



MEAL & IM STANDARDS AND GUIDELINES



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LIST OF ACRONYMS

BHA	Bureau Of Humanitarian Assistance
CRM	Complaint Response Mechanism
DAC	Development Assistance Committee of the OECD
DIP	Detailed Implementation Plan
DIP	Detailed Implementation Plan
DRAD	Data Retention, Archival and Disposal
HH	Household
ICT4D	Information, Communication and Technology for Development
IM	Information Management
IR	Intermediate Results
IT	Information Technology
LFM	Log Framework Matrix
M&E	Monitoring & Evaluation
MEAL	Monitoring, Evaluation, Accountability and Learning
MIS	Management Information System
MoVs	Means of Verification
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
PIRS	Performance Indicator Reference Sheet
PM	Project Manager
PY	Peace by Youth
QLT	Quality
QNT	Quantity
SMART	Specific, Measurable, Achievable, Realistic and Timely
SO	Strategic Objective
SOPs	Standard Operating Procedures
SOW	Statement of Work
ToC	Theory of Change
ToR	Terms of Reference
UEF	Utilization Focus Evaluations
UFE	Utilization Focused Evaluation
UN	United Nations
USAID	United States Agency for International Development

Approval Statement

Policy Title: MEAL (Monitoring, Evaluation, Accountability, and Learning) and IM (Information Management) Guidelines

Policy Code: PY50005003

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Statement of Approval:

The Board of Directors of Peace by Youth (PY) formally approves the adoption and implementation of the Gender Diversity and Inclusion Policy. This policy has been reviewed and endorsed as a vital framework for fostering a diverse, inclusive, and equitable environment within PY's programs, operations, and organizational culture.

The Gender Diversity and Inclusion Policy reflects PY's commitment to celebrating diversity, promoting equity, and ensuring inclusivity at all levels. It establishes clear principles and strategies to eliminate discrimination, enhance representation, and ensure equitable access to opportunities for all individuals, regardless of gender identity or background. This policy aligns with PY's mission to empower youth, advance social justice, and foster peacebuilding through inclusive practices.

Implementation and Review:

This policy will be communicated to all relevant stakeholders and implemented across PY's activities and initiatives. It will be periodically reviewed and updated to ensure alignment with evolving best practices, legal standards, and organizational priorities.

Signatures:

Chairperson, Board of Directors
Name:

Nisar Ahmed



Signature:
Date:

December 10, 2024.

Secretary, Board of Directors
Name:

Hina Jamil



Signature:
Date:

December 10, 2024.



1. INTRODUCTION

1.1. PY INTRODUCTION

Peace by Youth (PY) is registered under Voluntary Social Welfare Agencies Ordinance 1961, and is a non-profit, public benefit entity, operating with the mission of PEACE – Participation, Empowerment and Association of Change Enablers.

Established in July 2011 as a humanitarian organization by a group of young social leaders & peace builders from the local community of District Jacobabad, PY aims to serve humanity through capacity development thereby enabling people to make decisions in accordance with their needs, and move towards socio-economic uplift.

PY works with objective to serve humanity in form of capacity building, generating environment to bring change in attitude & behaviour of local community empowering youth. So the existing Socio condition paves way to new era. Organizing counselling sessions for adolescents and youth is a regular feature for all types of institutions. This enables them to take decision as per their need; which leads to Social-economic uplift, PY is working regularly on it with the support of its volunteers, members and donors.

PY has ability of implementing youth empowerment programs that address pertinent issues relating to the development of young people. PY works with different youth groups to improve their capacity, to work efficiently through organizational development, to maintain continuity and also function effectively. PY focuses on transferring management skills to beneficiary communities and has won the confidence of large number of stakeholders living in the target area by employing a participatory approach.

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.

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 THE MANUAL

The organization understands M&E system to be 'a series of policies, practices and processes that enable the systematic and effective collection, analysis and use of monitoring and evaluation information'. The organization M&E activities are spread over five-phases of project cycle management. These activities commence with **design** of emergency operations, followed by **M&E planning, monitoring, evaluation, reporting** and **learning**. The MEAL SOPs and guidelines cover all these stages.

