

SEAPRO Documentation Series
Southeast Asia and the Pacific Regional Office

PME Pack No. 1

PLANNING, MONITORING AND EVALUATION
Experiences from South-East Asia

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I. INTRODUCTION

The purpose of this pack is to present some of SCF's experience in planning, monitoring and evaluation in the South-east Asia region. The document attempts to complement SCF's Toolkits, fill some gaps and provide some examples of using PM&E in practice. This compilation of resources is based on a number of staff training events in planning, monitoring and evaluation carried out by SCF staff in various South-east Asian countries between 1993 and 1996, including two regional workshops on the "Project Cycle", held in November 1993 and September 1995.

II. OVERVIEW MATERIALS

A. Definitions

Activity: The actual work to be undertaken in order to achieve the objective

Aim/Goal: What the project or programme hopes to achieve in the long-term. It is often very broad.

Assessment/Appraisal: Process of gathering information, analysing it, then making a judgement on the basis of the information. In our context, it is used to mean something which takes place early on in a programme. A project proposal may be assessed or appraised.

Baseline Information: Information, consisting of facts and figures, which provides a basis for planning programme development and evaluating progress.

Baseline Measures: Measures taken before something begins, in order to have a basis for comparison when evaluating progress later.

Bias: Something which influences, distorts or prejudices.

Case Study: An intensive and detailed analysis and description of an event, programme situation, condition or organisation in the context of its environment.

Cross-check: To verify information by comparing with parallel or supplementary data.

Data: Facts and information collected for a special purpose.

Evaluation: An assessment, as objective as possible, of how the project is going, how well participants are doing, and what effect it is having on intended beneficiaries. It is an assessment at one point in time of the impact of a piece of work and the extent to which stated objectives have been achieved.

Feedback: Any information about the results of a process (monitoring, evaluation and staff review are different feedback systems). Open and honest feedback is essential for learning.

Impact: Outcome of the result of activities; net effect of activities on economic and social status. The criteria (key pieces of information) which relate to aims and objectives and which serve as standards for assessing project progress.

Indicator: Gauge or standard against which change is measured.

Informant: Any person who provides information.

Information System: Ways of collecting, analysing and communicating information for a specific purpose.

Inputs: Resources, human and material, provided to a project in order to achieve planned

objectives.

Method/Strategy: The way of proceeding or doing something.

Monitoring: The systematic and continuous following of - or keeping track of - activities to ensure that they are proceeding according to plan. It is the systematic and continuous assessment of the progress of a piece of work over time. It is the process of collecting and analyzing information, and of using that information to improve the project. It is a tool for identifying strengths and weaknesses in a project and for making good and timely decisions.

Needs Assessment: A process by which needs are identified and priorities decided upon.

Objective: Intended achievements and/or desired results which are specific, measurable, achievable, realistic and timebound (SMART).

Outputs: Goods, products, services or changes generated by project activities, aimed at achieving planned objectives.

Participation: A process in which an individual (or group) decides to take part in specific decision-making and action, and over which he/she may exercise specific controls.

Participatory Evaluation: A systematic evaluation process in which participation is sought in initial decision-making, planning, implementation, summary and analysis, and in the use of results.

Process: How and whether activities are being carried out.

Programme: Collections of projects within the same sector, theme or geographical area, to which a coordinated approach is adopted.

Proxy: A substitute.

Quantitative: Information which is numerical, having to do with quantity.

Qualitative: Information which is descriptive, having to do with quality.

Relevance: The extent to which something is appropriate for a particular purpose.

Reliability: The extent to which something can be relied on and trusted to be of consistent quality when used repeatedly.

Review: The assessment at one point in time of the progress of a piece of work. The basic purpose of a review is to take a closer look at a piece of work than is possible through the process of monitoring.

Sampling: The process and technique of studying part of something to gain information about the whole, and the particular methods of analysing information collected.

Survey: A structured way of looking at something.

Sustainability: The continuance, by "insiders" of project/programme after the majority of the inputs from "outsiders" have ceased.

Systematic: Doing tasks in an ordered and structured way.

Target Beneficiaries: Identified group of people intended to benefit/gain from the project.

Triangulation: a form of cross-checking by gathering information on an indicator in different ways and by using different sources of information.

Validity: The extent to which something is reliable and actually measures or makes a correct statement about that which it claims to.

