

Project Implementation Plan

Session 3: Monitoring, Evaluation & Learning and Work Planning

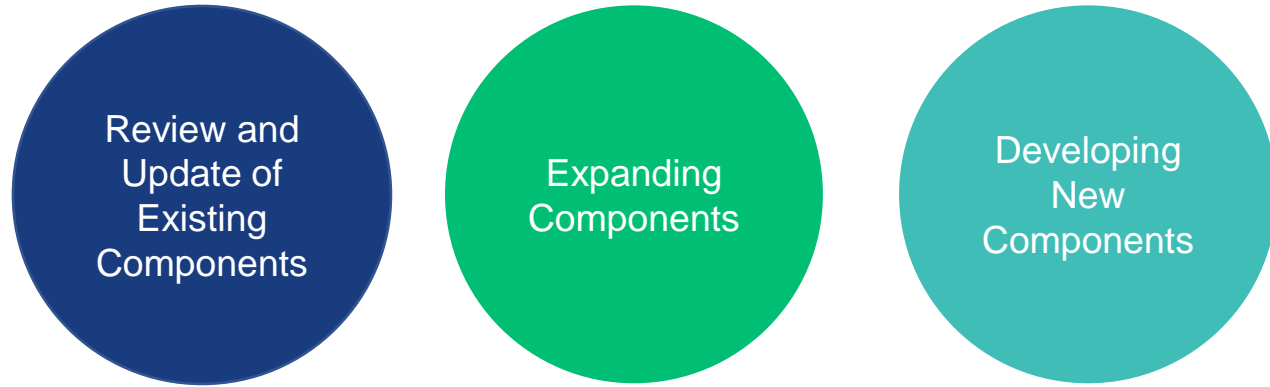


**Small Shop.
Big Impact.**

Overview and Agenda

| Session # (2 hrs) | Description of Topics to be covered |
|---|---|
| Session 1 – Introduction and Logic Model | Introductions/Expectations Overview of GAC PIP/AWP Template Context Changes Project Summary Revisions Logic Model Review and Revision (Brief RBM) |
| Session 2 – Gender and Cross Cutting Issues | Theory of Change – Risks, Environment and Human Rights Geography and Reach Gender Equality Strategy |
| Session 3 – Monitoring, Evaluation and Learning (MEL) and Work Planning | Reviewing the PMF M&E Plan Outcome Based Schedule (Work Planning) |
| Session 4 – Communications, Finance and Other | Project Management and Governance Communication Plan Budgets and Finance |

What is a PIP?



Purpose:

To provide GAC with the required components to obtain approval and begin project implementation.

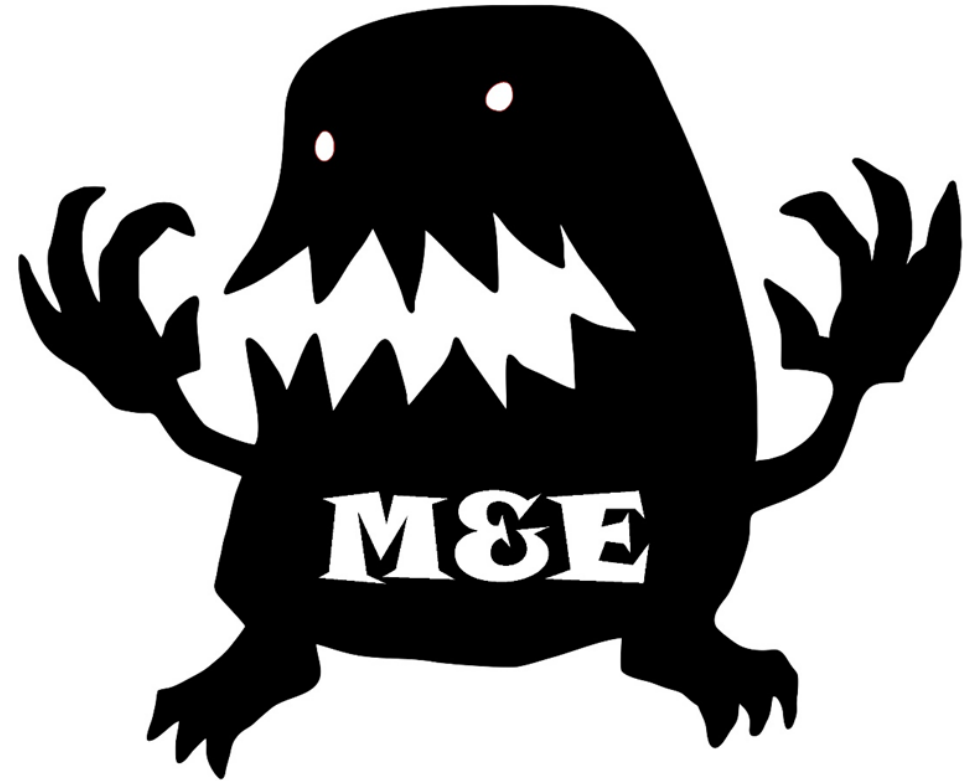
To provide YOU with the detailed plans YOU need to oversee implementation of the project and fulfill reporting requirements later.

