**Process for M&E Framework Development**

The following templates are designed to assist NGOs with developing Monitoring and Evaluation Frameworks for their projects. The overall aim is to facilitate M&E knowledge and skills transfer that will result in the development of an M&E Framework for each NGOs current portfolio of projects. Going forward, it is anticipated that NGOs will have the tools and skills needed to develop M&E frameworks for new projects and continually update their M&E Frameworks. The Framework includes a glossary of terms used and a numbered five step colour coordinated process to facilitate flow and ease of completion. An example project, with completed fields, will be provided with initial documentation.

The process for supporting the NGOs with developing their M&E Frameworks involves the following:

**Step 1: E-mail M&E Framework Development Materials** -- The M&E Framework templates and definitions will be e-mailed to each NGO for review in advance on an in person meeting. The consultants will provide additional M&E resource materials to the NGOs as necessary.

**Step 2: Initial in person meeting with NGO --** The consulting team will meet with the NGO staff to review the templates, provide an orientation to basic M&E concepts, provide detailed instruction on use of the M&E Framework templates, and initiate the process of the M&E Framework development.

**Step 3: NGOs complete Draft M&E Framework --** NGO staff will be asked to work on their M&E Frameworks over a 2-3 week period. The consulting team will be available to provide support, address questions, provide clarification and assist the NGOs as needed. The consulting team will liaise with the M&E point person for each organization and provide follow-up support virtually and in-person as needed. The NGOs will be asked to submit a complete draft of the M&E Framework to the consulting team in advance of the in-person meeting to review and finalize the Framework.

**Step 4: In-Person Meeting with NGOs to Review, Refine and Finalize M&E Frameworks --** The consulting team will meet with the NGO staff to review and finalize the complete draft M&E Framework. During that working meeting, the NGO staff and consulting team will revise and refine the M&E Frameworks as needed.

**Step 5: Complete Final M&E Framework Document:** Populate the Final M&E Framework Document (Refer to Excel Spreadsheet – *M&E Framework with example*).

**Glossary**

**Objective**

Specific, operationalized statement detailing the desired accomplishment of the programme. A properly stated objective is action-oriented, starts with the word “to,” and is followed by an action verb. Objectives address questions of “what” and “when,” but not “why” or “how.” Objectives are stated in terms of results to be achieved, not processes or activities to be performed.

* **S** — Specificity(Is it specific? Does it cover only one rather than multiple activities?)
* **M** — Measurability(Can it be measured or counted in some way?)
* **A** — Attainability(Is the objective actually doable? Can we achieve this goal?)
* **R** — Relevance(How important is this objective to the work that we are doing?)
* **T** — Time (Does the objective give a timeframe by when the objective will be achieved, or a timeframe during which the activity will occur?)

Example: *To ensure that 600 young persons within the ages of 15-29 from the targeted communities are exposed to a variety of programmes on HIV/AIDS Stigma & Discrimination during a three-month period.*

**Activity**

An operation or work process internal to an organisation, which uses inputs to produce outputs. For example, training, research, negotiation, investigation, etc.

**Input**

The financial and non-financial resources used by organisations, policies, programmes and initiatives to produce outputs and accomplish outcomes. For example, funds, personnel, equipment, supplies, etc.

**Output**

Direct products or services stemming from the activities of an organisation, policy, programme or initiative, and usually within the control of the organisation itself. For example, pamphlet, research study, water treatment plant, training session, etc.

**Immediate outcome**

A change that is directly attributable to the outputs of an organization, policy, programme of initiative. These are short-term outcomes and are usually at the level of increased awareness, skills or access.

**Intermediate outcome**

A change that can logically be expected to occur once one or more of the immediate outcomes have been achieved. These are medium-term outcomes that are usually achieved by the end of a project or programme and usually involve behaviour or practice changes.

**Impact**

Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

**Indicators/Performance Measures**

Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

Quantitative indicators can be defined as measure of quantity, such as the number of people who own sewing machines in a village. Qualitative indicators can be defined as people’s judgements and perceptions about a subject, such as the confidence those people have in sewing machines as instruments of financial independence. (CIDA, 1996:9).

Indicators will vary in their ability to accurately and consistently reflect ‘reality.’

