

NATIONAL DEVELOPMENT PLANNING COMMISSION



REPUBLIC OF GHANA

GUIDELINES

FOR THE PREPARATION OF

THE DISTRICT MONITORING AND EVALUATION PLAN

UNDER

**THE MEDIUM TERM DEVELOPMENT POLICY FRAMEWORK
2010 - 2013**

NDPC,
2009

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List of Acronyms & Abbreviations

APR	Annual Progress Report
BECE	Basic Education Certificate Examination
CBO	Community Based Organisation
CSO	Civil Society Organisation
CSPG	Cross Sectoral Planning Group
CWIQ	Core Welfare Indicators Questionnaire
DA	District Assembly
DACF	District Assembly Common Fund
DBO	District Budget Officer
DCD	District Coordinating Director
DCE	District Chief Executive
DFO	District Finance Officer
DPCU	District Planning Coordinating Unit
DMTDP	District Medium-Term Development Plan
DP	Development Partner
DPO	District Planning Officer
GDHS	Ghana Demographic and Health Survey
GLSS	Ghana Living Standards Survey
GPRS I	Ghana Poverty Reduction Strategy
GPRS II	Growth and Poverty Reduction Strategy
GSS	Ghana Statistical Service
HIPC	Highly Indebted Poor Country (initiative)
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MMDA	Metropolitan, Municipal and District Assembly
MLGRD	Ministry of Local Government and Rural Development
MoFEP	Ministry of Finance and Economic Planning
MOWAC	Ministry for Women and Children's Affairs
MTEF	Medium Term Expenditure Framework
NDPC	National Development Planning Commission
NGO	Non-Governmental Organisation
PM&E	Participatory Monitoring and Evaluation
PMU	Project Management Unit
RCC	Regional Coordinating Council
RPCU	Regional Planning Coordinating Unit
TA	Traditional Authority

CHAPTER ONE

1 INTRODUCTION

1.1 Background

The Government of Ghana is committed to prudent management and accountability practices within the public service that result in effective and efficient delivery of services for the benefit of all people living in Ghana. Government is further committed to the Medium Term Expenditure Framework (MTEF) that links resource allocation to the national development policy objectives and the delivery of specified outputs and outcomes.

Monitoring

Systematic collection of data on specified indicators to track the use of resources and progress towards the achievement of stated goals, objectives and outputs

Annually, Government commits significant resources to support a wide range of development interventions that are designed to improve the general standards of living in the country. The Ghana Poverty Reduction Strategy (GPRS I), implemented from 2002 to 2005, was a broad based development strategy for accelerated growth and poverty reduction. It focused heavily on poverty reduction programmes and projects. The emphasis in the Growth and Poverty Reduction Strategy (GPRS II), implemented from 2006 to 2009, was on growth-inducing policies and programmes which have the potential of supporting wealth creation for sustainable poverty reduction. **The current Medium Term Policy Framework is -----.**

All government agencies responsible for the implementation of the programmes and projects of **the new policy framework** should demonstrate, through evidence-based information, that these interventions are having the desired impacts in terms of positively transforming the lives of all targeted beneficiaries. In the context of good public sector governance, the application of Monitoring and Evaluation (M&E) tools to generate reliable and accurate information to help government make sound policies and decisions is becoming increasingly relevant. Indeed, the establishment of a comprehensive national M&E system is key to facilitating the realisation of Ghana's vision of becoming a middle income economy.

The District M&E Guidelines seek to place the practice of monitoring and evaluation within this broader public sector management and accountability framework. Systematic reviews of GPRS I&II implementation produced Annual Progress Reports (APRs) for the years 2002 to 2008. Increased efforts were also made to ingrain the culture of M&E in all agencies of government.

Evaluation

The systematic and objective assessment of the design, implementation and results of an on-going or completed project, programme or policy

The Guidelines underpin the development of an integrated national monitoring and evaluation system. Monitoring the implementation of the District Medium Term Development Plans (DMTDP) from 2010 to 2013 will

be a continuation of the successful and collaborative effort to develop an efficient results-based M&E system for **the new policy framework**. It will not only facilitate the collection, analysis and dissemination of information on performance and outcomes, but will also enable the

National Development Planning Commission (NDPC) and other Ministries, Departments and Agencies (MDAs) to feed the analysis from the District and Regional APRs directly into policy and decision making processes.

1.2 Rationale

There are many reasons for the increasing efforts to strengthen and fully institutionalize an M&E system in Ghana. The core argument for M&E is that services can be continually improved through informed decision making, leading to improved standard of living. The recognition that resources are limited and the ever-rising expectations from citizens for better services are enough reasons to find more cost effective ways of operating so that

Figure 1.1: M&E Pillars



government can do more with less. Civil society, parliament and other stakeholders are also putting accountability pressures on government to publicly report on performances. This is particularly true in Ghana, where government itself has promised to deliver on public sector transparency and accountability. As a result, Government has taken purposive steps to establish and progressively refine the M&E systems in support of its core functions. M&E in the country has therefore shifted from being implementation based (concerned with the implementation of activities) to being results-based (assessing if real changes have occurred).

The Guidelines provide a uniform approach for results-based M&E in all districts. It is primarily meant to institute an effective and efficient system for tracking the progress of programmes and projects in each district. The key outputs from the Guidelines will be the District Monitoring and Evaluation Plans and the Regional and District Annual Progress Reports (APRs). It is also essential to generate quarterly reports. Copies of all the reports should be forwarded to the District Assembly (DA) and other stakeholders including the NDPC through the Regional Planning Coordinating Units (RPCUs).

Systematic monitoring and evaluation of the DMTDP and reporting will show the extent of progress made towards the implementation of **the new policy framework** and will further help to:

- 1) Assess whether DMTDP developmental targets were being met
- 2) Identify achievements, constraints and failures so that improvements can be made to the DMTDP and project designs to achieve better impact
- 3) Identify the appropriate interventions that will increase the responsiveness of targeted beneficiaries
- 4) Provide information for effective coordination of district development at the regional level
- 5) Document lessons learnt from the implementation of programmes and projects
- 6) Improve service delivery and influence allocation of resources in the districts
- 7) Demonstrate results to stakeholders as part of accountability and transparency
- 8) Reinforce ownership of the DMTDP and build M&E capacity within each District

1.3 Structure of the Guidelines

The Guidelines present a step by step process for developing the District M&E Plan. It:

- ☑ Assigns M&E responsibilities
- ☑ Recommends ways of assessing needs and creating the necessary supporting conditions and capacities
- ☑ Recommends ways of developing the M&E work plan and budget
- ☑ Provides a guide on M&E data collection and analysis
- ☑ Stipulates what reports to generate, the reporting times and formats
- ☑ Recommends the preparation of dissemination strategy
- ☑ Explains some of the key concepts and terms used in the Guidelines (Annex A)
- ☑ Proposes a programme for preparing the District M&E Plan (Annex B)

1.4 Process of Developing the Guidelines

The NDPC prepared the Guidelines with inputs from several partners and stakeholders. A first draft was produced after reviewing the previous Guidelines and diverse M&E literature. The second draft was reviewed internally and distributed to others outside NDPC for their inputs. Peers/experts thoroughly reviewed the third draft at a workshop. Comments from the orientation exercises conducted in the regional capitals for the RPCU and DPCU members, representatives from CSOs, development partners and the private sector were also incorporated (yet to be done).

