Child Development Foundation
(CDF)

Policies and Procedures

September 2022

TABLE OF CONTENTS

SECTION 1

INTRODUCTION TO CDF

SECTION 1 – INTRODUCTION TO CDF

1 BACKGROUND

The Child Development Foundation (CDF) is a Sudanese non-governmental and non for profit organization. It was founded and registered in humanitarian aid commission (HAC) of the government of Sudan in 1999 with the number 1934.

CDF has been operating in Sudan since 1999 and has been involved in a number of programs, including emergency assistance to refugees and internally displaced populations, various general protection, child protection & GBV programs, health, nutrition and WASH programmes, relief distributions, education, programs, food security & livelihood programs as well as peace building.

A governance committee or board of trustees made up of members (10) from the general assembly and other key individuals provides overall strategic direction to CDF, while CDF management (senior managers from CDF HQ country office) is responsible for the planning, implementing, monitoring, and evaluating of programmes.

CDF has a main office in Khartoum and eleven (11) field offices, staffed by Sudanese personnel. CDF is currently operational in Khartoum, South Kordofan, White Nile, South Darfur, West Darfur, Central Darfur, Blue Nile, Sennar, Algezira, Gedarif and Kassala States.

From 1999 – 2002, CDF started its programming targeting street children in Khartoum and then involved in child protection intervention. Since 2002, CDF has been involved in general protection, child protection and child rights as well as gender based violence (GBV). CDF targets male and female children as a main focus groups, who are at risk and vulnerable (street children, child labor, child soldier, war and conflict child, displaced, school dropout, orphans, etc) within IDPs and refugee settings. CDF also targets other people of concerns such as children's families, pregnant and lactating women and persons with special needs (PSNs). CDF believes in right based approach instead of need based. This approach drove CDF intervene in other sectors such as education, food security & livelihood, WASH, health and nutrition including peace building and social cohesion.

1.1 Mission, Vision, and Values

1.1.1 Mission
“CDF strives to advocate, deliver and realize positive and sustainable impact in the lives of children, their communities and other people of concern”.

1.1.2 Vision
“Improve the wellbeing and achieve basic rights of misfortunate and marginalized children, their families and other people of concern”.

1.1.3 Values
- CDF is an NNGO guided by protection principles in its attitudes and approach to its mission in Sudan.
- CDF is committed to using a holistic and integrated approach in its programmes.
- CDF is committed to providing assistance for all in need without regard to their gender, race or religious, political or ethnic affiliation.
- CDF is committed to focusing on people; promoting self-reliance, self-worth, dignity and respect among project participants and beneficiaries. CDF seeks to facilitate positive changes in the attitudes and mindset of its staff, donors and beneficiaries. CDF seeks to build capacity of the Sudanese people, both staff and beneficiaries. CDF seeks to foster mutual respect among its staff and encourage personal and professional development.
- CDF believes in right based approach rather need based approach.

1.2 Core Operating Principles

- Focus on the most vulnerable segments of society, namely the hungry, the helpless and hopeless, the handicapped and the oppressed; and to do this in a manner that honours the calling we have as an organization.
- Make the poor and the vulnerable aware of their rights and dignity as human beings and identify means to ensure their basic human rights and dignity are cared for.
- To give a voice to the voiceless and to ensure that their voice is heard.
- To develop partnerships with organizations that share CDF's core vision and mandate and with an emphasis on sharing of capacity, resources and vision.
- To adapt our operations to the specific cultural context in which we find ourselves working in, in order to ensure acceptance and replication.
- Honesty and clarity in proposals and reports, not only describing successes but also problems encountered and lessons learned.
- Focus on isolated, vulnerable groups that are not likely to be reached by other humanitarian agencies.
- Beneficiaries and other project partners will be involved in all relevant stages of the project cycle in order to ensure community based participation and ownership as well as empowerment.

2 STRATEGIC FOCUS 2021– 2025

CDF's activities and programs focus on the following sectors:

- The continued provision of humanitarian assistance in key operating areas where CDF works in order to ensure that basic needs are met and that there is a basis for rehabilitation and development.
- Program activities that are integrated and multi-sectoral.
- The continued development of program activities that encourage self-reliance and sustainability, livelihood initiatives and skills training.
- Expanded program activities that reflect prospects for peace in the country
- Advocacy and awareness raising among key stake holders on key strategy issues (for CDF): IDP rights, returnees, vulnerable children, voice for the voiceless, etc.

