A Guide for Project M&E

Managing for Impact in Rural Development
# Table of Contents

## Navigating the Guide
- v

## Acknowledgements
- vii

## Acronyms
- ix

### Section 1. Introducing the M&E Guide
- 1-1
  1.1 About the Guide
  - 1-3
  1.2 The Basis of the Guide
  - 1-4
  1.3 Using the Guide
  - 1-8
  1.4 The Nature of IFAD-Supported Projects
  - 1-10
  1.5 Implications for M&E of Changing Approaches to Development
  - 1-15

### Section 2. Using M&E to Manage for Impact
- 2-1
  2.1 An Overview of Using M&E to Manage for Impact
  - 2-3
  2.2 Management and M&E
  - 2-9
  2.3 Guiding the Project Strategy for Poverty Impact
  - 2-13
  2.4 Creating a Learning Environment
  - 2-18
  2.5 Ensuring Effective Operations
  - 2-20
  2.6 Setting Up and Using the M&E System
  - 2-22
  2.7 The Basics of Participatory M&E
  - 2-26

### Section 3. Linking Project Design, Annual Planning and M&E
- 3-1
  3.1 An Overview of Linking Project Design, Annual Planning & M&E
  - 3-3
  3.2 Designing for Learning, Empowerment and Sustainability
  - 3-6
  3.3 Introducing the Logical Framework Approach
  - 3-12
  3.4 Using the Logical Framework Approach
  - 3-17
  3.5 From a Logframe Matrix to an Annual Work Plan and Budget
  - 3-25
  3.6 Outlining M&E During Initial Project Design
  - 3-29

### Section 4. Setting Up the M&E System
- 4-1
  4.1 Overview of Setting Up the M&E System
  - 4-3
  4.2 Key Steps in Setting Up the M&E System
  - 4-8
  4.3 Documenting the M&E Plan
  - 4-16
  4.4 Quality of Your M&E and Keeping it Updated
  - 4-20

### Section 5. Deciding What to Monitor and Evaluate
- 5-1
  5.1 An Overview of Deciding What to Monitor and Evaluate
  - 5-3
  5.2 Knowing What You Need to Know
  - 5-6
  5.3 Using the M&E Matrix for Detailed Planning
  - 5-13
  5.4 Being Guided by Performance Questions
  - 5-15
  5.5 Focusing on Key Information and Optimal Indicators
  - 5-18
  5.6 Making Comparisons and the Role of Baselines
  - 5-30
  5.7 Updating Your Information Needs and Indicators
  - 5-35

### Section 6. Gathering, Managing and Communicating Information
- 6-1
  6.1 An Overview of Gathering, Managing and Communicating Information
  - 6-3
  6.2 Deciding Which Methods to Use
  - 6-7
### 6.3 Gathering Data From the Field 6-16
### 6.4 Collating, Analysing and Storing Information 6-22
### 6.5 Communicating M&E Findings for Action and Accountability 6-26

### Section 7. Putting in Place the Necessary Capacities and Conditions 7-1

#### 7.1 An Overview of Putting in Place the Necessary Capacities and Conditions 7-3
#### 7.2 Human and Institutional Capacity 7-8
#### 7.3 Incentives for M&E 7-19
#### 7.4 Organising M&E Structures and Responsibilities 7-24
#### 7.5 Organising the Project's System for Managing Information 7-31
#### 7.6 Finances and Resources to Operate the M&E System 7-35

### Section 8. Reflecting Critically to Improve Action 8-1

#### 8.1 An Overview of Reflecting Critically to Improve Action 8-3
#### 8.2 How to Encourage Critical Reflection 8-6
#### 8.3 Making M&E Events More Reflective 8-12
#### 8.4 The Contribution of External Reviews and Evaluations to Critical Reflection 8-22

### Annex A. Glossary of M&E Concepts and Terms A-1

### Annex B. Annotated Example of a Project Logframe Matrix B-1

#### B.1 Reviewing an Existing Logical Framework Matrix B-3
#### B.2 Reworked Logframe Matrix B-10

### Annex C. Annotated Example of an M&E Matrix C-1

#### C.1 Considerations When Developing an M&E Matrix C-3
#### C.2 Core M&E Activities in the Example C-5
#### C.3 The M&E Matrix Example C-6

