



Planning, Monitoring, Evaluation & Learning

September 2015



3.12 Planning, Monitoring, Evaluation and Learning (PMEL)

3.12.1 PMEL Vision

As explained before, Red een Kind and its partners envision to be relevant, effective, efficient, contribute to impact and to be sustainable in its programs to contribute to the overall wellbeing of children within the various intervention areas. To measure and show if indeed this vision is realized in practice (accountability), and to contribute to improved decision-making (learning), a tailor-made PMEL framework is agreed upon by both partner and ReK.

Objectives of PMEL: Learning & Accountability

Planning, Monitoring, and Evaluation is seen as an essential and a sequential process, meant to stimulate learning at partner level and Red een Kind level, and meant to show accountability to donors, stakeholders in the sector and beneficiaries. The latter is considered essential for transparency. However, the former is seen as the most important result; the improved decision-making which can take place after a thorough planning, collection, analysis and reflection of data.

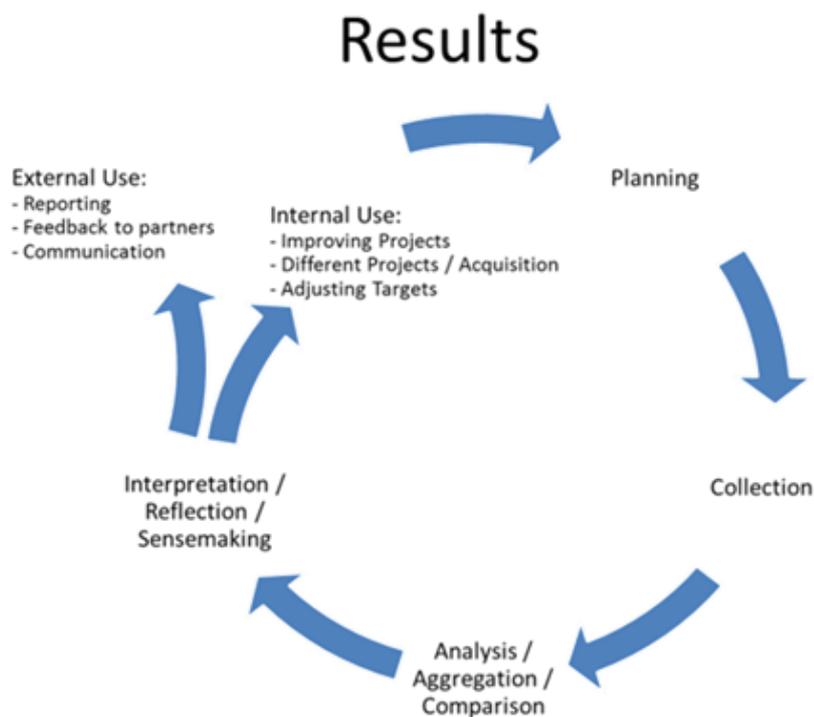


Figure 5: The Flow of PMEL



Contextualized & Tailor-made

Each of the Partner Organisations programmes supported by Red een Kind are unique in character. Additionally every context of an intervention area is unique, so all context analysis, needs assessments, and programme designs (Theory of Changes) are different in character as well. Programmes also have their unique ways of being funded, which can be private Red een Kind funding, institutional funding, and/ or other. The unique characters of the programmes in context and funding are therefore also reflected in a tailor-made PMEL design for each programme, including all donor's requirements and of course the internal organisation's need for information to monitor and steer the programme.

Theory of Change

The whole system of PMEL as described in this section is based on Red een Kind's Theory of Change, as explained earlier in the document. All levels of Red een Kind's ToC are covered, from long-term outcomes, to outcomes and outputs. All partners, however, first develop a ToC per program and develop a Strategic Program Plan (SPP). This SPP should fit at least the minimum requirements of ReK as outlined in this manual, but mainly depends on the needs of the context and the partner's choice of intervening in this context. Based on this ToC, partners need to develop a PMEL framework including the Red een Kind requirements which are unique to their program. Therefore, we refer to a tailor-made PMEL framework for partners/per partner.

Participatory PMEL - integration with participatory toolbox

One key component of Red een Kind's ToC is creating ownership at community level, thereby contributing to empowerment and gradually to sustainability of the program. Ownership can only be achieved by active participation in the community in the program, and, since PMEL is seen as part of the program communities, must also participate in data collection, analysis and reflection. The Participatory Toolbox contains of all kinds of tools very closely related to PMEL. They are participative and contribute to empowerment of the communities. However, in the former policy period of 2011-2015, Participatory toolbox and M&E have not been integrated. In this new policy period, we want to make use of all the efforts done on participatory tools and make sure we use them for monitoring our program. At least one relevant participatory tool (besides the already non-negotiable empowerment scorecard) needs to be added to the PMEL framework of the partner. Partners are free to select which of the tools fits their context best and serves the community most. It means that the selected participatory tool needs to be conducted regularly at the various community groups and that progress on this indicator needs to be reported within the PMEL framework. See the participatory toolbox for all possible participatory tools.

