



## **MONITORING AND EVALUATION PLAN**

**The monitoring plan should indicate how project implementation will be tracked for timeliness, efficiency, and adequacy of inputs. It should also specify the staff responsible for monitoring the project, the type and frequency of reports to be generated, and how performance feedback will be carried out.**

**For projects that have a duration of at least one year and an amount requested of at least P 1,000,000.00, a detailed evaluation plan will be required. Please refer to guidelines for accomplishing the evaluation framework.**





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## GUIDELINES FOR THE EVALUATION FRAMEWORK

### **Column 1: BASELINE DATA**

Describing the demographics will help contextualize the interventions and target beneficiaries: size, growth, density, distribution and key statistics relevant to the project. In addition to demographics of the bigger population, baseline data on the smaller target beneficiaries should include their current Knowledge, Skills, Attitudes and Behaviors. The socio-cultural-environmental-economic-political situation or conditions that influence the project should also be described. The current state of policies or programs or the lack thereof should be described. Secondary data can be used for demographics and other conditions but primary data on target clients should be secured.

### **Column 2: INTENDED RESULTS**

This column may be lifted from the logical framework but elaborated on to be more appropriate for evaluation purposes. It should describe intended results or expected changes in target clients and in the functioning of the organization e.g., policies and/or programs. Quantitative targets are also specified.

### **Column 3: EVALUATION PROCESS**

This column plans out how to evaluate the results.

First, describe the data to be gathered that would indicate that the expected results are achieved. Then, articulate the criteria by which to assess the results. For example: the knowledge data to gather may be on target clients' pre- or post-natal care, or fertility, or artificial or natural family planning methods while behavior data would be actual pre- and post-natal visits. The major criteria to use in assessing achievements might be the effectiveness of intervention, or cultural sensitivity. The criteria that are applicable or appropriate to a partner may not be the same as those that are used by PCPD—it is not required that the two actors use the same criteria.

The criteria significant to PCPD are sustainability or reinforcement of changes and model building. To PCPD, sustainability or reinforcement of changes embraces the following: Policies translated into programs and/or structures, New practices by the community, Changes in individual knowledge, skills, attitudes and behavior, and Development of new functioning relationships.

Model building:

PCPD defines a model as a distinct set of interventions broken down into inputs and/or processes applied in a certain context which brings about a set of results and outcomes. A model is a concept made real in a particular context and, subsequently, revised or enhanced based on reality tests. Model building is the clarification of assumptions used by the implementers, their analysis or view of a problem; and description of processes and options applied within the particular context where the model was designed and implemented. Model building requires comparison of processes used with other known processes, the discussion of pros and cons of specific strategies, the presentation of key success and inhibiting factors as experienced, and the articulation of significant roles which implementers may play. In the documentation of a model, matrices, diagrammatic flow, illustrations and modules or other useful materials will have to be included.

Sample (respondents):

One of the main considerations of any evaluation exercise is sampling. The more the sample respondents, the better and easier to establish the validity<sup>1</sup> and reliability<sup>2</sup> of evaluation results. Of course, the more respondents there are, the more expensive (in terms of time and other resources) the data gathering is going to be. Sampling means getting a representative from the universe of a target population, the idea being that one does not have to ask all of

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<sup>1</sup> Validity: OECD defines validity as the extent to which the data collection strategies and instruments measure what they purport to measure.

<sup>2</sup> Reliability: OECD defines reliability as the consistency or dependability of data and evaluation judgments, with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data. Note: evaluation information is reliable when repeated observations using similar instruments under similar conditions produce similar results.

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the population to get a valid and reliable answer. By asking a representative sample, one can already ascertain the response that most or majority of the target population will provide.

PCPD requires that the minimum sampling of respondents would be 30% of the universe. To illustrate, if there are 300 youth who are targeted, 30% or 90 (in terms of absolute numbers) should be the sample. The respondents should be included in both the pre- and post-project evaluation.

However, using percentage to suggest a sampling size is not useful if there are only 10 or 20 in the target population. The absolute number must be considered. If 4 Mayors are targeted, it is meaningful to get data from all of them (100%).

Tools (evaluation tools):

As mentioned in the discussion on baseline data gathering tools, there is a need to specify what tools to use for evaluation. The same tools used in data gathering may be (or should be) used for the evaluation phase. Other supplementary tools could be used to gather more results. For example, if individual interviews are used in the data gathering period, and the grantee wishes to increase the number of respondents, the grantee may use group interviews in addition to the individual interview. This calls for the documentation of all tools used.