3 CRITERIA FOR PROGRAMS

CDF will develop programs on the basis of:

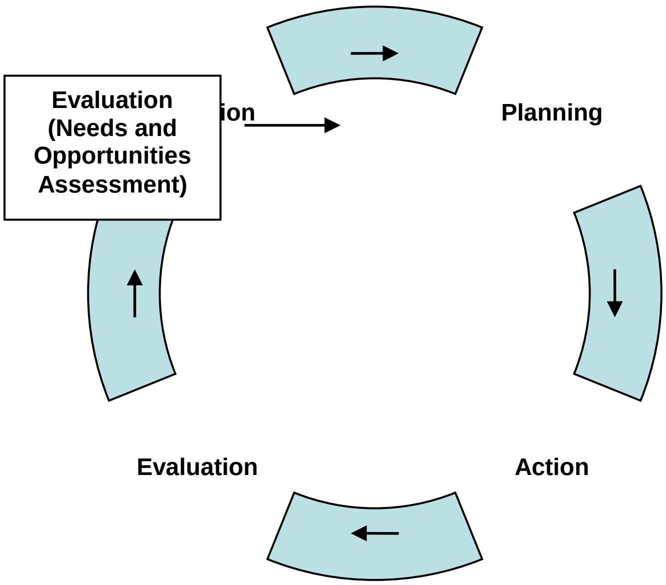
- Needs and opportunities assessments
- A rationale developed for a proposed intervention
- An identified link to CDF's overall vision, mission and core values
- A project document with a clearly articulated goal, objectives, activities linked to objectives, short and long term results linked to the objectives and the goal, key indicators and a monitoring and evaluation plan
- Targeted population group
- Community involvement and partnership plan
- A defined support strategy
- A defined exit and/or handover strategy
- A well-developed operational plan

SECTION 2

PROJECT MANAGEMENT

SECTION 2 - PROJECT MANAGEMENT

1 THE PROJECT CYCLE



1.1 Evaluation: Needs and Opportunities Assessment

Projects begin with evaluating the situation, or conducting a needs and opportunities assessment.

1.2 Reflection

Although it may appear to be a redundant step in the cycle, the reflection stage is a point where planners should intentionally consider the information at their disposal. This information includes:

- CDF vision, mission, and strategy
- Lessons learned from previous projects
- Communities' priority needs and goals
- Communities' available resources and opportunities

1.3 Planning

Based on the needs and opportunities assessment, project planners need to decide on the major elements of an intervention.

1.3.1 Program Purpose (or Goal)

What will be the broad issue that the project will address? (For example: *To increase IDPs' household food security.*) This purpose will not likely be achievable within a project cycle, nor usually by the efforts of only one agency. It should also directly relate to one of CDF's current strategic objectives. The overall project impact will related to this purpose.

1.3.2 Project Objectives

What are the specific objectives that this particular project will achieve by the end of activities? Objectives should be SMART: specific, measurable, achievable, relevant, and time-bound. (For example: *Increase beneficiary vegetable production by 50% in one year.*)

1.3.3 Project Outcome Results

Outcomes are directly related to the objectives and are results that will be achieved at the end of the project. (For example: *Beneficiary vegetable production will be increased by 50%*)

1.3.4 Project Outputs

These are short-term results that lead to planned outcomes. They are the *direct* results of activities. (For example: *50 IDPs are using alternative vegetable growing techniques*.) Usually a single outcome result (or objective) depends on the achievement of several outputs.

1.3.5 Project Activities

Once the outputs needed to achieve the outcomes have been planned, it is a relatively easy task to identify activities that will be implemented. (For example: *Train IDPs in alternative vegetable growing techniques.*)

1.3.6 Project Inputs

In this planning stage, project planners need to consider the resources available and additional ones needed to conduct activities. Financial resources are important, but so are equipment and human resources. As these inputs and gaps in their availability are identified, a project budget can be developed.

There are project planning forms that will help project planners organize their thoughts. One is an Results-based Management (RBM) format; another is a Logical Framework Analysis (Logframe) Form. Both have essentially the same components, but are organized a little differently. CDF tends to prefer the RBM format because it can be easily adapted for reporting, but the important thing is to find a tool that you are comfortable using.

1.4 Action

Once the plans are in place and approved, project managers, field staff, and beneficiaries implement the planned activities. Activities will likely need to be adjusted periodically as managers monitor progress towards results (see the section on evaluation below). These adjustments will probably be greater in longer (2-3 year) projects than in short (9 months – 1 year) projects.

