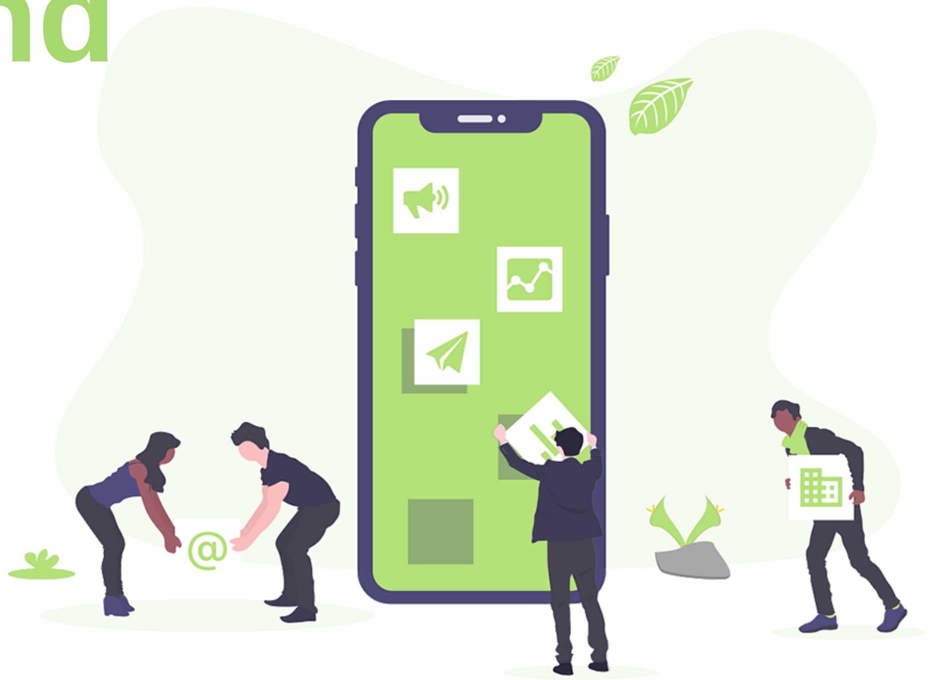
Basics of Monitoring and Evaluation



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What is Monitoring and Evaluation

Monitoring is the measurement of progress against project objectives and the influence of the programme on people and the context as well as tracking the systems and processes of the implementing agency.

Evaluation is a systematic and objective examination of humanitarian action, intended to draw lessons to improve policy and practice and enhance accountability. Systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results.

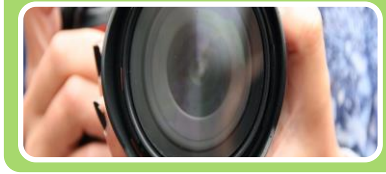
They both share the aspect of data collection, data analysis and reporting for the purpose of improving benefits for all stakeholders.

Monitoring

Purpose of Monitoring

Provide regular feedback on project performance and show any need for ‘midcourse’ corrections.

Identify problems early and propose solutions.



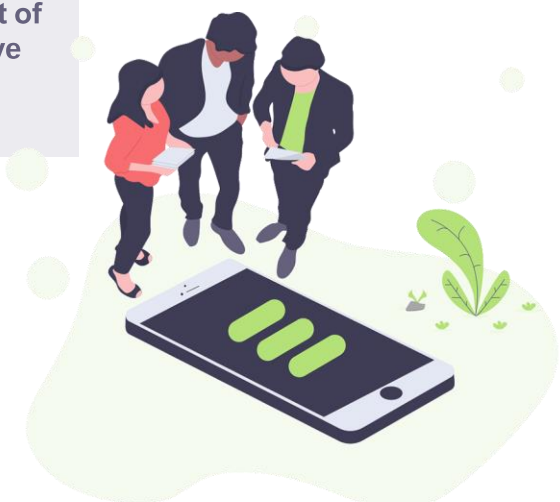
Monitor access to project services and outcomes by the target population