B. Overview of Project Cycle

(add from project cycle document)

III. PLANNING, MONITORING AND EVALUATION AREAS

A. Developing a Monitoring System

1. Define the objectives of the monitoring system

- 👉 Who needs it?
- 👉 Why do they need it?

2. Develop the monitoring system

- 👉 Clarify project aims and SMART objectives
- 👉 Select key indicators to monitor progress of activities and impact of project
- 👉 Design appropriate tools which collect quality information which will be used to improve the project

3. Collect information

- 👉 Regular record keeping
- 👉 Checklists
- 👉 Continuous assessment
- 👉 Participatory methods
- 👉 Spot checks
- 👉 Surveys

4. Analyse information

- 👉 Quantitative and qualitative analysis
- 👉 Continuously, periodically or irregularly

5. Present and share information

- 👉 Feedback to whom
- 👉 Meetings
- 👉 Reports
- 👉 Visual methods

6. Use the information

- 👉 Incorporate into planning
- 👉 Adapt and revise project
- 👉 Institutional learning
- 👉 Basis for evaluation or review

7. Maintain and improve the system

- 👉 Resources
- 👉 Training
- 👉 Support
- 👉 Supervision
- 👉 Review and revise system

B. Matrix for Developing a Monitoring Tool

Indicator:

Information	How?	Who?	When?
Collection			
Analysis			
Presentation			
Use			

C. Review of Monitoring Systems

The following list of questions can be usefully employed to review and improve project monitoring systems.

- 👉 Describe the monitoring method/tool
- 👉 What is the purpose of the monitoring tool
- 👉 Which indicators are used?
- 👉 Are they relevant?
- 👉 Are they timely?
- 👉 Who collects the information?
- 👉 Who analyses the information?
- 👉 Who presents/reports/shares the information?
- 👉 Who receives the information?
- 👉 Is the information used? For what and how is it used?
- 👉 Strengths of monitoring tool
- 👉 Weaknesses of monitoring tool
- 👉 Suggestions for improvement

D. Project Review

1. Structure of project review

- 👉 Concept/framework
- 👉 Objectives
- 👉 Methods/tools
- 👉 Expected outcome (main findings)

2. Decide on focus of project review (eg, participation and impact)

- 👉 Define the Concept
- 👉 Be Aware of Different Interpretations and Implications
- 👉 Specify the Abstract

3. Tips for good practice

- 👉 Importance of History and Evolutionary Perspective of Organisation and/or Activity.
- 👉 Key Questions - Related to Objectives and Suitable to Methods Adopted.
- 👉 Understand and Learn from Experience before Drawing Conclusions & Lessons.
- 👉 Sensitivity to Information and Respondents.
- 👉 Integrated Approach to Issues and Project Impact.
- 👉 Be Aware of Assumptions.

4. Key lessons learned from review of SCF's M&E systems

Lasting Benefits for Children:

- 👉 Lack of "child-specific" indicators
- 👉 Need for specific indicators & information generated from monitoring system to monitor progress in this area

Different Agendas: SCF, partners, beneficiaries

- 👉 How to address these differences? How to develop an effective M&E system that enables us to address project objectives and impact in a situation where there can be differing objectives and expected impact among actors.

Capacity-building: How to build capacity among partners and beneficiaries on M&E? How to learn from partners and evolve relevant M&E systems and methods based on experience (of SCF & Partners)?

Use of Information: by SCF, partners and beneficiaries. Skills and expertise at all levels to analyse information generated by monitoring system and using it for "scaling-up" and sharing "lessons learnt" and influencing policy.

Feedback: How to develop effective mechanisms for obtaining feedback on project and its impact from non-participating actors - external agencies, NGOs, government, etc.?

Reporting: systematic and streamlined vis-a-vis flexible and evolving reporting on project experience and impact. How to balance these two levels?

Direction of Project: SCF-driven or NGO/partner-driven?

Project Objectives and Indicators: Need for constant re-definition and concretization in

keeping with the evolving nature of the project and its impact.

Validity of Information: how to cross-check information generated by the monitoring system? How to check accuracy, validity and reliability of the information?

Who benefits from the M&E system? SCF, partner, beneficiaries, others?

Participation: Role of partners, beneficiaries in the design, usage and development of our M&E system? How to build on available expertise? How to effectively share our expertise as an international agency?