1.5 Evaluation

There are two main kinds of evaluation that occur within the life cycle of any project: continuous evaluation (monitoring), and end-of-project evaluation. Both of these need to be planned for from the beginning of the project cycle.

1.5.1 Indicators
In order to monitor and evaluate properly, indicators of success need to be developed in the planning stage. Indicators are really just signposts that let you know that the project is achieving the intended results. For example, if a project outcome is to be that beneficiaries are growing 50% more vegetables, then indicators of success could include the change in the quantity of vegetables produced per acre, the change in quality and quantity of vegetables consumed by people, and/or the change in local market prices of vegetables. Ideally both quantitative (number-related) and qualitative (quality-related) indicators are chosen to measure success. Indicators should also be easy and cost-effective to measure for beneficiaries and/or project staff.

1.5.2 Baseline Data
Baseline data should then be gathered for each indicator. Some of this information will come from the needs and opportunities assessment, and some will require further research. Baseline information gives you the starting point for measuring success. For example, if the objective is to increase vegetable production by 50%, then it is important to know the starting level of vegetable production so that the success of the project can be properly evaluated.

1.5.3 Monitoring
Monitoring is the ongoing measurement of progress towards results. Usually this is accomplished by examining planned outputs and objectives on a monthly basis and recording what has already been accomplished. (CDF expects project managers and coordinators to submit monthly reports to encourage this.) Community members and field staff should be the main people involved in this process. Effective monitoring usually will cause good project managers to alter their plans from time to time. It is important to remember that objectives should not be changed unless there is a major change in the situation (for example, an earthquake destroys local infrastructure). However, if project managers notice that certain outputs and activities are not leading to the planned results, they should find alternative ways of doing so.

1.5.4 Interim / Final Evaluation
CDF intends to learn from its experience and so adapt its programs to meet changing needs. Project evaluation is a critical tool in doing this. There are two broad types of evaluations: internal evaluations (facilitated by CDF personnel) and external (facilitated by an external person, usually a consultant). Evaluations usually look at entire projects or programs at once and develop recommendations for future activities based on those. Community members, field staff, managers, and the evaluators are the people who need to be involved in creating a final evaluation.

2 NEEDS AND OPPORTUNITIES ASSESSMENT

A Needs and Opportunities Assessment is the process of identifying specific needs and opportunities in a given target area based on the active involvement of the target group. Methods such as Participatory Rural Appraisal (PRA) can be used in gathering information in the community at the grass-roots level, based on existing knowledge, attitudes, behaviour, skills, and resources, as well as at the organizational level to enable the management to determine appropriate allocation of resources for specific programming. The main purpose of a Needs and Opportunities Assessment is to identify the actual problems facing a community and the resources available to address some of the needs.

2.1 Preparing for an assessment

2.1.1 Identifying a goal
Clear reasons and a purpose should be established, as well as the target group and the geographical area to be covered.

2.1.2 *Identifying key objectives*
One or more of the following sectors may be the focus in establishing objectives:
- Health and nutrition
- Water and sanitation
- Household food security
- Available resources
- Opportunities and Risks
- Socio-economic status
- Demographics and Gender
- Levels of local production of goods and services
- Public and private service care and level
- Capacity building
- Income generation

2.1.3 *Approaching a Needs and Opportunities Assessment*
- A distinction should be made as to whether the assessment will use Household surveys (questionnaires by qualified personnel with structured questions) or Participatory methodologies (semi-structured interviews).
- Developing a list of potential activities prior to an assessment will raise expectations. Although it is important to make a checklist of issues to be addressed, there will be variations as to what we perceive as needs and what a community perceives as needs and while preparing for an Assessment, it is better not to impose ideas on the community.

2.1.4 *Establish Links with other NGOs, CBOs, and relevant government departments*
Prior to initiating an Assessment, the required government approvals should be obtained from the department concerned, such as the Humanitarian Aid Commission. The cover letter to HAC should indicate the number of people from CDF and other agencies who will be part of the assessment team.

