# IS 4 Monitoring and Evaluation

Presentations and ideas at the Inception Seminar for new DEAR projects, 22nd September 2020

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

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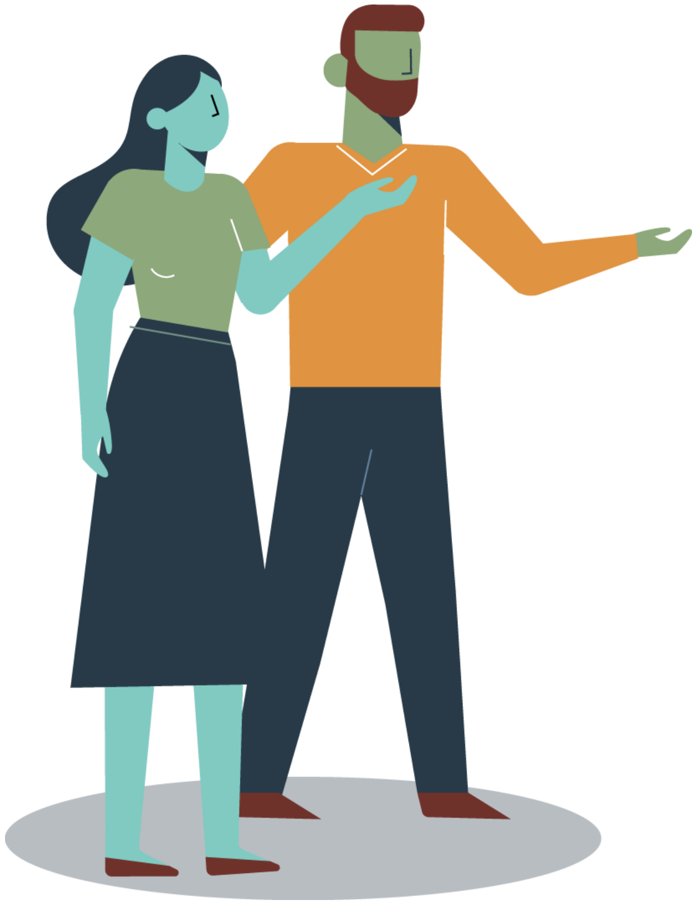
# Purpose:

**To present and discuss issues and ideas for the setting up and use of M&E, and on the reporting of project progress**



Contents:

# Inception Seminar for 2018 CfP DEAR Projects: #4 Monitoring and Evaluation (and Learning), Tuesday 22nd September 2020, 10.30 hrs CEST

Version 17/09/20

**To connect:**

Please follow this link to get you to the Zoom meeting:
https://4change-org.zoom.us/j/83831151581?pwd=Tks1VkhnNWFZWGRQTHRqK3BWRk9lZz09

Meeting ID: 838 3115 1581

Passcode: 502049

The event will start at 10.30 hrs CEST but please sign in a few minutes before.

**Purpose:**

To discuss issues and ideas for the setting up and use of M&E, including the development of interim narrative reports on activities and results.

**Participants:**

- Representatives of each 2018 CfP DEAR project
- B1 DEAR Task Managers
- Maria Molde, Project Manager Frame-Voice-Report!
- Jan Salko, DG DEVCO ROM Team

**Programme:**

| Timing (CEST) | Agenda item | Process |
|---|---|---|
| 10.15 | Technical check-in | Caroline Vilos, Sandra Oliveira, DST |
| 10.30 | 1. **Welcome** and purpose of this Inception Seminar | Agata Sobiech, Head of DEAR Sector DEVCO B1 |
| | 2. **Introductions** and the programme of this seminar | Harm-Jan Fricke, DST |
| | 3. **Suggestions** from previous projects | Summary overview via short PPT |
| 10.50 | 4. **MEL: what can it tell?** Presentation of how MEL is used in a current DEAR Project | Maria Molde, Frame – Voice - Report! project |
| 11.05 | 5. **How will you do it and learn?** How are projects planning to monitor and evaluate their work? | 6 breakout rooms/groups. * How are projects planning to set up their M&E? * What are the challenges and 'good ideas'? |
| 11.50 | 6. **Issues and good ideas** | Discussions from the break-out groups captured on Padlet |
| | Break | |
| 12.05 | 7. **Plenary recap of challenges and good ideas** | |
| 12.10 | 8. **Results Oriented Monitoring**: what it does and doesn't do | Jan Salko, DG DEVCO ROM Team |
| 12.25 | 9. **Reporting:** the good, the bad and the 'not-done'. | What is expected of narrative reports? What is important to focus on? |
| 12.35 | 10. **Conclusions**: What issues remain? | Identification of issues for further clarification in Inception Seminar #6 |
| 12.45 | Close | |





**Useful information about designing DEAR project M&E approaches and systems:**

- For a general idea and things to think about see 'Planning and Implementing EU DEAR Projects' section 4.
- Those involved in designing a project's M&E system (e.g. the external evaluator and the staff member(s) responsible for gathering monitoring information) will find it useful to refer to the latest version of the EU's ROM Handbook which provides guidance on the design of monitoring systems.
- Lots of useful suggestions for the design and use of evaluation, including (interactive) tools, are available on the internet, for example from the Better Evaluation website.
- Suggestions on design and use of M&E in DEAR projects can also be found in, for instance,
  - the Monitoring and evaluation during project implementation report: the main report is likely to be of interest to Project Managers, while the appendices may be of interest to project evaluators and others involved in designing a project's M&E system.
  - Information about two other previous DEAR projects is given by their Project Managers in the following:
    - Eat Responsibly project: Tereza Cajkova
    - Make Fruit Fair: Mirjam Hägele.

