



Wasaarada Arrimaha Gudaha, Federaalka & Dimuqraadiyeynta
PUNTLAND EE SOMALIYA

PUNTLAND STATE OF SOMALIA
Ministry of Interior, Federalism and Democratisation

District Participatory Planning and Budgeting
Guide (DPP&BG)

District Monitoring & Evaluation Training

Participant Book

June 2019





SUPPORT PROVIDED BY UNITED NATIONS

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Foreword & Acknowledgements

It is with great pleasure that I present to you this newly developed District Monitoring & Evaluation module, part of the 'District Participatory Planning and Budget Guide' (DPP&BG) Curriculum for Local Governments in Puntland. This module and others in the series will be delivered through the Local Government Institute (LGI), with support from the Ministry of Interior.

I would like to acknowledge the support of the UN Joint Programme for Local Government and Decentralised Service Delivery (JPLG), as well as the JPLG target districts of Garowe, Bosaso, Galkacyo, Banda Bayla, Jariban, Gardo, Eyl, Galdogob and Burtinle, for their contributions to the development of this module, particularly through their input at feedback at a validation workshop on the DPP&BG in November 2018.

Mohamed Ali Nor (Juba)

Director General, Ministry of Interior, Federalism and Democratisation

Introduction

The information provided in this Participant Book is based on the following documents:

- Monitoring & Evaluation Framework for District Development Plans and Annual Work Plans and Budget (2019).
- Puntland State Government: Puntland Monitoring & Evaluation Policy, MOPIC (2018).
- PEM 5. Module: Monitoring & Evaluation (2013)

This module can be delivered as a standalone module, or as part of a broader certificate course delivered through the Local Government Institute (LGI).

This module is designed for:

- District Planning Department staff
- District M&E Unit staff (where such a unit exists)
- District Department of Public Works and Social Affairs Department Staff
- Members of relevant District Council Sub-Committees

Other participant groups could include:

- Other relevant stakeholders, for example, staff of the Ministry of Planning and International Cooperation (MOPIC), and from the MOI Department of Planning.

Before undertaking this module, participants need to have completed the DPP&BG Overview Module, DDF Module, Annual Planning & Budgeting Module.

Module Overview and Timings

Module Time: 12 training hours **Delivered Over:** 3 days (4 training hours per day)

Session	Indicative Timing	Content
Introductory Session: Getting Started	1 hour	<ul style="list-style-type: none"> • Pre-test Questions • Introductions and Icebreakers • Aims and Objectives
Session 1: Introduction to M&E	2 hours	<ul style="list-style-type: none"> • What is M&E? • Benefits of M&E • M&E Terminology
Session 2: District M&E Structure, Roles and Responsibilities	2 hours	<ul style="list-style-type: none"> • Overview of District M&E Framework • Links to the State PDP M&E Framework • Roles and Responsibilities in District M&E
Session 3: District DDF/AWP M&E Framework and Tools	3 hours	<ul style="list-style-type: none"> • DDF Monitoring & Evaluation Matrix • Annual Work Plan Monitoring – projects and service delivery • Examples of indicators and data collection tools
Session 4: District M&E Reporting	3 hours	<ul style="list-style-type: none"> • What are the reporting requirements for District M&E? • Examples of Reporting Templates
Session 5: Conclusion	1 hour	<ul style="list-style-type: none"> • Module Summary • Next Steps • Assessment & Evaluation

Introduction Session: Getting Started

Session Objectives:

- Create a comfortable and encouraging learning environment.
- Provide an overview of the training, including aims and objectives.
- Understand participants' expectations of the training.
- Agree on ground rules for the training.

Here are some topics your trainer is likely to cover in this session:

- Welcome, Introductions and 'Housekeeping'
- Aims and Objectives of the Training
- Expectations and Ground Rules
- Pre-Training Questions

'What Monitoring & Evaluation activities currently take place in your district local government?'



Icebreaker Question

Amina is asking a question to find out what you already know about M&E.

Discuss your ideas with your neighbour and then in plenary.

Session 1: Introduction to Monitoring & Evaluation

Session Objectives:

By the end of this session participants will be able to:

- Explain Monitoring & Evaluation in the context of a development project.
- Outline the benefits of conducting M&E activities.
- Correctly use M&E terminology.

What is a project?

A project is a set of activities designed to bring about a particular result. A development project is a set of activities that aim to improve the quality of life of an identified group of people (this could be people from a particular location such as a village or district, or from a particular demographic group, such as women, children, or youth, for example). These groups of people are often referred to as project 'beneficiaries'.

A project can be related to infrastructure (such as building a new school), or service delivery (such as improving the quality of teaching at schools), or it could combine aspects of both.

Examples of development projects could include:

- Building a new facility, such as a school or a health centre.
- Improving agricultural techniques, through capacity building for farmers.
- Upgrading a road to improve travel times between two locations.
- Improving the process of solid waste collection and management in an urban area.
- Increasing knowledge and awareness of women's health issues.
- Constructing a large-scale water irrigation system.



Questions for Discussion

Looking at the above examples of development projects, which ones are examples of infrastructure projects, and which are examples of service delivery projects? Who might be the intended project 'beneficiaries' for each of the examples given above?

Discuss your ideas in pairs and then in plenary.

What is Monitoring & Evaluation (M&E)?



M&E is a set of activities that can help to explain whether a project has been implemented well, and whether the project was worth the time and money that was invested in it.

Monitoring and Evaluation activities have slightly different purposes, which are outlined below.

Monitoring is the process of collecting information on the progress of a project or set of activities. Monitoring processes can be used to:

- Follow how a project is progressing.
- Identify any problems and challenges that occur along the way.
- Make decisions on changes or solutions if problems do exist.
- Make better use of available resources.
- Ensure a good quality of work is maintained.
- Maintain transparency and accountability.

Evaluation is done at the end of a process to review what went well, what should be improved and what needs to change. For example, in the context of a project, an evaluation asks questions such as:

- Did the project do what it was supposed to?
- Was it worth doing?
- Was it done well, or could it have been done better and/or cheaper?
- Was the planned budget spent completely, was it disbursed on time, was it good value for money?
- Was the project finished on time, how did the contractor perform, did the supervision work well and were problems during implementation dealt with positively?
- Were systems for sustainability established?
- Has the project resulted in an improvement of the quality of life for the intended beneficiaries?

Evaluation is done periodically (for example, half way through or at the end of a project), whereas monitoring can be done on a continuous basis (for example, even daily or weekly, depending on what is being monitored).

Another way of thinking about the differences between Monitoring and Evaluation is that **Monitoring** provides stakeholders with an early indication of progress in the achievement of results in terms of **inputs** and **outputs**, whereas **Evaluation** assesses achievement of **outcomes** and **impacts**. We will look at the definitions of this terminology more closely below.

Table 1: Differences between Monitoring and Evaluation

	Monitoring	Evaluation
What is the purpose?	To see whether activity/project implementation is being done to plan (for example, infrastructure development, or service delivery).	To see how far the activity/project objectives have been achieved.
When is it done?	Continuous process during the implementation of activities/projects.	Evaluation is periodic and conducted at specific times, for example, at the middle or end of an activity/project, or even some months or years later.
What information is collected and why?	Information and data about the result of inputs and activities/projects, to check that these inputs and activities/projects are being implemented as planned.	More detailed and targeted information, to see if the objectives of the activities/projects have been achieved.
How is the information used?	To solve problems and improve project implementation now and in the future.	To judge the impact of a project or the delivered services on the target population and to help decide on future infrastructure or service delivery projects.

Table 2: What are the benefits of M&E?

	Benefits of conducting M&E activities
1. Strengthen Accountability	<ul style="list-style-type: none"> • District local governments can demonstrate to the communities that projects are being implemented in a transparent, accountable and professional way and according to rules and regulations. • M&E processes enable people in the district to have a role in ensuring that projects are implemented to a high standard and that the projects meet the needs of beneficiaries.
2. Improve Management & Decision Making	<ul style="list-style-type: none"> • The information gathered from M&E processes can indicate to the local government that there is a problem, which may get worse if not addressed.
3. Ensure that the objectives for the project are reached	<ul style="list-style-type: none"> • Continuous monitoring and evaluation at certain times during the project helps ensure that possible shortfalls are being identified and therefore the objectives and goals of the project can be reached.

4. Encourages learning	<ul style="list-style-type: none"> • M&E helps districts to understand what aspects of project implementation work well and what aspects need improvement. • With this knowledge, the district can decide to do things differently next time.
5. Ensure the quality, sustainability and effectiveness of projects	<ul style="list-style-type: none"> • By doing M&E there is a better chance that what is being built or delivered as a service will be of good quality and the target communities will be able to benefit from the project for a long time.



Exercise 1: M&E Scenarios

The following scenarios aim to help illustrate the differences between Monitoring and Evaluation activities, and to highlight the benefits of carrying out these activities.

Read the following scenarios and discuss the questions in small groups. You can refer to the information in Table 1 and Table 2 to help you.

Your trainer will guide you further in this activity.

Scenario 1

Barako District has been implementing projects from its Annual Work Plan. In terms of M&E activities, the main processes followed are to check each project during its implementation. Usually the district M&E staff collect information and data about the inputs into their projects, to check that these project inputs are being implemented as planned. For example, checking that the materials purchased for construction of a school are used as intended.

Barako District has found that checking on project inputs at certain times during the project helps ensure that possible shortfalls are being identified and therefore the objectives and goals of the project will be reached.

Question 1: Are the above activities an example of Monitoring, or Evaluation? Explain your choice. (refer Table 1)

Question 2: Which benefit of M&E does the above scenario relate to? (refer Table 2)

Scenario 2

Abyan District carried out a market construction project, and conducted some M&E activities to measure the success of the project. On one hand, the district local government checked aspects of the construction while it was ongoing, such as whether it was being carried out on time and within budget. On the other hand, after project completion, the district local government measured the extent that the market project had increased activity and business in the local area, thus improving local government revenue.

Abyan District has said that by doing these activities, there is a better chance that what is being built will be of good quality and the target communities will be able to benefit from the project for a long time.

Question 1: Are the above activities an example of Monitoring, or Evaluation, or both? Explain your choice. (refer Table 1)

Question 2: Which 'benefit of M&E' does the above scenario relate to? (refer Table 2)

Scenario 3

Wanaagsan District issued a contract to a waste management company following a tender process. The company who won the contract was required to collect and dispose of household garbage in a particular area of an urban centre in the district. After a few months, the local government started to receive complaints about the service provided by the company. The M&E unit of the local government conducted some activities such as interviews with householders, checking of dump sites and inspecting streets piled with garbage. They reported back that the company was not meeting its contract conditions and cancelled the contract.

The Wanaagsan District local government was pleased that its actions indicated to the local government that there is a problem, which could be addressed before it got worse.

Question 1: Are the above activities an example of Monitoring, or Evaluation? Explain your choice. (refer Table 1)

Question 2: Which 'benefit of M&E' does the above scenario relate to? (refer Table 2)

M&E Terminology

Indicators: These are qualitative or quantitative clues, signs or markers that measure one aspect of a project and show how close it is to achieving its objectives and outcomes.

Indicators are simple, realistic and measurable criteria of project progress and achievement. Indicators also help to focus on what **data and information** should be collected, in order to assess progress.

There is a difference between **output** and **outcome** indicators, as explained below:

An **output** indicator is useful to measure what has been produced as a result of a project. For example, if our objective is to increase access to health centres, one of the project indicators could be 'Number of new health centres in the district'. This gives an indication of project 'outputs'.

However, if we want to measure progress towards the objective of *access* to health centres, we need to use an **outcome** indicator – something that shows not just how many health centres there are, but how many people have access to them. For example, 'Percentage of the local population with access to a health centre within 1 hour's walk'.