CHAPTER TWO

2 INSTITUTIONAL ARRANGEMENTS FOR DECENTRALISED M&E

Chapter two outlines the institutional arrangements that will support and sustain effective M&E at the regional and district levels. It defines roles and responsibilities of NDPC, other government agencies and officials in accordance with the relevant legal provisions. It lays emphasis on the involvement of traditional authorities, civil society organisations and development partners to create a holistic and participatory approach, effective feedback mechanisms and demand for M&E information.

2.1 Monitoring and Evaluation Mandate and Functions of the NDPC

The National Development Planning Commission of Ghana is the institution established and mandated by Articles 86 and 87 of the 1992 Constitution to guide the formulation of development plans and to undertake the Monitoring and Evaluation (M&E) of the country's development efforts. The NDPC advises the President and Parliament (on request) on the performance of public policy and programmes, their impacts, and on the need for policy reforms. Whereas the National Development Planning Commission Act, 479 of 1994 established the Commission; the National Development Planning (System) Act 480 specifies its planning, monitoring and evaluation functions.

In fulfilment of its constitutional mandate, NDPC is in continuous dialogue with the Ministry of Finance and Economic Planning (MoFEP), the Ghana Statistical Service (GSS), Office of the President, Ministry of Local Government and Rural Development (MLGRD), other MDAs, Development Partners as well as civil society on all planning and M&E matters. For policy formulation, planning, monitoring and evaluation purposes, NDPC also works through Cross-Sectoral Planning Groups (CSPGs). The CSPGs are composed of state and non-state actors drawn from MDAs, academic and research institutions, Civil Society and Non-Governmental Organisations (CSO/NGO), the private sector and selected individuals. The NDPC will continue to organise the CSPGs to define core indicators, review M&E reports and perform other M&E functions.

2.2 The Role of Regional Ministers and District Chief Executives

The Regional Ministers, District Chief Executives and Coordinating Directors are requested to facilitate the work of the RPCUs and DPCUs by ensuring that:

- M&E capacities of the RPCU and DPCU are developed to the required standard
- RPCU/DPCUs are adequately resourced with a vehicle and the necessary logistics to enable them collect, analyse data and generate reports in an accurate and timely manner
- All programmes and projects in the regions and districts are systematically monitored and evaluated

2.3 Monitoring and Evaluation Mandate and Functions of the RPCU

Section 143, Sub-section 2 of the Local Government Act, 1993, Act 462 established the Regional Planning Coordinating Unit to provide a secretariat for the Regional Coordinating Council (RCC) to perform its coordination, monitoring, evaluation and harmonization functions specified under Section 8 of the National Development Planning (System) Act, 1994, Act 480.

The composition of the RPCU derives its source from Section 143, Sub-section 3 of the Local Government Act, 1993, Act 462. RPCU shall consist of 11 members (Box 2.1). To perform its M&E functions effectively, the RPCU should co-opt other sector agency heads, persons from the private sector and civil society organizations whose inputs will be needed. The Regional Coordinating Director shall convene all meetings, issue circulars to the regional sector agencies, etc. The Regional Economic Planning Officer shall manage the RPCU secretariat; maintain the documentation centre, lead monitoring visits, etc. The above mentioned staff will also serve as a link between the RPCU and the RCC. There should be gender balance in the membership of the group.

To fulfil its M&E functions, the roles and responsibilities of the RPCU include the following:

- 1) Provide guidance to the districts in the development and implementation of their M&E Plans
- 2) Demand, collate and evaluate data from district level M&E for utilisation and onward transmission to the NDPC and other stakeholders
- 3) Evaluate, recommend and support capacity building and other M&E needs for the District Assemblies
- 4) Review data and verify inconsistencies
- 5) Support GSS formal survey interventions relating to the new policy framework
- 6) Verify the indicators submitted from the districts through workshops
- 7) Periodically visit key project sites and report on development progress in the Districts
- 8) Facilitate dissemination of the new policy framework and other M&E reports to all the districts and stakeholders
- 9) Ensure that gender equality/equity indicators are clearly outlined in the M&E plans and the information analysed from a gender perspective
- 10) Hold annual workshops to involve all DAs within the region for cross District review of the new policy framework with policy recommendations
- 11) Review and collate the district Annual Progress Reports to produce the regional APR
- 12) Facilitate evaluation of the DMTDPs and make recommendations for policy review at all levels

Box 2.1: Members of the Regional Planning Coordinating Unit

1	Regional Coordinating Director (as Head)
2	Regional Economic Planning Officer (as Secretary)
3	Regional Budget Officer
4	Regional Local Government Inspector
5	Regional Director of Health
6	Regional Director of Education
7	Regional Director of Agriculture
8	Chief Works Superintendent
9	Regional Town and Country Planning Officer
10	Regional Statistics Officer
11	Regional Coordinating Council Nominee

2.4 Monitoring and Evaluation Mandate and Functions of the DPCU

Section 46, Sub-section 3 of the Local Government Act, 1993, Act 462 established the District Planning Coordinating Unit (DPCU) to assist the District Assembly to execute designated

planning functions. The National Development Planning (System) Act, 1994, Act 480 defines the DPCU’s planning, programming, monitoring, evaluation and co-ordinating functions.

In line with Section 46, Sub-section 4 of the Local Government Act, 1993, Act 462, the DPCU shall be made up of a minimum of eleven officers (Box 2.2). To perform its M&E functions effectively, the DPCU should co-opt representatives from other decentralised departments and persons from the private sector and civil society organizations whose inputs will be needed. The District Coordinating Director should lead the Group and be responsible for convening meetings, issuing of circulars to the decentralised sector agencies, etc. The District Planning Officer shall act as the secretary and ensure participation of all stakeholders. There should be gender balance in the membership of the DPCU.

To fulfil its M&E functions, the DPCU shall perform the following roles and responsibilities:

- 1) Directly responsible for the development and implementation of the District M&E Plan
- 2) Convene quarterly DMTDP performance review meetings with all stakeholders. It is important that representatives of the NDPC and RPCU attend the quarterly meetings.
- 3) Undertake periodic project site inspections
- 4) Liaise with RPCU to agree on goals and targets
- 5) Define indicators for measuring change, especially on gender equity and other cross-cutting themes in the new policy framework, such as vulnerability, exclusion and social protection
- 6) Collect and collate feedback from the sub-district levels for preparation of the District APR
- 7) Facilitate dissemination and public awareness on the new policy framework, the Annual Progress Reports and other documents from NDPC at district and sub-district levels.
- 8) Provide support to GSS to undertake district level CWIQ and other national surveys and census
- 9) Produce District Annual Progress Reports and make recommendations for policy review
- 10) Conduct Mid-term and Terminal Evaluations of the DMTDP

Box 2.2: Members of the District (Metropolitan/Municipal) Planning Coordinating Unit

1	District Coordinating Director
2	District Planning Officer
3	District Budget Officer
4	District Finance Officer
5	District Director of Health Services
6	District Director of Education
7	District Director of Agriculture
8	District Director of Social Welfare or Community Development
9	District Physical Planning Director
10	District Director of Works or Engineer
11	Nominee of the District Assembly

2.5 Traditional Authorities (TAs) and CSOs

Traditional Authorities (Chiefs and Queen Mothers), the Youth and Civil Society Organizations (*non- government organizations - NGOs, Community Based Organisations - CBOs, voluntary, professional and faith-based organisations, universities, research institutions, think-tanks, the media, etc.*) can play several roles as producers and users of M&E information. The participation of TAs and CSOs in the DMTDP monitoring can add real value to the process itself and its policy outcomes. Firstly, TAs and CSOs have contacts with the grassroots and are therefore well positioned to express the views and experiences of people whose needs the DMTDPs aim to address. TAs and CSOs can be the source of independent and useful information and perspectives on how the DA and other key government officials are

performing. On the whole, TAs and CSOs can contribute to hold DAs more accountable and responsible for the delivery of goods and services. TAs and CSOs should therefore be involved in the various steps of preparing the M&E Plan and throughout its implementation.