**Monitoring**

Monitoring is the routine tracking and reporting of priority information about a programme/project and its intended outputs and outcomes. It also includes measurement of progress toward achieving programme/project objectives, tracking cost and programme/project functioning and provides the basis for evaluation when linked to a specific programme/project.

Input/output monitoring involve the basic tracking and reporting of information about programme inputs, or resources going into a programme (such as funding, pharmaceuticals acquired for treating opportunistic infections, and the staff assigned to implement the programme), and about the programme outputs or results of a programme’s activities (such as number of staff trained). This type of monitoring answers questions such as, ‘What services were delivered? Data sources for monitoring inputs and outputs usually exist naturally in programme documentation, such as registration logs in the health center and client records. These offer details about the time, place, number and extent of services delivered, as well as the types of clients receiving services.

There are three main domains of information required in a monitoring system:

1. **Inputs**—Resources going into conducting and carrying out the project or programme. These could include staff, finance, materials, and time.

2. **Process**—Sets of activities in which programme resources (human and financial) are used to achieve the results expected from the programme (e.g., number of workshops or number of training sessions).

3. **Outputs**—Immediate results obtained by the programme through the execution of activities (e.g., number of commodities distributed, number of staff trained, number of people reached, or number of people served).

* **Input monitoring** involves a systematic process of collecting information regarding the inputs that enable the strategies of a project/programme to be implemented.
  + - Question: How many consultants were hired to perform the training?
      * Indicator: Number of consultants hired to facilitate training
    - Question: How many people form part of the technical team?
      * Indicator: Number of members in the technical field team
* **Process/Output Monitoring** involves a systematic process of collecting and analyzing information related to the immediate effects and short-term results (also called outputs), of the project/programme activities.
  + - Question: How many health care workers were trained?
      * Indicator: Number of people trained
    - Question: How many workshops were held?
      * Indicator: Number of workshops held

**Programme Evaluation**

The systematic and objective assessment of an ongoing or completed project, programme or policy, including its design, implementation and results. The aim is to determine relevance and fulfilment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

* **Evaluation Questions** help focus and provide structure to an evaluation, guide the evaluation planning process, facilitate decision making about evaluation methods to use, and inform discussions about how evaluation results can be used to improve your programmes. A clear understanding of the programme and its objectives is a critical first step in developing evaluation questions. Such an understanding helps you write focused evaluation questions. A second critical step is to know why you are doing the evaluation. In other words, what is the purpose of the evaluation — programme improvement, programme justification, or generating new knowledge and theories? Develop a clear purpose for evaluation by involving stakeholders and other programme staff.
  + Did participants feel that the programme was useful?
    - Indicator: % of Participants indicating that the programme was useful
  + Did we spend as much as we had budgeted?
    - Indicator: % of budget spent on the project
  + To what extent did participant knowledge increase?
    - Indicator: % of programme participants with an increased knowledge

An **operational definition**, also called **functional definition**, defines something (e.g., a [variable](http://en.wikipedia.org/wiki/Variable_(mathematics)), [term](http://en.wikipedia.org/wiki/Terminology), or [object](http://en.wikipedia.org/wiki/Object_(philosophy))) in terms of the specific process or set of [validation tests](http://en.wikipedia.org/wiki/Formal_verification) used to determine its presence and quantity. That is, one defines something in terms of the operations that count as measuring it.

An example of an operational definition might be defining the weight of an object in terms of the numbers that appear when that object is placed on a [weighing scale](http://en.wikipedia.org/wiki/Weighing_scale). The weight then, is whatever results from following the (weight) measurement procedure, which should be repeatable by anyone.

**Baseline**—the status of services and outcome-related measures, such as knowledge, attitudes, norms, behaviors, and conditions before intervention.

