- Allow people to participate on their own terms voicing their own views, values and experiences.
- At the end of the workshop summarise the proceedings and outline the decision or next steps. Aim to end the workshop on a high or positive note.

#### 4.14.6 Successful facilitation tips

- Develop and use a workshop agenda that clearly lays out the information and process that you are seeking to follow during the workshop.
- Areas identified for consideration and discussion within that agenda should be informed by the project's M&E Plan and the information that is needed for that.
- Clarify how the information will be used and the process for dealing with contributions and / or recommendations emerging from the workshop.
- Ensure equal participation so that one person, or a few people, do not dominate.
- The facilitator must remain neutral and not approve or disapprove of the responses however in a workshop there may be time to explore controversial topics and challenge assumptions.
- Do not use leading questions that give the impression you want people to contribute in a certain way.
- Give people enough time to respond as participants sometimes need space to think. Do not feel like you have to fill any pauses during the workshop process.
- If an item for discussion is not clear, or people appear confused, try reframing the item to make it clearer, more concrete, or by tying it to the earlier comments. In workshops, there is usually time to provide examples or draw on the experience of other participants to ensure everyone is clear.
- Make the workshop enjoyable and keep participants' energy high by designing activities that let people move around.
- Always end the workshop with a reflection and agreement on next steps and future actions. Make sure you assign people to any follow up activities and set due dates.

#### 4.14.7 Documenting the workshop

- Keep good notes of the workshop proceedings to ensure that you remember what people said, or record the workshop proceedings if participants give permission for this.
- Detailed note taking is a necessary component of workshops since they form the basis for analysing the data, recording next steps and holding people to account for the commitments they make around future action.

#### 4.14.8 Monitoring and evaluating the workshop

It is good practice to evaluate each workshop you facilitate. The evaluation should look at your performance, the venue and logistical arrangements, the content of the workshop, and its outcomes.

You can use the before and after training guide presented above in section 4.7 as a basis for developing an end of workshop evaluation form. The end of workshop evaluation should link back to the workshop agenda and expected outcomes.

It is best to ask people to complete the evaluation form before they leave the room on the last day to increase response rates. Consider if you need to have the evaluation form translated to improve the quality of the responses.

In addition to end of workshop evaluation, you might also like to conduct a basic monitoring activity at the end of each day. This can be done in a range of fun ways. Here are a couple of ideas:

- Paper toss. Put a basket in the middle of the room and ask people to write on a piece of paper one thing they liked about the workshop that day and one thing they didn't like. Participants can then write their answers down, screw the paper up and 'toss' it into the basket.
- Use different coloured post it notes. Ask people to write down a positive thought about how things are going using the first colour, a negative observation using the next colour and an idea for what could be done differently on the last colour. Participants then stick these up on the wall for everyone to look at. People can tick comments they agree with and draw crosses next to those they don't agree with.

## 4.15 Guide for community meetings

Community meetings involve a large number of people drawn from a particular community to discuss the nature of problems or issues, find out about community perspectives and behaviours, and identify progress and possible solutions to those problems or issues.

### 4.15.1 When do you use it?

In a participatory internal evaluation, community meetings are used both for the collection of monitoring and evaluation data, and for the presentation of evaluation results and recommendations back to communities. Therefore, they may be used throughout the project cycle. When they occur will depend on what data you are interested in collecting.

### 4.15.2 What do you use it for?

A community meeting is a form of group interview that can be used to:

- Obtain information about the community, particularly how it is operating (for example in a needs assessment or design phase) or how it operated prior to the intervention (for example in a retrospective baseline information).
- Find out about levels of awareness and types of attitudes common within a community (scoping awareness and attitudes or for pre-intervention baseline and post intervention evaluation needs).
- Find out about common behaviours within a community; levels of acceptance of, and ways of responding to those behaviours (scoping behaviours or for pre-intervention baseline and post intervention evaluation needs).
- Determine community attitudes toward the project (acceptance of a project).
- Assess how well a project has performed in a particular community in addressing its objectives and the issues of concern (determining outcomes of a project to support evaluation).
- Identify areas for improvement based on community feedback (project monitoring and improvement).
- Identify and find solutions to a community issues or problems (forward strategic planning or if monitoring or evaluation activities find a significant project issue that needs addressed).

### 4.15.3 How do I run a community meeting?

Community meetings would normally be held for an hour or two and can be conducted using a range of structured approaches including semi structured interviews, focus groups or workshop processes.

Successful community meetings need to be well planned to ensure that the objectives and outcomes are clearly defined and that the processes chosen are those best suited to achieving them. They

require high-level facilitation skills and a clear communication style. The facilitator needs to design a range of activities and be able to moderate the discussion and ensure balance and fairness so everyone has the opportunity to participate and be listened to.

Large numbers of people can be divided into smaller groups to provide opportunities for everyone to participate. Feedback to the larger group provides the opportunity to hear from all the groups.

Working in small groups is particularly useful for encouraging the active participation of women, where small group discussions can ensure there is greater opportunity for the voice of women, girls and marginalised groups to be heard. This is particularly important when there is discussion of sensitive issues such as the incidence of violence, the extent of shared decision-making, and how money is used in the household.

This guide contains some suggestions to help conduct high quality and useful community meetings.

#### 4.15.4 Planning the community meeting

- Establish a working group to plan the community meeting that includes people with strong links to the community, and who have influence in that community, to ensure a successful meeting.
- Get endorsement from community leaders to hold the meeting.
- Arrange to hold the meeting at a time and in a location, that is easily accessible, comfortable, suitable for the weather conditions, and free from distractions, especially if the location is outside.
- Set a time well ahead and that does not conflict with other community activities to ensure maximum participation.
- Ensure enough time is available to achieve everything on the agenda. Provide additional time for community participation and discussion so people don't feel rushed.
- Ensure that the people who are critical to the successful achievement of meeting objectives are invited and enabled to attend. You may need to consider arranging transport for people.
- Plan exactly who is going to take responsibility for what. You will need highly experienced facilitators, note takers, and presenters.
- Arrange for interpreters or other communication aids if required.
- Think about what expectations will be regarding refreshments
- Prepare handouts and materials to be distributed or presented.
- Design activities that are interactive and provide community members with good opportunities to participate in discussion and decision-making. Small group activities are best for this.
- Find out about the availability of any technology you will need.

#### 4.15.5 Conducting the community meeting

- Clearly explain the objectives of the meeting. Make the introduction brief and relevant to the audience.
- If facilitating the meeting outside in an open area, consider using drama, video, role play or another participatory method early on in the meeting, to draw participants to the meeting and spark their interest.
- Make sure that the audience are introduced to all the presenters and the organisations or communities they represent.
- Explain the 'rules' of the meeting, i.e. that all participant views and contributions will be respected, not shared outside the meeting, and there will be no consequences for expressing views openly.
- Let people know how important their contribution is, that they will not be individually identified in reporting, and that no one will be able to recognise their contribution.
- Consider that you may not have access to technology and take a backup method of facilitation (such as hand-written flip charts) if you intend to use a facilitation tool that requires electricity (such as Microsoft PowerPoint).

- Assume that there will be dominant voices and people who will not feel comfortable participating. Think though what you will do to work around this without offending anyone, but also ensuring that you hear all voices.
- Allow people to participate on their own terms voicing their own views, values and experiences.
- At the end of the meeting, summarise the proceedings and outline the decision and next steps. Thank everyone for attending.
- Aim to end the meeting on a high or positive note.