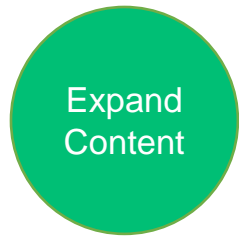
To provide YOUR STAFF/PARTNERS with the specifics/details they need to effectively deliver project activities and conduct project monitoring.

Expand
Content

M&E (L) Plan

Who's afraid of M&E?





M&E (L) Plan

What is the Monitoring & Evaluation (& Learning) Plan?



Flows from the Performance Measurement Framework (PMF)



Provides clear definitions of all indicators, including definition for calculation



Outlines data sources, collection methods (tools), frequency and responsibilities



Generates useful information for analysis, learning, adaptation and communicating results



Identifies benchmarking and alignment with national and global KPIs (including FIAP/SDGs)



Connects to Gender Equality Strategy and Communication Plan



M&E (L) Plan

Your MEL plan as expressed in proposal in the PMF template

| Expected Results ¹ | Indicators ² | Baseline Data | Targets ³ | Data Sources | Data Collection Methods | Frequency | Responsibility |
|---|-------------------------|---------------|----------------------|--------------|-------------------------|-----------|----------------|
| Ultimate Outcome <i>(Long term)</i> | | | | | | | |
| Intermediate Outcomes <i>(Medium term)</i> | | | | | | | |
| Immediate Outcomes <i>(Short term)</i> | | | | | | | |
| Outputs | | | | | | | |

M&E (L) Plan

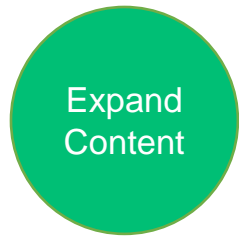
How was your PMF designed?

- *With indicators and targets that would help your proposal be successful for GAC funding?*
- With indicators and targets that you felt would best support learning / that are meaningful to your target communities?
- *Timing for data collection aligned with GAC reporting schedule?*
- Timing for data collection aligned with learning needs, time for adaptation and future planning?

i.e. Was it for GAC?

Or, for your teams and your stakeholders?





M&E (L) Plan

Process for developing the M&E (L) Plan



Review and update the PMF



Map your indicators to data collection tools



Create a detailed plan for data collection, compilation and analysis



Review how your MEL connects with your gender equality strategy



Integrate MEL into your work planning



Integrate MEL findings and learnings into your communications planning

M&E (L) Plan

Tips for reviewing/strengthening Performance Measurement Framework (PMF)

- **Revise according to updated Logic Model**
- Review indicators
- Review targets
- Review data collection methods
- Review timing



“This red line indicates the change in this red line over a period of time.”



M&E (L) Plan

Tips for reviewing/strengthening Performance Measurement Framework (PMF)

- Revise according to updated Logic Model
- **Review indicators**
- Review targets
- Review data collection methods
- Review timing

Does the indicator directly measure the result? (appropriate to level of change)

Does the indicator reflect the perspective of impacted beneficiaries?

Can it be measured? If you cannot collect data on it, you cannot measure it.

Is the indicator practical? Will it be easy to collect and analyze data? Will data collection be affordable?

Does the indicator allow for disaggregation as needed? (e.g. gender, age, etc.)