Outcome indicators are usually expressed as percentages, for example, the percentage increase in access to health services (e.g. from 50% to 70% of local residents). Output indicators can be expressed as numbers, for example, the number of new health centres (e.g. 10 new health centres).

Baseline/Baseline data: This refers to the measurement of the current conditions at the beginning, that a project aims to address.

- A baseline refers to a starting point, that is, the situation that exists at the time of starting a project that aims to improve a situation.
- It is important to know what the baseline is for our indicators, in order to know whether there has been an improvement or not.

After 5 years of implementing its DDF, primary school enrolment in Abyan District is now 80%. This sounds like a good result. However, it depends on what the enrolment rate was at the beginning of the 5 years. If the baseline enrolment rate was 50% at the beginning, then this is a good outcome. However, if the baseline enrolment rate was 90% 5 years ago and now it is 80%, then this in fact is not a good achievement.

System/Framework: A system or framework is an organised way of doing things, and is a term used to describe the structure, procedures, instruments and tools a district develops and uses in order to practise M&E.

Inputs: The resources provided for an activity to take place, with the expectation of producing an output or a product.

Activities: Actions taken or work performed using inputs, in order to provide specific outputs.

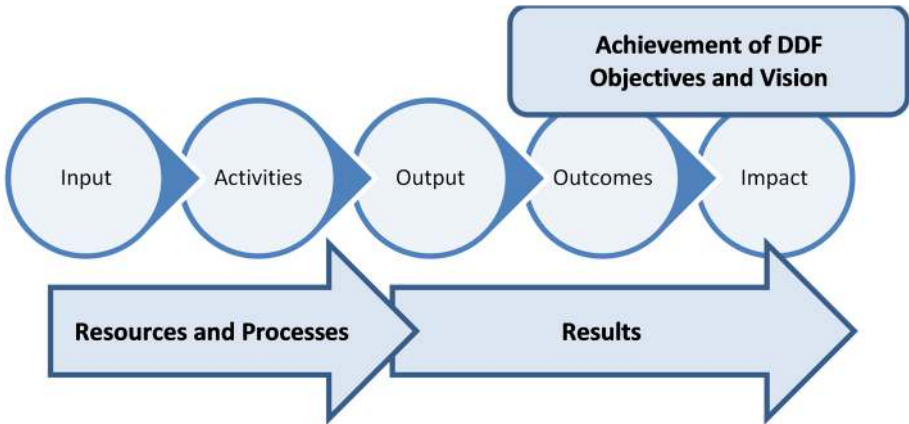
Outputs: The products, and services which result from an intervention, that contribute to the achievement of a long term outcome. For example, number of schools built, kms of road constructed.

Outcomes: Changes in use, satisfaction levels or behaviour that a planned activity seeks to support. For example, reduced travel time from A to B as a result of the paved road.

Objectives: What effects we want to achieve over the time frame of the plan (for example, over the life of the 5 year DDF).

Impacts: Fundamental changes in the conditions of the target group or population.

Results Chain: The sequence for a development intervention to achieve desired objectives, beginning with inputs, moving through activities and outputs, and culminating in outcomes, and impacts.



Questions for Discussion

Sometimes the terminology used in M&E can be confusing. Read through the definitions and examples provided above and discuss in pairs. Are there other terms related to M&E that you have heard before? Make a list of these and discuss what you think they mean.

Discuss your ideas in pairs and then in plenary.

Session 2: District M&E Structure, Roles and Responsibilities

Session Objectives:

By the end of this session participants will be able to:

- Explain the role of M&E activities as part of the DPP&BG cycle.
- Outline the need for a district M&E framework.
- Identify the main stakeholders in a district M&E structure and links between district and state M&E frameworks.

M&E and the DPP&BG Cycle



Monitoring and Evaluation activities fall within Step 4 of the District Participatory Planning and Budget Guide (DPP&BG) cycle (see Diagram 1).

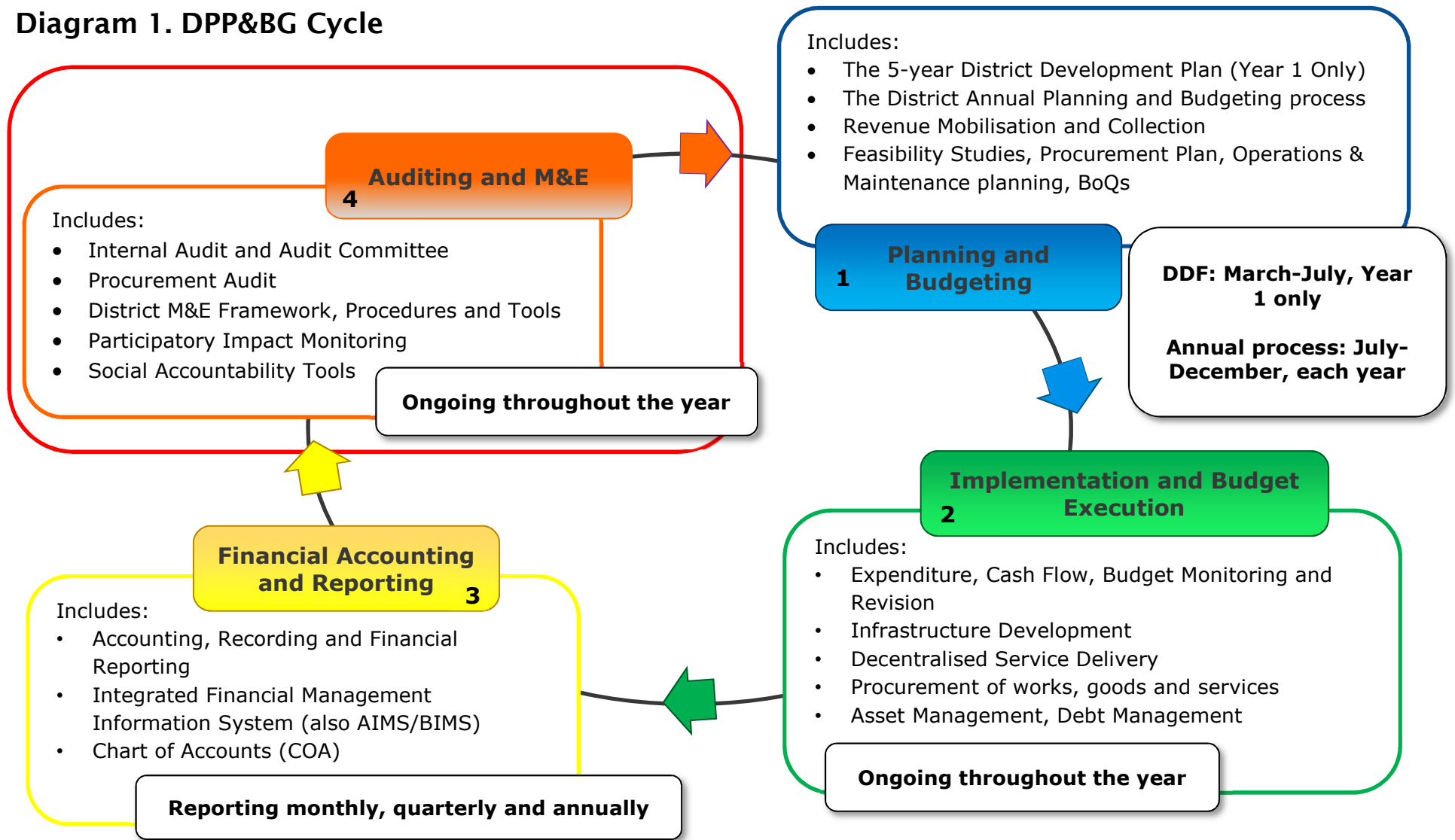
Step 4 includes activities such as:

- Internal Audit and Procurement Audit
- District M&E Framework, Procedures and Tools
- Participatory Impact Monitoring
- Social Accountability Tools (e.g. Community Scorecard)

While these activities take place in an ongoing way throughout the year, they are presented as Step 4 in the cycle in order to show the way that lessons learned through Monitoring and Evaluation activities can feed into the Planning and Budgeting process, showing how M&E information can help a district local government with decision making and priority setting.

For example, by looking at data on school enrolment rates and school drop out rates (collected through M&E activities), this can help a local government determine how many schools are needed in the district. Data on teacher:student ratios in schools can also give an indication of whether schools are overcrowded, which also gives an indication of education quality. The more students in a classroom per teacher, the more difficult it is to provide quality education. For example, some schools have seen the ratio go from 1:30 up to about 1:70, which is a significant increase. So, the collection of simple data on school enrolments can help a district local government make sound decisions on what to prioritise in its planning and budgeting for the coming years.

Diagram 1. DPP&BG Cycle



In order to ensure that Step 4 of the DPP&BG cycle can be implemented effectively, a district M&E framework is needed which can guide district local governments on how to carry out the necessary M&E activities.

What is a district M&E framework?

The objective of a district M&E framework is to monitor and evaluate the outcomes of the infrastructure development and service delivery activities that are part of the DDF and Annual Work Plan, to see whether the activities have had the desired impact in terms of improving the lives of the citizens of the district.

For example:

- If a new school has been built by the local government, what has been the impact of this school in terms of enrolment and attendance rates?
- If a solid waste management programme has been implemented by the district local government, what has been the impact in reducing the health problems related to solid waste, such as infectious diseases?

Without measuring these impacts, it is difficult for a district to determine whether the money spent represents good value for money, or whether the money would have been better spent in other areas.

A district M&E framework is necessary for the following:

- Provide a continuous and systematic assessment of progress towards the achievement of the DDF and AWP&B goals and strategic objectives.
- Provide key stakeholders with relevant information and feedback for planning, management, and evaluation of the programs in the DDF.
- Provide a platform for identification of best practices and sharing of challenges for corrective action of DDF programs.
- For comprehensive data availability—including baseline, performance monitoring and survey data.
- For a harmonized framework linking the DDF to State Development Plans, sector priorities and M&E systems—that outlines specific targets and indicators at all levels.
- Strengthen M&E capacities—for implementation and management of the DDF for efficient collection, analysis and utilization of the information.
- Clarify M&E roles and responsibilities—including all stakeholders.
- Measure effectiveness, efficiency, relevancy, sustainability of all interventions.
- Provide an accountability mechanism, whereby district councils and administration will be able to demonstrate the results achieved with the funds spent, and value for money.



A district M&E framework can help to answer the following key questions:

1. What services are provided and what is the level and quality of service delivery?
2. Where are services provided?
3. Is service provision benefitting citizens?
4. Is service delivery efficient and does it provide value for money?
5. Which service provider is performing best and worst?

Principles of an M&E framework

Ethics and integrity:

Fairness, compliance with the national and international standards in data collection, analysis and reporting and the independence of evaluators should be respected. The behavior of evaluators should conform to the minimum requirements required when conducting evaluations with appropriate oversight prescribed.

Informed decision making:

M&E should be guided by the information needs of the users, including policymakers, implementers and the public. The information generated from M&E products should be timely, accessible and usable to guide policy and programmatic decisions. The results from M&E efforts should be analyzed on their possible significances for management decisions and to feed into decision-making processes.

Accountability:

Implementing and executing bodies of programs under the DDF will be held accountable based on approved outputs and expectations and evaluated through the monitoring and evaluation systems.

Open source of information:

The quality and timeliness of quantitative and qualitative information must respond to the demand. Data producers should ensure that the production cycle is corresponding with the planning cycle and, hence, inform the development of work plans and budgets.

Cooperation:

Multiple stakeholder evaluations and assessments will be encouraged to favor transparency, ownership, and implementation of evaluation recommendations, without compromising the integrity of the estimates. Joint government donor's assessments will also contribute to lessening repetition and facilitate a concerted effort in achieving DDF goals.



Questions for Discussion

Discuss the following questions in pairs and then discuss in plenary.