#### 4.15.6 Documenting and reporting on the community meeting

- Keep good notes of the meeting proceedings to ensure that you remember what people said, or record the meeting proceedings if participants give permission for this.
- Record who attended the meeting by providing an attendance sheet at the door or have someone responsible for walking around to collect names.
- Provide feedback to the community after the meeting about meeting outcomes and next steps. This could be a newsletter or some other form of report such as a verbal report through networks or other community events.

### 4.16 Direct observation guide

Observation is a way of gathering data by watching behaviour, events or processes in their natural setting.<sup>11</sup>

#### 4.16.1 When do I use it?

You might use observation in evaluation when:

- You are trying to understand an ongoing process or situation.
- When you are gathering data on individual behaviours or interaction between people.
- When you need to know about or understand the physical setting in order to be able to understand other evaluation findings
- When data collection in other ways or from certain people is not a realistic option.<sup>12</sup>
- When you need to understand 'safety issues for women and girls in public places, like a market, park or school. However never use observation in private situations where there is violence occurring.'<sup>13</sup>

#### 4.16.2 What do I use it for?

Gathering information by observing people, places or processes can provide valuable evaluation data. For example, observing a training session can provide valuable insights as to how the training material was received and how well participants responded to it.

As another example, if your project is designed to challenge gender inequality and build healthy relationships in schools, you might observe how young people interact with each other after school, at the beginning of the project, and then again at the end. Observation may be one method you choose to measure and record project outcomes.

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11 <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf>

12 <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf>

13 UNW EVAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific, Pg 66

### 4.16.3 How do I use it?

Despite these positives, observation has some ethical issues which need to be addressed before you can implement it as an approach. Those who are being observed, or who may be observed, need to be aware of the observer, their role and how they intend to use the data from their observations.

Notes are usually taken using a structured format.

‘Aim to ‘blend in’ instead of stand out. Standing together in a group or wearing clothing branded with your organisations logo can create a power imbalance...’<sup>14</sup>, which may change people’s behaviour significantly and reduce the effectiveness of the observation.

The following tool is an example of what you could use to observe a community education session.

Table 13 Example communication education session

| Objectives of Session                                      | Observation Guide – Extent Participants                   | Comments and Reflections |
|--|---|--------------------------|
| Improve awareness  | Engage with the material                                  |                          |
|  | Question important concepts                               |                          |
|  | Reflect on existing understandings                        |                          |
| Challenge attitudes  | Engage with the material                                  |                          |
|  | Question existing attitudes                               |                          |
|  | Reflect on need to question and change existing attitudes |                          |
| Increase knowledge   | Engage with the material                                  |                          |
|  | Demonstrate learning                                      |                          |
|  | Reflect on need for and benefit of increased knowledge    |                          |
| Influence behaviour  | Engage with the material                                  |                          |
|  | Reflect on existing behaviour                             |                          |
|  | Indicate strategies for behaviour change                  |                          |
| Ensure those who need it are referred for further services | Identify need for further support to address issues       |                          |
|  | Seek options  |                          |
|  | Indicate commitment to pursue options                     |                          |

### 4.16.4 Disadvantages of direct observation

- Susceptible to observer bias
- Susceptible to the ‘Hawthorne Effect’ that is, people usually perform better when they know they are being observed, although indirect observation may decrease this problem.
- Can be expensive and time-consuming compared to other data collection methods.
- Direct observation may let you observe behaviours but will not lead to an understanding of why people behave as they do.<sup>15</sup>

1414 UNW EAW Toolkit, (2015). How to Design Projects to End Violence Against Women and Girls. UN Women Pacific, Pg 66

15 <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf>, page 2

## 4.17 Media monitoring guide

Media monitoring involves systematic and continuous tracking of the content of media to document relevant reports, articles and references made to your project, or to the issues (such as awareness, attitudes and behaviours) that your project intends to influence or change.

Media that could be identified for tracking and analysis include:

- television
- print media such as newspapers (national and local)
- radio broadcasts
- social media (Facebook, Twitter, On-Line Forums)
- community publications and newsletters
- publications and newsletters produced by relevant influencers (such as churches or other religious institutions)
- website articles, discussions and blogs
- research publications (published and unpublished).

### 4.17.1 When do you use it?

Media monitoring is a useful tool for advocacy and lobbying initiatives, as well as being a monitoring and evaluation method.

Media monitoring can be used when:

- you want to track how and if a particular issue and/or campaign is presented by the media
- you want to track how your project or intervention is presented and covered by the media
- you want to track stories and media that might be a risk to your project or oppose your objectives
- you want to track stories that support your project or opportunities for your project or intervention.<sup>16</sup>

### 4.17.2 What do you use it for?

Media monitoring data can be both qualitative and quantitative. You can use media monitoring to collect data about:

- Volume (number of articles or stories) of media coverage about your organisation, your project or the related issue of concern.
- Tone of media coverage: Is coverage positive, negative or neutral? What types of messages does it convey and what does it indicate?
- Prominence of media coverage: small mention in an article, small article, influential piece?
- Presence of desired messages in media coverage (see message analysis below).
- Message analysis to determine the extent to which the messages are actually being conveyed to target audiences.

It can also be used in evaluation as a baseline measure where the indicator of success is, for example, 'the % increase in the number of media stories about...'. In this case you might do comprehensive media monitoring over a period of time at the start of the project, track progress throughout, and then another comprehensive analysis again for the same period of time at the end.

Media monitoring can also be used for starting discussions about what is missing or wrong with current media coverage. If you put media monitoring data together with other evidence it can create a compelling story of its own for use in advocacy.

For example, if you are concerned with gender inequality in sport, you might track the volume, tone, prominence, and messages in media coverage about women's sport, verses men's sport. You might

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<sup>16</sup> IWDA WAVE Monitoring Toolkit – unpublished.

then join what you have found with evidence about the benefits of promoting women in sport for gender equality, to create an advocacy message. You could then use this message to advocate for a change in how women’s sport is reported.

You can allocate the task of media monitoring to a team member and ask other stakeholders to advise you when they see or hear of any reports of the project, or related to the project’s area of concern, or its sphere of influence.

### 4.17.3 Steps in media monitoring

**Step 1:** Plan your media monitoring strategy. Below is a table that describes some basic media monitoring strategies you might like to consider.