Are there any ethical considerations to collecting data against the indicator?

Can the data be verified by other means? (e.g. benchmarking or using both quantitative and qualitative data)

Will those collecting the data interpret the indicator the same way? (be as specific as possible in wording and *avoid qualifiers*)

Does it align to national/global data (e.g. FIAP/SDG KPIs)?



M&E (L) Plan

What do you think of this indicator?

Is it measuring the result? Is it clear? Is it feasible? How would you collect the data?

What else would you need to know in order to understand findings?

Can you do better?

OPTION 1

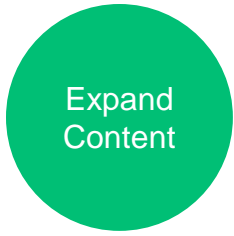
Immediate Outcome 1100: Improved capacity of health workers to deliver gender responsive health services

Indicator 1100.1 # of community health workers providing gender responsive health services

OPTION 2

Immediate Outcome 1200: Strengthened uptake of SGBV legal services among women and girls experiencing SGBV

Indicator 1200.1 % of women and girls experiencing SGBV reporting to local authorities



M&E (L) Plan

You may find it helpful to add columns to your working PMF

| EXPECTED RESULTS | INDICATORS | DEFINITION (calculation) | LEARNING (disaggregation/pivots) |
|---|---|---|--|
| 1000 – Enhanced wellbeing of marginalized women and girls in communities of district in country | 1000.1 % of targeted women contributing to decisions regarding family income and expenditures | % increase in # of participating women <u>self-reporting</u> contributing to decisions about family income on survey between baseline and endline | Age? Household income Is woman contributing to income? Marital status? Lives with elders? <i>Anything else?</i> |

M&E (L) Plan

Tips for reviewing/strengthening Performance Measurement Framework (PMF)

- Revise according to updated Logic Model
- Review indicators
- **Review targets**
- Review data collection methods
- Review timing

What would you consider a success?

What would your target beneficiaries consider success?

What would other stakeholders consider success?

What is achievable/realistic given the scope/inputs/timeframe for your project? (expressing targets as a %/total is helpful in thinking through feasibility)

What is the relationship between output targets and higher-level targets?

*Monitoring progress against targets is important for analysis and learning. Falling short of a target is not failure, it is a warning flag that something is not going as expected. **It is an opportunity for learning and course correction.**



M&E (L) Plan

Feasible and related targets for success

| EXPECTED RESULTS | INDICATORS | TARGETS |
|---|---|------------------------------|
| 1100 – Improved livelihoods among women farmers in community | 1100.1 #/total women farmers trained with increased monthly incomes of at least 40% over baseline | 80/100 women farmers trained |
| 1110 – Increased capacity for agro-ecology among women farmers in community | 1110.1 #/total women farmers trained with improved skills for agro-ecology | 90/100 women farmers trained |
| 1111 – Training on agro-ecology provided to women farmers in community | 1111.1 # of women farmers trained in agro-ecology | 100 women farmers trained |

Not all experiencing capacity change will achieve behaviour change

Not all that receive inputs will realize change

Provides the 'total' for higher level outcomes, reflecting the # of beneficiaries receiving inputs through this pillar of intervention



M&E (L) Plan

Tips for reviewing/strengthening Performance Measurement Framework (PMF)

- Revise according to updated Logic Model
- Review indicators
- Review targets
- **Review data collection methods**
- Review timing

What is the most feasible/appropriate tool for each indicator?

How can you make the most out of each data collection tool?

What other information will you need to collect on data collection tools in order to understand findings?