- What might be some of the challenges faced in establishing an M&E framework for district local governments?
- What actions could be taken to overcome these challenges?

What are the key elements of a district M&E framework?

M&E is a management function, which should be undertaken by all departments. It is cross-cutting and each department should have a focal point to lead practice within the department.

M&E may be implemented through many tools including:

- (i) developing indicator targets
- (ii) feasibility studies
- (iii) routine data collection from service delivery points and project implementation
- (iv) reviews, meetings and exchange of information
- (v) outcome monitoring and perception surveys and
- (vi) impact evaluation.

A district M&E system should focus on the following:

District Development Framework (DDF)

The district needs to monitor the objectives and targets contained in its DDF, over the 5-year period of the DDF. In this way, at the end of the 5 year period of the DDF the district will be able to evaluate to what extent it was able to achieve the objectives set out in its DDF for that period.

Annual Work Plan

The district's annual work plan outlines all the activities that the district aims to implement in the budget year, including infrastructure development and service delivery activities. Much of the monitoring of these activities is undertaken as part of the financial reporting requirements.

Community Involvement

Community Monitoring Groups are set up in each district to monitor the progress of activities being implemented by the district, including infrastructure development and service delivery activities.



Some ways to achieve successful M&E outcomes:

- Clearly identify who is responsible for M&E and what their responsibilities are.
- Ensure that those responsible are familiar with the rules and regulations that guide the implementation of the activities that they are going to monitor.
- Ensure that everyone involved appreciates the importance of M&E processes and provide support to these processes.



Exercise 2: M&E Responsibilities

Your trainer will guide you further in this activity. This exercise is designed to help you explore in more detail the different M&E roles and responsibilities for different stakeholders.

You will work in small groups. In your groups, look at **Diagram 2** below and the different M&E stakeholders at different levels and their roles. Discuss the following:

- Are there any other stakeholders who should be included in **Diagram 2**? If so, what would be their roles in M&E?
- For the stakeholders in **Diagram 2**, can you think of any additional roles and responsibilities that the different groups have in relation to M&E?

Diagram 2: Roles and Responsibilities in District M&E

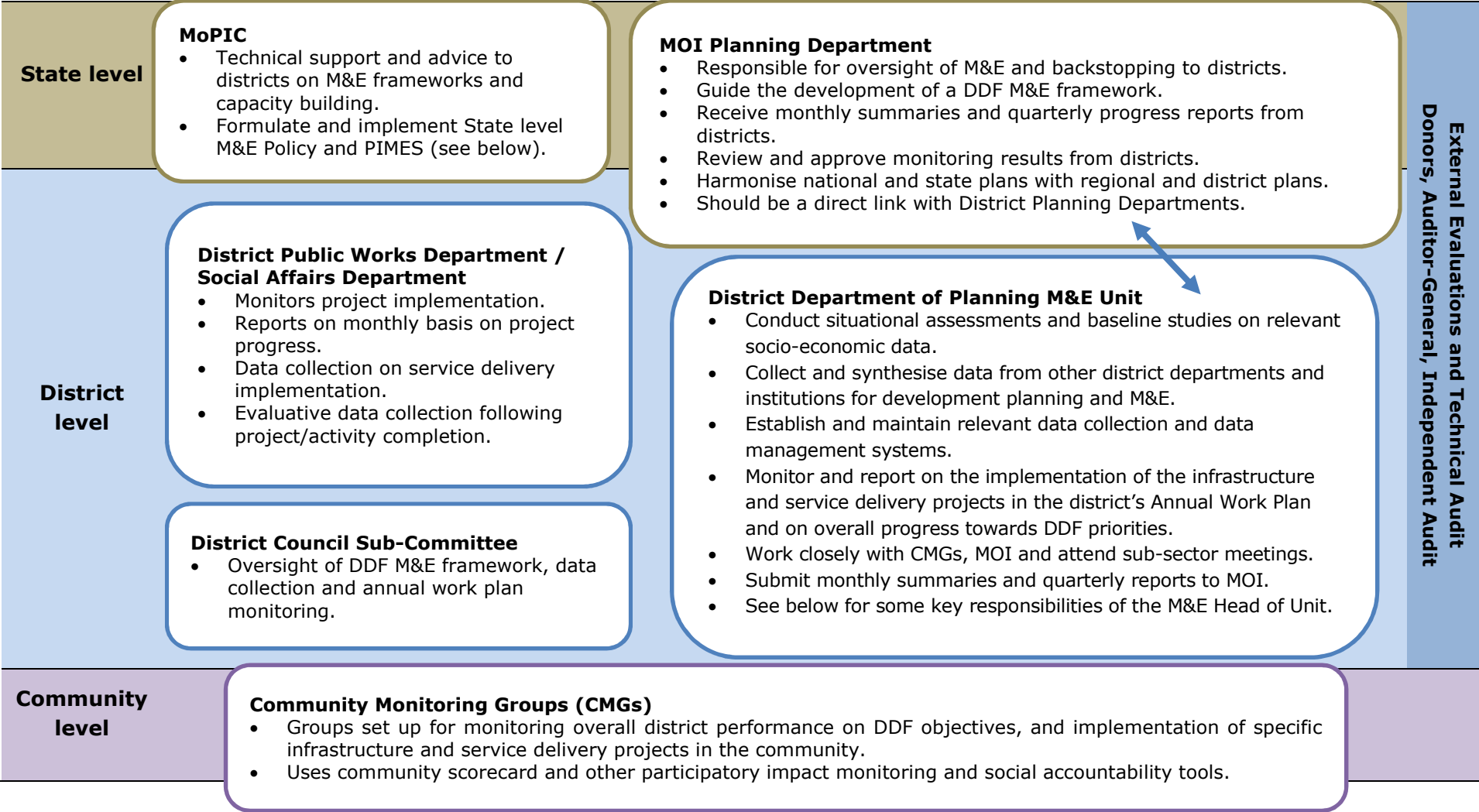
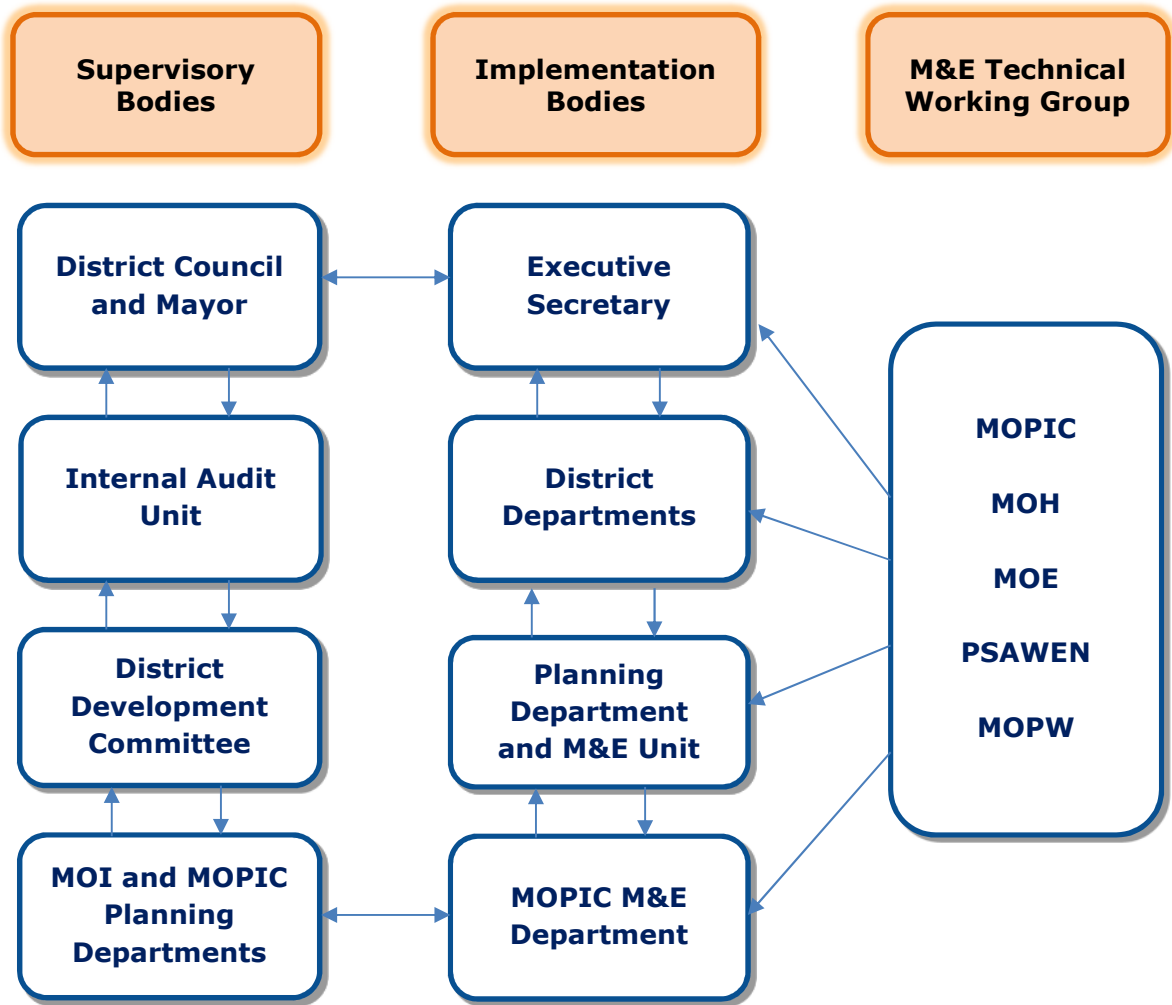


Diagram 3: Linkages between District M&E and other stakeholders



- Key Responsibilities of Head of M&E Unit**
- Assist in establishing indicators at the outset of a clear strategic plan.
 - Establish and coordination monitoring system including data collection, analysis, and review.
 - The M&E head of section will work closely with the Planning Director to prepare specific data collection methods and tools.
 - M&E head of section will coordinate M&E activities and inputs required of other team members.
 - Anticipate, plan and support any data or report required by other supervisory bodies.
 - Ensure information gathered through monitoring activities is shared quickly in an appropriate format and time.
 - Organize evaluation actives in line with MoPIC’s M&E department.

Key Responsibilities of Supervisory Bodies

- Ensuring proper coordination on district M&E activities.
- Control the quality assurance of the data.
- Strengthen the capacity of district level on M&E data collection, analysis and dissemination.
- Supervision in a regional coordination MoI and MoPIC.

Key Responsibilities of Implementation Bodies

- Coordinate M&E implementation activities at the district level.
- Organize regular meeting on M&E related issues monthly or quarterly.
- Ensure proper implementation of M&E framework at the district level.
- Provide timely and relevant to the use and coordinate district level to the state level.
- Collect M&E data from different sectors in the district.
- Harmonize MoPIC's M&E department to the district M&E head of section.