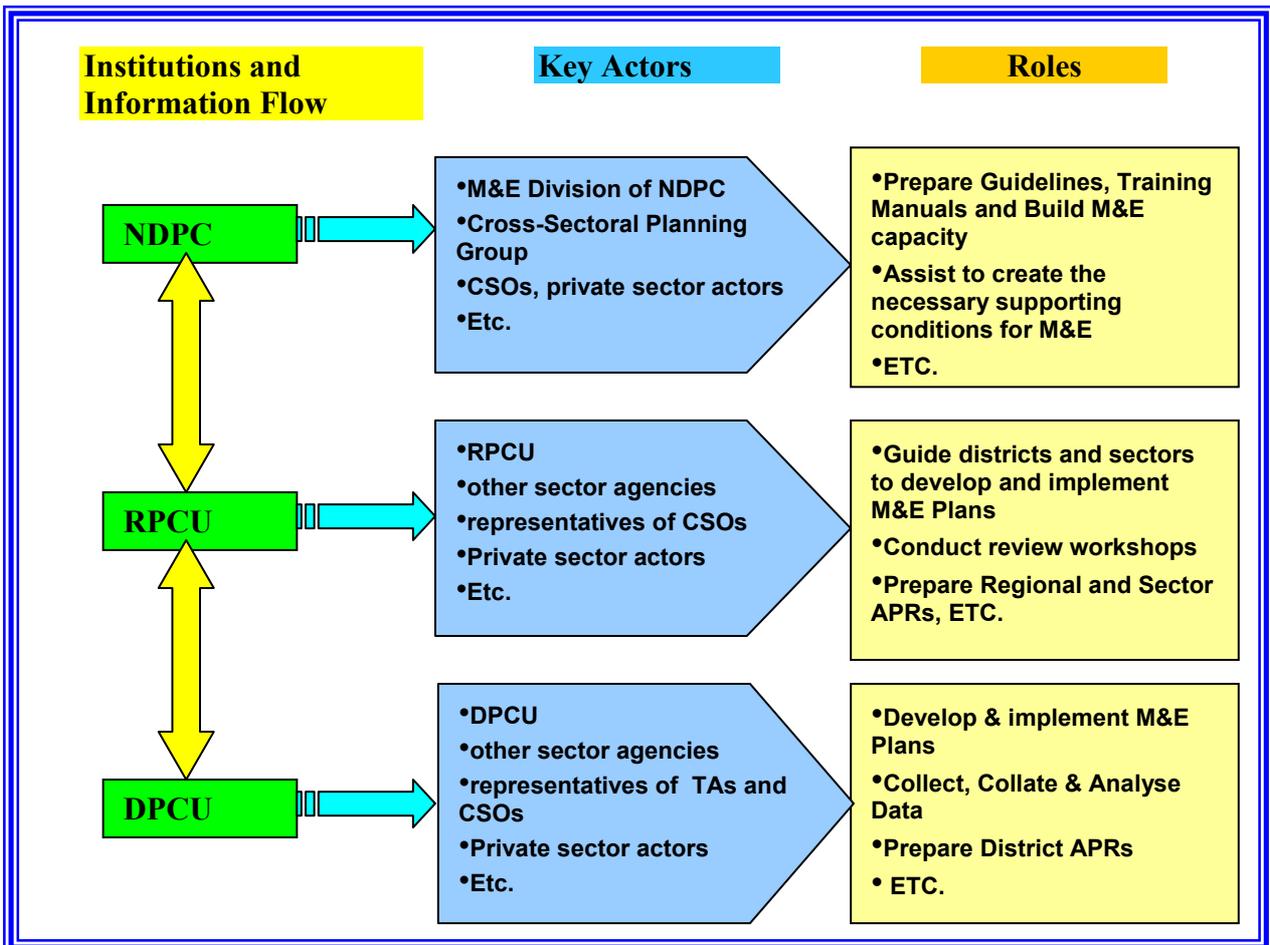
2.6 The Role of Development Partners

Development Partners (DPs) can play a significant role in shaping and enhancing M&E at the district level. Specifically, DPs could:

- 1) Strengthen district-level institutional framework for evidence based planning, monitoring and evaluation
- 2) Provide support to enhance capacity building in M&E for the preparation and implementation of the district M&E Plan.
- 3) Assist government agencies to develop an efficient Management Information Systems (MIS)

The institutional and reporting framework outlined above is summarised in Figure 2.1.

Figure 2.1: Decentralised M&E institutional and reporting framework

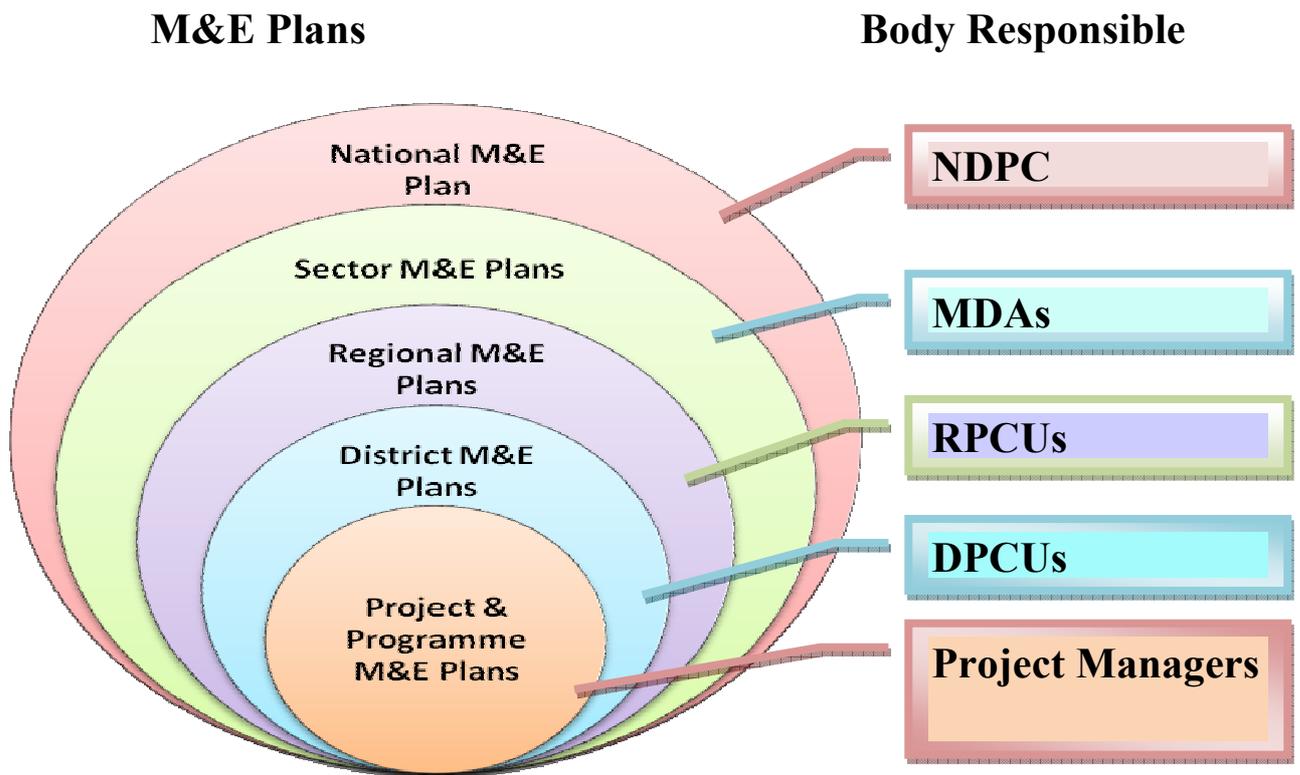


CHAPTER THREE

3.1 The National M&E System

The project and programme M&E form the basis for the district M&E system. Policy implementation happens at this level. It is therefore paramount to ensure that all projects and programmes have effective M&E systems. The National M&E system is a collation of all the M&E plans in the country, from project and programme plans to sector wide plans (Box 3.1).