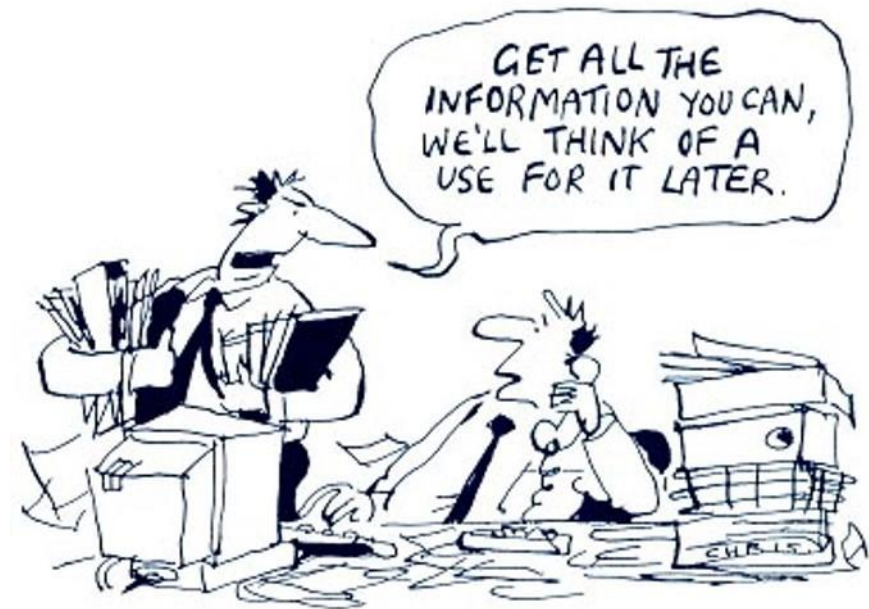
Have you included both quantitative and qualitative methods?

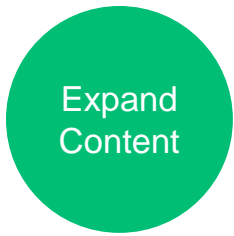
M&E (L) Plan

The trick with data collection is to collect as much as is needed for learning and validation, but only as much as will be used.

Thinking about how you can maximize the utility of each data collection tool is key!

So is your plan for compiling and analyzing the information/data you collect (more on this later).

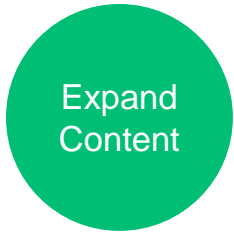




M&E (L) Plan

You may want to create a separate table for mapping data required for each data collection tool (*include in PIP document*)

| INDICATORS | DATA COLLECTION | TIMING |
|--|-------------------------------|----------------------------|
| 1000: Improved retention of young women teachers (YWTs) in the teaching profession | | |
| 1000.1 # of YWTs who report increased likelihood that they will remain in the profession | Self-assessment Questionnaire | Baseline, Midline, Endline |
| 1100: Reduced feeling of isolation and disconnectedness among YWTs | | |
| 1100.1 # of YWTs who report feeling less isolated/disconnected | Self-assessment Questionnaire | Baseline, Midline, Endline |
| 1110: Improved ability of YWTs to seek and to receive timely and relevant support | | |
| 1120.1 # of YWTs who use their mobile phones to seek support from mentors or colleagues 3+ times per month | Self-assessment Questionnaire | Midline, Endline |
| 1120.2 # of YWTs who report that support they receive from mentors or colleagues is useful most or all of the time | Self-assessment Questionnaire | Midline, Endline |



M&E (L) Plan

You may want to create a separate table for mapping data required for each data collection tool (*include in PIP document*)

| TOOL | TIMING | MAPPING | DATA REQUIRED |
|--|--------------------|---|---|
| Self Assessment Questionnaire for YWTs | Baseline | 1000.1 1100.1 <i>Learning</i> | <ul style="list-style-type: none"> - Likelihood of staying in the profession - Feelings of Isolation/disconnectedness - Region, age, # of years in profession, distance from home, marital status - What criteria will they use to decide whether to stay in the profession? - What are they hoping to get out of their mentor relationship? - What are they hoping to get out of the prof development community? |
| | Midline Endline | 1000.1 1100.1 1100.2 1110.1 1110.2 <i>Learning</i> | <ul style="list-style-type: none"> - Likelihood of staying in the profession - Feelings of isolation/disconnectedness - Freq of use of mobile phones to seek support from mentors/colleagues - Usefulness of support received from mentors/colleagues - Most influential factors impacting feelings of isolation - Most influential factors impacting feelings of disconnectedness |

M&E (L) Plan

Thinking outside the PMF

One of the drawbacks of the Logical Framework approach is that we risk only measuring against our hypothesis as expressed in our Logic Model and PMF.