### Annex D. Methods for Monitoring and Evaluation D-1

#### D.1 Sampling-Related Methods D-3
#### D.2 Core M&E Methods D-6
#### D.3 Discussion Methods for Groups D-17
#### D.4 Methods for Spatially-Distributed Information D-23
#### D.5 Methods for Time-Based Patterns of Change D-29
#### D.6 Methods for Analysing Linkages and Relationships D-34
#### D.7 Methods for Ranking and Prioritising D-42

### Annex E. Sample Job Descriptions and Terms of Reference for Key M&E Tasks and Actors E-1

#### E.1 Project Director (M&E aspects only) E-5
#### E.2 M&E Coordinator E-6
#### E.3 M&E Staff E-10
#### E.4 M&E Responsibilities of General Project (and Partner) Staff E-12
#### E.5 M&E Responsibilities for Primary Stakeholder Groups E-15
#### E.6 TOR for Consultant to Set Up the M&E System E-16
#### E.7 TOR for Consultant on Participatory M&E E-18
#### E.8 TOR for Consultant on Information Management E-20
#### E.9 TOR for Implementing Partner (M&E component only) E-21
#### E.10 TOR for Mid-Term Review E-22

### Index xi
The International Fund for Agricultural Development (IFAD) and its partners in developing countries share the challenging mission of enabling the rural poor to overcome their poverty. A partnership which takes shape primarily through hundreds of rural development projects and programmes at grass-roots level, often in the poorest and most remote regions of the world.

Although the performance of these projects has improved in many aspects over the years, external evaluations continue to report weaknesses in their monitoring and evaluation (M&E) systems, in particular in the way impact M&E is carried out and used at project management and policy level. The need for support is also evident from the numerous requests that IFAD receives each year from its partners for assistance in M&E system design and operation.

In line with the IFAD Action Plan 2000-2002, which seeks to “improve impact assessment”, this new practical guide was developed through a yearlong consultative process with its potential users: project M&E officers, managers, designers and supervisors. Its purpose is to facilitate the development and use of effective and participatory M&E systems as tools for impact-oriented management, shared learning processes and accountability.

As such, it is an integral part of our global effort to improve the performance and monitor the results of our common initiatives to strengthen the capacity of the rural poor and their organisations, improve equitable access to productive resources and increase access to financial services and markets.

Lennart Båge
President
International Fund for Agricultural Development
After a long consultation process and much work by a variety of M&E specialists from all regions of IFAD operations, I am pleased to present the IFAD Practical Guide for Monitoring and Evaluation of Rural Development Projects.

The process began in 2000 when the Fund’s Office of Evaluation and Studies conducted a stocktaking exercise, which covered a decade of IFAD experience with M&E at project level. After which, a comparative review was undertaken of the strategies and approaches to M&E systems at project level of several major development agencies. While the stocktaking exercise observed a general weakness in most M&E systems, the comparative review concluded that there is substantial material on M&E concepts and theories, although there remains a lack of practical resource kits on the methodologies and processes at operational level.

As such, the overriding goal of the guide is to improve the impact of IFAD-funded projects, through the introduction of effective M&E systems. It focuses on a learning approach to management that uses achievements and problems to improve decision-making and accountability. This requires creating an M&E system that helps primary stakeholders, implementing partners and project staff to learn together in order to improve their development interventions on a continual basis. As the ultimate objective is to ensure the maximum possible benefit for the rural poor, they are the ones best placed to assess project impact and must therefore be considered full partners in any future M&E. The guide also suggests ideas for implementing this and other forms of participatory M&E.

The primary target audience is composed of staff from project management units, in particular project directors and M&E officers, together with their implementation partners, such as, public services, NGOs and CBOs. The guide is also aimed at technical consultants and supervisors from co-operating institutions. Because the effectiveness of M&E systems also depends on the decisions taken during project design, specific sections of the guide provide advice to project designers, including IFAD staff and their consultants.

This guide presents a number of original features that I believe could contribute to its success and usefulness:

• It has been developed together with its potential users through a consultative process lasting over a year. It addresses their practical problems, starting from their current M&E practices, however rudimentary, and whenever possible uses examples of good practices from IFAD-funded and other rural development projects.

• The guide is geared to the specific context, procedures and partnerships of IFAD supported operations. It emphasises participatory processes throughout, and proposes options that can be adapted to the requirements of project managements in different regional and national contexts.

• The guide is organised in eight stand-alone modules that are tailored to the needs of different categories of users with specific yet differing monitoring responsibilities and tasks.