Tools and primary data gathered should be disclosed and should be verifiable.

Evaluation Report:

The end of project or final report should incorporate the evaluation report. The latter includes unexpected results, insights, conclusions and recommendations.

The final report describes the overall project accomplishments and the assessment done by project beneficiaries and other participants. It also gives some indications of project impact or outcomes—those KSA, behaviors, policies and programs that the grantee foresees will continue 2 to 3 years after the project ends. More importantly, it highlights lessons learned, unexpected results from project implementation, and recommendations that might have relevance for follow on or replication purposes. The sustainability features of the project and, when appropriate, continuing activities of the grantee have to be mentioned also. Moreover, the end of project report evaluates the strategies used and identifies and enumerates unexpected results, whether positive or not. Why these results came about and what can be done either to mitigate or sustain them will need to be explained.

All primary data and the tools used in the implementation and evaluation should be appended to the report.



**ATTACHMENT B**

**Evaluation Framework for Action Projects (Should be accomplished with Logical Framework)**

**Project Title:** \_\_\_\_\_  
**Duration :** \_\_\_\_\_  
**Grant Amount:** \_\_\_\_\_  
**Grantee :** \_\_\_\_\_

<b>BASELINE DATA</b>	<b>INTENDED RESULTS</b>	<b>EVALUATION PROCESS (How to evaluate if intended results were accomplished)</b>	
<p><b>(A) TARGET BENEFICIARIES (as individuals)</b>            Current Knowledge            Current Skills            Current Attitudes            Current Behaviors            Current Relationships            (as applicable)</p> <p><b>Target beneficiaries viz population</b> (e.g. 700 young people of 7,000 youth)</p>	<p><b>EXPECTED CHANGES IN (A) TARGET BENEFICIARIES</b>            Knowledge            Skills            Attitudes            Behaviors            Relationships (as applicable)</p>	<p><b>Data to be gathered:</b>            (Identify which to focus on: K, S, A, B, R)</p> <p><b>Criteria* to be used in assessing data:</b>            1-            2-</p>	<p><b>Sample:</b>  <b>How many respondents?</b>  <b>Who are the respondents?</b></p>
<p><b>(B) TARGET SYSTEM (as groups)</b>            Current policies            Current practices</p>	<p><b>EXPECTED CHANGES IN (B) TARGET SYSTEM</b>            Policies            Programs            Practices</p>	<p><b>Data to be gathered:</b>            (Identify which to focus on: P,P,P)</p> <p><b>Criteria to be used in assessing data:</b>            1-            2-</p>	
<p><b>Tools used or to be used in ascertaining these data</b>            1. Questionnaires            2. Open ended interviews            3. Others as relevant</p>		<p><b>Tools to be used in ascertaining these data</b>            1. Questionnaires            2. Open ended interviews            3. Others as relevant</p>	

**\*Define your criteria**



**ATTACHMENT B**

**Evaluation Framework for Research or Policy Research Projects**

**Project Title:** \_\_\_\_\_  
**Duration :** \_\_\_\_\_  
**Grant Amount:** \_\_\_\_\_  
**Grantee :** \_\_\_\_\_

<b>BASELINE DATA</b>	<b>INTENDED RESULTS</b>	<b>EVALUATION PROCESS (How to evaluate if intended results were accomplished)</b>	
<b>(A) TARGET SYSTEM</b> Current policies, programs Current practices	<b>EXPECTED CHANGES IN (A) TARGET SYSTEM</b> Policies Programs Practices	<b>Data to be gathered:</b> (Identify which to focus on: K, S, A, B, R)  <b>Criteria* to be used in assessing data:</b> 1- 2-	<b>Sample:</b> <b>How many respondents?</b> <b>Who are the respondents?</b>
<b>(B) TARGET USERS</b> Current Knowledge Current Skills Current Attitudes Current Behaviors Current Relationships <b>How many users are there? How many are targeted? Will tenure of users end? When? Implications of tenure end? (if applicable)</b>	<b>EXPECTED CHANGES IN (B) TARGET USERS</b> Knowledge Skills Attitudes Behaviors Relationships (as applicable)	<b>Data to be gathered:</b> (Identify which to focus on: P,P,P)  <b>Criteria to be used in assessing data:</b> 1- 2-	
<b>Tools used or to be used in ascertaining these data</b> 1. Questionnaires 2. Open ended interviews 3. Others as relevant		<b>Tools to be used in ascertaining these data</b> 1. Questionnaires 2. Open ended interviews 3. Others as relevant	

**\*Define your criteria**