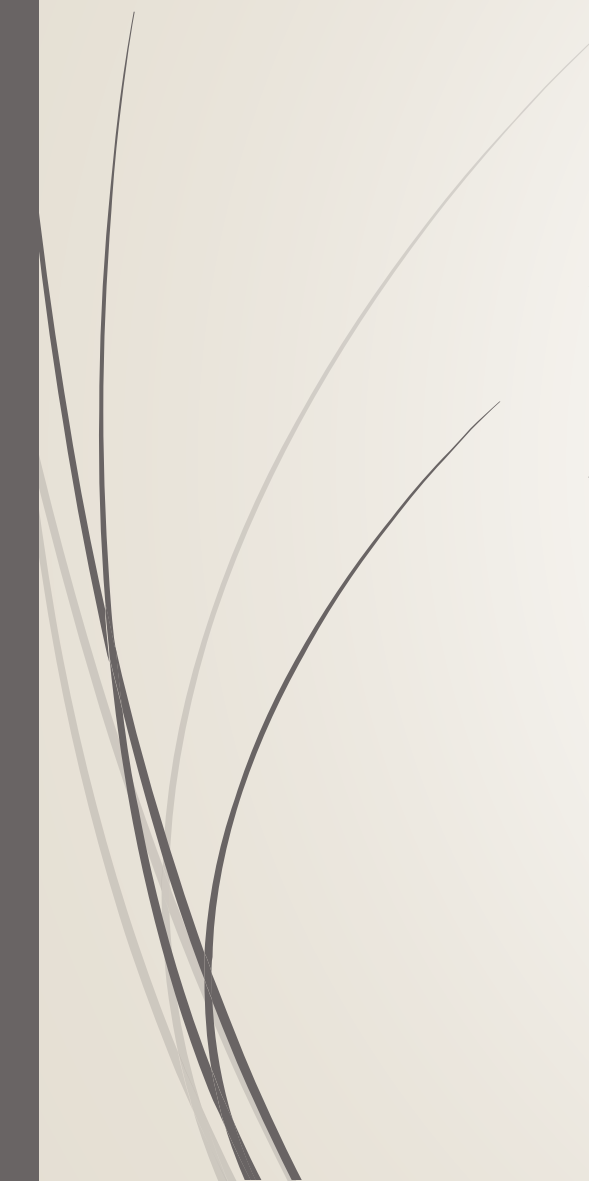


Monitoring and Evaluation – what is it all about? ISSA Webinar

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Structure of webinar

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1. What is Monitoring and Evaluation?
 2. Why Monitoring and Evaluation?
 3. Understanding your project or programme.
 4. Designing and planning your Monitoring and Evaluation.
 5. Implementing your Monitoring and Evaluation.

