



## Child Development Foundation CDF

### Monitoring, Evaluation Accountability and Learning policy:

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#### Overview

Monitoring, evaluation, accountability, and learning (MEAL) are part of everyday program management and are critical to the success of all CDF's program, including those operating in fragile contexts.

Without an effective MEAL system, we would be unable to:

- track progress
- make adjustments
- discover unplanned effects of program
- judge the impact that we have made on the lives of those with whom we are working

A MEAL system also helps us to be accountable to our stakeholders through information sharing and developing a complaints or feedback mechanism which can help to guide programme implementation.

The Child Development Foundation (CDF) is a national non-governmental organization founded and registered since 1999 under the Humanitarian Aid Commission (HAC) Law, a child-focused organization that is one of the humanitarian aid actors responds to crises or conflicts affecting the populations and that is left a devastating impact on life and basic services efforts are made to help and support children and their families and vulnerable people and devoted to saving-lives and reviving suffering through child protection services, water, sanitation and hygiene and rural development programs, FS-livelihoods and peace-building, social cohesion and the defense of the rights of the child and dignity, privacy emergency shelter / non-food items response in Sudan.

As part of the process to systematize and enhance the quality of program in monitoring and evaluation process and deliverables, MEAL guideline has been developed and will utilizing in program implementation phases.

Key principles of MEAL in fragile contexts and population affected by conflict or natural disaster to consider the safety, dignity and rights of the people of concern; stakeholders, partners and communities is paramount and all services deliver have to align with whole humanitarian aid quality and accountability standards and principles such as the "Do No Harm, HAP, AGDM, Sphere, CHS," principles will always take precedence over the desire for accountability and the collection of data. Data needs to be collected and stored in such a way that it can be accessed by parties.

CDF is committed to regular monitoring and evaluation to ensure effective programme management and measure progress. This commitment is integral to CDF's vision and mission. CDF monitors and evaluates itself and its programmes:

- to measure how CDF is performing against its goals and principles, such as its stated aims to strengthen local capacity and partnerships, encourage community mobilization, provide holistic development opportunities and ensure sustainability;
- to monitor progress against the range of specific programme indicators and outputs agreed with the donor and/or host government;
- to base strategic policy decisions on relevant and timely information;



- to demonstrate CDF's commitment to international standards (e.g. the Red Cross/Red Crescent Code of Conduct and the Sphere project) and Millennium Development Goals (e.g. by tackling disease, malnutrition and infant mortality and by improving livelihoods);
- to strengthen the coordination of humanitarian interventions through promoting transparency and sharing information.

The MEAL system helps key groups (Senior Leadership Team Members; Programme managers, Finance Staffs, Project Focal Persons/Project Officers, Sector Specialists/Advisors and program staffs and affiliates) to assess performance at all levels of programming.

- To this end, all CDF programme staff and managers must be committed to this ongoing process of monitoring and evaluation. Programme Managers/Officers bear the responsibility for ensuring the provision of:
  - evaluation against organisational and project log frames;
  - weekly reports with key issues highlighted for follow-up;
  - Monthly reports to monitor correct identification of target groups and the appropriateness of CDF's input.
  - Disaggregated information (gender, age, socio economic groups etc.)
  - Timely feedback to information users and share results with beneficiaries and other stakeholders.
  - Adherence to the roles and responsibilities stipulated to each unit and departments
  - Always budget for monitoring and evaluation including costs for staff, assessments, baselines, monitoring systems and evaluation.
  - Children and vulnerable adults who come into contact with CDF as a result of our activities must be safeguarded to the maximum possible extent from deliberate or inadvertent actions and failings that place them at risk of abuse, sexual exploitation, injury and any other harm. One of the ways that CDF shows this on-going commitment to safeguarding is to include rigorous background and reference checks in the selection process for all candidates or consultants.

To bringing all the staffs on the same page by clarifying the roles and responsibilities, work flows and the processes of the MEAL protocols followed. Therefore, Meal is the responsibility of all involved in the program implementation and management, Monitoring activities should be perceived as a routine part of the implementation process where all stakeholders contribute to and benefit from for future learning and improving project / program quality.

The General Managers are responsible for:

- supporting programmes with specialist assistance required;
- ensuring the implementation of CDF's strategy including its commitment to beneficiary accountability, financial accountability, transparency and agreements with donors and host governments;
- visiting all project sites at least once a year to monitor overall progress, address specific programmatic issues, provide ongoing training, monitor program outputs and expenditure against budgets and indicators, assess team morale, build and maintain relationships with staff members and provide a strong link between all program sites.

Visits should also be carried out at least twice a year to all project sites by the Programme Manager and his/her support staff, and at least once a year by support teams including Finance, HR and Logistics. All visits should be followed by a visit report which includes action points for frequent review and highlights issues of inputs, outputs, process, outcomes and impacts which need to be addressed.



