Chapter V: PCM methods, tools and templates
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Introduction

Having examined the various stages of Project Cycle Management in previous chapters, in this chapter we present a sample of tools and methods which can help you in your application of the Project Cycle Management approach. We also present templates and formats that will help simplify and standardise the practical application of the Project Cycle Management process, and which staff across CBM are encouraged to use.

The proposed tools and methods are not intended to be prescriptive, but instead complemented by other tools and methods that prove to be supportive to your project work. If you know of tools and methods that serve the same purpose and produce results of a comparable quality and standard you should also use them.

We will provide you with a number of research methods to collect and analyse data that can be used during the various stages of the PCM cycle (analysis, planning, implementation and evaluation) such as rapid appraisal techniques, triangulation, an introduction to interview methods, a guideline for sampling and a selected number of participatory methods. Furthermore you will find a number of standardised formats for reports, evaluation contracts and evaluation Terms of Reference (TOR). For other project management tools and methods please refer to the relevant handbook chapters.

Methods

are systematic procedures and steps to accomplishing a given task or goal in a structured way. Methods in the context of project management are systematic, rational thinking processes that enable project staff to produce the results of their activity to a comparable quality/standard.
Tools
are instruments that help you to perform a certain task – like a spade to dig your garden. In the context of project management, tools can be a checklist that can be used to see whether you have considered or followed all steps in the planning process or a logical framework to present your project plan.

What are methods and tools used for?
Tools and methods are used to support and structure your work during the project cycle. They help you to conduct activities in a well organised way and produce results to set standards.

Who uses them?
Tools and methods can be used by the project management, implementing staff, target groups or external consultants depending on the given situation and the purpose of the tool.

When do you use them?
Some methods and tools we present in this chapter are applicable only at certain stages of the project cycle. Other methods and tools can be used at any stage.

Caution
Not every tool needs to be applied in every project you conduct. You should use a tool only if it adds value to the process. You need to be clear about what you want to achieve, the potential of a specific tool or method and its limitations before you decide on using it.
### 5.1 Research methods

In this section we will outline some research methods that you may use, ranging from participatory and non-participatory to qualitative or quantitative approaches. There are pros and cons to each approach, and it is important that you decide on the most appropriate one to help you achieve your project’s goals in the most efficient and effective way.

Triangulation is explained as a crucial tool for validating your findings, and ensuring that you are looking at the same data from several different angles. Finally, we introduce Rapid Appraisal as a method that is a low cost and quick way to gather the views and feedback of target groups and other stakeholders.

#### 5.1.1 The participatory or non-participatory debate

Research methods can be more or less participatory, depending on the aim of your project and the level of participation that you want. Throughout the handbook we have recommended that you adopt a participatory approach to Project Cycle Management, in order to achieve a sustainable difference to the people you are working with, you need to give more priority to “learning” rather than “judgements”.

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### Table: Methods/Tools/Templates

<table>
<thead>
<tr>
<th>Methods/Tools/ Templates</th>
<th>Analysis</th>
<th>Planning</th>
<th>Implementation</th>
<th>Evaluation</th>
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<td>Evaluation Report</td>
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Participatory methods provide active involvement in decision making for those with a stake in a project and generate a sense of ownership in the findings. They are particularly useful for:

- Learning about local conditions and local people’s perspectives and priorities to design more appropriate intervention.
- Identifying problems and creating strategies to deal with these during project implementation.
- Providing knowledge and skills to empower poor people.
- Enhancing learning

By involving key players in the research process, adopting a participatory approach can ensure that you are looking at relevant issues. They also foster partnership and local ownership of the findings as well as the project itself which will lead to greater sustainability. Capacity building is a key benefit of adopting a participatory approach, as target groups and stakeholders alike have the opportunity to learn about new methods and approaches.

However, participatory approaches have been criticised in the past for being more subjective to internal bias than non-participatory approaches which are often perceived as being more objective. They can also be extremely time-consuming (and thus expensive), as the aim of the task is as much about involving the stakeholders as it is about finding out more about your research question. You should also be aware that your target groups or stakeholders are not a homogeneous group, and there can be a potential for domination and misuse by some to further their own interests. Not all stakeholders or target groups have an equal stake in the project, and effort should be made to mitigate this.

Ultimately the choice is yours, and as long as you are open and transparent about the approach you take, and understand the benefits of one over the other it does not really matter. If you would like to know more about participatory approaches there is a list of further reading at the end of this chapter.

### 5.1.2 The quantitative/qualitative debate

A common distinction when conducting research and analysis is made between quantitative and qualitative data collection methods. Different parties will often have different opinions of which one is preferrable. Most people, however, usually agree that both types of research and analysis should be employed simultaneously in varying proportions.
Quantitative research and analysis involves the systematic manipulation of data. It has three main purposes:

- To describe phenomena in a concise format using statistical tabulation
- To test the relationships among variables of interest
- To generalise findings to an overall population

One of the main advantages of statistical analysis is that it can be used to summarise findings in a clear, precise and reliable way. However, not all information can be analysed quantitatively. For example, response to an open-ended interview survey may provide lengthy descriptions that may be very difficult to categorise, let alone quantify, without losing subtle differences in the responses.

Another problem with quantitative methods is that their validity depends on initial assumptions about the data being used. It is therefore essential to be aware of the assumptions as well as the limitations of the statistical technique employed.

Qualitative data often includes detailed descriptions, direct quotations in response to open-ended questions, the transcript of opinions of groups and observations of different types. These methods often produce descriptions (patterns, themes, tendencies, trends, etc) and interpretations and explanations of these patterns. The analysis of qualitative data can help broaden the view of the phenomena of interest in the analysis, but can also increase depth and detail, where needed. The process of analysing qualitative information is often inductive and without any particular guiding theory.

Qualitative analysis relies on the researcher’s professional judgement concerning the relevance and significance of available data. The researcher must therefore be both knowledgeable concerning the issues and attuned to potential biases.