2.1.5 *Team Composition*
Usually the type of assessment to be undertaken will determine the type of personnel to be involved, preferably including the following:
- Experience in household food security / agriculture
- Background in water and sanitation
- A health professional
- A logistician
- Peace Building and/or Community Mobilization experience
- Representatives from cooperating organizations and governing bodies

2.2 Logistical arrangement for an assessment

2.2.1 *General Requirements*
- Information on accommodation: guesthouses, hotels, or other facilities available
- Local transportation costs
- Market information, communication, medical services, pharmacies, etc
- Contacts information

2.2.2 *Office documents*
- Travel permits for expatriates (originals plus copies) based on route and checkpoints
- Tourist photography permits to be used for that purpose alone
- Stay Visa, Alien identity card, and passport for all expatriate staff

2.2.3 *Vehicles*
- Identify the type of roads, distance, and time to provide fuel, and type of vehicle
- Experienced field driver

- Fuel, 2 tires, and a replacement kit of cables, pump, patch kit, etc
- Tool kit for field missions including pickaxe, spade, felling axe etc

2.2.4 Supplies

- Emergency kits of Chloroquine injection and tablets, Aspirin tabs, panadol tabs, and paracetamol
- Chlorine tabs for water purification or filters.
- Mosquito nets
- MUAC tapes
- Blankets
- Gum boots
- Bottled drinking water
- Torches and lanterns
- Notebooks and pens

2.2.5 Budget

- Per diems
- Fuel to be taken to the field
- Petty cash for unexpected expenses
- Lodgings

2.3 Conducting a Needs Assessment

2.3.1 Describe the Community

- Historical background
- Geography including climate, seasons, environment, maps and distances
- Population and demographic information: age and gender numbers
- Social institutions
- Politics: local hierarchies and effects of central government (stability, policies on food prices, etc)
- Religion and world-view
- Culture: groups, traditional practices, and languages
- Living conditions: housing, water and sanitation
- Economics: sources of income and salary, crops and landholding
- Education: schools and literacy rates
- Health: mortality rates, causes of death and illness, and local health services in the area
- Services and Development Programs: current, past, or future government or other NGOs in the area

2.3.2 Identify and prioritize needs and opportunities

Using participatory methodologies and considering causes and effects, identify actual problems facing the people, define clearly whose problems they are, and include possible solutions. Also, identify any opportunities available and rank both the needs and the opportunities in order of priority.

2.3.3 Identify the purpose and outcome from an assessment

The summary of a Needs and Opportunities Assessment report should outline problems and issues facing the target community, ways through which problems and issues could be addressed as well as how existing and future opportunities can be translated into more effective community development. A Needs and Opportunities Assessment should generate indicators, which can later be used to develop logical framework analysis for project monitoring and evaluation.

2.3.4 Define the Target Group

It is important to distinguish between the direct beneficiaries and those who will not be directly targeted by the project but will benefit due to its presence and through the services set up.

2.3.5 Data and information collection

- Baseline data for future Monitoring and Evaluation: data collected during the Needs Assessment will help in forming the baseline information against which change can be measured during monitoring and evaluation. Additional baseline data should be collected when the project has been selected, designed and the indicators chosen.
- Quantitative Data is information generated from an activity and Qualitative Data refers to change in behaviours and attitudes related to an issue or the outcome of a particular project or activity.
- Primary Sources of data includes people observed and talked to through interviews or other events and Secondary Sources include project documents, reports, and maps but remember when collecting information that biases can occur and other researchers may have had preconceived ideas.

2.3.6 Participatory Methods - PRA

The best way for reliable information gathering for the principles of data collection discussed above is to use the Participatory Rural Appraisal (PRA) approach. It is a method of learning from, and with, local community members for analysing, appraising, and for assessing constraints and opportunities, and for monitoring projects. It reflects the situations and the perceptions of the target group. It aims at understanding complexities and dimensions of a particular research topic, but does not aim at collecting accurate statistical data. It is an intensive, systematic but semi-structured learning experience carried out in the community by a multi-disciplinary team that includes community members. The assessment team should divide the area into sectors to ease the process of the assessment and for effective representation of the clusters before the team goes out in pairs or small groups to collect data by direct observation and measurement, informal talks and semi-structured interviews. The data is analysed and discussed at the end of each day and a further round of data collection is organized and carried out. This way the exercise becomes more focused and the final report is written before the team disperses.

2.3.7 Report Compilation

On the assessment, the team should be able to write draft reports, using the standard assessment report format in the appendix. There should be one coordinating person who combines the various reports into a final document. Each team member should read and edit the report before it is circulated to other people at different levels of hierarchy in the organization. The final report should be completed within 1 week of the field portion of the assessment.