CDF also commissions annual evaluations and external evaluations of long term project, which are open to tender subject to any additional donor requirements and which further underline CDF's commitment to transparency, regular progress review and local capacity-building.

In addition, CDF is committed to be an active member of all relevant field-based and capital/national-based NGO fora. These fora allow further opportunity for peer review, for sharing information on needs assessments and inter-agency monitoring and evaluation results, for avoiding duplication of work, and for keeping other stakeholders such as project beneficiaries, community-based organisations and government bodies informed about progress towards implementing organisational and international goals and standards.

**The objectives:** to measure progress, improve accountability and management of resources, efficiently through providing accurate, timely and consistent information, comment on projects how well it matches what was intended, effectively use data and improve coordination with partners and collect complete and timely information on national effort to control. Help program fundraising through establishing accountability system and providing information to stakeholders or donors.

Key elements of MEAL:

- M&E management
- Linked to program/strategy goals and objectives
- Indicators – to be SMART.
- Data collection systems
- Data analysis, use & dissemination plans.

Key documents /forms need while develop log frame , monitoring and evaluation processes:

- Project Concept notes (If applicable) narrative.
- Project proposal Narrative one.
- Log frame of the project.
- Indicator Tracking Table (ITT) of the project.
- Detail Implementation Plan (DIP) of the project.
- Suitability table (if applicable)
- Project budget (Rule of Thumb is 10% of program budget or at least (5-7%).

Once the necessary approved documents have been received by the M and E team, follow the following process to integrate monitoring into the implementation process:

- Review project log frameworks and M&E plans to identify important indicators to monitor
- Identify information related to indicators related to the M&E plan needed by the MEAL team to monitor progress related to impact/sustainability, process and context
- Finalize the data collection method (HH survey, KII, focus group discussion, checklists or regular meetings, etc.).
- End the frequency of data collection.

Finalize the responsibilities section of the M&E plan

The Components of MEAL

Let's begin by exploring the four components of MEAL: monitoring, evaluation, accountability, and learning.

- Monitoring - The continuous and systematic collection, analysis, and reporting of data about project progress.
- Evaluation - The user-focused, systematic assessment of the progress, value, merit, or quality of an ongoing or completed project's design, implementation, and results.



- Accountability - The commitment to respond to and balance the needs of all project stakeholders, including project participants, donors, partners and the organization itself, in the activities of the project.
- Learning - The culture and the set of processes and resources that enable intentional reflection for smarter decision-making.

On each of the separate components of MEAL, consider how they are interrelated.

Some examples of how the pieces connect include:

- Monitoring informs evaluation. It provides information that helps identify what evaluation teams should explore and provides data that supports evaluations.
- Monitoring promotes accountability. It helps demonstrate progress to donors, project partners, and project communities.
- Monitoring promotes learning. Monitoring information helps teams make evidence-informed decisions to improve projects during implementation.
- Evaluation promotes learning and accountability. It identifies opportunities for mid-course adjustments, and it informs future investments.

MEAL is used to make the best decisions to improve and effectively deliver high impact, accountable, equitable and sustainable programmes for good value.

### **MONITORING:**

Monitoring refers to the routine monitoring of project resources, activities and results, and analysis of the information to guide project implementation. "A continuing assessment that uses systematic collection of data on specified indicators and wider information on the implementation of projects to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds

#### **Monitoring data is used to:**

- Track; Track implementation and progress by using data to calculate indicators and update the log-frame.
- Identify; Identify areas in need of support and trigger corrective action when problems arise.
- Provide; Provide evidence for evaluations.
- Calculate; Calculate figures i.e. Reach, to be used in advocacy, fundraising and reporting.
- Develop; develop a culture of continuous improvement.

### **Types of monitoring:**

Different types of data are collected for monitoring purposes in different ways and at different times depending on the intended function. Using checklists to see if processes are being followed and people are meeting their objectives.

Data can be collected and used to see if targets are being met for the project. It is good practice to include how you plan to 'validate' the incoming data from routine systems – this is often called data validation methods which include the likes of a physical check on the ground (e.g. camp/clinic) to check if what the data says is true. Lastly data can be collected to assess performance in a systematic pre-determined way, using standardised tools including assessments, baseline, end-line, Knowledge, Attitudes, and Practices (KAP) surveys, focus group discussions and post-distribution monitoring as we indicated in previous page. Through identified what monitoring does. It helps us to ensure we meet targets, learn and improve over time and ensures we meet donor requirements and show them our progress toward schedule or plan- Scope.

### **EVALUATION:**



Evaluation refers to the periodic (mid-term, final) assessment and analysis of an on-going or completed project. The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. 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 programme."