Table 14 Basic media monitoring strategies to consider

| Media  | Monitoring strategy  |
|--|--|
| Print Media<br>Newspapers: national and local<br>Community publications and newsletters<br>Other publications and newsletters<br>Research products | Collect relevant articles and publications and keep them in a file for analysis  |
| Radio<br>National and local  | Keep a record of radio broadcast times and details for analysis  |
| Websites<br>Social Media<br>Articles, discussions, blogs   | Download stories about your project or related issues from the websites.<br>Most blogs and websites count visits and timing. These functions can tell you whether there are surges and peaks in traffic and if these correspond with media activities or project events.<br>Keep a record on file. |

**Step 2:** Collect, sort and code the data you collect through your media monitoring.

- Use your monitoring and evaluation plan to identify what evaluation themes or indicators you want to monitor or measure change in.
- Decide if you are measuring volume, tone, presence or prominence as described above for each of these themes or areas of interest.
- Design a data recording system or spreadsheet that allows you to record data against volume, tone, presence and prominence and under each theme, indicator or area of interest.
- Commence monitoring and recording the data. An example media monitoring spreadsheet for one theme area is provided below:



Table 15 Media monitoring collection ()

| <b>Monthly Summary:</b>   |  |                      |  |  |  |  |
|---------------------------|--|----------------------|--|--|--|--|
| <b>Topic</b>              |  | <b>Radio</b>         | <b>Print</b>   | <b>Internet</b>  | <b>Other</b>   |  |
| <i>Women's leadership</i> |  | 1                    |  | 1  | /  |  |
| <i>Our organisation</i>   |  |                      | 1  | 1  | 1  |  |
| Title                     | Medium (Radio, Print, Internet, Other) | Publisher            | Tone of media coverage: is coverage positive, negative or neutral? What types of messages is it conveying and what do they indicate? | Prominence of media coverage: small mention in an article, small article, influential piece? | Presence of desired messages in media coverage (see message analysis below). | Message analysis to determine the extent to which the messages are <u>actually being</u> conveyed to target audiences. |
| <i>Women's leadership</i> | <i>Print</i>                           | <i>XYZ Newspaper</i> | <i>Positive, Women leaders are shown to make a <del>diference</del> difference, asking people to eat more rice</i>                   | <i>Not prominent – short clipping on page 8</i>  | <i>Yes</i>   | <i>Encouraging more women leaders in the community</i>   |

IWDA WAVE Monitoring toolkit – unpublished pg 34

**Step 3:** Analyse and interpret the data.

Using the data in your media monitoring spreadsheet you can produce quantitative data about themes and with reference to tone, prominence, presence and volume.

However, your media monitoring system could highlight particular stories found, which you then analyse from qualitative perspective. For example, you could ask: ‘What does the story or group of stories say about issues relevant to your theory of change?’ or ‘What impact does this type of messaging have on society, women or gender equality?’

Further resources and information on media monitoring can be found at:

<http://whomakesthenews.org/media-monitoring/Monitoring-Training-Resources-English>

<http://social-media-for-development.org/>

**4.18 Guide for developing case study stories and vignettes**

Short and simple case studies are referred to as case stories or vignettes.

**4.18.1 When do you use it?**

Case study stories or vignettes can be collected throughout a project and used in reporting. See ‘most significant change’ approach for a case study based evaluation methodology.

**4.18.2 What do you use it for?**

Case studies are commonly used for project reporting and are generally developed by project staff to highlight a particular project outcome, success or challenge. They are usually 200–300 words in length and often are presented in a box that is included in a project report.

### 4.18.3 Ethical issues

In collecting stories, standards and ethical processes need to be followed to ensure confidentiality and that you 'do no harm'.

It is important to describe and identify the rationale as to why the particular story was selected for profiling, and to consider the following questions in providing that rationale:

- Is the story illustrative of what is working well, has it been selected in order to showcase good practice?
- Is the story illustrative of the types of changes that can be brought about by a project, and if so, is it representative of the experiences that other people using the project are likely to have? Can you illustrate how representative it is?
- Is the story illustrative of the types of challenges faced by the project? If so, how common are these challenges faced in project delivery?
- Were the people willing to share their stories a different group from those who were not willing, or not available to share their stories? In other words, what happens to the stories of the people who don't engage or drop-out?
- By selecting a particular story, what messages are you trying to convey? While the story selected may provide support for that message, are there other experiences not being profiled that should be?

The following image from Oxfam Vanuatu's Organisational Strengthening Series, Module 3 provides some additional considerations.

Figure 12 Oxfam's organisational strengthening module

| Benefits   | Challenges/Things to consider   |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Can collect detailed information about important changes in people's lives.</li> <li>✓ Helps to focus on what changed and also how the change happened.</li> <li>✓ Can be easier for people to tell stories rather than answer questions.</li> <li>✓ Participants are able to share what's been important for them, rather than answer specific questions about what's been important for the program.</li> </ul> | <ul style="list-style-type: none"> <li>× Can be time-consuming to collect and record.</li> <li>× People may only want to focus on the positive changes rather than give a true picture of challenges as well.</li> <li>× Need to obtain consent before collecting the information as the story, quotes, photos etc. may be used for external purposes.</li> </ul> |

*Oxfam Vanuatu, 2016, Organisational Strengthening Module 3, Data Collection pg.25*

### How do I write a case study?

**Step 1:** Decide what stories you want to collect and write simple questions using the story elements listed below as a guide. Use your M&E plan to guide you.

**Step 2:** Train the facilitator and note taker.

**Step 3:** Record and write the stories. Use a voice recorder and take photos of the main elements of the story where possible. Make sure you have consent from all participants.

When writing and recording your case study, consider collecting information about the following elements of the story:

Story elements:

- **Context:** describe the setting for the project, problem or issues and who was involved.
- **Situation:** describe the key issues involved and / or being addressed.
- **Activities:** provide a description of what was delivered.
- **Outcomes:** identify the results or the changes that occurred for people or situations as a result of the activity (short, medium and longer term).
- **The learning:** what was learnt during the process?

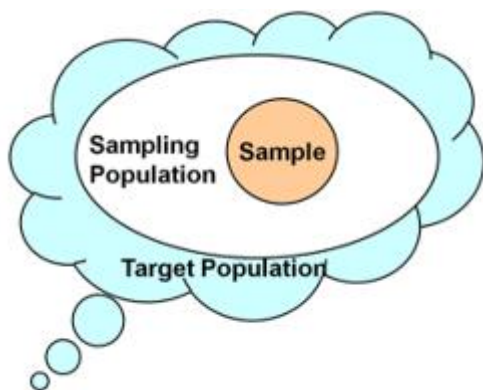
**Step 4:** Transcribe the stories (write them up) and do some data coding and analysis. You can highlight different parts of the stories depending on what you are looking for and then use this information to make qualitative or quantitative statements. If trying to produce quantitative data you will need to design a spreadsheet or matrix that lets you read through the stories systematically entering information or data under their particular categories. You can then count responses and manipulate the information as needed.

## 4.19 Sampling

You cannot realistically collect data from everyone who uses a service or project. Decisions have to be made as to who is to be included, and how representative these participants are likely to be of the total group. When selecting people to participate in data collection processes, consideration should be given to how, and why certain people or groups have been included. This is called sampling and the sample selected needs to be justified (there must be a reason) so that generalisations and conclusions can be drawn from it.

In the image below, you can see that the sample is just a part of the entire population that your data represents. How you select your sample depends on what you need from the data you are collecting.

Figure 13 Sample as part of the target population



<https://wiki.ecdc.europa.eu/fem/w/wiki/concepts-in-sampling>

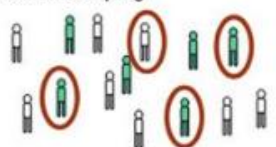
### 4.19.1 Probability sampling

If you need your data to be rigorous and with less risk of bias, you would consider using probability sampling where each sample unit (such as a person, household or whatever you are collecting data about) has the same chance of being included in the sample. The following is an example of probability sampling:

### 4.19.2 Simple random sampling

Simple random sampling is where everyone in the target population has an equal chance of being selected. Individuals are chosen by picking names out of a hat or selecting every 10th person for inclusion, for example.