E. Indicators for Measuring Programme Achievement

1. Impact Indicators

Interventions in all sectors, health, education, economic development, and sustainable agriculture contribute to improvements in social, economic, and health status, as measured by the following impact indicators. Our ability to attribute impact to specific activities, interventions or sectors, and our ability to assess the costs and benefits of each, will provide information to make better decisions about programme directions and resource allocations.

Reductions in mortality:

- 👉 Infant mortality rate (IMR)
- 👉 Child (1-4 year) mortality rate (CMR)
- 👉 Maternal mortality rate (MMR)
- 👉 Under five mortality rate (U5MR)
- 👉 Age specific death rates

Reductions in fertility:

- 👉 Age specific fertility rates (ASFR)
- 👉 Total fertility rate (TFR)

Reductions in morbidity:

- 👉 Morbidity rates, by cause
- 👉 Per cent change in nutritional status
- 👉 Per cent change in pollutants in surface water

Improvements in economic and social status:

- 👉 Per cent change in household income
- 👉 Per cent change in household expenditure on health, education, food, and fuel (energy)
- 👉 Per cent adults literate/numerate
- 👉 Per cent change in school-aged children enrolled in school
- 👉 Per cent change in completion of primary school
- 👉 Per cent change in employment
- 👉 Change in role relations, positions and hierarchies; equity, power and participation

Empowerment and gender:

- 👉 Indicators for mortality, morbidity, and economic and social status sorted by gender

Impact on children (child indicators should be disaggregated according to gender):

- 👉 Per cent change in school attendance
- 👉 Per cent change in school performance
- 👉 Per cent change in drop out rate
- 👉 Per cent change in workload (quantity and quality)
- 👉 Per cent change in nutrition (quality and quantity)
- 👉 Per cent change in morbidity
- 👉 Per cent change in mortality
- 👉 Per cent change in material living conditions

2. Sustainable Agriculture

Impact Indicators:

- 👉 Per cent change in nutritional status and mortality, associated with agricultural production
- 👉 Per cent change in household income, associated with agricultural production
- 👉 Per cent change in household expenditures on health, education, food, and fuel
- 👉 Per cent change in time spent gathering firewood
- 👉 Per cent change in pollutants in surface water
- 👉 Per cent change in families with access to food throughout the year

Indicators by Sub-sector:

Crop production (staple food crops):

- 👉 Per cent who have an increase in yield
- 👉 Per cent who use improved seed
- 👉 Per cent who have a reduction in expenditures on food crops
- 👉 Per cent who use recommended practices
- 👉 Per cent who use extension services
- 👉 Per cent who increase food consumption

Horticulture (fruits and vegetables):

- 👉 Per cent who established fruit trees and home vegetable gardens
- 👉 Per cent with increase in green vegetables in their diet (by season)
- 👉 Per cent who correctly use composting techniques
- 👉 Per cent involved in profitable horticulture enterprises

Animal husbandry (livestock and poultry):

- 👉 Per cent who have increases in flock or herd size
- 👉 Per cent who have improved breed animals
- 👉 Per cent who correctly use veterinary methods
- 👉 Per cent who are involved in profitable animal husbandry businesses
- 👉 Per cent who have improved fodder/feed production

Aquaculture (fish):

- 👉 Per cent who establish and use fish ponds
- 👉 Per cent who are involved in a profitable fisheries business

Apiculture (bees):

- 👉 Per cent who keep bees
- 👉 Per cent involved in profitable apiculture business

Agroforestry:

- 👉 Per cent who can explain benefits of agroforestry systems
- 👉 Per cent who reduced time spent gathering firewood
- 👉 Per cent who established contour hedgerow plantings
- 👉 Per cent who use nitrogen fixing trees to increase soil fertility for fodder and crop production
- 👉 Per cent who planted trees on their farm

Forestry:

- 👉 Per cent change in hectares of forests
- 👉 Per cent change in presence of indicator plants (as compared to vegetation of undisturbed forest)

Water resource management:

- 👉 Per cent who have access to potable water for livestock
- 👉 Per cent who use irrigation systems
- 👉 Per cent families with a change in their yield per hectare

Soil resource management:

- 👉 Per cent families with reductions in top soil loss
- 👉 Per cent families who stabilised or increased soil productivity as compared to similar untreated soils
- 👉 Per cent families who practice soil conservation measures on their land

Produce storage and preservation:

- 👉 Per cent who reduced food losses in storage
- 👉 Per cent who increased income from produce after storage (preservation as compared to fresh sales)