This can both limit learning and impact results.



M&E (L) Plan

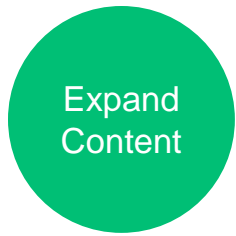
If you haven't already, consider adding qualitative and open-ended elements to your data collection plans

- **Supports data validation**
- Provides for deeper learning and analysis
- Allows for identification of unanticipated results
- Supports communications

Qualitative data can be used to validate results by echoing/reinforcing findings

e.g., Interviews and focus groups can ask the same questions as a surveys – this can be used to check whether self-reported data is truthful and accurate (and vice versa)

e.g., “this was echoed by our participants in focus groups who observed a strong connection between....”, etc.



M&E (L) Plan

If you haven't already, consider adding qualitative and open-ended elements to your data collection plans

- Supports data validation
- **Provides for deeper learning and analysis**
- Allows for identification of unanticipated results
- Supports communications

Open ended questions can be used to validate whether project activities are responsible for results

e.g., what was the most influential factor in....

Qualitative / open ended methods can help us understand why results are not as expected, allowing for course corrections

e.g., identifying contextual issues, or gaps in project approach impacting results

M&E (L) Plan

If you haven't already, consider adding qualitative and open-ended elements to your data collection plans

- Supports data validation
- **Provides for deeper learning and analysis**
- Allows for identification of unanticipated results
- Supports communications

Open ended questions can be used to validate whether project activities are responsible for results

e.g., what was the most influential factor in....

When quantitative data leaves us asking 'why', qualitative data can provide needed insight. This can provide input / ideas for course corrections to ensure achievement of results

e.g., e.g., A focus group with farmers may shed light on why some farmers have increased incomes while others have not

M&E (L) Plan

If you haven't already, consider adding qualitative and open-ended elements to your data collection plans

- Supports data validation
- Provides for deeper learning and analysis
- **Allows for identification of unanticipated results**
- Supports communications



M&E (L) Plan

If you haven't already, consider adding qualitative and open-ended elements to your data collection plans

- Supports data validation
- Provides for deeper learning and analysis
- Allows for identification of unanticipated results
- **Supports communications**

Qualitative data (think words rather than numbers) can provide excellent content for case studies for use in communications to help project stakeholders understand the impact of the project – *whether it is local officials whose buy-in facilitates your project activities, staff and volunteers who want to feel like they're making a real difference, or donors back home through fundraising communications*

It also strengthens reporting when you can use a story to illustrate the impact displayed in a graph or chart.



M&E (L) Plan

What are your 'go to' data collection tools/methods?

QUANTITATIVE

QUALITATIVE

M&E (L) Plan

What are your 'go to' data collection tools/methods?

QUANTITATIVE

- Consulting official records
- Household Surveys
- Knowledge, Attitudes and Practice Surveys
- Pre-Post Training Surveys
- Closed Question Interviews
- Controlled Observation

QUALITATIVE

- Key Informant Interviews
- Focus Groups
- Rolling Profiles
- Open Ended Surveys
- Open Observation/Feedback*

**My current favourite question to ask is
"what surprised you about..."*



M&E (L) Plan

Tips for reviewing/strengthening Performance Measurement Framework (PMF)

- Revise according to updated Logic Model
- Review indicators
- Review targets
- Review data collection methods
- **Review timing**

Can you piggyback on other project activities for data collection opportunities?

e.g. if a group of women is already gathering for a training, could you use this as an opportunity for a focus group discussion?

