

NATIONAL DISABILITY & DEVELOPMENT FORUM (NDF)



MEAL Standards and Guidelines

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LIST OF ACRONYMS

ALNAP	Active Learning Network for Accountability and Performance
BHA	Bureau of Humanitarian Assistance
CHS	Core Humanitarian Standards
CRS	Catholic Relief Services
CWW	Concern Worldwide
DIP	Detailed Implementation Plan
IR	Intermediate Results
LFM	Log Framework Matrix
MEAL	Monitoring, Evaluation, Accountability and Learning
MTE	Mid Term Evaluation
NFI	Non Food Items
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
OFDA	Office of U.S. Foreign Disaster Assistance
RAPID	Response to Pakistan's Internally Displaced
RTE	Real-Time Evaluation
SMART	Specific, Measurable, Achievable, Realistic and Timely
SO	Strategic Objective
SOW	Statement of Work
UEF	Utilization Focus Evaluations
UN	United Nations
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene

1. INTRODUCTION:

1.1. Background

National Disability and Development Forum (NDF), a non-political, non-profit making and non-governmental organization (NGO) recognized at the national level, was founded in September 21st 2010 and registered under the Societies Act XXI of 1860 Registration No: SK/1786-2014-15. National Disability and Development Forum (NDF) provides quality and standardized services to the marginalized and deprived community of rural and remote areas of Sindh.

NDF strategy is Village Based, People-centered, action-oriented, self-reliant, environmentally sustainable integrated agricultural and rural development program to alleviate poverty and to improve the quality of life of the rural poor.

NDF development journey from a small initiative, launched in Concerned about depleting sources of livelihood and employment, increasing poverty and social deprivation in rural Sindh and propelled by its own vision of sustainable, equitable and just society, objective of providing integrated services to the most deprived communities in difficult to reach areas.

1.2. Introduction to MEAL

MEAL is an acronym that stands for Monitoring, Evaluation, Accountability, and Learning. They each have distinct purposes and processes;

- **Monitoring:** The continual and systematic collection of data to provide information about project progress.
- **Evaluation:** The user-focused, systematic assessment of the design, implementation, and results of an ongoing or completed project against the standard criteria.
- **Accountability:** A commitment to balance and respond to the needs of all stakeholders (including project participants, donors, partners, and the organization itself) in the activities of the project.
- **Learning:** Having a culture and processes in place that enable intentional reflection. The aim of learning is to make smarter decisions.

Most projects are interested in measuring their progress and accomplishments in the following three areas: project coverage, project process, and project results. These three areas can be explored through monitoring and evaluation activities. However, the questions asked to explore these areas through monitoring will be very different from the questions asked during evaluation. It is important to note that monitoring and evaluation differ in terms of purpose and process. However, it is important to recognize the connections between them. For example, monitoring activities can generate data that can be used to help answer evaluation questions. Conversely, if a project conducts a midterm evaluation and recommends changes intended to improve the project. Monitoring activities can track whether the evaluation recommendations are improving the project and its outcomes.

Accountable projects are more relevant, are more likely to be supported by stakeholders, and ultimately will have a greater impact. A commitment to accountability requires that project teams take proactive and reactive steps to address the needs of the project's key stakeholders while delivering project results.

Learning requires that you engage different stakeholders in thoughtful discussion of what is working and what is not working, in your efforts to achieve your stated objectives. Learning having a culture

and processes in place that enable intentional reflection. The aim of learning is to make smarter decisions. These thoughtful discussions should use monitoring and evaluation data to inform their structure and content

While collecting and analyzing monitoring and evaluation information is critically important, a MEAL system is only effective when project teams use data to demonstrate and improve the effectiveness, efficiency, and, ultimately, the outcomes and impact of their projects. In short, monitoring and evaluation data should always be used to inform management decisions, which, in turn, promote accountability and learning.

1.3. Introduction to MEAL Guidelines

The MEAL guidelines are of high importance for the institutional capacity of every organization. This helps the organization to systematically carry out the MEAL activities in each stage of the project cycle to result in quality programming. The major M&E activities in the project are highlighted in figure 1.

This framework of M&E guidelines covers six major thematic areas i.e. project design, M&E planning, monitoring, evaluation, learning, and data management¹. The guidelines are structured in a way to provide minimum standard operating procedures for different MEAL activities in the project cycle, a brief introduction of the thematic area, and a step-by-step process to complete the activity, templates/formats, and links for further readings/resources.

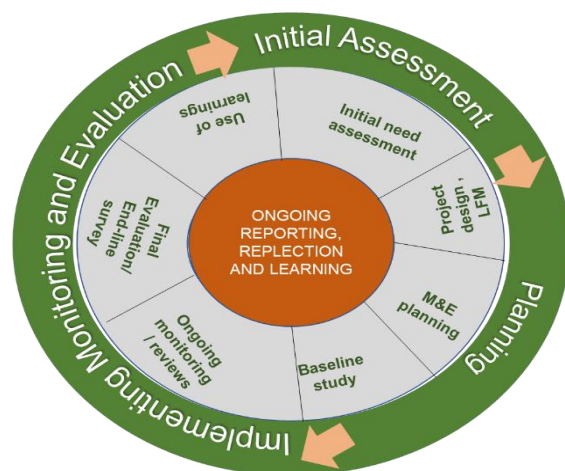


Figure 1: M&E Activities in Project Cycle

2. MEAL STANDARD OPERATING PROCEDURES (SOPs):

Project Design:

- NDF develops robust Theory of Change (ToC) for Project/Program and emergency response as part of the project design.
- NDF develops Result Framework (RF) for Project/Program and emergency response clearly illustrating “if-then” logic for the project results.
- NDF develop Logical Framework Matrix (LFM)/logframe or other similar frameworks recommended by the donor for project/program and emergency response to facilitate planning, monitoring, and evaluation.
- NDF develops detailed MEAL narrative for project/programs and emergency response as part of the proposal or separate to provide sufficient explanation for the MEAL activities.
- Organization develops budget for all MEAL activities mentioned in the M&E Plan and or narrated in the narrative at the design stage of the project or program.

Planning for MEAL:

- All project/program and emergency responses have an M&E Plan with the level of complexity appropriate for the scale and time of the project.

¹ Accountability is the integral part of MEAL but not covered in this guidelines as CWSA will provide specific guidelines and support to NGOs for Q&A mainstreaming.

- NDF develops monitoring forms which include need which includes need-to-know questions at the MEAL system planning stage or available and tested before its use for project/program and emergency responses.
- Project/program and emergency response reporting formats meet donor and other stakeholder requirements.
- NDF develops MEAL Operating Manual/MEAL Binder for projects and emergency response to organize the MEAL documents.

Monitoring:

- NDF develops MEAL systems for projects/programs or emergency response comprising of both formal and informal monitoring approaches.
- All the project staff and volunteers having roles in the data collection are trained on the data collection tools and sampling methodologies.
- NDF conducts progress review/reflection sessions at least quarterly to jointly analyze and reflect on monitoring data to produce action items with assigned responsibilities.
- NDF M&E staff dedicate at least 25% time to participate and or supervise the monitoring activities.

Evaluation:

- NDF conduct and documents baseline figures for project/program or emergency responses for all the applicable indicators.
- NDF develops terms of reference (ToR) for all required evaluation and baselines.
- NDF working on a project of two years or more conduct and document a formative evaluation (internal or external).
- NDF working on projects/programs or emergency response of more than one year and less than two years conduct an annual review as per the DAC recommended criteria.
- NDF conduct after-action reviews for projects/programs or emergency responses of one year or less.
- NDF conducts final evaluation on DAC criteria or as per the donor requirements for projects/programs or emergency response of more than one year.

Accountability:

- NDF develops contextual Complaint Response Mechanism (CRM) for all projects or emergency response in the first quarter or before the first delivery of the project.
- NDF provides a basic orientation to all staff on feedback and complaint response mechanisms and code of conduct.
- NDF address all sensitive and non-sensitive programs as per protocols and inform the complainant or feedback provider.
- NDF document, analyze, and review all the feedbacks and complaints received as part of the monthly or quarterly project review meetings.

Learning:

- NDF develops a plan for the documentation and dissemination of learnings as part of the project or emergency response detail implementation plan.
- NDF regularly documents key learnings (*what worked well and why and what did not work and why*) of the project or emergency response.
- NDF conduct end of project lesson learned workshop for all projects and emergency responses with key stakeholders to document the project learnings.
- NDF disseminates lessons learned with key stakeholders such as donors, relevant DMAs, cluster/working groups and other NGOs, etc.

Data Management:

- NDF develops a management information system that provides sufficient protection of data that meets the NDF's reporting requirements of the donor and other stakeholders'.
- Project/program developed plan for the disposal, retention, and archival of project documents, data, and records as part of the project close-out activities.
- Project/program ensure safe retention/archival of project data and record as per NDF and donor policies/requirements.

3. GUIDELINES FOR MEAL IN PROJECT DESIGN

This section will provide guidelines for the development of M&E documents to help design, plan, monitoring, and evaluation of the project. This includes;

- Theory of Change (ToC)
- Logical Models
 - o Results framework (RF)
 - o Logical Framework Matrix (LFM)
- MEAL Narrative
- MEAL Budget

3.1. Theory of Change (ToC):

The theory of change, or ToC is both a design process and a product². The process involves analyzing a situation, recognizing the underlying causes of the problems or challenges faced, determining the desired long-term change, and working through the steps to achieve that change. The ToC product is represented by a graphic or flowchart illustrating the desired outcomes, where assumptions play a role in the pathways of change. It is often accompanied by a narrative.

The ToC integrates the contributions—from a range of actors—that are required to achieve the intended changes. It also identifies key assumptions underpinning the pathways of change. Every strategy includes assumptions about the context in which the proposed project will occur, often related to economic or social trends, government interventions, or the sustainability of behavior change. It is critical to identify these assumptions in the ToC and to monitor their validity over the life of the project.

The ToC then informs the project strategy and the selection of strategic objectives, goals, and intermediate results within the larger context. As the ToC is being developed, questions may emerge that will drive learning and evaluation questions during implementation. Like many components of the MEAL system, the ToC is a living document and should be updated as the project team learns during implementation.

The following major steps can be followed to develop the ToC.

- Step 1: Problem Tree - Organize assessment data around the key determinants of the conceptual framework and highlight cause-and-effect relationships.
- Step 2: Objectives tree - Articulate the core problem and immediate causes into positive statements; core problem into long-term change/potential goal and immediate causes into preconditions for change/potential strategic areas of intervention.
- Step 3: Identify “pathways of change” - Identify potential linkages between preconditions and the sequence in which they should occur; use “backward mapping” process for long-term

² Starr, L. 2019. Theory of Change: Facilitator's Guide. Washington, DC: TANGO International and The Technical and Operational Performance Support (TOPS) Program.

change to be achieved, what needs to happen at the lower levels? Work back toward the earliest changes that need to occur.

- Step 4: Identify assumptions - Identify factors (economic, political, environmental, and social) from the assessment data that are important to the success of the TOC but outside the control of the project and highlight where in the pathway of change they could influence a result.
- Step 5: Prioritize - decide on project scope and scale - Based on assessment results (needs, gaps, causes that are more or less significant, etc.), results of the capacity analysis, the call for proposal, budget, and timeframe, decide which causal streams/pathways of change will be covered by the project; mark those in the diagram.
- Step 6: Decide on project strategies - Using evidence (e.g. evaluation findings, research, best practice analysis, lessons learned) and sectoral experts' input, decide on the most appropriate strategy(ies) to address identified needs and achieve long-term change.
- Step 7: Produce a draft diagram of TOC - Add the chosen strategies in the diagram; use arrows to illustrate how the strategies address one or multiple preconditions.
- Step 8: Check the logic and assumptions for each stream; discuss evidence about why it should work. Discuss and articulate the project's theory of change. In this step, you practice evaluative thinking and use conceptual frameworks to double-check the validity of the selected project strategy and how it will produce the desired outcomes and impact at the SO level. You will articulate a robust TOC that makes explicit why you and others believe that the selected project strategy will work in a particular project context.
- Step 9: Transform TOC diagram into RF - Based on the prioritization, transform the part of the TOC the project will work on into an RF, Proframe/logframe, or other project logic tool.
- Step 10: Write the TOC narrative - Document all decisions, assumptions, and the evidence for them, in a TOC narrative. Review the theory of change. Encourage debate and challenge each other's thinking. Depending on the outcome of these discussions, revise the project strategy or even revisit the decision on the most appropriate project strategy.