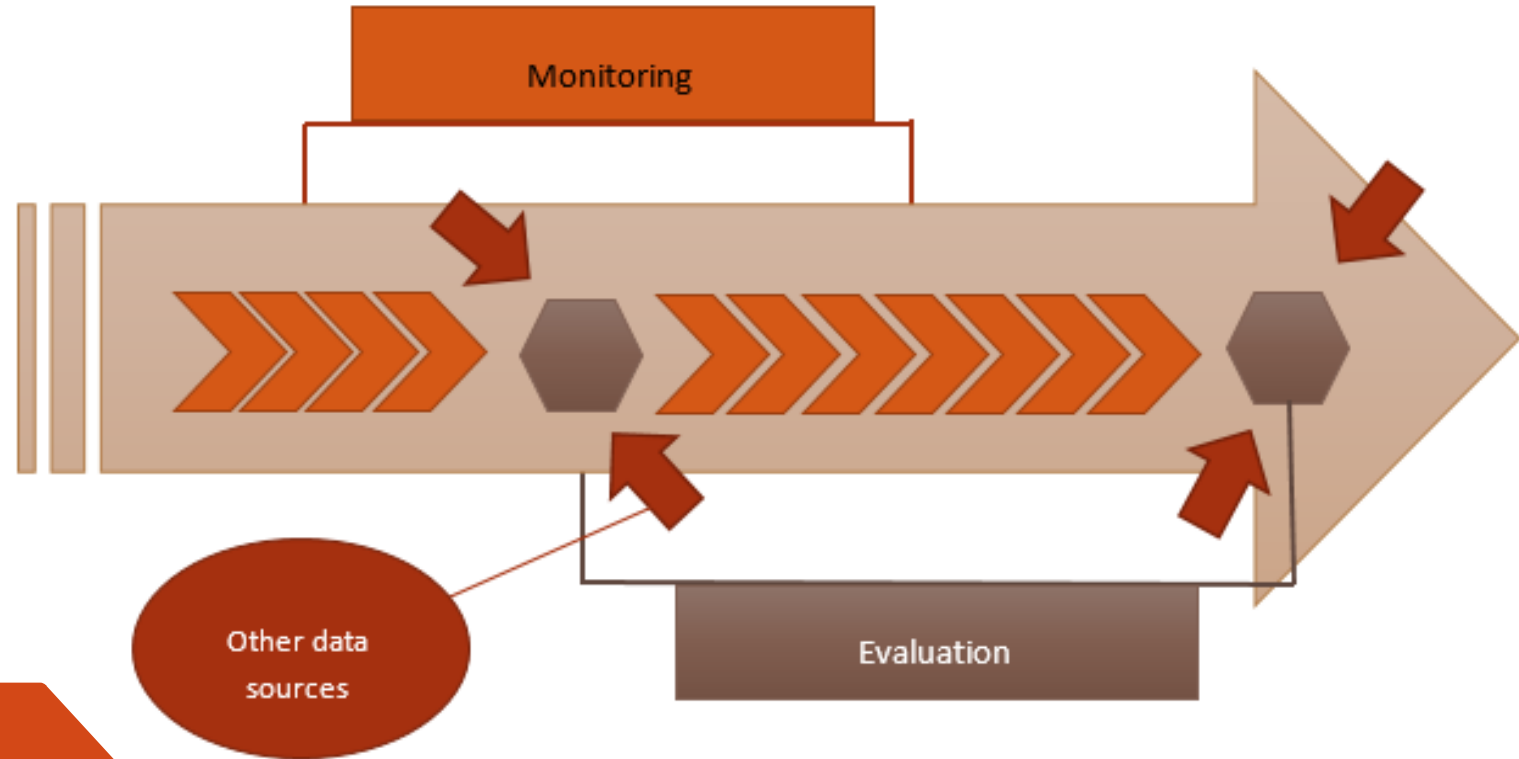


1. What is Monitoring and Evaluation?

Monitoring = systematic way of keeping track of what is happening throughout the implementation of a project or programme. It is a reflective practice that assists learning to take place.


Evaluation = about measuring performance; it is an analysis of collected data in terms of defined criteria like effectiveness, efficiency, relevance, coherence, sustainability. Evaluation is episodic.

1. What is Monitoring and Evaluation?





2. Why Monitoring and Evaluation?

Learning: contributing to an understanding of how the project, programme, organisation made a difference.
! Learning is not happening automatically! 
Creating a learning culture = a challenge.

Accountability: “explaining what have you done and taking responsibility for the results of your actions”:
upwards to donor or funder; downwards to beneficiaries.