The value of qualitative data/ stories

Most of the non-negotiable indicators of the Red een Kind PMEL policy are about quantitative data. However we do appreciate the strength of narratives and qualitative data and believe that they can contribute a lot towards in-depth understanding and reflection of quantitative data. Having qualitative data serves communications at partner and Red een Kind level more than only reporting numbers and it can be used very well in



reports to back donors. We appreciate the strength of storytelling in communications and acknowledge the strength at our partners' staff of whom many have the talent of telling stories. Since it would be very challenging to have qualitative data collected regularly and analysed properly we only challenge partners to come up with most relevant stories, without doing any empirical analysis of them.

Red een Kind donor and other additional donors

The Red een Kind PMEL requirements form the foundation of each of the programmes' PMEL framework. Every other type of donor brings additional PMEL requirements by itself. This section describes the requirements of Red een Kind donor itself, applicable for all programmes. It also describes optional PMEL for programmes; whenever these PMEL tools developed by Red een Kind can be applicable, they can be internalized.

3.12.2 Sequential Flow of Activities in PMEL

The following paragraph provides the sequential flow of activities in PMEL during a programme cycle. For more detailed information on the full programme cycle of activities, we refer to [annex 26 Description Program Cycle Management](#).

Context Analysis

The format for a context analysis is described in the SPP format and manual. Red een Kind requires a holistic context analysis, with attention to social-emotional, cognitive, physical, spiritual and environmental components. The context analysis pays attention to macro, meso and micro level factors.

The context analysis should result in an identification of the development barriers of the target group and a thorough analysis of the root causes for these barriers. This will then enable them to formulate which development barriers and root causes the program will address.

The SPP manual concisely describes the requirements for a context analysis. Additional elaborations on the context are encouraged to be included as well. Red een Kind acknowledges the fact that thorough context analysis is needed as a solid basis for programming.

Tools to be used are the [SPP manual \(see annex 2 - Manual Strategic Program Plan\)](#) and [SPP format \(see annex 1 - Format Strategic Program Plan\)](#). This process of writing a multi-annual strategic plan requires a solid context analysis where an applicable Child Status Index, secondary data, interviews, field visits and other researches can be used as input.

Participatory Assessments

The vulnerable target groups, including children, people living with disabilities, women and other relevant groups, identified in the context analysis will be consulted as part of the program needs assessments. This is done among a representative sample of the target group. Relevant stakeholders such as local governments and other NGOs are also consulted with regards to the identified needs and priorities in the target area (see participatory toolbox manual).

Assessment Report



Before Red een Kind proceeds with considering a proposal the partner organization submits, a brief assessment report should be given, which describes the geographical focus and is based on a solid assessments that justify the involvement in the programming in that particular area (see format assessment report).

Strategic Program Plans (SPP)

Programs will only be implemented after partners have described their logic towards their envisioned change and get approval for this from a Red een Kind donor. When a SPP is approved for multi-annual years, an annual contract will be the basis for the actual funding.

The SPP is completely focused on the development of a Theory of Change for the respective program, containing the problem that is being addressed, the way intended to bring about change and how the program is going to be managed (see [format and manual SPP in annex 1 & 2](#)). This SPP will also include an estimation of the budget for the multiple years. The SPP can describe 3-4 key thematic issues (implemented as projects in the program) that the partner will address. In addition, a description will be given on how other issues will be addressed (later or by other stakeholders).

Tailor-made PMEL framework

After developing a ToC for the SPP format, each program needs to develop its own tailor-made PMEL framework, taking the Red een Kind requirements, and possible other donor requirements into account. From the ToC, the most essential elements the program's logic will be selected and indicators will be selected for this. Indicators will be selected on all the levels (paths of change) of the Theory of Change. Eventually, all indicators will be entered in one database in Excel, which forms the PMEL framework of the program. It contains the PMEL requirements (non-negotiable) as well as extra additional indicators (negotiable).

The database will be assessed by Red een Kind PMEL staff and together with the partner, the PMEL framework is agreed upon for the duration of the SPP.