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# Monitoring and Evaluation

**Monitoring** is typically concerned with the question **What has happened?**
OECD 2010 definition of Monitoring: *"A continuing function that uses systematic collection of data on specified indicators to provide […] indications of […] progress and achievement"*

**Evaluation** tends to focus on **Is this Important?**
OECD 2010 definition of Evaluation: *"The systematic and objective assessment of an ongoing or completed project […] An evaluation should [enable] the incorporation of lessons learned into the decision-making process […] Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. […]"*

# Suggestions about M&E from previous DEAR projects

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1. **Integrate your M&E activities in your planning and plans**: don't treat it as something separate, but *allocate time and money for monitoring and evaluation as part of your activities*.
2. **"Not everything that counts can be counted, and not everything that can be counted counts"**, i.e. *decide what you are going to measure and why/for what use.*
3. **Focus on outcomes**: occasionally re-visit and re-assess the logframe and the viability and relevance of proposed activities and outputs. *Knowing about the change you create is more important than listing all your activities*.
4. **Establish a baseline study** relevant to your project's *key processes, audiences, outputs, outcomes*.
5. **Segment those who you engage** to distinguish between different types and quantities of activists (e.g. use a simplified version of the *'engagement pyramid'* described in 'DEAR Projects: Achievement & Impact 2018', p. 60)
6. **Use one or more mid-term evaluations** to see if you are *on-track to achieve your objectives* (and contract an external evaluator/'critical friend' from the start to help you in designing your M&E system)

# Useful to be familiar with: the 'impact chain'/'results chain'

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N.B.: Different organisations and people use different descriptions of what is meant by each level in the Impact Chain. For DEAR projects ideally use the [ROM Handbook]'s descriptions – but these may conflict with your own organisation's M&E definitions. So in your reporting make clear what your definition is!

*More in a project's control* → *Less in a project's control*

| **Inputs** | **Activities** | **Outputs** | **Outcomes** | **Impact** |
|---|---|---|---|---|
| The money, people/time, skills, equipment you have available | The things being done by the project: providing a teacher training session, doing an awareness raising campaign, lobbying a business or politician, developing resources or a website, etc. | The results of an activity: the development of new skills, use of the website, activists taking action, etc. | The changes in practices (e.g. behaviours) and policies as a result of a project's work | Changes which follow from the outcomes and make significant lasting changes to people's lives and/or the environment |
| Indicators | Indicators | Indicators | Indicators | Indicators |
| Monitoring tools & methods | Monitoring tools & methods | Monitoring tools & methods, and verification through evaluation | Evaluation and triangulated evidence | Evaluation and triangulated evidence |

N.B. Change is not necessarily linear!

FRAME VOICE REPORT!

# Monitoring and Evaluation

## 1 big and 200 small DEAR projects.

The case of

FRAME, VOICE, REPORT!

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Maria Molde

DEAR Inception Seminar,
2020-09-22

# What is FRAME, VOICE, REPORT!

- DEAR project with main focus on **sub granting** for small and medium sized CSOs.
- Sub granting goes hand in hand with coaching, networking and capacity building.
- 6 partners, 7 countries
- 177 projects, 220 organisations
- Reached 14.676.923 EU citizens, out of whom 172.013 have been engaged.

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# What is our M&E system
# - and how did we develop it?

- For the application - really simple ToC and LFA

*Engagement of EU citizens*

*Outreach of third parties*

*Quality of communication of third parties*

*Learning among partners*

- Project start up – hired M&E expert
- Developed M&E questions – a learning approach!
- Adjusted the LFA
- Developed methods and tools

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Using proxy-indicators from Eurobarometer:

1. How well did the *Frame, Voice, Report! Project* contribute to awareness raising of EU citizens in the project areas about the SDGs?
2. Among these citizens, how well did the project contribute to an actual behavioral change (engagement) to act for the SDGs?

Using outcome harvesting questions to grantees learning process (grantees here meaning both the organisations as well as journalists present during the learning cycle):

1. How well did the joint learning process serve the grantees in understanding and using the FVR principles? (Any concrete changes that were made/are planned to be undertaken as a result of the learning process?)
2. Which are the concrete changes within the organization (or in the journalist's practice) that were made or are planned to be undertaken as a result of the learning process? (capturing also unintended changes…)
3. To what extent did the FVR project influence the grantees' capacity for communications?
4. How are grantees - and if possible their media partners - now using the tools and concepts introduced to them through FVR!
5. How are these changes visible in the grantees' current communication practices, channels and products? (evidence from comms products, messages, etc.)

To the partners and grantees:

1. What can be learnt from the third-party funding process and how could this be improved?
2. Which were the major takeaways from the learning process and how have these been implemented in my organization (our organisation as partners)?