Incorporate stakeholder views and promote participation, ownership and accountability

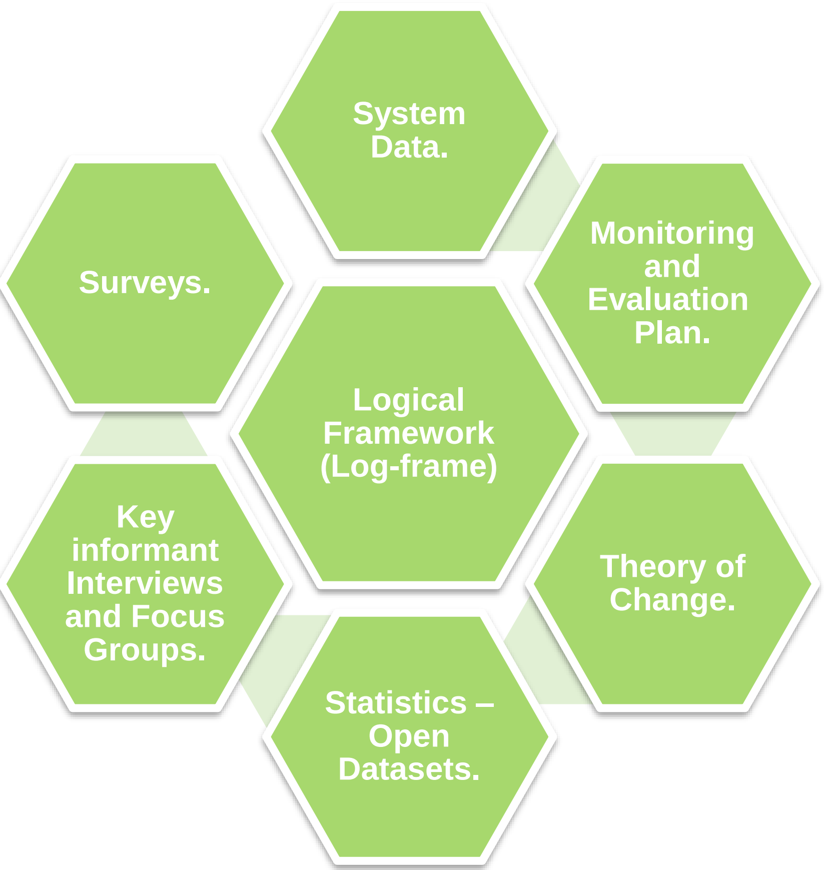
Purpose of Monitoring

- To learn from experiences to improve practices and activities in the future;
- To take informed decisions on the future of the initiative

- To have internal and external accountability of the resources used and the results obtained
- To promote empowerment of beneficiaries of the initiative



Monitoring Tools



Monitoring tools are used to continuously keep track of the status of the system in use, in order to have the earliest warning of failures, defects or problems and to improve them. There are monitoring tools for servers, networks, databases, security, performance, website and internet usage, and applications

Monitoring Logical Frame Work

“

The sample LogFrame illustrates what a programme’s LogFrame may look like. It is not a prescriptive tool, but rather an example of how you may create your own LogFrame. AEPs can adapt the sample LogFrame based on the objectives and indicators they select or simply incorporate these within the existing programme LogFrame.

Monitoring Logical Frame Work

A LogFrame organizes the Theory Of Change in the form of a matrix—objectives correspond with Theory Of Change elements and describe the achievement of outputs, outcomes and impacts. LogFrames can be simple or complex.

Why Use It?