As with participatory and non participatory methods and approaches, you need to decide which approach is most suitable for your project or the step in the project cycle. Often, however, the best research is where both quantitative and qualitative research and analysis are carried out using different, but related data which is mutually enforcing. Often quantitative analysis raises questions that trigger further qualitative research and vice versa.
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**5.1.3 Triangulation**

Triangulation is the use of multiple concepts and methods to study a single phenomenon. Triangulation is a commonly used approach to increase the quality of the data by confirming findings using different methods. For some research projects and evaluations, the required information/data can be collected through standardised and intensive interviews and observation of the project environment (see example below), for others it might be necessary to use participatory methods like matrix rankings as well as focus group interviews.

**Figure 31: An example of triangulation**

Rapid appraisal methods are a quick, low cost way to gather the views and feedback of target groups and other stakeholders. They tend to focus on a specific issue or problem for assessment, in a holistic manner that balances out indigenous and expert views, and/or scientific and cultural aspects of the issue at hand. It is a problem oriented and purposive approach that can be quickly employed at low cost.

They can be used for:
- Providing rapid information for management decision-making
- Providing qualitative understanding of socioeconomic changes, highly interactive social situations, or people’s values, motivations and reactions
- Providing context and interpretation for quantitative data collected by more formal methods

**5.1.4 Rapid appraisal**
Their main advantages are that they tend to be low cost, quick and flexible. However, the findings often relate to specific communities or localities, thus making it difficult to generalise findings. They can also be less valid, reliable and credible than formal surveys.

Many different techniques and tools exist e.g. key informant- and community group-interviews, focus group discussions, observations and mini-surveys are common examples. Some of these will be elaborated on the next pages.

Before beginning a Rapid Assessment, we recommend that you develop a written assessment plan, bearing in mind the following aspects:

- **Relevance** - Are the research questions identified really of value in developing intervention responses?
- **Feasibility** - How achievable are the different research elements?
- **Order** - Is there a logical sequence in which different elements could be undertaken?
- **Resources** - Are the required resources available? If not, can they be obtained?
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Figure 32: Example of an assessment plan for a rapid assessment (RA)

<table>
<thead>
<tr>
<th>Title</th>
<th>Title of assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
<td>Location, rationale for assessment, population groups, time-scale.</td>
</tr>
<tr>
<td>Aim</td>
<td>Overall aim of the RA.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Major objectives of the RA.</td>
</tr>
<tr>
<td>RA team</td>
<td>List of RA team members, indicating their professional background and their organisational affiliation.</td>
</tr>
<tr>
<td>Community</td>
<td>Main tasks of the Community Advisory Board (CAB), members, working procedures etc.</td>
</tr>
<tr>
<td>Assessment areas</td>
<td>Specific areas of assessment and details of each method of data collection.</td>
</tr>
</tbody>
</table>

For example: Assessment area 1 – young women’s knowledge of AIDS

Methods: conduct 8 focus groups with young women, use observation and existing data sources to cross-check. Data source/ sampling: recruit from market area.

List of key questions:

Who is responsible? Mrs X, outreach worker/ RA team.

Projected time-frame 3rd to 5th week of assessment

<table>
<thead>
<tr>
<th>Data analysis</th>
<th>Who will analyse the data? How will it be analysed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Products</td>
<td>Indicate the products expected from the RA (eg report on RA Process and outcomes, and action plan of interventions.)</td>
</tr>
<tr>
<td>Dissemination</td>
<td>How the findings will be disseminated (for example, proposal to donors, inform media, organise advocacy meeting with politicians and service providers etc.)</td>
</tr>
<tr>
<td>Resources</td>
<td>Human and other resources committed to the RA. For example: Mr X from Organisation Y: 30% of his work-time over 3 months, access to computer facilities etc.</td>
</tr>
<tr>
<td>Ethical issues</td>
<td>Indicate any ethical issues arising.</td>
</tr>
</tbody>
</table>

5.2 Specific research methods

This section outlines some specific research tools. Many of them can be applied to a greater or lesser extent in a participatory way, and some are more qualitative than quantitative. As highlighted above, however, we recommend that you use a combination of tools to help you at whatever stage in the project cycle you are at.
5.2.1 Qualitative methods

As mentioned above, qualitative methods can help broaden the view of the researcher and increase the depth and detail of the findings and analysis. There are many different qualitative methods to choose from. We have highlighted some of these below:

1) Interviews including:
   • Open ended interviews
   • Informal/unstructured interviews
   • Semi-structured interviews
2) Focus groups
3) Observation

1) Interviews

Informal/unstructured interviews
In an informal or unstructured interview the interviewer does not use a set of predetermined questions. They listen and record the answers following up with additional questions thereby letting the questions flow from the immediate context. They are therefore highly responsive to individual differences between interviewees and situation changes. The information gathered from an unstructured interview will vary between interviews, and can be difficult to analyse as patterns are hard to find.

This method can be very time consuming, as it often requires three or four interviews per person. It also requires a highly skilled interviewer.

Semi-structured interviews
Semi-structured interviewing is the most commonly used interview technique. A list of questions or issues is used as a guide to prompt your questions that should be covered in a particular order and that are explored in the course of the interview. This pre-prepared guide helps ensure that the same information is obtained from a number of people covering the same material. However, it also allows for more questions that may arise during the interview according to initial responses, and is therefore highly flexible.

This is a good method when you only have one chance to interview someone. The results are easier to analyse than the results of unstructured interviews, but it can still be challenging as it may be difficult to find patterns.
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5.2 Specific research methods

Open ended structured interviews

In an open ended structured interview you have a set of carefully worded questions, and take each interviewee through exactly the same sequence. This method reduces bias from having multiple interviewers, and is good for minimising variation as the data tends to be systematic and thorough. It is a particularly good method when you have limited interview time. However, it also has limited flexibility and can restrict the pursuit of topics or issues that were not anticipated when the interview was written.

Ensuring you are a skilled interviewer

Interviewing different stakeholders is an effective method of research that can help you to find out more about a situation, plan your project effectively and carry out an evaluation. However, as mentioned above, the more open the interview, the more it is dependent on using a skilled interviewer.

Before carrying out your interviewing, we recommend that certain preparation needs to be done.