Figure 14 Random sampling

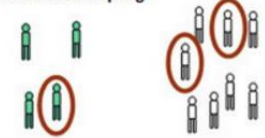
|   |   |  |   |
|---|---|--|---|
|  | <p>Every member of a population has an equal chance of being selected<br/>E.g. Pulling names out of a hat</p> | <p>For very large samples it provides the best chance of an unbiased representative sample</p> | <p>For large populations it is time-consuming to create a list of every individual.</p> |
|---|---|--|---|

McLeod, 2014, *Sampling Methods*, I Data Assist, <http://datassist.com/how-to-select-the-sample/>

### 4.19.3 Stratified sampling

This type of sampling requires you to break the population into subcategories and ensure that the sample has the same characteristics as the entire population.

Figure 15 Stratified sampling

|   |  |   |   |
|---|--|---|---|
|  | <p>Dividing the target population into important subcategories<br/>Selecting members in proportion that they occur in the population<br/>E.g. 2.5% of British are of Indian origin, so 2.5% of your sample should be of Indian origin... and so on</p> | <p>A deliberate effort is made to make the sample representative of the target population</p> | <p>It can be time consuming as the subcategories have to be identified and proportions calculated</p> |
|---|--|---|---|

McLeod, 2014, *Sampling Methods*, I Data Assist, <http://datassist.com/how-to-select-the-sample/>

### 4.19.4 Non-probability sampling

If there are factors limiting your ability to do probability sampling (such as time, money, skills) or there is a particular reason not to use probability sampling, the person selecting the sample can use non-probability sampling. This is where you use your own judgement to choose a sample.

There are ways to use non-probability sampling to your advantage (*see purposive stratified sampling below*), however there is also increased risk of bias. For example, all the people who come to the community meeting are given a survey to complete. In this example, the people at the meeting are easier to reach than, for example, every 5<sup>th</sup> household, but there may also be bias (favouring some people or 'sample units' over others). This is because the people who attend the meeting may not be representative of all the people in the community. For example, men may be more likely to attend the meeting, or people with a disability might not have access to the meeting venue.

### 4.19.5 Purposive stratified sampling

In this approach, there is a deliberate selection of respondents according to the value of the perspectives they can provide. This sampling approach ensures that certain groups are included, or deliberately over-represented to illustrate certain characteristics of interest.

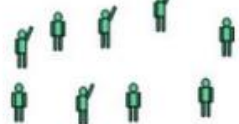
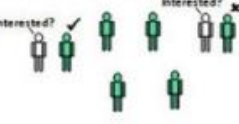
Purposive stratified sampling involves the development of a matrix that outlines the characteristics to be included in the sample with participants recruited in accordance with that matrix. Purposive stratified sampling is often used where the population to be sampled is very small and random sampling (as discussed above) is not considered appropriate, or when there is a desire to manipulate the same to make it as representative of the population as possible.

Many qualitative methods (such as case stories) involve small numbers of respondents where purposive sampling offers 'information rich cases' that can generate lessons and ensure that groups with low representation such as disadvantaged or marginalised groups are included in data collection. Such groups may not otherwise be adequately represented through use of random sampling approaches.

### 4.19.6 Other sampling methods

Other sampling methods that can be used include opportunity or convenience sampling which involves speaking to respondents who are available at the time. An example would be standing outside a store and interviewing available people who pass by. Snowball sampling builds a sample by speaking with respondents who then recruit or ask other people from the same population to become involved. Volunteer or self-selection sampling involves forming a sample by seeking volunteers who nominate to participate. Whatever method of sampling you use, there will be pros and cons. It is important to think through these before deciding on your sampling approach.

Figure 16 Other sampling methods

|  |  |   |   |
|--|--|---|---|
| <p><b>Volunteer sampling</b></p>    | <p>Individuals who have chosen to be involved in a study. Also called self-selecting<br/>E.g. people who responded to an advert for participants</p> | <p>Relatively convenient and ethical if it leads to informed consent</p>            | <p>Unrepresentative as it leads to bias on the part of the participant. E.g. a daytime TV advert would not attract full-time workers.</p> |
| <p><b>Opportunity sampling</b></p>  | <p>Simply selecting those people that are available at the time.<br/>E.g. going up to people in cafés and asking them to be interviewed</p>          | <p>Quick, convenient and economical. A most common type of sampling in practice</p> | <p>Very unrepresentative samples and often biased by the researcher who will likely choose people who are 'helpful'</p>                   |

McLeod, 2014, *Sampling Methods*, I Data Assist, <http://datassist.com/how-to-select-the-sample/>

### 4.19.7 Sample Size

As a very basic rule of thumb, your sample size should be no less than 100 and is usually around 10% of the population (but not over 1000) in a quantitative survey.<sup>17</sup>

If using a qualitative method, your sample size can be determined by the information you are collecting. For example, if you are conducting focus groups, when you reach 'saturation point', which means you are no longer hearing any new information, you may have reached an appropriate sample size.<sup>18</sup>

The following table is provided as a guide, however it can only be used for basic surveys to measure what proportion of a population (how much of the total population or group you are looking at) has a particular characteristic (the same feature or quality). For example, what proportion of the community believe women and men should have equal opportunities and be treated equally.

The margin of error side of the table refers to how comfortable you are with there being a mistake or error. It asks you what is your acceptable 'margin of error'.

<sup>17</sup> <http://www.tools4dev.org/resources/how-to-choose-a-sample-size/>

<sup>18</sup> Oxfam Vanuatu, 2016, *Organisational Strengthening Module 3, Data Collection* pg.16

Figure 17 Determine sampling size

| Margin of error | Size of population |      |      |      |     |     |
|-----------------|--------------------|------|------|------|-----|-----|
|                 | >5000              | 5000 | 2500 | 1000 | 500 | 200 |
| ±10%            | 96                 | 94   | 93   | 88   | 81  | 65  |
| ±7.5%           | 171                | 165  | 160  | 146  | 127 | 92  |
| ±5%             | 384                | 357  | 333  | 278  | 217 | 132 |
| ±3%             | 1067               | 880  | 748  | 516  | 341 | 169 |

<http://www.tools4dev.org/resources/how-to-choose-a-sample-size/>

Determining an appropriate sample size means considering the scope of the available budget, while still ensuring that the sample size selected is sufficient to provide the evidence you need. Data collection processes can cost a lot and might take a large proportion of your evaluation budget depending on your sample size and method, however if your sample size is too small the quality of your information will be compromised or negatively affected.

The following link takes you to the article where much of this information has come from. The article also contains additional information about sample size, where you are looking at comparisons between groups rather than just the proportion in one group and is worth reading if you are considering sample size for a baseline study.

<http://www.tools4dev.org/resources/how-to-choose-a-sample-size/>

There are also many web-based sample size calculators including calculator.net (<http://www.calculator.net/sample-size-calculator.html>).

## 5 Other Data Collection Methods

A range of specialised methods that can be used to collect data for your internal evaluation purposes are summarised below, with links to selected websites included to enable a more detailed review of each data collection method. There are also specific training programs and workshops available that are associated with each method.

In addition to these more common primary data collection methods, this toolkit also provides information and resources for other less traditional monitoring and evaluation approaches.

These additional data collection approaches include:

- most significant change technique
- participatory learning action
- digital story telling
- in-depth case studies
- contribution analysis
- network mapping
- measuring advocacy and policy change tracking
- power analysis
- partnership, alliance and coalition tools

### 5.1 Most significant change

<http://www.mande.co.uk/docs/MSCGuide.pdf>

Guide to the use of the Most Significant Change Technique by Rick Davies and Jess Dart

Most Significant Change is a participatory data collection method developed to generate and analyse personal stories of change, deciding which of these stories are the most significant and why. This is one of the most commonly used qualitative methods seen in international development evaluation, but is also commonly misapplied. The step that is often skipped is the sharing of collected stories with stakeholders to identify and discuss the values underpinning the selection of stories in order to identify what is valued by the participating stakeholders. Most Significant Change is thus more than collecting and profiling stories. It should include a process that learns about the similarities and differences in what different groups and individuals value. Clarification of the values of different stakeholders is thus an integral component to this data collection method.