LogFrames facilitate dialogue between stakeholders—implementers, partners, beneficiaries, education officials, community members and funders— because they summaries key programme expectations, explain how each will be measured and discuss inherent assumptions or risks. LogFrames also enhance learning by revealing aspects of programme design that require ongoing thought and planning

Monitoring Logical Frame Work

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AEP Name Logical Framework (LogFrame)

Instructions: This tool is a SAMPLE LogFrame. It shows HOW the LogFrame may look once completed. ***Programmes should replace the information currently provided in this SAMPLE LogFrame with their own objectives and indicators.*** *Then, programmes should identify how they will collect data against the indicators (Means of Verification) and articulate the assumptions that need to be true for the objective to be achieved.*

#	Objective Type	Objective	#	Indicator (*recommended indicators)	Means of Verification	Assumptions (which affect achieving the objective)
0,1	Long-term Impact	All over-age, out-of-school children and youth complete basic education and transition into further education and / or livelihood opportunities by 2030	0.1a	% of AE completers who transition to formal education, other education, or livelihoods*	Programme records / Tracer study	Transition pathways to further education and livelihoods are established; AE learners are able to access transition supports, e.g., counselling and guidance, work readiness training, cash to start a small business, entrepreneurships; education / labour systems have space for AE learners; for refugees, AE learners are permitted to work or attend schools in host country
			##	Add other indicators here	TBC	TBC
1,1	Outcome	Increase equitable access to and completion of basic education	1.1a	% of over-age, out-of-school children and youth in catchment area who enrol in AEP*	Programme records Camp records Population census Out-of-school assessment report Household survey data	OOSCY will be aware of and motivated to enrol in AEPs; AEP location / schedule will meet learners' needs; AEPs goals will align with learners' stated needs
			1.1b	% of AE learners who complete the last level of AEP*	End-of-level exam results / grades, programme records	OOSCY are motivated to attend AE classes through to completion; AEP location / schedule will meet learners' needs; AE learners' basic needs are met; AEPs goals will align with learners' stated needs; Learners are safe to attend school
			##	Add other indicators here	TBC	TBC
1,2	Outcome	More learners obtain basic certification	1.2a	% of AE learners who pass primary / basic leaving exam upon completion of AEP*	Student records, examination results records	National exam is in place and AE learners are allowed to sit that exam; learners are able to access (transportation, schedule, location) exam
			##	Add other indicators here	TBC	TBC

Monitoring Plan

An M&E Plan is a document or spreadsheet which provides detailed guidance on how to collect, analyze and report data based on the LogFrame.

The M&E Plan is an essential management tool for the M&E team. Using the M&E Plan, the team can plan for the development of tools as well as for the timing and location of data collection.

Monitoring Plan

The sections of a M&E Plan Narrative include:

- An overview of the programme and introduction to the M&E Plan Narrative.
- The AEP's TOC, provided in graphic and narrative form
- The LogFrame, listing the objectives, means of verification and assumptions.
- Monitoring and Evaluation Approaches, which include research questions; processes for data collection, management, analysis, and reporting; and limitations.
- Learning and Accountability Approaches, which describe how M&E data will be used from programmatic learning and adaptation and for accountability to learners, families, and communities.
- Sections on Ethics, Quality Assurance, and Roles and Responsibilities.

Monitoring Plan

ACCELERATED EDUCATION WORKING GROUP

AEP Name M&E Plan

Instructions: This tool is a SAMPLE M&E Plan. It shows Hould replace the information currently provided in this SAMPLE M&E Plan with their own objectives and indicators. Then, programmes should identify how they will collect, analyse, and use data, including baseline and target values, how data will be disaggregated, who is responsible for each step. Some prnarrative, may also briefly describe in this tab (or by adding an additional tab to the M&E Framework Excel doc) the programme's specific plans for monitoring and evaluation, as well as approaches to learning and accountability.

N.B.: Programmes should add, delete, or modify columns Plan shows some of the most common required elements.