Guideline for interview design

Team preparation
- Develop interview guide/checklist
- Assign team roles and responsibilities
- Promote good group dynamics

Interview context
- Set timing, body language, seating arrangements, biases

Sensitive interviewing
- Encourage sensitive listening

Sensitive questions
- Learn to ask open-ended, non-directive questions
- Probe responses

Judging and cross-checking responses
- Verification through probing
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Recording the interview
- Ask permission to record
- Use a discreet notebook
- Record answers and sensed information (what is not said)
- Record observation
- Record interview process
- Record who said what
- Make follow up notes
- Record impression of interview

Self-critical review
- Analyse effectiveness of questions
- Participant discussions

Ten tips for sensitive interviewing
1. Prepare as a team and agree a team contract
2. Use a checklist or interview guide
3. Be sensitive and respectful to everyone involved
4. Use visualisation methods to enhance participation and dialogue
5. Listen and learn
7. Probe responses carefully
8. Judge responses (facts, opinions, rumours)
9. Verify through Triangulation (cross-checking)
10. Record responses and observations fully

The training of interviewers is essential for all interview methods, as this will determine the quality of the data

2) Focus groups
The use of a focus group can give you a general notion of how people feel about a particular topic. It is where you gather together a group of people and facilitate a discussion about a specific topic.
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Focus groups are usually best when you compare the reactions of at least two groups such as, for example, men and women. It can help you to analyse complex problems and identify attitudes and priorities in smaller groups. It is also cost effective as it enables you to reach a larger group in a shorter space of time. However, you should be aware that there can be a risk of one-sidedness from participants and the moderator, as individuals may dominate the group.

3) Observation

Observation in its purest form is when the researcher participates in the lives of the target groups over a period of time. However, it usually entails the researcher observing the subject over a short period and using the data collected for analysis. It entails listening, memorising and note taking skills. Either way, it can help you to understand a project setting, institutional and organisational issues which you may not have otherwise picked up.

Although observation is a useful method, it can be highly labour intensive, and therefore relatively expensive. It is also very dependent on the observer’s skills. It is often most useful when it is used alongside other methods to provide insight into specific issues.

Through observation, many valuable insights into the “project reality” can be gained that will help to get a clearer picture of the strengths and weaknesses of the project. In terms of validity, the findings of observations are considered very strong because the researcher is able to collect a depth of information about a particular behaviour. In the social sciences, observation is more than just “watching stakeholders and their social interaction”, it needs to be planned and minuted systematically. The researcher needs to define:

- Who will be observing whom
- What to observe
- What to pay attention to
- When, where and for how long to observe
- How to minute the observation

Caution

Be aware that, unless done well, observation can provide information that is too general. Reliability refers to the extent that observations can be replicated. You should check that your study’s findings are true for other people, in other places, and at other times. In addition, observing behaviour occur several times may be a time consuming task.
There are several different dimensions of observation as outlined in the below.

**Participant versus non-participant observation**
Depending on whether the researcher chooses to be part of the situation s/he is studying (e.g. studying social interaction of tour groups by being a tour participant would be participant observation).

**Obtrusive versus unobtrusive (or physical trace) observation**
Depending on whether the subjects being studied can detect the observation (e.g. hidden microphones or cameras observing behaviour and doing garbage audits to determine consumption are examples of unobtrusive observation).

**Observation in natural versus contrived settings**
The behaviour is observed (usually unobtrusively) when and where it is occurring, while in the contrived setting the situation is recreated to speed up the behaviour.

**Disguised versus non-disguised observation**
Depending on whether the subjects being observed are aware that they are being studied or not. In disguised observation, the researcher may pretend to be someone else, e.g. “just” another tourist participating in the tour group, as opposed to the other tour group members being aware that s/he is a researcher.

**Structured versus unstructured observation**
Refers to guidelines or a checklist being used for the aspects of the behaviour that are to be recorded; for instance, noting who starts the introductory conversation between two tour group members and what specific words are used by way of introduction.

**Direct versus indirect observation**
Depending on whether the behaviour is being observed as it occurs or after the fact, as in the case of TV viewing, for instance, where choice of program and channel flipping can all be recorded for later analysis.

### 5.2.2 Quantitative methods

As mentioned above, quantitative methods and approaches are often used to describe or analyse complex or large-scale situations. They can be used to describe phenomena in a concise format using statistical tabulation, to generalise findings to an overall population and to test relationships among variables of interest. The main advantages
of adopting a quantitative approach are that you can be left with clear, precise and reli-
able findings. However, the collection of data is very dependent on the hypothesis at
the start, which if not appropriate can lead to findings that are unhelpful.

They are a relatively simple and understandable way of presenting complex sets of
data and information. Data can be presented in a tabular or graphical form - any way
to make the information easier to absorb and understand. Often the means of pre-
senting the data can reveal patterns that can be followed up through more complex
quantitative analysis. They are also a good means of analysing some of the simple
patterns in sets of data, through methods that many are familiar with such as mean or
average, median, mode and frequency distribution and standard deviation. These can
be ways to summarise complex sets of data by identifying common features or general
points about an overall population.

We have outlined some quantitative methods and approaches below including:
1) Questionnaires
2) The use of existing administrative, census and survey data
3) Data gathered by the project – or literature research

We have also outlined below how to choose your sample when you are designing a
questionnaire.

1) Questionnaires

There are several suitable software tools available that can help you designing a good
and logical questionnaire (e.g. Grafstat Software).

A questionnaire is a set of questions designed to collect information from a respond-
tent. In general, questionnaires should be short, clear (avoid constructs that can be
interpretation differently by each respondent) and easy to understand. Double nega-
tives and leading questions (biased) should be avoided. Not too many open-ended but
rather closed-ended questions should be included and the sequence of the questions
should be logical.

There are several types of questions that can be included in your questionnaire which
are presented as an example below. Your choice of question format should be deter-
mined by the information you want to acquire. Sometimes it might be possible to
formulate clear options (yes or no), for other occasions, it might be valuable to ask
interviewees to rank or rate choices.
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Figure 33: Multiple choice questionnaire (with or without ranking)

Where did you hear about the services provided at this hospital?