2. Why Monitoring and Evaluation?

Using findings

Management decision-making
Demonstrate achievements and evidence
Accountability

(Organisational) learning

Using process

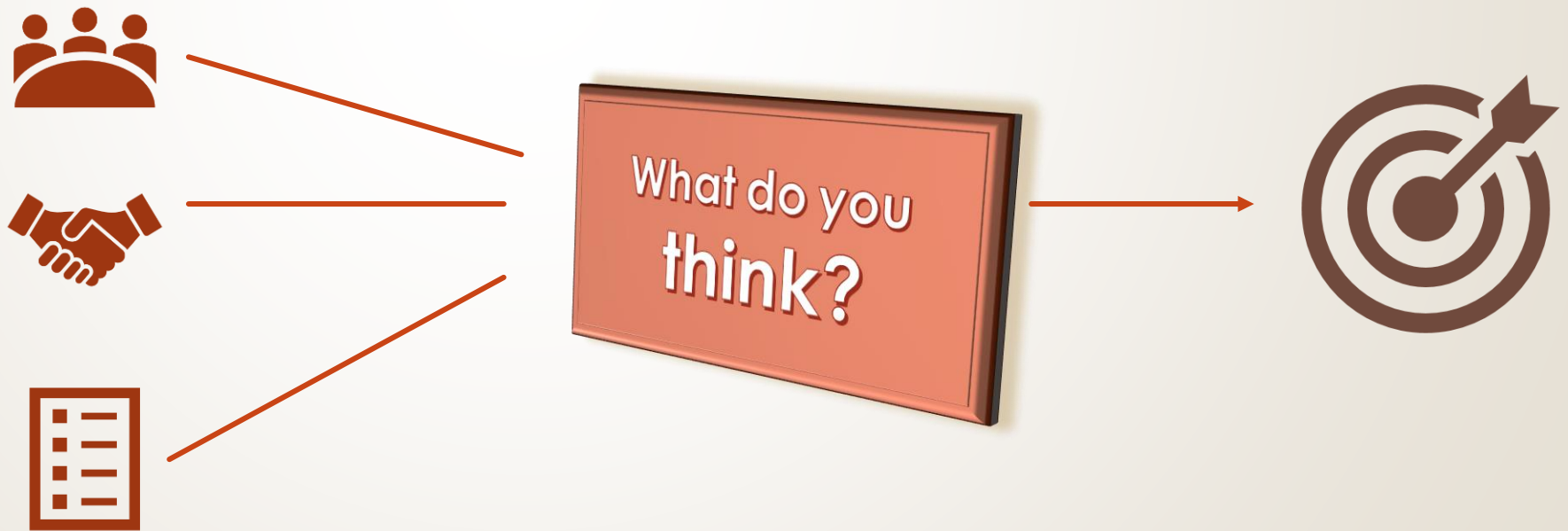
To build ownership across stakeholders
To build trust and legitimacy
To ensure that different perspectives are included

Source: http://www.betterevaluation.org/en/plan/frame/decide_purpose

3. Understanding your project or programme

Developing the intervention logic:

Why you do the things you do, given what you expect to accomplish?





3. Understanding your project or programme

M&E in social change networks:

- Results are likely to occur later in time.
- Multiple members pursuing their own missions and objectives.
- Measuring social change?
- Who can take credit for the change that happened?