To the partners

1. How well has the project succeeded in enhancing synergy and cross-learning among partners?

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# The system

- **ToC and LFA**
- **M&E questions**
- **Reports** (third parties, partners, lead)
- **Meetings** (Yearly physical meetings, bi-weekly online meetings, learning meetings, workshops with third parties)
- **Tools** (Learning log, self assesement survey, feedback survey from trainings and workshops, qualitative product analysis)

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# What worked well?

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**Partner meetings**

| | |
|---|---|
| Yearly: | Bigger discussions and adjustements<br>Outcome harvesting<br>Relation building!! |
| Bi-weekly: | Round of general update<br>Admin, reporting, budget, corona, etc…. |
| **Reports** | Third parties<br>Partners<br>Lead |
| **Tools** | Feedback survey from trainings and workshops<br>Qualitative product analysis |
| ***ROM visit*** | *Enhanced our focus on sustainability and dissemination* |

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# What did not work that well?

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- Self assesment surveys
- National SDG survey
- The learning log
- The balance between the grants and the requirements for third parties

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# Third party reports – questions that might be useful for bigger DEAR projects as well?

3.1 Please state how many people have been reached through the intervention (compare with the expected numbers stated in the application).
*As a guide to divide between numbers of engaged versus informed beneficiaries please see the table of informed vs.engaged at the end of this reporting format.*

3.2 If it's possible for you to also estimate the number of indirect beneficiaries, please insert the number and an explanation it here (e.g. if an article has been published in a newspaper, the indirect beneficiaries would be the total number of readers of the newspaper, and the number of informed beneficiaries would be an estimated percentage of this number)

3.3 In what way has the project distinguished between awareness raising and engagement?  Please explain have you have worked with both and what you have done to move from awareness raising to engagement with your target group.

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# From third parties reports

| | Expected numbers as stated in the application | Informed | Engaged |
|---|---|---|---|
| Indicate number of people reached through the intervention divided in informed and engaged: | | *exact data or estimation - please indicate  if it is unique numbers or not* | *exact data or estimation - please indicate  if it is unique numbers or notnot* |
| If possible, indicate how many of these were female/male/other? (if exact numbers are not available estimations in % can be used) | | *eg. 50% female/50% male* | *eg. 70% female/30% male* |
| If possible indicate the primary age range of this target group (0-15, 16-25, 26-39, 40-59, over 60) | | *eg. 40-59* | *eg. 16-25* |

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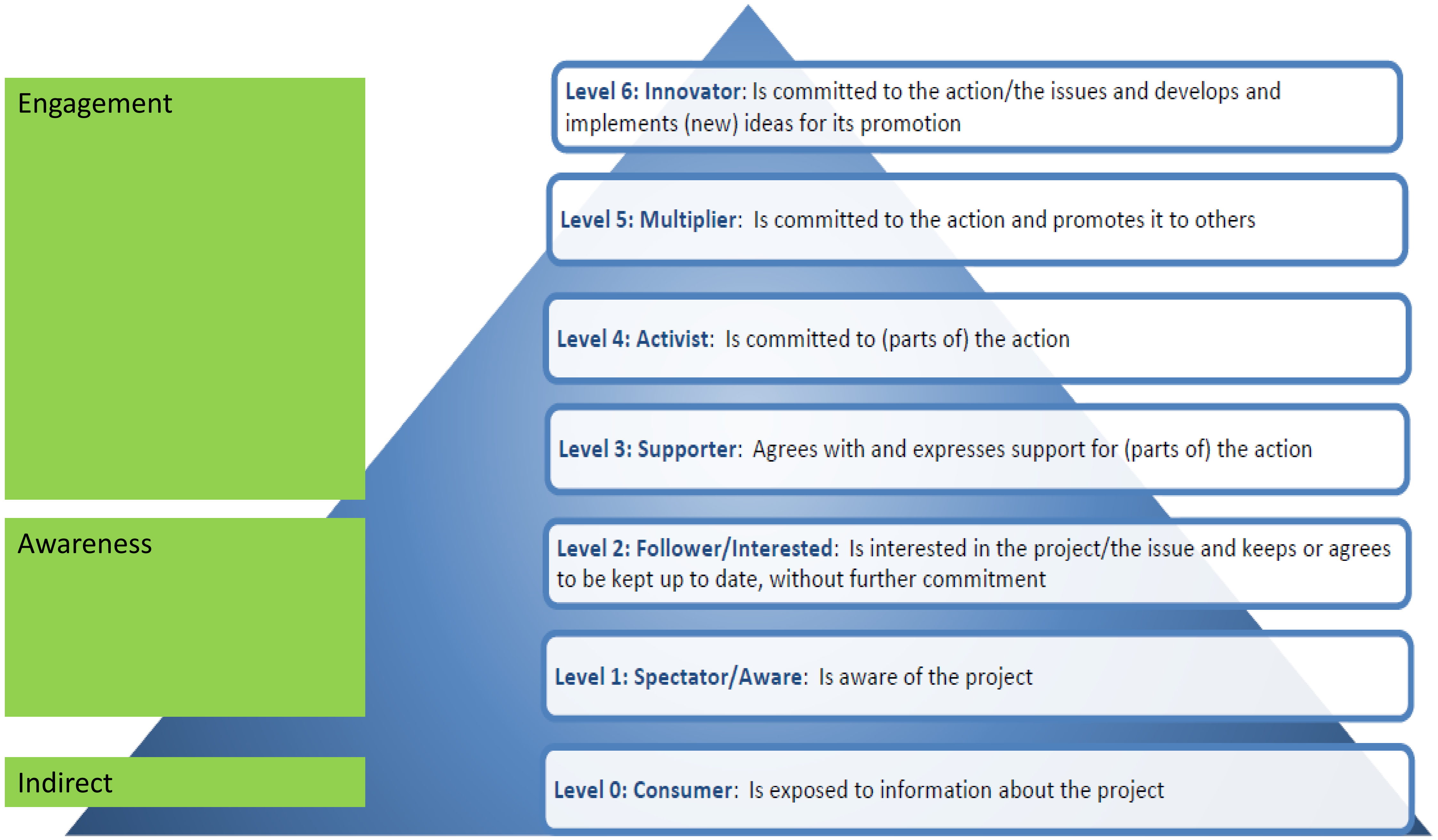
Engagement
Awareness
Indirect
Level 6: Innovator: Is committed to the action/the issues and develops and implements (new) ideas for its promotion
Level 5: Multiplier: Is committed to the action and promotes it to others
Level 4: Activist: Is committed to (parts of) the action
Level 3: Supporter: Agrees with and expresses support for (parts of) the action
Level 2: Follower/Interested: Is interested in the project/the issue and keeps or agrees to be kept up to date, without further commitment
Level 1: Spectator/Aware: Is aware of the project
Level 0: Consumer: Is exposed to information about the project