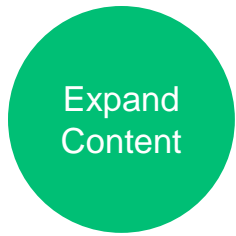
When will it be most useful to have the information from a learning perspective?

e.g. understanding whether your training was effective in building capacity after the first incidence would be helpful as it gives you a chance to strengthen your approach and strengthen results

When is it appropriate to ask participants to contribute to MEL?

e.g. asking farmers to join a focus group during their busy harvest season would not be appropriate

Annually does not necessarily mean in the month before your annual report to GAC



M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- **Which tool(s)?**
- Paper or digital?
- Consultant(s)?
- Stakeholder participation
- Learning & Improvement
- Communicating results

Paid tools (e.g. Kinaki – Tariq’s recommendation)

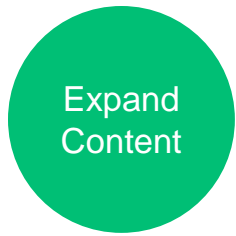
PROS: can be helpful if you’re not comfortable with data, likely in the cloud so multiple users can access (possibly at additional cost)

CONS: cost (especially if not already in your budget), gone when funding ends

In House Tool (e.g. built in excel or google sheets)

PROS: free, allows you to really get to know the data, can build capacity for data analysis that can be applied to other current and future projects, completely customizable, accessible to all stakeholders

CONS: someone with excel skills (e.g. knowledge of pivot tables)



M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
- **Paper or digital?**
- Consultant(s)?
- Stakeholder participation
- Learning & Improvement
- Communicating results

Paper

PROS: existing comfort of project staff, no barriers due to digital literacy

CONS: printing, secure storage of confidential information, risk of loss, onerous data entry, chance of data entry errors

Digital

PROS: secure, no extra data entry, easy to analyze

CONS: digital literacy barriers, connectivity, staff training required*

*Some tools (e.g., Kobo Toolbox) are not only free for NGOs, but also work offline

M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
- Paper or digital?
- **Consultant(s)?**
- Stakeholder participation
- Learning & Improvement
- Communicating results

Do it all yourself

PROS: no additional cost, done by people intimately connected to your project

CONS: possible lack of objectivity/too close to see clearly, a lot of work which could be lower priority if also tasked with implementation

External consultants

PROS: expertise, external perspectives, perceived neutrality may solicit better/more honest data, ensures MEL is someone's priority

CONS: lack of trust may limit information shared, cost

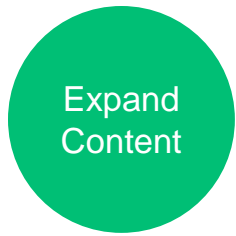
OTHER CONSIDERATIONS: Canadian or in-country? Data collection only or also doing tool design and data analysis? Deliverable specific or developmental approach?

M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
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- **Stakeholder participation**
- Learning & Improvement
- Communicating results





M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
- Paper or digital?
- Consultant(s)?
- **Stakeholder participation**
- Learning & Improvement
- Communicating results

Community stakeholders, including project participants (especially women and girls*) at all levels, including:

- Establishing indicators (ensuring they are relevant)
- Setting targets (ensuring they are meaningful)
- Collecting data
- Providing contextual input for understanding results (qualitative)
- Receiving communications about findings

**Part of your Gender Strategy will be explaining how women and girls are participating in project design/implementation/MEL*

M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

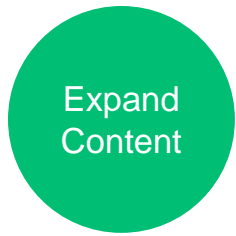
- Which tool(s)?
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- Consultant(s)?
- Stakeholder participation
- **Learning & Improvement**
- Communicating results

How will you draw learning from analyzed data?

e.g., Analysis of survey respondents show that only 60% of women farmers trained have improved their monthly income by midline.

How will you determine what this means?

- Will you want to dig deeper to identify trends in the data (*e.g. is there a correlation with geography, post-training assessment scores, age, etc.*)
- Do you have any qualitative input you can draw on?
- Who are the right people to be part of the learning discussion?
- When do learning discussions take place?



M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
- Paper or digital?
- Consultant(s)?
- Stakeholder participation
- **Learning & Improvement**
- Communicating results

How will you make decisions based on learnings?

How will decisions be made?

How will change(s) impact project implementation plans (e.g., work plan, budget)

How will change(s) impact the MEL plan? How will you now monitor the change(s) to make sure the course correction is working?