## 5.2 Participatory learning and action

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTISPMA/0,,contentMDK:20190393~menuPK:415131~pagePK:148956~piPK:216618~theSitePK:384329,00.html>

World Bank Participatory Rural Appraisal Techniques

Participatory learning and action (also called participatory rural appraisal because it was developed for application to rural contexts) is a qualitative methodological approach to data collection that enables people and communities to analyse their own situations, and to develop a common perspective on required action. It is based on the participation of a range of people affected by the issue or concern in the evaluative process. External consultants or stakeholders facilitate the process using a range of different participatory tools, many of which are visual. Tools can be used to: map the situation or context; rank problems, situations or strategies; and, illustrate trends and changes over time. Participatory learning and action supports people to become the main agents for problem identification and strategy and solution development.

<http://www.fao.org/docrep/003/x5996e/x5996e06.htm>

Tool kit developed by the FAO for conducting participatory rural appraisal.

## 5.3 Digital story telling

<http://digitalstorytelling.coe.uh.edu>

Website on digital story telling

Digital story telling enables individuals, communities and organisations to tell their stories using a range of audio and video media. The stories can be told and captured using recorded audio, photographs, video clips, music, computer-based images etc. The stories can vary in length and depth and cover a range of areas that portray the perspectives of the owners of the story. The producer of the story needs to understand the structure of the story and how to best present it, and needs to be aware of the ethical issues involved in the use and dissemination of the story that is being captured.

## 5.4 In-depth case studies

[http://www.gao.gov/special.pubs/10\\_1\\_9.pdf](http://www.gao.gov/special.pubs/10_1_9.pdf)

Guide for case study evaluations produced by United States General Accounting Office

In-depth case studies extend simple case studies or vignettes, to produce more in-depth narrative accounts of people's experiences. They can be collected and written by project staff. However, the more in-depth case studies do require the use of specific evaluation techniques. In-depth case studies may require the development of a specific case study design that uses a range of different data collection methods within it. An example would be a case study of an organisation or community that requires multiple sources of data collection and data analysis, like a mini-evaluation project. The

design of an in-depth case study requires clarification of the evaluation questions to be answered through the investigation, the criteria for selection of the unit of analysis, identification of the methods to be used during the conduct of the study, and the criteria to be used for the interpretation of findings.

## 5.5 Contribution analysis

<http://evaluationcanada.ca/secure/16-1-001.pdf>

An article by John Mayne who developed the contribution analysis model.

Contribution analysis offers a step-by-step approach for assessing the contribution that a program has made to its intended outcomes. It convenes a workshop of informed stakeholders who gather to assess and test the available evidence and review the theory of change to establish progress. The stakeholders consider issues of attribution, that is, the extent to which the program contributed to the intended results. A performance story is then produced that outlines progress in the theory of change, the extent the program contributed to that change, as well as the influencing factors in the external environment that may have contributed to, or worked against that change. This performance story provides a line of reasoning from which plausible conclusions can be drawn that, within some level of confidence, the program has made an important contribution to the documented results.

## 5.6 Network mapping

[http://r4d.dfid.gov.uk/PDF/Outputs/FIT/networkmapping\\_LC06.pdf](http://r4d.dfid.gov.uk/PDF/Outputs/FIT/networkmapping_LC06.pdf)

A manual produced by Louise Clark for the Department of International Development UK for mapping networks

Network mapping can be used to map social networks or stakeholder relationships. It produces a visual display or diagram of the relationships that exist between individuals or organisations and their place in the networks that surrounds them. While diagrams can be produced manually, they are often produced through specific software applications (such as NetDraw and NodeXL which are two examples of free Windows based programs that can be used to develop network maps).

## 5.7 Measuring advocacy and policy change

[http://www.organizationalresearch.com/publicationsandresources/advocacy\\_and\\_policy\\_change\\_evaluation\\_a\\_primer.pdf](http://www.organizationalresearch.com/publicationsandresources/advocacy_and_policy_change_evaluation_a_primer.pdf)

Advocacy and policy change evaluation developed by Organisational Research Services

Measuring changes as a result of advocacy and policy change initiatives is one of the most complex areas of project evaluation, given how intangible these changes are to measure, and the complex political and economic contexts within which these projects work and the various influences at play.

The Annie E. Casey Foundation and Organisational Research Services have developed some useful tools that can be considered for evaluating the effectiveness of advocacy and policy change initiatives. Organisational Research Services have developed a Handbook of Data Collection Tools for measuring advocacy and policy change, using a range of qualitative and quantitative methods and tools. They have also included a menu of common desired outcomes for advocacy and policy work that need to be tracked including shifts in social norms, strengthened organisational capacity, strengthened alliances and bases of support, improved policies and changes in impact.

## 5.8 Power analysis

In monitoring and evaluation, power analysis can be used as a pre- and post-measure of success where you are looking to change or challenge power structures, or as a way of reviewing how power is influencing project results in a mid-term review.



<https://oxfamilibrary.openrepository.com/oxfam/bitstream/10546/313950/1/ml-quick-guide-to-power-analysis-210214-en.pdf>

[https://www.powercube.net/wp-content/uploads/2009/12/finding\\_spaces\\_for\\_change.pdf](https://www.powercube.net/wp-content/uploads/2009/12/finding_spaces_for_change.pdf)

[http://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide\\_3704.pdf](http://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide_3704.pdf)

## 5.9 Partnership, alliance and coalition tools

The following websites have tools for creating, maintaining and evaluating partnerships, alliances and coalitions.

<https://www.vichealth.vic.gov.au/en/~-/media/resourcecentre/publicationsandresources/general/vhp%20part%20tool%20res.ashx>

<http://ctb.ku.edu/en/creating-and-maintaining-partnerships>

<http://www.thechangeagency.org/tag/coalitions-and-alliances/>

# 6 Data Analysis, Reflection and Learning

## 6.1 Data entry and recording

Once you have collected data it needs to be recorded and stored in a safe and convenient location. Make sure there is a process or system for data entry, to ensure that the person/people responsible for taking field data and entering it into a computer, know what is expected of them and when, and that data entry is completed in a quality and timely manner.

The following questions might help you to consider if you have adequately thought through your data entry system and storage options:

- Does your MEL Plan specify who is responsible for data recording or entry and have they been trained?
- Does your MEL Plan specify when and where this data should be stored?
- Do staff understand when and how the data they enter will be analysed and interpreted for reporting and project development purposes?
- Have you set up a spreadsheet / central location on the organisation's server or computer for storage of project data?
- Does this spreadsheet allow you to record the source of the data? For example: date; who provided the information; location; and, data collection tool used?
- Have you considered the safety of your data? For example:
  - Is the data backed-up and kept at a different location?
  - Are the paper copies of your data stored securely?
  - Is the data de-identified (individuals can't be identified) or do you have a system to make sure project data is secure and held confidentially?
  - Who has access to the data?
- Are the data collection tools you are using giving you the information that you need? Or do you need to make edits to these forms/tools?