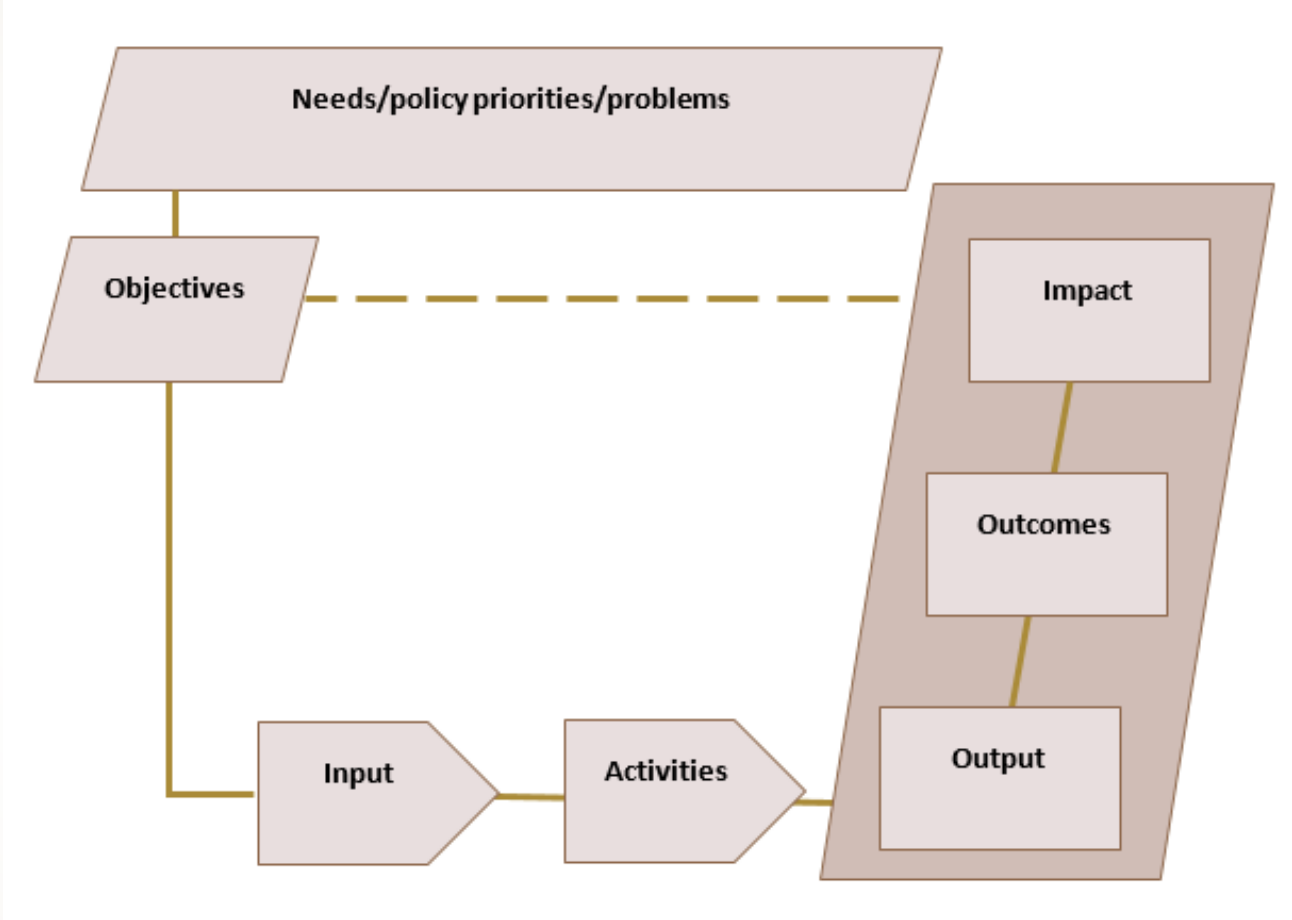


3. Understanding your project or programme

- **Result chain:** a quite simple intervention logic, representing a linear process. Helps to clarify objectives and relations between objectives, inputs, activities and results.
- **Theory of Change (ToC):** how activities are understood to contribute to results. Used for strategic planning, M&E and for learning. Essential = **backwards mapping**, including various pathways to achieve the final goal. *If we do A, then B will happen, because....*
- **Logical Framework:** same purpose as ToC, but with only one pathway. *We plan A, which will result in B.*