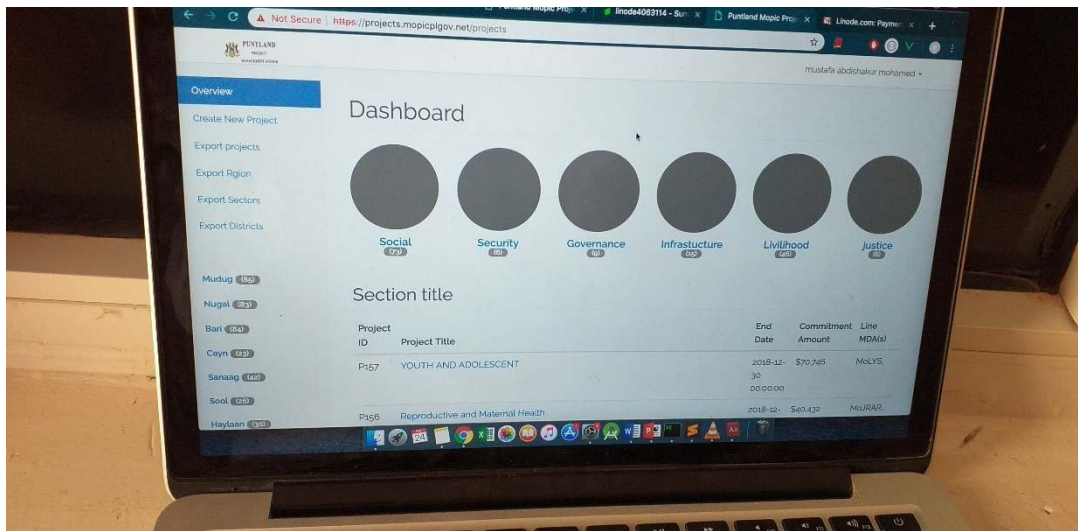
Key Responsibilities of M&E Technical Working Group

- Advise on the development of M&E data collection and evaluation tools at district level.
- Conduct capacity development training for district's M&E head section.
- Develop ToRs of M&E practitioners and general coordination of M&E works at district level.
- Reviews the implementation of M&E framework.
- Supports the annual review of the implementation of the DDFs.
- Solve any problems and concerns on M&E at the district level.

What is PIMES?

- Puntland has undertaken development planning since 2005. However, due to the non-existence of an integrated M&E system, execution of the first two Puntland Development Plans (PDPs) was weak. Complaints of non-implementation, or non-completion of highly ambitious projects were common.
- Information collection, analysis and reporting of results were undertaken in an ad hoc manner. Decision-making and feedback at the State and district level was seldom based on verifiable evidence in the absence of a comprehensive M&E system.
- The Government of Puntland State of Somalia, with the support of CIP-World Bank, is currently developing the Puntland Integrated M&E System (PIMES), aligned with the Revised 3 Year PDP for 2017-19, the upcoming PDP 2020-2024 and Puntland M&E Policy.
- The objective of the Puntland Integrated M&E System (PIMES) is to automate the M&E system to facilitate tracking the implementation of the PDP and progress made towards its attainment, based on Puntland State's M&E Framework and Policy supported by IT programs, tools and systems, and means of verifying reported data at service delivery level, district, regional and state level.
- It is from that background there is a plan to roll out, and train all M&E personnel on using PIMES for both MDAs level and District level. A proposed District Integrated Monitoring and Evaluation System (DIMES) will be an observation system for District Mayors, District Council and other senior management staff within a District.
- The DIMES will verify whether the activities of each District's priority projects or programmes are happening according to planning timelines and targets presented in the District Development Framework (DDF); and whether resources are being used in an efficient manner. The information from DIMES will feed into PIMES.
- PIMES contains a State level Executive dashboard for the President, Vice-President and Chief of Staff to have access to see any single project/programme carried out by Ministries and Districts.
- The Ministerial level PIMES dashboard, is for individual ministry dashboard to enter their projects and control their level of improvement.
- The Districts level dashboard (DIMES), will be a district-based system to put their projects and control their level of development.
- The Ministry of Planning, especially its M&E department will have an overall coordination role for both PIMES and DIMES and will nominate M&E focal-points for each Ministry as well as Districts.

An example of the PIMES Dashboard



For more detail...

For more information, see the following document:

- Puntland State Government: Puntland Monitoring & Evaluation Policy, MOPIC, 2018.

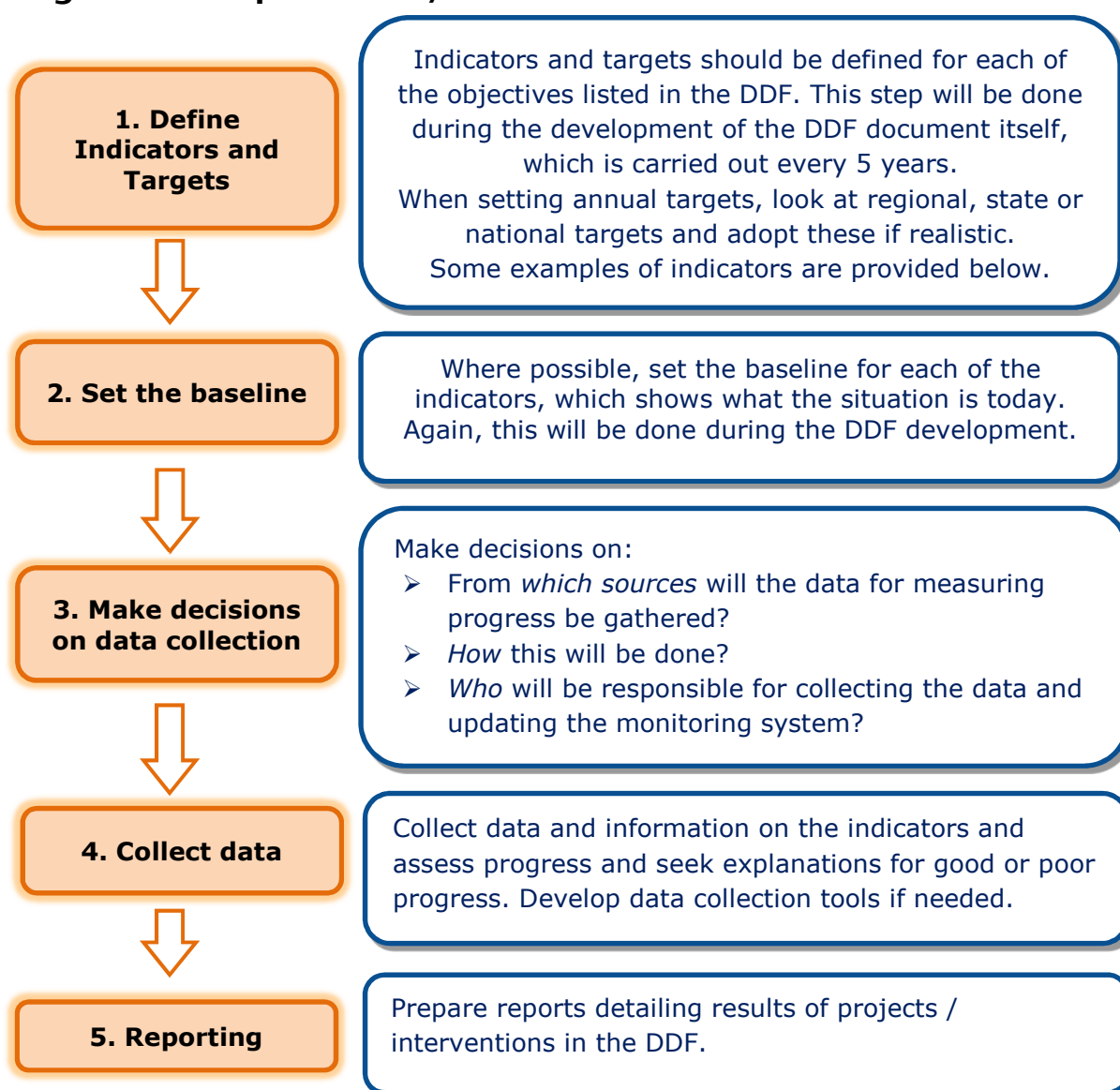
Session 3: District DDF and AWP M&E Framework and Tools

Session Objectives:

By the end of this session participants will be able to:

- Prepare and use a DDF M&E matrix based on their own district's DDF.
- Carry out monitoring activities on the implementation of their district's AWP.
- Use tools for data collection and set indicators to help measure progress.

Diagram 4: Steps in DDF/AWP M&E



See **Annex 1** for an Overview of the DDF/AWP M&E process.

Example: DDF Monitoring & Evaluation Matrix (2018-2022)

District Vision: A well-governed, educated and healthy district with a strong economy and stable employment.						
Priority Sector 1.0: Health						
DDF Objectives (2018-2022)	Baseline	Indicators	Annual Targets	Data Collection Methodology and Source	Frequency of Data Collection	Responsibility for data collection and update
Objective 1.1: By 2022, at least 70% of residents will have access to a health post with qualified staff and medical supplies within 2-3 hours travel.	In 2018, 50% of people have access within 2-3 hours travel.	No. of health centres (<i>output</i> indicator) % of people accessing health centres within 2-3 hours travel. (<i>outcome</i> indicator)	Increase access by 4% each year for 5 years.	Surveys at point of service delivery (health centres). Health records on service delivery use	At baseline and quarterly monitoring of completion of new health centres. Collect data on use of completed health centres every 6 months (ie twice per year).	Social Affairs department collect data from health centres and send to Planning Department M&E unit for update/analysis.

Objectives are set as part of the DDF process. Each priority area has 1-3 objectives to achieve over the 5 years of the DDF, which use indicators to measure progress.

A **baseline** identifies the starting point for each DDF objective.

Indicators identify how progress towards each objective will be measured. Note the distinction between 'output' and 'outcome' indicators.

The **annual targets** identify the desired progress at the end of each year.

These targets should be aligned to sector/state or national plans.

Choose **data collection** methodologies (quantitative or qualitative)

Then identify sources of data (primary or secondary).

Choose the **number** of data collection exercises per M&E activity.

Identify which department (or individual) is responsible for data collection and updating.

District Vision: A well-governed, educated and healthy district with a strong economy and stable employment.						
Priority Sector 2.0: Infrastructure						
DDF Objectives (2018-2022)	Baseline	Indicators	Annual Targets	Data Collection Methodology and Source	Frequency of Data Collection	Responsibility for data collection and update
Objective 2.1: The road network has improved so that 80% of the district population can travel on improved roads and have road access to markets.	In 2018, 40% have access to improved roads	Distance (kms) of improved road (<i>output</i> indicator) Travel time to market (hours) (<i>outcome</i> indicator) % increase trading for business along improved roads (<i>outcome</i> indicator)	Year 1,2,3 = 10% increase each year Year 4 & 5 = 5%	Maps, satellite images showing improved roads. User surveys on travel time. User surveys on business improvement. (See example tool)	At baseline and then every 6 and 12 months.	Department of Public Works provides information to Department of Planning about road improvements in the district.

District Vision: A well-governed, educated and healthy district with a strong economy and stable employment.						
Priority Sector 3.0: Education						
DDF Objectives (2018-2022)	Baseline	Indicators	Annual Targets	Data Collection Methodology and Source	Frequency of Data Collection	Responsibility for data collection and update
Objective 3.1: Increase primary school enrolment to 80% of children in the district.	In 2018, 55% overall enrolment	Net primary school enrolment.	Net increase in enrolments by 5% each year.	Enrolment statistics from MoE, district own statistics.	At baseline and then every 12 months.	Department of Planning (and/or Social Affairs Department) to seek relevant information from Ministry of Education.
Objective 3.2: Improve teaching quality by reducing teacher-student ratio in primary schools from 1:80 to 1:40.	In 2018, average teacher-student ratio is 1:80	Teacher: Student ratio	Reduction of ratio by 1:8 each year. Year 1 – 1:72 Year 3 – 1: 56 Year 5 – 1:40	Teacher employment statistics. School statistics – number of teaching staff and number of students enrolled. Teacher surveys on perceptions of improvement of teaching quality based on reduced class ratios.	At baseline and every 12 months.	Department of Planning (and/or Social Affairs Department) to seek relevant information from Ministry of Education.

Examples of Indicators for service delivery/project areas

Primary School – the service delivery point is the school, the service recipients are the students, the output indicators measure provision of education (e.g. enrolment numbers, teachers), outcome indicators measure the response (e.g. parents sending their children to school, quality of learning taking place)

Some indicators that could be used:

- Current number of teachers (output indicator)
- Current number of students (boys/girls) (output indicator)
- Student:Teacher Ratio (measures quality – outcome indicator)
- Retention rate (measures quality–outcome indicator)
- % of students completing exam (measures quality–outcome indicator)

Roads – the service delivery point is the road, the service recipients are the road users, the output is the road (of a particular quality or condition), the outcome is increased travel, decreased travel time, costs, increase in road safety. The condition of the road network changes and leads to benefits such as reduced travel time, reduced accidents and fatalities, reduced vehicle maintenance costs, increased road use (resulting in improved producer prices and decreased price of goods).

Some indicators that could be used:

- Kms of road resurfaced (tarmac) (output indicator)
- Kms of road graveled (output indicator)
- Number of bridges and culverts repaired (output indicator)
- Kms of road maintained routinely (output indicator)
- Average time from Village to District Capital in a minivan (in minutes) (outcome indicator)
- Number of road accidents occurring on the road (outcome indicator)

Water – the service delivery point is an individual water point or water system, service recipients are citizens or water users, the output is the provision of water, outcomes are related to the health and sanitation of water users.

Some indicators that could be used:

- Quantity or vol of water supplied as well as number of users
- Access eg average distance to a water point
- Reliability eg frequency of breakdown
- Water quality
- Sustainability eg O&M costs
- No households accessing piped water / potable water
- Estimated daily volume of water supplied
- Estimated av kms to nearest water point

Examples of Targets for Health and Education Sectors

Health Targets

- Reduce maternal mortality ratio from 732/100,000 to less than 600/100,000.
- Reduce under five mortality rate from 137/1000 to less than 100 per 1000 live births.
- Reduce Infant mortality from 85/1000 to less than 70 per 1000 live births.
- Reduce neonatal mortality from 40/1000 to less than 35 per 1000 live births.
- Increase TB case detection from 42% to >70% and treatment success rate to 95%.
- Reduce incidence of TB from 285/100,000 per year to <250/100,000
- Increase government allocation to the health sector from 2% to 9% of the budget.

Education Targets

- Increase Gross Enrolment Rate of primary schools from 30% to 45% (5% per year).
- Increase GER of secondary schools from 26% to 35% (3% per year).
- Reduce dropout rates at primary education level by 50%.
- Increase the proportion of the primary and secondary schools adopting revised primary and secondary curriculum to 80%.
- Increase the proportion of the primary schools who have active community education committees (CEC) to 70%.
- Increase school administrators (principals and vice principals) who attend certified school leadership and management course to 50%.
- Increase government allocation to the education sector from 3% to minimum 12%.
- Increase the number of primary and secondary schools receiving at least one full supervision once every year to 50%.

See **Annex 2** for an example of the M&E Results Matrix from the Puntland Development Plan (Education Sector)

Data Collection for M&E



The difference between **primary** and **secondary** data collection is that primary data collection involves conducting research oneself, or using the data for the purpose it was intended for. Secondary research data, on the other hand, was collected by a third party, or for some other purpose. Primary data collection is more expensive than secondary data collection, but it may be necessary if the relevant secondary data is not available.

See **Annex 1** for some examples of secondary data sources used in the preparation of the Somalia National Development Plan 2017-19.

Sources of information for data collection

Routine administrative data

This is the main source of information. It is generated by central officers or service delivery points as services are provided. For example, when students are registered, the indicator “number of students enrolled” is calculated. The registry (by class), is the means of verification (i.e. underlying information supporting the calculation).

Inspection Results

These are assessments against service delivery or minimum standards. Inspections of service delivery points (facilities) are made by a central office, typically using a checklist of requirements. Inspections often result in an inspection score (compliance against standards) which are used as indicators in the results framework

Household (HH) Surveys

These should include most of the poverty related, income and production indicators used. Typical indicators would include: average income, % of the population below the poverty line, mortality rate, average yield (crops, livestock), areas planted / number of livestock held. In some countries, poverty data is calculated based on a proxy (for example, type of roofing, etc.). HH surveys may also collect information on use and non-use of services.

Service delivery satisfaction surveys

As opposed to household surveys, service delivery satisfaction surveys should be undertaken at the point of service provision, immediately after the service is received. Ideally a service delivery survey should be implemented by an independent entity, like a research firm or NGO.



Questions for Discussion

Discuss the following question in pairs and then discuss in plenary.

- It has been acknowledged that there are some challenges for districts in obtaining the necessary data in order to set baselines and measure progress according to indicators.
- Discuss each of the challenges listed below, and for each challenge, try to identify some possible ways to address the challenge.
 1. Lack of accurate baseline data.
 2. Difficulty in accessing the necessary data (e.g. from other institutions).
 3. Logistical issues in collecting/verifying data (e.g. travel).

Annual Work Plan Monitoring & Evaluation Templates

Some different templates are provided to guide the process of monitoring the implementation of projects in a district's Annual Work Plan (AWP). Once projects in the AWP are completed, they can be evaluated on the extent to which they contribute to the indicators and objectives in the DDF M&E Matrix.

The following templates can be found in the Annexes:

Annex 4: Development Annual Work Plan Examples

The AWP is prepared each year by a district as part of its annual planning and budgeting process, and is guided by the priorities and objectives in the 5 year DDF. The AWP contains all the infrastructure and service delivery projects of a district for the coming year. These projects need to be monitored during their implementation (to keep track of inputs and activities) and evaluated after their completion (to keep track of outputs, outcomes and impacts). The AWP is used to prepare the Project Implementation Plan for each project (Annex 5), and the Project Monitoring Format (Annex 6).

Annex 5: Project Implementation Plan (for each project in the AWP)

The Project Implementation Plan should be prepared for each project that is in the AWP. The Project Implementation Plan gives a more detailed timeframe of the activities for each project in the AWP. When monitoring project activities, the actual work done should be compared against what is in the project implementation plan, and then it can be determined whether the project is on track or delayed. The plans will be used alongside Annex 6: Project Monitoring Form.

Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)

There should be one of these forms prepared for each individual project in the Annual Work Plan. This form should be prepared on a monthly basis, based on monitoring of a project's progress, which will require visits to project sites and assistance from CMGs, as well as contacting beneficiaries. The example in Annex 6 is for a road project, which would be monitored by the Public Works Department, but other projects, such as those related to service delivery, will be monitored by the Social Affairs Department. The information gathered in these monthly monitoring formats will be used to prepare the Quarterly Progress Report (Annex 8).

The information in these project monitoring formats can be supported by Community Monitoring Group Reports (Annex 11).

Annex 7: Evaluation Survey tool Pre and Post intervention

This is an example of a tool that could be used to measure outcome and impact after the implementation of a road project. The tool is a survey that could be done with business owners before and after a road construction or upgrade is carried out. In this example, the information from the surveys can help to measure progress against the following indicators:

- Distance (kms) of improved road (output indicator)
- Travel time to market (hours) (outcome indicator)
- % increase trading for business along improved roads (outcome indicator)

In turn, this information can help measure progress towards the relevant DDF Objective for this project:

- Objective 2.1: 80% of the population travelling on improved roads.



Gender and M&E

It is important to consider how men and women can both participate in and benefit from the development process. Therefore, it will be important to develop indicators and monitoring tools that measure the extent to which the delivery or services and development of infrastructure can benefit women. It requires an understanding of how the needs of women might be different from men, and accounting for this in monitoring and evaluation activities.

Keep this in mind during the following Exercise.



Exercise 3: Prepare an evaluation survey

Your trainer will guide you further in this activity. This exercise is designed to give you practice in developing a survey tool that could be used as part of an evaluation of a newly established service in a community.

In your group, identify a new service that could be established within a community (can be rural or urban) and then spend some time preparing some simple survey questions that could be asked of community members before the service is implemented, and after it has been established. The service could be related to any area, such as health, education, WASH etc, but you need to be specific about what the service is.

You can refer to the example survey in Annex 7 to give you an idea of the structure to use. Some example questions include the following:

- How was this development project conducted?
- Was there community participation in setting up this community service?
- How did you benefit from this new service?
- What impact has it had on your daily life?
- Are the services going as intended? Why? / Why not?
- Did you get what you expected from the project? Why? / Why not?

Session 4: District M&E Reporting

Session Objectives:

By the end of this session participants will be able to:

- Outline the reporting requirements for District M&E.
- Prepare an M&E report, using the relevant template.



Regular reporting on progress is an important part of M&E.

Annex 9 gives an overview of the types of reports that districts are expected to prepare as part of their M&E framework, and a description of the purpose of these reports. The basic reporting schedule is as follows:

- Monthly Monitoring of Projects in the AWP (using project monitoring forms) (see **Annex 6**) Also use Community Monitoring Group Reports to support the monthly monitoring forms (see **Annex 11**). These can be used to prepare a monthly summary that includes:
 - The stage of the work plan and budget implementation reached each month.
 - Physical progress of current projects – that is, how much of the project has been implemented (usually in percentage)
 - Commitment and disbursement defined in the budget – this is linked to physical progress and relates to how much is spent from the project budget, compared to how much of the project has been implemented.
- Quarterly Monitoring Progress Reports of the AWP (based on monthly monitoring forms and monthly summary) (see **Annex 8**)
- Semi-Annual Monitoring Reports of the AWP (based on quarterly reports)
- Annual Monitoring Reports of the AWP and DDF (each year) (see **Annex 10**)
- Mid-term Evaluation Report on the DDF implementation (at 2.5 years)
- Final Evaluation Report on DDF achievements (at end of 5 years)
- Output/Outcome/Impact Project Reports (see **Annex 12**) can be used to provide evaluative data following project completion, which can be used as information sources for quarterly, semi-annual and annual progress reports (AWP), as well as mid-term and final evaluation of the DDF.



Questions for Discussion

Discuss the following question in pairs and then in plenary.

- Based on the list of reports above and the examples provided in the Annexes, which of these types of M&E reports does your organisation currently prepare, and who is responsible to prepare them?
- Are there any other types of M&E reports which you think should be included in the list for districts? If so, what are they and why are they important?



M&E Report Dissemination

M&E reports discuss trends, root causes of problem, challenges and analysis of the strategies used to achieve outcomes. In this way, M&E reporting is not simply an information-gathering exercise, it is important to communicate the findings to key stakeholders—especially policy and decision makers. Some channels to distribute M&E information include:

- M&E Brochures on critical lessons learned
- Newsletters and Internet Websites
- Public Meetings and Debates
- Press Conferences
- Workshops and Group Discussions

Primary users of M&E reports include:

- District Council and Executive Bodies
- Regional Development Committees
- MOI
- MOPIC
- Sector Ministries
- Auditor General
- Accountant General
- Development partners (e.g. UN-JPLG)



Exercise 4: M&E Reporting

Your trainer will guide you further in this activity. The purpose of this exercise is to give you some practice in preparing a report for a completed project, where you will also have to think about the outcomes and impacts of the project for the surrounding community.

Work in groups of 2-3 and look at the form below. Together, try to fill in the form for the road project:

Upgrading of 10km of road from Kal village to district main town.

Project ID No: DHAB / 2019 / 2006

Think carefully about who would be the beneficiaries of the project, as well as what kind of outcomes/impact you might expect to see as a result of the project.

You may need to invent some of the details yourselves, but you can also refer to information about this project in the following Annexes:

- Annex 4. Development Annual Work Plan (Infrastructure and Service Delivery projects)
- Annex 5: Project Implementation Plan Examples
- Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)
- Annex 7 Survey tool Pre and Post Impact Survey
- Annex 8: Quarterly Progress Report on Annual Work Plan
- Annex 11: Community Monitoring Group Report

Output/Outcome/Impact Reporting Form

Sector/Department:Infrastructure/Public Works.....

(Remember to use the correct sector form)

A. Project Name: Project ID No.....		FY..... Relevant DDF Objective:		
B. Location:	Village.....	District.....		
	GPS Coordinates:			
C. Implementation Duration:	Start Date (dd/mm/yy)		Completion Date (dd/mm/yy)	
	Planned...../...../.....		Planned/...../.....	
	Actual/...../.....		Actual/...../.....	
D. Project Cost:	Cost in Budget		Actual Cost	
	Project Cost Final Status: (S = surplus / D = deficit / E = equal)			
E. Total Cost Breakdown:	Estimated Labour Cost: Actual:			
	Estimated Materials Cost: Actual:			
	Other Costs (at completion):			
F. Meeting State Standards	Highly Satisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory
Technical:				
Functionality rate:				
Environmental:				
Efficiency:				
Overall:				
G. Employment Generated:	Planned Person days		Actual Person days	
H. Female Participation:	Planned Person days		Actual Person days	

I. Output, Outcome & Impact of the Project							
Output	Unit	Qty	Beneficiaries				
			Direct *		Indirect **		<p>* Direct Beneficiaries: Community residents who are likely to receive a direct benefit from the project, for example, road users of a new road, families living near a new school etc.</p> <p>** Indirect Beneficiaries: Community members who are not the target beneficiaries of the project, but who may receive some benefit from its implementation. For example, businesses along a new road who may see increased trading.</p>
			F	M	F	M	
1. Paved Road	km						
2. Culverts	No.						
3. Bridges	m.						
4. Other (specify)							
Baseline (Previous FY and see DDF M&E Matrix)							
Outcome / Impact Indicators (as appropriate for the type of project outputs, see DDF M&E Matrix)							
Outcome / Impact (report on the performance of the indicator / change / improvement due to the Project and its outputs, see DDF M&E Matrix)							

Prepared by Head of Department:	Approved by Executive Secretary:
Name and signature	Name and signature
.....
Date and stamp	Date and stamp

Session 5: Conclusion

Session Objectives:

By the end of this session participants will be able to:

- Summarise the main topics covered in the M&E Module.
- Demonstrate understanding of the content of the module, through a short assessment task.
- Evaluate the module, by providing feedback on their reaction to the training they have just completed, through a short questionnaire.

Module Summary

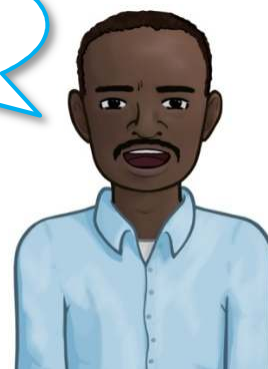
In this Monitoring & Evaluation Module, we have learned about the following:

- What is a project and what is M&E?
- What are the differences between M&E and what are the benefits of M&E?
- How M&E fits into the DPP&BG cycle
- The District M&E Framework and principles
- Roles and Responsibilities in District M&E
- District DDF and AWP Monitoring and Evaluation Framework and Tools
- Indicators, Targets and Data Collection for M&E
- M&E Reporting

Assessment & Evaluation

- You will be asked to complete a short assessment task, to gauge your understanding of what was covered in this Module.
- You will also be asked to complete a questionnaire, to gather information on participant reactions to the Module, which can be used to make improvements to the module for the future.

Thanks for your participation!



Glossary

Baseline	A baseline refers to a starting point. If you collect baseline information, it means you collect information about the situation that exists at the start of a process. This means you can compare the information at the end to see if things have changed or improved.
Benchmarks	A benchmark is 'a standard by which something can be measured or judged'. A benchmark shows us what we are aiming for, to know whether we have achieved our set results and targets.
Data and Narrative	This refers to the way information needs to be presented in reports. Information presented as <i>data</i> usually refers to numbers, for example, in a table or graph format. A <i>narrative</i> is the written explanation to accompany the data, to ensure that the reader understands what information can be learned from the data.
Effectiveness	The extent to which a project is achieving expected outcomes.
Efficiency	Measures how well the available resources for a project are being used in terms of good value for money in quantity and quality.
Evaluation	Evaluation is done at the end of a process to review what went well, what should be improved and what needs to change.
Indicators	Indicators are agreed key things to look for, that help measure the progress towards the targets, results and objectives that we have set.
Inputs	The resources provided for a project or activity to take place, with the expectations of producing a specific output or a product.
LogFrame	A Logical Framework (also known as a 'LogFrame') is a document used in the design, monitoring and evaluation of international development projects.
Monitoring	Monitoring is the process of collecting information or data, for example on the progress of a project or activity, in order to determine whether it is being carried out as planned and within the rules and regulations.
Objectives:	The intended effects which a project or set of projects aims to achieve. These can be short, medium or long term, depending on project duration.
Output	Is a concrete result or achievement (e.g. from a project) that contributes to the achievement of a longer term objective or goal.

Project	A planned undertaking of a set of interrelated and coordinated activities designed to achieve certain specific objectives within a given budget and time frame.
Quantitative Measures	Tell you <i>how much</i> or <i>how many</i> . For example, how many people are accessing the services provided by a new health centre.
Qualitative Measures	Tell you <i>how well</i> . For example, how happy are people with the services provided by a new health centre.
Targets	Targets make goals, objectives and results specific, with <i>defined and measurable</i> criteria for achievement and timetables (can be qualitative or quantitative).
Technical Audit	A Technical Audit is an investigation of a completed contract. Its purpose is to evaluate the process of contract implementation to identify if there are any aspects that could be improved in the future. A Technical Audit covers the whole process of project implementation, not just the actual construction.
Verified	To verify means to prove the truth of something by presentation of evidence. It is important that all data relating to M&E indicators can be verified.

Annexes

Annex 1. Overview of the DDF/AWP M&E Process

Annex 2. Example of an M&E Matrix

Annex 3. Examples of Secondary Data Sources

Annex 4. Development Annual Work Plan (Infrastructure and Service Delivery projects)

Annex 5: Project Implementation Plan Examples

Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)

Annex 7 Survey tool Pre and Post Impact Survey

Annex 8: Quarterly Progress Report on Annual Work Plan

Annex 9. Overview of the DDF/AWP M&E Reporting

Annex 10. Annual Progress Report of AWP/DDF Achievements

Annex 11: Community Monitoring Group Report

Annex 12. Output/Outcome/Impact Monitoring Report

Annex 1. Overview of the DDF/AWP M&E Process

M&E Activity	Description	Responsibility	Dates	Methods and tools of data collection
Baseline Survey	Conducted at the beginning of a new DDF to determine the starting point against which progress will be measured.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	Beginning of DDF process, when setting indicators.	Official Statistics (e.g. from sectoral agencies, MoH, MoE etc, even UN and INGOs) Observation Questionnaires Interviews Previous Financial Reports Existing survey results (internal and external) Quality research reports
Quarterly Progress Review	District planning departments will organize Quarterly Performance Review meetings to assess progress made in the implementation of the Annual Work Plan during the quarter. Also, includes input monitoring, such as the district budget, and any private/diaspora investment.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	End of each quarter.	Prepare Quarterly AWP Progress Reports Report on Institutional Visits/quarterly M&E Report
Semi-annual Progress Review	District planning departments will organize Semi-Annual Performance Review meetings every six months to assess progress made in the implementation of the Annual Work Plan. The sessions discuss the achievements, challenges, lessons learned, best practices and recommendations made by each department over the reference period.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	June	Review and analysis of Quarterly Progress Reports Report on Institutional Visits/quarterly M&E Report

Annual Progress Review	Annual Reviews are organized at the end of every Financial Year. The meetings are attended by key implementers of the DDF namely, District planning staff, M&E head of section and crucial M&E staff from the centre and planning department from MOI. The reviews provide a mechanism for monitoring progress on the Annual Work Plan, as well as towards the DDF, and adjusting program activities and outputs, besides recommendations made for further improvements of implementation with timelines and clear strategies based on the reviews.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	December	Review and Analysis of Quarterly Monitoring and Evaluation Reports
Mid-term Evaluation	This will concentrate evaluate DDF performance against the intended objectives (both process and impact evaluation). Usually this will be conducted during the third year of the DDF period. And the primary objective/purpose of the evaluation is to assess the performance of the outputs and outcomes vis-a-vis the methods and mechanisms used since the updating of the DDF.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	During 3 rd year of the DDF period, at end of Q2.	Surveys, Observation, Interviews Analysis of activity Review of quarterly progress reports, quarterly and annual M&E, and mid-term evaluation reports
Final Evaluation	This will be conducted at the end of the implementation period of the DDF, at the end of 2022. During this exercise, the extent to which the outcomes and targets have contributed towards the attainment of the district vision will be established (and reasons why if not) and the results will provide the baseline information for the next DDF and strategic direction. The focus will also be on the sustainability of the outcomes and impact.	M&E Unit Dept Planning Dept Soc Aff Dept Public Works	Final year of the DDF implementation	Focus Group discussions Meetings with key informants (e.g. beneficiaries, people involved in community consultations)

Annex 2. Example of an M&E Matrix from the Puntland Development Plan (2017-2019)

Annex 1.D: Result Matrix

Social Sector – Revised Puntland Development Plan(2017-19)

Ref	Outcome – Output	Indicator	Base-line	Target	Means of Verification	Assumptions	2017 (Start – Finish)				2018 (Start – Finish)				2019 (Start – Finish)			
							1	2	3	4	1	2	3	4	1	2	3	4
1.	Outcome1: Access and Equity to Education at All Level Improved																	
1.1	Output 1: Access of primary education including early childhood education enhanced	% of primary school aged children enrolled and % of girls enrolled	45.1% of primary school aged children are enrolled out of which 44.3% are girls	At least 60% of school aged children have got access to primary schools and again 50% of them are girls	MoE reports, Survey's Publications	Funding attained and more childhood education programs improved												
1.2	Output 2: Access and equity in secondary education enhanced	% of students getting to secondary education including % girls	There are 7,306 students enrolled in secondary schools, of which 58.3% are male and 41.7% are female	100% of primary levers are enrolled in secondary schools and 50% of them are girls	MoE official documents and publications	Funding attained												
1.3	Output 3: Access to higher education improved	No. of state owned universities constructed and No. of students getting	There are 3,639 students are secondary school leavers, of which 65.6% are	At least 75% of secondary leavers get access to higher education and 40% of	Surveys conducted on the quality of justice services delivery by parliament	Funding attained												

Annex 3. Examples of Secondary Data Sources from the Somalia National Development Plan 2017-2019

SOCIAL AND HUMAN DEVELOPMENT PILLAR

Health Sector:

- 1) WHO Estimates
- 2) Multi-Indicator Cluster Survey
- 3) Nutrition Survey (FAO-UNICEF)

Education Sector:

- 1) Multi-Indicator Cluster Survey
- 2) EMIS
- 2) School Census (UNICEF)
- 3) MoE Records

WASH Sector:

- 1) KAP Survey (UNICEF)
- 2) Multi-Indicator Cluster Survey

Labour and Employment Sector:

- 1) Labour Force Survey (LFS)

Youth and Sports:

- 1) Labour Force Survey (LFS)
- 2) Migration and Trafficking Records
- 3) Programme/Project Reports

Employment and Labour Cross-cutting Area:

- 1) Somaliland Household Frequency Survey 2016
- 2) Population Estimation Survey (PESS 2014)
- 3) Labour Force Survey 2012

Annex 4. Development Annual Work Plan (Infrastructure and Service Delivery projects)

a)Abyan..... District

b) For the period (month and year)..... to (month and year).....