The MEAL SOPs and 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. 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.

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.

2. MEAL & IM SOPs

PY will follow these standard operating procedures, which includes minimum standards for different MEAL activities in project cycle management.

DESIGN & PROPOSALS DEVELOPMENT:

- PY develop Logical Framework Matrix or other similar logical model for project/program and emergency response to facilitate planning, monitoring, and evaluation.
- PY 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.
- PY include budget for all MEAL activities mentioned in the M&E Plan and or narrated in the MEAL narrative.

M&E PLANNING:

- PY develop project or emergency response specific M&E Plan with the level of complexity appropriate for the scale and time of the project.
- PY develops MEAL activities plan as part of planning stage to describe all the MEAL activities that will be carried out in the project or program.

MEAL & IM SYSTEM DESIGN:

- PY develops MEAL systems for projects or program comprising of both formal and informal monitoring approaches.
- PY develops MEAL Operating Manual/MEAL Binder for projects and emergency response to organize the MEAL documents.
- PY develops monitoring forms which includes need-to-know questions at the MEAL system design stage.
- Project or program reports developed as part of the MEAL system design which formats meet donor and other stakeholder.

MONITORING:

- All the project staff and volunteers having roles in the data collection are trained on the data collection tools and sampling methodologies.
- PY conducts progress review/reflection sessions at least on quarterly to analyse and reflect on monitoring data to produce action items with assigned responsibilities.
- M&E staff dedicate at least 25% time in the field to participate and or and monitor activities.

EVALUATION:

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

LEARNING:

- PY regularly documents key learnings (what worked well and why and what did not work and why) of the project or emergency response.
- PY conduct end of project lesson learned workshop for all projects and emergency responses with key stakeholders to document the project learnings.
- PY disseminates lessons learned with key stakeholders such as donors, relevant DMAs, cluster/working groups and other PYs, etc.

ACCOUNTABILITY:

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

DATA MANAGEMENT

- PY develops a management information system that provides sufficient protection of data that meets the organization'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 organization and donor policies and requirements.

3. GUIDELINES FOR MEAL IN PROJECT DESIGN AND PROPOSAL DEVELOPMENT

This section will provide guidelines for the development of M&E documents to help design process and proposal development for the project. The organization is committed to have systematic and logical project design and proposal development process.

3.1. LOGICAL MODELS DEVELOPMENT

The organization will follow a systematic approach for the design of both humanitarian and development projects/programs. However the design activities will vary for humanitarian and development or recovery programs. The emergency project design will be based on the findings of rapid need assessment while the recovery or development project will be based on the context analysis and detail or sectoral assessment. However, the organization will develop the logical model both for emergency and development programs. 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 planning, monitoring and evaluation. 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.

Theory of Change: The development program will be based on theory of change (ToC). The ToC is both a design process and a product². The organization will follow a systematic process for the data analysis and interpretation (like Problem Tree Analysis) of the findings to develop the ToC. The process involves analysing 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.

Humanitarian Context: In humanitarian context - the organization will conduct rapid damage & needs assessment. The assessment team will convene daily de-brief meetings, where the data/information filled forms shall be submitted with M&E staff/function along with sharing key findings. Finally, an assessment data/information synthesis meeting will be convened (lead by internal/external expert), where key findings and recommendations will be drawn in relation to choices (geographic, sectorial etc.) and scope (e.g. coverage, beneficiaries, potential activities, strategy, budget etc.) for proposed emergency project. Synthesis report shall be shared with senior management and grants/M&E experts for review, agreement and to draw the emergency project/operation logical model (result-framework/LFM).

Result Framework (RF): As a next step for both humanitarian and developmental/recovery programming, the organization will develop the result framework. Result Framework (RF) is an

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

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 higher level objectives from RF will be moved to the first column of Logframe.