2.3.8 Review and analysis of assessment reports

The assessment report should be reviewed and analysed by the CDF Country Director, the Director of Programs, and other relevant staff. A response to the report should be developed, either in the form of a plan for intervention or a communication of the fact that CDF will not intervene.

2.3.9 Distribution of assessment reports

Once the report is approved it may be distributed with a cover letter to the Humanitarian Aid Commission and to the partners involved in the assessment.

2.3.10 Follow-up Assessments

The organization should obtain approval from the Humanitarian Aid Commission, but it should be understood that approval of the assessment by HAC is not an agreement for the organisation to work on the ground. Agreement for a new project should be obtained from the Humanitarian Aid Commission Khartoum before any preparatory arrangement is made by CDF on the ground for an intervention in a new area.

3 QUESTIONS TO ASK IN PROJECT PLANNING

1. What is the environment of the project?
2. What are the key identified issues, problems, needs and opportunities?
3. How was the community involved in planning?

4. Who are the people to be targeted, how many and why?
5. What is the rationale for the project?
6. What will change as a result of the project and intervention?
7. Is the implementing organization capable to implement and manage the project?
8. How is/are local partner(s) involved and how were they selected?
9. What is the project proposed goal (one)?
10. What are the main objectives of the project?
11. What are the proposed outputs, outcomes and impact?
12. What are the proposed activities and how do they link with the proposed objectives and results?
13. What is the project methodology (who will do what, and who else will be involved, and in what capacity)?
14. What are the assumptions and risks this project is based on?
15. What is the monitoring and evaluation plan, and what are the main indicators to be used?
16. What is the phase out plan (exit strategy)?
17. What is the budget, including local input and required external support (sustainability issue)?

4 RESULTS-BASED MANAGEMENT AND LOGICAL FRAMEWORK ANALYSIS

Results-based management (RBM) and logical framework analysis (LFA) are two similar processes used by project managers to ensure that projects achieve the results they are intended to. They are simply tools to help managers do their job more effectively. They are not a goal in themselves and are useless if they are not applied to all stages of the project cycle.

CDF tends to prefer RBM because it is flexible, widely applicable and comprehensive.

4.1 The Results Chain

The concept behind RBM and LFA is quite simple. Projects produce **results**, which are "*desirable and measurable changes resulting from a cause and effect relationship*" (CIDA 2000). There are two key concepts in this definition: **change** and **causality**. Projects should lead to visible transformations among the communities in which they are operational (change). Furthermore, changes that we measure should clearly be the effect of our activities (causality).

The results chain breaks down projects into two components: inputs and activities. It also breaks results into three different levels: outputs, outcomes, and impact. There is a direct, logical relationship between each section of this chain

PROJECT (Cause)			RESULTS (Effects)	
Inputs →	Activities →	Outputs →	Outcomes →	Impact
Human, organization, intellectual, and physical resources contributed by stakeholders.	Coordination, technical assistance, and training tasks organized and executed by project personnel.	Short-term developmental results that are the immediate and logical consequence of project activities.	Medium-term developmental results that are the logical consequence of achieving a combination of outputs.	A long-term developmental result that is the logical consequence of achieving a combination of outputs and outcomes (and projects).

Adapted from CIDA's RBM Workshop 2000.

4.2 Common Elements RBM and LFA

Both RBM and LFA are based on the idea of breaking down and analyzing the connection between projects and their results. By organizing these elements into a planning framework (RBM chart or logframe) it is easier to follow the links between them and discover potential areas of weakness. It is also easier to monitor progress by checking what has been accomplished versus what has been planned.

***Ultimately results are more important than the projects themselves*.**

4.2.1 Program Purpose (or Goal)
The first thing that is entered into either the logframe or the RBM chart is the purpose. This is the broad development goal or issue that the project will address, often at the societal level. Usually a purpose is something that can be achieved only after several years with the help of additional projects. Even though it cannot be completely measured within a project life cycle, it is still important to note progress towards it. The purpose is directly related to the expected *impact* of a project.

Within CDF, a project purpose should directly reflect one of CDF's strategic objectives.

4.2.2 Project Objectives
Objectives are specific, measurable statements that outline what the project will achieve. They support the overall purpose of the project.

4.2.3 Project Outcome Results
Outcomes are directly related to the objectives (in fact, often objectives can just be re-worded to give outcome results). Outcomes are the results that we expect to see at the end of our project.