# Specifically for third parties – engagement!

| Beneficiaries | Level | Monitoring tools (not exhaustive) |
|---|---|---|
| INDIRECT | • **LEVEL 0: CONSUMER (OF INFORMATION ABOUT THE PROJECT OR ITS ISSUES)**<br>•Contact with the action is by chance, through coming across it e.g. via * a media report/article, * a public/street event, * promotional materials, * an advert, | Press review<br>Materials distributed<br>•Estimate of participants to an event in which a project activity is implemented |
| INFFORMED | **LEVEL 1: SPECTATOR/AWARE**<br>•Is aware of the action and the issue it is concerned with<br>•Engagement is erratic, e.g. through occasional, possibly a one-off, visit to a project website, blog, or Facebook page, or through access to a report, a lesson or session in school | •Visits to the project website<br>•Social media data (clicks, showings, etc.)<br>•Download of documents related to the project |
| | **LEVEL 2: FOLLOWER/INTERESTED**<br>•Is interested in the action/the issue and keeps, or agrees to be kept, up to date, without further commitment<br>•Contact is via direct communications from the project or one of its multipliers (e.g. via email subscription, Twitter follower, Facebook likes). However, beyond possibly attending a free public event (such as an exhibition, theatre performance, public discussion), a free one-off briefing or other event, this may not lead to further follow up. | Estimate of people attending an event (e.g. street action)<br>Reactions on social media posts (likes)<br>Data about social network's posts about the project<br>Registration sheet of conferences |

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# Specifically for third parties

FRAME VOICE REPORT!

| Beneficiaries | Level | Monitoring tools (not exhaustive) |
|---|---|---|
| ENGAGED | **LEVEL 3: SUPPORTER**<br>•Agrees with and expresses support for (parts of) the action<br>•Agrees to carry out a simple action after contact/invitation from the project, e.g. * signs a petition, * endorses and forwards an electronic message or link about the project, * joins in an event that has an entrance fee, * takes part in a discussion meeting of the project, * attends a one-off workshop, seminar, or conference session, * changes purchasing behaviour relating to one or a similar range of items, *voluntary participation to a session (e.g. workshop) organised at school | Socail media reactions (sharings, comments)<br>Registration sheet of workshops, trainings<br>Signatures for a petition<br>Request to analyze the project for a thesis or research |
| | **LEVEL 4: ACTIVIST**<br>•Is committed to (parts of) the action<br>•Participates, for example in * a series of workshop-seminars or a conference, * helping at a project event, * attending a public hearing, * trying out ideas or resources from the project, * making a public statement of personal support (e.g. writes a letter), * changing purchasing behaviour relating to a wide range of items. | Availability to become a volunteer for the project or the CSOs<br>Interviews, focus groups<br>Most significant change |
| | **LEVEL 5: MULTIPLIER**<br>•Is committed to the action and promotes it to others<br>•Systematically promotes the issues raised by the project in his/her own social or work environment, for example * promotes involvement in the project's issues and ideas to friends and acquaintances, to people in the local community or in the workplace. * Takes part in a study tour and disseminates the experience | Interviews, focus groups<br>Most significant change<br>Outcome harvesting |
| | **LEVEL 6: INNOVATOR**<br>•Is committed to the action/the issues and develops and implements (new) ideas for its promotion<br>•Works with and targets others to develop and implement new ideas for actions (e.g. introduces whole-school approaches, initiates creative activities/media events, initiates lobby meetings with decision-makers, develops new policy formulations, etc.) | List of events/initiatives organised by beneficiary(ies) autonomously<br>Interviews, focus groups<br>Most significant change<br>Outcome harvesting |

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# From third parties' reports – most significant change and outcome harvesting questions

- 4.1 Describe the most significant lessons that you have learned and experiences that you have gained by implementing the intervention. (i.e. in relation to project planning, reaching and engaging people or any other organisational learning).
- 4.2 Please provide one or two examples of the most significant changes that have happened in your organization thanks to your participation in the learning cycle, including from your networking with other FVR grantees and/or journalists – if any. Most significant changes can be change in knowledge, attitudes, skills, and/or behaviors.
- 4.3 Can you identify a change in the way your organisation communicates about the SDGs? If so, please provide an example
- 2.2 Please describe any unexpected results that may have come out of the project?