#### **Evaluation Types: -**

All projects should include some sort of evaluation activity. Small projects may choose a very light, simple evaluation. Other projects—especially large, multi-year initiatives—commit to conducting more complex evaluations in addition to the regular monitoring activities identified in the PMP. Projects that do not include a formal evaluation should plan for an after-action review at minimum. Evaluations can loosely be broken down into three major types, conducted in one of two designated time periods. You may, however, see many different types of evaluations.

Process Evaluation, midterm evaluation and endline - final evaluation - Impact / Outcome Evaluation.

Follow these steps to complete the evaluation:

- Identify the types of evaluation you intend to conduct and the purpose of the evaluation. Note that for larger projects, there might be multiple evaluations.
- Identify the evaluation criteria that will guide the development of the evaluation questions and the overall evaluation planning process.
- Identify the concrete evaluation questions that will drive your evaluation. Evaluation questions are clear statements of what you need to know from the evaluation. See the section below on evaluation questions for more information.
- Provide high-level estimates of the evaluation calendar and evaluation budget.

#### **Evaluation criteria**

Evaluation criteria are a set of principles that guide the development of evaluation questions and the overall evaluation planning process. Some of the most commonly used evaluation criteria include:

- Relevance - The extent to which the project is relevant to the priorities, needs, and opportunities of the target group, recipient, and donor.
- Efficiency - The extent to which the project uses the least costly resources possible to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.
- Effectiveness - The extent to which a project attains its objectives.
- Impact - The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
- Sustainability - The extent to which the benefits of a project are likely to continue after support (monetary and non-monetary) has been withdrawn.

If your donor has requested a certain type of evaluation and included related funding, then you will need to consider those requirements as you establish your evaluation criteria

Evaluation processes either conducting internal or external process:

#### **For external generate a ToR:**

The evaluation terms of reference (ToR) is a planning tool that is developed directly before the evaluation is conducted.



It is much more detailed than the summary evaluation table, and it becomes a planning document for the evaluation itself. A separate ToR is needed for each evaluation in a project.

As your evaluation approaches, those tasked with managing the evaluation should allow plenty of time to collaboratively complete the ToR. Collaboration is important because it helps ensure that the information needs of all stakeholders are addressed by the evaluation. And, it is an opportunity to clarify and agree on stakeholder expectations regarding data collection, analysis, and use. If an evaluation does not meet stakeholder expectations in terms of design, implementation, or decision-making, there is a high probability that it will not be used. That means the time, money, and resources spent conducting the evaluation will be wasted.

Collaboration with the wider project team is also helpful because it allows you to ensure that the project budget and calendar include the time and resources you will need to conduct the evaluation.

ToRs are important whether you plan to hire an external evaluator or use an internal evaluation team. The ToR clearly explains the project, your evaluation purpose, evaluation questions, and the methods you suggest for collecting data to answer those questions. It can be a useful management tool, both internally and externally.

**Project introduction and background:** The ToR should briefly describe the project, its implementation period, funding sources and amounts, and any other relevant information. Include a summary of the project, the problem that it seeks to solve, and its intervention strategy. Also include a description of the baseline and monitoring data that already exist.

**Evaluation purpose, audience, and use:** This is an extremely important section. It explains why you are conducting the evaluation, who will be using it (internally and externally), and how it will be used.

Be clear and specific in this section to increase the chances that your evaluation results (and any reports you generate) will be relevant and timely to your internal and external stakeholders. To create this section, review your communications planning tools to refresh your understanding of your stakeholder information needs. Then, consider how you can present evaluation results to those stakeholders using methods appropriate to each.

**Evaluation criteria and questions:** Review the evaluation criteria and questions that were originally included in the summary evaluation table. It is likely that you will need to update the questions based on your experience, monitoring results, and implementation challenges. Be realistic about the number of questions you include in your evaluation ToR. Include only the questions that you need to answer and that you can realistically answer within the timeframe and budget available to you. Your MEAL specialists and stakeholders can help you narrow down the list.

**Methodological approach:** Many ToRs include a basic description of a suggested approach one that incorporates the monitoring processes and data already in place and suggests supplemental ideas. If your donor has requested a certain type of evaluation and included related funding, then you will need to specify those requirements here. If you're using the ToR to hire an external consultant, you may want to request that they suggest methods with which they are experienced.

Link each method to the questions that need to be answered. It is likely you will need a variety of methods to meet information needs, resulting in the mixed-methods evaluation that is often recommended.

Finally, include a section about how you expect data to be analyzed. This information can partially come from your PMP.



Evaluation roles and responsibilities: Describe the various roles and responsibilities of the evaluation team. Describe how a potential external evaluator or evaluation team will communicate with the project and MEAL teams. Also, be sure to include detail about data collection, data analysis, and report-production responsibilities.

It is useful at this stage to be specific about how you expect partners and local stakeholders to be involved in the evaluation. Stakeholder involvement in the evaluation process itself enables them to own the findings, thereby increasing the chances of high-quality data and follow-up.