Logical Model Development: 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. 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 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 1) 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.
- 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.

	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 1: Roadmap for the development of LFM

Please refer to Annexure 8.1 for sample LFM template and Link for further guidelines to develop LFM

Objective Statement: The first column of the logframe include objective statements. The objective statements include Goal, SOs, IR, outputs and activities statements, each describing a specific level of objective. Below are some tips for writing the objective statements.

- 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).

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 indicators should be developed using the criteria of SMART. Below is the brief details of SMART criteria.

- Specific - Indicators must be very closely related to the desired areas of improvement expressed in the objectives statements that they represent
- Measurable - Indicators should be written in a way that promotes an accurate assessment of progress
- Achievable - Indicators must be attainable given the budget, time and resources available.
- Relevant - Indicators must accurately measure the change you want to track.
- Time bound - Indicators must identify the timeframe within which the change is expected to occur.

Means of Verifications: Logframe Column 3 describes the measurement method and the data source 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. Below are the tips for deciding on the 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

Tips for Writing 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. Review and test the internal (column 1) and external logic (column 4) and feasibility of the operation's logical framework. Below are the tips for deciding and writing the 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.
- 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!

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 organization 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 & IM 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

The logical models (ToC, RF, logframe) along with MEAL narrative provide bases for monitoring, evaluation and learning. The M&E plan will be expanded to develop the MEAL System for the project. 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).
- Step 3 – Identify relevant data disaggregation. Data may be disaggregated in numerous ways, including gender, age, location, target organization, or some other dimension, in order to determine how development programs affect different cohorts.
- Step 4 – Identify responsible staff/individuals. For each performance indicator, it is important to identify the specific person responsible for collecting, analysing, 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, contractors, or activity implementing agencies.
- 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.

- 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.
- 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 8.2 for the sample M&E Plan template and Link for additional guidelines to develop the M&E Plan.

4.2. MEAL ACTIVITIES PLAN

MEAL Activities Plan is a subset of detailed implementation plan (DIP) comprise of all the M&E activities will be carried out in the project or emergency response. The reference documents for MEAL activities plan are the project or emergency M&E plan, DIP and the MEAL narrative. The MEAL Activities plan outlines all the planned MEAL activities such as MEAL system design, assessments, baseline, project reviews, evaluations, accountability system development/retaining and documentation of learnings etc. The MEAL activities plan include the detail on the timeline for each activity, the responsible staff for leading the activity and any reference guidelines or quality criteria for the activity. The custodian of MEAL plan is the MEAL focal point and the Project Manager of the project. The Project team has to review the MEAL Activities Plan in the monthly and quarterly planning meetings to provide sufficient timing for planning and execution of activities.

Please see annexure 8.3 as sample M&E Activities Plan template.

5. GUIDELINES FOR MEAL SYSTEM DESIGN

The MEAL system is made up of people, processes, structures and resources that work together as an interconnecting whole to identify, generate, manage and analyse project data and feedback to inform management decisions, improve program quality, and meet stakeholder information needs. In this stage, the logical models and MEAL planning documents are converting into a practical system to collect, analyse and use the data.

5.1. M&E SYSTEM DEVELOPMENT

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 monitoring 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 organization'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.

5.2. 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 organization, 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. 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 3 - 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 4 - 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.

5.3. 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. Moreover, reporting formats should align with donor reporting formats. For example; 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.

The organization has clearly set the criteria for reporting, as given below;

- **Relevant and useful:** Reporting should serve a specific purpose/use. Avoid excessive, unnecessary reporting information overload is costly

- **Timely:** Reporting should be timely for its intended use.
- **Complete:** Reporting should provide a sufficient amount of information for its intended use. It is especially important that reporting content includes any specific reporting requirements.
- **Reliable:** Reporting should provide an accurate representation of the facts.
- **Simple and user-friendly:** Reporting should be appropriate for its intended audience. The language and reporting format used should be clear, concise and easy to understand.
- **Consistent:** Reporting should adopt units and formats that allow comparison over time, enabling progress to be tracked against indicators, targets and other agreed-upon milestones.