Figure 3.1: The National M&E System



3.2 The District M&E Plan

The District M&E plan is a concise document that provides a roadmap for how M&E will be conducted. This plan will assist DAs to measure progress toward achievement of the DMTDP goals and objectives in a structured way. It should also provide a clear direction on how specific activities and expected outputs of the DMTDP will be utilised. The plan ought to incorporate components that will make it possible to understand the DMTDP, reflect and learn lessons from its implementation. The process of developing the plan must be as participatory and collaborative as possible. A strong feedback from public hearings is highly recommended. The plan write-up should be kept as simple as possible. Box 3.1 presents a format for the M&E Plan. The plan will require the approval of the District Assembly to ensure that resources are committed for M&E activities.

3.3 Sequence of Activities to Prepare the M&E Plan

The following are the steps to developing the M&E Plan.

**STEP 1:
IDENTIFICATION
AND ANALYSIS OF
STAKEHOLDERS**

An initial activity of the DPCU is to identify and classify all organisations and groups of people with interests in development and poverty reduction in the district. The identification and participation of all stakeholders will lead to sustained capacity building, dissemination and demand for M&E results. See an example of some stakeholders identified in Table 3.1.

Box 3.1: M&E Plan Format	
CHAPTER 1	Introduction <input checked="" type="checkbox"/> Goal and Objectives of DMTDP <input checked="" type="checkbox"/> Purpose of the M&E Plan <input checked="" type="checkbox"/> Implementation Status of the DMTDP
CHAPTER 2	M&E Activities <input checked="" type="checkbox"/> Stakeholders Analysis <input checked="" type="checkbox"/> M&E Conditions and Capacities <input checked="" type="checkbox"/> Indicators & Targets <input checked="" type="checkbox"/> M&E Matrix <input checked="" type="checkbox"/> M&E Calendar (Work Plan) <input checked="" type="checkbox"/> M&E Budget <input checked="" type="checkbox"/> How Data will be Collected and Collated <input checked="" type="checkbox"/> How Data will be Analysed and Used <input checked="" type="checkbox"/> How and when to report on findings <input checked="" type="checkbox"/> How Dissemination will be done <input checked="" type="checkbox"/> Which Evaluations will be done and how <input checked="" type="checkbox"/> How Participatory M&E will be done
CHAPTER 3	Other issues of Relevance to M&E <input checked="" type="checkbox"/> E.g. Collaboration with Development Partners <input checked="" type="checkbox"/> Process of developing the M&E Plan

Table 3.1: Example of some M&E stakeholders and their needs

Stakeholders	Information Needs/Responsibilities
1. Local community	To demand accountability and support data collection
2. District Assembly / Assembly Members	Policy formulation and development planning
3. Regional Coordinating Council	Policy, planning and development coordination
4. Ministries Departments and Agencies	Policy formulation and coordination
5. Parliament / Members of Parliament	To brief constituents
6. Political Parties	To evaluate performance of government
7. Development Partners	To monitor utilization of fund inflow
8. Researchers / Institutions	Input for research
9. Media	Information to the general public
10. TAs and Civil Society Groups (NGOs, CSOs, People with Disabilities, etc.)	To demand accountability and transparency, information dissemination and advocacy

STEP 2: ASSESSING NEEDS AND CREATING THE NECESSARY CONDITIONS AND CAPACITIES

The purpose of this step is to assess the capability of the district to develop and implement the M&E Plan. Assessing the necessary M&E conditions means identifying not just the funds for monitoring and evaluation but also the requisite human resource. It is the process of evaluating the status, conditions, needs and M&E capacity in the district. It also means determining the capacity to manage Information and Communication Technology (ICT). The rationale is to ensure that the appropriate incentives, material and human resources are in place for effective DMTDP implementation, monitoring and evaluation. This process should involve all stakeholders. The crucial roles of the Regional Ministers, District Chief Executives and Coordinating Directors in this process were outlined in Section 2.4. DPCU should use the operational questions in Table 3.2 to develop a Capacity Index similar to the example in Annex B.

Table 3.2: Example of some questions that could guide the situation analysis

Issues	Questions
DMTDP	<input checked="" type="checkbox"/> Is there an approved DMTDP?
	<input checked="" type="checkbox"/> What changes would different stakeholder groups like to see the DMTDP bring about?
Human Resource	<input checked="" type="checkbox"/> What are the capacity and human resource requirements for M&E in the District?
	<input checked="" type="checkbox"/> How many DPCU staff lack the requisite M&E skills?
	What training will be required? E.g. Courses on:
	<input checked="" type="checkbox"/> Monitoring and Evaluation
	<input checked="" type="checkbox"/> Development Planning
	<input checked="" type="checkbox"/> Team and consensus building techniques
	<input checked="" type="checkbox"/> Database management and other computer programs
<input checked="" type="checkbox"/> Report writing	
<input checked="" type="checkbox"/> Facilitation skills	
<input checked="" type="checkbox"/> Etc.	
	Does the district have its entire DPCU staff?
	<input checked="" type="checkbox"/> What technical support (consultancy services) will be required?
	<input checked="" type="checkbox"/> Is there a vehicle for M&E?
Management Information Systems (MIS)	<input checked="" type="checkbox"/> What M&E information must be stored - when, how and for whom?
	<input checked="" type="checkbox"/> What level of computerization is required?
	<input checked="" type="checkbox"/> Are there enough computers and accessories (printers, scanners, LCD Projector, etc.)?
	<input checked="" type="checkbox"/> What expertise will be required to set up the information management system?
Logistics	<input checked="" type="checkbox"/> Is there a documentation centre (with periodicals, acts and legislative instruments, development plans, guidelines, manuals, etc.)?
	<input checked="" type="checkbox"/> What is the situation with regards to office space, incentives, , etc.
	<input checked="" type="checkbox"/> Are there photocopiers, flip charts, etc.
Stakeholders	<input checked="" type="checkbox"/> How is the skill base of the stakeholders identified and their ability to contribute to the M&E plan preparation and implementation
Recommendations	<input checked="" type="checkbox"/> What are the solutions for the challenges identified?

STEP 3: MONITORING INDICATORS

One of the critical steps in preparing the M&E Plan is defining the most appropriate indicators and targets that are achievable and directly related to the DMTDP goal and objectives. Indicators are needed for measuring progress whilst targets are the sign post that will lead us to the stated goal and objectives. NDPC in collaboration with MDAs, RPCUs, DAs and DPs will define some core indicators to be monitored in all districts. In addition to these indicators, district specific indicators based on the DMTDP should be determined through a participatory and collaborative process. It is important to make each indicator Specific, Measurable, Attainable, Reliable and Time bound (SMART). See lead questions in Box 3.2 as a guide.