• The guide is also available to the public in a user-friendly, electronic format on the IFAD web page (www.ifad.org/evaluation).
Furthermore, the guide is not a stand-alone initiative. In fact, it forms part of broader spectrum of activities which include, more specifically, improvement of the logical framework approaches in project design and supervision, training, translation of the guide into local languages and the development of regional M&E support networks which take stock of IFAD's experience with the PREVAL (Programme for Strengthening the M&E Capacity of IFAD-funded Projects in Latin America and the Caribbean). This regional customisation should further adapt the contents of the guide to the needs of its users and their feedback will be incorporated in future versions.

I trust that the guide will be a valuable tool and contribution to the enhancement of impact assessment and achievement in IFAD-supported projects.

Luciano Lavizzari
Director
Office of Evaluation and Studies
Navigating the Guide

**Manager**

Are you responsible for managing the project or a project component?

<table>
<thead>
<tr>
<th>Phase in Project Cycle</th>
<th>Tasks You Face</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>Revising the project design (logical framework)</td>
<td>Section 3, Annex B</td>
</tr>
<tr>
<td></td>
<td>Obtaining an overview of M&amp;E responsibilities</td>
<td>Section 2</td>
</tr>
<tr>
<td></td>
<td>Supervising development of the M&amp;E system</td>
<td>Section 5, Annex C</td>
</tr>
<tr>
<td></td>
<td>Using the logical framework as a basis for developing the annual work plan and budget</td>
<td>Section 3</td>
</tr>
<tr>
<td>Implementation</td>
<td>Requesting and using M&amp;E information to guide project implementation and make decisions</td>
<td>Sections 2 and 8</td>
</tr>
<tr>
<td></td>
<td>Supervising the contributions and performance of staff, partners and consultants</td>
<td>Section 4, Annex E</td>
</tr>
<tr>
<td></td>
<td>Engaging team members, primary stakeholders and partners in joint analysis, learning and decision making</td>
<td>Section 8</td>
</tr>
</tbody>
</table>

**M&E staff (project or partners)**

Are you responsible for ensuring that M&E in the project as a whole or in a project component is being set up and implemented well?

<table>
<thead>
<tr>
<th>Phase in Project Cycle</th>
<th>Tasks You Face</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>Developing clarity about the role of M&amp;E in project management</td>
<td>Section 2</td>
</tr>
<tr>
<td></td>
<td>Ensuring that during revision of project design, the M&amp;E system and procedures are detailed enough for implementation</td>
<td>Sections 3 and 4</td>
</tr>
<tr>
<td></td>
<td>Guiding project implementers in agreeing what to monitor and evaluate</td>
<td>Section 5, Annex C</td>
</tr>
<tr>
<td></td>
<td>Guiding project implementers in deciding how to collect and communicate information</td>
<td>Section 6, Annex D</td>
</tr>
<tr>
<td></td>
<td>Checking that proposed resources, capacities, support and structures are sufficient for M&amp;E to be effective</td>
<td>Section 7, Annex E</td>
</tr>
<tr>
<td>Implementation</td>
<td>Supporting partners and consultants in fulfilling their M&amp;E responsibilities</td>
<td>Section 4</td>
</tr>
<tr>
<td></td>
<td>Encouraging reflective use of information by implementers</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td>Engaging key stakeholders in joint analysis of information</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td>Reporting findings from M&amp;E</td>
<td>Section 6</td>
</tr>
</tbody>
</table>
### Consultants

<table>
<thead>
<tr>
<th>Phase in Project Cycle</th>
<th>Tasks You Face</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Ensuring that the proposed project design is based on good design practice</td>
<td>Section 3, Annex B</td>
</tr>
<tr>
<td></td>
<td>Ensuring that the M&amp;E component has been designed comprehensively enough and with sufficient resources, capacities and flexibility</td>
<td>Sections 4 and 7</td>
</tr>
<tr>
<td>Start-up</td>
<td>Ensuring that the M&amp;E system is designed to support “managing for impact”</td>
<td>Sections 2 and 4</td>
</tr>
<tr>
<td></td>
<td>Supporting M&amp;E staff in developing appropriate monitoring mechanisms</td>
<td>Sections 5 and 6</td>
</tr>
<tr>
<td></td>
<td>Ensuring that enough and appropriate resources, capacities and support structures exist for carrying out M&amp;E responsibilities</td>
<td>Section 7</td>
</tr>
<tr>
<td>Implementation</td>
<td>Building critical reflection into M&amp;E processes</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td>Reviewing and updating the M&amp;E system</td>
<td>Sections 4, 5, 6, 7 and 8</td>
</tr>
</tbody>
</table>

