

# MONITORING AND EVALUATION (M&E): A TOOL FOR EFFECTIVE PROGRAMME IMPLEMENTAION

*BY*

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# WHAT IS MONITORING?(1/6)

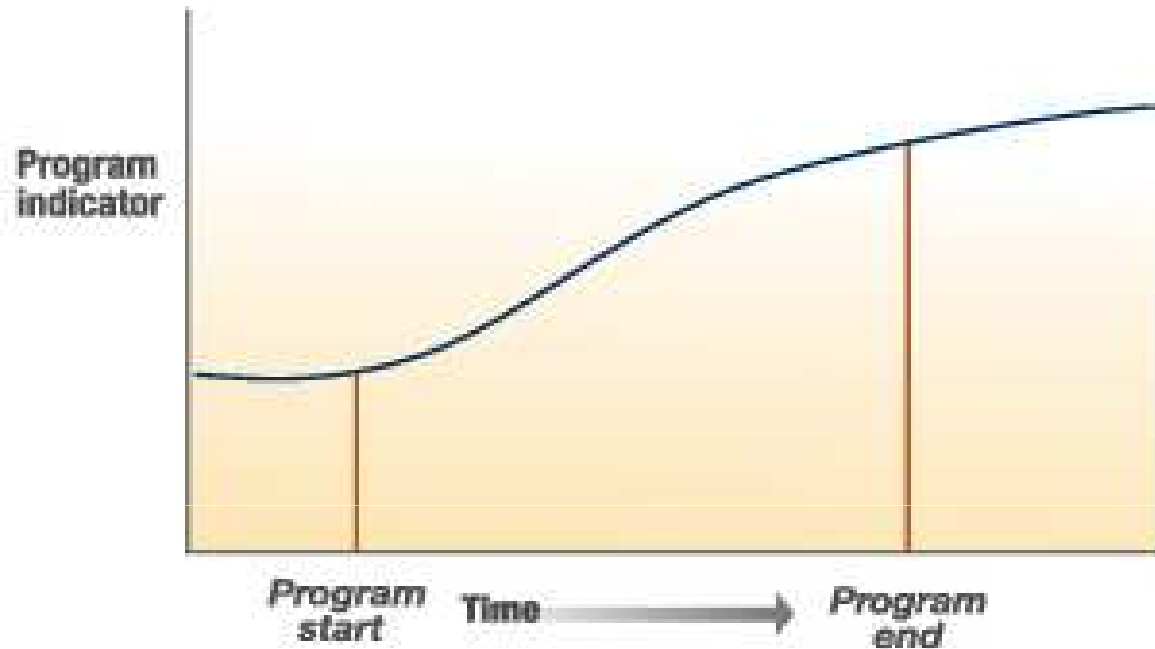
❖ POLICING

❖ SUPERVISION

❖ ROUTING TRACKING

- OF PROGRAMME'S ON-GOING ACTIVITIES HELPING TO ENSURE THAT ACTIVITIES ARE CARRIED OUT AS PLANNED.

# WHAT IS MONITORING?(2/6)



***A graphic illustration of program monitoring over time***

The program indicator being measured on the "Y" axis could be any element of the program that needs tracking, such as the cost of supplies, the number of times staff provide certain information to clients, or the percentage of clients who are pleased with the services they received.

# WHAT IS MONITORING? 3/6)

- an ongoing, continuous process
- the collection of data at multiple points throughout the program cycle, including at the beginning to provide a baseline
- a tool used to determine if activities need adjustment during the intervention to improve desired outcomes

# WHAT IS MONITORING? (4/6)

We monitor by:

- Collecting routine data that measure progress toward achieving programme objectives so as to track changes in programme performance over time

# WHAT IS MONITORING? (5/6)

Monitoring asks the questions:

- How well has the programme been implemented?
- How much does implementation vary from site to site?
- Did the programme benefit the intended people? At what cost?