The core and district specific indicators should also:

- 1) Be categorised into input, output, outcome or impact indicators
- 2) Be disaggregated (where possible) by age, gender, communities, etc.
- 3) Have information on how it will be measured and by whom
- 4) Indicate the frequency of monitoring
- 5) Have targets set for the DMTDP implementation period
- 6) Have baselines (they should be established where they do not exist)
- 7) Have targets set for what can be achieved by 2013 as well as annual targets.

Box 3.2. Lead Questions for defining a SMART indicator

1. Are there areas of overlap in the content of the indicator with that of other indicators or will it measure only this condition or event (**Specific**)?
2. Is the indicator measurable or quantifiable (**Measurable**)?
3. What measurement costs (human and financial resources) does the indicator require (**Affordable and Attainable**)?
4. Will the indicator measure only what it is supposed to measure and produce the same results when used more than once to measure the same condition or event (**Reliable**)?
5. Will the indicator be able to measure changes over time (**Time bound**)?

STEP 4: M&E MATRIX

One of the main features of the M&E plan is a monitoring and evaluation matrix. It shows the linkage of the DMTDP to **the new policy framework** objectives. The matrix provides a format for presenting the input, output, outcome, and impact indicators for each DMTDP objective. It further outlines the methods to be used in collecting data. Table 3.3 shows some key elements of a matrix.

Table 3.3: Example of M&E Matrix

DMTDP Goal: To improve livelihoods through increased food security and incomes								
The new policy framework Objective to Link: Ensure sustainable increase in agricultural productivity and output to support industry and provide stable income for farmers								
Objective 1: To increase and diversify agricultural production in a sustainable way								
Indicators	Indicator Type	Baseline 2009	Targets 2010 - 13			Data Sources	Monitoring Frequency	Responsibility
Percentage (%) increase in yield of selected crops, live stock and fish	Output					MoFA	Semi-annually	MoFA, DPCU
% of households able to meet minimum nutritional requirements throughout the year	Outcome					MoFA	Annually	MoFA, DPCU
Objective 2:								
ETC.								

STEP 5: M&E CALENDAR (WORK PLAN)

A vital component of the M&E Plan is an Annual M&E Calendar or Work Plan. It should be developed through a participatory process. The calendar ought to indicate the time frame and a budget relating to each activity and the actors (who should do what). The calendar must designate specific dates for the various activities. Table 3.3 shows a simplified M&E Calendar.

Table 3.3: Example of M&E Calendar (devoid of essential details)

ACTIVITIES	TIME FRAME				ACTORS	BUDGET
	2010	2011	2012	2013		
DMTDP Evaluations						
Mid-term Evaluation	Start 15 th March 2012				DPCU, +	
Terminal Evaluation	Start 15 th March 2014				DPCU, +	
Specific Evaluations and studies	Start 5 th of July bi-annually				DPCU, ++	
Participatory M&E	Start 25 th April bi-annually				DPCU, +	
Data collection and review meetings						
Quarterly field visits	1 st Tuesday in Mar, Jun, Sept. and Dec.				DPCU, +	
Quarterly review meetings	1 st Thursday in Mar, Jun, Sept. and Dec.				DPCU, +	
Preparation of quarterly reports	15 th of April, Jul. and Oct.				DPCU, +	
APR preparation and dissemination						
Data collation	From 15 th Jan. annually				DPCU, +	
Draft District APR prepared	31 st Jan. annually				DPCU, +	
Draft APR review workshop	15 th February annually				DPCU, +	
Final APR submitted to RPCU/NDPC	28 th Feb. annually				DPCU, +	
Dissemination of District APR	15 th March annually				DPCU, +	

STEP 6: M&E BUDGET

M&E has to date received little priority in DA budgets and comparatively insignificant actual disbursements. It is strongly recommended that all DPCUs draw the M&E budget through a participatory process. The M&E budget is more than just a statement of proposed expenditures; it is as much a statement on whether effective M&E will be conducted or not. Inflated budgets are signals of waste whilst budgets that are too low cast doubts on effective implementation of the M&E plan. As stated in Section 3.2, the M&E budget will require the approval of the District Assembly. Some operational questions to guide the preparation of the budget are presented in Table 3.4.

Table 3.4: Example of some questions that could guide the budget preparation

The key question is whether there is a separate M&E budget and if sufficient resources have been allocated for M&E?

1. What are the human and logistical costs to consider in the budget? E.g.:
 - Staff time** – travel and sitting allowances, facilitating M&E workshops and processes
 - Training events** – venue, travel, accommodation, materials, per diems, course fees, etc.
 - Office equipment** – computer and accessories (hardware and software), etc.
 - Documentation** – Printing and distribution, display boards, services, etc.
 - Technical assistance** – fees such as for: consultants, developing the M&E plan, establishing management information systems, report writing and analysis, editorial assistants, etc.
 - M&E Plan** – Plan preparation, review workshops, training, etc.
 - Materials and Supplies** - Office supplies, stationery, display boards, cost of printing documents and their distribution, etc.
 - Communications** - telephone, fax, e-mail, internet, media, network maintenance, etc.
2. Is there a vehicle for field monitoring exercises?
3. What will it cost to fuel and maintain the vehicle?
4. What will it cost to monitor and evaluate each project?
5. How much will it cost to disseminate the M&E results?
6. What will be the total M&E cost of the plan?

STEP 7: DATA COLLECTION, VALIDATION AND COLLATION

Data on Programmes and Projects

DPCU should compile a register of all ongoing programmes and projects in the district under the auspices of the District Assembly, by MDAs as well as Development Partners and NGOs. This register should be regularly updated with details on each activity such as start-time, costs, location, source of funding, expected completion date, status of project, etc. Box 3.3 shows a simple programme/project report format. As much as possible, the data should also indicate the contributions that programmes and projects are making toward the achievement of the goal and objectives of the DMTDP.

Box 3.3: Programme/Project Register Format

1.	Programme/Project Name
2.	The new policy framework Thematic Area
3.	Sector
4.	Project Description
5.	Project Location
6.	Contractor
7.	Budget, source and type of funding
8.	Date started
9.	Expected completion date
10.	Contract sum
11.	Expenditure to date
12.	Project implementation status
13.	Remarks

Primary Data

The data gathered should be both quantitative and qualitative (Box 3.4) and should include demographic, socio-economic, revenue, expenditure and others as may be requested by the DA, RPCU, NDPC, MDAs and other stakeholders. The data should be categorised into:

- ☑ Process data e.g. operations of the DPCU and sub-district structures, tendering and contract awards, compliance with audit recommendations, etc.
- ☑ Input data e.g. government transfers (DACF, HIPC, etc.) and other transfers from development partners, MDAs, NGOs, IGF, etc.
- ☑ Output data (goods and services provided) e.g. projects constructed, crops and livestock produced, etc.
- ☑ Outcome/impact data (changes in livelihood as a result of certain interventions) e.g. literacy rate, BECE results, infant mortality, etc.

Secondary Data

In addition to the primary data, secondary data should also be collected by the DPCU. Some useful sources of secondary data include NGOs, MDAs and their decentralized agencies: CWSA, MOFA, GHS, Ghana Statistical Service (CWIQ, GLSS, GDHS MICS, other surveys and the National Census reports), etc.

Data Validation

It is important to review all the data collected with stakeholders before and after collation. A data validation forum will ensure that the data is devoid of errors and inconsistencies.

M&E Information System

A well functioning IT-based monitoring information system is required for effective data entry, efficient data processing and easy access to information on the DMTDP implementation.