Integrated pest management:

- 👉 Per cent who correctly use integrated pest management methods
- 👉 Per cent who reduced use of chemical pesticides

Access to land (land reform):

- 👉 Per cent who have increased access to land
- 👉 Per cent change in land ownership
- 👉 Per cent women with land title
- 👉 Per cent women who manage their profits
- 👉 Per cent women who decide which crops to grow

Empowerment:

- 👉 Gender differences in all of the above indicators

3. Education**Impact Indicators:**

- 👉 Per cent change in mortality and morbidity associated with education
- 👉 Per cent change in income and employment associated with education
- 👉 Per cent change in expenditures in education, health, and food due to education
- 👉 Per cent change in literacy and numeracy

Indicators by Sub-sector:***Early childhood education:***

- 👉 Per cent enrolled in early childhood development programmes
- 👉 Per cent parents involved in early childhood development programme activities
- 👉 Per cent children testing high for "school readiness"

- 👉 Per cent increase in children who complete programme

Primary education:

- 👉 Per cent enrolled in primary school, by grade
- 👉 Per cent of cohort completing primary school
- 👉 Per cent literate/numerate after completing primary school
- 👉 Per cent change in drop out rate by grade
- 👉 Per cent repeating by grade

Vocational training:

- 👉 Per cent increase in employment and income
- 👉 Per cent competent in the new skill
- 👉 Per cent completing training

Non-formal education, literacy, continuing education:

- 👉 Per cent literate
- 👉 Per cent numerate
- 👉 Per cent completing education programme

Women's empowerment, gender focus:

- 👉 Sub-sector indicators by gender
- 👉 Health status indicators related to the level of female education
- 👉 Change in attitude towards female education
- 👉 Per cent females seeking non-traditional vocational skills or studies
- 👉 Per cent of "active" women's groups
- 👉 Per cent women involved in children's school activities

4. Economic Development

Impact Indicators:

- 👉 Per cent change in household income
- 👉 Per cent change in employment rate
- 👉 Per cent change in family expenditures for health and education
- 👉 Diversification of local economy

Indicators by Sub-sector:

Credit, loans, in-kind credit:

- 👉 Per cent increase in access to credit
- 👉 Per cent increase in loans dispersed
- 👉 Loan repayment rate
- 👉 Per cent change in average loan size and loan term
- 👉 Formation of credit groups

Savings:

- 👉 Per cent increase in number of persons with savings accounts
- 👉 Per cent increase in participation in savings groups
- 👉 Per cent with increase in amount of savings

Small-scale enterprise and income generation:

- 👉 Per cent of unemployed/under-employed persons who obtained jobs through small-scale enterprise activities
- 👉 Per cent of persons involved in profitable enterprises
- 👉 Per cent of persons involved in new and/or non-traditional income opportunities

Empowerment, gender focus:

- 👉 Sub-sector indicators sorted by gender
- 👉 Change in attitudes, skills, cooperation with others
- 👉 Change in role relations, positions and hierarchies
- 👉 Per cent of economic development activities and funds allocated for women
- 👉 Per cent increase in the number of women's economic associations and cooperatives

5. Health

Impact Indicators:

Reductions in mortality:

- 👉 Infant mortality rate (IMR)
- 👉 Child (1-4 year) mortality rate (CMR)
- 👉 Maternal mortality rate (MMR)
- 👉 Under five mortality rate (U5MR)
- 👉 Age specific death rates

Reductions in fertility:

- 👉 Age specific fertility rates (ASFR)
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Reductions in morbidity:

- 👉 Morbidity rates, by cause
- 👉 Per cent change in nutritional status
- 👉 Per cent change in pollutants in surface water

Indicators by Sub-sector:

Prevention of immunisable diseases: measles, tuberculosis, pertussis, diphtheria, polio, and tetanus:

- 👉 Immunisation coverage rates by antigen, by age of children
- 👉 Tetanus toxin immunisation coverage rates for women

Management and prevention of diarrhoea:

- 👉 Per cent who correctly managed a case of diarrhoea (ORT, liquids, etc.)
- 👉 Per cent of mothers who can recognise severity of illness and know appropriate action to manage the illness
- 👉 Per cent who have and use latrines
- 👉 Per cent who have access to potable clean water
- 👉 Per cent children who used/are using bottle for feeding

Growth monitoring, nutrition:

- 👉 Per cent of children weighed regularly
- 👉 Per cent of children in each grade of nutrition
- 👉 Per cent of all children who were growth faltering, who are now gaining weight
- 👉 Per cent of mothers who recognise the signs of growth faltering, and know appropriate action to take
- 👉 Per cent change in micronutrient and vitamin deficiencies (iodine, vitamin A, etc.)