- Doctor
- News
- Friends
- TV
- Neighbours
- Radio
- Church

Figure 34: Dichotomous questions

Dichotomous questions (two alternative answers)

- Yes
- No
- Agree
- Disagree

Figure 35: Hybrid questions

Where did you hear about the services provided at this hospital?

- Doctor
- News
- Friends
- TV

Figure 36: Rating questions

Rating Questions

- 1. Totally agree
- 2. Agree
- 3. Partly agree
- 4. Disagree
- 5. Totally disagree

5.2 Specific research methods
Figure 37: Ranking questions

Which factors influence your health?
Please rank from 1 - 4, each rank is to be given only once

1 = influencing most, 4 = influencing the least

☐ Pollution  ☐ Food Consumption  ☐ Lack of Clean Water
☐ Lack of Medical Care

1.1 Sampling

The project manager needs to make a decision with regard to the size of the sample population needed to guarantee reliable results with a high probability.

If quantitative methods are to result in reliable data collection, attention needs to be paid to the sample size. If data is to be collected from a rather small population (e.g. teachers of 1 small school = 10 employees), you can collect data from the whole population (N = 10 employees). This is called a census (N).

If data is to be collected from all CBM project partners worldwide (N = 1000 partners), it might require too many resources (time, financial, human) to collect data from each partner and you need to choose a representative sample (n) from the total population (N) (e.g. n = 100 partners).

The population from which the information is to be collected needs to be defined before the actual data collection, analysis and cross check starts.

Caution

It is important to choose a representative sample size. However, as time, financial human resources are limited, you might have to make a compromise (be pragmatic) regarding the sample size. You should however always be aware of the limited validity and reliability of your data and should treat your results accordingly!
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The following table can be used as a guideline for how big your sample should be in order to guarantee validity of your data:

**Figure 38: Example of standard sample size**

<table>
<thead>
<tr>
<th>Population (N)</th>
<th>Sample Size for Significance Level</th>
<th>Population (N)</th>
<th>Sample Size for Significance Level</th>
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**1.2 Sampling methods**

Sampling methods are classified as either probability or non-probability sampling. In non-probability sampling, members are selected from the population in some non-random manner. These include convenience sampling, judgment sampling, quota sampling, and snowball sampling. In probability samples, each member of the population has a known probability (non-zero) of being selected. Probability methods include random sampling, systematic sampling, and stratified sampling.
1.3 Simple random sampling

Every element (n) of the total population (N) has the same chance to be selected.

1.4 Stratified sampling

In stratified sampling, the population (N) is divided into groups called strata. A (proportional or disproportional) sample is then drawn from within these strata.
Chapter V: PCM methods, tools and templates

1.5 Cluster sampling

Cluster sampling divides the population into groups, or clusters. A number of clusters are selected randomly to represent the population.

1.6 Multistage sampling

Combined sampling methods is called multi-stage sampling.

2) Existing administrative, census and survey data

In some countries, good data already exists in the form of regular administrative, census and household survey data. Administrative data is collected by sectoral ministries or specialised agencies on areas such as school enrolment, disease prevalence, malnutrition information, hospital expenses, road network information, and income and expenditure for decentralised units. Census data provides information on the population as a whole, looking at areas such as population size, age, household size, fertility rates, occupation and main income sources, health and educational status. Regular household surveys collect information on large-scale, random samples of the population, looking in more depth at general areas covered by censuses and at more specific areas, such as health status and the use of health facilities or water usage and access to water and sanitation facilities.
3) Data gathered by the project and literature reviews

In some cases data has been collected as part of the intervention, usually in the form of a baseline survey (reference Chapter 2, p. 110). This baseline data may be quite extensive, with the aim of providing a clear picture of the ‘before intervention’ situation, to be used in a quasi-experimental evaluation approach. In such cases it is likely that there will be funds in the intervention to carry out a similar survey preceding or as part of the evaluation. Care needs to be taken to ensure that the baseline survey data is sufficiently robust or random to ensure that comparisons can be made.

5.3 Presenting and sharing information

Presenting and discussing the information emerging during a planning, monitoring, review or evaluation exercise to the people involved in the work is vital so that the findings are incorporated into discussions, plans and policy relating to the work.

Presenting in the form of a written report is only really useful as a means for communication with literate people. Alternative methods may include meetings, diagrams, slide shows, puppet shows, theatre and video. The use of some of these methods has been described below.

Meetings

Meetings can be used to present the findings of an exercise to stakeholders. This gives them the opportunity to question findings they do not agree with, to raise issues which have been missed out and to clarify areas that are unclear. Slides, diagrams, photographs and other forms of visual presentation can be used to stimulate discussion. To ensure success, you should secure a facilitator who will include as many of the participants as possible.
Chapter V: PCM methods, tools and templates

Caution

Although meetings are a good way to communicate and discuss findings, you should be aware that:

- Some people may not contribute to the group discussions
- People will only attend the meeting if they can see a tangible benefit from it
- It can be difficult to arrange a meeting that suits all the different stakeholder groups

Diagrams

Using a diagram is a simple way to present information in an easily understandable visual form. They offer a visual means of representing participants’ opinions. They can be used to summarise data at all stages of the PCM. Using a diagram can also help to depersonalise a discussion and create a neutral space. People will concentrate on the diagram, not on each other and there tends to be less eye contact between individuals. It can break down barriers and facilitate communication between different groups.

Caution

A diagram which is created on the ground and then copied onto paper for presentation may lose some of its meaning. Diagrams can also be culturally specific.

Specific examples of diagrams can include:

- **Social mapping and resource mapping** to present baseline, to show who is affected by a project, and to show how the lives of different households have changed in relation through and other factors.
- **Time lines** can be used to show how political events outside the area, inside the area, and in the region have coincided with changes in the project. This helps to analyse how different decisions have been made.
- **Impact diagrams** can be used to show what has changed as a result of a project.
- **Spider diagrams** can be used to show how different organisations are progressing in relation to different aspects of institutional maturity.
Chapter V: PCM methods, tools and templates

The most effective diagrams are simple without too much information on only one page and clearly written.