The Ghana Statistical Service (GSS) in collaboration with NDPC launched the GhanaInfo database in July 2005. Capacities of selected DAs are being built to access and use the database for data collection, analysis and presentation. However, Districts that have not yet received the training should continue to use existing data collection instruments and M&E software at their disposal.

Box 3.4: Quantitative & Qualitative Data

There are two types of data or indicators, both of which are essential for providing a clear picture of progress towards the DMTDP objectives.

- ☑ **Quantitative** data have a numerical value attached to them, e.g. the number of boreholes drilled.
- ☑ **Qualitative** data reflect people's observations, judgments, opinions, perceptions and attitudes of a given situation or subject e.g. reasons why a borehole is underutilized.

STEP 8: DATA ANALYSIS AND USE OF THE RESULTS

It is the responsibility of DPCU to collate all M&E data in each district (including those gathered by the decentralised agencies and CSOs), to analyse and report to the RPCU, NDPC and other MDAs and stakeholders. However, the purpose of the district M&E is not just to produce reports to satisfy regional and national reporting requirements. M&E data only becomes useful when analysed and interpreted to highlight key areas of concern and to identify interventions for development and poverty reduction in the district.

The data should be analysed to show the results being produced by each project. Data analysis will further show how the district is performing with regards to all the indicators (core and district specific) and the critical areas of concern for the general public. Each indicator should be examined and the appropriate action taken to address the findings. Once an indicator has been

highlighted for concern, further exploration should be taken on that issue. The basis for the analysis is to report on the progress of each indicator towards meeting the goal, objectives and targets of the DMTDP and **the new policy framework**.

The data must therefore be analysed in a systematic way so that lessons learned can be fed into the district action plans and the next DMTDP. However, project data analysis and presentation may also depend on the information needs of stakeholders. In spite of that, districts should focus on identifying linkages between the various projects and the goals and objectives of the DMTDP and **the new policy framework**.

STEP 9: REPORTING

After each monitoring exercise, project actors, communities and sector departments involved should be made aware of the key observations and findings. DPCU must brief the DCE, Presiding Member and other DA actors on progress of work, observations and gaps identified. This will allow all stakeholders to take the necessary actions that require redress before the next monitoring exercise. The DPCU will also have to include all the findings and reactions in its Quarterly and Annual Progress Reports. The APR should sum up all the M&E activities in the year. It is recommended that copies of the APR be sent to the DA for discussion. The M&E reports must follow the outline presented in Box 3.5.

Box 3.5: District M&E Report Format

Title Page

- District
- M&E Report for (time Period)

Introduction

- Status of implementation of DMTDP
- Purpose of the M&E for the stated period
- Processes involved and difficulties encountered

M&E Activities Report

- Programme/Project status for the quarter or Year
- Update on disbursements from funding sources
- Update on Indicators & Targets
- Update on Critical Development and Poverty Issues
- Evaluations conducted; their findings and recommendations
- Participatory M&E approaches used and the results

The Way Forward

- Key issues addressed and those yet to be addressed
- Recommendations

STEP 10: INFORMATION DISSEMINATION

A crucial but often forgotten step is planning how the M&E information will be disseminated to relevant stakeholders and decision-makers. Copies of the APR and quarterly reports must be forwarded to the RPCU, NDPC, MDAs and other stakeholders. Sharing the content of these reports with the DA and other stakeholders at the sub-district and community levels will increase the accountability and transparency of the DA as well as displaying commitment to development and poverty reduction. Furthermore, it will boost the commitment of the stakeholders to support development interventions that emerge from the M&E exercise. DPCU should therefore prepare a dissemination strategy.

Some of the dissemination techniques that could be used include:

- Announcements, discussions and broadcast in the local news media e.g. local FM station, local newspapers, etc.

- ☑ Meeting with traditional authorities, representatives of area councils and other opinion leaders. They should be and tasked to take the messages back to their communities after the meeting.
- ☑ Holding of workshops and community meetings at central locations throughout the District.

A mechanism for providing feedback to DA should form part of the dissemination. This will ensure that lessons learnt can be applied to planning and decision making by the DCE, DA and other district authorities. Dissemination should target all the stakeholder groups identified in Step 1.

Figure 3.2 summarises the plan preparation process outlined above and the expected outputs.

3.4 M&E Manual and Training Workshops

NDPC, in collaboration with other stakeholders, has developed an M&E manual. The manual provides detailed information on some key M&E topics. Copies of this manual will be made available to all districts and should be used together with the guidelines.

This manual formed the basis for the capacity building workshops that were organised for the newly created districts in August 2009. The NDPC M&E Manual covers:

- ☑ The legal basis and institutional architecture for M&E in Ghana
- ☑ Understanding M&E (M&E basics)
- ☑ How to define indicators and construct a matrix
- ☑ How to collect and analyse data
- ☑ How to write M&E reports and disseminate the results
- ☑ How to conduct evaluations and PM&E

3.5 Use of Facilitators/Resource Persons

Districts are advised to use members of the DPCUs to prepare the M&E Plan and their APRs. This will reinforce ownership and build capacity within the District. However, circumstances may necessitate the use of consultants and technical advisors. In such cases, DAs should prepare Terms of Reference (TOR) before the recruitment. There is guidance on how to recruit M&E consultants and a model Terms of Reference (TOR) can be found in the NDPC M&E manual.

Figure 3.2: Summary of the M&E Plan Preparation Steps and Outputs



CHAPTER FOUR

4 DEVELOPMENT EVALUATION

The previous chapter stressed the common steps in building a **Monitoring and Evaluation** System. However, the emphasis in this chapter is on the specific role that evaluation can and should play. The NDPC M&E manual provides more detail from the design to methods and how to conduct evaluations.

One of the key features of the district development effort should be a strong commitment to conducting evaluations. Mid-term and terminal evaluations of the DMTDP must therefore be conducted. The DPCU ought to assess the performance of each project when completed to ascertain if the intervention has achieved its original objectives and assess the overall changes caused by the intervention. The DPCU should further examine the relevance of the development effectiveness of all projects with reference to **the new policy framework**. These evaluations will improve decision making and provide insights for effective programme design and implementation.

4.1 The Evaluation Process

The NDPC manual provides details on how to conduct an evaluation. The following is an outline of some key steps to be followed when conducting an evaluation:

- 1) Assess the need for an evaluation (provide the background).
- 2) Develop clear ideas on the rationale and objectives of the evaluation
- 3) Determine the type of evaluation to undertake
- 4) Specify the methods, scope and timing of the evaluation
- 5) Identify and analyze stakeholders
- 6) Consider the costs involved – draw a budget
- 7) Prepare the Terms of Reference (TOR) and contractual agreement based on items 1 to 4. The preparation of the evaluation exercise starts with the elaboration of the TOR. They can be prepared by the DPCU alone or in collaboration with stakeholders. It is important to have a broad agreement on the TOR it will be the basis of the evaluation exercise and more importantly, the formal reference for the consultant or team of consultants to be recruited.
- 8) Discuss the TOR with key stakeholders
- 9) Recruit a consultant or a team in accordance with the provisions in the Procurement Act, 2003, Act 663.
- 10) Commission the evaluation
- 11) Disseminate the results and act on the findings and recommendations

4.2 Types of Evaluations

Evaluations can be grouped under four main categories. However any evaluation could be a ‘mixture’ of the different categories outlined below:

4.2.1 Formative and Summative evaluations

A *formative evaluation* is an evaluation conducted during the implementation of an intervention. It is intended to help rectify and improve the project or programme. A *summative evaluation* is conducted at the end of a project or programme. It provides insights on effectiveness and provides an opportunity to use the best practices identified for subsequent interventions.