3. Understanding your project or programme

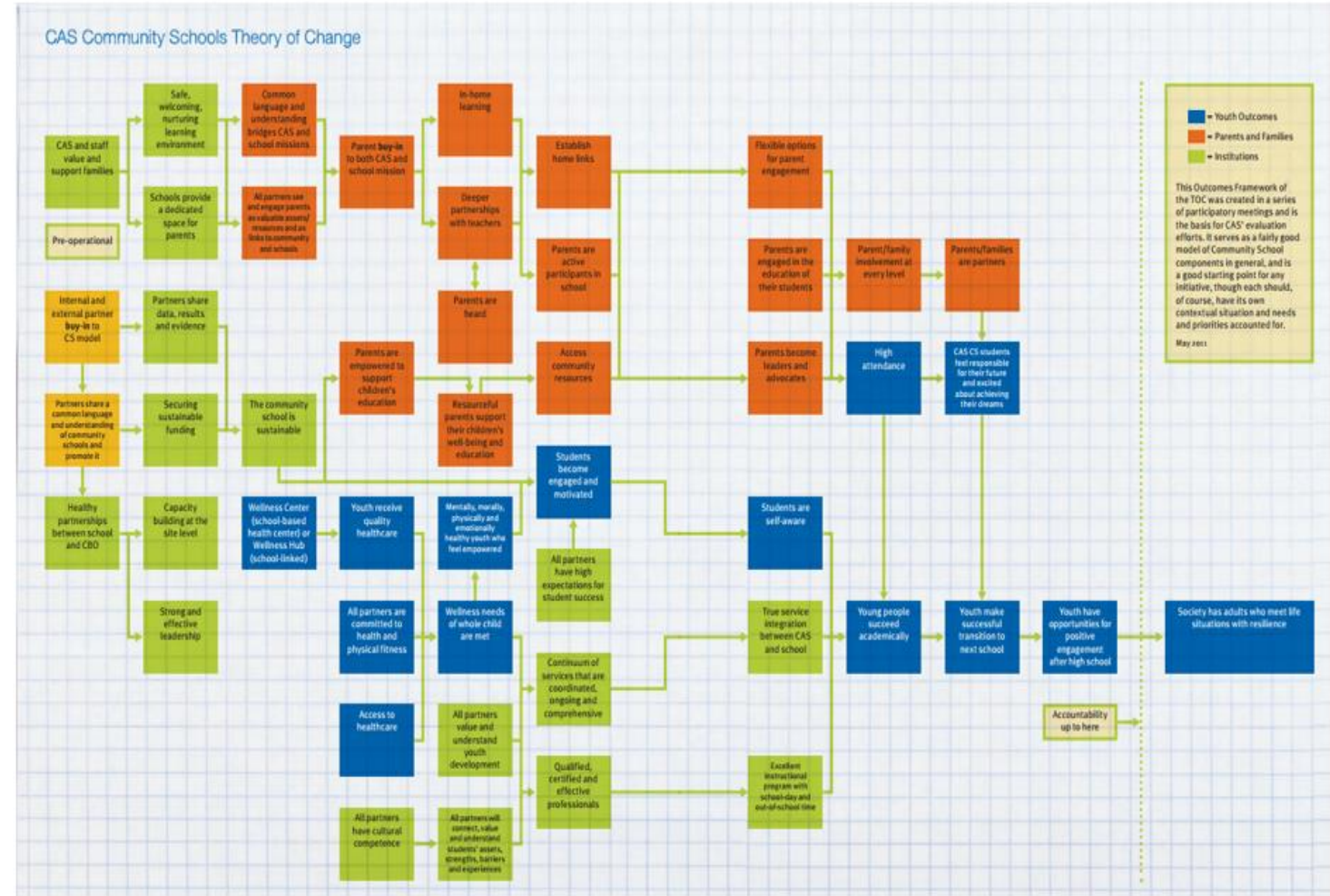
Result chain



Source: SAGO Research

Theory of change

3. Understanding your project or programme



Source: http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/NCCS_BuildingCommunitySchools.pdf