6. GUIDELINES FOR MONITORING

It is very important to adopt a systematic approach for the implementation of the MEAL System. This include MEAL capacity building of the relevant project staff, regular review of the monitoring and feedback data and reporting of the progress and findings to the stakeholders.

6.1. M&E INDUCTIONS:

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 organization will undertake assessment and reassessment³ to determine the M&E capacity gaps and will develop action plan to address the critical capacities issues. If required, organization will prepare an M&E capacity building plan. The M&E capacity building plan should outline: What are the problems, and how and when they are to be addressed? Who will be responsible? Before implementing the M&E capacity building plan - make sure that respective funding agency endorse the proposed plan/budget for it.

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.

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 organization'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

³ at design stages; during the course of drawing up operational plans and at regular intervals during implementation,

related to the project activities. The monitoring report also provides details on recommendations to address the challenges or critical issues.

Please refer to Annexures 8.7 as a sample template for the monitoring report.

6.2. M&E 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 8.8 as a sample template for debriefing discussion action planning.

6.3. 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. Periodic reviews/reflections meetings on the emergency operation/ project progress and effectiveness of the M&E system would is mandatory to ensure the work is being done as per the agreed standard operating procedures, timelines and quality assurance criterion. It is important that both management, program and system staff participate in these reflection session to make appropriate decisions to deal with the bottlenecks identified during these reviews meetings Normally, two broader topics should be covered include: project progress status and M&E system effectiveness. .

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.
- 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 8.9 for the sample agenda and questions for conducting the progress review/reflection sessions

7. GUIDELINES FOR EVALUATION, LEARNING & CASE STUDIES

This section provide guidelines for the evaluation, learnings and case studies.

7.1. EVALUATION STUDIES:

The PY will conduct Utilization Focused Evaluation (UFE). 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.
- 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.
- 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 Make sure the list of tools reflects all of the methods included in the M&E plan.
- 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.
- 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. 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.
- Document all the key discussion (evaluation questions, sampling, budget, respondents details, questionnaires etc.) mentioned above in the Terms of Reference (ToR)

Please refer to Annexure 8.10 as a sample template for ToR and annexure 8.11 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 analysing 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

7.2. DOCUMENTATION OF LESSON LEARNED

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). 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, M&E and other project staff are responsible for using data to inform ongoing decision-making and project-based learning. Using M&E information/data for learning helps us to understand **what does** and **does not work** and is critical to the success of projects

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.

- **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?

7.3. CASE STUDIES:

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. A case study helps communicate to our stakeholders and donors about the work being done in a complex environment. 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 PY 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 8.12 for sample Lesson Learn Agenda and Questions.

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.

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.

It is very important to 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.

- Develop shared measures and outcomes (if they don't exist already)
- Establish common benchmarks, and harmonize reporting requirements
- Describe high-level business requirements and how key types of individuals (e.g. managers, directors, auditors, donors) will use the MIS data
- 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
- Identify how newly computerized processes link to the retained manual and paper-based processes

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;

- Lack of governance: Many cite lack of leadership buy-in as the most important factor for project failure.
- Poor management: The management team lacks the technical capacity or the organizational authority to provide the project the stability it needs.
- Development risk: Relates to changing user requirements and a misunderstanding of the technology that is being used.
- Deployment risk: Stems from a failure to manage the changes that will affect the organization because of the new information system.
- 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 - 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 4 -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 an OneDrive folder or SharePoint space.
- Step 5. 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 6. 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 8.13 for the sample RAD Plan.

9. 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.