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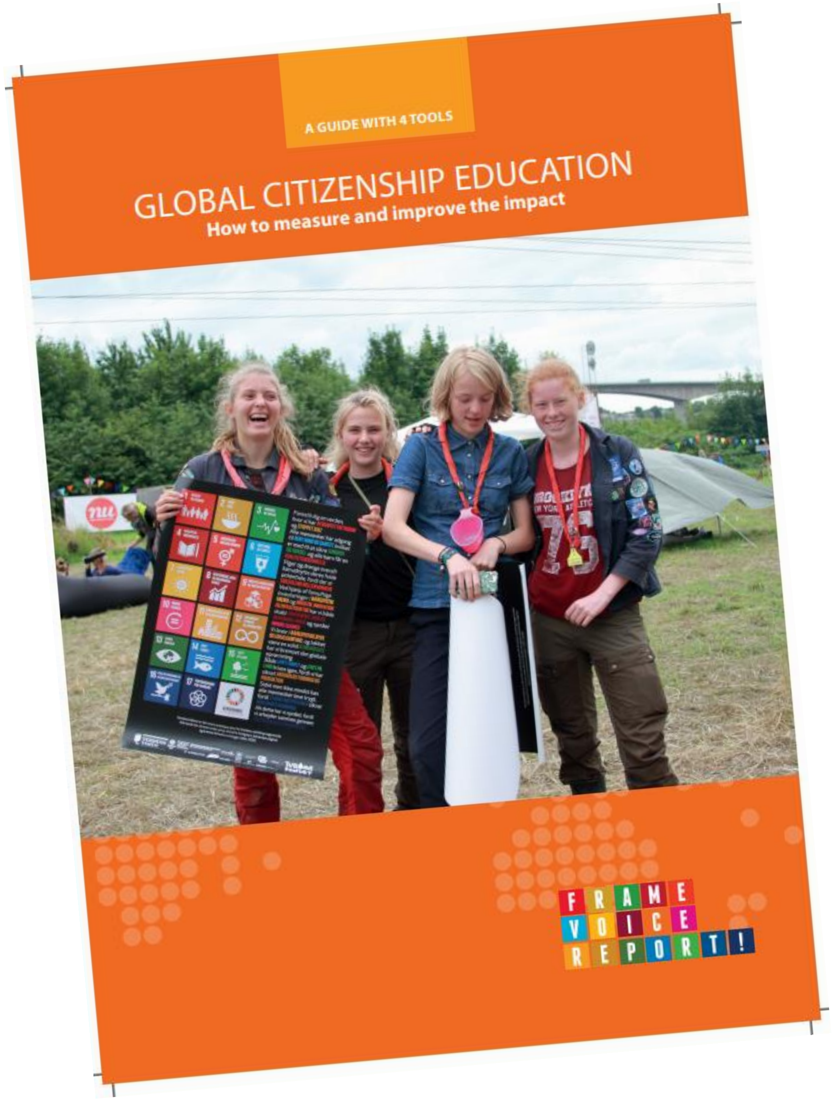


Guide:

# Global Citizenship Education

## How to measure and improve the impact

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FRAME VOICE REPORT!



**Find it at www.framevoicereport.org**

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# Contents

## Indhold



FRAME VOICE REPORT!

Frame, Voice, Report!
Toolkit

Find it at
www.framevoicereport.org

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# Evaluation:

# European Evaluation and Exchange event

An english/french online evaluation, learning and exchange event

with grantees from all countries

Evaluation questions, open space and online cocktail party

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FRAME VOICE REPORT!

# GOOD LUCK WITH YOUR PROJECTS!

And feel free to contact me for any clarifying questions at mm@cisu.dk

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# Challenges and ideas from group work

## Challenges

### Knowledge of M&E

Even if external consultants hired for M&E activities, you still need basic understanding of how it works to be able to hire and direct the consultants' inputs correctly

### Challenge: how to gather information and data in comms that is age specific, when it comes for example to media outreach and media clippings, it can be impossible to know what age groups have been reached and also same goes for gender

### Tools to coordinate and collect information from partners

Which tools are the most suitable and how should they be used efficiently to collect necessary information from partners?

### Experience and learning between partners

### coordination of different external experts; to know what te be delivered by whom and when etc. in the very beginning of the project

### integrate external evaluation from the beginning

Due to Covid 19 outobreak and related re-planning of actviities, we could not integrate external evaluation at the very beginning f the project (Jan 2020)

### Target group segmentation

How to define target groups for monitoring?

### COVID consequences

They may lead to reformating the methods of on-spot monitoring meetings and evaluator/monitor visits.

### Awareness and Engagement

To get a shared understanding of awareness and engagement and how to "measure" them

### Translation of LF

Exact translation of LF into questions to be asked from partners in a meaningful way

The challenge between reporting requirements and information required for the project/time spent on reporting.