Even if you answer 'yes' to all the questions above, you may like to consider the following on-line tools for data storage and recording by way of comparison. These tools might be more or less complex than

what your project requires, and are only included here in case they are of use to an individual or project.

### 6.1.1 Program level dashboard

This tool is a simple spreadsheet designed to monitor and record project or program level data in one location. You could adapt it to suit your project/program needs.

[http://www.setoolbelt.org/system/files/resources/program-level\\_dashboard\\_template\\_appendix\\_d\\_1093.xls](http://www.setoolbelt.org/system/files/resources/program-level_dashboard_template_appendix_d_1093.xls)<sup>19</sup>

### 6.1.2 Activity information

<https://www.activityinfo.org/>

Provides users with a reliable tool for collecting, analysing and reporting data on activities.

If you have a reliable system for data entry and recording set up at the start of the project it will make analysing data easier. You won't have to waste time searching for missing data and external evaluators will have easy access to, and better understanding of, the data.

## 6.2 Data analysis

Data analysis is about pulling together different pieces of information and making some sense of them. We do this to communicate people's experiences, understand how a program or research topic is working and provide ideas for how to improve in the future.'<sup>20</sup>

Figure 18 Oxfam data analysis

When analysing information it needs to be:

- ✓ **DESCRIBED** accurately (to keep the context e.g. the culture, ethnicity and gender of participants, the political and geographical environment)
- ✓ **COMPARED** (how does one participant's views differ to another, - or how do the views of one stakeholder group compare to another group)
- ✓ **RELATED** (what are the similarities and differences between the stakeholders and why?)

*Oxfam Module 4, Pg11*

### 6.2.1 When do I use it?

Data analysis is used for both qualitative and quantitative data at points in your project where you want to stop and take a look at your progress. Data analysis is used for both qualitative and quantitative data, however how you do the analysis can be different depending on the information you are working with.

<sup>19</sup> <http://www.setoolbelt.org/resources/1093>

<sup>20</sup> Oxfam Module 4, Pg10

### 6.2.2 How do I do qualitative data analysis?

**Step 1:** Understand and clean the data – Take time to read and re-read the information you have collected. Take notes about anything that stands out or sounds interesting or relevant as you read. Identify and flag any data that seems incorrect, irrelevant, or might be biased.

**Step 2:** Review the purpose of the data collection through your M&E Plan – What information are you looking for? Do you need to look back at your M&E plan to make sure your data analysis has a clear focus? What questions are you trying to answer with your data? Which data collection tool is providing information for which indicator? Make sure the objectives of the data analysis are clear to the whole team.

**Step 3:** Sort the data – Once everyone is clear on the purpose of the analysis and you have clean and understood data, you can start to work through, or sort, the data. This is when you ask - What categories or headings does this data fit into? For example, if you are analysing focus group transcripts and are looking for information about 5 different areas of change in the project, you could assign each change area a colour. You would then read through the transcripts again. Anytime you came across information about a change area, you would highlight it with the assigned colour.

The following image also shows an example of how responses to some evaluation questions could be coded.

Figure 19 Oxfam module

| Example Evaluation Questions   | Categories   |
|--|--|
|  | Responses to the question were sorted into categories such as: |
| 1. What is changing for youth due to their involvement in programs? What changes are evident for the most vulnerable/marginalised youth? | Behaviour or attitude change (BAC)                             |
|  | Employment (Em)  |
|  | Education (Ed)   |
|  | Life skills (LS)   |
|  | Relationships (R)  |
| 2. What combination of strategies and approaches has contributed to sustained behaviour change?  | Strategies (S)   |
|  | Training (T)   |
|  | Mentoring (M)  |

Oxfam Module 4 Pg16

In this example, the team have looked at the types of responses possible and given each response type a code. They would then work through the data, and assign each actual response a code.

Once the data is coded into groups or themes, (by colour, with letters – however you have decided to code it, and depending on what you are looking to measure), you can then work through the transcripts again to sort the data into its colour or code assigned group.

In the example above, we went through all the printed focus group transcripts as a group and colour coded any text we saw that was relevant to 5 change areas. Imagine, in this scenario, that text related to 'Change Area One' was highlighted red. One way to sort and organise the data further would be to get scissors and cut out all red highlighted paragraphs and stick them on a piece of butcher's paper

under the heading 'Change Area One'. You could then further sort these pieces of paper to suit your needs. For example, if you are looking to answer certain indicators under the change area (or outcome), then you could further sort and organise the information into those groups.

**Step 5:** Count, compare and look for relationships in the data – It is possible to start to quantify the qualitative data at this point. For example, in our focus group scenario above, you could start to count the number of times an occurrence, thought or change has been discussed. You could build a matrix (to suit your project and what you need to measure), compare different responses under different headings, and keep a count.

Table 16 Example matrix

|               | Knowledge |       |       | Attitudes |    |   | Behaviour |    |   | Total |
|---------------|-----------|-------|-------|-----------|----|---|-----------|----|---|-------|
|               | Men       | Women | Other | M         | W  | O | M         | W  | O |       |
| Change Area 1 | 50        | 60    | 2     | 20        | 30 | 1 | 15        | 30 | 0 | 207   |
| Change Area 2 |           |       |       |           |    |   |           |    |   |       |
| Change Area 3 |           |       |       |           |    |   |           |    |   |       |
| Change Area 4 |           |       |       |           |    |   |           |    |   |       |
| Change Area 5 |           |       |       |           |    |   |           |    |   |       |
| Total         |           |       |       |           |    |   |           |    |   |       |

In this example, you might notice that 75% of the men who state they have changed their attitudes have also changed their behaviour, or that it was easier to change women’s attitudes than men’s and note that you need to follow up and consider the reasons for this more carefully.

Alternatively, in the example above which uses evaluation questions, the team might then draw up a matrix and enter the coded data as below.

Table 17 Evaluation questions

|                                | BAC | EM | ED | LS | R  | Total |
|--------------------------------|-----|----|----|----|----|-------|
| Question 1 (Youth)             | 3   | 2  | 10 | 10 | 8  | 33    |
| Question 1b (Vulnerable Youth) | 1   | 0  | 10 | 8  | 6  | 25    |
| Total                          | 4   | 2  | 20 | 18 | 14 | 58    |

In this example, the first question is split into two categories so you can compare the results for those classified as ‘youth’ verses ‘vulnerable youth’.

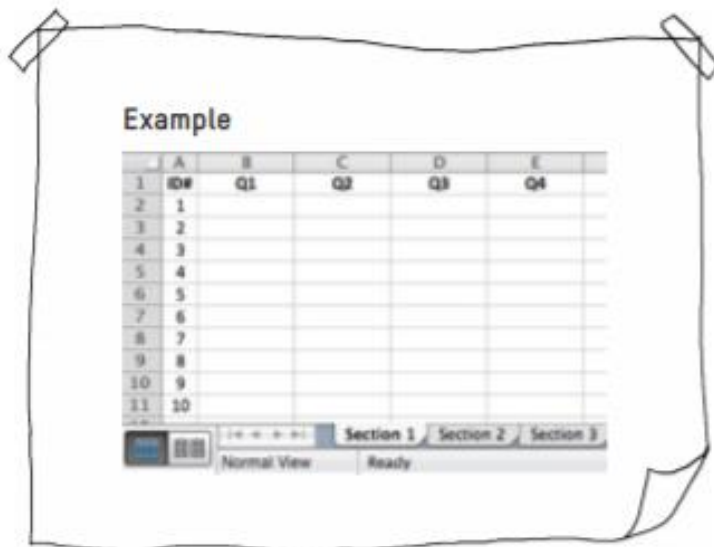
### 6.2.3 How do I analyse quantitative data?