*N.B.: This M&E Plan can be accompanied by an M&E Plarnd in **Annex 3**. Not all programmes will require a full M&E Plan narrative, but they can be useful to further articulate the processes relating to monitoring and evaluation for accountability and learning purposes.*

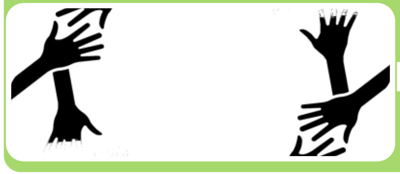
				Data Collection			Data Analysis & Use			
#	Indicator (*recommended indicators)	Target	Disaggregation	Means of Verification	Frequency	Responsible	Analysis Plan	Reporting	Responsible	Notes
		What is the goal statistic at the end of the project?		*How will this information will be verified? What is the source of this information?*	*How frequently is this information collected?*	*Who is responsible for overseeing data collection?*	*How will this information be analysed? What statistics will be provided and what analyses will be performed? E.g., descriptive statistics, correlational analyses, etc.*	*How will this information be reported back to donors?*	*Who is responsible for overseeing analysis and use of this data?*	*Provide any other information here required by users of the MEAL Plan to be able to carryout the plan.*
0.1a	*% of AE completers who transition to formal education, other education, or livelihoods**	*TBC*	*Location Gender Displacement status*	*Programme records / Tracer study*	*Yearly, End of Project, 3+ months post-project completion*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*
##	*Add other indicators here*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*	*TBC*
1.1a	% of over-age, out-of-school children and youth in catchment area who enrol in AEP*	TBC	Location Gender AE level Displacement status	Programme records Camp records Population census Out-of-school assessment report Household survey data	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC
1.1b	% of AE learners who complete the last level of AEP*	TBC	Location Gender AE level Displacement status	End-of-level exam results / grades, programme records	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC
1.2a	% of AE learners who pass primary / basic leaving exam upon completion of AEP*	TBC	Location Gender AE level Displacement status	Student records, examination results records	Yearly, End of Project	TBC	TBC	TBC	TBC	TBC

Evaluation

Purpose of Evaluation

Provide regular feedback on project performance and show any need for ‘midcourse’ corrections.

Identify problems early and propose solutions.



Monitor access to project services and outcomes by the target population

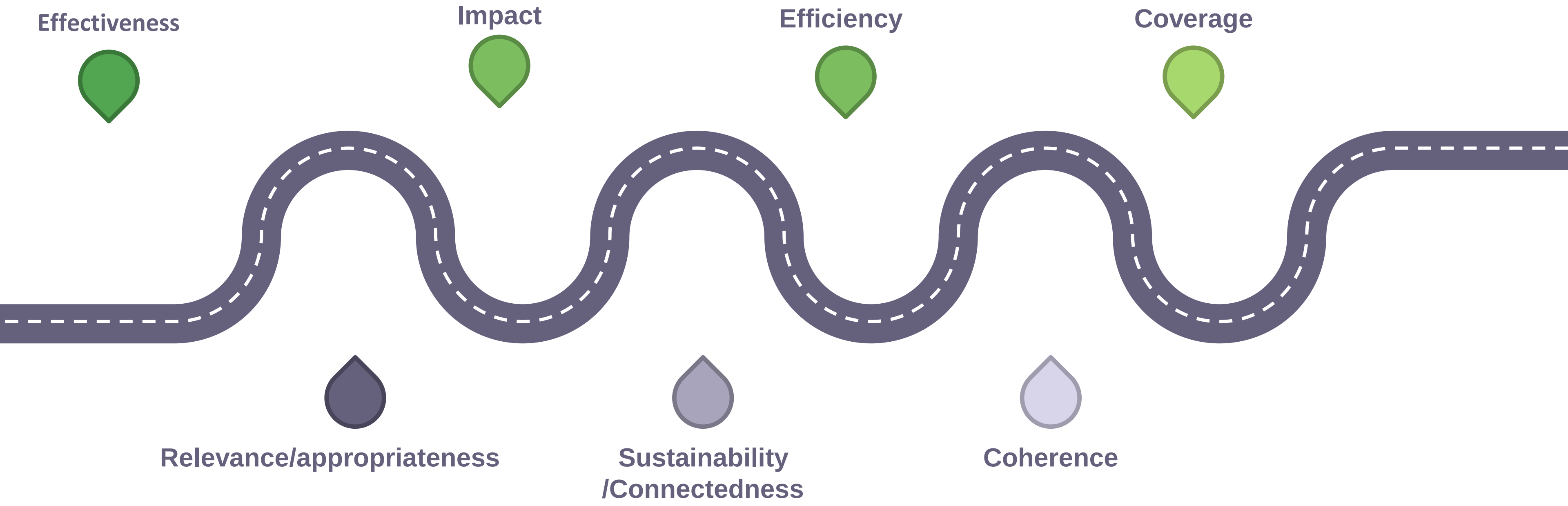
Incorporate stakeholder views and promote participation, ownership and accountability