Breast-feeding, weaning:

- 👉 Per cent children who have ever breast-fed
- 👉 Per cent breast-fed exclusively for the first 4 months
- 👉 Per cent children who received foods additional to breast-milk after 4th month
- 👉 Per cent infants who were given colostrum (first milk)

Women's reproductive health:

- 👉 Per cent using modern method of family planning
- 👉 Per cent births attended by trained person using hygienic and safe delivery practices
- 👉 Per cent change in women with anaemia
- 👉 Per cent change in infections during pregnancy (malaria, STDs, AIDS, etc.)

Prevention of low birth weight, prevention of perinatal and neonatal mortality:

- 👉 Per cent women who smoke or drink "in excess" during pregnancy
- 👉 Per cent of women receiving at least XX prenatal visits
- 👉 Per cent babies born low birth weight
- 👉 Per cent change in neonatal death rate and miscarriage rate
- 👉 Per cent change in neonatal tetanus deaths

Reductions of endemic diseases:

- 👉 Per cent reduction in incidence of endemic diseases

Empowerment:

- 👉 Indicators noted above sorted by gender

6. Sustainability and Participation

Indicators for sustainability and participation can be adapted to all sectors

Institutional/managerial:

- 👉 Partners carry out management of programme
- 👉 Collaboration with and phase over to existing governmental or non-governmental institutions
- 👉 Withdrawal of external management
- 👉 Community members/groups make decisions at community meetings
- 👉 Community groups formed around agricultural, health, educational or economic development issues or aims

Financial:

- 👉 Fundraising capability of partner
- 👉 Community fund pays for community inputs (resources, labour...)
- 👉 Income or profit from economic development activities used for community development efforts

Behavioural:

- 👉 Number of families adapting new practices and behaviours
- 👉 Number of community members who did not directly participate in programme activities, but who adapted agricultural, health, education, or economic development practices
- 👉 Per cent change in use of existing extension services
- 👉 Per cent change in the number of individuals who use extension services

Policy and influencing:

- 👉 NGO consortiums formed around specific issues (eg, land legislation, credit & savings, education, ethnic minorities, HIV/AIDS, disability, sustainable upland farming, child nutrition, child rights, sustainable health systems...) to influence policy and practice
- 👉 Number of policies to promote sustainable agriculture developed by NGOs or government organisations
- 👉 Community and government support (political, social and financial) for programme activities
- 👉 Adaptation of strategies, philosophy, and systems by other institutions as a result of information sharing and dissemination
- 👉 Replication of model programmes by other institutions
- 👉 Change in government policy and laws as a result of advocacy work

F. Content Analysis

Content analysis is a useful way to classify and analyse field information that is present in the organisation's files and reports. The table below provides a frame for conducting a content analysis.

Name of File or Report	Sources of Information Used	Method of Information Collection Used	Nature of Information	Roles of Staff and Beneficiaries

IV. Country Programme Experiences with Planning, Monitoring and Evaluation

Complete information packs (including description and tools) on each of these examples are available through SCF's SEAPRO office in Bangkok.

A. Integrated Education in Thailand

1. Stakeholders:

National Committee:

- 👉 Primary Education Department
- 👉 SCF (Project Coordinator)
- 👉 Foundation for the Blind
- 👉 Representative Budget Bureau

Provincial Committee:

- 👉 Governor
- 👉 Social Welfare
- 👉 Public Health
- 👉 Non-formal Education
- 👉 Secondary Education
- 👉 Primary Education

Working Group:

- 👉 Primary Education Department Director
- 👉 Supervisory Unit Head
- 👉 Project Coordinator
- 👉 Supervisor

2. Purpose/use of the monitoring system:

- 👉 Identify the needs of partner organization and the management practices, provide with information and support
- 👉 Establish close relationship
- 👉 To mobilize resources of Integrated Education
- 👉 To ensure maximum lasting benefit

3. Who uses the information?

- 👉 SCF and partner organization

4. Strengths and weaknesses of the monitoring system:

Strengths:

- 👉 Elaborate monitoring structure
- 👉 Able to identify appropriate support fit to the real need
- 👉 Able to identify internal resources
- 👉 Able to share experiences from the project
- 👉 Develop close relationship
- 👉 Participatory/two ways communication

Weakness:

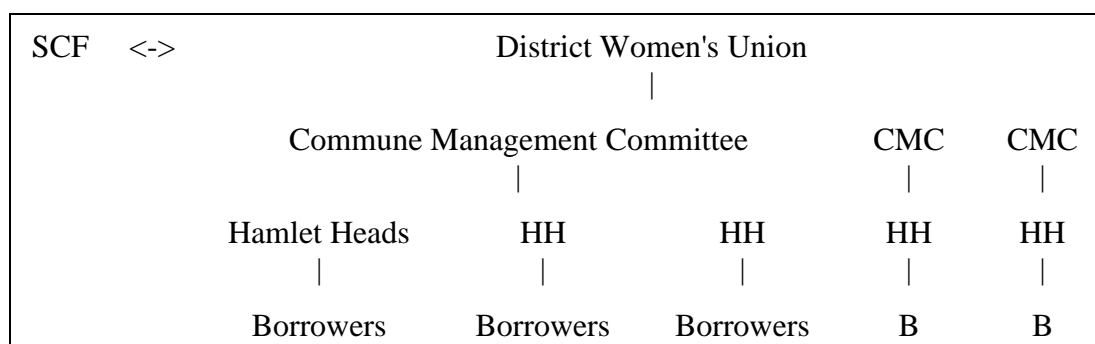
- 👉 Need to clarify objective of sustainability and identify indicator for it
- 👉 Need to improve information gathering process, data from the community (cross-checking)
- 👉 Need to tighten structure at working group level
- 👉 Need to focus on needs assessment to check the quality of education

B. Credit and Savings in Vietnam

1. Purpose/use of the monitoring system:

- 👉 Used as management tool to monitor efficiency and effectiveness of project outputs and performance. Well designed forms for information collection - clear roles and responsibility of all actors for collection and analysis of information.
- 👉 Well developed indicators for general impact assessment eg. increase in income and management capacity building etc. In the process of developing child specific indicators to measure impact on children.
- 👉 Used as a system to learn from experiences (meetings, feedbacks, periodic reports etc.), document (six monthly reports translated for various users), share with other NGOs in Vietnam (not much regionally)

2. Who uses the information?



3. How is the information used?

SCF:

- 👉 Monitor progress and plan future steps
- 👉 Identify weaknesses in the programme
- 👉 Share information with other NGOs
- 👉 Produce reports for HQ, others
- 👉 Others

Partners:

- 👉 Identify weaknesses and future plan
- 👉 Manage the inputs, training, financial control

4. Strengths and weaknesses of the monitoring system:

Strengths:

- 👉 Clear implementation and monitoring plan
- 👉 Most indicators well defined and easy to measure (SMART)
- 👉 Roles/responsibility clear
- 👉 SCF knows limitations, continuous reviews

Weaknesses:

- 👉 Hierarchical structure - not sure about two way flow
- 👉 DWU agenda may be different
- 👉 Not well defined indicators for measuring impact on children