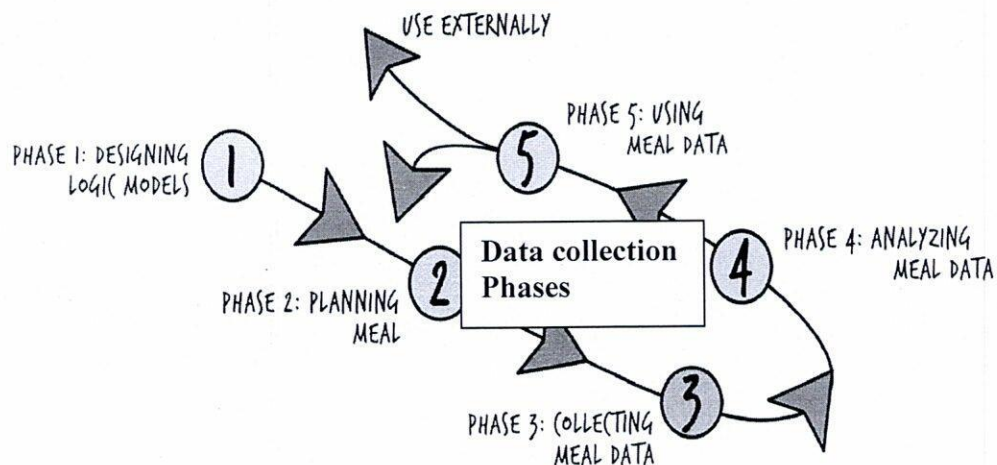
Evaluation deliverables and timeline: State specifically the timeline of the evaluation and when different components are due. Plan time for document desk review, fieldwork, data analysis, and report writing. Be sure to include time for stakeholder feedback and response

Evaluation logistics and other support: Include details about logistics and support to the evaluation team. Indicate whether support will be forthcoming from local partners, particularly in terms of data gathering. If necessary, allow extra time when conducting more complicated evaluations to design samples, and finalize databases and data entry plans.

When the MEAL planning process is complete, the next step in the MEAL cycle is to begin collecting data. Timely, high-quality data are the foundation upon which project teams can measure progress, make decisions, and learn.

We will adopt the use of the following techniques based on the different contexts:

Review of secondary information (e.g. records, reports from schools, government departments/ministries) develop Household surveys, Focus Group Discussions with stakeholders including women, men, boys and girls, Key Informant Interviews (e.g. school principals, village heads, heads of communities, Shieks, Omda, ... etc.). Observation, Review meetings and workshops with community and stakeholders or individual Interviews with structured forms.



This module focuses on Phase 3 of the MEAL cycle: Collecting Meal Data. It looks at four areas that influence your ability to collect high-quality data: developing good data collection tools, defining from which data will be collected (covered as sampling methods), correctly using data collection tools, and properly managing the data you collect. It explores three of the data collection tools most



frequently used to collect quantitative and qualitative data: questionnaires, semi-structured interviews, and focus group discussions.

#### **Data Quality Standards:**

Data quality is an important consideration for all MEAL practitioners, so much so that standards exist to define various characteristics of high-quality data. Let's look at some of the key factors that influence the quality of data.

One thing to keep in mind about data quality: the data you collect will never be perfect! So it's important to determine, with the help of your stakeholders, what quality and quantity of data is "good enough" for your decision-making, learning, and accountability needs. A major consideration regarding data quality is the issue of bias. This module addresses bias in the context of data collection.

#### **MEAL Phase Model:**

MEAL is present and ongoing during every stage of a project: from the earliest steps of project design to the last activities of project closure. Project MEAL activities are organized into five phases, described below.

##### **Phase one:** Designing (designing logic models):

In the designing phase, the project team develops logic models (the theory of change, the result framework, and logic framework).

Logic models show how change will happen, they explain the change a project is seeking to achieve, the steps by which change will occur and how changes will be measured.

##### **Phase two:** planning MEAL:

In the planning phase; the team develop more detailed and comprehensive plan for MEAL. Many planning tools are available. The team chooses the best one for the size and complexity of the project. And for every project, they integrate and align MEAL activities, budget, and alendars with the larger project plan.

##### **Phase three:** collecting MEAL data:

In the collecting phase, the project team develop and uses tools to collect high-quality, timely data that measure progress and facilitate decision-making and learning.

##### **Phase four:** analyzing MEAL data:

In the analyzing phase, the project team analyzes MEAL data. They conduct data analysis during and after project implementation, according to the analysis plan established during the MEAL planning phase.

##### **Phase five:** using MEAL data:

In the using phase the project team uses MEAL data to inform management decisions, inform communications, and promote accountability.