Evaluation- DAC Criteria

The DAC criteria are designed to promote comprehensive evaluation of humanitarian action. For this reason, the criteria are complementary.

To evaluate interventions against the DAC criteria, it is preferable to have measurable objectives and baseline and results-oriented data. If these are not present, evaluators may have to construct them from available evidence, for example by interviews with key stakeholders, or oral history techniques

DAC Criteria



DAC Criteria – Effectiveness

Effectiveness answers the following question:
Is the intervention achieving its objectives?
The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups. (Added Value)

Analysis of effectiveness involves taking account of the relative importance of the objectives or results. The term effectiveness is also used as an aggregate measure of the extent to which an intervention has achieved or is expected to achieve relevant and sustainable impacts, efficiently and coherently.

DAC Criteria – Impact

Impact answers the following question:
What difference does the intervention make?
The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify the social, environmental and economic effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the indirect, secondary and potential consequences of the intervention.

DAC Criteria – Efficiency

Efficiency answers the following question:
How well are resources being used?
The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

“**Timely**” delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).

DAC Criteria – Coverage

Coverage answers the following question: **Did the project cover all community groups?**
The extent to which the intervention had all targeted populations benefitted equitably.

The need to reach major population groups facing life-threatening risk wherever they are, providing them with assistance and protection proportionate to their need and devoid of extraneous political agendas

DAC Criteria – Relevance

Relevance answers the following question:

Is the intervention doing the right things?

The extent to which the intervention's objectives and design respond to beneficiaries' global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change.

"Respond to" means that the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy and capacity conditions in which it takes place. It requires analyzing any changes in the context to assess the extent to which the intervention can be (or has been) adapted to remain relevant.

DAC Criteria – Connectedness

Sustainability answers the following question: **Will the benefits last?**

The extent to which the net benefits of the intervention continue or are likely to continue.

Includes an examination of the financial, economic, social, environmental and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks and potential trade-offs.

DAC Criteria – Coherence

Coherence answers the following question: **<u>How well does the intervention fit</u>?**

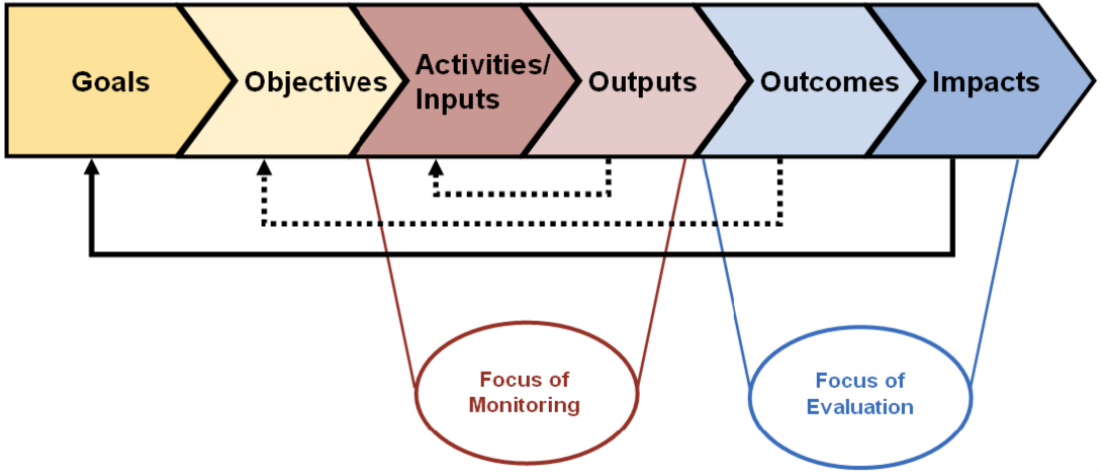
The compatibility of the intervention with other interventions in a country, sector or institution.