### IFAD and Cooperating Institution staff

<table>
<thead>
<tr>
<th>Phase in Project Cycle</th>
<th>Tasks You Face</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Checking that the proposed project design meets “good practice” standards</td>
<td>Section 3, Annex B</td>
</tr>
<tr>
<td></td>
<td>Stipulating relevant elements of learning-oriented M&amp;E in job descriptions and terms of reference</td>
<td>Annex E</td>
</tr>
<tr>
<td></td>
<td>Ensuring that the proposed project design includes sufficient resources, capacities and enabling support structures for M&amp;E</td>
<td>Section 7</td>
</tr>
<tr>
<td>Start-up</td>
<td>Ensuring that the project design is being revised appropriately with sufficient detail to M&amp;E</td>
<td>Section 3</td>
</tr>
<tr>
<td></td>
<td>Encouraging impact-focused monitoring</td>
<td>Section 5</td>
</tr>
<tr>
<td>Implementation</td>
<td>Ensuring that key aspects of the M&amp;E system are in place</td>
<td>Section 4</td>
</tr>
<tr>
<td></td>
<td>Recognising if a project is taking a learning approach in its implementation</td>
<td>Section 8</td>
</tr>
<tr>
<td></td>
<td>Checking reports and suggesting reporting formats</td>
<td>Sections 3 and 6</td>
</tr>
</tbody>
</table>
Acknowledgements

Project-related staff and stakeholders who shared their experiences with M&E

- Armenia. G. Matevosssian, E. Kojayan, V. Kanayan, V. Sapharyin, S. Ghazaryan, H. Minayan, S. Gischyan, R. Culver, A. Kalantaryan, H. Naschkaryan, senior staff of ANEV (implementing NGO)
- Brazil. C. Jurema, A. Medrado Brasileiro, D. Andrade dos Santos, C. Ribeiro Cardoso
- Colombia. M.O. Lizarazo, L. Isaacs, A. Rojas
- Ecuador. J. Orbe, D. Quillumbaqui
- El Salvador. M. Ponce, J.A. Torres, M. Quesada, E. Ancheta, G. Colunga, J. Santos Castillo
- Guatemala. C. Mas, M. Mérida
- Mali. C. Kamaté, Y. Diarra, Mr. Sako, M. Coulibaly, A. Karam, Mr. Sakponé, M. Baba Diatiké, A. Traoré, A. Kene, S. Fatoumata, F. Kamara, A. Traoré, B. Thiero, O. Traoré, F. Diara, N. Keita, B. Doumbia, H. Diallo, B. Togola, M. Nadio, M. Moutairou, E. Boka, I. Dabo Ndiaye
- Nicaragua. J.L. Sandino
- Peru. C. Sotomayor, J. Solórzano, E. Mar, I. Loaiza, T. Samagao
Comments and contributions were gratefully received from the following IFAD-Rome staff members: A. Abdouli, W. Bettink, N. Brett, F. David e Silva, H. Domme, K. Elharizi, A. Gerrits, P. Glikman, S. Kennedy, S. Khadka, M. Kherallah, D. Kingsbury, L. Lavizzari, M. Madsen, M. Mansouri, E. Mertens, A. Muthoo, S. Mwanundu, P. Roy, T. Rice, P. Saint-Ange, K. van de Sand, G. Thapa, P. Turilli.