Quantitative data is data or information that can be measured using numbers. It gives a ‘quantity’ or can be quantified. Conducting quantitative data analysis requires the following steps:

**Step 1: Create a spreadsheet:** If you have quantitative data from a paper survey or other source, you first need to enter the data into a spreadsheet. Using Excel you can create a simple spreadsheet. In the example below you can see that each respondent is given an identification number (ID#) and each

question in the survey is given a number across the top. You might also consider using different Tabs (the pages at the bottom on an excel spreadsheet when you open it up) for different parts of the surveyor data sheet.

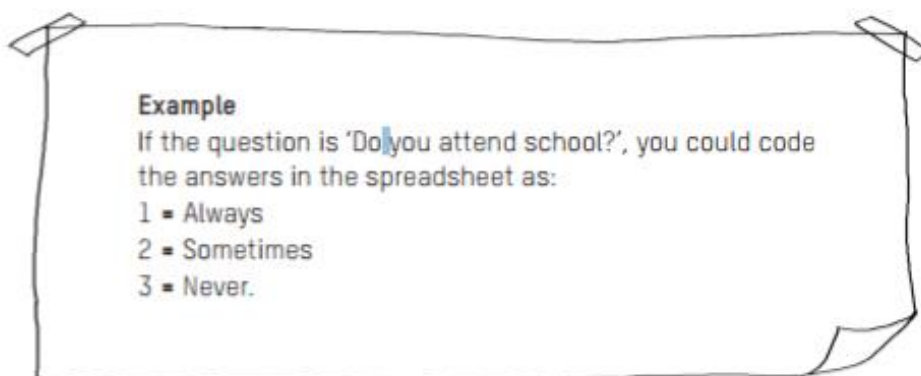
Figure 20 Example data sheet



Oxfam Module 4 p 26

**Step 2: Code the Data:** Before entering data into the spreadsheet, it needs to be coded. As with qualitative data, this means deciding on a common way to identify a type of response. If you're working with a survey you might assign the numbers 1, 2 and 3 to the three response options for question one. As an example, please see the image below.

Figure 21 Example data code



Oxfam Module 4 p 27

In this case you would go through each respondent's survey. If respondent 1 (ID#1) answered 'Sometimes' for question one, you would enter a '2' next to ID#1 for question one, in the example spreadsheet above.

While coding quantitative data, talk to your team. You might like to consider the following questions and come to some decisions about what you will do with a survey, or data source, which is imperfect or flawed:

- Are there surveys that weren't answered according to the instructions?
- Did the respondent circle 2 responses for one question?
- Did the respondent not answer all the questions or only partially answer a question?
- Were there possible issues with the survey data collection process that need to be noted?
- If you are mid-way through a large survey, are there data collection issues that need to be addressed with the data collection team?

Support each other in decisions about which questions or surveys need to be omitted due to quality, ethical or bias issues.

**Step 3: Clean the Data:** 'Checking data for errors is commonly called 'cleaning.' Cleaning data is critical because 'dirty' data can severely influence your results.'<sup>21</sup>

The three most commonly used data cleaning methods are:

- Spot Checking – this is where you compare data from forms and surveys with data entered into the data spreadsheet to look for entry and coding errors.
- Eye-balling – Look for errors in the data entry. For example, if there are only two possible responses and all responses should be coded 1 or 2, look through the data for numbers that are not a 1 or 2. In this example likely errors might be 11, 12, 22 or 21.
- Logic Checking – Make sure the data makes sense. For example, if a respondent marked they '*didn't attend the event*' in one question, but then marked that they were '*satisfied with the event*' in another, there is a flaw in the logic – it doesn't make sense.<sup>22</sup>

**Step 4: Data Analysis:** Microsoft Excel can be used to conduct data analysis. Commonly known as 'Excel', it is a spreadsheet developed by Microsoft that can be instructed to do calculation, graphs, pivot tables and other statistical and data analysis. Its purpose is storing, organising and manipulating data.

If you don't have experience with excel there are many on-line resources and videos that you can use to learn more about this program. Some are detailed below. It may take some time to become familiar with Excel if you have never used it before.

The following resource may assist with understanding Excel and its capacity to analyse quantitative data:

<http://www.excel-easy.com/data-analysis.html>

In addition to the above, there are many on-line video tutorials available to support learning about basic data analysis in Excel including:

<https://www.youtube.com/watch?v=w4bNhlMA5po>

<https://www.youtube.com/watch?v=6YySrc6Locc>

<https://www.youtube.com/watch?v=i5WiYh2jmG8>

There are free online Excel data analysis courses you can sign up for including:

<https://www.coursera.org/learn/excel-data-analysis>

And for further information on using Excel for data analysis the following blog may be useful:

<https://www.genroe.com/blog/analyze-survey-data-in-excel/11483>

If you do not have access to excel but would like to be able to analyse data, you could also consider using on-line mathematical tools such as:

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21 <http://toolkit.pellinstitute.org/evaluation-guide/analyze/enter-organize-clean-data/>

22 <http://toolkit.pellinstitute.org/evaluation-guide/analyze/enter-organize-clean-data/>

<https://percentagecalculator.net/>

<http://www.alcula.com/calculators/statistics/dispersion/>

You might also like to search for and consider alternative data analysis tools such as:

<https://www.activityinfo.org/>

You can also find further information on common methods for data analysis in the following link:

<http://www.open.edu/openlearncreate/mod/resource/view.php?id=52658>

#### 6.2.4 Using data analysis to tell a story

As you can see, there are many ways to look at data and understand the stories it can tell. Once you start to see the stories in your data, you can start to write statements about it that will form the basis of reporting. This is known as interpreting the data. Different people might interpret the data in different ways so it can be good to come together as a team and share findings and observations.

When interpreting data, look at both your qualitative and quantitative data together. You can ask the following questions:

- Does your qualitative data support the results shown in the quantitative data?
- Are there quotes from your qualitative data that you can use to support the findings of the quantitative data?
- Are there any issues with the story the data is telling? For example, do qualitative and quantitative data analysis tell different stories? Why is this?
- Does the data tell the right story? Is it giving you the information you need to answer your evaluation questions or indicators of success? Or is there a more compelling or unexpected story hidden within the data?
- How will you share and test the data with the community or project participants?
- What data stories will you use and present to which audiences?

### 6.3 Internal learning events

Once you have completed data analysis, internal learning events can be a good way to come together to share findings, reflect on progress and decide on any changes that need to be made to the project or program in light of data findings and analysis.

#### 6.3.1 When do you use it?

*Pacific Women* has incorporated learning events as part of the evaluation design to inform program design, management and improvement. However, these approaches can also be adapted and used with program participants, partners or the community.

#### 6.3.2 What do you use it for?

Learning Events are activities that are held regularly by individual projects to ensure that dedicated time is made available for project staff to reflect on progress made, based on the analysis of data that has been collected. The learning events can range from quite informal meetings, such as a two-hour team reflection meeting, to half-day or full-day more structured staff meetings or workshops where time is made available for staff (and possibly external stakeholders) to reflect on data collected and on the contents of project reports. These events involve staff in reviewing the range of monitoring and evaluation data that has been collected over a period in order to establish its meaning and implications for future project direction.