The **extent** to which other interventions (particularly policies) support or undermine the intervention and vice versa.

Difference Between Monitoring and Evaluation

Difference Between Monitoring and Evaluation

The main difference between monitoring and evaluation is that Monitoring measures if the activity was done as planned or not, while evaluation actually measures the bigger picture of the activity in terms of but not limited to their relevance, efficiency, effectiveness impact and sustainability.
Monitoring answers: Are we doing the things right?
Evaluation answers: Are we doing the right things?



Difference Between Monitoring and Evaluation

MONITORING

EVALUATION

Level	Activity	Outputs	Results	Strategic Objectives
Indicators	Activity	Output	Results	Impact
Frequency	Quarterly	Quarterly	Annual	Bi-annual
Source	Staff	internal records + partners	Partners	Partner Stakeholders, Staff
Method	Quarterly Report in online e-management tool	Quarterly Report in online e-management tool	Annual Reports / Surveys / Field Visits	Evaluation Study

Difference Between Monitoring and Evaluation

#	Monitoring	Evaluation
1	Monitoring is the systematic and routine collection of information about the programs/projects activities	Evaluation is the periodic assessment of the programs/projects activities
2	It is ongoing process which is done to see if things/activities are going on track or not i.e. it regularly tracks the program	It is done on a periodic basis to measure the success against the objective i.e. it is an in-depth assessment of the program
3	Monitoring is to be done starting from the initial stage of the projects	Evaluation is to be done after certain point of time of the project, usually at the mid of the project, completion of the project or while moving from one stage to another stage of the projects/programs
5	Monitoring provides information about the current status and thus helps to take immediate remedial actions, if necessary	Evaluation provides recommendations, information for long term planning and lessons for organizational growth and success
6	It focuses on input, activities and output	It focuses on outcomes, impacts and overall goal
8	It has multiple points of data collection	Data collection is done at intervals only
9	It gives answer about the present scenario of the project towards achieving planned results considering the human resources, budget, materials, activities and outputs	It assesses the relevance, impact, sustainability, effectiveness and efficiency of the projects
11	Monitoring checks whether the project did what it said it would do	Evaluation checks whether what the project did had the impact that it intended
13	Monitoring looks at detail of activities	Evaluation does not look at detail of activities but rather looks at a bigger picture
14	It compares the current progress with the planned progress	It looks at the achievement of the programs along with both positive/negative, intended/unintended effects
15	Information obtained from monitoring is more useful to the implementation/management team	Information obtained from evaluation is useful to all the stakeholders
16	Monitoring result is used for informed actions and decisions	Evaluation result is used for planning of new programs and interventions
18	Regular report and updates about the project/program act a deliverables here	Reports with recommendations and lessons act as a deliverable here

Data collection methods

Data Collection Methods

There are two main types of data collection methods

Primary data collection:
Data that has been collected from first-hand-experience is known as primary data. Primary data has not been published yet and is more reliable, authentic and objective.