Please refer to Annexure 6.2 as a sample ToC template and example and [Link](#) for the detailed guidelines to develop the ToC.

3.1. Logical Models (RF, Logframe):

The logical models covered in this section include; Result Framework and Logframe. It is evidence from years of experience that logical models provide strong foundations for the project design and increase the success chances of the project. In general, the logical models explain the change the project is seeking to achieve, the steps through which change will occur, and how the change will be measured. During the project design phase, a number of key project decisions which are documented in logical models will provide the basis for MEAL system development. The project logic models will frame the MEAL system by mapping project logic and selecting indicators and measurement methods required to track progress, monitor assumptions, and understand contributions to project goals and sustainability.

Each of the logic models is briefly explained below;

3.1.1. Result Framework (RF):

Result Framework (RF) is an easy-to-read diagram that gives a snapshot of the top levels of a project's objectives hierarchy (means-to-end relationship). The RF describes the change the project wants to bring about (strategic objective or SO), why this change is important (goal), and what needs to happen (intermediate result or IR) for this change to occur. Carefully constructing a results framework with an if-and-then logic ensures that there are no unjustified assumptions as to how

project IRs contribute to each SO, and the SOs in turn contribute to the goal. A results framework makes the overarching purpose of the project clear and understandable, making it a good communication tool.

The work in this stage of the project design depends on the level of work the design team has completed/carried out during Theory of Change (ToC). If ToC is developed then most of the analysis (problem tree, objective tree, strategy (ies)) are already completed. The team has to refine the elements of ToC and organize them into the RF.

The following steps can be taken to develop the RF.

- Step 1. Review assessment findings and implications for the goal and Strategic Objectives. Review the problem tree, including the core problem and underlying causes, the gap analysis, and all other assessment findings.
- Step 2. Transform the problem tree into the objective tree. To link assessment findings and evidence-based decisions for the project goal and SOs, flip the problem tree's core problem (trunk) and immediate causes into mirrored, positive statements.
- Step 3. Draft the project goal and strategic objectives. Use the assessment findings and preliminary statement of goal and strategic objectives. The goal is a higher-level objective toward which the project contributes and cannot be achieved in the given project. The SOs are the central purpose of the project and must be achieved at the end of the project. In other words, SOs are the level of objective in which the target group actually enjoys the intended benefit.
- Step 4. Translate the project strategy into intermediate results and develop IR statements for the project strategy. Intermediate results state the expected change(s) in identifiable behaviors of a specific group or the expected change(s) in systems, policies, or institutions required to achieve the SOs (end-of-project benefits). IR-level statements may involve changes in the rate that project participants adopt new behaviors, expansion of project reach or coverage, new ways of organizing or managing systems, or changes to policy for instance.
- Step 4. Decide on the appropriate number of strategic objectives and the project's scope and scale.
- Step 5. Plug all draft objective statements into the results framework. Review the donor template and language for the results framework and adapt it to their requirements. Sketch a results framework and plug in the goal, strategic objectives, and intermediate results you have identified.
- Step 6. Review the draft objective by a discussion whether SOs describes the central purpose of the project, SO specific to the project context, IRs reflect the project strategy and TOC, etc.
- Step 7. Review the objectives hierarchy (IRs to SOs to goal). Going down an RF, how an objective will be achieved should be explained by the objective below it. Going up an RF, why you are trying to achieve a lower-level objective should be explained by the objective above it.

Please refer to Annexure 6.3 as a sample RF template and [Link](#) for the detailed guidelines to develop RF.

3.1.2. Logical Framework Matrix (LFM)

The logframe or Logical Framework Matrix (LFM) is a management tool used to design, monitor, and evaluate interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution, and evaluation of a

development intervention.” (OECD)³. Logframe provides information about higher-level objectives (IRs, SOs, and goal) as well as output and activity-level objectives. In developing outputs and activities, the project design team is in planning project implementation and ensuring that activities contribute towards higher-level results.

The Logframe, documents the indicators needed to measure and understand change at each level of the results framework, and the means of measurement that will be used. The indicators in the Logframe should reflect donor requirements and NDF overall results as well as those that meet community and stakeholder information needs. In addition, the use of standard indicators will enable teams to benefit from larger sectoral learning when it comes to measuring change. The Logframe also includes the key assumptions from the ToC that will be monitored during implementation. The Logframe will include methods for monitoring and for evaluating progress and change. The monitoring methods t enable light monitoring and inform adaptive management during quarterly meetings and other reflection events. The monitoring and evaluation methods selected should reflect a balance of qualitative and quantitative data collection as appropriate to the context and the rigor of the MEAL system.

The below-mentioned steps can be roughly undertaken to develop the Logframe;

- Step 1: Review the results framework and project strategy; you already worked on the Goal, SOs, IRs, assumptions, and illustrative list of activities and outputs while developing the RF, ToC, and project strategy. The information will be further refined and will be used in the logframe. Follow the logframe roadmap (Figure 4) and complete the Logframe column 1. Using the results framework, copy the goal, SO and IR statements to Logframe Cells 1, 2, and 3.

- Step 2: Write and refine activity and output statements - Transform the activity-to-output discussion into objective statements. Add the output- and activity-level objectives for each IR in Cells 4 and 5. Please see below tips for refining objective statements.

	Objectives statements	Performance indicator statements	Measurement methods/Data sources	Critical assumptions
Goal	1	10	10	
Strategic objectives	2	11	11	9
Intermediate results	3	12	12	8
Outputs	4	13	13	7
Activities	5	14	14	6

Figure 2: Roadmap for the development of LFM

- Step 3: Fill the column 4 to complete the assumptions. Remember that the critical assumptions are factors that the project design team cannot or decides not to be controlled but that could endanger project success if they do not hold. Starting at the activity level, ask what conditions (internal or especially external) must exist to achieve the next level up in the objectives hierarchy. Do this for activities to outputs (Box 6) and outputs to IRs (Box 7) and IRs to SOs (Box 8) and SOs to Goal (Box 9). Please see the below-mentioned guidelines for the development of assumptions.
- Step 4: Identify indicators and measurement methods/data sources. As per logframe roadmap identify indicators and related measurement methods/data sources for each objective statement. Start from the top (goal and SO-level indicators and measurement methods) and work your way down to those at IR and output levels (Boxes 10–13). Please see the below guidelines for the development of indicators.

Please refer to Annexure 6.3 for sample LFM template and [Link](#) for further guidelines to develop LFM

³ <https://www.oecd.org/dac/evaluation/2667294.pdf>

Tips for development of objective statement:

- Include only a single purpose, aim, end product, or result for each objective statement.
- Avoid compound statements (... and ...) and subordinate clauses (e.g. starting with “by”, “through” and “via”). These subordinate clauses usually relate to the next level down in the objectives hierarchy.
- Write all objective statements (except activities) in full sentences as if the objective had already been achieved.
- Name the precise group or subgroups expected to receive, implement or benefit at each level of objectives.
- Use strong, action-oriented verbs to describe observable or measurable behavior, e.g. “increase” rather than “enhance”, “produce” rather than “promote” and so on.
- Check that objective statements are clear and specific, and that they can be implemented, measured, and achieved.
- Check that the objectives hierarchy clearly demonstrates how the SO will be achieved (i.e. activities together leading to associated outputs, outputs leading to associated IRs, which in turn lead to the SOs).

Deciding on Assumptions:

These are factors that project implementers cannot – or decide not to – control but that could endanger project success if the assumptions are incorrect. Assumptions are expectations fundamental to the working of the results framework’s objectives hierarchy. They may include:

- possible, but not probable risks and/or
- decisions about what the project will not do that affect the project’s results (for example, activities done by another actor). Use findings from the assessment, in particular gap and capacity analyses, to develop assumptions.

While assumptions are

context-specific, common assumptions concern:

- Government or trade bodies’ plans, policies and actions
- Plans and actions of other organizations (UN, INGOs, etc.) that operate in the project area
- Trends in national and international markets
- Community and beneficiary resources (interest, motivation, time, etc.)
- Risks of human-made or natural disasters, such as war, civil strife or floods and droughts

Use the decision tree (Figure 5) to see if assumptions lie completely outside the control of the project or if you need to adjust the project strategy to lessen their risk to the project.

Tips for Writing Assumptions:

- Write critical assumptions in full sentences as desirable positive conditions that need to be met if the project is to stay on course towards achieving the next level up of objectives.
- Check the validity of assumptions. If any involve project activities and/or use of project funds to ensure that the assumption is met, it is not an assumption, but rather a misplaced objective statement that belongs somewhere in Column 1.

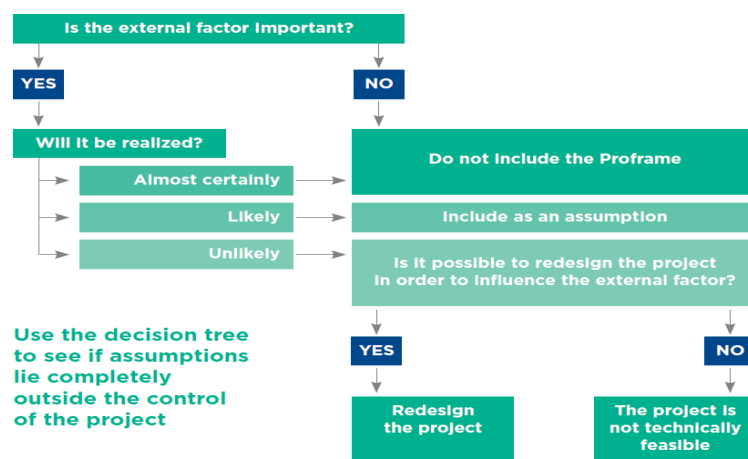


Figure 3: Sample decision tree to review the potential assumptions

- If large numbers of assumptions exist at some level of the Logframe matrix, this signals a potential risk that higher-level objectives may not be achieved. Redesign the project to control some of the assumptions.
- Also check for any killer assumptions, i.e. important assumptions that are very unlikely to hold true. In such cases, the project design must be reworked to bring these assumptions under project control. Otherwise, they will “kill” the project!

Indicators:

An indicator is a 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. (OECD)

To help us measure achievements in a logframe, we use indicators. Indicators have time-bound targets to map out expectations of what should have been completed by when. Identifying the right indicators is a critical step in the MEAL process because the indicators become the building blocks of your MEAL planning and implementation.

The below table presents indicators description in log-frame at different levels

Objectives statement	Indicator description
Goal	In general, a project Log-frame would not include indicators at this level. Goal-level indicators reflect longer-term impacts that are usually not achieved through the completion of a single project. Rather, they may require changes brought about by multiple initiatives.
Strategic objectives	Indicators reflect the change that is sought, often from a single initiative, among extended participants, target populations, and partners.
Intermediate results	Indicators reflect the expected change(s) in identifiable behaviors of a specific group or the expected change(s) in systems, policies or institutions required to achieve the higher outcome.
Outputs	Indicators represent tangible goods and services delivered by the initiative. Examples of output-level language include people trained with increased knowledge and skills, goods delivered and services performed.
Activities	<p>Unless specifically mandated by your NDF or a donor, Log frame templates do not typically develop indicators to track the completion of activities. This is because:</p> <ul style="list-style-type: none"> ▪ Activities indicators are often stated in the activity descriptions themselves. ▪ It is increasingly common to manage activities as part of a detailed implementation plan, not in the Log frame.

Number of Indicators:

Each objectives statement will require at least one indicator, and sometimes more depending on the information you need. However, more is not necessarily better! Remember, collecting data to track indicators takes time and money. The key to a good set of indicators is their quality and usefulness. Be careful not to collect information that you don’t need, or won’t use.

Means of Verifications:

Logframe Column 3 describes the measurement method the project will use to track each performance indicator in Column 2, or the precise non-project data source to be used, e.g. regular surveys by another organization. Ensure that the indicators selected are feasible and cost-effective to measure given the project situation and context. More complex data collection methods (e.g. random sample

surveys) have higher costs, time and human resource requirements; make sure that these are commensurate with your project's scope and budget. Simpler methods such as the use of existing records (e.g. attendance at prenatal outreach clinics), pre and post-training tests, direct observation or interviews with small purposefully sampled groups of project participants, should be used for output-level indicators (and when feasible at the IR or even SO level) to ensure timely data availability for project decision-making.