Baseline

After the SPP has been completed and a tailor-made PMEL framework is agreed upon, a baseline study needs to be conducted. Possibly, some baseline data is already collected at context analysis. The baseline is a first measurement of all indicators of the PMEL framework and is executed in the first months of (or before) the program. The results of the baseline need to be reported to Red een Kind PMEL staff.

Annual Plans and Budgets

Annually, new plans are submitted, which are drafted based on lessons learned over the past years and changes that took place in the context ([see annex 7 Annual Plan - Format](#)). The annual budget is drafted accordingly. Annual plans form the basis for contracting and funding.

In the annual plans, the ongoing monitoring of the program will be presented; lessons learned from previous years are presented as well.

Bi-annual and annual Reports

Twice a year (January-June and July-December), a report is drafted in which the key achievements are reported against the program plans for the year. Besides the regular



reporting, case studies and personal testimonies will be added where possible. On request, Red een Kind can also ask for a bi-annual PMEL report (the updated PMEL database). In the annual report, the ongoing monitoring of the program and lessons learned are presented and actively discussed (reflection & sense making). There is a format available for bi-annual reporting and annual reporting (see [annex 8 -Bi-Annual Reporting](#) & [annex 9 - Annual Reporting](#)).

Outcome studies

Outcome studies serve as input for the mid-term and end-term evaluation and collect data on higher level outcomes of the ToC. The outcome studies collect the data of non-annual indicators, like the Child Status Index, the empowerment scorecard and other multi-annual outcome indicators of the PMEL framework of the partner (like education, AED, JBS or TVET scorecard or other). The partner can perform those studies by itself with assistance of Red een Kind. The budget must be reserved by the partner for outcome studies. Outcome studies will feed data into the mid-term or end-term evaluations were this data is analysed.

Initiative for outcome studies is at the partner. Partners will get support from Red een Kind in writing a ToR and selecting a consultant who can perform the outcome studies and support the partner in collection, analysis, and reflection on the outcomes.

Mid-term Evaluation

Halfway into the programme life cycle (after about 2 and half years into a five years project) an evaluation of the programme must take place to determine the contribution of the programme towards the 5 DAC criteria (efficiency, effectiveness, impact, relevance and sustainability), using the ToC and the tailor-made PMEL framework of the partner (its database) as well as additional research during the mid-term evaluation to get a better understanding of the collected output and outcome data. Outcome studies serve as input for the mid-term and collect data on higher level outcomes of the ToC.

The main objective of mid-term evaluations is organizational learning of the implementing partner, so it must provide realistic recommendations for further quality improvement of the programme. Accountability is important, but the focus is on learning, since a mid-term evaluation can still serve the program for the years to come. For an end-term evaluation, learning is less relevant if a programme is phased out.

The mid-term evaluation will include analysis and reflection of the data collected in the database for use by the various donor(s), by annual reporting or outcome studies. For Red een Kind donor these are the minimum requirements, including the Child Status index, the empowerment scorecard (if applicable) and the tailor-made outcome indicators selected. Initiative for mid-term or end-term evaluation is at the partner. Partners will get support from Red een Kind in writing a ToR and selecting a consultant who can perform additional research and the analysis, do a reflection with the partner and write a report with relevant recommendations.

Budget for mid-term: A specific budget is set aside by ReK for evaluations, which can be used to do two smaller evaluations (mid-term and end-term to be exact) or only one more thorough end-term evaluation. Partners initiate and decide together with ReK when to use these funds in the program cycle.

After the mid-term evaluation is submitted to Red een Kind, a joint analysis and reflection



of the mid-term's results must be planned. The partner is responsible for this and must actively try to follow up results of the analysis and reflection of the report into its decision-making process for continuation of the program.

5 Year Evaluation

A second evaluation will determine if programme objectives have been achieved and whether a phase-out can be planned. The end-term evaluation of the programme takes place to determine the contribution of the programme towards the 5 DAC criteria, using the ToC and the tailor-made PMEL framework of the partner (its database) and possible additional research.

The end-term evaluation will include analysis and reflection of the data collected in the database for use by the various donors. For Red een Kind donors, these are the minimum requirements, including the Child Status index, the empowerment scorecard and the outcome indicators selected. These are collected via outcome studies, which take place before or as part of the final evaluation, so they can feed analysis and reflection.

Additional research and more in-depth data are required to be done by an external evaluator. Together with Red een Kind a ToR will be drafted and agreed upon. The external evaluator will perform the additional research and take into account what the ToC planned to do and what has been done using the collected data in the database of the tailor-made PMEL framework. The additional research can be agreed upon; Red een Kind has experience with doing a client satisfaction research and assessing the DAC criteria via interviews. The most appropriate type of research will be agreed upon between partner and Red een Kind PMEL staff.