Secondary data collection:
Data collected from a source that has already been published in any form is called as secondary data. The review of literature in any research is based on secondary data

Data Collection Methods

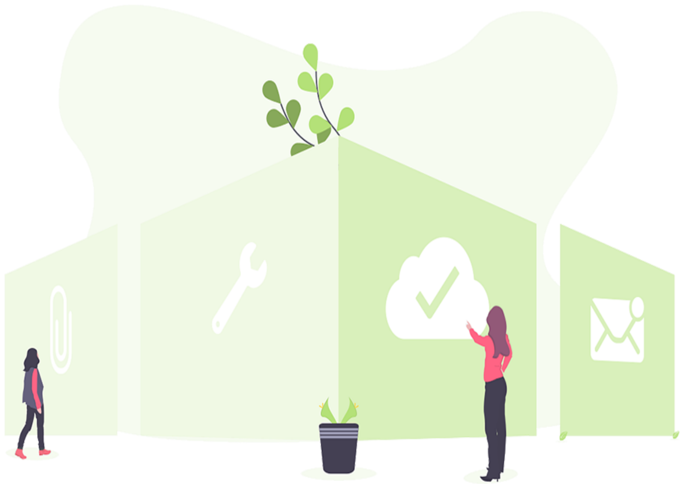
Source of Primary data collection
Field visits (Observation)
Evaluation and Monitoring
Stakeholder meetings
Individual Interviews (KKIs)
Focus Group Discussions

Source of Secondary data collection
Periodic Progress Reports
Project Completion Reports
Document Review / Records
Project BNFs lists
Procurement documents

Data Collection Methods

Method	Overall Purpose	Advantages	Challenges
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can take much time -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	-get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information	-often takes much time -info may be incomplete -need to be quite clear about what looking for -not flexible means to get data; data restricted to what already exists
observation	to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive

The table represents the purpose, advantages and challenges of different types of data collection methods



Types of collected data

Types of collected data

Quantitative data	Data are expressed as numbers, and are used to calculate indicators and show the size, scale, or frequency of a situation
Qualitative data	Data take the form of words or images, and are used to explain and describe a situation, explore the meaning of an indicator, and triangulate quantitative data.

Types of collected data

#	Quantitative Data	Qualitative data
1	Numbers, scores, weights, lengths, averages, percentages, ratios, etc	Words, images, quotations, photos, drawings, maps, etc
2	Quantitative data calculate the scale of ‘what’ the situation is or how it changed through numbers	Qualitative data describe ‘how’ and ‘why’ questions with words or images
3	Collected for indicator measurement and baseline/endline comparisons. Used to calculate the size and scale of an issue	Collected to explain or confirm quantitative data. Useful when the beneficiary population is difficult to access

Monitoring and evaluation reporting system

Monitoring and Evaluation reporting system

Reporting is an integral part of any monitoring and evaluation plan or framework.
Good reporting enables organization's to communicate the value of their work and their impact while allowing them to demonstrate aid effectiveness and enhance performance, collaboration, learning and adaptation within their organization and throughout the entire project cycle.

Reporting is the documentation and communication of M&E results to appropriate audiences at specified times. The key purpose of reporting may be to account for funds expended, to provide rich data for the decision-making process or to improve targeting and coordination of investments and on-ground actions. Reporting can be done at a project or program level.

Monitoring and Evaluation reporting system – Benefits

Periodic reporting on M&E data helps internal staff and management teams to assess and communicate their transparency and accountability to their stakeholders

It enables stakeholders to identify and interpret the progress their interventions have made against their set targets and indicators and its impact in the community of interest and its people.

It enables project staff to identify and interpret the progress their interventions have made against their set targets and indicators and its impact in the community of interest and its people.

M&E reports allow the project team to identify and share challenges they have encountered.

M&E reports help the stakeholders, partners, donors and others involved in the project to grasp a clear picture of the performance of the project and its real impact on the ground, helping them make evidence-based decisions.

Monitoring and Evaluation reporting system

What goes inside a Monitoring and report ?