# WHAT IS MONITORING? (6/6)

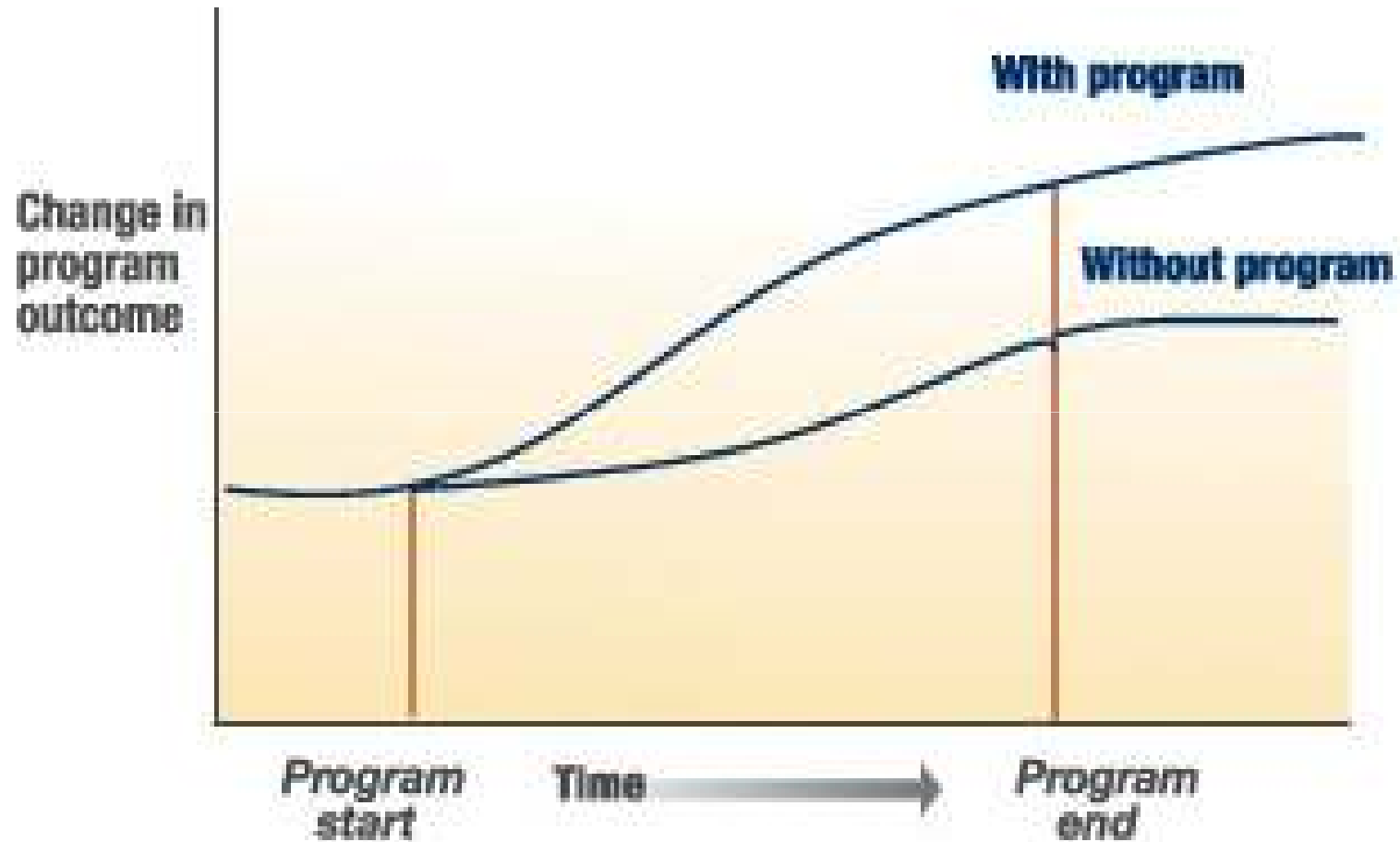
## WHAT DO WE MONITOR?

- INPUT
- PROCESS
- OUTPUT
- OUTCOMES
- IMPACT

# WHAT IS EVALUATION? (1/2)

PERIODIC ASSESSMENT OF THE PROGRAMME IMPLEMENTATION, AIMED AT DETERMINING THE EXTENT OF ATTAINMENT OF THE SET OBJECTIVES

# WHAT IS EVALUATION?(1/2)



*A graphic illustration of program impact*

# Evaluation requires:

- 🌐 Data collection at the start of a program (to provide a baseline) and again at the end, rather than at repeated intervals during program implementation
- 🌐 A control or comparison group in order to measure whether the changes in outcomes can be attributed to the program
- 🌐 A well-planned study design

# WHAT DO WE EVALUATE?

- PROCESS – assessment of the programme content, coverage and quality of implementation
- OUTCOME – designed to attribute changes to the intervention
- IMPACT- able to attribute the long-term changes to a specific programme

