<Logo>

<Organisation Name>

Monitoring & Evaluation Plan

25 September 2023

INSTRUCTIONS: Instructions for this template are shown in red and yellow. Delete all instructions before submitting your proposal.

Items to be completed are highlighted in grey. Remove the grey highlighting before submitting your proposal.

Contents

INSTRUCTIONS: Update the Table of Contents as the final step before submitting your report.

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Acronyms

INSTRUCTIONS: Delete any acronyms that you do not use in your report. Add any additional acronyms that you use. Acronyms should ONLY be used for things that appear more than 15 times in your plan. If something appears less than 15 times it should be written out in full every time. The first time you use an acronym it should be written out in full of the acronym in parentheses afterwards.

HIV	Human Immunodeficiency Virus
M&E	Monitoring and Evaluation
MoH	Ministry of Health
NGO	Non-Governmental Organization
TOT	Training of Trainers
WASH	Water, Sanitation and Hygiene

1 Introduction

INSTRUCTIONS: Complete this section with background details.

1.1 Purpose of this plan

<Describe what the purpose of the monitoring and evaluation plan is, such as who prepared it, for which audience and why>

1.2 Organisation background

<Briefly describe the organisation and its vision and mission. This section is only necessary if the plan will be read by people outside the organisation>

1.3 Project

<Provide basic information on the project the organisation is running>

<Project title>

Starting Date	**<Insert>**
Duration	<Insert>
Partners	<Insert>
Target Area	<Insert>
Beneficiaries	<Insert>
Cost	<Insert>
Funding Source	<Insert>
Goal	<Insert>

2 Results Framework

INSTRUCTIONS: Complete the following results framework table for your project. The table should describe the goal, outcome, and outputs of the project. A results framework organizes the results of a project into a series of if–then relationships. The statements in the RF articulate the project's hierarchy of objectives, describing the causal (or vertical) logic of the project.

LEVEL	DESCRIPTION		
Goal	Improved reading proficiency for all 6th graders		
Impact	Improved reading proficiency; better academic performance; increased future opportunities	Love for reading developed; enhanced overall learning experience; increased future opportunities	Enhanced home support for reading practice; improved reading proficiency; better academic performance
Outcome	Improved reading comprehension, vocabulary, reading speed	Active participation in reading activities; enhanced reading skills and vocabulary	Parents are more engaged; able to provide home support for reading
Output	Completion of reading classes; progress in periodic reading assessments	Increased participation in activities like book clubs, reading competitions, story creation	Regular meetings held to discuss student progress and strategies for improvement

3 Logical Framework

INSTRUCTIONS: Complete the following logical framework table for your project. The table should describe the goal, outcome, outputs, and activities of the project.

LEVEL	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	Improve reading proficiency for all 6th graders	Percentage of students reaching grade-level proficiency in reading	Standardized reading assessment scores, report cards	Students have regular access to schooling; teachers are effectively trained in the reading program
Outcomes	<Insert>	<Insert>	<Insert>	<Insert>
Outputs	<Insert>	<Insert>	<Insert>	<Insert>
Activities	<Insert>	<Insert>	<Insert>	<Insert>

4 Indicators

INSTRUCTIONS: For each indicator listed in the previous logframe table describe precisely what the indicator is and how it will be measured. An example is shown below. Copy and paste the table as many times as required for completing all the indicators for all the projects.

Indicator	Reading proficiency among children in Grade 6
Definition	Sum of all reading proficiency test scores for all students in Grade 6 divided by the total number of students in Grade 6.
Purpose	To assess whether reading proficiency at the schools participating in the program is improving over time. This would provide evidence on whether the reading component of the program is effective.
Baseline	Average score: 47
Target	Average score: 57
Data Collection	The class teacher will conduct a reading proficiency test for all students in the class. Each student will be assessed individually in a separate room. The teacher will ask them to read a list of words, sentences and paragraphs out loud and will mark each one that they have difficulty with. Any students not present on the day of the assessment will be excluded.
Tool	National Reading Proficiency Assessment questionnaire (See Annex A)
Frequency	Every 6 months
Responsible	Teachers
Reporting	The individual score for each student will be reported in the six monthly progress reports submitted by each teacher to the Program Manager. The Program Manager will then combine the data from each class to create full list of students and their scores. This will be used to calculate the average score for all students in Grade 6 using the definition above. The average score will be included in the report for the donor submitted every six months.
Quality Control	All teachers will attend a one day training course on how to complete the assessment. To verify the accuracy of the test scores submitted by the teachers the Program Manager will randomly select one class every six months to audit. This audit will involve re-testing all the students in the class and comparing the results to the results submitted by the teacher.