4.2.4 Project Outputs
These are short-term results that lead to planned outcomes. They are the *direct* results of activities. Usually it takes several outputs to lead to one outcome result.

4.2.5 Project Activities
Activities are the tasks that need to be done in order for us to achieve the outputs and outcomes.

4.2.6 Indicators
Indicators of success are things that we measure and watch to show us how successful the project is. Indicators should be easy to measure and cost-effective. CDF has collected some common indicators for

the types of projects that it is usually involved in; these could be used as a starting point for developing project indicators.

4.2.7 Risks and Assumptions

Every project involves some risk. Events can occur that will jeopardize the success of the project (for example, an unusually dry planting season can cause an agricultural project to be less successful). There are also assumptions that project managers must make when they are planning activities. Risks become higher as one progresses along the results chain (there is a relatively high risk that an impact will not be realized; there is a relatively low risk that an output will not be realized.

In both RBM and LFA, the important thing to remember is that there must be a clear connection from activities to impact.

4.3 RBM Planning Framework

<table>
<tr><th colspan="2">OBJECTIVES</th><th colspan="2">PURPOSE / GOAL</th></tr>
<tr><td colspan="2">What changes will we see by the end of the project’s completion?</td><td colspan="2">What societal changes will this project contribute towards?</td></tr>
<tr><th>ACTIVITIES</th><th>OUTPUTS</th><th>OUTCOMES</th><th>IMPACTS</th></tr>
<tr><td rowspan="5">What activities do we need to do to achieve our objectives?</td><td>What will be the direct result of activities that will contribute to outcomes?</td><td>What changes will we see by the end of the project’s completion?</td><td>What societal changes will this project contribute towards?</td></tr>
<tr><th colspan="3">INDICATORS</th></tr>
<tr><td>What will show us that we’ve achieved this?</td><td>What will show us that we’ve achieved this?</td><td>What will show us that we’ve achieved this?</td></tr>
<tr><th colspan="3">REACH</th></tr>
<tr><td>Who will be affected?</td><td>Who will be affected?</td><td>Who will be affected?</td></tr>
<tr><th colspan="4">RISKS</th></tr>
<tr><td colspan="4">What could cause us to fail? How will we minimize this? What key assumptions are we making?</td></tr>
</table>

4.3.1 Reach

Reach refers to the number and type of beneficiaries that will be affected by each level of the project. It is best to identify the # or % of women and men who will be impacted on at each result level. Usually the reach gets larger as one progresses from the output level to the outcome level.

4.4 LFA Planning Framework (Logframe)

	Indicator	Data Source	Risks and Assumptions
Purpose What societal changes will this project contribute towards? **(IMPACT)**	How do we know we've achieved this?	How will someone collect that information?	What could cause us to fail? How will we minimize this? What key assumptions are we making?
Objectives What changes will we see by the end of the project's completion? **(OUTCOME)** (SMART; who, what, when, where)	What will show us that we've achieved this?	How will we collect that information? (Collect at the beginning & end of project)	What could cause us to fail? How will we minimize this? What are we assuming?
Outputs What will be the direct result of activities that will contribute to outcomes?	What will show us that we've achieved this?	How will we get that information? (Collect at the beginning & end of the project)	What could cause us to fail? How will we minimize this?
Activities What activities do we need to do to achieve our objectives?	**Inputs** What resources do we need to conduct our activities? Consider human resources, equipment, materials, and funds.		

5 DEVELOPING INDICATORS

5.1 Defining Indicators

An indicator is a pointer or signpost that helps us measure progress towards results. They are measurements that tell us that a change we are interested in is happening, but they do not tell us why that change is happening. In other words, they verify results, but do not explain them.

There are two broad groups of indicators: quantitative and qualitative.

5.1.1 Quantitative Indicators

Quantitative indicators are number-based (quantity-based) indicators. Examples include:

- Change in **number** (of men and women with access to filtered water)
- Change in **percentage** (of people using latrines)
- Change in **income** (earned by women)
- Change in **ratio** (of food produced vs. food purchased by a families)

Quantitative indicators are usually collected by questionnaires, a census, or statistical analysis.