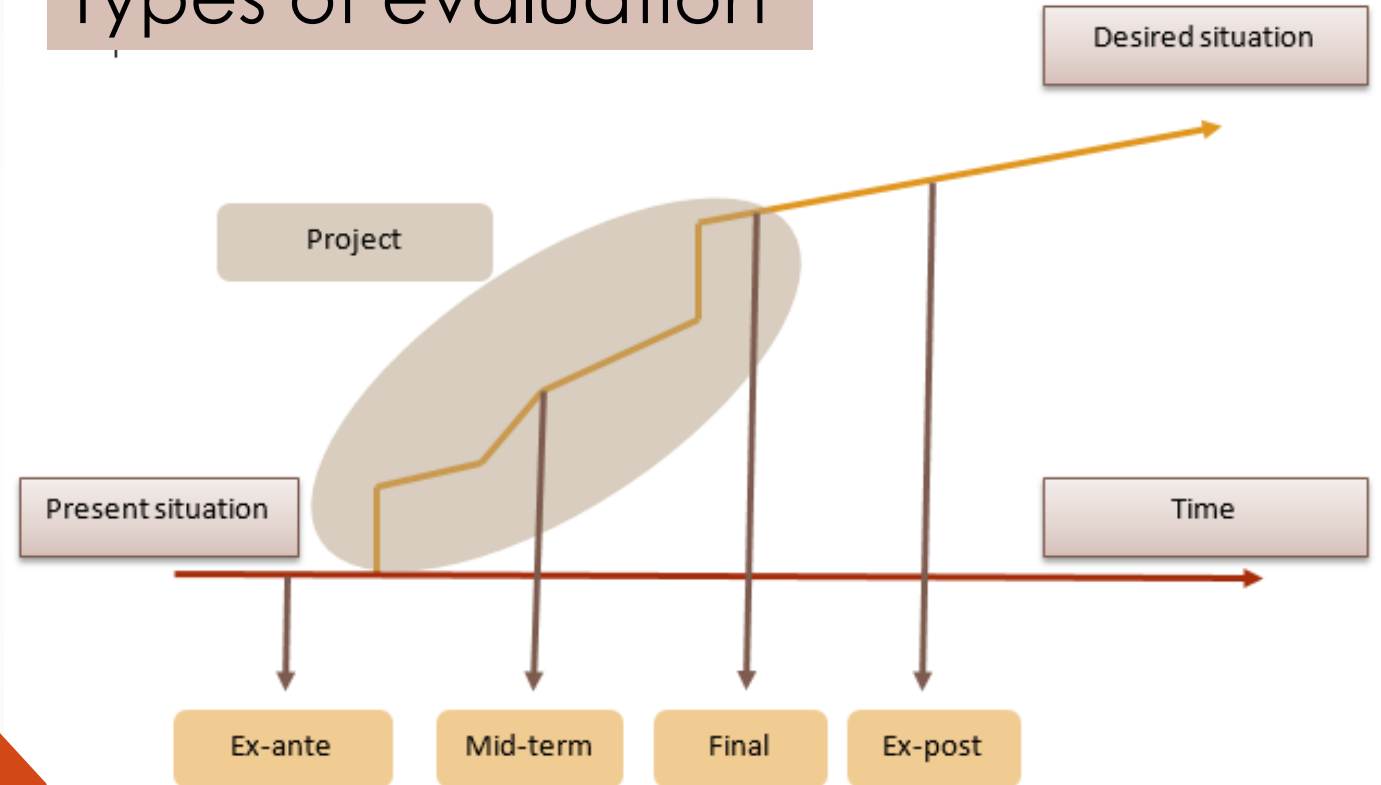
Logical framework

3. Understanding your project or programme

Project or programme description	Verifiable indicators of achievement	Sources and means of verification	Assumptions and risks
Goal: Young children from 6-12 years, with disabilities achieve learning and other skills to participate in life according to their full potential.	Percentage of children from 4-8 years participating in extra-curriculum activities.	Comparison of existing figures.	
Objective 3: Parents are increasingly involved in their children's education and rehabilitation.	Number of parents with disabled children (6-12 years) involved in activities at school.	Annual survey to schools.	Increased involvement of parents in the education and rehabilitation of their children will increase the self-confidence of children to participate in activities outside school.
Output 1: 100 children together with their parents have completed a summer camp on an annual basis.	Number of children participating in each summer camp. Number of parents participating in each summer camp.	Summer camp records. Summer camp records.	Parents use the playset developed during summer camp, at home with their children.
Output 2: Playset (toolkit) with educational games developed with parents and children.	Number of playsets distributed to parents and children.	THEN	
Activity 3: To run 5 regional summer camps each with a capacity of 20 children and 40 parents every year.	Number of summer camps run on an annual basis. Geographical coverage of the summer camps.	Summer camp records. Summer camp records.	Parents of disabled children are willing to participate with their children in the regional summer camp.
IF		AND	