Indicator	<Insert>
Definition	<Insert>
Purpose	<Insert>
Baseline	<Insert>
Target	<Insert>
Data Collection	<Insert>
Tool	<Insert>
Frequency	<Insert>
Responsible	<Insert>
Reporting	<Insert>
Quality Control	<Insert>

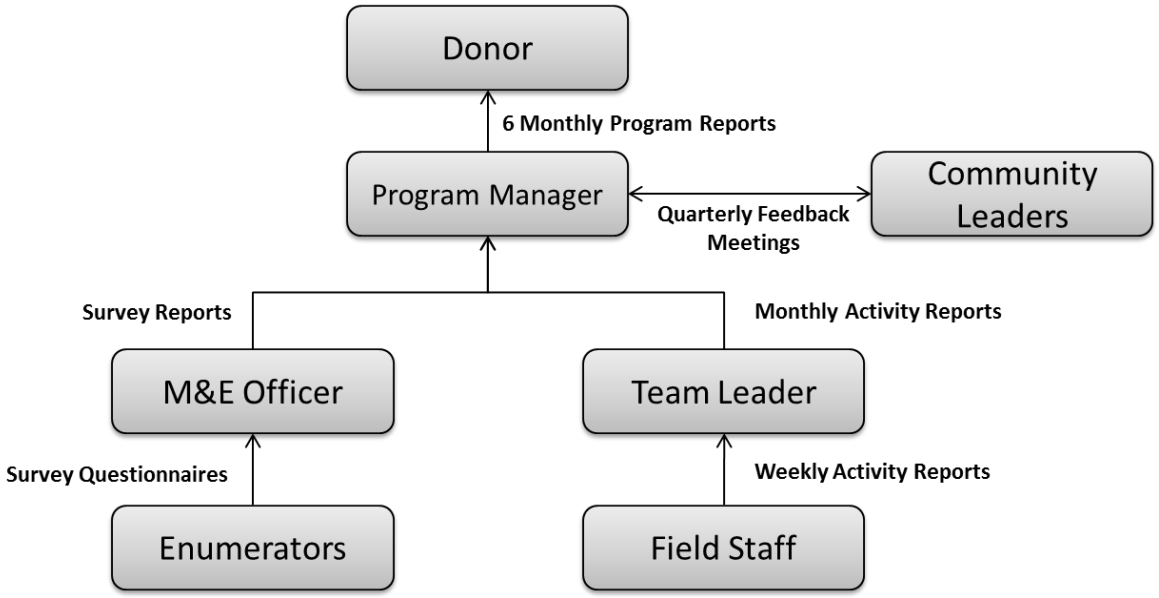
5 Roles & Responsibilities

INSTRUCTIONS: List each role in the organisation and their specific responsibilities for monitoring and evaluation. This may include collecting data, checking data, conducting analysis, reviewing reports, making decisions based on the data, etc. Some examples are shown below.

Role	Responsibilities
Executive Director/CEO	Makes high-level decisions based on M&E data. Reviews and approves M&E reports. Provides overall strategic direction based on M&E insights.
M&E Officer/Manager	Oversees the M&E Plan. Designs and implements data collection tools and methodologies. Conducts data analysis. Reviews and approves M&E reports.
Project Coordinator/Manager	Implements M&E activities in line with the project timeline. Collects and checks data. Contributes to M&E reports.
Advocacy Officer	Uses M&E data to inform advocacy efforts. Reviews M&E reports to inform policy recommendations.
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>

6 Data Flow

INSTRUCTIONS: Insert a flow chart and description showing how the monitoring data will flow from the place where it is collected up to the management team and then to other stakeholders, including the donor. An example is shown below.



<Insert description of the data flow process>

7 Data Management

7.1 Storage

<Describe how the data collected will be stored. For example, will it be stored in a spread sheet, database, hard copies, etc. How will it be backed up? How long will it be stored for? Data for different indicators may be stored in different ways>

7.2 Analysis

<Describe which software / tools will be used to analyse the data, such as SPSS, Stata, Excel, NVIVO, Tableau Public, etc>

7.3 Privacy

<Discuss any privacy issues with the data and how they will be addressed. For example, if you are collecting personal medical records how will they be kept confidential, who will have access to them, when will they be destroyed, etc>

Appendices

INSTRUCTIONS: Add any necessary appendices. As a minimum this should include the tools (performance indicator tracking table, questionnaires, interview guides, procedures etc) that will be used to measure each indicator.

<Tool Title>

<Insert tool>

<Tool Title>

<Insert tool>

<Tool Title>

<Insert tool>