4.2.2 Timing of the evaluation

A second classification is based on **the** timing of the evaluation exercise. Four main types can be mentioned: *ex-ante*, *mid-term*, *final (or terminal)* and *ex-post*. An *ex-ante* evaluation is performed before implementation. Examples include: appraisals, needs assessments and feasibility studies. A *mid-term evaluation* is carried out approximately at the middle of the implementation of the project or programme. A *final or terminal* evaluation is carried out at the end, or close to the end, of the project or programme. The fourth option is the *ex-post evaluation*, which is done some time after the intervention has ended.

4.2.3 Who is conducting the evaluation

A third distinction is made according to the person(s) who conduct(s) the evaluation exercise. There are two main categories: *internal and external*. The notions of *independent, self-evaluation and joint evaluation* are also built-in here. An *internal* evaluation is conducted by a unit and/or individuals belonging to the organization, government, department responsible for implementing the project or programme. It is an *independent internal* evaluation if conducted by somebody who did not directly participate in the implementation. It is an *internal self-evaluation* if done by those who are entrusted with the design and delivery of the project or programme.

An *external* evaluation is conducted by someone outside the financier and implementing organizations. External evaluations often require the recruitment of consultants and therefore are certainly the most expensive type.

4.2.4 Technical specification and scope

The fourth group identifies evaluations based on their technical specifications and scope. This is the most diversified and includes: *Programme evaluation, Project evaluation, Thematic evaluation, Impact evaluation, Participatory evaluation, etc.*

4.3 Evaluation Methodologies

The methodologies used in evaluation are diversified and have been subject of extensive literature. Two major methodological approaches can be first identified. However the common practice in development evaluation is to combine both methods:

- ☑ The quantitative analysis relies mainly on statistical data and their basic interpretation. The main challenges of the quantitative analysis are certainly how to ‘humanize’ the numbers, how to consolidate data and their meaning, and how to make the report concise and interesting.
- ☑ The qualitative analysis refers to ‘judgmental’ mechanisms based on observational data. One of the main challenges is the validity and credibility of the observation and judgment made.

4.4 Evaluation Norms and Standards

The theory on evaluation has developed basic principles, norms and standards in order to guarantee the quality, reliability and validity of evaluations. The following are some of the criteria to ensure that evaluations commissioned by the DPCU meet minimum quality standards:

- 1) **Independent** – The DPCU must not impose restrictions on the scope, content, comments and recommendations of any evaluation report. Evaluators must also avoid conflict of interest.
- 2) **Transparent** - The rationale for an evaluation should be clear from the onset (no hidden agenda). Meaningful consultation with stakeholders is essential for the credibility and utilization of the evaluation results.
- 3) **Ethical** – The evaluation should not reflect personal interests. Evaluators must respect the rights of institutions and individuals to provide information in confidence. Evaluators must also be sensitive to local beliefs and customs and to the prevailing social, cultural and physical environment.
- 4) **Impartial**:- The evaluation should be free of political or other biases and deliberate distortions. The evaluation results should be presented with a description of its strengths and weaknesses.
- 5) **Timely** - Evaluations must be designed and completed in a timely fashion so as to enhance the usefulness of the findings and recommendations
- 6) **Relevance** – The evaluation information must be relevant, and written in a simple way.
- 7) **Value for money** - The cost of the evaluation needs to be proportional to the overall cost of the initiative. The DPCU must avoid using expensive methods for data collection when less expensive means could be used.

CHAPTER FIVE

5 PARTICIPATORY M&E

Participatory Monitoring and Evaluation (PM&E) refers to the practice where all key stakeholders are directly involved in the M&E design and implementation process. The methodology used determines the scope and level of participation. The common practice is to involve stakeholders in the selection of indicators, data collection and analysis, implementation of the findings and dissemination of the results.

PM&E is a valuable tool that the DPCU must use to capture perceptions and assess whether interventions have met these expectations, especially of the poor and the vulnerable in society. The starting point to develop PM&E in the district is for the DPCU to promote partnerships between the district assembly and CSOs. A number of NGOs and CBOs are already engaged in participatory M&E and advocacy activities and could be engaged by districts to provide training in PM&E. The DPCU is advised to organise workshops for representatives of NGO and CBOs to discuss how PM&E will be incorporated into the district M&E system.

PM&E consists of a collection of largely qualitative and flexible methods used to involve stakeholders in the entire M&E process, beginning with planning and design to implementation.

5.1 Purpose of PM&E

PM&E should be understood as a district decision management tool. A key purpose of PM&E is to build the capacity of communities to track the progress of its own development. Data are collected on the progress of activities so that the communities can make their own decisions about:

- What is working well;
- What is not working well; and
- How to proceed

PM&E is therefore carried out for purposes of learning, transparency, accountability and improved decision making in the design, during and after implementation of an intervention. It should be viewed as a continuous process and not a one-time event. The DPCU in collaboration with CSOs should work together to come up with indicators that community members can monitor on a regular basis.

For the District Chief Executive, Presiding Member and Member of Parliament, PM&E is a good outlet to interact with CSOs and community members and to demonstrate results to their constituents as part of accountability and transparency.

5.2 Guidelines on Carrying out PM&E

The following is an outline of some key steps to be followed when conducting PM&E:

- 1) Decide on the need for PM&E
- 2) Decide on the PM&E method to use
- 3) Identify the key stakeholders
- 4) Identify a lead facilitator
- 5) Determine the performance questions
- 6) Determine the resources and time available
- 7) Define a TOR for the lead facilitator or consultant
- 8) Train the team to carry out the PM&E

5.3 PM&E Methods

All PM&E approaches recognize the importance of local knowledge in promoting successful community development. They usually create a positive learning environment, deepen public consultation, and provoke thinking and action. They also help release creativity in people and enable people to take a more active role in community projects.

The following PM&E methods have been discussed into detail in the NDPC M&E manual:

- Participatory Rural Appraisal (PRA)
- Citizen Report Card
- Community Score Card

ANNEXES

ANNEX A: Glossary of M&E Concepts and Terms in the Guidelines

Term	Definition
A	
Accountability	Obligation of government, public services or funding agencies to demonstrate to citizens that contracted work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms. Projects commonly focus on upward accountability to the funding agency, while downward accountability involves making accounts and plans transparent to the primary stakeholders. Ensuring accountability is one part of the function of monitoring and evaluation (learning and management are the other two).
Activity	Actions taken or work performed in a project to produce specific outputs by using inputs, such as funds, technical assistance and other types of resources.
B	
Baseline information	Information – usually consisting of facts and figures collected at the initial stages of a project – that provides a basis for measuring progress in achieving project objectives and outputs.
Benchmark	Reference point or standard against which performance or achievements can be compared. A benchmark might refer to what has been achieved in the past, by other comparable organisations, or what could reasonably have been achieved under the circumstances.
E	
Effectiveness	A measure of the extent to which a project attains its objectives at the goal or purpose level; i.e. the extent to which a development intervention has attained, or is expected to attain, its relevant objectives efficiently and in a sustainable way.
Efficiency	A measure of how economically inputs (funds, expertise, time, etc.) are converted into outputs.
Evaluation	A systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply lessons learned to improve future actions, planning and decision-making. Evaluations commonly seek to determine the efficiency, effectiveness, impact, sustainability and the relevance of the project or organisation's objectives. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help partners and funding agencies make decisions.
G	
Goal	The higher-order programme or sector objective to which a development intervention, such as a project, is intended to contribute. Thus it is a statement of intent.
I	
Impact	The changes in the lives of people, as perceived by them and their partners at the time of evaluation, plus sustainability-enhancing change in their environment to which the project has contributed. Changes can be positive or negative, intended or unintended
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable basis for assessing achievement, change or performance. A unit of information