**Target**—A specific, planned level of result for an indicator you expect to achieve within a defined period of time.

**Monitoring and Evaluation Framework Template (with Example in Green)**

**STEP 1: DESCRIBE YOUR PROJECTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Name** | **Description** | **Project Objectives** | **Main Activities** |
| Pre-Release Initiative for Female Prisoners in Trinidad and Tobago | Conducted within a twelve month period, the project will target 40 female prisoners in Golden Grove Women’s Prison six months prior to their release. The first six months will focus on training; life-skills, literacy and numeracy skills, and a self-directed search for employment suitability, effective parenting communication skills. On their release from goldren Grove, the latter six months will be used to monitor their progress and liaise with their case workers to determine the extent of their successfull reintegrated into society based on the project initiatives [[1]](#endnote-1) | 1. To increase the skills and employability of 40 female prisoners from Golden Grove Women’s Prison in the six months prior to their release; | 1. Enroll 40 female prisoners into the project 2. Administer pre-test 3. Provide training 4. Provide prerelease counseling |
| Project 1: (Copy from Completed Project Listing) | (Copy from Completed Project Listing) |  |  |
| Project 2: (Copy from Completed Project Listing) | (Copy from Completed Project Listing) |  |  |

**STEP 2: DEVELOP MONITORING QUESTIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Main Activities** | **Input Monitoring Questions** | **Inputs** | **Process/Output Monitoring Questions** | **Outputs** |
| Provide vocational training to female prisoners | * Was the training curriculum developed and available? * Were skilled facilitators available? * Were there sufficient women available to participate in the project? | * Training Curriculum * Facilitators; * Prisoners willing to participate in the project; | * How many women attended the training? * Were training resource materials available to participants? | * Number of women trained; * Training materials available to participants; |
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|  |  |  |  |  |

**STEP 3: DEVELOP EVALUATION QUESTIONS**

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| --- | --- |
| **Project Objectives** | **Evaluation Questions** |
| To increase the skills and employability of 40 female prisoners from Golden Grove Women’s Prison in the six months prior to their release; | * Did participants have an increase in knowledge? (immediate outcome) * Did the participants have an increase in the skills? (immediate outcome) * Are participants more employable after completing the programme? (intermediate outcome) |
|  |  |
|  |  |

**STEP 4: INPUTS AND OUTPUT INDICATOR DEFINITIONS AND SOURCES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Inputs** | **Indicator** | **Indicator Operational Definition** | **Data Source** | **Frequency** | **Responsibility** |
| Training Curriculum | Development of a training curriculm | Training curriculum designed to increase the knowledge and skills of women in specific areas. | Content of the completed curriculum | Once (Prior to training participants) | Project coordinator |
| Facilitators | Number of trained facilitators | Number of facilitators successfully trained and skilled to deliver curriculum | Facilitator Training Post-test | Once (at the end of the facilitator training session) | Project coordinator |
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| --- | --- | --- | --- | --- | --- |
| **Outputs** | **Indicator** | **Indicator Operational Definition** | **Data Source** | **Frequency** | **Responsibility** |
| Number of women trained | Number of women attending training | Number of participants who attended the entire training session and successfully completed | Attendance and training session records | After each training session | Project coordinator |
| Training materials available to participants | Number of training packets distributed | Number of participants who received training packets | Training session records | During each training session | Project coordinator |
|  |  |  |  |  |  |
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**STEP 5: EVALUATION INDICATOR DEFINITIONS AND SOURCES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Questions** | **Indicator** | **Indicator Operational Definition** | **Data Source** | **Frequency** | **Responsibility** | **Baseline** | **Target** |
| Did participants have an increase in knowledge? (immediate outcome) | Percentage of participants who demonstrate and increase in knowledge at the end of the training | Number of participants who passed the post-test divided by the total number of participants attending the training | Training records and post-test scores | At the end of the training session | Training Coordinator | 0 | 40 |
| Did the participants have an increase in the skills? (immediate outcome) | Percentage of participants who demonstrate specific skills at the end of the training | Number of participants who can complete specific activities/skills at the end of the training divided by the total number of participants attending the training | Training records and skills post-test scores | At the end of the training session | Training Coordinator | 0 | 40 |
| Are participants more employable after completing the programme (intermediate outcome) | Percentage of participants who are employed six months after being released. | Number of participants who are employed in a field related to the training they received six months after being released divided by number of participants completing the training | Workshop participants | Once (six months after participants are released) | Case worker | 0 | 40 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

1. Adapted from the CSP M&E Training Group work completed by staff of the Human Development Foundation [↑](#endnote-ref-1)