# WHY DO WE EVALUATE?

- To know if programme objectives are achieved
- To know if the inputs are well utilized
- To identify gaps
- To identify factors that enhanced the successful implementation of programme

# DIFFERENCE B/W MONITORING AND EVALUATION

*MONITORING OF PROGRAMME IS DONE ON  
ROUTINE BASIS WHILE EVALUATION IS DONE  
PERIODICALLY*

# WHY M & E IS IMPORTANT– 1/2

M&E helps programme implementers:

- Make informed decisions regarding program operations and service delivery based on objective evidence
- Ensure the most effective and efficient use of resources

# WHY M & E IS IMPORTANT– 2/2

- ◆ Objectively assess the extent to which the program is having or has had the desired impact, in what areas it is effective, and where corrections need to be considered
- ◆ Meet organizational reporting and other requirements, and convince donors that their investments have been worthwhile or that alternative approaches should be considered

# WHEN SHOULD M&E TAKE PLACE?

- M&E is a continuous process that occurs throughout the life of a program.
- To be most effective, M&E should be planned at the design stage of a program, with the time, money, and personnel that will be required calculated and allocated in advance.
- Monitoring should be conducted at every stage of the program, with data collected, analyzed, and used on a continuous basis.
- Evaluations are usually conducted at the end of programs. However, they should be planned for at the start because they rely on data collected throughout the program, with baseline data being especially important.

# THE M&E PLAN

A fundamental document that details

- ❖ a program's objectives
- ❖ the interventions developed to achieve these objectives
- ❖ the procedures that will be implemented to determine whether or not the objectives are met
- ❖ how the expected results of a program relate to its goals and objectives
- ❖ the data needed and how these data will be collected and analyzed, how this information will be used, the resources that will be needed, and how the program will be accountable to stakeholders

# WHY M&E PLANS ARE IMPORTANT

M&E plans:

- state how a program will measure its achievements and therefore provide accountability
- document consensus and provide transparency
- guide the implementation of M&E activities in a standardized and coordinated way

# COMPONENTS OF THE M&E PLAN

- The introduction
- The program description and framework
- A detailed description of the plan indicators
- The data collection plan
- A plan for monitoring
- A plan for evaluation
- A plan for the utilization of the information gained
- A mechanism for updating the plan

# **M&E PLAN COMPONENTS:**

## **Introduction**

- Information about the purpose of the program, the specific M&E activities that are needed, and why they are important
- A development history that provides information about the motivations of the internal and external stakeholders and the extent of their interest, commitment, and participation

# **M&E PLAN COMPONENTS: Program**

## **Description and Frameworks-1/3**

- A problem statement that identifies the specific problem to be addressed. This concise statement provides information about the situation that needs changing, who it affects, its causes, its magnitude, and its impact on society
- The program goal and objectives
- Descriptions of the specific interventions to be implemented and their duration, geographic scope, and target population

# **M&E PLAN COMPONENTS: Program Description and Frameworks-2/3**

- The list of resources needed, including financial, human, and those related to the infrastructure (office space, equipment, and supplies)
- The conceptual framework, which is a graphical depiction of the factors thought to influence the problem of interest and how these factors relate to each other
- The logical framework or results framework that links the goal and objectives to the interventions

# M&E PLAN COMPONENTS: Program Description and Frameworks - SMART Objectives – 3/3

**Specific:** Is the desired outcome clearly specified?

**Measurable:** Can the achievement of the objective be quantified and measured?

**Appropriate:** Is the objective appropriately related to the program's goal?

**Realistic:** Can the objective realistically be achieved with the available resources?

**Timely:** In what time period will the objective be achieved?

# M&E PLAN COMPONENTS:

## Indicators

- Indicators are clues, signs or markers that measure one aspect of a program and show how close a program is to its desired path and outcomes. They are used to provide benchmarks for demonstrating the achievements of a program
- The M&E plan should include descriptions of the indicators that will be used to monitor program implementation and achievement of the goals and objectives

# **M&E PLAN COMPONENTS: Data Sources and Data Collection Plan**

- Data sources are sources of information used to collect the data needed to calculate the indicators
- The data collection plan should include diagrams depicting the systems used for data collection, processing, analysis, and reporting
- Potential errors in data collection, or in the data themselves, must be carefully considered when determining the usefulness of data sources