5.1.2 Qualitative Indicators

Qualitative indicators are quality-based indicators and reflect people's judgements or opinions. Examples include:

- Change in beneficiary **satisfaction** (with community health services)
- Change in **attitudes** (towards women's involvement in decision-making)
- Change in level of **understanding** (of common disease causes)
- Change in **perceptions** (of household food security)
- Change in **quality** (of education provided)

Qualitative indicators are usually collected using PRA/PLA, Appreciative Inquiry, focus groups, semi-structured interviews, and testimonials.

5.1.3 Combination Indicators

Note that often it is possible to incorporate a quantity into a qualitative indicator to make it more easily measured. For example:

- Change in the **number** of beneficiaries expressing **satisfaction** with community health services.
- Change in the **percentage** of households who **perceive** themselves as being food-secure.

These indicators are still essentially qualitative indicators because they are based on subjective opinions or judgements.

5.2 Selecting and Using Indicators

As with all aspects of project planning, implementation, and evaluation, beneficiaries should be involved in designing indicators. Not only will this increase community ownership of results, but it will also increase the depth and relevance of indicators. Very often communities use simple but powerful indicators of their own development that project staff is not aware of.

For each expected result, there should be two to three corresponding indicators. Both quantitative and qualitative indicators should be used.

When designing and selecting indicators, keep the following criteria in mind:

- **Relevant**: Does the indicator directly relate to the result it is to be measuring? Is it a valid representation of the change we plan to see?

- **Simple**: Is the indicator simple to use? Is the information available and is it easy to collect and analyze? Can project staff understand it? Can community members understand it?

- **Affordable**: Can we afford to use this indicator? Do we have the human resources to use it?

- **Representational**: Is the indicator disaggregated to show the difference in how results may be affecting men and women? (In other words, is it gender-sensitive?) Is the indicator disaggregated to show differences in effects according to age, ethnicity, or religion as applicable?

- **Participatory**: Have the beneficiaries been involved in developing the indicator? Does it accurately reflect their situation? Can they use it?

6 PERFORMANCE MEASUREMENT FRAMEWORK: PLANNING TO MEASURE RESULTS

RBM is a process that goes fa beyond project planning. For projects to be effective, intentional monitoring of progress towards results must happen. The Performance Measurement Framework (PMF) is a tool to help project managers plan their monitoring activities. Note that it is not a report format, nor is it a requirement for all CDF projects. However, in a project with multiple sectors and/or partners, it is strongly recommended that a PMF be developed.

	Performance Indicators	**Data Sources**	**Collection Methods**	**Frequency**	**Responsibility**
Impact					
Outcomes					
Outcome 1					
Outcome 2					
Outcome 3					
Outputs					
Output 1					
Output 2					
Output 3					
Output 4					
Output 5					

For a blank PMF format, see Appendix 2.

The Performance Measurement Framework makes it easier for program staff to meet regular reporting requirements. Within CDF, there are several types of reports due on a regular basis:

Type of Report	Frequency	By Whom	To Whom
Project Manager Reports	5^{th} of each month	Project Managers	Project Coordinators
Program Coordinator Reports	8^{th} of each month	Program Coordinators	Director of Programs
Program Financial Reports	5^{th} of each month	Program Coordinators	Director of Finance and Director of Programs
Quarterly Reports (unless the donor also demands reports on a quarterly basis)	April 15^{th}, July 15^{th}, October 15^{th}, January 15^{th}	Project Managers	Director of Programs
Donor Reports	determined by the donor	Project Managers and Program Coordinators	Director of Programs

For Project Manager Report and Program Coordinator Report formats, see Appendix 3.

Evaluation Process Overview

Task	When	By Whom
1. Develop indicators by which to measure progress	Project planning stage	Project staff & community
2. Develop and implement an ongoing monitoring plan	Throughout the project	Project staff
3. Develop a draft Terms of Reference for an evaluation	8-10 weeks prior to the evaluation	Project Coordinator
4. Contact an evaluator if needed	8-10 weeks prior to the field evaluation	Project Coordinator
5. Negotiate a final ToR for the evaluation	4 weeks prior to the field evaluation	Project Coordinator / Evaluator
6. Conduct any necessary preparatory work based on the ToR	month prior to the field evaluation	Project staff / Evaluator
7. Conduct a field evaluation		
8. Debriefing (discussion of main findings)	at the end of the evaluation	Evaluator / Project staff
9. Prepare a report with recommendations	by 2 weeks after the evaluation	Evaluator
10. Respond (in writing) to the report by developing an action plan	by 4 weeks after the evaluation	Project Coordinator

For a Terms of Reference Format, see Appendix 4.