Learning events can thus provide an informal or structured opportunity for project staff to take time out of their everyday duties to reflect on data and its implications for strategies and activities to ensure that they remain relevant.

For the more formal learning events, where external stakeholders are included, there should be good preparation and they should be well facilitated. A staff member should be identified who can undertake this preparation and facilitation, as well as recording its results. If a staff member is not available or suitable, an external facilitator can be considered and used if funding permits.

The following learning event plan and agenda could be used in planning for more formal learning events. This format would be adjusted depending on the focus of the Learning Event.

Table 18 Learning event plan and agenda

| Learning Event Plan  |  |  |  |
|--|--|--|--|
| <b>Date: Time: Venue:</b>  |  |  |  |
| <b>Facilitator: Note Takers:</b>   |  |  |  |
| <b>Resources and Documents to be distributed:</b>  |  |  |  |
| <b>Participants Attending:</b>   |  |  |  |
| Name   | Organisation   | Position   | Follow-Up  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| <b>Expected Outcomes from the Learning Event:</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Review monitoring and evaluation data collected during the reporting period and interpret its meaning in relation to:               <ul style="list-style-type: none"> <li>➢ Progress in delivery of project activities and outputs against time frames and expectations</li> <li>➢ Progress toward project outcomes</li> <li>➢ Testing of assumptions to change</li> <li>➢ The evaluation questions in the project MEF</li> <li>➢ Successes, challenges, barriers and limitations</li> <li>➢ Strategies for building on the successes and addressing the challenges, barriers and limitations</li> </ul> </li> <li>▪ Review data collection tools and their capacity to provide the required information</li> <li>▪ Review data collection tools with recommendations for their refinement</li> <li>▪ Review project documentation and reporting processes</li> <li>▪ Plan for capacity development</li> </ul> |  |  |  |
| Agenda for Learning Event  |  |  |  |
| Time   | Activity   | Process  | Resources  |
|  | Welcome and introduction to the Learning Event, participants and agenda  | Facilitator introduction                               | Agenda for Learning Event                                      |
|  | Review data collected during reporting period  | Team presentation<br>Large group discussion            | Summary of data in tables and graphs                           |
|  | Review of progress in output and outcome areas<br>Review of assumptions and progress against evaluation questions                  | Team presentation<br>Large group discussion            | Top-line data analysis<br>Summary of data in tables and graphs |
|  | Identification of successes<br>Identification of challenges, barriers and limitations  | Small group discussion<br>Presentation to larger group | Practice examples<br>Participant and stakeholder feedback      |
|  | Strategies for addressing challenges, barriers and limitations   | World Café<br>Presentation to larger group             | Planning sheets  |
|  | Review of data collection tools<br>Review of documentation and reporting processes<br>Plan for further data analysis and reporting | Team presentation<br>Large group discussion            | Planning sheets  |
|  | Capacity development requirements  | Large group discussion                                 | Planning sheets  |
|  | Agreement on next steps  | Large group discussion                                 | Planning sheets  |



## 6.4 Reporting

Reporting and report writing is often an under-valued skill. Report writing is a formal style of writing that should be succinct (not too wordy) and provide evidence and analysis about a topic, problem or situation. A report usually has an introduction, body and conclusion, as a minimum document structure.

### 6.4.1 Preparing for the report

When preparing a report, it is important to plan before getting started. You could ask yourself the following questions:

- Who has requested the report?
- Why have they asked for a report?
- What do they need to know?
- How will the report be used?
- Who is/are my audience or audiences? <sup>23</sup>

Then analyse the task:

- What type of report is needed? (e.g. internal report, external donor report, proposal?)
- How long does your report need to be?
- What is required in the report?
- What is the problem/question to be solved?
- What is the aim of the report?
- What key points or issues need to be addressed?
- What information do you need to collect, provide and analyse? <sup>24</sup>

Once you have these things clear you are ready to commence writing your report.

### 6.4.2 Content of the report

You may or may not be using a reporting template provided by your organisation or donor, however no matter what the format of your report, there are a few basic report writing rules, which if used, can improve the quality of your report.

Be clear what level you are reporting at. For example, if you have been asked to provide an annual outcome level project report, make sure that most of the content is focused on the change you are seeing as a result of the work, and as backed up by the data. Do not spend pages of the report describing activities and outputs in detail. You may refer to these where relevant, however keep in mind the organisation or donor will be looking for higher level stories or data in-line with the described level of the report.

If reporting at the outcome or impact level use 'Change Statements' that can be backed up by 'Data Sentences' and 'Quotes'.

For example:

The Women in Leadership project has met indicators of success. Indicator 1 sought to increase the number of women in parliament by 2020. This indicator has been achieved by 2017 and will now be revised further. As evidence of this success, 90% of the 10 women political candidates were pre-selected, and of those pre-selected, 30% went on to be elected into parliament. This has tripled the number of women in parliament since the project's inception. Success can be attributed to the project

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<sup>23</sup> <http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing>

<sup>24</sup> <http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing>

with one women participant remarking during focus group data collection that, ‘without the women in leadership project I would not have had the courage to put my hand up for pre-selection. This project has enabled my success.’

While there are no compulsory reporting templates for *Pacific Women* projects, the below sample narrative reporting template is available for projects if they wish to use it.

**Pacific Women Progress Reporting Template**

- Project name
- Date of grant commencement
- Date of grant completion
- Funding amount
- Reporting period for this report

**Context – for this reporting period?**

Have there been any significant changes to your project’s operating environment?

If so, please provide details?

Have there been any significant changes in your organisation’s capacity and resourcing to deliver the project?

If so, please provide details.

What are your project’s key achievements?

*You can list these as bullet points*

**Activity update**

What progress and achievements have been made in relation to planned activities?

Please list activities as per your project implementation plan. The table below is intended as a guide only.

Table 19 Activity update

| Planned Activities | Target or Number (if applicable) | Progress (In Progress, Completed, Not Started)                                     | Status (On Time, Delayed)                              | Progress / Implementation Description |
|--------------------|----------------------------------|--|--|---------------------------------------|
|                    |                                  | <input type="checkbox"/> IP <input type="checkbox"/> C <input type="checkbox"/> NS | <input type="checkbox"/> OT <input type="checkbox"/> D |                                       |
|                    |                                  | <input type="checkbox"/> IP <input type="checkbox"/> C <input type="checkbox"/> NS | <input type="checkbox"/> OT <input type="checkbox"/> D |                                       |
|                    |                                  | <input type="checkbox"/> IP <input type="checkbox"/> C <input type="checkbox"/> NS | <input type="checkbox"/> OT <input type="checkbox"/> D |                                       |

**Progress to outcomes**

Describe your project’s progress towards its short-term or intermediate outcomes.

**Lessons learned and effective strategies**

What lessons did you learn this reporting period?

We are particularly interested in programmatic lessons. For example, if your project has a focus on ending violence against women, what lessons did you learn about effective strategies for supporting ending violence against women? empowerment?

### Emerging issues and challenges

**What challenges or risks (if any) affected your project this reporting period? What have you done in response?**

Projects are also asked to report on quantitative monitoring data in an accessible way. This can be done either through using the Knowledge Management System data entry template, or through presenting quantitative data in clearly identifiable tables in project narrative reporting. The Pacific Women Database Data Entry Form is accessible here: