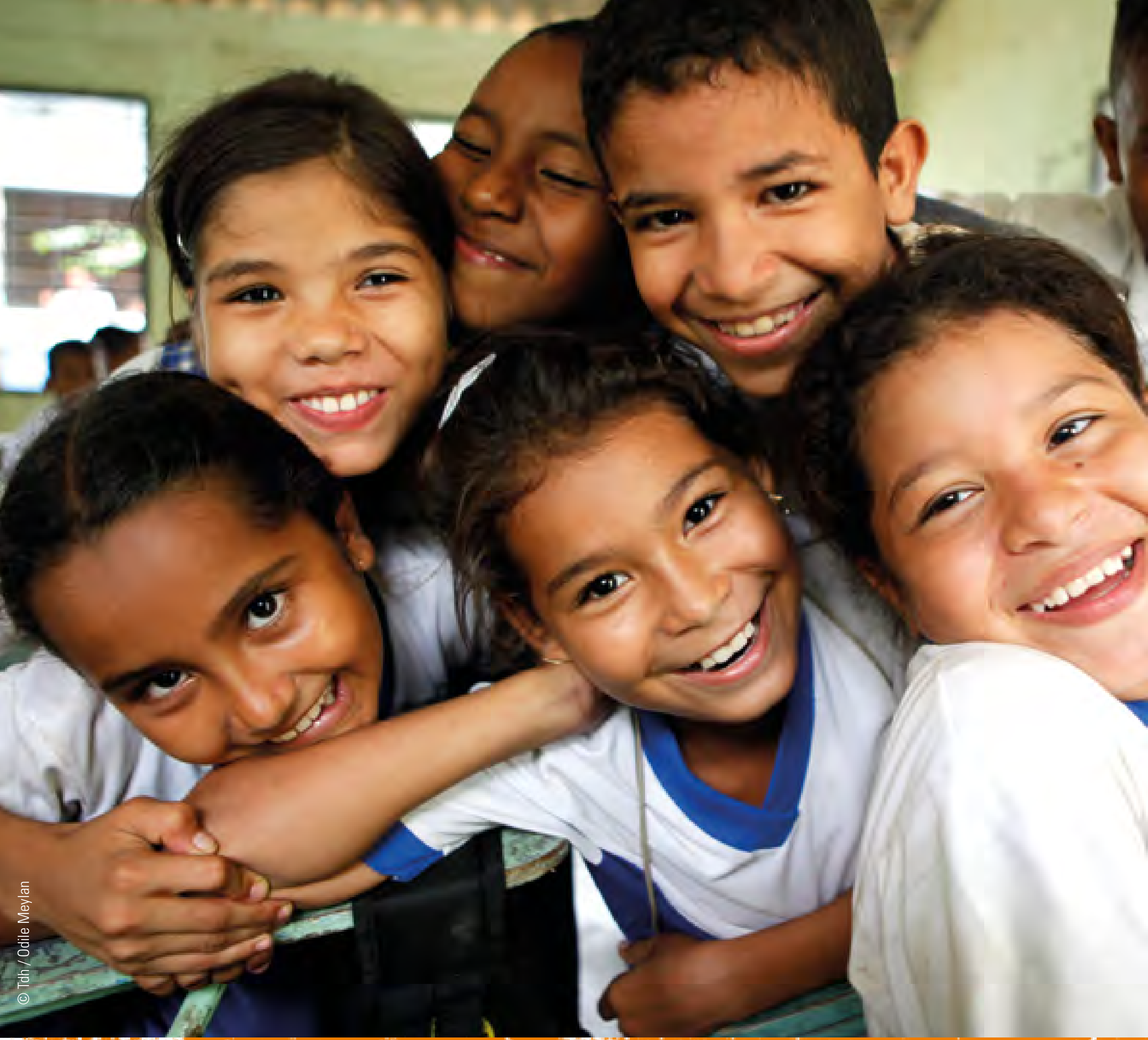

Project Cycle Handbook

Annexes

Terre des hommes
Helping children worldwide. tdh.ch

Founded in 1960, Terre des hommes helps to build a better future for disadvantaged children and their communities, with an innovative approach and practical, sustainable solutions. Active in more than 30 countries, Terre des hommes develops and implements field projects to allow a better daily life for over 1.4 million children and their close relatives, particularly in the domains of health care and protection. This engagement is financed by individual and institutional support, of which 85% flows directly into the programs of Terre des hommes.

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ABBREVIATIONS

Admin	Administrator (based at headquarters, dealing with finance and administration of the country offices and projects of a geographical zone)
Comm./FR dept.	Communication and fundraising department
Desk	Person based at headquarters managing activities in one or several emergency contexts
HR dept.	Human resources department
PM	Programme manager (head of a geographical team)
PO	Programme officer (working in a geographical team)
RA	Regional adviser (thematic expert based in a region)
RP	Resource person (thematic expert based at headquarters)
SG	Secretary General (chief executive officer)

1

ANNEX I: ROLES AND RESPONSIBILITIES IN PROJECT IDENTIFICATION

There is a different process if:

- The project is submitted when the annual budgets are drawn up (August-October)
- The project is submitted at another time of the year, or
- The project is a rapid humanitarian response carried out by the Emergency Unit.

I. The project is submitted when the annual budgets are drawn up (August-October).

We include the budget estimate in the country's budget for the following year. The Council approves it as part of the annual approval of the Foundation's budget.

Steps	Person in charge	Responsible for doing the work	Others also involved	As required
1. Decide to start identifying a project, and define the prerequisites (geographical, thematic, and financial scoping)	Head of programme dept.	PM or Head of emergency unit	Country office	
2. Draw up the project identification's terms of reference	PM or Head of emergency unit	Country office	RP or RA PO or Desk	
3. Situation analysis (study of the documentation and on-site visit)	PM or Head of emergency unit	Country office or evaluator	RP or RA PO or Desk	
4. Draft of a concept note	PM or Head of emergency unit	Country office or evaluator	RP or RA PO or Desk Admin	
5. Contact potential donors	PM or Head of emergency unit	Country office, PM or Head of emergency unit	PO or Desk	Comm./FR dept.
6. Approve the concept note	Head of programme dept.	PM or Head of emergency unit	PO or Desk	
7. Include the project budget into the annual budgeting process	PM or Head of emergency unit	Admin	RP or RA PO or Desk	
8. Vote the annual budget	Council	Head of programme dept.	Management Committee	

If Tdh has no office in the country concerned, it is the Board Office's decision whether or not to start work in a new country.

II. The project budget is submitted at another time during the year, outside of the budget validation period (November – July).

The PM submits a Call for Decision to the head of programmes who presents it for decision to the Management Committee. If the budget exceeds a certain limit, the Board office decides on it. The approval of calls for decision is always subject to the identification of funding for the planned project (supplementary budget).

Steps	Person in charge	Responsible for doing the work	Others also involved	As required
1. Decide to start identifying a project, and define the prerequisites (geographical, thematic, and financial scoping)	Head of programme dept.	PM or Head of emergency unit	PO or Desk RP or RA	Country office
2. Draw up the Terms of reference	PM or Head of emergency unit	Country office	PO or Desk RP or RA	
3. Situation analysis (study of the documentation and on-site visit)	PM or Head of Emergency Unit	Country office or evaluator	RP or RA	
4. Draft a concept note	PM or Head of emergency unit	Country office or evaluator	PO or Desk Admin RP or RA	
5. Contact potential donors	PM or Head of emergency unit	Country office, PM or Head of emergency unit	PO or Desk Admin	
6. Draw up the Call for Decision	PM or Head of emergency unit	PR, or Head of emergency unit, PO or Desk	Country office, Admin	
7. Submit the Call for Decision	Head of programme dept.	PM or Head of emergency unit		
8. Approve the Call for Decision	SG within the Management Committee	Head of programme dept.	Management Committee	
9. Fund raising	PM or Head of emergency unit	PO or Desk Country office	Admin	

III. A rapid humanitarian response by the Emergency Unit lasting 3 or 4 months, in a complex emergency situation

Steps	Person in charge	Responsible for doing the work	Others also involved	As required
1. Decide to start identifying a rapid humanitarian response, and define the prerequisites (geographical, thematic, and financial scoping)	Head of programme dept.	Head of emergency unit	1 rep. / dept.	PO or Desk Country office RP or RA
2. Recruit/mobilise an interdisciplinary team	Head of emergency unit	Desk	HR Dept. RP or RA	PM/PO Country office
3. Mission to the affected area	Desk	Interdisciplinary team	1 rep. / dept. RP or RA	PM/PO Country office
4. Fundraising	Head of emergency unit	Interdisciplinary team / Desk	Comm. / FR dept.	PM/PO Country office
5. Design a rapid humanitarian response project (3 or 4 months duration)	Desk	Interdisciplinary team	RP or RA	PM/PO Country office
6. Approve the project	Head of programme department after consultation with the SG within the Management Committee	Head of emergency unit		

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ANNEX 2.1: ROLES AND RESPONSIBILITIES IN STRATEGIC PLANNING

Steps	Person in charge	Responsible for doing the work	Others also involved	As required
1. Plan the planning process	PM	Country representative	PM/PO	RP or RA
2. Organise and prepare meetings and workshops	Country representative	Country representative	Head of the project	PM/PO, Country office
3. Hold interviews and workshops	Country representative	Country office staff, facilitators (for workshops), consultants	Country representative, head of project, PM/PO, RP/RA	Project team, national employees, partners, other stakeholders, community representatives, stakeholders
4. Draft the strategic planning document and the logical framework	Country representative	Country representative, consultants	Head of the project RP or RA	
5. Review the document	PM	PM	RP or RA, CO	Country office
6. Approve the document	PM	PM		

ANNEX 2.2: PROGRAMME AND ORGANISATION OF A STRATEGIC PLANNING SEMINAR

If we have the opportunity to carry out strategic planning in a single workshop, experience has proven that it is useful to organise it as stated below. It is however also possible to separate the various parts into a series of meetings and workshops in which different groups participate. In this case, it is all the more important to organise, when starting the project, an orientation meeting at which all stakeholders are present.

Facilitation methods for the various sessions are presented in the corresponding sections of the handbook:

	1st day	2nd day	3rd day	4th day	5th day
Participants	A wide audience, including representatives of community organisations, of NGOs and of international partner organisations and of the authorities *(see section 2.3)*	A narrower range of people, selected as much for their competences in planning, as in the subject at hand or their knowledge of the local context.			Same as first day.
Programme	• Welcome session; a Tdh representative and possibly a representative of the authorities opens the workshop; logistics aspects; objective of the workshop; presentation of the programme • The headquarters representative recalls the prerequisites • A member of the team who participated in the identification phase presents the results of the stakeholders, resources, and problems analysis • Discussion, review, and validation of the stakeholders, problems, and resources analysis	• Formulate the vision • Analyse the concept note (SWOT), if available • Define the objective: determine the project's beneficiaries / target groups, agree on key words enabling to grasp in which way the beneficiaries' situation will improve by the end of the project (the precise formulation of the objective will only be done later)	• The RA or the RP introduce the thematic policy and its model(s) of action; identify the elements applicable in the given context • Formulate the project's final results • Develop for each final result a representation of the action, and define the intermediate results and actions	• Continue work on representation of the action • Reflect on the risks and assumptions for each result • Formulate indicators and means of verification for each result and for the objective • Present all the elements in a logical framework	• Verify the strategy according to the assessment criteria • Sum up the work done • Closing

Preparation and practical organisation of the workshop

- One or two months before the workshop: finalise the programme and clarify the chair's role
- Send preparatory documents to participants
- Arrive at the venue of the workshop a half hour before it is due to start
- Set up the room if it has not been done (U shape table set-up, make sure there are enough chairs, set up tables for the beamer and the printer)
- Install equipment and try the beamer
- Check with the venue that breaks and meals will take place at the planned times
- Put the "technical support" persons into place (person to take the minutes, translators or interpreters if applicable)
- Welcome participants and guests (hand out the programme, necessary documents if applicable, a notepad and a pen)

Facilitating the workshop

The role of the facilitator is to organise and manage a process in order to enable the participants to provide the substance. He or she must:

- clarify the session's objective and make sure that the group stays focused on this objective
- identify and use the most appropriate methods and processes for the group and the objective
- actively question and listen
- make sure that all participants have the opportunity of contributing to the tasks
- question the participants' views in order to achieve the best results

First day:

- Short welcome speech by the chair (with various thanks)
- Official "kick-off" of the workshop (possibly by a senior representative of the authorities, a partner of Tdh)
- Introduction of participants
- Presentation of logistic aspects by the workshop secretary (meals and breaks, transportation, accommodation and per day payment if applicable, etc.)
- Presentation of the workshop's "good practices" (common rules) by the facilitator:
  - *no mobile phones (use only during breaks and meals)*
  - *no computers (except for the person taking the minutes)*
  - *do not interrupt a speaker (each will be able to speak in turn, without monopolising discussion; avoid private discussions)*
  - *stick to schedules and participate in the whole workshop (except in case of absolute necessity, make sure that you inform the chair)*
  - *no smoking (apart from during breaks)*
- Selection of reporters, in charge of delivering a summary of the previous day at the start of each day (one or more reporters for each day)
- The facilitator recalls the workshop's objective
- The facilitator presents the workshop's programme and functioning
- Hold sessions according to the established programme and to the chosen facilitation technique
- Closing of the first day

Following days:

- Welcome the participants
- The reporters recall the previous day's work
- Sessions according to the established programme and to the chosen facilitation technique
- Closing
- At the end of the 4th day, a more complete presentation of the achieved results so as to agree on the following day's summing-up session

Last day:

- Welcome the participants
- The reporters recall the previous day's work
- Sessions according to the established programme and to the chosen facilitation technique
- The participants evaluate of the workshop: they indicate their level of satisfaction concerning the organisation, the facilitation, the thematic contributions, the work achieved
- Closing by a Tdh representative

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ANNEX 2.3: ANNOTATED TEMPLATE OF THE STRATEGIC PLANNING DOCUMENT

- The strategic planning document is an internal document which reflects and summarises the work done during strategic planning. The strategic planning section of the handbook describes how to elaborate the different elements.
- This document is not meant to be used for fundraising. It however makes up the basis for drafting requests for funds according to the template prescribed by the donors.
- In this template, the titles and subtitles of the document are in **bold** print, and advice for drafting is in boxes. The hand symbol( ) indicates elements to be inserted into the document.

Country / region:
Project title:
Start date and expected duration of the project:
Date and writers of the document:

EXECUTIVE SUMMARY

Describe the issue at hand, the project's objective and its strategy, as well as the main foreseen partnerships – ½ page.

1. FRAMEWORK OF THE PROJECT

Recall the prerequisites: what are the geographical and thematic positioning, possible partnerships and potential budget previously set by the head of programmes? – ½ page maximum.

2. IDENTIFICATION AND PLANNING PROCESS

Describe the steps you have done and the stakeholders you contacted during the project's identification and planning.
At what points and how did you talk with the beneficiaries? At what points and how have they participated in identification and planning?

Insert a table showing the people that have been contacted or who are involved in the planning process

3. SITUATION, PROBLEMS, AND STAKEHOLDERS ANALYSIS

Comments:
- *A document analysing the situation is often available prior to planning. This chapter summarises its main points*
- *An analysis of the operational situation is only useful for projects in new contexts*

General situation analysis and, if need be, of operational conditions
Problems specific to the sector / target group to which the project will provide a response

Problems analysis
Insert the causal relationships analysis diagram (problem tree) or the capacities matrix drawn up during planning

Stakeholders analysis / foreseen collaborations
Insert the stakeholders importance and influence matrix which was drawn up during planning

Analysis of community resources and those stemming from external stakeholders
Which resources can be mobilised? Be they external, on site, and within the concerned communities. Which financial resources can be mobilised? From which donors? Who are our allies and how can we join forces?

4. THE PROJECT

4.1. Vision

Insert the vision as it has been formulated during the planning workshop

4.2. Final aim

☛ *Insert final aim*

4.3. Concept note SWOT analysis (if applicable)

☛ *Insert the SWOT matrix*

4.4. Objective

Recall the key words drawn up during the planning workshop. Which formulation did you choose?

4.5. Model of action of the project

Present the models of action chosen for this project, show their connection to the models of action in the thematic policies and discuss their relevance to the given context

4.6. Final results

Quote the final results of the project

4.7. Intermediate results and actions

☛ *Insert the diagram(s) of the representation of the action and the corresponding tables specifying actions and stakeholders*

4.8. Risks analysis

☛ *Insert a list of risks and of measures for their management. The risks specific to the objective and to each intermediate and final result are in the logical framework matrix. It is not necessary to repeat them here.*

5. ASSESSMENT CRITERIA

Comment: Once strategic planning is completed, we consider whether the project and the way we plan to implement it, comply with the fundamental principles and quality criteria. The various elements raised in this analysis may bring us to adjust the project, and provide arguments for convincing donors about the project proposal's quality.

5.1. Compliance with fundamental principles

Strengthening of capacities

To what extent and in which ways will the project strengthen the local partners' capacities to resolve the problems?

Participation

Were future beneficiaries and prospective partners contacted and consulted in the situation analysis and strategic planning? Have their opinions been taken into account? Did they receive feedback on the way their contribution was integrated into the planning?

Empowerment

Will the project strengthen the capacities of individuals, groups, associations, and organisations to recognise and take ownership of their problems, to make their voices heard, and to defend their rights?

5.2. Quality criteria

Comment: Here we make statements on the quality of the project according to evaluation criteria of the OECD/DAC (see chapter 5.2.2). Depending on whether we are in a development context or an emergency, criteria are different.

→ For development projects

Relevance

Are the project's objective and its results suited to the needs of the beneficiaries, the country's policy, as well as to the various partners' capacity and expectations?

Effectiveness
Can the planned actions achieve the results and the objective?
Efficiency
Will resources (funds, expertise, time, etc.) achieve results economically?
Sustainability
Will the project's benefits continue when the intervention has ended? Will the project generate long-term benefits?
Impact
Have long-term effects been taken into account? Be they positive and negative, primary and secondary, directly and intentionally brought about by the project or not.

→ In emergency contexts

Effectiveness
Can the planned actions achieve the results and the objective?
Efficiency
Will resources (funds, expertise, time, etc.) achieve results economically?
Appropriateness
Are the actions suited to the local and national needs and capacities?
Connectedness
Do we take in account longer term issues when shaping our short-term emergency intervention? Are our short term actions connected to what needs to be done in a longer term view? Does our intervention fit into a logic of continuity between emergency assistance, rehabilitation, and development? Will the benefits resulting from the project be, as far as possible, maintained once the intervention is over, hereby supporting later rehabilitation and development efforts?
Coverage
Does the assistance reach all the groups of people who are victim of the crisis or the disaster? Is our definition of the target group relevant? Does this target group benefit from the assistance effectively?
Coordination
Has the project been designed in coordination with the national authorities and the other humanitarian stakeholders? Is the complementarity and coordination with the other stakeholders' actions and approaches ensured?

5.3. Approaches

Gender-based approach
Did we take into account the situation and specific needs of each member of the community (men and women, girls and boys)? Did we consider the dynamics between these groups, in terms of power relations and different access to resources?

Rights-based approach
Did we analyse the situation in terms of rights and obligations? Did we identify the beneficiaries' rights that are at stake? Do we plan to influence those who have responsibilities concerning these rights with advocacy actions? Do we plan actions to strengthen their capacities to respect and guarantee these rights?

5.4. Exit scenario

Is the project designed so as to optimise sustainability of its effects? Can Tdh withdraw at the end of the project and leave lasting benefits behind. Do we avoid creating needs that will no longer be satisfied once the project ends?

6. LOGICAL FRAMEWORK

Insert a logical framework matrix. The matrix must be fully filled out, including risks, indicators, and means of verification for each final and intermediate result as well as for the objective.

ANNEX 4.1: MONTHLY REPORT

Comments:

- **Submit the SITREP or monthly report** before the 10th of the following month. It should not exceed a length of 5-6 pages.
- Only fill out the chapters and points relevant to your situation. **For example, for projects in a development situation, greater detail might** be required on the socio-political context and on the developments connected with child rights in the country, while you may need to give more details on security and logistics in emergency projects.
- Use factual language and bullet point lists.
- Heads of projects may be tasked to draft project specific information. However, **the country representative is responsible** for the form and content of the SITREP. It must reflect his or her analysis.
- The PM approves the SITREP; the PO makes it available for internal consultation. They provide feedback to the country office within 10 days of reception.

Please find below the report template.

MONTHLY REPORT

Period covered:

From: Country representative (Last name, first name)
To: Programme manager / Programme officer
Date:

GENERAL

- *Significant socio-political developments in the country or region, including those connected with the situation of children.*
- *Relevant contacts (authorities, civil society, donors, and partners.)*

SECURITY / SAFETY

- *Information about security in the context and consequences on projects.*
- *Update on internal security/safety measures.*

PROGRAMMES/PROJECTS

Project 1 *(name the project with its code)*

- *Main operational developments over the past month.*
- *Significant differences and difficulties in the operational and financial (budget) plan*
- *Information concerning authorities and partners (contracts, MoU…)*
- *Donor reports, information on contracts and fundraising*
- *Information on the project cycle, including planning, evaluations*

Project 2 *(name the project with its code), same template*

Project 3 *(name the project with its code), same template*

OTHER ACTIVITIES

- *Compliance with child protection policy*
- *Emergency pre-positioning*

COMMUNICATION

- *Events and/or information for internal and/or external communication*
- *Media relations*

ADMINISTRATION; FINANCES AND ACCOUNTING

- *Significant developments*
- *Monitoring of budgets by main areas of expenditure, with comments/justification of deviation from what is expected (table in annex)*
- *Follow up on yearly audit*

LOGISTICS

- *Stocks in the field, purchases/orders to headquarters and important information*

HUMAN RESOURCES

- *National personnel recruitment, training, dismissals/resignations, evaluations, national staff regulations, etc.*
- *Trips of country representatives/expatriates, holiday leave (monitoring of annual holiday leave form), visits from headquarters, consultants, etc.*

ANNEX 4.2: ANNUAL PROJECT REPORT AND MONITORING MATRIX

Country <Project title>

Project annual report <year>

1. GENERAL DATA

Country, project location	
Project designation	
Annual expenditure (in CHF)	*To be filled out at headquarters*
Duration of project phase	*(example: January 2008 – December 2010)*
Main partners of the project	*Organisations/structures with which we have a formal partnership agreement*

2. SUMMARY (1/2 page)

- *Present the* ***project's results, effects, and impacts*** *in terms of concrete improvements in the beneficiary children's lives and of changes in practices and behaviours of individuals and institutions that contribute to these improvements.* ***Refer to the project's objective and to its expected results****. If possible, use quantitative data and concrete examples.*
- *Give arguments for the* ***continued relevance of the project's approach and strategies****, refer to changes in the needs and in the situation.*
- *Review the prospects for a* ***continuation*** *of the activities and/or the effects of the project..*

This is the most important part of the report. Do not write an introduction to the report, but summarise the most important points you want to tell the reader. No need to describe the context and to justify the project,. Rather talk about the project's results and its effects on the beneficiaries. A busy reader should grasp the gist of the project by reading only this summary.

3. SITUATION AND CONTEXT MONITORING (1/2 - 1 page)

What happened in the project's context that:

- *Had an influence on the project's* ***target groups****?*
- *Influenced the* ***issues*** *tackled by the project (e.g. health, social situation, child rights)?*
- ***Influenced achievement*** *of the project's* ***objectives*** *in other ways?*
- *Did the role of other stakeholders (authorities, NGOs, international institutions, donors, etc.) change?*

4. PROJECT ACHIEVEMENTS

4.1 OBJECTIVE AND STRATEGY (1/2 page)

- *State* ***the objective and the intervention strategy*** *as defined in the project document.*
- ***Analyse and present arguments for the*** *sustained* ***relevance*** *of the project's objective and strategies in relation to the evolution of the needs and context.*

4.2 MAIN RESULTS (1 - 2 pages)

- *Presentation of the results achieved for each final and intermediary result, referring to the indicators defined in the logical framework. Focus on* ***outcomes*** *and avoid listing activities and project outputs.*
- *Explain and justify any* ***significant gaps*** *in comparison to what was planned. For this section, refer to the* ***monitoring matrix*** *that will be annexed to the report and extract the most interesting and relevant points from it.*

4.3 CHALLENGES, OBSTACLES, AND CORRECTIVE MEASURES (1/2 page)

- *State the* ***problems and challenges*** *which hampered achieving results. Refer to the assumptions and risks identified in the project document. Present the* ***measures taken*** *in order to overcome the problems.*

5. PROSPECTS (1 page max)

- *Discuss the prospects for a* ***continuation*** *of the activities and/or the effects of the project.*

Mandatory annex : Monitoring matrix

The monitoring matrix *(see Matrix 8 in the handbook)* is modelled on the project's logical framework. We use it to determine progress for each result, indicator by indicator, and to work out the reasons for delays and for differences between what was expected and what has been achieved.

The monitoring matrix is a table having one line for the objective and one per final result, and 4 columns: Logic of intervention, indicators, measurements of indicators, explanation of recorded gaps. Copy the first two columns from the project's logical framework. You can omit intermediate results when the indicators at final result level are meaningful enough.

ANNEX 5.1 : ROLES AND RESPONSIBILITIES IN PROJECT EVALUATION

1. Preliminary phase

Steps	Person in charge	Responsible for doing the work	Others also involved
1. Decide to implement an evaluation, choose type of evaluation, draft first version of ToR	PM[1]	Country representative	PO Country office RP or RA
2. Revise ToR, consult with local stakeholders and beneficiaries	Country representative[1]	Head of project	Tdh project team Stakeholders involved in the field Beneficiaries
3. Finalise and approve ToR	PM[1]	Country representative	
4. Choose evaluator / evaluation team according to determined profiles	PM[1]	PM or Country representative[2]	PO Country office RP or RA Possibly donors
5. Prepare detailed budget and evaluation plan	Country representative	Head of the project	PO Country office RP or RA
6. Negotiate and sign service contract (in the case of an external evaluation)	PM	Evaluator / head of evaluation team	PO Country office RP or RA Evaluation team
7. Brief the evaluator / evaluation team and hand over of the required documentation	PM or country representative	PM or country representative	PO RP or RA Evaluation team
8. Design the methodology and prepare the evaluation tools	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Evaluation team
9. Prepare for fieldwork	Country representative	Head of the project	Tdh project team Stakeholders involved in the field

(1) *At times the evaluation's terms of reference and/or the choice of the evaluator (steps 1 to 4) can be imposed by the donors.*
(2) *If a regional RA is to carry out an internal evaluation, refer to the roles and responsibilities defined in the corresponding "Communication and Decisions Matrix".*

2. Field phase

Steps	Person in charge	Main stakeholder in charge of implementation	Stakeholders involved
1. Brief the evaluator / evaluation team upon arrival in the field	Country representative	Head of the project	Tdh project team
2. Present the evaluation's objective and its methodology to the main stakeholders	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Tdh project team Stakeholders involved in the field Evaluation team
3. Collect data and information, consult with local stakeholders and beneficiaries	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Tdh project team Stakeholders involved in the field Beneficiaries Various interlocutors Evaluation team
4. Analyse data, drawing up of findings and conclusions	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Evaluation team
5. Present and discuss results and conclusions to the main stakeholders and interlocutors	Country representative	Evaluator / head of evaluation team	Tdh project team Stakeholders involved in the field Various interlocutors Evaluation team

3. Synthesis phase

Steps	Person in charge	Main stakeholder in charge of implementation	Stakeholders involved
1. Present a synthesis of the mission and the conclusions and recommendations at a debriefing meeting at headquarters	PM	Evaluator / head of evaluation team	PO RP or RA Evaluation team
2. Submit a first draft of the evaluation report	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Evaluation team
3. Circulate the report to get comments	PM	PM	PO RP or RA Country office
4. Finalise the report taking comments into account	Evaluator / head of evaluation team	Evaluator / head of evaluation team	Evaluation team
5. Approve the report	PM	PM	PO RP or RA Country office
6. Draft the management response	PM	PM	PO

4. Dissemination and monitoring phase

Steps	Person in charge	Main stakeholder in charge of implementation	Stakeholders involved
1. Disseminate the report and the management response	PM	PO	Management RP or RA Country office Donors External stakeholders
2. Inform local stakeholders and beneficiaries of the evaluation's results and of how Tdh intends to follow up on them	Country representative	Head of the project	Stakeholders involved in the field Beneficiaries Various interlocutors
3. Implement and follow-up on recommendations	PM	Country representative	PO RP or RA Country office

ANNEX 5.2: MANAGEMENT RESPONSE TEMPLATE

Management response

<insert Title and date of evaluation report>

1. General appraisal of the evaluation and of its findings and conclusions

What is the position of the programme manager and of the country representative regarding the evaluation and its results?

2. Action plan for implementation of accepted recommendations

State in the table below the decision taken on each recommendation, and what actions will be taken

Recommandation 1: *<insert here the first recommendation>*
Decision: *State whether and to what extent the recommendation is accepted. Is it considered relevant and feasible?*
Action plan for implementation:

Actions	By when?	Who is responsible?
1. Describe the first action to implement the recommendation	Set a date by when the action must be completed	Define who carries out the action
2. etc.	etc.	etc.

And so on for all recommendations

<author of this document> <date>

ANNEX 6: TERMS OF REFERENCE OF AN INSTITUTIONAL LEARNING INITIATIVE

TITLE

1. CONTEXT AND JUSTIFICATION OF THE INSTITUTIONAL LEARNING PROCESS

- *Experience from which we wish to learn: definition of the object of the institutional learning process*
- *What justifies the choice of this project / these experiences to carry out an institutional learning process?*
- *Scope: Which project(s), period, stakeholders and thematic areas will we take into account?*
- *Relevant elements in the context*

2. OBJECTIVE AND KEY QUESTIONS

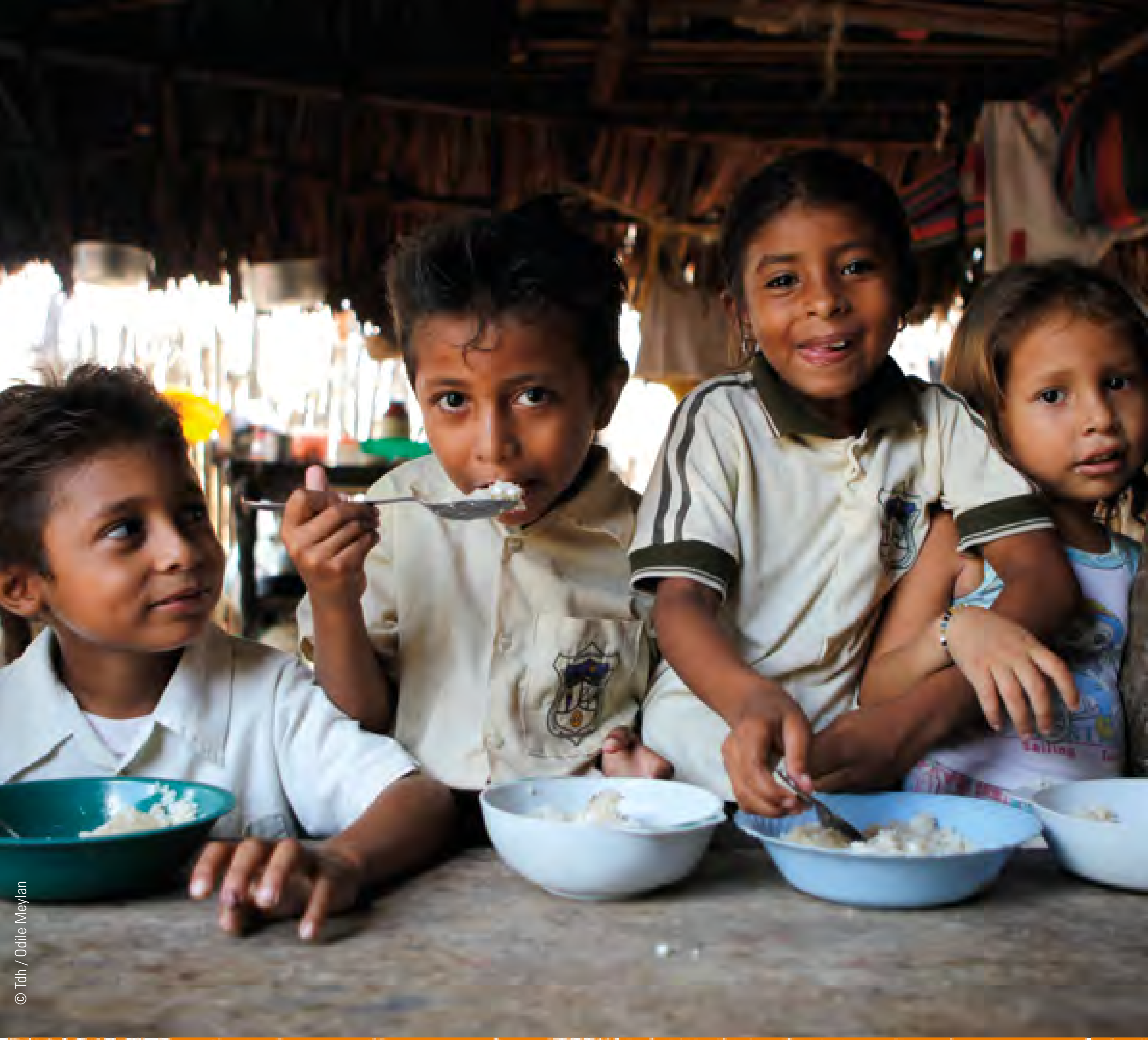
- *Define the goal of this learning process.*
- *Describe what aspects are particularly relevant. What should the learning process focus on?*
- *Who will use the results? How? What are their needs and expectations?*
- *What are the expectations of the team carrying out the learning process?*

3. PROGRAMME AND IMPLEMENTATION

- *Which elements or factors are important in the collection and organisation of experiences and information?*
- *Which topics are important in the analysis and interpretation phase?*
- *Define the sources of information that will be used*
- *How will the learning process be carried out: who will participate, which steps, methods, and procedures will be used?*
- *In what form will results be presented?*
- *When and how will results be circulated or disseminated to recipients?*

Date of the drawing up of the terms of reference:

Person in charge of steering the institutional learning process:



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