# **M&E PLAN COMPONENTS:**

## **Monitoring Plan**

- Specific program components that will be monitored, such as provider performance or the utilization of resources
- How this monitoring will be conducted
- The indicators that will be used to measure results
- Because monitoring is concerned with the status of ongoing activities, output indicators, also known as process indicators, are used

# **M&E Plan Components: Evaluation Plan**

The evaluation plan provides the specific research design and methodological approaches to be used to identify whether changes in outcomes can be attributed to the program

# M&E Plan Components: Information Dissemination and Use

- Information gathering, storage, dissemination, and usage should be defined at the planning stage of the project and described in the M&E plan
- Ensures that findings from M&E efforts are not wasted because they are not shared
- Clear definition of the various users of this information, and the reports written with specific audiences in mind
- Dissemination channels can include written reports, press releases and stories in the mass media, and speaking events

# **M&E Plan Components: Implementation and Mechanism for Update**

- The capacities needed to implement the efforts described in the M&E plan should be included in the document
- A mechanism for reviewing and updating the M&E plan should also be included
- This is because changes in the program can and will affect the original plans for both monitoring and evaluation

# Standards for M&E Plans

- M&E plans should serve the information needs of the intended users in practical ways
- M&E plans should convey technically accurate information and should be realistic, prudent, diplomatic, and frugal
- The activities described in M&E plans should be conducted legally, ethically, and with regard to those involved in and affected by them