This guide has drawn partly on the authors’ experience in working for the World Conservation Union’s (IUCN) Global Monitoring and Evaluation Initiative, with particular thanks to Nancy McPherson, Alejandro Imbach, Veronica Muthui and Mine Pabari for ongoing dialogue about how to improve participatory M&E.
### Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR</td>
<td>annual project review</td>
</tr>
<tr>
<td>AWPB</td>
<td>annual work plan and budget</td>
</tr>
<tr>
<td>BPL</td>
<td>below poverty line</td>
</tr>
<tr>
<td>CBA</td>
<td>cost-benefit analysis</td>
</tr>
<tr>
<td>CBO</td>
<td>community-based organisation</td>
</tr>
<tr>
<td>CCU</td>
<td>central coordination unit</td>
</tr>
<tr>
<td>CI</td>
<td>cooperating institution</td>
</tr>
<tr>
<td>COSOP</td>
<td>Country Strategic Opportunities Paper</td>
</tr>
<tr>
<td>CPM</td>
<td>country portfolio manager</td>
</tr>
<tr>
<td>CV</td>
<td>curriculum vitae (résumé)</td>
</tr>
<tr>
<td>DC</td>
<td>district council</td>
</tr>
<tr>
<td>DPF</td>
<td>district project facilitator</td>
</tr>
<tr>
<td>DT</td>
<td>district team</td>
</tr>
<tr>
<td>FUG</td>
<td>forestry user group</td>
</tr>
<tr>
<td>GIS</td>
<td>geographic information system</td>
</tr>
<tr>
<td>GPS</td>
<td>global positioning system</td>
</tr>
<tr>
<td>HYVs</td>
<td>high-yielding varieties</td>
</tr>
<tr>
<td>ICGs</td>
<td>income-generating activities</td>
</tr>
<tr>
<td>IFAD</td>
<td>International Fund for Agricultural Development</td>
</tr>
<tr>
<td>LFA</td>
<td>logical framework approach</td>
</tr>
<tr>
<td>MIS</td>
<td>management information system</td>
</tr>
<tr>
<td>MOVs</td>
<td>means of verification</td>
</tr>
<tr>
<td>MTE</td>
<td>mid-term evaluation</td>
</tr>
<tr>
<td>MTR</td>
<td>mid-term review</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>monitoring and evaluation</td>
</tr>
<tr>
<td>MU</td>
<td>monitoring unit</td>
</tr>
<tr>
<td>NTCU</td>
<td>national technical coordination unit</td>
</tr>
<tr>
<td>NGO</td>
<td>non-governmental organisation</td>
</tr>
<tr>
<td>PCU</td>
<td>programme coordination unit</td>
</tr>
<tr>
<td>PD</td>
<td>project director</td>
</tr>
<tr>
<td>PIM</td>
<td>participatory impact monitoring</td>
</tr>
<tr>
<td>PM&amp;E</td>
<td>participatory monitoring and evaluation</td>
</tr>
<tr>
<td>PMU</td>
<td>project management unit</td>
</tr>
<tr>
<td>PNGO</td>
<td>participating NGO (i.e. implementing partner)</td>
</tr>
<tr>
<td>PRA</td>
<td>participatory rural appraisal</td>
</tr>
<tr>
<td>SHG</td>
<td>self-help group</td>
</tr>
<tr>
<td>SOF</td>
<td>Special Operations Fund</td>
</tr>
<tr>
<td>SWOT</td>
<td>strengths, weaknesses, opportunities and threats</td>
</tr>
<tr>
<td>TA</td>
<td>technical assistance</td>
</tr>
<tr>
<td>TOC</td>
<td>table of contents</td>
</tr>
<tr>
<td>Acronym</td>
<td>Project Description</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ADIP</td>
<td>Agricultural Diversification and Intensification Project</td>
</tr>
<tr>
<td>APPTDP</td>
<td>Andhra Pradesh Participatory Tribal Development Project</td>
</tr>
<tr>
<td>Cuchumatanes Highlands Rural Development Project</td>
<td>Guatemala</td>
</tr>
<tr>
<td>DDSP</td>
<td>District Development Support Programme</td>
</tr>
<tr>
<td>DDSP</td>
<td>District Development Support Programme</td>
</tr>
<tr>
<td>FODESA</td>
<td>Sahelian Areas Development Fund Programme</td>
</tr>
<tr>
<td>KAEMP</td>
<td>Agricultural and Environmental Management Project</td>
</tr>
<tr>
<td>Karnataka Rural Water Supply and Sanitation Project</td>
<td>India</td>
</tr>
<tr>
<td>LACOSREP</td>
<td>Upper East Region Land Conservation and Smallholder Rehabilitation Project</td>
</tr>
<tr>
<td>MARENASS</td>
<td>Management of Natural Resources in the Southern Highlands Project</td>
</tr>
<tr>
<td>NWFP</td>
<td>North-West Frontier Province Barani Area Development Project</td>
</tr>
<tr>
<td>SISP</td>
<td>Smallholder Irrigation Support Programme</td>
</tr>
<tr>
<td>SFPD</td>
<td>Smallholder Flood Plains Development Project</td>
</tr>
<tr>
<td>SISP</td>
<td>Smallholder Irrigation Support Programme</td>
</tr>
<tr>
<td>TEPP</td>
<td>Tihama Environmental Protection Project</td>
</tr>
<tr>
<td>TROPISAU</td>
<td>Project for the Capitalization of Small Farmers in the Tropisau Area of the Segovias – Region 1</td>
</tr>
<tr>
<td>TNWDP</td>
<td>Tamil Nadu Women’s Development Project</td>
</tr>
</tbody>
</table>
Index
downward accountability, A-5
drama, D-22 to 23
dreams realised, D-21 to 22
effective operations, 2-8, 2-20 to 22, 4-4, A-5
efficacy, A-5
efficiency, 5-8, A-5
empowerment, 1-5, 1-15, 3-6, 4-15, 5-20, 5-28
enabling factors, see conditions
evaluation, 2-3, 5-8, 7-22, 8-21, 8-22 to 27, A-5
also see M&E, participatory M&E
ex-ante evaluation, see appraisal
ex-post evaluation, see completion evaluation
external evaluation/review, 8-22 to 27, A-5