5.4 Reports and formats

This section will provide you with some standard reports and formats that CBM uses.

5.4.1 The Format for the Narrative Project Plan

A project plan will need to provide sufficient information to enable CBM to reach a funding decision. Its purpose is to explain how the design of the project is likely to bring about the changes to which the Partner Organisation and CBM are committed and how it embodies best practice.

The project plan should be as concise as possible. It should include the logframe, a financial and cost plan as well as other appendices.

To facilitate the project plan development writing in line with these guidelines, the Partner Organisation may refer to the CBM Project Cycle Management Handbook that gives step-by-step guidance on project analysis and planning. For further queries, please contact the Regional Office that is responsible for CBM supported programme work in your country.
SECTION A: Basic Information

<table>
<thead>
<tr>
<th>Country:</th>
<th></th>
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<tbody>
<tr>
<td>District / State:</td>
<td></td>
</tr>
<tr>
<td>Town:</td>
<td></td>
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<tr>
<td>P-No:</td>
<td></td>
</tr>
<tr>
<td>1. Title of the Project:</td>
<td></td>
</tr>
<tr>
<td>Original start date of the project planning:</td>
<td></td>
</tr>
<tr>
<td>Date of last revision of the project plan:</td>
<td></td>
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<tr>
<td>Plan valid for the years:</td>
<td></td>
</tr>
<tr>
<td>Project Budget per Annum:</td>
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<tr>
<td>Total Amount requested from CBM</td>
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</table>

<table>
<thead>
<tr>
<th>Is this project proposal submitted by a new CBM partner?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this project proposal submitted by an existing CBM partner, concerning the extension of an already funded activity or newly proposed project?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

a.1 Provide a short description of the (proposed) project (maximum one quarter of a page)

a.2 Name, office address, phone, fax, e-mail of the partner organisation legally responsible for the (proposed) project as well as contact person.

a.3 Name, designation, role of the person(s) in charge of the (proposed) project.

a.4 Name, designation, role of the person(s) responsible for the narrative and financial reporting.

SECTION B: Partner Organisation, Project Management and Structure

Please answer the following questions about the management of the project, in particular previous experiences and available capacities.
Chapter V: PCM methods, tools and templates

b.1 Describe the management structure of the (proposed) project and indicate how the project is embedded in the overall organisational structure (include an organisational chart, Annex 1).

b.2 Describe the partner organisation’s mandate, including current programmes and key activities
   a. Please provide records of the partner organisation’s achievements (e.g. latest annual report, Annex 2).
   b. Attach a copy of your license/registration and any other operational agreements with concerned governmental services, Annex 3.

b.3 What is the organisation’s professional and administrative capacity (total number of staff, position and professional qualifications of project staff members) related to the (proposed) project?

b.4 Which additional managerial and technical capacities need to be built to ensure a successful implementation of the (proposed) project?

Section C: Project Context

While preparing the project plan, please consider the following questions about the catchment areas and context of the planned project.

Information on the Catchment Area:

c.1 What is the catchment area (geographical scope). Please provide a map/sketch not bigger than A4 showing the location of the catchment area, Annex 4)

c.2 What are the conditions in the project area? Please specify the geographic characteristics and other relevant influencing factors like transport, influencing cultural and political issues as well as existing services, relevant for the (proposed) project (reference to e.3).

c.3 Please specify the relevant socio demographic data including 1) total population in the area, 2) gender and age distribution, 3) population growth rate, 4) percentage of population below the poverty line (<1 US Dollar per day), 5) life expectancy, 6) prevalence of impairments and disabilities and 7) major forms of income, 8) for education projects provide net. primary school enrolment/attendance.

c.4 What are the main governmental policies and strategies (including Poverty Reduction Strategies and Debt Relief programmes) relevant for the project? What is their impact on the project? (Please provide copies of the relevant policies and plans, Annex 5)
SECTION D: Situation Analysis

Problems and Needs in the Catchment Area

d.1 What specific problems does the proposed project plan to address? What are the root causes? Please specify the magnitude of the need using statistical information. Where relevant include studies, reports, research results that have been done in the country/region on the specific mandate (Annex 6).

Direct Stakeholders (Target Group)

d.2 Which specific groups will benefit directly and indirectly through the proposed project activities? Please specify their socio demographic and economical characteristics and location (reference to e.8 for detailed quantitative information). Please specify whether the project specifically targets women and children and why.

d.3 Has the target group been involved in the identification, planning and implementation of the project? If so, in which way? In which way does the target group contribute towards the project?

Involvement of other Stakeholders

d.4 What skills, resources and capacities will the local community bring to the project? How will the local community be involved in the design and implementation of the (proposed) project?

d.5 Who are key stakeholders relevant for the project (national and international partners, local authorities, DPOs, other (I)NGOs or specialized organisations and service providers active in related areas).

d.6 What do they do to address the situation or need? How do they complement the activities of the partner organisation (reference to c.1) and does the (proposed) project build on or relate to their activities? Please specify how you involve these stakeholders in the project and how activities are coordinated with them? (Please use the Appendix 2)

(Please add a copy of their latest relevant reports and/or statistics including evaluations, annual reports or project documentation, Annex 8).

d.7 How will the project be integrated into / coordinated with government activities in the project area?
SECTION E: The Project Plan

Existing Activities related to the Proposed Project

e.1 Describe the current activities of the partner organisation to address the need and provide qualitative and quantitative information (please enclose annual reports, statistics, financial report etc. Annex 4).
e.2 What lessons related to these activities have been drawn from past experiences? How are they incorporated in the design of the proposed project? (Please attach relevant internal and external evaluation reports if available, Annex 7)

Project Plan for the Proposed Project

This section is the narrative of the project plan. The logical framework (Appendix 3) summarises this project plan and is to be submitted together with the narrative proposal for the (proposed) project.

Note: When planning, please take long-term impacts of the project, cross cutting issues (e.18-e.24) and issues of financial and organisational sustainability (e.25-e.26) into account.