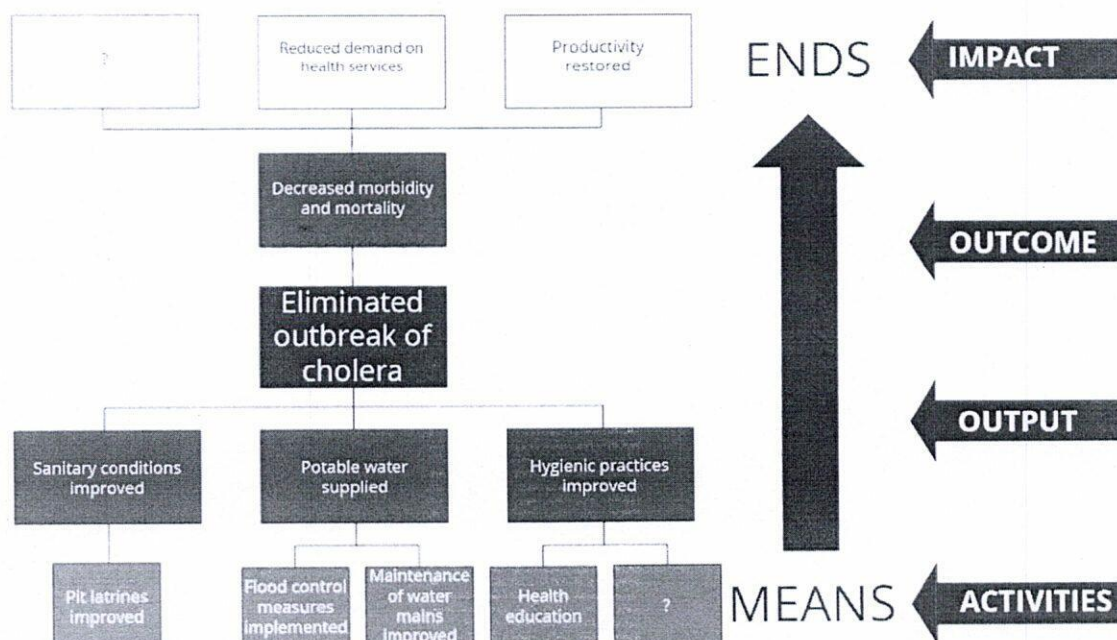
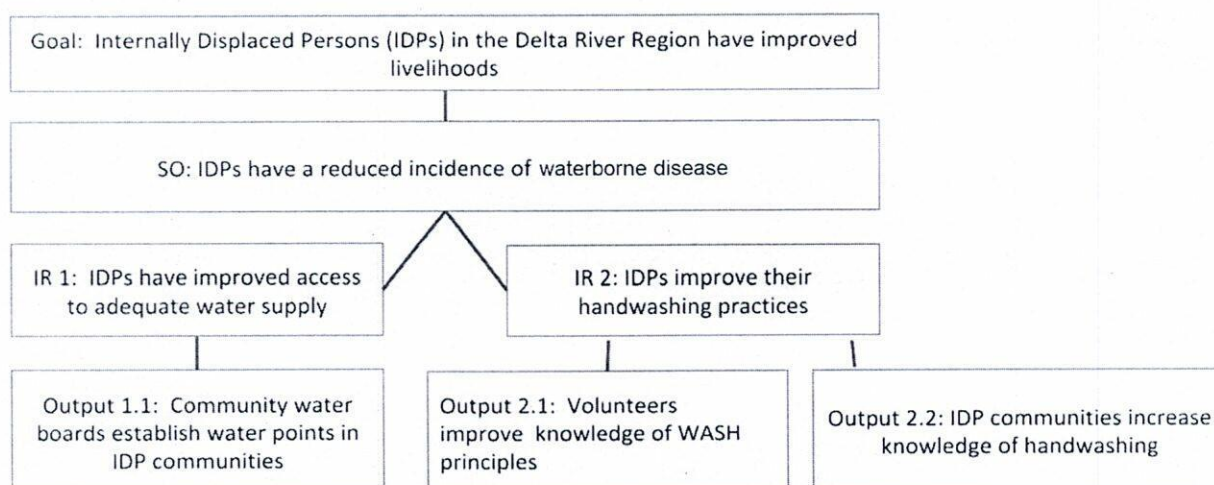
This module takes a detailed look at the logical framework (log frame), one of logic models introduced in Module Two of this series. The development of the log frame occurs in Phase 1 of the MEAL Cycle, Designing Logic Models.

Like the other project logic models, the log frame is intended to communicate the purpose and main components of a project as clearly and simply as possible. However, the log frame provides a level of detail that is missing in the theory of change (ToC) and the results framework (RF). This module explores the components of the log frame (objective statements, assumptions, indicators, and measurement methods) and the logical linkages between them.

