

# TOOL

# PLANNING FOR M&E IN YOUR PROJECT

## WHY

If you think through your M&E from the start of the project it will be easier to regularly check if you are on course and adjust the project along the way. That way you will have a better chance of achieving your objectives.

## WHEN

Start thinking about how you will monitor and evaluate your progress, when you formulate the objectives and success criteria for your project. Create your plan at the start of the project – and use it as a dynamic tool throughout the project to see if you are on track and adjust your approaches if necessary.

## HOW

You can monitor and evaluate at different times in your project. DUF suggests you do M&E activities in your project at key points:

Pose yourself these questions before you plan your monitoring and evaluation activities:

### Who are you doing the M&E for?

- Different stakeholders have different interests and priorities as to what they would like to learn from a monitoring and evaluation activity: Are you doing the

»» How do we measure if the project has changed anything? To have a basis for comparison, it is a good idea to conduct a **baseline study** when the project starts. A base line study maps out the situation at the start of the project. When you complete the project, the study may be repeated. By comparing the two studies, you can see the changes that have happened during the project period.

learns from it? Is it for documenting results for the leadership of your organization? Is it to show DUF that your project made a difference? Is it for the people who participated in the project and benefited from it to celebrate the changes that happened?

### What is going to be monitored or evaluated?

- Are you evaluating a training activity – or monitoring to what extent you are reaching your project objectives? What resources do we have for the M&E activities?
- What resources are available: Time, money and people? If you only have a short time and no money, the process will look different from when you do a project visit with money for an evaluation activity and a team of evaluators.

	Before the project	Start of the project	Mid Way	At the end of project	Some time after the project
<b>Ask yourself</b>	How do we formulate our project objectives? Success criteria?	What data do we need from the start in order to see what has changed at the end of the project?	How far are we? Are we making a difference?	Have we made a difference? Have we done the right things?	Have we made a difference? Have we done the right things?
<b>Purpose</b>	Integrate M&E and learning in the project from the start	What is the situation at the start of the project?	Adjustment of the project activities to reach objectives	Assess changes. Learn from experience.	Assess changes in the longer term. Learn from experience

### When will you do the monitoring and evaluation?

- At the start of the project, mid-way or at the end of the project? At the end of a project activity? During your monthly project team meetings?

### Who will do the M&E?

- Is it the project leader at the head office? The volunteers in the field?

### How will you follow up on learnings – do you need to make any adjustments to your project?

- Will you need to take any actions based on what you learn through your M&E activity? Will you revise your project plan or your approach?

Based on your responses, you can think through the design of the monitoring and evaluation process.

### Example of a simple M&E plan

#### Example of M&E on reaching a project objective

Immediate objective 1: By the end of the project period, June 2017, 30 youth leaders from the Malawian partner organization at the level of 3 local branches use participatory methods, so that child and youth members are actively involved in planning and decision making on activities

What	When	How	Who	Any adjustments?
<b>Success criteria for objective 1:</b> By the end of the project 23 out of 30 youth leaders (75%) express enthusiasm towards participatory methods	At the end of the project	Survey among youth leaders at the annual meeting	Project leader	Is there a need to adjust our approach of introducing participatory methods?
<b>Success criteria for objective 1:</b> By the end of the project children and youth in at least 2 out of 3 local branches explain that they are involved in planning and decision making on activities.	At the end of the project	Focal group dialogue with children and youth in 3 local branches	Evaluation team with project leader	Is there a need for adjusting our approach to involve children?

#### Example of M&E of the results of a project activity

Results: A 3-day training in participatory methods has been carried out for 30 youth leaders from 3 local branches

What	When	How	Who	Any adjustments?
<b>Success criteria:</b> By the end of the training 30 youth leaders express that they have gained new knowledge and skills in participatory methods	By the end of the training	Written evaluation and an oral evaluation in plenary  Trainers observations on participants skills	Project leader and trainer	Any lessons learnt for how to do a similar course?