facilitation of M&E, 7-13
feedback, 2-18, 2-19, 6-7, 6-27 to 29, B-7, B-14, A-6, C-7 to 11
finances, 7-6 to 7, 7-35 to 39, B-7, B-12, E-14
flexibility (of design), 3-11
food security, see livelihoods
focus groups, D-18 to 19
formulation report, see appraisal report
funding agencies, 5-7
funds, see finances

gender issues, 3-8 to 9, 3-15, 5-9, 5-14, 5-20, 5-22, 5-28, 5-33, 8-26, B-11, E-13 to 14
goal, 3-14 to 15, 3-20 to 21, A-6
project, 2-14, B-5, B-8
government, 1-13 to 14, 3-11, 7-24
Grassroots Development Framework, 5-19

hiring staff and consultants, 7-9, 7-15, 7-29 to 30, E-16 to 20
historical trends/timelines, D-30 to 31
horizontal project logic, A-6, B-10
household survey, B-13, C-5
human resource development, see capacity

IFAD
objectives, 1-4 to 7
project cycle, 1-10 to 11
stakeholders, 1-13
impact, 3-11, 4-4, 5-15 to 16, 5-30 to 31, 7-23 to 24, A-6, A-9
assessment, 2-4 to 7, 2-26, 5-6, 5-30 to 31, A-6
managing for, 1-4 to 7, 2-3 to 7, 2-9 to 10, 3-11, 3-16, 4-5
implementation
of project, 1-11, 3-4, 4-3, 4-6
implementing partner, 1-12, 5-29, 7-13, 7-20 to 23, A-6, E-21
incentives for M&E, 2-30, 6-13, 7-4 to 5, 7-19 to 24
independent evaluation, A-6
also see external evaluation
indicator, 3-14, 4-11 to 12, A-6
proxy, 5-20 to 21, 5-24, A-9
input/output, 5-21, B-6 to 7, B-11, B-16 to 19
outcome, 5-18, 5-21 to 22
performance, 5-21
quantitative/qualitative, 4-11, 5-19 to 27, B-11
identifying/developing, 5-15 to 16, 5-18 to 23
information, 4-5, 4-10, 4-12 to 13, 5-3 to 4, 6-3, 6-5 to 6, 7-6
analysis, 6-6, 6-15, 6-22 to 24
baseline, see baseline
management system, 4-18, 6-21 to 23, 6-25, 7-6, 7-31 to 35, 7-39, A-6, E-20
sources, 5-6 to 10, 5-13 to 15, 5-35, 6-11 to 12, 6-29, B-13 to 19
also see data
inputs (M&E of), A-6, B-4, B-6 to 7, B-10, B-16 to 19
institution, see organisation
intervention logic, see objective hierarchy
interviews, 6-17
semi-structured, D-14 to 15
job description(s), 7-28, 8-6 to 7, E-5 to 15
joint evaluation, A-7
also see participatory M&E

key informant, D-6

learning, 2-10 to 11, 2-18 to 20, 2-25, 3-11 to 12, 4-4, 7-9, 8-4 to 6, 8-7 to 27, A-7
cycle, 8-4 to 6, 8-9 to 11
institutionalising, 7-19 to 23, 7-37, 8-12 to 27
from problems, 1-7, 8-3
livelihood
and food security, 5-14, 5-20, 5-23
indicators to assess improvement in, 5-19, 5-33
logical framework approach (LFA), 3-5, 3-12 to 13, 3-17 to 25, 5-4, 6-30, A-7
logframe matrix, 2-14, 3-8, 3-12, 3-13 to 16, 3-25 to 28, 5-4 to 5, A-7, B-1, B-2, B-5 to 7, B-14 to 19

managing for impact, Section 2, A-7
also see impact
management information system, see information system
mapping sketch, 6-29, D-23 to 24
GIS, D-27
mind, D-34
social, D-42 to 43
matrix scoring, D-44 to 47
means of verification, 3-14, A-7, B-5 to 7, B-14 to 19
meetings (reflective), 8-10 to 11, 8-13 to 17
methods and methodology, 5-13 to 14, 5-16, 5-28, 5-33, 6-5 to 18, 6-21, 6-23, 6-28, Annex D
mid-term review/evaluation, A-7, E-22 to 23
mobilisation phase, see start-up
monitoring, 2-3, 7-25, A-7
  mechanisms, 3-14, 5-3, 5-9, 5-12, B-5 to 7, B-13 to 19
  also see (participatory) M&E, evaluation
monitoring and evaluation (M&E), 2-28, 3-6, 3-29 to 31, 5-12
  officer, E-6 to 12
  definition of, 1-3, 2-3, A-7
  elements of, 5-7, 8-12
  (key) tasks for, 1-6 to 7, 1-12 to 13, 4-6 to 7, 7-5, 7-26 to 28, C-5, E-5 to 23
  matrix, 5-4 to 5, 5-13, A-7, C-3 to 11
  participation in, 5-30, 5-35, 6-13, 6-23 to 24, 7-5, 7-11 to 14, 7-16, 7-26 to 28
  plan, 4-16 to 19
  purpose and scope of, 1-3 to 4, 1-6, 1-15, 5-3
  system, 2-7, 2-22 to 26, Section 4, 7-25, A-8, E-16 to 18
  unit, 7-24 to 26, A-8
  wheel, D-40 to 41
  “most significant change” method, 2-25, D-32 to 33
  motivation, see incentives

narrative summary (project), 2-14, A-8
NGOs (non-governmental organisations), 5-24 to 25, 5-28 to 28
nominal group technique, D-19

objective, 3-14, A-8
  hierarchy, 2-13 to 15, 2-17, 3-14 to 16, 3-20, 3-22, 5-4 to 5, 5-7 to 8, 5-15 to 17, A-8, B-3, B-12, C-3
  tree 3-20, D-37
objectively verifiable indicators, 3-14, A-8
one hundred seeds, D-50
operating constraints, see constraints
operational plan, see annual work plan and budget
organisation, 5-24 to 25
  organisational learning, see learning
outcome, 2-17, 3-11, 3-14 to 16, 3-21, 4-4, 5-8,
  definition, 2-6, A-8
  indicators, see indicators
output, 2-6, 2-14, 3-14 to 16, 3-20 to 21, 5-7 to 8, 5-15 to 16, A-8
  indicators, A-8 (also see indicators)

participants, see stakeholders
participation, 2-7, 3-8 to 9, 4-12, A-8
  in project design, 3-6 to 8, 3-18
  in M&E design, 5-27 to 29
  in analysis, 6-11
  also see participatory M&E
participatory
evaluation, 4-15, 7-23, A-8
  impact monitoring, 4-7, 7-39, A-8, C-5, C-9
  learning, 2-10
M&E, 1-5 to 6, 2-26 to 31, 6-11 to 13, 6-23 to 24, 6-28, 7-4, 7-7, 7-11 to 14, 7-38 to 39, C-5, E-18 to 19
  making existing project M&E more, 7-23 to 24
partners/partner institutions, A-8
performance, 7-4, 7-20 to 22, A-9
  indicator, see indicators
  monitoring, 5-9
  questions, 4-11 to 12, 5-15 to 18, 6-14, A-9, B-11, B-13 to 19, C-7 to 11
  phasing out, 1-11, 4-6
photographs, 5-3, 6-29, 6-31, D-28
planning, Section 3, 8-12, A-9, C-7 to 11
  pocket charts, D-49 to 50
poverty
  alleviation, 1-3 to 6, 2-4, 2-7, 3-8 to 9
  M&E of, 5-20, 5-22
presentation of M&E findings, 6-29, 6-31, C-6
  also see reporting
primary stakeholders, 2-9, 2-22, 3-6, A-9
  capacity building of, 7-14
  interests of, 7-23 to 24
  participation in M&E of, 1-12, 5-6 to 7, 5-27 to 28, 6-11, 6-23, 7-11 to 12, 7-23 to 24, 8-20, 8-24 to 25, E-15
problem tree, 3-18, 3-20, D-37
process, B-10
  evaluation, B-18 to 21, A-9
  monitoring, A-9
progress, monitoring of 5-10 to 11
project, A-9
  cycle, 1-10 to 11, A-9
  evaluation, A-9
  implementation manual, 4-16 to 17, A-9
  management, 1-12, A-9
  manager, E-5 to 6
  performance A-9 (also see performance)
  strategy, 2-13 to 17, 3-4, 3-20 to 21, 4-4 to 5, 5-8, 5-15 to 16, A-9, B-1
  purpose (of project), 2-14, 3-14, 3-15, 3-20 to 21, 4-10, A-9

qualitative, A-10
  indicators, see indicators
  methods, 5-10 to 11, 6-9 to 10, 6-13, 6-20, 6-22 to 24
quality
  of indicators 5-25 to 27
  of M&E 4-20 to 21, 5-10 to 11, 7-10
quantitative, A-10
  indicators, see indicators
  methods, 6-9 to 10, 6-13, 6-24
questionnaires, D-12 to 13

ranking, 5-23, D-19, D-49 to 50, records, 6-21 to 22
redesign, see design
reflection, 8-3 to 27
collective, 8-4, 8-7 to 10, 8-13 to 27
ways to ensure, 5-11, 8-6 to 27
relative scales and ladders, D-47 to 49
reliability of information, 6-12, 6-15 to 20, A-10
report/reporting, 4-5, 4-14, 6-26 to 31, 8-7, 8-11
resources for M&E, 7-6 to 7, A-10
review, 2-17, 8-18 to 21, A-10, C-6
annual, 2-9, 2-27, 3-3 to 4, 5-17
mid-term, 2 to 10, 3-3 to 4, 4-6
rich pictures, D-34
risk, A-10
also see assumptions
role plays, D-22 to 23
roles and responsibilities for M&E, E-5 to 23
sampling, 6-14, 6-18, D-3 to 6
frame, D-4
purposive, A-10, D-5 to 6
non-random, D-5
quota, D-6
random, D-4
self-evaluation, 2-9, 2-31, 4-15, 8-6 to 7, 8-21, A-10
service providers, see implementing partners
situation analysis, 3-4, 3-18 to 19, A-10
spider web, D-40 to 41
stakeholder, 2-28, 2-29, 3-6 to 8, 3-13, 3-17 to 19, 4-5, A-10
analysis, 3-7, 3-18, 5-6 to 7, D-6 to 8
diversity of, 1-12 to 14, 6-26 to 27, 6-29, 8-16
participation in M&E, 1-12 to 14, 5-6 to 7, 5-27 to 29,
6-15, 6-23 to 24, 6-26, 7-8, 8-7 to 8, 8-15 to 17,
8-24 to 25, A-10
staffing, arrangements for 2-21, 7-10 to 11, 7-13, 7-20 to 23,
7-25 to 28, E-5 to 15
also see hiring
start-up of project, 3-3 to 4, 4-6, 4-9, 7-37, E-16
steering committee, 8-17 to 18
storing, information, 6-5 to 6, 6-25 to 26, 7-31 to 32
strategic objective/plan, A-11
also see appraisal report and objective hierarchy
supervision mission, 2-10, 8-22 to 23, A-11
survey, 5-30 to 34, 6-18, D-12 to 14
sustainability (project), 2-5, 3-6, 3-9, 6-8, 7-30, A-11
SWOT analysis, D-20 to 21
target group, 5-6 to 7, 5-16, 5-21 to 22, 5-30 to 31, A-11
technical assistance, 1-13, 7-30, E-14
terms of reference (TOR), 7-15, 8-22, E-3, E-16 to 23
also see job description
timelines, 4-16 to 17, D-30
tools, see methods