Measurement methods include observations, household surveys, key informant interviews, focus group discussions, ranking, scoring or indexing techniques, and pre and post-training tests. Examples of data sources include secondary data, existing government or service provider records, and census data.

Tips for selecting MoVs:

- Select data source and method for data collection which directly measures the relevant indicators.
- Make a balance of QLT and QNT methods
- Use cost-efficient methods for the data collection - relevant to the project timeframe
- Rely on the project record for output and IR level indicators or use KIIs or Observation
- ENSURE TIMELY AVAILABILITY OF DATA

3.2. MEAL Narrative:

The MEAL narrative documents the overall approach for monitoring, evaluation, accountability and learning by describing the principles and key activities associated with each. It is an opportunity to refer to NDF requirements, such as the MEAL Policies, standards and Global Results, and state how the MEAL system will meet donor requirements. The MEAL narrative also provides a general description of the staffing structure in place to support quality MEAL activities. MEAL narrative is either included in the project proposal or attached to the proposal as an annexure.

The MEAL narrative should describe key approaches associated with each element of the MEAL system as per the following:

- **Monitoring:** Methods of data collection for light monitoring to inform adaptive management as well as methods that will meet more rigorous reporting requirements; data management practices to ensure data quality and protect personally identifiable information as per data protection policy and principles; and plans for use of data during a range of reflection opportunities.
- **Evaluation:** Plans for establishing baseline data; the timing and purpose of midterm and final evaluations or reviews; key evaluation questions to inform evaluation design; and opportunities for stakeholder and community participation in evaluation events.
- **Accountability:** Feedback, complaints and response mechanisms; approaches for communication with stakeholders during the project cycle and closeout; and participation opportunities for community members.
- **Learning:** Learning questions and associated indicators and information sources; linkages to larger learning agendas; data visuals; and the timeline for meeting project-level learning needs.

3.3. MEAL Budget:

Careful budgeting for MEAL is essential to plan for the implementation of a quality MEAL system. The MEAL budget should reflect the activities described in the MEAL narrative and support appropriate staffing structures. ICT4D solutions should also be included, considering hardware and software purchases, and staffing and training needs. It is recommended that monitoring, evaluation,

accountability and learning activities are reflected separately within the project budget and, where feasible, that MEAL activities are integrated with other aspects of project implementation, such as field visits and development of communication materials, for greater efficiency and integration overall.

It is important to ensure that MEAL activities are appropriately budgeted for in proposals. The best practice is to include MEAL staff in the proposal development process to ensure that the MEAL budget and other MEAL components of the proposal are strong. However, as this is not always possible we would like to ensure that basic MEAL related cost is budgeted.

Possible MEAL Cost Need to be Included in the Budget:

- **Baseline:** If baseline (a minimum or starting point used for comparisons) and evaluation have been planned, are they adequately funded – check with MEAL staff as these can be expensive.
- **Distribution:** if the project involves distribution (cash or in-kind) check if the post-distribution monitoring is budgeted for?
- **Third-party monitoring:** if the project includes working through third-party monitoring. There should be appropriate budgeting for their services.
- **Accountability mechanism:** are accountability mechanisms appropriately budgeted for? It is recommended that accountability cost be included as a lump sum instead of a lie per cost in order to increase the budget flexibility.
- **MEAL staff:** are there enough MEAL staff of appropriate seniority and office location budgeted for?
- Has **MEAL technical** support been budgeted for? Not all projects will require this support; however, if expected it should be budgeted for.
- **Travel:** have travel costs for MEAL staff been considered in the travel budget?
- **Learning:** have learning moments/opportunities been included in the project budget?
- **ICT4D:** look at the cost related to ICT4D i.e. tools and application cost.
- **Evaluation;** have sufficient budget for the evaluation. The type of evaluation (external or internal) may have a different implications on budget.

4. GUIDELINES FOR MEAL PLANNING

This section provides guidelines for the development of M&E Planning Documents. This includes;

- M&E Plan
- Data Collection Tools
- Reporting Templates

The logical models (ToC, RF, logframe) provide bases for monitoring, evaluation and learning. The logical models will be expanded to develop the MEAL System for the project. The MEAL system is made up of people, processes, structures and resources that work together as an interconnecting whole to identify, generate, manage and analyze project data and feedback to inform management decisions, improve program quality, and meet stakeholder information needs. All the MEAL activities must be intentional, thoughtful, and well planned.

4.1. Monitoring and Evaluation (M&E) Plan:

The project logframe provides the foundation for the M&E plan. Ensure that your LFM clearly states your objectives and anticipated results. The first step in creating a high-quality M&E system is to ensure that you are collecting the appropriate data to meet the information needs of your project's

various stakeholders. Your M&E plan should clearly reflect these information needs. You should aim to finalize the M&E plan early within the program cycle. For some programs, it is feasible to finalize the M&E plan prior to the start of the program/project. For other programs/projects, it is feasible to finalize the M&E plan at the inception phase of the program/project.

The M&E plan should be as simple as possible while meeting the project's information needs. For short-term projects or emergency projects, consider using mainly qualitative data to monitor the projects at IR and SO levels, in addition to quantitative activity-level and output-level tracking. Limit or exclude indicators that require household surveys if it will not be feasible to conduct a baseline and final household-level survey during the project's time frame.

Ensure that your M&E plan includes elements of both qualitative and quantitative data. M&E plans without qualitative data will provide numbers and figures without a sense of context or an adequate explanation of why? or why not? Conversely, M&E plans without quantitative data included provide information about the context and community thoughts and perceptions, but the information is very difficult to generalize outside of the surveyed communities or perhaps outside of the surveyed household. Be sure that indicators in your M&E plan that require quantitative data (such as percentages, averages, or sums) will be collected with quantitative tools and that qualitative data will be collected with qualitative tools. Relying on qualitative methods, such as focus groups, to provide quantitative data is a common mistake.

The following step by step will be adopted for developing the M&E plan for each indicator;

- Step 1- Provide a precise definition for all the indicators. Each performance indicator requires a detailed definition; the lack of a detailed definition is one of the most common problems that contribute to a lack of objectivity and reliability.
- Step 2- Identify the unit of measure for each indicator. The unit of measure reflects precisely how the change will be calculated (e.g., by percent, dollars, or individuals). An indicator on the value of exports might be otherwise well-defined, but it is also important to know whether the value will be measured in current or constant terms, and in U.S. dollars or local currency.
- Step 3 – Identify relevant data disaggregation. Data may be disaggregated in numerous ways, including gender, age, location, target NDF, or some other dimension, in order to determine how development programs affect different cohorts. Disaggregated data help track whether or not specific groups participate in and benefit from activities.
- Step 4 – Identify responsible staff/individuals. For each performance indicator, it is important to identify the specific person and office responsible for collecting, analyzing, and reporting the data.
- Step 5 – Identify relevant data sources for the indicator. Identify the data source for each performance indicator. The source is the entity from which the data are obtained. Data sources may include government departments, international organizations, other donors, NGOs, private firms, USAID offices, contractors, or activity implementing agencies. Be as specific about the source as possible so the same source can be used over time.
- Step 6 – Decide on the frequency and timing of data collection. The frequency and timing for data collection should be based on how often data are needed for management purposes, cost, and the pace of change anticipated. Data are most commonly reported on a quarterly, semi-annual, or annual basis. In some cases, data are reported less frequently.
- Step 7 – Identify the appropriate data collection method for each indicator. This section describes exactly how the data will be collected, including the tools or methods to facilitate data collection. The key is to provide sufficient detail on the data collection or calculation method to enable it to be replicated consistently over time. In order to ensure objectivity, describe or include the:

- Techniques or instruments for acquiring data. It is often useful to include copies of the tool used to collect the data in the annex of the PMP (e.g., structured questionnaires, direct observation forms, templates, etc.) where possible.
- Sampling techniques for selecting cases (random sampling or purposive sampling).
- Step 8 - Baselines and targets generally have separate columns in the M&E Plan or are laid down at the bottom of the Performance Indicator Reference Sheet (PIRS). The baseline information will be mentioned for the relevant indicators after completing the baseline. The target for each indicator at IR or SO level should be based on the learnings from previous projects.
- Step 9 – identify the use of data as the last columns of the M&E Plan. This provides details on what will be the use of data to review progress, performance, process, and use of the information in the type of report.

Please refer to Annexure 6.5 for the sample M&E Plan template and [Link](#) for additional guidelines to develop the M&E Plan.

4.2. Data Collection Tools/Templates:

Tools are forms that guide the data collection process and where answers or observations for M&E data are recorded. Tools provide guidance to staff collecting data about how to collect information for monitoring and evaluation purposes and to provide a clear format in which to record this information. This helps to ensure uniformity of data and ease of data entry and analysis. The information collected might include responses given during interviews, signatures on a distribution or attendance sheet, formal and informal observation notes, and many other types of data.

The team will design data collection forms that capture data associated with MEAL plan indicators and larger stakeholder information needs, and enable planned analysis and comparisons. The M&E plan has identified the data elements to be collected in the forms. The MEAL plan also provides the key comparisons and data disaggregation to be supported in the demographic section of the forms and other questions as relevant.

The development of data collection forms combines both MEAL and sectoral skill sets. MEAL good practice should inform question structure and clarity (e.g. skip logic and coded responses for quantitative data collection), while sectoral expertise will inform question phrasing and the development of coded responses.

The following steps can be followed for the development of data collection tools;

- Step1- Begin by including a standard introduction at the top of the questionnaire for enumerators to read to each interviewee prior to conducting the data collection exercise. Standard introductions commonly include the objective(s) of the study and basic information about your NDF, a statement that any information collected will remain anonymous, and that participating in the data collection does not guarantee participation in any projects in the future.
- Step 2 - Include a unique questionnaire identification code at the top of each questionnaire. Develop a system for questionnaire identification based on location and any other relevant information. Keep a record of the questionnaire codes by geographic area or by specific type of household, for example. This information will be helpful during data analysis. Also, include a place for enumerators to record their names.
- Step 3 - Number each question with a unique number so that you can refer to questions by number during training. This will also help with data entry and data analysis.
- Step 4 - Review the order of themes (e.g., agriculture, education, and water) and the order of questions within each theme. Cover each theme fully before moving on to the next theme.

- Step 5 - Build in skips to maintain the logical flow of the questions during each interview. Skips ensure that respondents do not have to answer questions that do not apply to them.

Please see Annexure 6.6 for a sample of quantitative questions, an example of common mistakes and solutions, and 6.7 for sample qualitative questions and an example of common mistakes and solutions.

Tips for Developing Data Collection Tools:

- Refer to previous tools from the same sector to see how questions were phrased and the lists of coded responses provided. If possible, discuss with staff who participated in the data collection which questions worked well and which did not. It is important to build on past experience and avoid repeating the same mistakes.
- Refer to international guidance for developing questions. Many sectors, including health, nutrition, education and agriculture, have extensive guidance on developing internationally recognized indicators and survey questions.
- Make questions specific so all respondents will understand them in the same way. Include details and ask that the enumerators read the questions word for word during data collection.
- Note that some indicators may require multiple questions. For example, you need to first ask, —did you attend a health center in the last six months? before asking, —how many times did you attend a health center in the last six months?||
- Ensure that the questions are culturally appropriate by getting input from experienced staff with a good understanding of the local context.
- Limit questions to one piece of information. If questions include multiple pieces of information (such as —do you limit your number of meals and the number of items in your diet during the hungry season), it will be difficult to interpret the responses. Ask these questions separately.
- Use appropriate language that will be understood by respondents. Develop or translate the questionnaire into the language in which you will conduct it. There should be no translation in the field. Work with field staff to determine which words and terms will be best understood by targeted communities or households. The wording of the question should be simple and clear and not open to multiple interpretations. If you translate the questionnaire after it is developed, thoroughly review the quality of the translation or translate the questionnaire back into the original language and compare this retranslation with the original draft to identify any gaps or discrepancies.
- Ensure that questions are neutral, not biased and that they are not leading participants toward a particular answer. Think about any assumption that the question might contain.
- Avoid emotionally charged or overly personal questions that may draw out a heated response or make the respondent feel uncomfortable. Either can jeopardize the remainder of data collection with this respondent.
- In quantitative questions, ask questions about the respondent’s own knowledge, attitude, and practice. Do not ask respondents about other people’s practices as these data would not be reliable and would potentially be subject to bias.
- Specify whether the enumerator should read the list of possible responses or if the respondent should provide the answer without a list to choose from. Include this information just after the question itself. The enumerator should rarely read the list before the participant has a chance to respond. Consider the type of information you would like to collect when deciding whether to read the list or not.
- Specify whether the enumerator should record one or multiple answers. Following questions that could solicit multiple responses, provide a note to the enumerator stating either —circle only one answer|| or —circle all that apply. If you are hoping for multiple answers, include a note to the enumerator to prompt the respondent by saying —any others? or —anything else. So respondents will know to provide multiple answers.