Budget for end-term: A specific budget is set aside by ReK for evaluations, which can be used to do two smaller evaluations (so mid-term and end-term) or one more thorough end-term evaluation only. Partners decide together with ReK when to use these funds in the program cycle.

After the end-term evaluation is submitted to Red een Kind, a joint analysis and reflection of the mid-term's results must be planned. The partner is responsible for this and must actively try to follow up results of the analysis and reflection of the report into its decision-making process for possible continuation or phase-out of the program.

Phase-Out Plan

Based on the 5 year evaluation report a phase out plan will be prepared. The maximum duration of a phase out plan is 3 years. Please check [annex 27 Guidelines for program Phase out](#) for further details on phasing out your programme.

End of Project Evaluation

If the programme duration has been 8 years or longer and a significant amount of time has been detected between the end-term evaluation (see 5 year evaluation) an additional evaluation can be conducted (negotiable) which has a similar approach as the 5-year evaluation.

3.12.3 Monitoring and Evaluation Tools

Long Term Outcome Level Indicators

Child Status Index (non-negotiable): The overall goal of Red een Kind's partners is improving children's overall well-being, as explained in the ToC of Red een Kind. The Child Status Index measures the overall well-being on three of the four domains (no spiritual component is included), by interviewing and scoring children, parents and teachers on 11 questions. It results in scores per domain (physical, social-emotional, and cognitive) and per theme (Food & nutrition, Shelter & care, Child protection, Health, Psycho-social well-being, Education & Skills training). [See annex 10 - Official CSI Field Guide, annex 11 - REK CSI Field Guide & annex 12 - CSI Reporting tool.](#)



Figure 6: Overall Child Wellbeing as Impact Objective of Red een Kind

Outcome Level Indicators

Empowerment Scorecard (partly non-negotiable; 4 out of 8 indicators need to be measured): The interventions of organizations supported by partners of Red een Kind often include work with groups of people. Groups of youths, farmers, community members, women, parents or others. While such groups often have specific purposes, they often also have the objective to contribute to empowerment of the members. Getting insight in this process of empowerment enables partners to see if the essential assumption of their ToC can be proven in practice as well. [See annex 13 - Empowerment scorecard reporting tool, annex 14 - Empowerment scorecard manual & annex 15 - Analysis of Empowerment scorecard.](#)

Additional Outcome Indicators (1 required per ToC pathway / thematic area): All partners of Red een Kind have developed their own context-centred ToC, meaning that none of the ToCs of our partner set up are similar. Therefore, the PMEL framework is also tailor-made per partner. Red een Kind is open for sharing good quality outcome indicators and their tools, however partners themselves decide what precise indicators and tools they will use for measuring outcomes. Per outcome pathway in the ToC at least one outcome indicator must be selected.

Figure 7: Empowerment as Outcome Objective of Red een Kind



Output Indicators

The Minimum Output Requirements (non-negotiable) of Red een Kind contain a set of output indicators on various thematic areas. These output indicators need to be reported on for Red een Kind to present some main data in their annual reports. It covers numbers of children and youth supported in various thematic areas. [See annex 20 - REK database multi-annual ME framework](#), this contains a worksheet with Minimum Output Requirements.

Baseline, Mid-term and End-term Evaluations

The baseline provides data for comparison with which later mid-term and end-term results. The mid-term evaluation is very useful for learning and decision-making. Since the project is ongoing at that moment, its recommendations will need to feed decision-making and learning (the mid-term evaluation is free to decide by partner). The end-term evaluation's purpose is accountability and learning (non-negotiable).

For these evaluations examples of ToRs can be found in [annex 18 - ToR Midterm evaluation](#)



& [annex 19 - ToR End Term evaluation](#), these ToRs are open for discussion and additions from partner and Red een Kind. ToRs are initiated by the partners and Red een Kind is involved in finalising the ToRs.

Participatory Toolbox

ReK wants partners to actively involve the target communities in the collection of data for their PMEL frameworks. Therefore, we ask partners to select one tool out of the Participatory Toolbox to be part of the PMEL framework of the program funded by ReK. This means that partners are free to choose which tool of the Participatory Toolbox is most relevant for their program to conduct regularly with the community and track progress in 2016-2020. This tool can be part of the PMEL framework of the partners and thereby becomes an obligatory indicator to report on. [See Participatory toolbox Manual](#).

Collecting qualitative data

As part of the bi-annual reports and the annual reports, partners must select a highly relevant story at the respective moment of reporting, which give a better understanding of the effectiveness, efficiency, impact, sustainability and/or relevance of the program. It must be a written narrative, illustrative for the program. Examples include significant change stories, life stories, success stories and stories about lessons learned. An obligatory annex to the narrative is a high quality photo (minimal 2 MB) of the person(s) mentioned in the narrative.