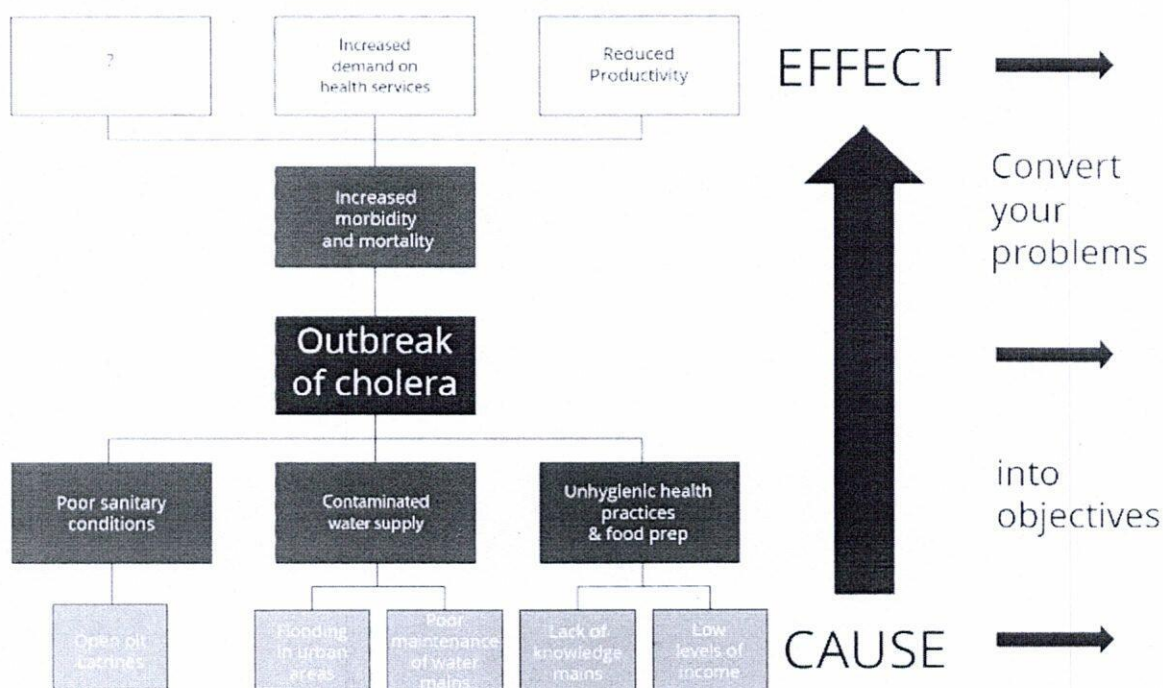
See –Example of log frame below:



Objective statement	Indicators	Measurement Method -MOV	Risk/assumption
Goal/objective			
Strategic Objective (SO) –Impact			
Intermediate Result(IS)- outcome			
Outputs			
Activities			







#### Monitoring and Evaluation Planning Tools: -

The types of tools used to plan for MEAL depend on a number of factors, such as:

- The project's size
- The project's complexity
- The risk inherent in the project's operating environment
- The number of stakeholders involved
- The budget for MEAL activities
- The donor's MEAL requirements.

For example, consider a project's size and complexity. As a project's size and complexity increase, the complexity of the MEAL planning tools also increases. Planning for MEAL in a project that is relatively small and uncomplicated could be as simple as completing several tables. Planning for MEAL in a large, complicated project is likely to involve many more tools.

MEAL planning tools help projects of all sizes meet the information needs of project stakeholders, including project team members, community members, project participants, and donors. Here are some of the planning tools used for monitoring and evaluation that are covered in this module. Such as:

Performance management plan (PMP): Sometimes called a monitoring and evaluation plan, the PMP builds on the log frame. It provides additional information on indicator definitions, data collection plans, means of analysis, and data use.

#### Indicator performance tracking table (IPTT):-

The IPTT helps teams track progress toward a project's indicator targets in an easy-to-read table format.

	Quantitative	Qualitative
Expression (capture)	Numbers	Words



	Quantitative	Qualitative
<b>Coverage</b>	Provide information on the width and scope of work	Provide in-depth information on changes at strategic points
<b>Analysis</b>	Analysed through statistical data methods	Analysed through summarising, themes, coding, interpretation, etc
<b>Limitations</b>	Often need to be interpreted through qualitative enquiry	Often apply to a small number of people/situations, and may not be representative of larger group

### ACCOUNTABILITY:

AAP is an active commitment and liability by humanitarian agencies to use power responsibly by taking account of, giving account to and being held accountable to the targeted people for assistance. Generally, the phrase 'accountability to affected people' (AAP) is used in the humanitarian community to refer to the commitments and mechanisms that humanitarian actors have put in place to ensure that communities are meaningfully and continuously involved in decisions that directly impact their lives. For CDF, "Accountability to Affected Population (AAP)" refers to the responsible use of power (resources, decision making) by humanitarian actors, combined with effective and quality programming that recognizes the rights, safety, dignity, capacity and self-reliance of the targeted community.