Please refer to Annexure 6.5 and 6.6 for sample quantitative and qualitative questions and [Link](#) for additional guidelines on developing tools.

4.3. Reporting Templates

Reporting formats identify the required and recommended content to reflect donor agreements and stakeholders information needs. Reporting formats should provide a summary of activities completed, and targets and results achieved to date, community feedback received, any changes in context, general successes and challenges, and recommendations to improve the project, including the IPTT. Reporting formats should be validated by MEAL and relevant sector leads before they are considered final.

Reporting formats should align with donor reporting formats. When distribution team leads are collecting both supply chain and project-related data, design teams ensure that the instructions and language on the form are sufficient for both purposes. Moreover, the monitoring system should collect information to meet the information needs of stakeholders. It is important to track project activities by 4Ws (Who, What, Where, and When) principles. Finalize templates before the submission of the first report(s) or any other early deliverable, generally:

- Step 1 - Understand donor requirements for award deliverables including narrative, financial, and any supply chain reports, as well as MEAL deliverables. Confirm if there are any donor templates for deliverables. Identify which deliverables will require a project-developed template.
- Step 2 - For programmatic deliverables, if the donor has not provided a template for a deliverable, the PM works with other project team members and subject-matter experts to develop or adapt templates and any related forms or tools.
- Step 3 - For technical progress reports, keep in mind that the process of developing the project MEAL system and operating manual includes comprehensive reporting templates and underlying forms that will replace any preliminary documents developed at this early stage.
- Step 4- For finance use the donor-provided templates. You can use the template from the proposal cost application as a starting point. Seek support from the finance senior staff as needed with template development and/or review.
- Step 5- For supply chain management delivery, most donors who fund projects that include the distribution of goods will have their own templates for deliverables and reports, or other requirements for the information project must track. In the absence of donor templates, the PM works with country program supply chain management staff to develop appropriate templates.
- Step 6 - After finalization of the initial templates, the PM works with program and operations leads (e.g. MEAL staff or Program lead, supply chain management staff) to orient project team members to the details of the reporting templates and the process for completing them.
- Step 7 - As project staff begins to use the templates for deliverables submitted to donors on a recurring basis (e.g. reporting templates), the PM gathers feedback from staff involved in preparing these reports, to identify any improvements or refinements needed to the formats and/or guidance on how to complete them.

General Tips for Writing Effective Reports:

1. **Write your executive summary and table of contents at the end** - This means that the section headings and page numbers will be consistent. The executive summary is much easier to write if you have already written the rest.
2. **Focus on the objective** -Make sure you understand the purpose of your report and who you're writing it for. If you're writing a progress report as part of donor reporting, read the brief carefully and refer back to it so that everything you write and include is relevant.
3. **Plan before you start writing** - Gather all your data and relevant information. You might need to review project records, reports or interview people/staff. Decide on a structure for your report. How are you going to organize the information you have into sections? How can you divide these sections into headings and sub-headings?

4. **Note down references** - Make sure you keep a note of all your references if you are using the secondary sources so you can write the references section afterward. As you plan out the structure of your report, think about how it's linked to the objective of your report. What conclusions or recommendations can you make? Is there anything unusual that you might need to explain?
5. **Use a clear layout** - Make your report look more readable and inviting. Use headings and sub-headings to break up the text. Remember to number these consistently and include adequate spacing and margins to make the text look less dense. Write well-structured paragraphs. Paragraphs shouldn't be more than five sentences long. For example, your first sentence is the topic sentence – the main idea of the paragraph. The second to fourth sentences expand on this idea, giving supporting or additional information, commenting on the points raised, or referring to other data. The final sentence concludes the ideas presented or leads to the following paragraph.
6. **Edit and proofread** - Here's a checklist of what you should ask yourself before submitting your report:
 - a. Is it free of grammatical mistakes, concise and easy to read?
 - b. Do the sections follow on logically from each other?
 - c. Is each point supported with evidence or data?
 - d. Are the conclusions and recommendations persuasive?
 - e. Are all the sources correctly referenced?
 - f. And finally – have you kept to the report objective or brief?
7. **Keep sentences short and simple** - Include only one main idea in each sentence, with extra information in the following sentences, introduced by appropriate linking word. Avoid writing long sentences with lots of sub-clauses which will make it difficult for your reader to follow you. Aim for sentences that are no longer than 15-20 words.
8. **Use linking words** - Words and phrases like “Therefore”, “However”, “For this reason”, etc. help your reader follow your ideas.
9. **Use simple language** - Explain jargon or technical language (if you're writing for a non-technical audience) and include these terms in a glossary.
10. **Avoid passive forms where possible** - Scientific and technical reports often include passive forms instead of subject pronouns like “I” and “you”, but for business reports, you can write more simply and directly.
11. **Keep an eye on punctuation** - Correct punctuation helps your reader move more easily through your report.

Please find Annexure 6.8 Sample weekly updates/report template and 6.9 monthly progress report template and 6.10 for sample 4W Matrix template.

5. GUIDELINES FOR MONITORING

It is very important to adopt a systematic approach for the implementation of the MEAL System. In this stage, the logical models and MEAL planning documents are converting into a practical system to collect, analyze and use the data. This step comprises of;

- Formal and Informal Monitoring
- Training of data collection team
- Progress review/reflection sessions

5.1. Formal and Informal Monitoring:

The M&E system should have both formal and informal monitoring. A good monitoring system in an emergency or development response includes an intentional approach to both informal and formal monitoring. It is important to highlight that formal monitoring normally builds upon the findings from informal monitoring. We will discuss each of these briefly below;

Informal Monitoring: Informal monitoring is not structured; it happens as part of normal community interactions. For example, while doing a site visit, you notice that all the animals are gone from the village or that there are very few men around as compared to previous visits.

- **WHY?** To identify any changes in context or unanticipated changes resulting from assistance provided that will affect the continued emergency response.
- **WHEN?** Ongoing, during each visit to the field site.
- **WHO?** All the staff who visit the field are responsible for informal monitoring of what's going on. A good field staff has a sense of curiosity which encourages him or her to seek quality information and ask 'why'.

Formal Monitoring: Formal monitoring is structured around pre-determined information needs and data collection questions and uses a tool such as a survey or a checklist. Formal monitoring is often planned from the beginning, once project indicators are identified. Informal monitoring may identify questions to be built into formal monitoring. For example, after noticing there are not as many men in the village, you can follow up more systematically to find out where they have gone and why. Did they return to their land to see if it is safe? Did they migrate to find jobs? Once informal monitoring identifies an information needs, formal monitoring can provide information to improve the response.

- **WHY?** To meet pre-determined information needs by counting progress toward outputs and checking on the relevance and effectiveness of the support provided.
- **WHEN?** Ongoing with different tools, sample sizes, and frequency as appropriate over time. The timing of formal monitoring is based on the activities schedule and aims to provide timely feedback for needed adjustments in the response. In the early stages of the response, keep the frequency of formal monitoring to the minimum needed for problem-solving or reporting purposes.
- **WHO?** Usually, field staff is responsible for monitoring their project component, though MEAL staff may also be assigned for formal monitoring activities.

The example of formal monitoring is spot checks, beneficiary verification/validation, post-distribution monitoring, and process monitoring.

5.2. Documentation of Monitoring Findings:

It is very important to document and communicate the findings of formal and informal monitoring in a systematic way to ensure that timely actions/decisions are taken at the appropriate level. The findings can be documented in bullet forms in a trip or daily field visit report. The field visit or trip report can be written on a daily or weekly basis as per the NDF's management procedures. The field or trip report at minimum cover the following areas;

- **Monitoring Team and Location Details:** It is very important to provide the details of the monitoring team and the location visited on the trip.
- **Detail of Activities Monitored and Purpose of Monitoring Visit:** The field/trip report should provide the details of activities covered in the monitoring visit and the specific purpose of the monitoring visit. As mentioned earlier that both formal and informal monitoring should be purposeful and intentional.
- **Major Findings, Challenges/critical issues, and Recommendations:** The field or trip report should provide the major findings of monitoring visits, challenges, or critical issues related to the project activities. The monitoring report also provides details on recommendations to address the challenges or critical issues.

Please refer to Annexures 6.10 as a sample template for the monitoring report.

5.3. M&E Findings Debrief Discussion:

The field visits or monitoring findings should be discussed in debriefing meetings on weekly basis or after completion of the monitoring mission with management and other relevant project staff. The debriefing meeting minutes should be documented and an action plan will be developed which will be used for future reference. The debriefing meeting should cover the discussion around the field findings and the development of an action plan to address the gaps and improve the programming. The debriefing meetings should be organized under the following agenda;

- **What is going well and why?** The debriefing meeting always starts with the things going well and the specific contributing factors. The discussion in meetings always be around the strategies, not the people. This will provide synergy for the team to continue the successful strategies which work well.
- **What is challenging (i.e., gaps and weaknesses) and why?** In this part, the monitoring team provides the details on the challenges (gaps and weaknesses) or areas that need improvement. The monitoring findings should be supported by data or and anecdotal evidence from the field. It is essential for successful debriefing meetings to avoid blaming or criticizing the staff but discuss the factors which result the gap or weakness. The team will further discuss and identify the action required to address the gaps and weaknesses.
- **Development of Action Plan:** It is very important to develop an action plan for the actions required to address the gaps or weaknesses or improve the performance. The action plan should provide details on the action item responsible person and the time frame for completion of the action.

Please refer to Annexure 6.11 as a sample template for debriefing discussion action planning.

5.4. Training of Project Staff:

All staff and volunteers should be oriented to the project MEAL system and data collection tools. It is important that they understand its overall purpose(s) and how their individual work contributes to common aims of data use and program quality as well as their role in data use and decision-making. Orientation for leadership should highlight opportunities for them to champion data use and check on larger feedback trends. Key resources for the orientation to the MEAL system include the MEAL plan, the data flow map, and the content in the DIP related to MEAL.

In addition, training will be required for staff and volunteers on the MEAL system based on their roles and responsibilities during MEAL system implementation. The training should reflect the specific capacity that needs to be based on the discussions. The training is also an opportunity to speak to the principles of responsible data and data quality to give greater meaning to ongoing quality checks and to frame FCRM activities within safeguarding policies and principles. Training of data collectors will depend on the approach for data collection used and may be combined with field testing of the tool in some contexts.

The following steps can be followed for the training of staff;

- Step 1; Include a plan for the training of staff in the DIP and allocate sufficient resources for the training in budget.
- Step 2; Develop detailed agenda for the training of staff covering the purpose and objective, data collection tools, sampling methodology, and code of conduct.
- Step 3; Deliver training in a participatory way following adult learning principles.
- Step 4; Allocate time for pre-testing and adjust the tools based on the feedback from pre-testing.

- Step 5 Plan for the orientation before major data collection or after making changes to the data collection tools.

Please refer to Annexure 6.12 for the topics to be covered in the training of staff.

5.5. Progress Reviews/Reflections Sessions:

M&E systems include a plan for reflection events to timely review project progress and effectiveness of the M&E system. It is very important that both management, program and system participate in these reflection sessions to make the discussion meaningful. Normally two topics should be included in the plan: project progress and M&E system effectiveness. Reflection events can be included as part of regular meetings or workshops. However, if appropriate meetings or workshops are not scheduled at the time necessary for reflection on the project or with the appropriate group of people, schedule stand-alone events.

The below steps can be followed for planning the reflection sessions.