Overall Objective

e.3 What is the overall objective (such as sectoral, regional, national or organisational strategies) to which the proposed project contributes? How does the (proposed) project relate to CBM supported global programmes (like Vision 2020, wwwhea ring, etc.), regional and country strategies.
e.4 Which qualitative and quantitative indicators will measure the successful contribution of the proposed project towards the achievement of the overall objective?

Specific Objective

e.5 Specific objective: Describe the specific problem to be addressed by the project and tangible benefits that can be expected by the implementation of the specific objective.
e.6 Which qualitative and quantitative indicators will measure the successful achievement of the specific objective?

Project Results

e.7 Describe the results needed to obtain the specific objective.
e.8 How many people of the target group will directly benefit from the proposed project? Please specify the estimated maximum / minimum number of beneficiaries (men, women, boys, girls) per year during the lifespan of the project (for service delivery projects please fill in Appendix 4).
e.9 Which quantitative and qualitative indicators measure the achievement of the project results (each of the project results needs to have at least one indicator of success).
e.10 All services supported by CBM need to adhere to the CBM Quality Criteria of Success (Appendix 5). Please specify in how far the organisation currently meets the CBM quality criteria and explain the organisational activities, which will contribute towards meeting them in the future.

Project Activities

e.11 Describe in short the main activities of the project for the envisaged project period. In addition, provide an Activity Schedule (including time schedule) of the proposed project, detailing all activities that contribute towards the achievement of each of the previously named project results. Please take into account the cross cutting issues (e.18 - e.24). Use the Activity Schedule, Appendix 6.
e.12 Describe in short which steps and measures are taken to reach the poor by the proposed project.
e.13 Are any research, studies or legal and/or technical preparations necessary before the planned project can be started? If so, will there be associated costs? (Please include associated costs in the cost plan, reference e.27)

Risk Assessment and Assumptions

e.14 What are the potential risks that could jeopardize the success of the (proposed) project and how will that be managed? Please detail the risk mitigation strategy for those risks that you evaluate as “high”.
Chapter V: PCM methods, tools and templates

Expected Outcomes and Impacts

e.15 What are the possible positive and negative economic and social implications of the (proposed) project for the target group or the project partner?
e.16 Describe the partner’s strategies to reduce or minimise these negative economic and social impacts.
e.17 Which aspects / activities of the initiative will last beyond the end of the funding period of the project? Describe who will carry them out beyond the project. Which organisational capacities and processes (human resources, work processes, procurement, etc.) are being developed to carry them out?

Consideration of Cross Cutting Issues in the Project Design

Where relevant, describe how the design of the project addresses the following:
e.18 Comprehensive approach towards disability: What measures does the partner take to ensure a comprehensive (quality of life improving) approach towards disability?
e.19 Accessibility of services: Which measures does the partner take that the project services are accessible and affordable to the poor?
e.20 Advocacy for the inclusion / rights of persons with disabilities: How does the project intend to advocate and raise awareness of the rights of persons with disabilities? Will any specific measures be taken to promote the inclusion of persons with disabilities into society?
e.21 Gender: How will the project create new opportunities for women and girls to expand their roles in the social and economic life of the local community? How will the project enable women to their status in the community?
e.22 Child Protection: How does the project address the vulnerability of children in the community and partner organisation? How are children protected from abuse, exploitation and neglect by the partner organisation?
e.23 Appropriate Technology: How are the technologies introduced in the project maintained in the local context? What are the strategies of the organisations to ensure that the necessary financial, technical (spare parts, supplies, etc) and human resources are in place to maintain the technology in the long term?
e.24 Environmental Sustainability: How will the project impact on the local environment? Where applicable: What steps are taken to enhance environmental sustainability in the project area?
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Financial and Organisational Sustainability

e.25 What are the strategies and means to strengthen the organisational and local capacity during the project implementation (e.g. training, retention of qualified staff, etc.) to ensure a successful long term implementation of activities?
e.26 What is the cost recovery strategy of the organisation with regard to the project? Does the partner organisation plan that funding of the project activities will continue? Please specify how, if applicable.

Costs and Resource Plan

e.27 Please provide cost plan and financing plan (Appendix 7) of the proposed project, specifying the estimated costs in local currency and Euro over the project period.

Section F: Project Management

Monitoring and Reporting

f.1 Indicate how often monitoring and assessment will be done and how often narrative and financial reporting will be provided to CBM.
f.2 Reporting of approved project plans should be done against 1) the indicators identified in the logical frame work 2) project milestones outlined in the Project Activity Schedule and 3) project expenses against the annual project budget using the Reporting Template (Appendix 8).

Evaluation

f.3 When do you plan to do an evaluation of the project? What type of evaluation do you plan to conduct (external, mixed or self-evaluation)?
f.4 Please indicate the costs for the evaluation in your project budget.
Chapter V: PCM methods, tools and templates

Appendices

Please use these supportive Appendices for the completion of the project proposal.

**Appendix 1: CBM Standards and Criteria for Capacity Development**

**Appendix 2: Stakeholder Involvement Matrix**

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>What is their interest and contributions in the proposed project?</th>
<th>What is their power and influence in the project (1-5 rating, 1=low, 5=high)</th>
<th>How does the project involve / plan to involve these stakeholders?</th>
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<tr>
<td>Primary Stakeholders</td>
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| Secondary Stakeholders |                                                                 |                                                                            |                                                                    |
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Stakeholders Please list all current and potential external and internal stakeholders including beneficiaries that contribute or influence the success of the proposed project(s)
### Appendix 3: The Logical Framework Matrix