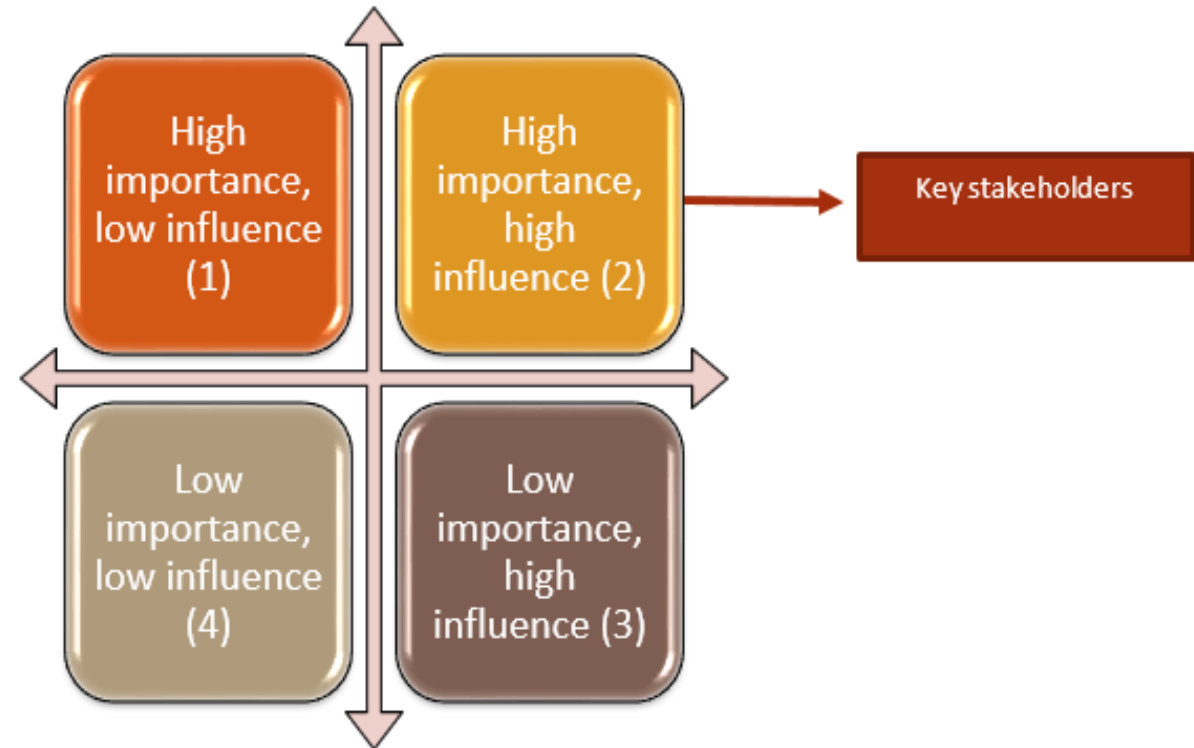
4. Designing and planning your M&E

Types of evaluation



Source: Rengasamy, S., (2008), *There is no management without monitoring*, Slideshare:
<https://www.slideshare.net/srengasamy/project-monitoring-evaluation-s-presentation>