The process of using power responsibly, taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of such power. Accountability covers a wide range of areas including taking responsibility for using our resources efficiently, achieving measurable results and being accountable to our supporters, partners and the affected population. This section is going to focus on accountability and engagement with the affected population.

Participatory monitoring and evaluation accountability enables societies to effectively manage future development processes. Community members participate in the different components of the M and E process. Community members participate in the following ways:

Identify the basics of Accountability and state the basics of information sharing, participation and complaint and feedback mechanism and what they should inform;

Accountability: accountable projects are more relevant, and they are more likely to be supported by stakeholders. In addition, they ultimately will have a greater impact and sustainability. A commitment to accountability requires that project teams take proactive and reactive steps to address the needs of key stakeholders while delivering project results.

An accountable and participatory approach brings important advantages, including: better understanding of the needs of the people we seek to assist, recreate , improved relationship with (and acceptance by) communities, reduced risk of fraud or of funds being used inefficiently, reduced risk of harm to the people we seek to assist that might be caused by a breach of the conduct by our own staff or by the design of the intervention itself and delivering services on quality, Empowering the affected population and supporting the rights of adults and children to participate in decisions that affect them. How to Bring Accountability to Projects?



Projects embrace accountability by promoting the characteristics listed below. Find out how teams can promote each one.

*Transparency:* Teams promote transparency by sharing monitoring and evaluation information and results with communities, partners, donors, and other stakeholders.

**Alignment with standard:** Teams promote alignment with standards by demonstrating that project work has been conducted in compliance with agreed donor requirements and MEAL best practices.

*Responsiveness:* Teams promote responsiveness by establishing channels through which stakeholders can voice feedback, ideas, suggestions, and complaints. This involves a commitment to provide an appropriate response regarding how stakeholder input is informing project decisions.

*Participation:* Teams promote participation by encouraging varying degrees of contributions from different types of stakeholders in initiating, defining the parameters for, and conducting MEAL.

How to Include Learning in Projects?

#### **LEARNING:**

Learning is the process through which information generated from M&E is reflected upon and intentionally used to continuously improve a project's ability to achieve results. Including learning in projects requires engaging stakeholders in thoughtful discussion of what has worked and what hasn't worked in project efforts to achieve the stated objectives. These conversations should draw on monitoring data, evaluation data, and other appropriate evidence to inform any conclusions or decisions that emerge, projects embrace learning through the following approaches. Find out how each one is done.

*Incentivizing learning:* the teams incentivize learning by framing all project work as a learning opportunity. They encourage, model, and reward learning.

*Encouraging a spirit of curiosity:* the teams encourage a spirit of curiosity by establishing a workplace that supports asking questions, being curious, and challenging assumptions in the spirit of learning.

**Embedding learning processes:** the teams embed learning processes by including concrete learning elements. For example, they use checklists to prompt learning, and they include learning questions in meeting agendas.

*Promoting adaptive management:* the teams promote adaptive management by analyzing monitoring and evaluation data promptly and frequently. They actively seek to understand project data. They use evidence to inform decisions and to adjust project design, planning, and implementation.

**Sharing information:** the teams share information by using project learning to inform organizational and sectoral best practices.

Appropriate establishing approach of complaints and response mechanism;

to affected people while building respectful, trusting and collaborative relationships with communities through information sharing, participation, and feedback through following the channels;

- Accountability – Information sharing through regular meeting – FGDs, establish suggestion and complaint boxes, create telephone Hotline.etc.
- Accountability – Participation includes; Collaborative participation; Consultative participation; Community-led participation
- Feedback and reporting mechanisms.



Information about the effects of the crisis, the aid agency, the amounts of assistance the agency will provide, expected outcomes of the project so people know what to expect and what they are entitled to. Expected outcomes of the project so people know what to expect and what they are entitled to, Eligibility and selection process criteria, the location and timing of distributions or other assistance.

- How to provide feedback or complain.
- What standards of behaviour to expect from aid workers?
- Preparedness and early response messaging.

The channels of sharing info;

- Focus group discussions with adults,
- create telephone Hotline;
- establishing Suggestion boxes at distribution sites,
- Child-conduct friendly feedback discussion in a school;
- Child-friendly feedback discussion in a school;

Get back in touch with the community – either individually or as a community – to let them know what you are doing with their feedback. Even if you cannot do what they asked, it is important to let them know that you have listened and explain the reasons why you cannot provide the help they want.

#### **Learning type:**

**Learning Agenda:** A set of questions, which when answered, will help generate and capture knowledge relevant for assisting regular operations and programme quality.

**Lessons Learned:** Generalisations based on monitoring and evaluation experiences with projects, programmes, or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact.




**A Learning Organisation:** A learning organisation is an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights.

Why is Learning important?