Sector / Program / DDF Objective	Project /Activity Description (Quantifiable)	Code (as per Chart of Accounts)	Budgeted	Planned Expenditure by instalment				Expected start and finish dates		Source of funds
			Activity cost	Jan-Jun		Jul-Dec		DD/MM/YY	DD/MM/YY	
Infrastructure — Roads (Infrastructure Project) <i>Objective 2.1: 80% of the population travelling on improved roads.</i>	Upgrading of 10km of road from Kal village to district main town.		\$30,000 USD	50%	50%	-	-	01/01/19	30/6/19	LDF / Local Government
Education — Improving education quality (Service Delivery project) <i>Objective 3.2: Improve teaching quality by reducing teacher-student ratio from 1:80 to 1:40 by 2022</i>	Employing 10 additional teachers in the district for identified primary schools where overcrowding is an issue.		\$100,000 USD (Year 1, then becomes part of recurrent budget)	100%				01/01/19	30/4/19	MoE / Local Government
Total										

Signed (name & signature).....
Executive Secretary

Signed (name & signature).....
Mayor

Date and Stamp.....

Date.....

Annex 5: Project Implementation Plan Examples

District Local Government: <i>Abyan District</i>						
Project ID No: <i>DHAB / 2019 / 006</i>			Project title: <i>Upgrade 10km of Road Kal Village – District main town</i>			
DDF Objective: <i>Objective 2.1: 80% of the population travelling on improved roads.</i>						
Project Activities	Q1			Q2		
	Jan	Feb	Mar	Apr	May	Jun
1. Tender process and Contract award	✓	✓				
2. Start works (3 months – refer contractor work plan for breakdown)			✓	✓	✓	
3. Completion of Works and Handover						✓

District Local Government: <i>Abyan District</i>						
Project ID No: <i>DHAB / 2019 / 007</i>			Project title: <i>Employment of 10 additional teachers in primary schools</i>			
DDF Objective: <i>Objective 3.2: Improve teaching quality by reducing average teacher-student ratio in overcrowded primary schools from 1:80 to 1:40 by 2022</i>						
Project Activities	Q1			Q2		
	Jan	Feb	Mar	Apr	May	Jun
1. Discussions with MoE on supporting recruitment of additional teachers (MoE to provide base salary, Abyan District local government to provide top up)	✓					
2. Job descriptions and recruitment documents for advertising		✓				
3. Interviews for new teachers (MoE and District representatives on interview panel)			✓			
4. Appointment of new teachers				✓		

Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)

PROJECT NAME & Location: _____ Upgrade of 10km of road from Kal Village to district main town_____

Project ID: _____ *DHAB / 2019 / 006*_____

REPORTING PERIOD: _____ March _____ /2019

PREPARED BY: _____ Public Works Officer_____

I. ACTIVITY

PLANNED ACTIVITY (as per Project Implementation Plan)	ACTUAL WORK DONE	REASON FOR DIFFERENCE	NEXT PERIOD PLANNED ACTION	NOTES
1. Start works (3 months – refer contractor work plan for breakdown).	10% of work was completed, although target was 30%.	Contractor started late because of a delay in purchase of materials.	Complete the 20% outstanding works from the previous month.	
2.				

Annex 7 Survey tool Pre and Post Impact Survey

TEMPLATE – ROAD CONSTRUCTION/REHABILITATION PRE AND POST-IMPACT SURVEY - Business Owners/Vendors

Use this Survey Tool to set a baseline before the road construction/rehabilitation and then re-survey 12 months after the facility handover. There are two main methods:

1. DIRECT OBSERVATION METHOD WITH DATA COLLECTION -- there will be a spreadsheet for making a tally of the kinds of businesses and buildings on the road.

2. SURVEY ENUMERATION -- See the instrument below.

SURVEY

Name of Project:	Upgrade of 10km of road from Kal Village to district main town
Project ID:	DHAB / 2019 / 006
Relevant DDF Objective:	<i>Objective 2.1: 80% of the population travelling on improved roads.</i>
Related Indicator/s (from DDF M&E Matrix)	Distance (kms) of improved road (output indicator) Travel time to market (hours) (outcome indicator) % increase trading for business along improved roads (outcome indicator)

INSTRUCTIONS FOR ENUMERATOR:

OPENING STATEMENT - Memorize and be able to say this with confidence and clarity.

First, greet the interviewee and make him/her feel comfortable.

1. Hello, my name is XXX. I'd like to explain why we're meeting today.
2. Abyan District will implement upgrading of 10km of Road between Kal village and the district main town.
3. There is an interest in understanding if any benefits to individuals and to the community come from this rehabilitation investment.
4. I am helping the district to collect information to help see if the rehabilitation is contributing in any way.
5. We are interviewing many people. We will take everyone's responses and put them all together. This will help us find out if the Rehabilitation has had any positive effects.
6. We keep all answers and names of individuals interviewed confidential.
7. Your name will never be used in connection with any of the information you give me.

8. If you do not want to answer a particular question, that is fine. We will move on to the next question.
9. In addition, you can decide that you want to end this interview at any time. That is also fine.
10. The interview will take about 20 minutes and I will be asking you a series of questions.
11. Are you willing to participate in the interview?
12. IF PERSON SAYS YES, say: That is great. Thank you for agreeing to be interviewed.
OR IF PERSON SAYS NO, say: That is no problem. I appreciate you giving me the chance to explain my work. Thank you and have a good day.
13. I have a form that we use to show that I have explained all about the study and about your rights.
14. I will read the form out loud to you. If you agree, could you please sign the form or make your mark here?
15. Thank you. Are you ready to begin?
16. All right. First, I am going to ask you some questions about your own background. Then I will ask you some questions about aspects of the frankincense industry.
17. I'd like to remind you that whatever you share is confidential. I will not pass on or share this information with other people outside of our research team and we never use your name on our form. We use a number code to protect your identity and your information.

CONSENT FORM

I confirm that I have been informed by the Abyan District M&E Officer about the purpose of this survey. The researcher has explained that my involvement will be kept confidential and that the information that I share will be kept confidential.

I was told that I have the right to end the interview or to not answer a specific question.

I agree to proceed with this interview.

Participant Name: _____

Participant Signature: _____

Date: _____

SURVEY ENUMERATOR TO FILL IN ALONE:

Respondent Number Code: _____

Business Type: Company () Permanent Shopfront () Mobile Street Vendor () Other ()

Type of Goods:

Mercantile (mixture of foodstuffs and
everyday household goods) ()

Restaurant/Cafe ()

Unprocessed Food - Produce ()

Equipment Repairs ()

Unprocessed Food - Meat ()

Clothing or Shoe Repair ()

Hardware ()

Animal Sales ()

Other () _____

SURVEY ENUMERATOR TO ASK BUSINESS OWNER/VENDOR:**Demographic Data**

Are you the owner of this business? Yes () No ()

Sex: () Female () Male

Age/Developmental Stage:

Youth: 15 – 34 years old ()

Adult: Middle Age 35 - 50 years old ()

Adult: Old Age 50+ year old ()

Ability: No disability () Disability () (Write in type of disability.) _____

Baseline Questions – Business Operations / Economic Changes

1. How old is your business?

Less than 1 year ()

1 - 3 years ()

3 - 5 years ()

5+ years ()

2. Has your business always operated from this location? Yes () No ()

3. How many customers do you currently serve per day on average (Write number)
_____?

4. Total gross income last month _____ USD

5. Total net income (after deducting all costs) last month _____ USD

6. How many full time paid staff do you employ? _____

7. How many are female? _____

8. How many part time paid staff do you employ? _____

9. How many are female? _____

10. What positive changes do you expect for your business due to the road rehabilitation? (Write out responses e.g. .My business will be able to grow more, More customers will come)

11. To what extent do you think your business will benefit from the road rehabilitation?

A great deal ()

Somewhat ()

A little bit ()

Not at all ()

12. What positive changes do you expect for Abyan town due to the road construction/rehabilitation? (Write out responses.)

e.g. There will be greater accessibility, More businesses will be established along the road, More customers will come

Re-Survey Questions – Business Operations / Economic Changes 12 months after completion

1. How old is your business?

Less than 1 year ()

1 - 3 years ()

3 - 5 years ()

5+ years ()

2. Has your business always operated from this location? Yes () No ()

3. How many customers do you currently serve per day on average (Write number) _____?

4. Total gross income last month _____ USD

5. Total net income (after deducting all costs) last month _____ USD

6. How many full time paid staff do you employ? _____

7. How many are female? _____

8. How many part time paid staff do you employ? _____

9. How many are female? _____

10. What positive changes have you see for your business over the past 12 months due to the road rehabilitation? (Write out responses.)

e.g. My business has grown more, We have more customers on a daily basis.

11. To what extent do you think your business has benefited from the road rehabilitation?

A great deal ()

Somewhat ()

A little bit ()

Not at all ()

12. What positive changes have you seen for Barako town due to the road construction/rehabilitation? (Write out responses.)

13. Are there any other changes (positive or negative) that you have seen over the past 12 months due to the road construction/rehabilitation?

Annex 8: Quarterly Progress Report on Annual Work Plan

District:

Quarterly Progress Report for:Quarter X, 20/XX.....

- Explain progress and deviation from Annual Work Plan over the quarter.

- Prepare budget expenditure overview as against budget targets and explain progress and deviations.

- Highlight the main implementation focus for the next quarter.

- Prepare quarterly activity and output based progress reports (see Summary Table below).

Quarterly Progress Report on AWP – Summary Table

Project Name (From Annual Work Plan)	Project ID	REPORTING QUARTER (Please tick one <input checked="" type="checkbox"/>)				Expected completion date of activity	STATUS Indicate status of activity**	Progress description (provide brief explanation below)	Actual / revised completion date	Budget Expenditure for this Quarter (USD)	Total Budget expenditure to this date
		Q1 <input checked="" type="checkbox"/>	Q2 <input type="checkbox"/>	Q3 <input type="checkbox"/>	Q4 <input type="checkbox"/>						
		Activity		Target							
Upgrade of 10km of road Kal Village to District main town	DHAB / 2019 / 006	Tender process and Contract award	Complete Tender Process and Award Contract	28 Feb	1		28 Feb	\$15	\$15		
		Start works	30% of project completed	30 Mar	3	Contractor started late because of a delay in purchase of materials and has only completed 10% of the works.	30 Mar	\$10,000	\$5,000		
Employment of 10 additional teachers in primary schools	DHAB / 2019 / 007	Discussions with MoE on supporting recruitment of additional teachers (MoE to provide base salary, Abyan District local government to provide top up)	Agreement on funding of new teacher positions and locations of positions	31 Jan	1		31 Jan				
		Job descriptions and recruitment documents for advertising	Positions advertised according to agreed job descriptions.	28 Feb	1		28 Feb				
		Interviews for new teachers (MoE and District representatives on Recruitment Committee)	Interviews conducted based on shortlist from applications received	31 March	2	Delay in finding agreeable dates for convening interview panel – activity postponed until Q2.	-				

** (1) = activity complete, (2) = activity pending, (3) = activity incomplete

Annex 9. Overview of the DDF/AWP M&E Reporting

Reporting Activity	Description	Responsibility	Dates
Baseline Survey Report	A report prepared at the beginning of a new DDF to determine the starting point against which progress will be measured. Good sources of information for baseline assessments include official statistics, existing survey results, research reports, journal and newsletter articles.	M&E Unit Dept Planning	Beginning of DDF process, when setting indicators.
Quarterly Progress Report	District planning departments prepare quarterly reports to summarise progress of all interventions in the Annual Work Plan and status of achievement of the outputs. Information for the quarterly reports is gathered from the monthly project monitoring formats and takes place over the life of the AWP. (see Annex 8)	M&E Unit Dept Planning	End of each quarter.
Semi-annual Progress Report	The report outlines progress made in the implementation of the Annual Work Plan to date, including achievements, challenges, lessons learned, best practices and recommendations made by each department over the period. Information for the semi-annual report is gathered from the quarterly monitoring reports.	M&E Unit Dept Planning	June
Annual Progress Report	The report outlines progress on the Annual Work Plan, as well as towards the DDF, and adjusting program activities and outputs, besides recommendations made for further improvements of implementation with timelines and clear strategies based on the reviews. Information for this report is gathered from quarterly reports, as well as from Project Output/Outcome/Impact Evaluation Reports. (see Annex 10)	M&E Unit Dept Planning	After each year of DDF implementation
Mid-term Evaluation Report	This will evaluate DDF performance against the intended objectives (both process and impact evaluation). Usually this will be conducted during the third year of the DDF period. The report analyses and describes the achievements/outputs against the objectives in the DDF M&E Matrix.	M&E Unit Dept Planning	During 3 rd year of the DDF period, at end of Q2.
Final Evaluation Report	This report will be conducted at the end of the implementation period of the DDF, at the end of 2022. The report focuses on the achievement of objectives and contribution towards the district vision. It measures results against the baseline assessment, determines whether particular outcomes have been achieved and the level of contribution towards the planned impact.	M&E Unit Dept Planning	Final year of the DDF implementation

Annex 10. Annual Progress Report of AWP/DDF Achievements

District:

Annual Report for:20/XX.....