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	measured over time that can help show changes in a specific condition. A given goal or objective can have multiple indicators.
Information management system	A system of inputting, collating and organising data that should provide selective data and reports to assist in monitoring and controlling the project organisation, resources, activities and results.
Input	The financial, human and material resources necessary to produce the intended outputs of a project.
M	
Mid-term evaluation	An external evaluation performed towards the middle of the period of implementation of the project, whose principal goal is to draw conclusions for reorienting the project strategy.
Monitoring	The regular collection and analysis of information to assist timely decision making, ensure accountability and provide the basis for evaluation and learning. It is a continuing function that uses methodical collection of data to provide management and the main stakeholders of an ongoing project or programme with early indications of progress and achievement of objectives.
M&E matrix	A table describing the performance questions, information gathering requirements (including indicators), reflection and review events with stakeholders, and resources and activities required to implement a functional M&E system. This matrix lists how data will be collected, when, by whom and where.
O	
Objective	A specific statement detailing the desired accomplishments or outcomes of a project at different levels (short to long term). A good objective meets the criteria of being impact oriented, measurable, time limited, specific and practical.
Outcome	The results achieved at the level of "purpose" in the objective hierarchy.
Outputs	The tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples of outputs include goods, services or infrastructure produced by a project and meant to help realise its purpose.
P	
Participation	One or more processes in which an individual (or group) takes part in specific decision-making and action, and over which s/he may exercise specific controls. It is often used to refer specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use.
Participatory Monitoring and evaluation	A broad term for the involvement of primary and other stakeholders in monitoring and evaluation.
T	
Target	A specified objective that indicates the number, timing and location of that which is to be realised.
V	
Validity	The extent to which something is reliable and actually measures up to or makes a correct claim. This includes data collection strategies and instruments.
Validation	The process of cross-checking to ensure that the data obtained from one monitoring method are confirmed by the data obtained from a different method.

ANNEX B: Example of a DPCU Capacity and Management Index

Indicators	Score = 1	Score = 5	Score = 10
1. Qualifications of personnel	Most staff do not have the required education	Some staff have the required education	All staff have the required education
2. Staff Compliment	There are numerous key positions that are unfilled	Most key positions are filled but there are still gaps	All positions in the DPCU positions are filled
3. M&E Skills & Knowledge	Most staff do not have the requisite M&E skills and knowledge	Some staff have requisite M&E skills and knowledge	All staff have requisite M&E skills and knowledge
4. Availability of Funds	Funds available do not meet basic cost requirements	Funds available to meet basic costs, but will not allow DPCU to carry out all activities in the M&E plan	Funds available meet basic costs, as well as enable DPCU to carry out all activities in the M&E plan
5. Utilization of Funds	Resources are spent at the discretion of management and not in pre-approved areas	Some resources are spent as approved by the DA, but management continues to direct some funds inappropriately	Resources are spent as budgeted in accordance with the DMTDP
6. Timely Access to Funds	Funds released 12 months behind schedule	Funds released 6 months behind schedule	Funds released on schedule
7. Leadership	Leadership is not able to address development needs due to low motivation, corruption, or lack of qualification	Leadership is able to complete short term tasks, but is not dynamic or able to envision the medium to long term development	Leadership is dynamic and motivates the DA staff and members to work together for long term development
8. Management	The full complement of management is not available, and what is present does not have the skills to direct DPCU activities	Partial complement of management but not able to handle all functions e.g. planning, budgeting, financial reporting, M&E, etc.	There is a full complement of management and technically skilled to handle all functions
9. Workload	Workload is so high that staff have to work overtime to complete even basic administrative tasks	Workload forces staff to work overtime to complete planning and M&E functions	Staff are able to complete all jobs within regular working hours
10. Motivation/ Incentives	Basic central government Motivation/Incentives exist but are not accessible	Some central government motivation/incentives are accessible (training, maternity leave, overtime payment, etc)	Central government motivation/incentives are easy to access and development partners incentives also exist
11. Equipment/ Facilities	Office space, furniture, and other facilities are woefully inadequate	Office space is adequate, but furniture and other facilities are lacking for some staff	All staff have access to appropriate office space, furniture and other facilities
Total Score	11	55	110

NB: The score is a continuum from 1 to 10. The above example provides the worst, average and best case scenarios.

ANNEX C: Proposed Programme for Preparing the District M&E Plan

	PLAN PREPARATION ACTIVITIES	PARTICIPANTS	KEY OUTPUTS
1.	1 ST Meeting after the guidelines orientation workshop to map out the way forward, draw a budget and conduct stakeholders analysis	DPCU, DCE, PM	<ul style="list-style-type: none"> Budget for the plan preparation Stakeholders identified and analysed
2.	2 nd Meeting to assess the M&E needs and conditions in the district and to develop the management and capacity index	DPCU, DCE, PM and representatives from key stakeholder groups	<ul style="list-style-type: none"> M&E challenges and solutions identified and discussed Management and capacity index developed
3.	Two-day workshop to select district specific indicators, establish baselines and targets and to produce the M&E matrix	DPCU and representatives from stakeholder groups (with knowledge on the subject). It is very important to have a facilitator who is up to the task.	<ul style="list-style-type: none"> Complete list of the district indicators (both core and district specific indicators) The district M&E matrix
4.	Two-day workshop to develop the M&E calendar and the budget.	DPCU and representatives from stakeholder groups (with knowledge on the subject). It is very important to have a facilitator who is up to the task.	<ul style="list-style-type: none"> M&E calendar (work plan) M&E budget for the DMTDP
5.	Two-day workshop to work on steps 7 to 10, evaluations and participatory M&E; i.e. how to collect, collate, validate and analyse data. How to use M&E results, report and disseminate the reports, etc.	DPCU and representatives from stakeholder groups (with knowledge on the subject). It is very important to have a facilitator who is up to the task.	<ul style="list-style-type: none"> Write-up on steps 7,8,9 and 10 Write-up on evaluations and the PM&E to be carried out Dissemination strategy
6.	Collation of all the reports from the meetings and workshops into the draft M&E plan	DPCU Secretary (Planning Officer)	<ul style="list-style-type: none"> 1st M&E Draft Plan
7.	A meeting to review the first draft	DPCU, DCE, PM	<ul style="list-style-type: none"> 2nd M&E Draft Plan
8.	Meeting with a wide range of stakeholders to present the 2 nd draft plan	DPCU Secretary and representatives from all stakeholder groups	<ul style="list-style-type: none"> 3rd M&E Draft Plan
9.	Public hearing on the 3 rd M&E Draft Plan	DPCU and general public	<ul style="list-style-type: none"> 4th M&E Draft Plan
10.	4 th M&E Draft Plan submitted to RPCU and NDPC	DPCU Secretary (Planning Officer)	<ul style="list-style-type: none"> Feedback from RPCU and NDPC
11.	Comments discussed and amendments made to the draft	DPCU, DCE, PM and representatives from stakeholder groups	<ul style="list-style-type: none"> Final M&E Draft Plan
12.	Draft submitted to DA for debate and approval (together with the DMTDP)	DA	<ul style="list-style-type: none"> APPROVED DMTDP AND M&E PLAN
13.	M&E plan implementation	DPCU, DCE, PM and stakeholders	<ul style="list-style-type: none"> Quarterly and Annual Progress Reports