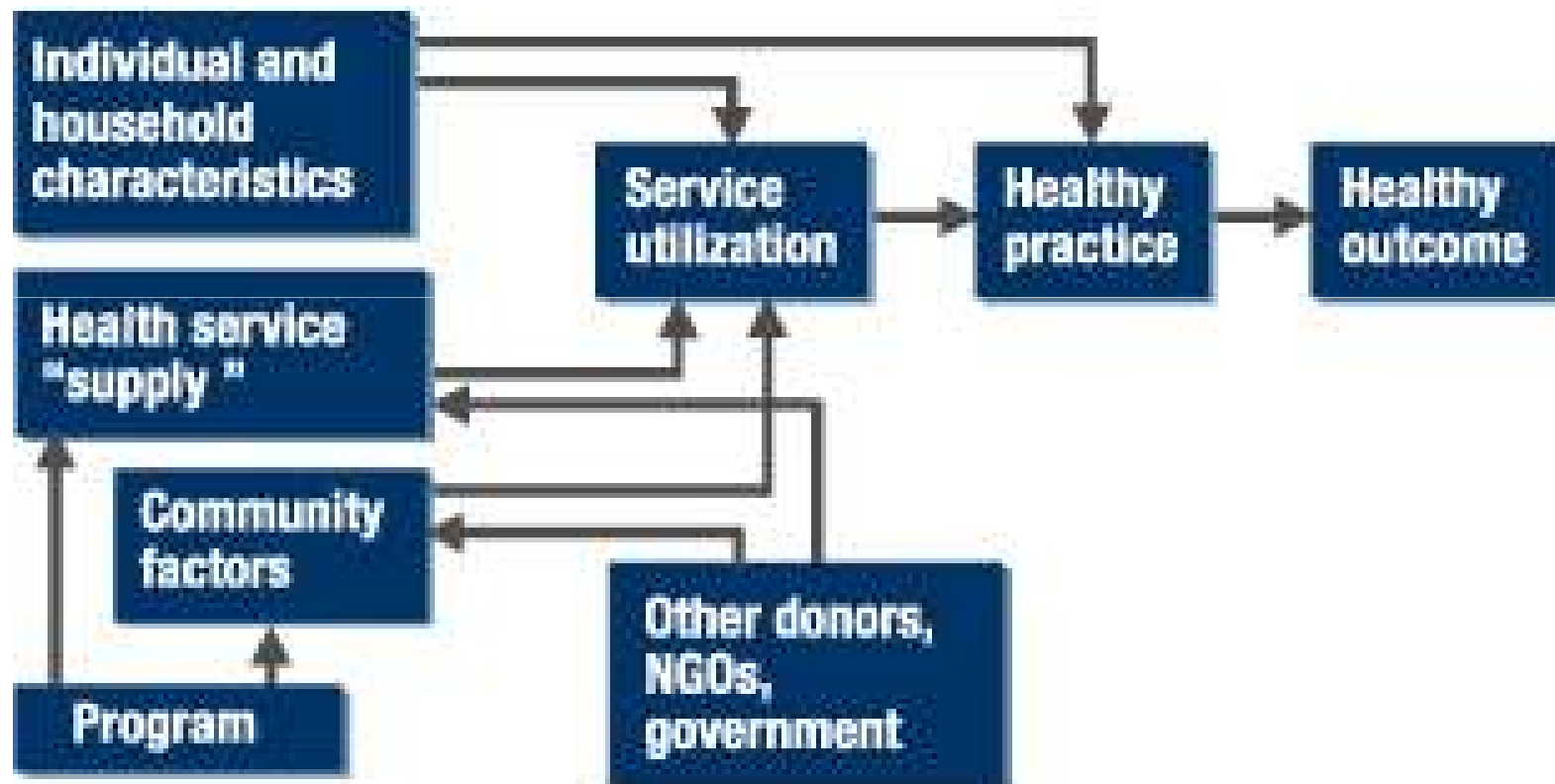
# Frameworks

- Frameworks are key elements of M&E plans that depict the components of a project and the sequence of steps needed to achieve the desired outcomes
- They help increase understanding of the program's goals and objectives, define the relationships between factors key to implementation, and delineate the internal and external elements that could affect its success
- They are crucial for understanding and analyzing how a program is supposed to work