Additionally to a narrative and a photo, partners can deliver video's as well. Red een Kind can provide assistance in how to tape a good quality video. Videos are not obliged, but ReK can use them very well for informing and inspiring donors.

Sense making, Reflection & Learning

As part of the annual report, partners are requested not only to present the ongoing monitoring that is conducted (according to the M&E framework), but also to sharply analyze this data and see what it means for the program. It is requested that the organization organizes a short session with the program staff and directors where monitoring data is presented, discussed and lessons learned are identified. A short passage on sense making, reflection and lessons learned is listed in the annual plan.

Table 5: Overall View of the Monitoring & Evaluation Tools

| Level of Indicator (Frequency) | Objective | Tool  | Negotiable or non-negotiable |
|---|--|--|---|
| Long-term outcome (3 times in programme life cycle; baseline, mid-term, end-term) | Measure overall wellbeing of children | Child Status Index (CSI) | Non-negotiable |
| Long-term outcome (3 times in programme life cycle; baseline, mid-term, end-term) | | Possible additional non-Red een Kind Donor requested indicators | Non-negotiable |
| Outcome level (3 times in programme life cycle; baseline, mid-term, end-term) | Measure the empowerment process of community groups | Red een Kind Empowerment scorecard | 4 out of 8 indicators non-negotiable ¹ |
| Outcome level (3 times in programme life cycle; baseline, mid-term, end-term) | Measure the other outcome levels of the ToC of the partner | Partners are free to decide what outcome indicator to select, ReK checks quality. | Non-negotiable |
| Outcome level (3 times in programme life cycle; baseline, mid-term, end-term) | | Possible additional non-Red een Kind Donor requested indicators | Non-negotiable |

¹ Only when a program focus on processes of empowerment

| Level of Indicator (Frequency) | Objective | Tool  | Negotiable or non-negotiable |
|---|---|--|--|
| Output indicators (baseline + annually) | Measure the basic output of all Red een Kind funded programmes (accountability) | Red een Kind's Minimum Output Requirements (MOR) | Non-negotiable |
| Output indicators (baseline + annually) | | Programme specific output indicators | Free to use |
| Output indicators (baseline + annually) | | Possible additional non-Red een Kind Donor requested indicators | Non-negotiable |
| Participatory PMEL | Participation of the community in M&E - ownership & empowerment | Two tools selected out of the participatory toolbox ² or being participatory in nature. Empowerment scorecard is already one. | Free to select a Participatory tool, but non-negotiable to have two in |
| Qualitative data | Life stories, Significant change stories | Red een Kind's annual reporting format contains a paragraph on qualitative data | Non-negotiable |
| Sense making, reflection & learning | Making use of the collected data | Organise a reflection session - Red een Kind's annual reporting format contains a paragraph on reflection | Non-negotiable |
| Baseline | Collecting all indicators of the M&E framework | M&E framework, performed by partner itself | Non-negotiable |
| Mid-term evaluation (in the middle of programme life cycle) | Testing the Theory of Change (Learning) | Analysis of full monitoring system + additional research for in-depth learning | Free to use |
| 5 years evaluation/ end-term evaluation (Every 5 years) | Testing the Theory of Change and report of results (Learning & Accountability) | Analysis of full monitoring system + additional research for learning & accountability | Non-negotiable |

² The empowerment scorecard is also part of the Participatory toolbox, so you need one additional tool to be added from the Participatory toolbox.



3.12.4 Reporting to Red een Kind

The ToC and all of the indicators, negotiable or non-negotiable will be presented by the partner in a database. This is an Excel file in which all collected data are presented. It contains the Child Status Index, the empowerment scorecard, all outcome indicators and the minimum output indicators.

There is a standard format for this database ([Annex 17 - Template Multi-annual plan](#) and [annex 20 - REK Database Multi-annual plan](#)), however because of the context specific element of the partners' work each partner will have a tailor-made database. Red een Kind staff will assist the partner to make sure this database contains Red een Kind's non-negotiable indicators and other possible donor requirement indicators.

The updated database must be send to Red een Kind annually for reporting. Reporting is done in January on the previous year. In the beginning of the 5 years cycle a multi-annual planning per indicator is agreed upon as well.

The PMEL database dashboard can be uploaded via a 'partner portal', an online web-based tool that allows partners to enter the dashboards of their PMEL database for reporting purposes. This partner portal automatically feeds into the Red een Kind's ERP system. The full database is also send to Red een Kind by email together with the annual report.