- Title
- Acronyms and abbreviations
- Project details
- Conclusion and recommendations
- Summary
- Purpose of the MnE report
- Methodologies
- Who was involved in the MnE
- Table of contents
- MnE questions
- Findings and lessons learned
- Annexes

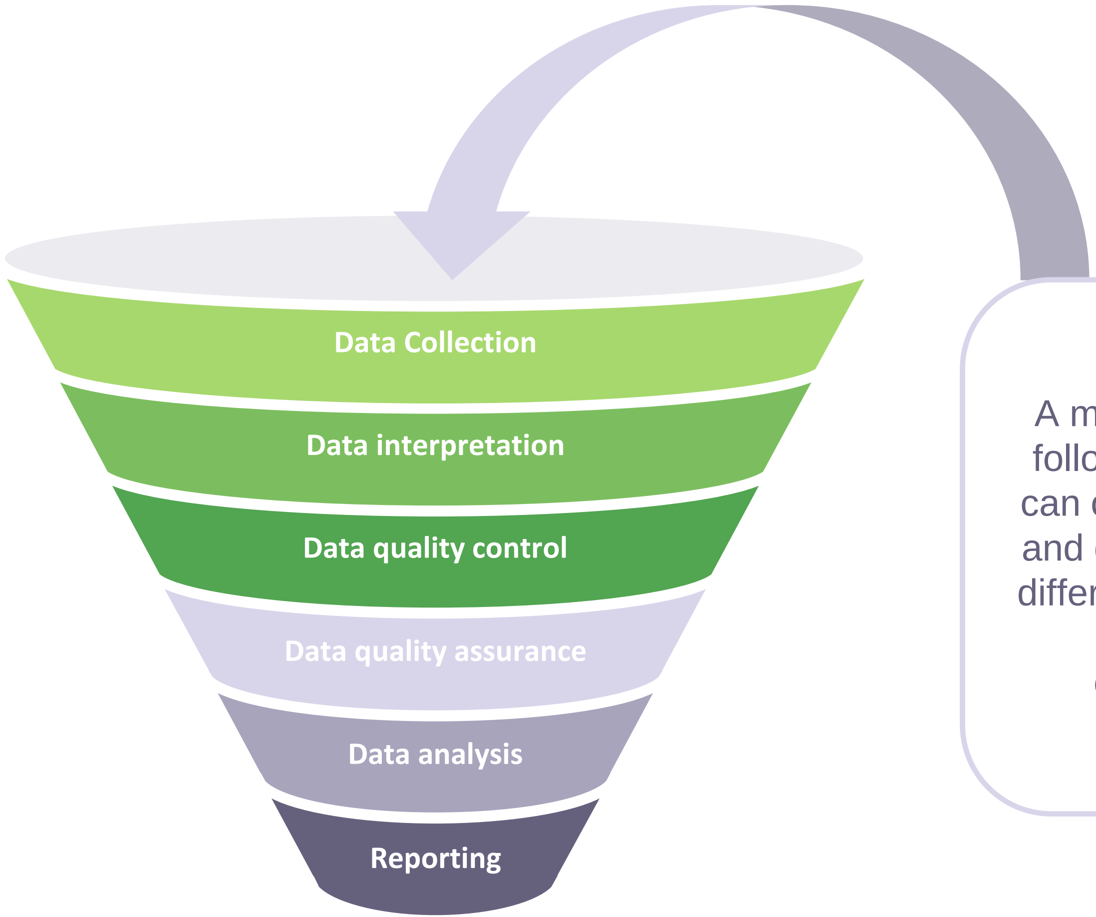
Monitoring and Evaluation reporting system

M&E reports can be produced and distributed on a weekly, bi-weekly, monthly, quarterly, bi-annually or on an annual basis.

Weekly and bi-weekly reports are usually concise and shared with the internal team and some external stakeholders to keep them up to date on the project progress against their targets, budget, any changes made to the project or the implementing team.

Monthly, quarterly bi-annual or annual reports are much more comprehensive and include more details and evidence on the progress of the intervention, project inputs, activities, outputs, outcomes, lessons learned, recommendations

Monitoring and Evaluation reporting system



A mix of secondary data collection followed by primary data collection can contain a combined quantitative and qualitative data that is analyzed differently but gives an inclusive lists of information to produce a comprehensive MnE report

Thank You