- 8.1. Annexure - Logical Framework Matrix (LFM) Template
- 8.2. Annexure - M&E Plan Template
- 8.3. Annexure – M&E Activities Plan Template
- 8.4. Annexure - Weekly Reporting Format
- 8.5. Annexure - Monthly Progress Report
- 8.6. Annexure - 4 W Matrix
- 8.7. Annexure - Monitoring Report Template
- 8.8. Annexure - Action Plan Template
- 8.9. Annexure - Agenda and Questions for Reflection/Review Events
- 8.10. Annexure - Sample Evaluation ToR
- 8.11. Annexure – Sample Template of Evaluation Report
- 8.12. Annexure - Lesson Learned Agenda and Questions
- 8.13. Annexure - Sample RAD Plan

8.1. ANNEXURE - LOGICAL FRAMEWORK MATRIX (LFM) TEMPLATE

Project Description	Indicators	MOVs	Assumptions
Include objective statements (Goal, SOs, IR, outputs and activities) statements, each describing a specific level of objective.	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"	Expected source for the information needed for each indicator.	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.
Goal	The longer-term, wider development change to which the project contributes – perhaps in a given region or the country as a whole.		
Strategic Objective	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.		
Intermediate Result	The expected change(s) in identifiable behaviours of a specific group or the expected change(s) in systems, policies, or institutions required to achieve the higher-level objectives		
Output	The goods, services, knowledge, skills, attitudes, and enabling environment are delivered by the project.		
Activity	An action taken through which inputs (financial, human, technical, material, and time resources) are mobilized to produce specific products.		

8.2. 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
Copied from Logframe	Define wage terms and specify UOM what should be measured.	Relevant groups	The entity from which the data will be obtained	How data will be collected	How often data will be collected	Who will collect the data	Status pre-intervention	What level of project will achieve

8.3. ANNEXURE – MEAL ACTIVITIES PLAN

Project Name: Time Frame:						MEAL Activities Plan: Donor Name: M&E Activities Last Reviewed:											
S/ No	M&E Activity (Title of the specific activity)	Description of the activity or the data collection tool used	Location s of data collection	Detailed description of target group	Responsibilities	Year 1 (Organization may put Saturday if it's working day)											
						1	2	3	4	5	6	7	8	9	10	11	12

8.4. 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 (Use the standard order and language for each activity throughout the project life preferably as agreed in the proposal)			Project Target	Current week Achievem ent	Cumulative Achievement	Remarks		
C. Challenges/Recommendations:									
Current Challenges and recommendation		Actions Taken/ Proposed			Responsi ble Person	Date (By)	Remarks/ if any support required from RF Team		
D. Next Week Plan									
S/N o	Activity (Title of the specific activity to be carried out)	Target (for the coming week only)	Location (Insert tehsil, UC or village)	Responsibility (Name of the responsible person)	Week (Organization may put Saturday if it's working day)				
					M ON	TUE	WE D	TH U	FRI

8.5. 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:

8.6. 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	

8.7. ANNEXURE - MONITORING REPORT TEMPLATE

MONITORING REPORT FORMAT			
PROJECT SUMMARY			
Project Title			
Project Code			
Project Duration (Start & End Dates)		Project Location	
VISIT DETAIL			
Name of visitor/s:			
Dates of visits:			
Location of visits:			
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 Visited	Number of Activities Undertaken	Key Findings/	Recommendations:
Recommendations			
Key Finding	Action Required		Responsible Person
Activity Pictures:			

8.8. 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



8.9. ANNEXURE - AGENDA, AND QUESTIONS FOR REFLECTION/REVIEW EVENTS

Agenda and Questions for Lesson Learned Session:

- 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 reaching 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?

8.10. 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.

8.11. 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
<i>The findings will be organized against the evaluation criteria used in the evaluation.</i>
Relevancy:
Effectiveness:
Efficiency:
Immediate Outcomes:
Sustainability
Learnings:
4. CONCLUSION AND RECOMMENDATIONS

8.12. ANNEXURE - LESSON LEARNED AGENDA AND QUESTIONS:

General Agenda and Questions for Lesson Learned Documentation:

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?

8.13. 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			

10. WEB BASED/ONLINE TRAINING:

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 logframe 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.