- Step 1: Scheduling reflection events allows project staff to better plan for data use and is a step toward the integration of data use and reflection with the M&E system in the minds of staff. Each project should plan for reflection events; however, the type of events and their frequency should be tailored to the project's needs. The frequency of reflection events will depend on the nature and timeline of the project.
- Step 2: Develop agenda for each reflection and circulate it with relevant staff in advance of the meeting. M&E staff and stakeholders reflect regularly on project progress. A series of key reflection questions should guide the use of M&E results to inform project decisions. Though these questions will vary for each project.
- Step 3: Engage active participation of project staff, as well as other key stakeholders, to reflect on project progress. Also, reflect on the project's critical assumptions. Are the critical assumptions still holding true? If not, what project activities can you alter to account for these changes?
- Step 4: M&E staff and stakeholders reflect on the appropriateness of the M&E system. In addition to the more frequent review and discussion of the data results, set aside time to reflect on the appropriateness of the M&E system. It is not necessary to reflect on the system's appropriateness during every data use event. Instead, identify key junctures when sufficient data collection activities occur and when decisions related to M&E need to be made.
- Step 5: Develop a quarterly or monthly plan as per the frequency of reflection meetings and a separate action plan for the points discussed in the reflection session. Specify responsibilities to complete the tasks and inform the management. You can plan additional meetings as a follow-up to review the progress of the action plan.
- Step 6: Develop minutes/report in bullets of all the discussion/key decision happened in the reflection event and share with the relevant staff for reference and record. Always refer to the last reflection session report and action plan in the reflection event.

Please see Annexure 6.13 for the sample agenda and questions for conducting the progress review/reflection session and Annexure 6.11 for action planning.

6. GUIDELINES FOR EVALUATION

This section will provide guidelines on the evaluation studies and documentation of case studies.

- Evaluation studies
- Case Studies

6.1. Evaluation Studies:

The evaluation can be defined as “The systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation, and results. The aim is to determine the relevance and fulfillment 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 also refers to the process of determining the worth or significance of an activity, policy or programme.” (OECD)

Many humanitarian organizations promote Utilization Focused Evaluation. *The underlying concept is that evaluation should be undertaken in a way that will maximize the likelihoods that the learning will be applied by the intended users of the findings.* Evaluators indicate that relevant stakeholders are more likely to use evaluations if they understand them and feel ownership of the evaluation process and findings. The understanding and ownership come from active involvement in the evaluation from beginning to end. Evaluations are costly and even the simplest takes time. Careful thought has to go into planning a worthwhile evaluation. So why evaluate? The project cycle and evaluation diagram (given below) suggests that what is learned from an evaluation will influence the future decision in your current project, as well as the design of new projects.

The following steps can be undertaken to commence the evaluation:

- Step 1: Create specific evaluation questions for your program under each of the five standard evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. Make the questions specific, including the —who, —what, — where— and — when,— as applicable. Under impact, include questions about whether the project achieved the impact stated in the indicators in your M&E plan. If your project has an analysis plan, include any evaluation questions from the plan.
- Step 2: Identify the appropriate tools and respondents for each evaluation question. Determine which tools will give the most reliable data or information for the question. Common evaluation tools include household surveys, key informant interviews with community or government stakeholders, focus group discussions with participating and nonparticipating community members, observations, staff interviews with project staff and review of project records or meeting notes.
- Step 3: Create an outline for the tools. Copy the evaluation questions that the tool will be used to answer in the next column. List separately the tools to be used with different respondents (e.g., FGDs with community members who participated and community members who did not participate in the project). Refer to the M&E plan. Make sure the list of tools reflects all of the methods included in the M&E plan. Include any missing tools and list the indicators that each tool will answer in the second column.
- Step 4. Specify any comparison groups needed for each tool. Determine whether there are any relevant comparison groups needed for surveys, focus groups, key informant or semi-structured interviews, or observation tools. Refer to your M&E plan and analysis plan. You may need comparison groups where the context is very different within the project area or where different groups have had different experiences or perspectives during the project. Include triangulation as appropriate.
- Step 5. Determine the sampling strategy and selection methodology for each tool. Use random sampling for quantitative tools and purposive sampling for qualitative tools. Include all information relevant for the sample—clustering, stratification, level of error and number needed for a random sample, and perspectives and number needed for the purposive sample.
- Step 6. Create draft tools from the outline of information needs. The evaluation questions themselves are generally too complex to include in the data collection tools. Allow enough

time for feedback on the tools from M&E and project team members. Revise the tools during training or field testing if needed.

- Step 7. Determine staff needs for data collection. Determine the number of staff needed for data collection. Make sure that female staff is adequately represented on the team to collect data from female community members.
- Step 8. Develop a timeline for the evaluation. Make the timeline as specific as possible. Include finalizing the data collection tools, training the data collection, field-testing the tools, data collection, analysis, a staff reflection workshop, and report writing

Please refer to Annexure 6.14 as a sample template for ToR and annexure 6.15 sample template for evaluation report and [Link](#) for additional resources/guidelines on evaluating in humanitarian settings.

Evaluation Criteria:

There is growing emphasis amongst humanitarian organizations to improve the quality of evaluation and use them better to improve our work. Humanitarian projects evaluations usually address some of all of the standard criteria, as given below. Please note that evaluations use key evaluation questions to address each of the standard evaluation criteria.

- **Relevancy** (*Is the project/intervention doing the right thing?*) *The extent to which the intervention/project objectives and design respond to beneficiaries, donors and country needs policies and priorities.*
- **Efficiency** (*How well are resources being utilized?*) *The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.* “Economic” is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. “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).
- **Effectiveness** (*Is the intervention/project achieved 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.* Analysis of effectiveness involves taking account of the relative importance of the objectives or results.
- **Impact** (*What difference does the intervention/project made?*) *The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.* How do you use the intervention/project logframe in the evaluation? The “impact” evaluation criterion asks that the project team measure progress against all of the SO-level indicators and IR-level indicators included in the logframe.
- **Sustainability** (*Will the benefit 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. Depending on the timing of the evaluation, this may involve analyzing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long term.

Additional Criteria for Humanitarian Programs:

- **Connectedness:** Connectedness refers to the need to ensure that activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account.
- **Coherence:** The need to assess security, developmental, trade, and military policies as well as humanitarian policies, to ensure that there is consistency and, in particular, that all policies take into account humanitarian and human-rights considerations.
- **Coverage:** The need to reach major population groups facing life-threatening suffering wherever they are

Types of Evaluation:

Evaluations can be classified in many ways. In these guidelines, evaluation is organized according to the stages of the project cycle, so the evaluation types described focus on those undertaken at the various stages. These evaluations are; periodic evaluation, mid-term evaluation, and final evaluation. Below are the brief details of each type of evaluation.

Periodic Evaluations:

Periodic evaluations are improvement-oriented and can be done at any time during project implementation, as needed. These include diagnostic studies, learning reviews and real-time evaluations.

- **Diagnostic Studies:** Diagnostic studies (also known as thematic, or ad hoc evaluations) are undertaken when a specific implementation question arises, often as a consequence of the analysis of monitoring data. If monitoring reveals problems or issues, diagnostic studies give managers a more reliable range of solutions.
- **Learning Reviews/After Action Reviews:** A learning review, also called an After Action Review, is a simple, quick and versatile learning tool that can be used to identify and record lessons and knowledge arising out of a project event. Learning reviews are also useful in emergency settings—particularly in the early phase of a rapid-onset emergency—since they are relatively straightforward to organize and host. During the review, questions are asked that help participants understand what was planned versus what actually happened.
- **Real-time Evaluations:** Real-time evaluations (RTEs) are meant to provide quick and practical evaluative feedback to country teams and other levels of management during the early stages of a rapid-onset emergency response or for long-standing crises undergoing phases of rapid deterioration. An RTE should be a short exercise with a quick turn-around. An RTE is improvement-oriented or formative because it provides information that improves an ongoing operation. It is timely and rapid and should engage participants through interactive peer reviews. RTEs help measure the effectiveness and impact of a given response and seek to ensure that findings are internalized by managers responsible for effecting organizational or project design changes (Jamal and Crisp 2002).

Mid-term Evaluations:

A mid-term evaluation (MTE) is also mainly improvement-oriented and formative. They may be called process implementation evaluations or formative evaluations by other organizations. MTEs are conducted approximately midway through the project, for example, in the third year of a five-year project. MTEs may include an external evaluator who brings both an outside perspective and appropriate evaluation expertise. In general, MTEs identify where and how implementation can be improved in the remaining project period. During the evaluation, project achievements of IR-level objectives are formally evaluated. In studying whether Activities helped deliver Outputs that then led to achievements at the IR level, an MTE provides a strong understanding of why project implementation is—or is not—on track towards achieving its SOs. This understanding provides a good basis for influencing the course of future project implementation.

Final Evaluations:

A final evaluation is largely judgment-oriented and is conducted towards the end of a project. It aims to determine the overall merit, worth, or value of a project. Because of this judgment orientation, final evaluations include an external evaluator and require more planning and investment. A final evaluation can also be knowledge-oriented because it provides lessons learned for future project design.

6.2. Case Studies:

A case study helps communicate to our stakeholders and donors about the work being done in a complex environment. A case study creates a more personal, direct connection between the reader and the work of the organization for supporting the beneficiaries. The purpose of a case study is to demonstrate the immediate outcome of the work and to highlight the organization's work as being effective and innovative.

It is important to note that success stories/case studies are critical means of verification (MoVs) to demonstrate the glimpses of achievement of project performance indicators. Data/information collect must cover three situations/phases: before a disaster, post-disaster, after receiving assistance. It is essential to provide the immediate impacts of project assistance on households, communities, or/and facilities. Pictures and videos of the documentary shall be required along with narration of case studies. Below are the specific guidelines for documenting quality case studies/success stories.

Tips for writing case studies;

- It is important to not wait for the end of the project. At mid-stage of the project/program and M&E staff will identify and register those potential cases (HH/communities/facilities) for which human interest stories shall be documented. The process of identifying potential case studies should begin during or right after beneficiary selection.
- Information is not collected in one go; rather it is collected over a period of time to document the impacts of the projects.
- Identify 7-8 potential beneficiaries as per program selection criteria. It is important to focus on age & gender balance, different sectoral activities are captured. However, finalize stories reflecting the greatest impact on vulnerable individuals
- Ask permission from a person/family to use their case study or take their photo. It is important to explain to them how it will be used.
- Respect the rights and dignity of the subject of the case study/photo and provide an accurate and truthful account of their reality.
- Break the ice and create a comfortable environment to conduct the interview. Encourage conversation by asking questions framed with “Can you tell me about/ Can you describe, Can you give me an example...”
- Utilize simple language as used by the subject and use direct quotes where possible.
- Avoid asking leading questions – e.g. Did Concern help improve your personal safety/health, etc.?
- Avoid asking closed questions – which give a “yes” or “no” answer.
- Imagine yourself as a storyteller who is witnessing firsthand the change brought about in the beneficiary’s life. Take note of your immediate environment and their expressions as they narrate the story.

Key Requirements for a Good Case Study

- Background Information (Mention why an intervention was required and the impacts of the pandemic.)
- Pre Scenario Describe the life conditions of the selected beneficiary and the problems faced due to the pandemic)
- Post Scenario (How the planned interventions benefitted them and brought relief to some of their problems.)
- Quotes from the beneficiaries.
- Pre and Post Pictures (Ensure they are as clear as possible and showcase any material with official logos.)

Please refer to Annexure 6.15 for a sample template of case studies/success stories.

7. GUIDELINES FOR DOCUMENTATION OF PROJECT LEARNINGS

This section provides guidance on the documentation of lessons learned.

7.1. Different Type of Learning Documentation Activiites

Generalizations based on monitoring and evaluation experiences with projects, programs, or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact. (OECD). To make the process of the lesson learned documentation systematic a learning plan has been developed. The learning plan presents project learning questions (and sub-questions) and identifies which indicators and other information sources will contribute to answering each question. The plan includes the data disaggregation and visuals that will aid analysis and interpretation and the timeline for reflecting on each question through the life of the project.