- Introduction and Background of the current DDF.
- Accomplishment of each sector priority areas (refer to the Table of DDF Achievements).
- Achievement of number of projects included in the Annual Work Plan and how they contribute to the DDF Objectives.
- Summary of AWP projects/interventions not completed with reasons/justifications.
- Any project impact on sector objectives (for example, number of children in school, reduction in diseases, improvements in safety/security, creation of local employment and businesses, etc). This would be measured through evaluation processes.
- Recommendations on sector priorities, objects or projects for the coming year of DDF implementation.
- Describe briefly how the DDF has been useful as a guiding document for district planning over the past 1 year.
- Describe a 'success story' to illustrate how the DDF has been beneficial to the district's planning over the past 1 year.

How to complete the Table of DDF Achievements (see below)

The Department of Planning (M&E Unit) should use M&E data to help it prepare the following information in table form as part of its report for the DDF Review Workshop.

- List the priority sector areas as stated in the district's existing DDF. e.g. health, water etc
- For each priority area, list the relevant objective/s as stated in the existing DDF, and any proposed interventions linked to that objective.
- List here any achievements that fall under this objective, that have taken place over the past year of the DDF.
- Achievements should be quantifiable as much as possible. For example, if schools have been built, state how many.
- If possible, identify how the achievement was measured.

Table of DDF Achievements – For each 1 year period

District Vision: A well-governed, educated and healthy district with a strong economy and stable employment.			
Priority Sector Area	Objectives (as stated in the DDF) and Interventions	Achievement over the past 1 year	Measurement - Indicators
1.0 Health	<p>Objective 1.1: By 2022, at least 70% of residents will have access to a health post with qualified staff and medical supplies within 2-3 hours travel.</p> <p>10 new health posts by 2022.</p>	<ul style="list-style-type: none"> • 2 Health posts were constructed and operationalised. 	<p><i>How were the achievements measured? If possible to express an accurate increase or decrease as a %, then do so.</i></p> <ul style="list-style-type: none"> • Approximately 500 additional residents now have access to a health post within 2-3 hours. • This is a % increase of 2%.
2.0: Infrastructure	<p>Objective 2.1: The road network has improved so that 80% of the district population can travel on</p>	<ul style="list-style-type: none"> • 50km of road in the district was upgraded in 5 different locations 	<ul style="list-style-type: none"> • 10 extra villages now have improved road access to the district main town. This is approximately 5000 people, and an increase of 2%.

	<p>improved roads and have road access to markets.</p> <p>Upgrading 200km of road.</p>		
3.0: Education	<p>Objective 3.1: Increase net primary school enrolment to 80% of children in the district.</p> <p>10 new primary schools.</p>	<ul style="list-style-type: none"> • 2 new primary schools were constructed • Awareness campaign on the importance of primary education. 	<ul style="list-style-type: none"> • The net primary school enrolment is at 50%, based on MoE statistics.
	<p>Objective 3.2: Improve teaching quality by reducing teacher-student ratio in primary schools from 1:80 to 1:40.</p> <p>50 new teachers in overcrowded primary schools</p>	<ul style="list-style-type: none"> • 5 new teaching positions were established in overcrowded schools 	<ul style="list-style-type: none"> • In these overcrowded schools, the teacher:student ratios are now 1:60. • More teachers are needed in other schools where the ratio is still 1:80

Add other rows for more priority sector areas as needed

Annex 11: Community Monitoring Group Report

Community Monitoring Group Report

1. **Name of District:***Abyan District*.....
2. **DDF Objectives and Indicators:**2.0 Infrastructure Objective 2.1: The road network has improved so that 80% of the district population can travel on improved roads and have road access to markets Indicators:
 - Distance (kms) of improved road
 - Travel time to market (hours)
 - % increase trading for business along improved roads
3. **Name/ID of the AWP project:** Upgrade of 10km of road from Kal Village to district main town *DHAB / 2019 / 006*.....
4. **Project Location (Village):***Kal Village*
5. **Community Monitoring Group appointed for monitoring of:**

Name of Contractor:..... *Akber Construction*.....

Contractor Registration Number:*12345*.....
6. **Date for Monitoring Visit:***30 April 2019*..... (dd/mm/year)
7. **Name of community members participating in Monitoring Visit:**

.....*A. Ahmed, A. Abdul, I. Yusuf*.....
8. **Report written by:** *A.Ahmed*.....
9. **Monitoring visit number for this contract (tick the correct box):**

This is the first monitoring visit

This is the second monitoring visit

This is the third monitoring visit

This is the (fill in the correct number) monitoring visit

This is the final monitoring visit
10. **Is progress according to workplan and contract agreement?**

(circle one) Yes No
- Brief description on progress according to workplan and contract agreement:**

.....*The contractor has finished 10% of the works but according to the work plan it should be 30% of the works. The delay is due to problems in purchasing the materials needed.*
11. **Action required:**.....*Another monitoring visit by the CMG is scheduled for 2 weeks and it is requested that the District Engineer also be present.*.....
12. **Signatures of group members who made the visit:**
 1. *A. Ahmed*.....Date: ..*30/04/2019*...
 2. ... *A. Abdul*..... Date: ..*30/04/2019*..
 3.*I. Yusuf*Date: ...*30/04/2019*.....
13. **Comments from the District Engineer:**

.....*Will attend the project site as requested in two weeks to coincide with the next CMG monitoring visit*.....

Annex 12. Output/Outcome/Impact Monitoring Report

This form is for completed projects only.

Note: This form should be adapted to suit the different types of projects the local government will implement, for example infrastructure projects like Road, Market, Slaughter House, Drainage etc, as well as service delivery projects, for example, in Education, Health, Environment, Sports.

Sector/Department:Infrastructure/Public Works.....

(Remember to use the correct sector form)

A. Project Name: Project ID No.....		FY..... Relevant DDF Objective:		
B. Location:	Village.....	District.....		
	GPS Coordinates:			
C. Implementation Duration:	Start Date (dd/mm/yy)		Completion Date (dd/mm/yy)	
	Planned...../...../.....		Planned/...../.....	
	Actual/...../.....		Actual/...../.....	
D. Project Cost:	Cost in Budget		Actual Cost	
	Project Cost Final Status: (S = surplus / D = deficit / E = equal)			
E. Total Cost Breakdown:	Estimated Labour Cost: Actual:			
	Estimated Materials Cost: Actual:			
	Other Costs (at completion):			
F. Meeting State Standards	Highly Satisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory
Technical:				
Functionality rate:				
Environmental:				
Efficiency:				
Overall:				
G. Employment Generated:	Planned Person days		Actual Person days	
H. Female Participation:	Planned Person days		Actual Person days	

I. Output, Outcome & Impact of the Project							
Output	Unit	Qty	Beneficiaries				
			Direct *		Indirect **		<p>* Direct Beneficiaries: Community residents who are likely to receive a direct benefit from the project, for example, road users of a new road, families living near a new school etc.</p> <p>** Indirect Beneficiaries: Community members who are not the target beneficiaries of the project, but who may receive some benefit from its implementation. For example, businesses along a new road who may see increased trading.</p>
			F	M	F	M	
1. Paved Road	km						
2. Culverts	No.						
3. Bridges	m.						
4. Other (specify)							
Baseline (Previous FY and see DDF M&E Matrix)							
Outcome / Impact Indicators (as appropriate for the type of project outputs, see DDF M&E Matrix)							
Outcome / Impact (report on the performance of the indicator / change / improvement due to the Project and its outputs, see DDF M&E Matrix)							

Prepared by Head of Department:	Approved by Executive Secretary:
Name and signature	Name and signature
.....
Date and stamp	Date and stamp

Guidelines for filling Output/Outcome/Impact Monitoring Report

A. Project Name	Fill in the project title as given in the Annual Work Plan.
Project ID No	This is the project code as in the Annual Work Plan
FY	This is the year being reported on.
B. Location	Give the name of the Village and District where the project is located and GPS Coordinates where possible. Where a project is located in more than one Village, give all the names of the Villages involved.
C. Implementation Duration	Indicate the planned and actual start date in terms of day, month and year. Give project completion dates as planned and actual giving date, month and year.
D. Project Cost	Two figures must be filled: <ol style="list-style-type: none"> 1. the cost as in the Annual Work Plan 2. the actual cost at project completion Identify the final status, whether the project costs were within budget, over budget, or on budget. (S = surplus / D = deficit / E = equal)
E. Total Cost Breakdown:	Indicate the estimated and actual labour cost of the project. Indicate the estimated and actual materials cost of the project. Indicate any other costs of the project.
F. Meeting State/National Standards	Indicate whether a project has met technical, functionality (appropriate & working) efficiency, environmental and overall standards by ticking only one of the boxes for each of the aforementioned areas, i.e. highly satisfactory, satisfactory, unsatisfactory or highly unsatisfactory. Check the technical completion certificate by the supervisor and the environment certificate by the Environment Officer or the Environment Focal Point Person.
G. Employment generated	Indicate the planned person days (total number of planned days for the employees to work in order to complete project implementation) and the actual person days worked (total number of actual days worked by the employees to complete the project). <i>The project supervisor in collaboration with the contractor should always keep track and make records of persons (by gender) employed on the project during its implementation on a weekly basis.</i>
H. Female participation	Indicate the planned female person days (total number of planned days for female employees to work in order to complete project implementation) and the actual person days worked (total number of actual days worked by the female employees to complete the project).
I. Output / Outcome / Impact	Indicate the number of facilities created by each project and by unit measurement where applicable. Indicating the size of the system is very essential, as well as the unit construction cost.
Beneficiaries	Give the number of people (by gender, where F and M stands for Female and Male respectively) directly benefiting from the project as well as those indirectly benefiting from the project (see above). To calculate the number of beneficiaries in a road project, use the information/households in the BIMS database or revenue of the village/residents, using an average of 7 members per household.
Baseline	Give the number of facilities existing before implementation of the project being reported, e.g. 20 km of roads tarmacked. Can also provide figures from the DDF M&E Matrix, e.g. baseline = 50% of the population has access to improved roads.

**Outcome /
Impact Indicators**

Some examples for a road project include:

- Improved access to services.
- Increased access to markets.
- Improved income of transporters, traders.

Note: these types of indicators aim to measure the difference the project has made to the lives of the beneficiaries. They are different from *output* indicators, which for a road project would simply state the number of kms constructed (e.g. 10km tarmac road).

Note:

- The form should be duly signed and stamped by the project supervisor and counter signed and stamped by the relevant District Head of Department, and the Accounting officer. The names of signatories should be given.
- Some impacts can best be determined by a field visit to site. Therefore, the person filling the form should first visit the site before filling in the form. They can utilise the Project Development costs component of LDF to do this.
- The District Engineer (or relevant expert in the case of non-construction projects) is responsible for reviewing all the works activities in the District. He/she will ensure that all forms are correctly filled for all completed projects.