Using MEAL data for learning helps us to understand what does and does not work and is critical to the success of projects and programmes. By using MEAL data, and systematic learning processes and products, we can adapt programming considering the findings for continual improvement. This, in turn, helps us to maximize the effectiveness of our interventions.

Learning results could, for example, lead to actions such as changing our strategy, our activity workplan, our target group, our geographic location, etc.

- Staff learning workshop.
- Real time review.
- After Action review.
- Research review.
- Accountability data and if needed complemented with targeted FGDs.

See Sample of MEAL reports		
Project activities/outputs report	Project field visit Monitoring	Evaluation TOR
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## MEAL Department:

The MEAL office is composed of the following components:

- **MEAL:** Monitoring, Evaluation, Accountability and Learning (MEAL) is a comprehensive approach for data collection, analysis and reporting; it is important for project success. Monitoring is a continuous and systematic collection and data analysis about project progress and changes in the project context. Evaluation is the user-focused assessment of an ongoing or completed project's design, implementation and results. MEAL involves tracking the progress of programs, making adjustments and assessing the outcomes. It is a management tool that can be used to monitor and evaluate interventions, projects or programs. CDF considers MEAL as crucial in designing and implementation of high impact programs.
- **AAP mechanism:**  
CDF is committed to accountability to affected population and has a policy regarding the AAP. Do no harm: Community mobilization has to take the conflict dimension into consideration and seek not to increase tensions within and across communities and Do-No-Harm, community sensitivity will be considered. Feedback and complaints through suggestion box and special phone number. Community participation in all project management cycle from planning to implementation process. Abiding by all right base policies and practice. Involve community segments in decision making
- **PSEA mechanism:**  
*Sexual Exploitation (SE):* SE is basically using a situation of power to get sex. It often involves exchanging something for sex or for sexual favours. It includes hiring sex workers / hostesses / prostitutes, even if prostitution is legal in that country. In SE, the perpetrator is a humanitarian aid worker (i.e. one of 'us') whereas the victim is a beneficiary, a person of concern, or other person in a position of vulnerability. In a situation of SE, the perpetrator is the person that benefits the most from the sexual activity. SE includes the threat of SE as well as actual SE.  
*Sexual Abuse (SA):* SA involves sexual assault, by force or coercion. It includes not only rape, but any other sexual activity that is not consented. Any sexual activity with a child (under 18 years old) is considered as both SA and child abuse. In SA, the perpetrator is a humanitarian aid worker (i.e. one of 'us') whereas the victim is a beneficiary, a person of concern, or other person in a position of vulnerability. SA includes the threat of an unwanted sexual act as well as the act itself.

An example of a threat which could be considered sexual abuse is I overheard a colleague say to a beneficiary that he would like to kiss her because she looks pretty today.

The key words in the definition of SEA are "abuse of someone vulnerability of position of differential power or trust for sexual purposes. As humanitarian crisis or calamity disrupt social support structure, therefore there is an increased vulnerability of affected population.

In some countries, prostitution is tolerated and in other countries it is legal. But as long as you work or serve in UN or any other humanitarian organization you have to abide by the stricter standards of conduct on sexual exploitation and abuse that prohibit sex with sex-



workers. In addition to this no other exchange of money, food, employment, goods, assistance or services for sex or sexual favors is strictly prohibited. For example, giving someone gifts, a new job, food aid, rations, or helping them to pay family, medical or educational expenses in exchange for sex in sexual favor or other forms of humiliating and degrading or exploitative behavior is prohibited. Paying for sexual services at massage parlor. Asking servants or domestic aid workers for sex. Promising better future for sex with any vulnerable person are some of the examples of sexual exploitation.

The definition also covers actions related to facilitation of sexual exploitation, ignoring or getting financial profit or political or social advantages, will also be termed as acts of SE. Investing in businesses as silent partner where prostitution is carried out. Supporting friends in arranging orgy or providing places for practicing prostitution or picking or dropping sex workers for friends in UN or personnel cars are some of the examples where a person is not directly involving in sexual exploitation but is facilitating exploitation.

Sexual abuse, for example rape is crime and sexual intrusion. It is defined as an unlawful sexual intercourse or any other sexual penetration of the vagina, anus, or mouth of another person, with or without force, by a sex organ, other body part, or foreign object, without the consent of the victim. In cases where consent is obtained under the fear of injury or under coercive or intimidating conditions is also called sexual abuse of rape.

*Section 3 of the Sudanese Criminal Act 1991*, defines consent as "acceptance, and it shall not be deemed consent which is given by:

- A person under the influence compulsion or mistake of fact, where the person doing the act knows the consent was given because of compulsion or mistake; or
- A person who is not an adult; or
- A person unable to understand the nature or consequences of that to which he has given his consent by reason of mental or psychological instability.

CDF abides by the *IASC Six Core Principles Relating to Sexual Exploitation and Abuse* as stated below:

1. Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defense.
3. Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.



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Date 25.5.2024