Project-level learning often contributes to the larger agency or sectoral learning agenda while maintaining its local focus. Project evaluations contribute to learning by drawing out lessons learned to refine the theory of change and, in turn, learning plans help identify appropriate areas of focus for evaluation questions. All members of the project team, MEAL, and other project staff are responsible for using data to inform ongoing decision-making and project-based learning. Using MEAL data for learning helps us to understand what does and does not work and is critical to the success of projects and programs. By using MEAL data, and systematic learning processes and products, we can adapt programming considering the findings for continual improvement. This, in turn, helps us to maximize the effectiveness of our interventions. Learning results could, for example, lead to actions such as changing our strategy, our activity work plan, our target group, our geographic location, etc.

Now that we understand the importance of learning and what we need to ensure to create a learning organisation, let's look at available tools/approaches we could use during humanitarian responses.

- **Research** - Applied Research refers to scientific research that seeks to solve practical (programmatic) problem(s). It is used to find solutions, cure illness, develop innovations and new strategies. We can use it to design new programs. Operations research serves to improve existing programs.
- **Evaluations** - Can tell us if our projects are achieving our goals, reaching our target groups, if we're effective and sustainable, and if our project design and activities are appropriate. They produce recommendations and lessons learned that help us improve.
- **Real-Time Reviews** - Often considered as a type of evaluation and it has the same objectives goals i.e. to see if we are achieving our goals etc. Real-Time Reviews are conducted while the response/programs are still ongoing and it aims to inform the next phase of the response/programs as well as future response/programs. Often this is done after the first phase of the response/program - between 3-6 months in.
- **Accountability Mechanism Data** - Feedback from project participants is crucial for understanding what works well and what doesn't in a project. Information about the complaints a project receives can be very useful for informing new projects and adaptations in our work.
- **Annual Learning Reviews** - The review can include internal and some external stakeholders and aims to: look over and discuss project data for the past year; agree on the findings and actions be taken for future programming; and, disseminate a joint understanding of the learning among stakeholders representatives.

- **Project Team Meetings or senior management meetings** - Project and senior management meetings with MEAL staff help to ensure that project/program staff have the information and insights needed to make appropriate decisions about implementation. For project teams, such meetings may happen monthly, or quarterly and senior management often meet quarterly to review progress towards objectives.
- **After Action Review** - A simple way of identifying and recording the lessons that you have learned as a result of a project. Questions include: What did we set out to do? What did we achieve? What went well? Why? What could have gone better? What prevented us from doing more? What can we learn from this?

7.2. Process for documentation of Lesson Learned:

The following steps can be taken to plan a learning documentation session;

- Step 1 – Plan for documenting the lesson learned from the start. You may add a few learnings questions based on the learning agenda in the data collection tools. Do not wait until the end of the project to conduct the lesson learned workshop or learning events. You can plan the event after any major activity such as real-time evaluation, mid-term evaluation, or any other important point.
- Step 2 – A Learning Agenda is a set of broad questions directly related to the work that an organization conducts that, when answered, enables the organization to work more effectively and efficiently. According to USAID, a learning agenda includes:
 - A set of questions addressing critical knowledge gaps
 - A set of associated activities to answer each question
 - Products aimed at disseminating findings and designed with usage and application in mind.
- Step 3 – Analyse all the relevant data that will be referred in the learning event in advance of the session. Note down any limitation with the data that participation can interpret accordingly.
- Step 4 – Ensure participation of all relevant staff in the lesson learned event. Obtain inputs before and after from the staff or people who are unable to participate in the event.
- Step 5 – Interactively facilitate the session and ensure a comfortable environment for all the participants that they fully participate and comment on the learning agenda. Please focus on behaviors or tactics that were successful or problematic, *rather than people who were successful or problematic*. The point of the exercise is to recognize and document lessons so that the future project efforts of others do more of the successful things and less of the unsuccessful things encountered by the project team. Remain focused on discussions that will yield lessons learned within the defined amount of time you have scheduled
- Steps 6. After your lessons learned discussion be sure to thank your participants for their time and participation and them that the results of the discussion will provide valuable insights into future endeavors. Offer your attendees an opportunity to provide additional input (i.e. something you did not want to share in front of the group, or something that comes to you later) and provide an email address to send these comments.
- Steps 7. Document the learnings with evidence and circulate them with all relevant colleagues after validation. Make the learning part of the project archival system and always refer to it in planning or review sessions. Please make sure;
 - Fully capture the essence of the discussion and finalize a formal lessons learned document
 - Validate lessons learned, seek clarification when/where necessary
 - Summarize lessons learned and provide teams with a summary deck
 - Socialize and refine; disseminate lessons learned within each project team
 - Ensure your lessons learned are stored within your project management system to serve as project assets for future endeavors.

Please see Annexure 6.17 for the learning agenda and question and [Link](#) for additional details.

8. GUIDELINES FOR DATA MANAGEMENT

This section provides guidelines for the establishment of an information management system and disposal, archival, and retention of the project record.

- Management Information System development
- Project Record Archival, Retention and Disposal

8.1. Development of Management Information System:

The information management system should be based on the principle of data protection, timely availability of information, and accessibility. An MIS is a computerized database of financial, administrative and programmatic information organized and programmed in such a way that it produces regular reports on operations for every level of management in an organization. The main purpose of the MIS is to give managers feedback about their own performance; top management can monitor the organization as a whole. The information displayed by the MIS typically shows "actual" data over against "planned" results and results from a year before; thus it measures progress against goals.

The following critical steps should be followed for the development of the MIS system.

1. Define outcomes of the MIS system is important. Investments in management information systems can help strengthen your project/organization. Identify tangible benefits that an MIS will bring to your organization and define the scope of the MIS (organizational level, regional level, project level).
2. Form team for the development and management of information management system. The successful implementation of an MIS requires a combination of people and technology. Determine resources and skills needed for each of the three phases of an MIS (develop, scale, and sustain).
3. Define what your system needs to do. Documenting system requirements and communicating them well is crucial. Lack of understanding between the future users of a system and the people who design it is one of the main causes of frustration, delays and cost overruns in IT projects.
 - a. Conduct a self-inventory to map out what information systems and reporting relationships already exist
 - b. Develop shared measures and outcomes (if they don't exist already)
 - c. Establish common benchmarks, and harmonize reporting requirements
 - d. Describe high-level business requirements and how key types of individuals (e.g. managers, directors, auditors, donors) will use the MIS data
 - e. Determine technical requirements for your specific context. E.g., if electricity and/or Internet connectivity is a problem in your context, plan for:
 - o Offline data entry on
 - o Automatic transmission of data to a central database when communication networks are available
 - f. Identify how newly computerized processes link to the retained manual and paper-based processes
4. Find the right solution for MIS. There is a range of potential solutions depending on your resources and needs. This includes buying or building your system, selecting open-source or proprietary systems.
 - a. Identify the best system for your organization depending on your resources and expected use. Software models can range from custom-developed software (i.e. build

- a software system from scratch) to Software as a service (SaaS) (i.e. a database and application hosted on remote servers, and software is sold (or offered freely) as a service that can be contracted per user and per month or year).
5. Estimate implementation and operating costs. Estimate project cost for a pilot, scale-up, and maintenance
 - a. Pilot: the functional, technical, and organizational complexity of the project drives costs. Costs do not vary significantly for a large or a small country.
 - b. Scale: the number of future users and the cost per user to deploy it are the most important variables. The cost per user depends on the way in which users will access the system (for example, desktop computer, mobile phone, paper) and their training needs.
 - c. Sustain: Apart from the number of users, the selected technology is critical here. For example, any solution that requires local software installation and maintenance will be more expensive than a centralized system, such as a web-based or cloud system.
 6. Create an implementation plan Develop an implementation plan for the MIS development, pilot, and scale-up. Define work plan for development, pilot. and scale-up. Don't forget to include training of MIS users and track milestones.
 7. Understand and manage risk related to the MIS. The steps above should lower project risk by aligning requirements to organizational objectives, understanding costs, planning appropriately, and choosing the right vendors. In addition, consider the following type of risks below;
 - a. Lack of governance: Many cite lack of leadership buy-in as the most important factor for project failure.
 - b. Poor management: The management team lacks the technical capacity or the organizational authority to provide the project the stability it needs.
 - c. Development risk: Relates to changing user requirements and a misunderstanding of the technology that is being used.
 - d. Deployment risk: Stems from a failure to manage the changes that will affect the organization because of the new information system.
 - e. Operational risk: Arises when the organization is not ready to support newly introduced technologies over the longer term.

8.2. Project Record Archival, Retention, and Disposal

Prepare and store all required close-out documentation and other key project documentation, records, and data. Develop/finalize a plan to retain, archive, or dispose of project documents, records, and data (digital and otherwise) early in the close-out process. Retain agreed documents, records, and data after finalization and submission (as applicable), in line with the project close-out plan and any donor deadlines.

Follow these steps to ensure key project close-out documentation and other important project documents, record and data are complete and accessible for future reference:

- Step 1 - The PM or designate has to work with the project team (for programming-related documents, records, and data) and project close-out team members for general close-out and operation-related documents, records, and data.
- Step 2- Develop a project information management close-out plan. Ensure that MEAL and ICT members of the project or project close-out team are part of the discussion. Review any donor requirements on project data and record retention and archiving from the project agreement to ensure these are reflected in the project information management close-out plan.
- Step 3- Formalize the project information management close-out plan in a project information Retention, Archival and Disposal Plan with stakeholders' anticipated end-of-project and post-project data and information needs.
- Step 4 - Ensure the RAD plan reflects project-specific applicable data, records, and other document retention requirements per organization and donor requirements. Keep in mind that

effective project information management during close-out includes deciding what not to keep. Not all project information will remain useful post-project or in perpetuity. Archiving such information can make it harder to find useful documents, records, or data, and presents risks for data security and exposure of program participants' personally identifiable information.

- Step 5 -The PM or designate works with ICT staff to determine the most appropriate platform and formats (e.g. for project data), and system for archiving the project documents, records, and data identified for retention in the RAD plan. The options for digital file archiving may include a OneDrive folder or SharePoint space.
- Step 6. Agree on a final labeling convention that will be clear for others looking for project files without guidance from the project team. Circulate the file labeling convention to all staff who will be saving and/or uploading documents and include it as a reference document in the main archive folder.
- Step 7. Arrange for a backup copy of the archived digital documents, records, and data (stored in a different digital location). Ensure staff seeks support as needed from ICT staff to anonymize project monitoring data and protect the confidentiality of any other sensitive project data. Make sure that project staff who depart the project before the project end date have uploaded or handed over any final documents/current draft versions of documents identified in the RAD plan for which they were responsible.
- Step 8. For ICT devices approved for disposal under the project disposition plan, ICT staff should ensure all project data on the devices has been archived per the project RAD plan and then wipe clean all project data, other organization data, and licensed programs and applications before completing disposal.

Please refer to Annexure 6.18 for the sample RAD Plan.

9. MEAL RESOURCES

9.1. Links for Guidelines:

Below is the list of important links to resources that are referred in the guidelines for completing different M&E-related activities.

- [practical guidance on developing a projects theory of change.pdf \(crs.org\)](#)
- [Results Framework and Logframe | MEALD Pro Starter](#)
- [Performance Management Plan | MEALD Pro Starter](#)
- <https://www.alnap.org/help-library/the-crs-asia-me-guidance-series>
- <https://www.alnap.org/system/files/content/resource/files/main/eha-2006.pdf>
- [Learning Plans | MEALD Pro Starter](#)

9.2. Links for Online Trainings:

Below is the list of links to online training courses that can be helpful for doing the MEAL activities in an effective way. This can be made part of the learning plan for the M&E staff.

- [THEORY OF CHANGE](#) - This 20-minute online course explains a key element of program design within the context of monitoring and evaluation: developing strong theories of change. The training will guide to develop clear, logical theories of change and design strong programs, within the context of improving their monitoring and evaluation (M&E) practices.
- [LOGFRAME DEVELOPMENT](#) - This is 30-minute course explains a key element of program design, monitoring and evaluation: the logical framework or logframe. Learn what logframes are, why they are important for strong program design, monitoring and evaluation, and how to develop a logframe. This will provide useful guidance on the selection of SMART indicators, create logical frameworks (logframe) based on strong theories of change, and design strong programs, within the context of improving their monitoring and evaluation (M&E) practices.