### build a solid baseline

e.g. eurobarometers change topics, ways to formulate the questions, ...

EC indicators that don't seem entirely sensible for the project

Training partners to understand reporting templates

## Good Ideas

### connect M&E Tools and Narrative Report

To inform project replanning
implementation and reporting

**Good idea: Spend time in the set up phase of the project to brainstorm with partners and clarify what is meant/understood by key terms (e.g. engagement)**

### Basic parameters

Might be helpful for the EC to give some basic parameters that projects are expected to meet/ fulfill

### On line M&E Tools

Shared will al partners and updated on monthly basis

### Online report

Online form as reporting system (we use cognito forms), where partners fill in an online reporting structure, and all activities are logically related to relevant indicators. This lowers the burden of integrating reports at the end of the year heavily. Connected to PowerBI it's a nice dashboard for partners as well.

### Online automatized resources for optimazing reporting

Any forms that are connected to the Excel document

**An identified support person for - particularly - youth groups, to help with trouble shooting etc**

**Challenge: to create tools to measure impact or awareness in youth that they could use not based 100% on self assesment, as it is a very subjective way to collect information and the results are most of the times not qualitative or accurate**

**Challenge: Defining and Categorizing different types of qualitative outputs when partners are reporting.**

**Change your M&E system throughout the project if it is to simple or to complicated**

**Challenge: Burden of reporting structures for small orgs**

**Create Guides (videos and or written guide) on how to use the M&E system**

**Challenge: setting up common definitions across the consortium, setting efficient yet manageable M&E system for the organisations we support with sub-grants, meeting gender-based targets**

**Good idea: Engage external evaluator/ M&E specialist early on**

**Involve a M&E consultant from the so he/she can help you create and adapt your M&E System**

**Idea/suggestions: to agree among partners a baseline and template/way to report impact that could allow to compare results between countries at EU level, detect good practices and give, at the same time, flexibility to partners to adapt the M&E process to their contexts or target groups**

**Excel is one of the best tools to use to link each individual activity with an outcome/output right away**

**Adapt the M&E system to the COVID limitations, maintaining the overall goals of the project**

**Don't make the best the enemy of the good; deal pragmatically with questions arising rather than attempting to build a 'perfect' system that is probably too complicated to be practical**

**Good ideas/Suggestions: Agreeing at the outset who/how the monitoring will be completed and the time schedule - to ensure the right person is adding the data required. Plus a regular check in with the MEAL person to better understand what the results mean in the national context, and combining this data together for the narrative.**

**Good ideas/suggestions: focusing on tailored support for third parties, i.e. invest effort in capacity building - through toolkits, bilateral exchanges... And also to keep them informed about the overall project, not just their own specific part in it.**

**Make as many things online as possible**

**ask the partners to give feedbacks and comments while you build the MEL tools/system**

**Tools for M&E**

Use Google drive to coordinate and collect information from partners - use pre-defined cathegories and make it as simple for the partners as possible. Allow them to see only the minimal amount of information

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A project implemented by an ICCS Consortium



# Results Oriented Monitoring

## ROM reviews and Support for designing logframes

Inception Seminar for 2018 CfP DEAR Interventions #4
Monitoring, Evaluation and Learning
22 September 2020

# 1. ROM Global

# The ROM Global

Part of Results Oriented Monitoring (ROM) system

"To improve the performance of EU-funded interventions by strengthening design, monitoring and evaluation systems at intervention and institutional level."

ROM services:

1) ROM review

2) Support for designing Logframes and Monitoring Systems

3) Support to Results Data Collection

# 2. ROM reviews

# Purpose and Methodology

"To provide an external and objective assessment on the performance of selected ongoing DEVCO interventions."

Analysis of the intervention documentation

Interviews with intervention stakeholders

Standard set of Monitoring Questions

# Assessment Criteria

4 DAC criteria :

- Relevance
- Efficiency
- Effectiveness
- Sustainability

4 additional criteria:

- Coordination, complementary and EU added value
- Intervention logic, monitoring and learning
- Cross cutting issues
- Communication and visibility

# Implementation of ROM Review missions (1)

Desk phase

- Provision of missing documentation
- Identification of key stakeholders – draft agenda of the mission
- Facilitation of the organisation of meetings

# Implementation of ROM Review missions (2)

Field phase

- Briefing with the OM
- Briefing with the intervention management team
- Field visits and interviews
- Debriefing

# Implementation of ROM Review missions (3)

Reporting phase

- Monitoring Questions document
- ROM report
- Lessons learning log

# 3. Support for Designing Logframes and Monitoring Systems

# Purpose

"To improve the development and formulation of intervention logics, and of their corresponding Logframes and M&E and reporting systems for EU-funded  interventions."