<table>
<thead>
<tr>
<th>Overall Objective</th>
<th>Project Description/ Narrative</th>
<th>Indicators</th>
<th>Source of Verification</th>
<th>Assumptions &amp; Risks</th>
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<tr>
<td></td>
<td>What are the wider objectives which the project will help to achieve? Long term project impact? (reference e.3)</td>
<td>What are the quantitative measures or qualitative judgements, that help you to judge whether these broad objectives have been achieved? (reference, e.4)</td>
<td>What sources of information exist or can be provided to measure the achievement of the overall objective?</td>
<td>What external factors are necessary to sustain the objectives in the long run?</td>
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<th>Specific Objective</th>
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<th>What are the quantitative measures or qualitative judgements, by which the achievement of the specific project objective can be judged? (reference e.6)</th>
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<th>What external factors are necessary if the specific project objective is to contribute to the achievement of the overall objective? What are potential risks?</th>
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<td>What are the intended, immediate effects of the project, what are the benefits, to whom? What improvements, changes will the project bring about? The essential motivation for undertaking the project (reference e.5)</td>
<td>What kind and quality of results and by when will they be produced? (QQT: Quantity, Quality, Time) (reference e.9)</td>
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<th>Results</th>
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<th>What sources of information to verify the achievement of results?</th>
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<td>What results / deliverables are to be produced in order to achieve the specific project objective? (reference e.7)</td>
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<tr>
<th>Activities related to the Results</th>
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<tbody>
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<td>What key activities must be carried out to accomplish the expected results? (reference e.11)</td>
<td>What are the resources and inputs required to implement these activities e.g. personnel, equipment, training, supplies, etc.? (reference Activity Schedule)</td>
<td>What are the action costs? What sources of information verify the achievement of the activities?</td>
<td>What factors are necessary for the activities to create the results? What factors will restrict the activities from creating the outputs?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Costs</th>
<th>Assumptions/Risks</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<tr>
<td>Appendix</td>
<td>Description</td>
<td></td>
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<td>----------</td>
<td>-------------</td>
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</tr>
<tr>
<td>4</td>
<td>Quantitative Planning Template</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CBM Quality Criteria of Success of Disability Services</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Activity Schedule</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cost Plan and Financing Plan</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reporting Template</td>
<td></td>
</tr>
</tbody>
</table>

Please provide the following Annexes if applicable. Documents marked with * have to be provided only for the first 3-5 project proposal:

<table>
<thead>
<tr>
<th>Annex</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>Organisational chart</td>
</tr>
<tr>
<td>2</td>
<td>Latest annual report and statistics of the partner organisation</td>
</tr>
<tr>
<td>3*</td>
<td>Copy of your license/registration and, any other operational agreements with concerned governmental services</td>
</tr>
<tr>
<td>4</td>
<td>Map or sketch of the catchment area (not bigger than A4)</td>
</tr>
<tr>
<td>5*</td>
<td>Copies of the main governmental policies and strategies (including Poverty Reduction Strategies and Dept Relief programmes) relevant for the project.</td>
</tr>
<tr>
<td>6</td>
<td>Statistic information and where relevant include studies, reports, research results that have been done in the country/region on the mandate related to the proposed project</td>
</tr>
<tr>
<td>7</td>
<td>Copies of internal or external evaluation reports on similar, previously conducted projects</td>
</tr>
<tr>
<td>8*</td>
<td>Annual reports and statistics of important collaborating partners related to the proposed project</td>
</tr>
</tbody>
</table>
### 5.4.2 Monitoring report

**Narrative Monitoring Report**
(to be submitted as per agreement, but not later than each 6 months):

<table>
<thead>
<tr>
<th>Project partner:</th>
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<tbody>
<tr>
<td>Project name:</td>
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<tr>
<td>Project number:</td>
<td></td>
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<tr>
<td>Reporting period:</td>
<td></td>
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<tr>
<td>Date of submission of report:</td>
<td></td>
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<tr>
<td>Report author:</td>
<td></td>
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</tbody>
</table>

**SECTION A: Achievements and Successes (1-1.5 pages)**

a.1 Which activities were planned for the reporting period?

a.2 Which activities have been implemented?

b.1 Which planned activities and results could not be achieved during the reporting period? Describe any difficulties encountered. Include difficulties which may be outside the control of the project. Outline solutions or strategies used to address difficulties.

b.2 What are the lessons learned (from these achievements, successes and difficulties).

a.3 What progress has been made towards the specific objective? (In replying refer to the logframe indicators for the specific objective.)

a.4 If applicable: Please report on implementation of recommendations and agreements during previous CBM visits.

**SECTION B: Changes in the Project Plan and Management (1 – 1.5 pages)**

Difficulties Encountered and Lessons Learned:

b.3 Please specify if the project plan (specific objective, results, main activities) changed during the implementation period. What are the reasons? Please submit a revised project plan (logframe) in case project results as well as the specific objective are affected.

Changes in Human Resources:

b.4 Please report on any changes in personnel at the management and senior technical level as well as key positions for the implementation of project activities and reasons for departure. Which solutions have been developed?

b.5 Please report on relevant personnel training (workshops, courses) during the implementation period.

**SECTION C: Outlook to the Next Reporting Period (6 months; 0.5 page)**

c.1 Please specify the results (qualitative and quantitative) that you plan to achieve during the next reporting period?

c.2 Which activities do you plan to implement?
**Financial Monitoring Report:**
(to be submitted as per agreement, but not later than each 6 months)

**SECTION A: Budget Status**

a.1 Please enclose a financial report showing expenditure against the annual budget for the reporting period.

a.2 Please give reasons where line expenditure shows
I) an underspend of more than 10% of the budgeted amount, or
II) an overspend of 10% or more than the budgeted amount.

**SECTION B: Outlook of Variances**

b.1 Is the expenditure for the next reporting period expected to differ (+ or - 10%) from the amount shown for the period in the annual plan budget?

If yes, please explain the reason, any impact on activities and fund flows. Please submit a revised budget if needed.

(* A variance could be caused e.g. by a delay in a construction)
5.4.3 Standard ToR for evaluations

The box below will guide you when you are developing Terms of Reference for your evaluation. This should be adapted according to the scope and size of the evaluation.

**Introduction**

- Title, main features e.g. context, level (project, programme...), project type, timetable and estimated budget.
- Indicate whether it is an ex-ante, mid-term, final or ex post evaluation.

**Objectives**

- Why, main purpose, for whom, planned outputs (report, presentation, feedback seminars...)

**Background**

- Objectives of the project - outlining its context and evolution, key elements and characteristics, cost and duration, any significant changes to original objectives of plans, current state of implementation, indicating any notable successes or problems.