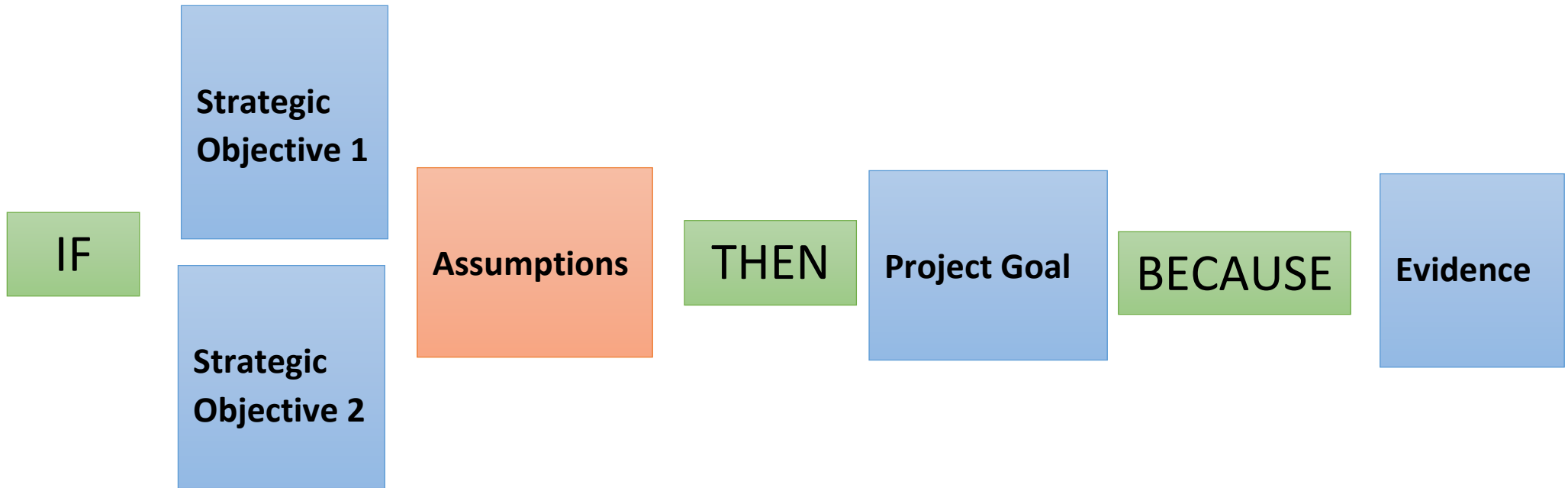
- [MONITORING METHODS](#) This 20-minute course explains why data collection methods matter for your programs as well as provide you with five questions to help choose appropriate methods such as individual in-depth interviews, focus groups, observation, and surveys.
- [PROJECT/PROGRAM PLANNING](#) – this is open curriculum comprise of two modules and online test to acquire certificate provide by IFRC [IFRC Learning Platform](#). The total time required for this training 5 hours and 20 minutes. The e-learning course on project/programme planning offers a short but thorough introduction to key skills and methods for project management, focused on results-based project planning. This covers analytical tools such as stakeholder analysis, SWOT Analysis, Problem Tree Analysis and Logframe Development.
- [MEAL IN EMERGENCIES -](#) The course series consists of 8 building block units (Accountability, Analysis & Use, Indicators, Learning Events, Monitoring Methods, Resources, Sampling, Tools) and 5 simulation exercises. The total time required to complete the emergency curriculum is 7 hours. The training and simulation exercises guide through learning segments that will allow the participants to put into practice the knowledge, skills and attitudes learned in the building blocks. This is an open curriculum available on Disaster Ready (www.disasterready.org) and provided by CRS.

10.ANNEXURES;

The list of annexures of sample templates for different MEAL activities is given. The relevant NGOs can customize these templates as per their need and requirements.

- Annexure 10.1 – Theory of Change (ToC) Template
- Annexure 10.2 - Result Framework
- Annexure 10.3 - Logical Framework Matrix (LFM) Template
- Annexure 10.4 - M&E Plan Template
- Annexure 10.5 - Sample Quantitative Questions
- Annexure 10.6 - Sample Qualitative Questions
- Annexure 10.7 - Weekly Reporting Format
- Annexure 10.8 - Monthly Progress Report
- Annexure 10.9 - 4 W Matrix
- Annexure 10.10 - Monitoring Report Template
- Annexure 10.11 - Action Plan Template
- Annexure 10.12 - Topics for Enumerators Training
- Annexure 10.13 - Agenda and Questions for Reflection/Review Events
- Annexure 10.14 - Sample Evaluation ToR
- Annexure 10.15 – Sample Template of Evaluation Report
- Annexure 10.16 – Case Study Template
- Annexure 10.17- Lesson Learned Agenda and Questions
- Annexure 10.18 - Sample RAD Plan

5.1. Annexure – Theory of Change (ToC) Template



Example OF ToC: The experience shows that: **IF** returnee families live in adequate and appropriate housing, earn income, and use public and social services in their communities, and as long as the government has a supportive legal framework, **THEN** returnees will be socially and economically integrated into their resident communities. (Example CRS ProPack 1)

5.2. Annexure - Result Framework



5.3. Annexure - Logical Framework Matrix (LFM) Template

Project Description	Indicators	MOVs	Assumptions
<i>Include objective statements (Goal, SOs, IR, outputs and activities) statements, each describing a specific level of objective.</i>	<i>A 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”</i>	<i>Expected source for the information needed for each indicator.</i>	<i>Factors or conditions outside of the project design or implementation team’s control yet the existence of which is critical to allowing the project to achieve its next-highest-level objective.</i>
Goal	<i>The longer-term, wider development change to which the project contributes – perhaps in a given region or the country as a whole.</i>		
Strategic Objective	<i>Strategic objectives are the central purpose of the project. They describe the anticipated noticeable or significant benefits that are achieved or enjoyed by beneficiaries by the end of the project.</i>		
Intermediate Result	<i>The expected change(s) in identifiable behaviors of a specific group or the expected change(s) in systems, policies, or institutions required to achieve the higher-level objectives</i>		
Output	<i>The goods, services, knowledge, skills, attitudes, and enabling environment are delivered by the project.</i>		
Activity	<i>An action taken through which inputs (financial, human, technical, material, and time resources) are mobilized to produce specific products.</i>		

5.4. Annexure - M&E Plan Template

Performance Indicators			Data Acquisition, Analysis, Use & Reporting				Baseline & Targets	
Performance Indicator	Indicator Definition & Unit of Measurement	Data Disaggregated by	Data Source	Methods of Data Collection	Schedule/Frequency	Responsible Unit/Person	Baseline	Project Targets
<i>Copied from Logframe</i>	<i>Define wage terms and specify UOM what should be measured.</i>	<i>Relevant groups</i>	<i>The entity from which the data will be obtained</i>	<i>How data will be collected</i>	<i>How often data will be collected</i>	<i>Who will collect the data</i>	<i>Status pre-intervention</i>	<i>What level of project will achieve</i>

5.5. Annexure - Sample Quantitative Questions

Question examples	Issue	Improved question
1. Do children use the latrine and water tank at school? __ Y __ N	This question includes multiple pieces of information. If a respondent answers “yes,” it is not clear if the children use the latrine only, use the water tank only, or if they use both the latrine and the water tank at school.	<p>OPTION 1: Do children use the latrine at school? __ Yes __ No Do children use the water tank at school? __ Yes __ No</p> <p>OPTION 2: Which of the following facilities do the children use at school: (check all that apply): __ latrine __ water tank __ other (specify) _____</p>
2. How far do you live from school? How far is the nearest water source from your home?	These questions do not specify what type of information the respondent should provide. Some respondents may answer “15 minutes” whereas others may answer “5 km.” These two answers would not be comparable during data analysis. Specify which unit of time and distance the enumerator will record on the questionnaire. Record each response in the same unit. Include a simple calculation table if the calculation is at all complicated, to reduce error (e.g., minutes to hours).	<p>How much time does it take you to reach the nearest water source? _____ minutes</p> <p>How many kilometers away is the nearest water source from your home? _____ km.</p>
3. Are you following DEO guidance on forming PTAs? Is the teacher using TLM correctly?	Abbreviations can be confusing, so write out the words whenever possible. If respondents do not have a good understanding of DEO (District Education Office) guidance or TLM (teaching-learning materials), they may have trouble answering this question. These questions can be broken up into multiple questions about DEO guidance or TLM practices.	<p>Were elections called when forming parent-teacher associations? __ Yes __ No</p> <p>Which materials did the teachers or students use during the lesson? <i>Check all that apply.</i></p> <p>__ flashcards __ posters __ pocket board __ other (specify) _____</p>

5.6. Annexure - Sample Qualitative Questions

Question examples	Problem	Improved question or method
Has this project had a positive impact on your community?	This is phrased as a closed-ended (yes or no) question. Each question should be followed by a probing question.	Has this project had a positive impact on your community? If so, how? <i>Please be specific.</i>
Has your household food consumption changed since the beginning of this project? If so, why? If not, why not? <i>Please provide specific examples.</i>	This question assumes that respondents are aware of when the project began. If possible, refer to seasonal events (e.g., since before the harvest, since after the harvest, since this time last year) in collecting comparison or change data. Determine which comparison is most relevant for your analysis.	Has your household food consumption changed since this time last year? If so, why? If not, why not? <i>Please provide specific examples.</i>
How has the lack of water contributed to the loss of livestock in your community this year?	This is a leading question that assumes 1) there is a lack of water in the community, 2) there has been a loss of livestock, and 3) the lack of water has contributed to the loss of livestock. If you anticipate that these are indeed key topics and issues in a community, ask questions that allow the respondents to bring up these topics and to explain the situation as they see it (before hearing your conclusions).	<p>1. What is the current water situation in your community? <i>Please explain.</i></p> <p>a. In what ways has the water situation affected your community? <i>Please provide specific examples.</i></p> <p>b. In what ways has the water situation affected households in your community? <i>Please provide specific examples.</i></p> <p>2. Has livestock ownership in your community changed since this time last year? If so, how has it changed? Why has it changed?</p> <p>a. What has contributed to these changes in your community? <i>Please provide specific examples.</i></p>

5.7. Annexure - Weekly Reporting Format

Weekly Progress Updates/Check Point Report									
Organization Name				Project Code					
Project Title									
Project Location		Response Name							
Project Start Date		Project End date							
Week Start Date		Week End Date							
Reporting Person Name, Designation & Contact Info.									
Sector									
Project Progress: (Insert as many rows as required)									
A. System: System Activities description (Recruitment, Induction, rented vehicle hiring, Office Establishment, Tender, etc.)									
HR									
Procurement									
B. Program:									
Act #.	Program Activities description as per Grantee proposal / Agreement <i>(Use the standard order and language for each activity throughout the project life preferably as agreed in the proposal)</i>	Project Target	Current week Achievement	Cumulative Achievement	Remarks				
C. Challenges/Recommendations:									
Current Challenges and recommendation		Actions Taken/ Proposed	Responsible Person	Date (By)	Remarks/ if any support required from RF Team				
D. Next Week Plan									
S/N	Activity <i>(Title of the specific activity to be carried out)</i>	Target <i>(for the coming week only)</i>	Location <i>(Insert tehsil, UC or village)</i>	Responsibility <i>(Name of the responsible person)</i>	Week <i>(Organization may put Saturday if it's working day)</i>				
					MO N	TUE	WE D	TH U	FRI

5.8. Annexure - Monthly Progress Report

ORGANIZATION NAME	
PROJECT DURATION	
PROJECT TITLE	
PROJECT NUMBER	
LOCATION	
SECTOR	
DURATION OF THE REPORT	

Progress Updates:

S#	Outputs	Overall Targets	Monthly Target	Status

Deviations from the approved Project Proposal:

Review of the Project Proposal Justification:

Challenges:

Lesson Learned:

Recommendations/Support Required:

Coming Month Plan:

Output Name	Overall Target	Achievement till Date	Target for the coming month

Activity Pictures:

5.9. Annexure - 4 W Matrix

4W Matrix																
Project Details (Who, When)					Location (Where)					Major Activities (What)				Beneficiaries (Who) <i>Age and gender-segregated</i>		Focal person details
Implementing Partner	Donor Name	Project Title	Project Start Date	End Date	Province	District	UC	No. of Villages	Names of Villages	Major Activities	Unit of Measurement	Targets	Achievements	Total Beneficiaries Targeted	Total Beneficiaries Reached	

5.10. Annexure - Monitoring Report Template

Monitoring Report Format ⁴			
PROJECT SUMMARY			
Project Title			
Project Code			
Project Duration (Start & End Dates)		Project Location	
VISIT DETAIL			
Name of visitor/s:			
Dates of visits⁵:			
Location of visits⁶:			
Purpose of visit:			
FINDINGS: <i>Elaborate the key findings identified using the process monitoring checklist and any other direct observations or findings in the reporting period.</i>			
Name of Activity Visited⁷	Number of Activities Undertaken⁸	Key Findings/	Recommendations⁹:
Recommendations			
Key Finding	Action Required		Responsible Person
<u>Activity Pictures:</u>			

⁴ This report will cover the fortnightly visits detail of sub-grantee M&E team, Project Manager or any other management team member.