Stakeholders

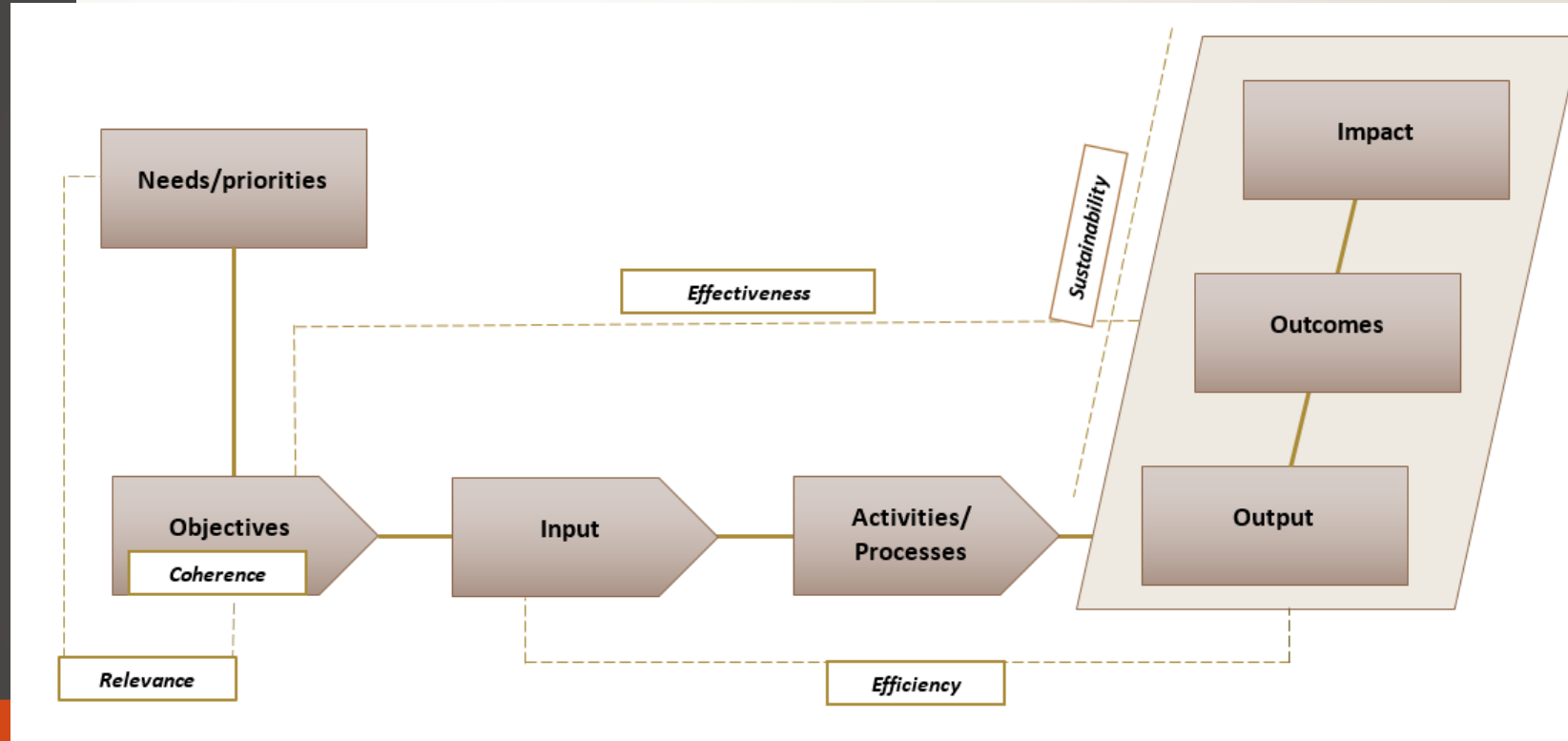


Source : Based on: <http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/identify-stakeholders/main> and http://bigpushforward.net/wp-content/uploads/2011/09/sroi_practical_guide_context_international_cooperation.pdf

4. Designing and planning your M&E

Criteria: for evaluation

4. Designing and planning your M&E



Source: SAGO Research

4. Designing and planning your M&E

Indicators: for monitoring

- Quantitative and qualitative
- SMART
- Nice to know/need to know
- Baseline

Evaluation questions

- Guide through the evaluation process
- Voice the concerns of the stakeholders
- Answerable (time and resources)
- Different from research questions

5. Implementing your M&E

Data collection

Triangulation:

- Complementary and compensatory
- Pluralistic

Consistency

Data management

- Data cleaning

5. Implementing your M&E

Data analysis

To answer evaluation questions.

Reporting and follow-up

- Reporting following stakeholders analysis
- Follow-up internally → action-plan (learning)
- Follow-up externally → action-plan (dissemination)

Indicators (A)	Information needs (B)	Frequency (C)	Means of verification (D)	Responsible for data gathering (E)	Data storage (F)	Responsible for data analysis & sense making (G)	Responsible for reporting (H)	Baseline (info on the indicator at point T ₀) (beginning of 2017)	Target 2017	Results 2017	Narrative
<i>Description of the indicator</i>	<i>Why do you need information on this indicator? What will be the use of it?</i>	<i>How frequently to you need information on this indicator?</i>	<i>Where to get the information from? Through which means will you retrieve the info? In what way?</i>	<i>Who gathers the information?</i>	<i>Where to store the data to be used for reporting? Folder hierarchy to be decided</i>	<i>Who analyses the information and how?</i>	<i>Who does the reporting (column B)?</i>				
1											
2											

Thank you!

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