**Issues to be studied**

- Set out in detail the main issues which the evaluation should address and the key questions for which answers are sought, and the level of analysis required in each case. Indicate if possible, which one or two of the five evaluation criteria (DAC) are most relevant.
Methodological aspects

- Main reference documents
- State the evaluation criteria (DAC) in each case mentioning the specific issues arising under each
- Indicate evaluation techniques and research methods (data collection methods including questionnaires, sampling, participatory rural appraisal etc)
- Draw up/revise logical framework of the project as applied both at the outset and at the time of the evaluation as a basis for the analysis
- Include any special instructions on how to approach the key issues to be studied reporting and feedback
- Specify the reports, presentations and feedback required (inception report, debriefing presentation, draft report, final report) with details of language, data of delivery, number of copies required. The report format/layout should be specified.

Expertise required

- Indicate the number of experts required noting their qualifications and experience, with special attention to the requirements for the position of the team leader. You should also take into consideration that among the various cross-cutting issues adequate gender/child protection expertise is present. National/local experts should be included wherever possible in order to reduce access barriers. It is vital that at least one team member has good experience of conducting evaluations.

Work plan and time schedule

- Indicate duration/timing of the study including presentations and report submission. Allow also for briefings to delegations and local/governmental institutions at the start and end of field missions. Anticipate meetings on the draft report, as well as meetings, workshops and seminars towards or, at the end of, the evaluation forming part of the feedback process.
5.4.4 Standard evaluation contract

The box below provides a basis for a standard evaluation contract which can be adapted to your project’s needs.

**Standard evaluation contract**

The EVALUATION CONTRACT is hereby made between:

CBM e.V.      (Name)
Nibelungenstr. 124 and (Address)
64625 Bensheim
hereinafter called „CBM,“
herein after termed „Evaluator“

Evaluation title:
Period of evaluation:
Expected results: … (See ToR)

1. The evaluation will be coordinated ______ by and ______ holds final responsibility (project level: RO; programme/country/superordinated evaluation: VP PD; MA involvement: President).

2. The evaluator will receive a total of ______ Euro as honorarium for ______ days of work including preparation, ______ days of field visits, ______ days of travel and ______ days for finalisation of reports based on agreed ToR.

3. CBM shall reimburse Economy fares for travel and reasonable accommodation as negotiated and in line with CBM’s policies. Reimbursement is subject to submission of original invoices or receipts.

4. The evaluator shall be responsible himself/herself for adequate travel and medical insurance.

5. The evaluator shall perform his/her duties independently and on his/her own responsibility and is also responsible for informing the revenue authorities about the fee received, as well as for paying corresponding social security and other contributions (e.g. health insurance, unemployment insurance). Furthermore, the evaluators shall make sure to have adequate liability insurance.

6. The evaluator is responsible for possessing the correct travel documents, visas etc. If necessary, CBM will confirm occupation of the evaluator by means of an appropriate letter.

7. The evaluator shall draw up and forward required reports to CBM as stipulated in the Evaluation Terms of Reference as attached to this contract.

8. This contract shall last for the duration of evaluation as stipulated in the given Terms of Reference.

9. Information on evaluated projects, involved stakeholders as well as results and recommendations are to be handled confidentially and are to be shared with CBM only.

Bensheim, Date ________________

Responsible CBM Department     CBM Reference Person/Group
### 5.4.5 Standard evaluation workplan

The box below highlights some of the key headings that should be covered in a standard evaluation inception report.

<table>
<thead>
<tr>
<th>Standard evaluation workplan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Project/ programme to be evaluated</strong></td>
</tr>
<tr>
<td>2. <strong>Conceptual formulation</strong></td>
</tr>
<tr>
<td>- Purpose of the evaluation</td>
</tr>
<tr>
<td>- Key questions</td>
</tr>
<tr>
<td>- Objectives</td>
</tr>
<tr>
<td>- Scope</td>
</tr>
<tr>
<td>3. <strong>State of preparations for the evaluation</strong></td>
</tr>
<tr>
<td>- Participating consultant/ involvement of partner</td>
</tr>
<tr>
<td>- Timeframe</td>
</tr>
<tr>
<td>- Quantity structure</td>
</tr>
<tr>
<td>4. <strong>Methods</strong></td>
</tr>
<tr>
<td>- Qualitative data collecting methods</td>
</tr>
<tr>
<td>- Quantitative data collecting methods</td>
</tr>
<tr>
<td>- Interview of target group or similar by local academic institution</td>
</tr>
<tr>
<td>5. <strong>Risks/ obvious problems/ SWOT analysis</strong></td>
</tr>
<tr>
<td>- Strengths, Weaknesses, Opportunities, Threats</td>
</tr>
<tr>
<td>- Interim work plan/ timeframe</td>
</tr>
<tr>
<td>- 2-3 pages draft on methods on how objectives of evaluation will be achieved</td>
</tr>
<tr>
<td>- Evaluation Method</td>
</tr>
</tbody>
</table>
### 5.4.6 Standard evaluation assessment plan

The box below includes some of the key issues to be considered in an evaluation assessment plan.

<table>
<thead>
<tr>
<th>Hypotheses/expectation</th>
<th>Indicator</th>
<th>Secondary data available?</th>
<th>Who can answer the question?</th>
<th>Methods to be used?</th>
<th>Sample (Size)</th>
<th>Who can collect the data?</th>
<th>When?</th>
<th>Is it Feasible?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Y/N</td>
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<td>Y/N</td>
</tr>
</tbody>
</table>

**Question 1:**

<table>
<thead>
<tr>
<th>Hypotheses/expectation</th>
<th>Indicator</th>
<th>Secondary data available?</th>
<th>Who can answer the question?</th>
<th>Methods to be used?</th>
<th>Sample (Size)</th>
<th>Who can collect the data?</th>
<th>When?</th>
<th>Is it Feasible?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Y/N</td>
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<td></td>
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<td></td>
<td></td>
<td>Y/N</td>
</tr>
</tbody>
</table>

**Question 2:**
Chapter V: PCM methods, tools and templates

Recommended reading and reference list

Tools and Methods of Evaluation