⁵ All dates of visit during the reporting period

⁶ All visited locations during the reporting period

⁷ Major project activities which are visited

⁸ Number of activities for example how many hand-pumps, PFL beneficiaries, Sessions, health facilities etc.

⁹ Gaps related to process of activities implementation for example: related to criteria, quality etc.

5.11. Annexure - Action Plan Template

Action Plan			
Project Title:			
Participants Details:			
Date:		Location:	
What is going well and why?			
What is challenging (i.e., gaps and weaknesses) and why?			
S. #	Action to be taken	Person(s) responsible	Anticipated date of completion

5.12. Annexure - Topics for Enumerators Training

- A. Overview of the project or related interventions. Briefly present the results framework and logframe so participants understand how the project components fit together and how progress will be measured.
- B. Objectives of the data collection exercise (e.g., to collect baseline data to better understand a specific context or problem through operations research or to measure progress with a midterm or final survey).
- C. Key principles for collecting high-quality data (quality refers not to qualitative data but to collecting reliable and accurate data with minimal error). Refer to Annex A for principles of data collection.
- D. Provide an overview of data collection techniques specific to each group (i.e., qualitative techniques to the qualitative team and quantitative techniques to the quantitative team).
- E. Review all questionnaires and tools included in the survey, question by question. Discuss the possible coded responses for quantitative tools and discuss the key issues and types of discussions sought by qualitative questions.
- F. Allow team members to practice using the tools with each other. For a quantitative questionnaire, team members can take turns reading the questionnaire to each other. For a qualitative tool, the team can hold a mock focus group discussion in which each team member can practice the role of the facilitator and note-taker for a different question.
- G. Discuss the method for selecting households or participants. Both qualitative and quantitative exercises will require the selection or identification of participants upon arrival in communities. For quantitative surveys, this may require random selection of households or schoolchildren, for example. For qualitative surveys, this may require identifying participants based on key characteristics and ensuring that the exercise does not exclude marginalized groups.

5.13. Annexure - Agenda, and Questions for Reflection/Review Events

A. Review of Success and Problems:

- What have been the problems, if any, with project implementation? What have been the successes, if any, with project implementation? What are the reasons for these problems and successes?

B. Review of Project Progress:

- What has been the project's progress so far (considering multiple levels of indicators in the Logframe)? Has progress varied among different groups? Consider different geographic areas, households of different socioeconomic status, and male and female participants.

C. Review of Program Activities:

- Do project activities reach the target groups? Consider who is participating in meetings, attending training, and receiving inputs or goods. Discuss the effectiveness of the targeting with nonparticipants as well to receive an additional perspective.

D. Need to Change:

- What feedback have we received from community members? Has this varied for different community groups, such as men and women, or project participants and non-participants? How can this feedback be addressed? What has changed or is changing in the broader context for these communities and households? Consider a change about the project's critical assumptions. How should the project tailor its future activities or interventions to account for these changes in context?

E. M&E System Review:

- Do you have all of the information and results required to make project-related decisions and track project progress? If not, how can you adjust the M&E system to meet all information needs? Is the M&E system currently collecting data that you are not using? If so, what can be removed or simplified so that no data are collected that are not used?

5.14. Annexure - Sample Evaluation ToR

Terms of Reference (ToR) - Evaluation

1. Background

This section provides the background of organization, project, and evaluation.

2. Objectives of the Evaluation

Provide the purpose and specific objectives of the evaluation.

3. Evaluation Questions

The key evaluation questions are organized under the DAC evaluation criteria. You can add additional questions as per the scope of the evaluation.

4. Expected Results and Deliverables

This section provides details of the expected results and deliverables of the evaluation.

5. Methodology

This section provides a detailed description of the type of sampling methodology that will be used for the data collection.

6. Data Collection Tools

This section provides an introduction to different tools that will be used in the evaluation of the data collection.

7. Team Composition and Responsibilities

This section narrates the responsibilities of the different organizations (donor, implementing partner, and consultant) that will be engaged in the evaluation.

8. Data Management

This section provides details on the data collection mode, data entry, cleaning, analysis, and report development process.

9. Gantt Chart (tentative)

This section narrates the detailed plan of the evaluation with the timeframe and person responsible.

Activity Description	Timeline	Responsibility

10. Human Resource

In this section provide details on the human resource (enumerators, supervisors, data entry operators required for the evaluation study)

11. Budget

Please provide details of the estimated cost required for the evaluation in below or similar format.

Description	Quantity	Frequency	Unit cost (Rs)	Total cost

12. Study Ethics

In conducting evaluation, the moral code will be considered important to protect the rights and dignity of those who participate in the study. It is important to ensure data privacy and protection. The common study ethics include safety and security, informed consent, confidentiality, and do no harm. Please update this section as appropriate.

13. Study Limitation and Anticipated Challenges

Briefly describe the limitation and anticipated challenges related to the evaluation.

5.15. Annexure – Sample Template of Evaluation Report

Summary Sheet:	
Type of Emergency response	
Sector and sub-sectors name(s)	
Project CMIS #	
Project title	
Sub-grantee name	
Report submitted by (name, designation, email, contact #)	
Date report submitted	

End-line study period	Start date		End date			
Locations implemented	Name of Union Councils covered		Number of Villages/locations covered	Name of District	Name of Province	
Study tools	Sampling technique	Sample Size	Primary data/information collected through			
			HH questionnaire (#)	KIIs and Observation Health Facilities(#)	KIIs Project Staff (#)	Others
Study Limitations						

1. ABOUT PROJECT:

Provide the details of the project

2. PURPOSE, SCOPE, AND METHODOLOGY:

Narrate here details of the purpose, scope, and methodology of the evaluation

3. MAJOR FINDINGS:

3.1. General Information

3.2. Development Assistance Committee (DAC) CRITERIA

The findings will be organized against the evaluation criteria used in the evaluation.

Relevancy:

Effectiveness:

Efficiency:

Immediate Outcomes:

Sustainability

Learnings:

4. CONCLUSION AND RECOMMENDATIONS

3.3. Annexure – Case Study Template

Section 1: Overview	
1.	Project title
2.	CMIS #
3.	District/Agency
4.	Primary sector (WASH, Shelter, ERMS, etc.)
5.	Contact detail of focal person (sub-grantee):

Section 2: Organization perspective	
6.	What was the challenge / the main objective? <i>What is the issue you are tackling? Why is it a problem? Why is it important to address this challenge?</i>
7.	Who is involved in this project, and who benefits from it? <i>E.g. Who are the target beneficiaries? Who are the partners?</i>
8.	Approach <i>What was your approach? How did you address the challenge(s)? Do you have an innovative solution?</i>
9.	Results / outcomes <i>What were the results? Describe the change that has been brought about so far. How did the project interventions affect the beneficiaries? Is there quantifiable evidence available? Providing supporting data will help to clearly and concisely demonstrate the impact of your approach.</i>
10.	What have you learned? Would you do anything differently on a future project? <i>Whether this is about the design, implementation, or evaluation of the project, this part of your story could help other grant holders to overcome similar challenges that you may have faced.</i>

Beneficiary's perspective

11.	Case Study Title:	
12.	<p>Please include a real-life story or supporting quotes that show the results / the change / the impact of Concern's work.</p> <ul style="list-style-type: none"> ✓ <i>Inform the interviewee why the interview is being conducted and how the information will be used.</i> ✓ <i>Create a comfortable environment so that it is more of a conversation than an interview</i> ✓ <i>It is important when collecting beneficiary stories to allow the person to speak for his/herself.</i> <p>Details to include: According to the context of the project include the following detail</p> <ul style="list-style-type: none"> • Personal Background: <i>Project beneficiary name, age, if PWD (nature of disability), assets (i.e. land ownership status), family size, source of livelihood (primary & secondary)—more detail is better.</i> 	
13.	<p>Location Details: <i>Name of the village, district, region – a type of surrounding land, hazards present prone to drought/mountainous/ arid/swamp/desert. Distance from school and health facilities distance from the water point, distance to the nearest town, distance to the nearest market.</i></p>	
14.	<p>How the problem (drought flood, conflict, earthquake) affected the subject/beneficiary of the case study.</p>	
15.	<p>Quotes (Most significant change): <i>In their own words how the project beneficiary, lives have been changed and improved because of Concern's help OR the suffering the person has endured or still endures which clearly shows the difficulty of their situation (When including quotes, please indicate who is speaking and their relationship with the project – are they leading? A beneficiary? Give their name, age, village... as much detail as possible about who they are so the audience can get a sense of them.). Authentic, natural quotes are more believable, effective, and affecting. A sense of the person's natural idioms of speech adds to the authenticity of the case study.</i></p>	

Images

16.	Images	
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	<p>Images are a vital component of any case study – please submit at least 3-4 photos per case study.</p> <p><i>Guidelines for images:</i></p> <ul style="list-style-type: none"> • <i>Images should be in color</i> • <i>They should be interesting, eye-catching, and dynamic</i> • <i>They should have a human subject</i> • <i>Landscape orientation is better than portrait for web</i> • <i>The subject/beneficiary of the image should be in focus</i> • <i>Permission should be obtained before taking a picture</i> • <i>They should adhere to the code of conduct around imagery</i> • <i>There should be no date stamp visible on the picture</i> 	
<p>17. Permissions</p>	<p>If photos of the grant holder or project have been submitted with the case study, have the subjects/beneficiaries of the photos agreed to their photo being taken? In certain sensitive regions (FATA, KP) females are exempted from taking photographs.</p> <p>Please supply full captions for each photo submitted:</p> <p>Who is in the photo? Where was the photo taken? When was it taken? By whom was it taken?</p> <p><i>No photos can be used without explicit permission from the subject. The photos need to be recent (no older than two years), and fully captioned. Otherwise, we cannot use them.</i></p>	

Possible questions that may be asked:

- *Could you please tell me your name and age?*
- *How long have you lived in this community? If you were born elsewhere, where you were born?*
- *Does your family live with you? If so, would you mind sharing the names of those family members you live with and their relationship with you?*
- *What is your primary occupation? What is your secondary occupation?*
- *How did you come to know about the project? Who approached you?*
- *What project-related activities have you or your family been involved in? For example, have you participated in the training, attended meetings, or received inputs?*
- *Can you tell me a bit about your life before the project?*
- *How has the project affected your life? In other words, what changes have you experienced as a result of the project? (This is an open-ended question and can be positive or negative.)*
- *How do these changes make you feel? In your opinion, what is the most significant change in your life as a result of the project*

3.4. Annexure - Lesson Learned Agenda and Questions:

- **Review Project Achievements:** Were the project goals attained? What went well? Provide examples of successes that happened during or because of the project. What didn't go well? Discuss unintended outcomes that happened during or because of the project.
- **What Can Be Improved and How:** What might have been better handled if done differently? What recommendations would you give to others who might be involved in future projects of a similar type? What mistakes did you successfully avoid making? What could we automate or simplify that we do repetitively? What skills did you need that were missing on this project
- **Things Need to Be Controlled:** What was beyond your control? What things surprised you on the project that was not planned?
- **Assumptions Proved False:** What things did you anticipate happening that did not happen? What do we need to do differently next time?

3.5. Annexure - Sample RAD Plan

Data Retention, Archival and Disposal (RAD) Plan							
S. #	Type of Data/Document	Plan			If retained, how long?	Responsibility	Status
		Retention	Archival	Disposal			