What is M&E?

• **Monitoring**: Routine assessment of information or **indicators** of ongoing project activities to track progress towards goals
  
  *Are we doing what we said we would do?*

• **Evaluation**: Using monitoring data to evaluate an ongoing or completed project in a systematic way
  
  *What have we achieved and what have we learned?*
Why do M&E?

• **To evaluate and improve** strategies, methodologies and activities (adaptive management)

• **To inform decisions** about resource allocation, planning and future projects.

• **To obtain information** to share and communicate about project successes and lessons learned to improve and scale up future projects.
What are the benefits?

- **Effectiveness**: Achievement of objectives
- **Efficiency**: Maximizing the benefit of available resources

- **When M&E is participative and when actions are taken based on collective indicators**, M&E promotes a sense of ownership, commitment and empowerment among the target audience.
M&E and the Project Cycle

Source: CRS Manual
How to measure progress and impact of a project

With indicators

• An indicator is a measure of one aspect of an activity, project, or program that is directly related to its goals and/or objectives

• Types of indicators:
  • Progress indicators tell you where you are in a intervention (e.g., # people trained, # vaccines distributed, etc.)
  • These usually feed into your activities and outputs
  • Impact indicators tell you whether or not your intervention had the intended effect (higher income as a result of intervention, less cases of disease, etc.)
Indicators should be...

SMART
• **Specific**
• **Measurable**
• **Attainable/Affordable**
• **Relevant**
• **Timely**

All information collected should contribute directly into tangible and actionable learning
→ otherwise don’t collect it
Indicators can be...

- Quantitative or qualitative, must be measurable
  - # of farmers trained
  - % change in yield
  - # of farmers ranking themselves as “more knowledgeable”
- Objective or subjective
  - Objective: test score
  - Subjective: participant’s assessment of their own learning
- Direct or proxy
  - Direct: # of farmers attending a training
  - Proxy: an easily measurable indicator that is related and highly correlated
    - E.g., Want to measure effectiveness of child health program – direct indicator might be child mortality rates – hard to measure over a short time period
    - Proxies: % of births attended by trained health personnel, frequency of use of health facilities (UNICEF)
- From primary or secondary data sources
Indicators are NOT...

• Simply anything you can think of
• To be confused with goals and objectives
• To be collected if they have no explicit purpose
How to choose indicators

• Go back to the Theory of Change
  • Pay attention to the implicit assumptions and consider if there would be a way of measuring the progression
  • What indicators will let you know which stage you are at in the results chain (i.e., output, outcome, “long-term” impact)

• Other things to consider
  • Donor requirements
  • Availability of resources
  • Utility of information
Objective

**Goal**

10% increase in the number of Grades 6 primary students continuing on to high school within 3 years

**Indicator**

Percentage of Grades 5-6 primary students continuing on to high school

**Objective**

Improve reading proficiency among children in Grades 5-6 by 20% within 3 years

**Indicator**

Average reading proficiency among children in Grades 5-6

**Output**

1,500 Grade 5-6 students with low reading proficiency complete a reading summer camp

**Indicator**

Number of students completing the reading summer camp
Data Collection

• Secondary data
• Log books/project documentation
• Surveys
  • Individual, household
  • In person, paper, electronic
• Interviews
  • Key informant
• Guided focus groups
• Field observations
  • Field notes
  • Video
  • Pictures
• Participatory methods
Putting it all together in an M&E Plan

- Many different templates/matrices
- Can search around to find one that works best
  - E.g., CRS Manual

Example we’ll use:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
<th>BASELINE</th>
<th>TARGET</th>
<th>DATA METHOD &amp; SOURCE</th>
<th>INPUTS NEEDED</th>
<th>FREQUENCY</th>
<th>RESPONSIBLE</th>
<th>REPORTING</th>
<th>NEXT STEPS</th>
</tr>
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<tbody>
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<td>Goal</td>
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Objectives

Outputs

Activities
Activity

Our Example

• **Goal:** Increase resilience, both in terms of income, food security, and nutritional status, of smallholder tomato farmers in Burkina Faso

• **Objectives:**
  • Build a greater understanding of the challenges and opportunities all along the tomato value chain, with special attention paid to postharvest
  • Build local postharvest capacity

• **Activities:**
  • Conduct a value chain assessment on tomatoes in Burkina Faso
  • Build a Postharvest Training and Services Center (PTSC)
  • Train 30 local extension specialists on postharvest handling
### Logical Components of a Project

<table>
<thead>
<tr>
<th>Goal</th>
<th>Effect, purpose of the project</th>
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<tr>
<td><strong>Specific Objectives</strong></td>
<td>&gt;&gt;&gt;&gt; Outcomes, change that result from the project.</td>
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<td><strong>Outputs</strong></td>
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<td><strong>Activities</strong></td>
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**Formulation**
## Logical Components of a Project

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Bennett’s Hierarchy of Outcomes

Objective Evaluation

- Level 7: End Results: Impacts on long term goals or conditions
- Level 6: Practice: Behavioural changes
- Level 5: KASA: Changes in Knowledge, Attitudes, Skills, and Aspirations
- Level 4: Reactions: How participants reacted to the program
- Level 3: Participation: Who participated and how many
- Level 2: Activities: Activities participants were involved in
- Level 1: Inputs: Resources dedicated to the program, such as money/time

Process Evaluation
## RIFA M&E Plans

<table>
<thead>
<tr>
<th>Objective 1:</th>
<th>Activities</th>
<th>Indicator</th>
<th>Target</th>
<th>Progress to Date</th>
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<tbody>
<tr>
<td>Objective 2:</td>
<td>Activities</td>
<td>Indicator</td>
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