# Frameworks - Types

- Conceptual frameworks
- Results (Strategic) frameworks
- Logic model

# Conceptual Frameworks



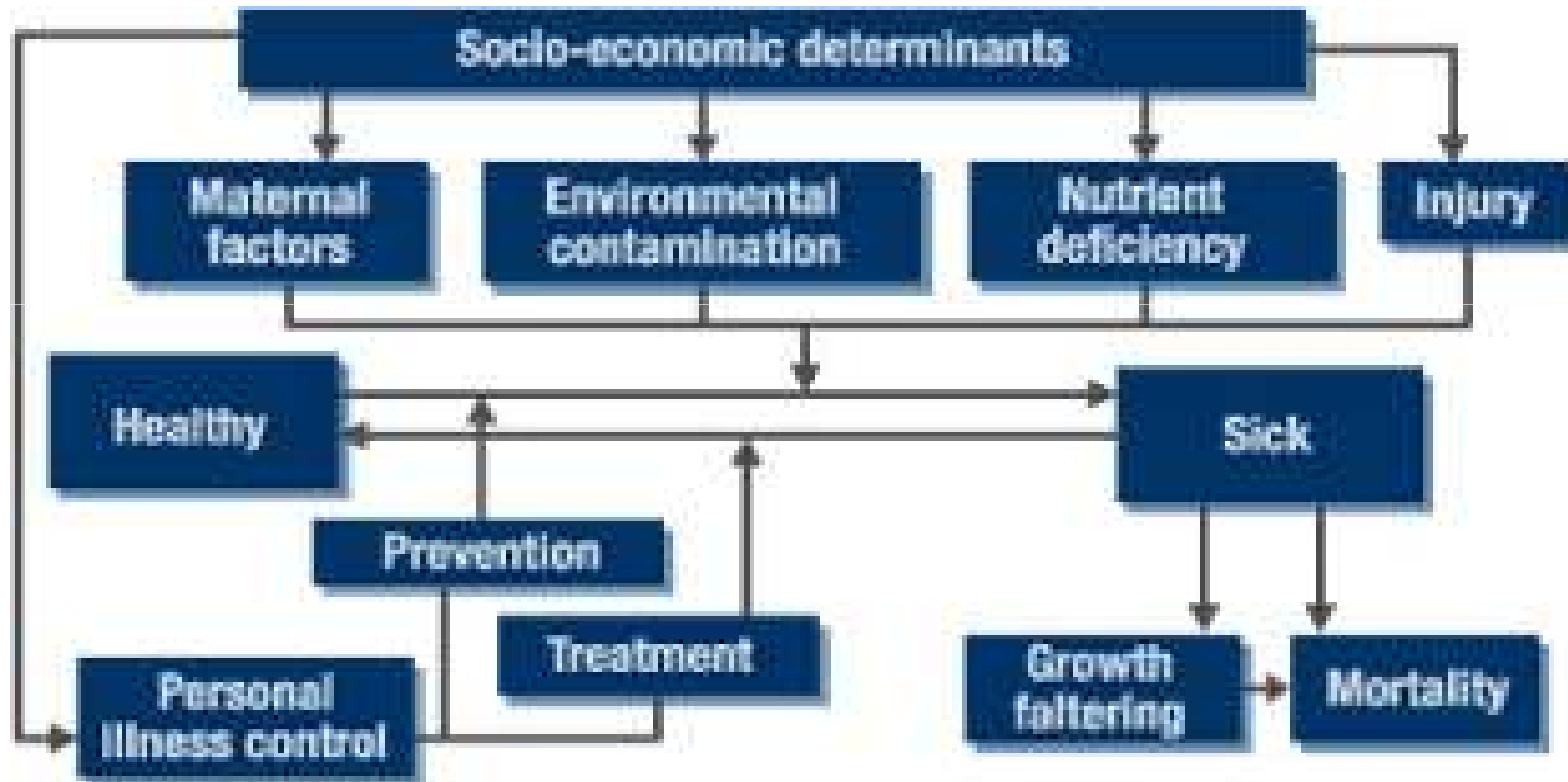
# Conceptual Frameworks

- ❑ A conceptual framework, sometimes called a “research framework,” is useful for identifying and illustrating the factors and relationships that influence the outcome of a program or intervention
- ❑ Conceptual frameworks are typically shown as diagrams illustrating causal linkages between the key components of a program and the outcomes of interest
- ❑ By identifying the variables that factor into program performance and depicting the ways that they interact, the results that can reasonably be expected from program activities are outlined
- ❑ Clarifying this process permits program designers to develop valid measures for evaluating the success of the outcomes and also guides the identification of appropriate indicators

# Conceptual Frameworks – Mosley-Chen Frameworks

- ❖ A commonly used framework in the study of child survival. In this framework, socio-economic determinants act through five “proximate” or biological determinants to impact child health
- ❖ Maternal factors (age, parity, birth interval)
- ❖ Environmental contamination (air, food, water, soil, insect vectors)
- ❖ Nutrient deficiency (calories, proteins, vitamins, minerals)
- ❖ Injury (accidental or intentional)
- ❖ Personal illness control (preventive measures and medical treatment)

# Conceptual Frameworks – Mosley-Chen Frameworks



# Conceptual Frameworks - Results Frameworks (1/3)



Source: David Marsh, 1999

# Conceptual Frameworks - Results Frameworks (2/3)

- Sometimes called “strategic frameworks,” diagram the direct causal relationships between the incremental results of the key activities all the way up to the overall objective and goal of the intervention
- As can be seen in this example, results frameworks include an overall goal, a strategic objective (SO) and intermediate results (IRs)
- An SO is an outcome that is the most ambitious result that can be achieved and for which the organization is willing to be held responsible

# Conceptual Frameworks - Results Frameworks (3/3)

- An IR is a discrete result or outcome that is necessary to achieve an SO
- Notice that the goal and strategic objective appear at the top of the framework. Before achieving this broader strategic objective, a set of “lower level” intermediate results must first be reached

# Logic Models (1/4)



## **INPUT**

**Develop clinical training curriculum**

## **PROCESS**

**Conduct training events**

## **OUTPUT**

**Practitioners trained in new clinical techniques**

## **OUTCOME**

**Increase in clients served by (newly) trained providers**

## **IMPACT**

**Declining morbidity levels in target population**

# Logic Models (2/4)

- Sometimes called an “M&E framework,” provides a streamlined linear interpretation of a project's planned use of resources and its desired ends. Logic models have five essential components:
- Inputs – the resources invested in a program, for example, technical assistance, computers, condoms, or training
- Processes – the activities carried out to achieve the program’s objectives

# Logic Models (3/4)

- Outputs – the immediate results achieved at the program level through the execution of activities
- Outcomes – the set of short-term or intermediate results at the population level achieved by the program through the execution of activities
- Impacts – the long-term effects, or end results, of the program, for example, changes in health status. In this context, the term "impact" refers to the health status or conditions that the program is intended ultimately to influence (mortality, morbidity, fertility, etc.), as measured by appropriate indicators

# Logic Models (4/4)- Summary

- In other words, inputs (or resources) are used in processes (or activities) which produce immediate intermediate results (or outputs), ultimately leading to longer term or broader results (or outcomes) and impacts