Needs:

- Coherence with programming (Action Documents)
- ROM Review recommendations
- Results Reporting
- OPSYS

# Coverage and Scope

Type of intervention: project modality

Budget: > 1,000,000 EUR

Timing: - before contract signature

- before an extension signature
- just after contract signature (i.e. grants)

2 components:

1) Revision of the Logframe and narrative intervention logic

2) Advice on M&E system and reporting requirements

**Thank you!**

**Q&A**

# Useful links:

- ROM services described for Implementing Partners: https://europa.eu/capacity4dev/rom/documents/rom-services-described-implementing-partners-0
- ROM Handbook: https://europa.eu/capacity4dev/rom/documents/rom-handbook-v61-june-2020

# Interim reports

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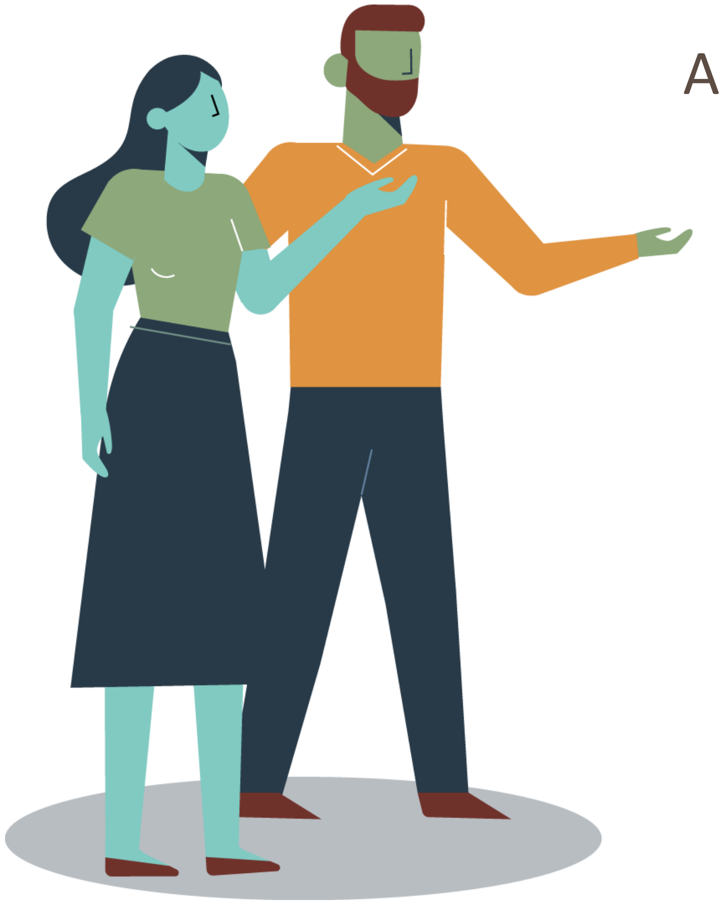

# Annex VI Interim Narrative Report is part of your contract

(Annex 6a model interim report e3h5_interreport_en)

<Start date and end date of the reporting period>

## ANNEX VI
## INTERIM NARRATIVE REPORT

- This report must be completed and signed by the contact person of the Coordinator.
- The information provided below must correspond to the financial information that appears in the financial report.
- Please complete the report using a typewriter or computer (*you can find this form at the following address <Specify>*).
- Please expand the paragraphs as necessary.
- *Please refer to the Special Conditions of your grant contract and send one copy of the report to each address mentioned.*
- The Contracting Authority will reject any incomplete or badly completed reports.
- The answer to all questions must cover the reporting period as specified in point 1.6.

*Table of contents*

*List of acronyms used in the report*

### 1. Description

1.1. Name of Coordinator of the grant contract:

1.2. Name and title of the contact person:

1.3. Name of beneficiary(ies) and affiliated entity(ies) in the Action:

1.4. Title of the Action:

1.5. Contract number:

1.6. Start date and end date of the reporting period:

1.7. Target country(ies) or region(s):

1.8. Final beneficiaries &/or target groups[1] (if different) (including numbers of women and men):

1.9. Country(ies) in which the activities take place (if different from 1.7):

[1] "Target groups" are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and "final beneficiaries" are those who will benefit from the project in the long term at the level of the society or sector at large.

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# Before you start

Organise a workshop or other type of assessment event involving your project partners to identify:

*what went well (and why)*
*what did not go so well or not well at all (and why)*
*what should be done differently (and why)*
*what should stay as originally planned (and why)*

# Filling the content

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- Keep the **action plan** and **logframe** of your project at hand as you will need to follow the structure of both.
- The narrative report should begin with **part A: the outcomes**, which you take from the logframe, do not skip or change any for the report. Do update the (separate) logframe for the next reporting year.
- **Part B: activities**, should also follow the chronology of the action plan so we can easily compare when reading the report. (currently 34 ongoing projects from 2 Calls that all submit yearly reports)

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Please **be honest about how things have gone**, do not paint a rosy picture for whatever reason as this will not help the project to be a true success. We mostly learn from our mistakes. For example: mention difficulties in managing the relationships with the different co-applicants and the measures that were taken to address/mitigate those.

Do share **communication outputs** (brochures, leaflets, etc.) and/or their links (both in the A or B section and as an annex), but there is no need to include pictures in the narrative report.

Remember you are only reporting on the **past 12-month period** in an interim report, so do not refer to other periods unless truly relevant. (The average first year interim report is 42 pages).

When sending in the narrative report, remember to also send in the **financial and expenditure verification reports** and make sure you do a **payment request** with the correct amount (next period's budget forecast)

Many **more tips** on how to complete the narrative report can be found on Capacity4Dev https://europa.eu/capacity4dev/dear/documents/narrative-reporting-dear-projects-guidance-based-exchange-hub-february-2019

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# Questions?