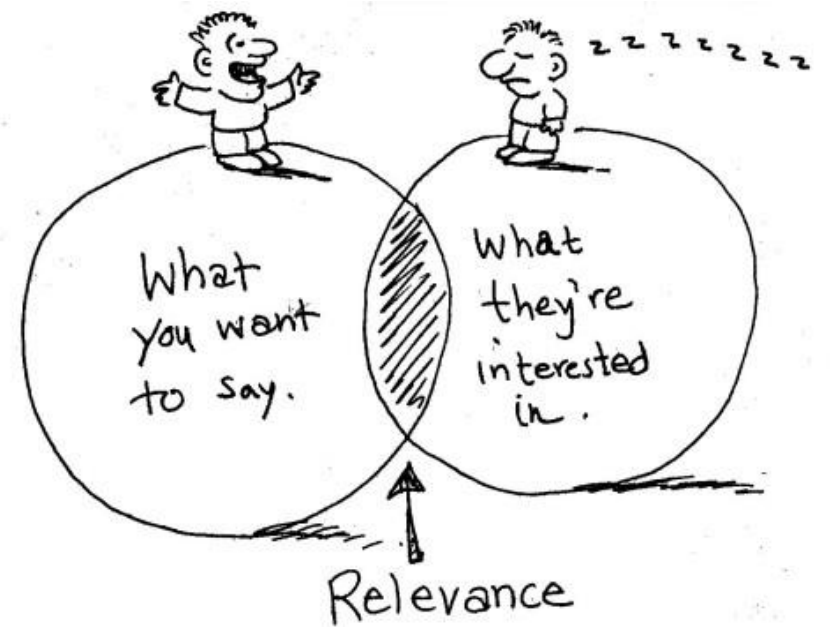
*How will decisions/changes be shared with all stakeholders?

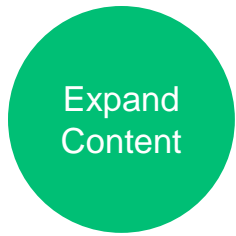
**GAC has guidelines for making adjustments that impact LM or budget. These may require approval before moving forward.*

M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
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- Learning & Improvement
- **Communicating results**





M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
- Paper or digital?
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- Learning & Improvement
- **Communicating results**

Who are your audiences?

GAC and other funding partners/donors to your project

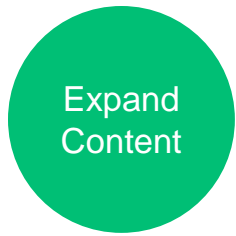
Local officials in impact community

Implementing partners

Project beneficiaries

Other NGOs/CBOs working in your space

Internal audiences (Board, staff, volunteers, etc.)



M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
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- Stakeholder participation
- Learning & Improvement
- **Communicating results**

What do they need and what do they want?

What is your obligation to them? (e.g. contractual)

What is their role? (e.g. what will they do with the information you share)

What are their priorities? What do they care about?

What do you want from them?

What power or influence do they have?

What do you want them to think or feel?

What action do you need them to take on your behalf?

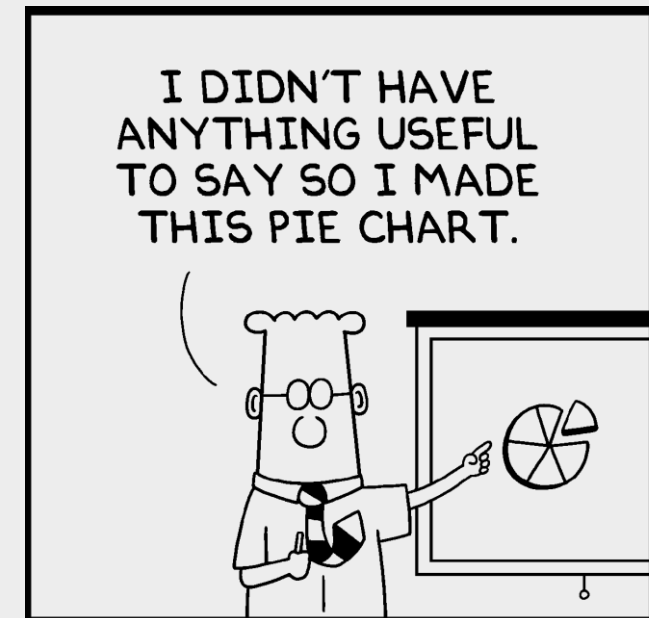
M&E (L) Plan

Detailing plans for data collection, analysis, learning, and communicating results

- Which tool(s)?
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- Learning & Improvement
- **Communicating results**

What is the most effective way to share results with them?