C. Ethnic Minorities in Vietnam

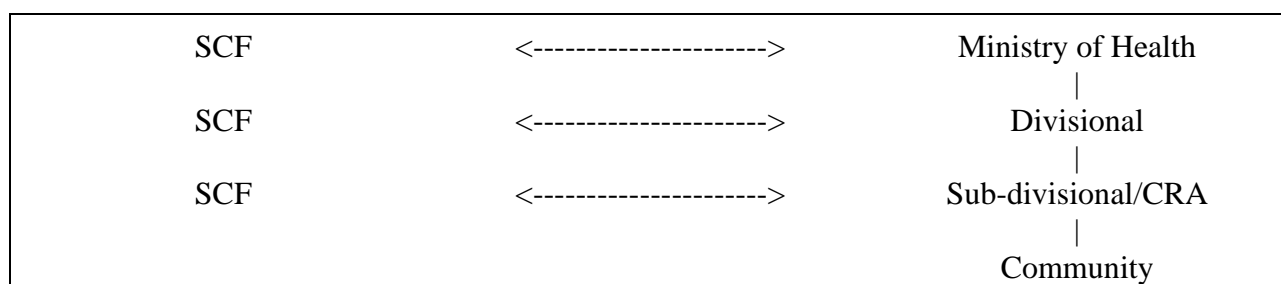
Monitoring	Evaluation
Purpose: Programme management: ☞ Ensure the projects were implemented according to the design ☞ Reporting ☞ Know the development of the programme ☞ Learn lessons	Purpose: ☞ Measure impact ☞ Reports ☞ Learn lessons to design new programmes
What was monitored? ☞ Project outputs and performance	What was evaluated? ☞ Impact ☞ Participation ☞ Organization ☞ Sustainability
Who monitored? ☞ SCF and District Management Board	Who evaluated? ☞ SCF staff ☞ Technical consultants
Who uses the information? ☞ SCF and District Management Board	Who uses the information? ☞ SCF
How? ☞ Report writing ☞ Planning	How? ☞ Report writing ☞ Planning
Process: <div style="text-align: center;"> SCF District Management Boards (3) Communes (7) Hamlets (10) Households (100) </div>	(same)
Strengths: ☞ Quantitative achievement in terms of geographical area ☞ More actors are mobilized at the district and commune levels	
Weaknesses: ☞ One way communication ☞ Information not always verified ☞ Different interests and objectives at all levels ☞ Monitoring system was not clear to the partners	Weaknesses: ☞ Indicators are designed during the evaluation period, not in the planning stage

D. Disability Programme in Fiji

1. Purpose/use of the monitoring system:

- 👉 Identify project needs
- 👉 Establish networking
- 👉 Mobilize support at different levels
- 👉 Identify project constraints

2. Who uses the information?



3. Use of information:

- 👉 Obtain feedback
- 👉 Planning of activities
- 👉 Training purposes
- 👉 Influencing policy

4. How is information used?

SCF

- 👉 Project management
- 👉 Feeding information to child related agencies

Partner:

- 👉 Level of policy

5. Strengths and weaknesses of the monitoring system:

Strengths:

- 👉 Systematic information flow
- 👉 Key roles of CRA
- 👉 Analysis of information
- 👉 Coordination with other government/NGOs

Weaknesses:

- 👉 Effectively use other forum for feedback for project development especially at community level
- 👉 Danger of stereo-type reporting

E. Early Childhood Development and CEDC in the Philippines

No formal M&E for the programme, depends largely on partners.

1. Purpose/use of the monitoring system:

Monitor general impact of work of partners (projects), not so much of SCF programme.
Monitor efficiency and effectiveness of project outputs and performance among partners, through:

- 👉 monthly meetings with partners
- 👉 visits/interviews/discussions
- 👉 trip reports by POs/discussion in monthly PSM
- 👉 bi-annual reports from partners

2. Who uses the information? SCF and Partners

3. How is the information used?

SCF:

- 👉 Analyse progress
- 👉 Write trip reports and annual field reports
- 👉 Write case studies/articles

Partners:

- 👉 Make reports
- 👉 Evaluate SCF funded projects
- 👉 Monitor their activities
- 👉 Produce advocacy materials

4. Strengths and weaknesses of the monitoring system:

Strengths:

- 👉 Joint planning and monitoring by SCF/Partners
- 👉 Ownership by partners/own capacity to monitor and evaluate

Weaknesses:

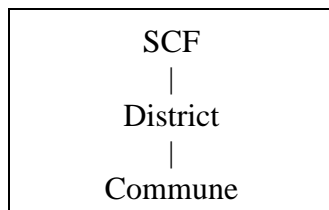
- 👉 No system of monitoring SCF programme as against the projects
- 👉 Large numbers of complicated indicators
- 👉 No clear objectives and indicators for SCF programme

F. Health Finance Programme in Vietnam

1. Purpose/use of the monitoring system:

- 👉 Update status of project progress
- 👉 Basis for further steps based on lessons learnt
- 👉 Enhance the motivation and interest in supervision
- 👉 Measure impact of project

2. Flow of monitoring system:



3. How is the information used?

SCF:

Management reasons:

- 👉 follow-up progress
- 👉 recommendation
- 👉 conducting monitoring on commune level
- 👉 basis for medical donation (basic medical equipment)
- 👉 reports

District:

- 👉 Basis for putting emphasis on next activities in the commune health station
- 👉 Accurate information/proper recording
- 👉 Proper/effective supervision

Commune:

- 👉 Improvement of system
- 👉 Identify activities to be done in order to be more systematic