# What to write in the narrative report about the progress towards the realisation of outcomes, especially in the first report?

A (tentative) answer was provided by Milena Isakovic of the ROM team. Of course it depends on a project's objectives but the following might be useful (continued on next slide too):

| | | **Ex of project 1: training teachers about gender quality** | **Ex of project 2: awareness raising about the importance of saving water** |
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| **Year 1 report** | Output-level reporting | Output-level reporting focuses on how many teachers were trained and more importantly how many showed an increase in knowledge or skills after our training. This way we demonstrate that our training is of high quality and that the teachers were paying attention. It req uires you to do pre - and post-training tests. | Output-level reporting focuses on how many people we reached through our awareness raising campaign in year 1 + more importantly what was their baseline level of awareness and how much awareness has increased by the end of the year (for example, our campaign focuses on tips for saving water – at the end of year 1, how many people from our target audience can name two tips?). This requires a survey before any activities take place and another one at the end of year 1 to show the results of the campaign (if you have the funding for this and if is planned by the monitoring system – otherwise, you just present the # of people you reached). |
| | Outcome-level reporting | Outcome-level reporting in Y1 report focuses on:<br>(a) Presenting baseline data about what/how teachers are doing before our support begins. Are they discussing gender equality issues in class at all? If yes, what methods/material do they use?<br>(b) Present any evidence that you can find about the teachers **applying** what our training has shown them. <u>If this kind of data is not yet collected at the end of year 1, it is legitimate to say that progress in the realisation of outcomes will be reported in the next report</u>. <u>The frequency of data collection should also be clearly stated in the "sources of data" column in the logframe.</u> | Outcome-level reporting focuses on:<br>(a) Presenting the baseline data, showing what the situation was before our awareness raising campaign started.<br>(b) Presenting any evidence we have of our target audience **applying or using** the information we disseminated. For ex. if we were telling people to turn off the tap when they are washing their teeth – how many were doing this at the beginning and how many at the end of year 1, can we see some progress? <u>Again, if progress data at outcome level is not planned to be collected until later, it is ok to write that in the report, especially since these changes take more time and surveys are costly</u>. |
| | Impact-level reporting | You present the baseline. If the desired impact is, for example, for more students to be in favour of gender equality – you do a survey of students before any activities begin and present this baseline data. | You present the baseline. If the desired impact is to decrease the residential use of water, yo u present the available data on how much water is currently being used per year or during the summer months, for example. |

| | | | |
|---|---|---|---|
| **Year 2 report** | Output-level reporting | In year 2, at output level, you will report on the new teachers trained during this calendar year (# trained and % who increased knowledge thanks to our training, same as above). | In year 2, at output level, you are continuing to report on the number of new people that the campaign has reached in this calendar year and the level of awareness. |
| | Outcome-level reporting | At outcome level, you follow up with the teachers trained in years 1&2 and ask them to give examples of how they have **applied** what you have shown them. This could be done through a survey and the progress report could give a % of teachers who have applied things in their classroom plus some of their feedback on how things went.<br><br>**You can distinguish between year 1 and year 2 trainees and see if the effects get stronger over time.** | At outcome level, you should follow up with your target audience and see **what effect there has been on their behaviour/practices**. This usually involves a survey.<br><br>If possible (i.e. if target groups were different over time or geographic zones changed), you could compare the effects from those whose awareness was raised a longer time ago to the more recent beneficiaries, to **see how things evolve over time.** |
| | Impact-level reporting | Usually nothing until the final report, as impact-level changes take longer time. Of course if your project has funds and planned to collect this data more regularly, it can be presented. | Usually nothing until the final report, as impact-level changes take longer time. Of course if your project has funds and planned to collect this data more regularly, it can be presented. |
| **Final report** | Output-level reporting | Cummulative, add up your data + add beneficiaries from the last year. What difference has your project made in the level of teacher's knowledge about gender equality? | Cummulative, add up your data + add beneficiaries from the last year. What difference has your project made in the level of awareness? |
| | Outcome-level reporting | Cummulative, add up your data + add beneficiaries from the last year. Highlight any proof that effects increase over time. What difference can you see in how the trained teachers address gender quality in class? | Cummulative, add up your data + add beneficiaries from the last year. Highlight any proof that effects increase over time. What difference can you see in the target group's daily practices? |
| | Impact-level reporting | Present data from the final survey of students & compare with the baseline – how do students feel about gender equality now, has there been any change? If things didn't evolve as you hoped, what unforeseen external factors might have played a role? This can help to improve the design of follow-up interventions. | Present final data on residential water consumption & compare with the baseline – has consumption decreased compared to the baseline? Did any external factors other than your project contribute to this decrease (i.e. water prices increased in the meantime)? Or if the decrease hasn't been as much as you had hoped – what factors might have played a role? This can help to improve the design of follow-up interventions. |

# Questions asked about the consequences of COVID-19 on M&E arrangements

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E.g.: the COVID-19 consequences are influencing the format of the activities for monitoring: in some activities the External Evaluator cannot take part

*Answer: it is the intention that we'll give specific attention to (some of) the COVID-19 consequences on projects in the final Inception Seminar (Tuesday 6th October)*

# Instant feedback from 27 participants

(Score out of 5)