Formal report (GAC)
Article / Blog post
Infographic / Data Presentation
News-style video/audio report
Speaking / Panel / Webinar
Podcast
Case study / storytelling
Other?



M&E (L) Plan

Sample Outline

1. Purpose (what are you monitoring - hypothesis wording of Theory of Change)
2. Methodology (overview of methodology, personnel/consultants roles, list outcome level indicators *(with definitions, additional contextual data required and identification of gender equality indicators)*, plan for storing/managing data, ethical considerations, ensuring gender sensitivity of tools and approach)
3. Data Collection Tools (table mapping info needed to tools, description of validation and any additional qualitative tools you will use for validation and learning, narrative of how tools will be designed)
4. Analysis and learning (narrative of how data will be analyzed *(including tools that will be used)*, who will participate in learning, when learning will take place, how decisions will be made, how adaptations will be communicated)
5. Community Participation (narrative of how community stakeholders, especially women and girls, will participate in data collection, analysis and learning)
6. Benchmarking and Alignment (narrative of benchmarking opportunities and alignment between project indicators and national/global KPIs (e.g., FIAP, SDGs))





Outcome-Based Schedule

To activity level (outputs) for whole project.
To sub-activity level (activities) for first year.

- **Review/Update activity list**
- When will activities take place?
- Include M&E activities
- Include communications activities

Any changes required based on update to LM?

Is it complete?

Does it provide all the details a field staff would need to do their job?

This is where sub-activities come in.

e.g., “plan training” VS book venue

hire trainer

Purchase supplies, etc.



Outcome-Based Schedule

To activity level (outputs) for whole project.

To sub-activity level (activities) for first year.

- Review/Update activity list
- **When will activities take place?**
- Include M&E activities
- Include communications activities

For each activity, mark which month(s) work will take place

Start from the end of project and work backwards

Think carefully about the dependencies between activities and ensure correct ordering

How has your timeline changed based on the start date of your project per the CA?



New
Content

Outcome-Based Schedule

To activity level (outputs) for whole project.

To sub-activity level (activities) for first year.

- Review/Update activity list
- When will activities take place?
- **Include M&E activities**
- Include communications activities

Consult PMF and data tool table

Consider the relationship between monitoring/data collection and the activities – ensuring activities are completed before corresponding data collection

Are there opportunities to combine M&E tasks with other activity schedules?



New
Content

Outcome-Based Schedule

To activity level (outputs) for whole project.

To sub-activity level (activities) for first year.

- Review/Update activity list
- When will activities take place?
- Include M&E activities
- **Include communications activities**

Consult communications plan

Think about aligning any additional information gathering for communications with existing field visits plans (e.g. photographs)



Outcome-based Schedule

Sample Outcome-Based Schedule (GANTT Style)

Activity
(output in LM)

Sub-
Activities
(details
needed to do
the work)

| ACTIVITIES | RENEW Program YEAR 1 (Apr 2020 - Mar 2021) | | | | | | | | | | | | RENEW Program YEAR 2 (Apr 2021 - Mar 2022) | | | | | | | | | | | | R | |
|------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | | A |
| 1110 | Improved knowledge and skills for sustainable agriculture, climate change adaptation and environmental management among women smallholder farmers | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1111 | Women and girls trained on environmental management practices to deal with CCA | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1111.1 | Conduct a Knowledge Attitude Practice survey on CC and CCA with women and girls | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Design KAP questionnaire | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Train staff on administering KAP | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Administer KAP | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1111.2 | Facilitate training on CC and CCA (including environmental indigenous knowledge in sustainable agricultural practices) for women smallholder farmers from VWGs in Makwanpur and | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Analyze KAP results to inform training content | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Design gender specific training materials | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Organize the logistics (book venue, refreshments, etc.) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1111.3 | Establish mentorship relationships for further empowering of women and girls on CCA in Makwanpur and Nuwakot | | | | | | | | | | | | | | | | | | | | | | | | | |

End of Session 3

Any additional questions?

