MONITORING & EVALUATION

Minimum Standards and Guidelines

NORWEGIAN REFUGEE COUNCIL
NRC

GUIDELINE COMPASS

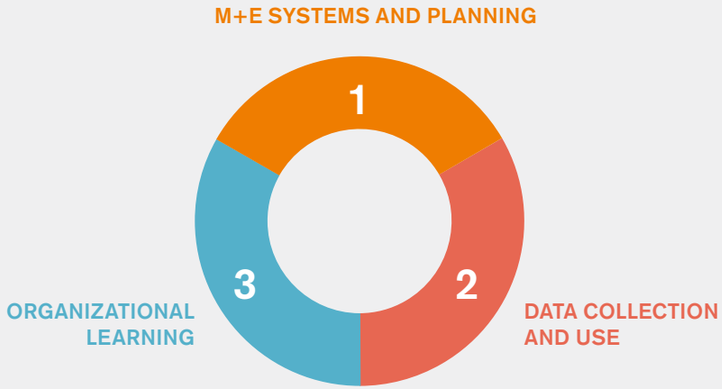

TABLE OF CONTENTS

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Monitoring and Evaluation at NRC:
Quality Programs, Accountability, and Continuous Learning

NRC is committed to measuring and understanding program performance as an integral part of providing quality humanitarian assistance. Our approach to monitoring and evaluation addresses three central questions:

- Are we on track and progressing towards our goals?
- Are we making a meaningful difference?
- How can we improve, or do better?

These questions include concerns about program relevance, timeliness, efficiency, effectiveness, and beneficiary acceptance.

The **primary purpose** of monitoring and evaluation is to **improve service provision** and **program impact** for people affected by displacement. Systematic collection of evidence on 'what works' (or is not working) is critical to *flexible and responsive program management, learning* from our success and challenges, and *accountability* to beneficiaries and other stakeholders. Understanding program performance supports better decision-making, which leads to stronger program design and organizational strategy.

WHY HAVE GUIDELINES AND MINIMUM STANDARDS?

The *NRC M+E Guidelines and Minimum Standards* outline standard practice for M+E at NRC. They equip staff across the organization to gather and use data for better program management and learning. The **minimum standards** reflect M+E best practice in humanitarian contexts. They are required for NRC Head Office and all country operations. The **guidelines** describe different ways to achieve the standards and should be adapted to specific contexts.

Supporting **modules** and accompanying **toolkits and templates** provide detail on how to implement the guidelines. These include examples from the field and, in some cases, in-depth guidance notes. A reference section for external resources is also available. This section assists staff in navigating different questions about humanitarian M+E and offers advice on ways to address common challenges.

HOW TO USE THE M+E GUIDELINES AND MINIMUM STANDARDS

The M+E Guidelines and Minimum Standards should be used to:

- Understand **what** to include in an M+E system and standard M+E practice, and **why** it is important.
- Learn **how** to apply the guidelines in different contexts.
- Identify **who** is responsible for different parts of M+E in the organization, and ways to clarify additional **resource requirements** (time, money, skills and technical capacity).
- **Highlight areas for support.** This document provides a guide on how to structure and conduct M+E. It does not, however, answer every question or provide nuanced interpretation for the different contexts in which NRC operates. Readers are encouraged to contact HO for technical support and discussion.

Where Are M+E Resources in 2014-2015?

The *NRC M+E Guidelines and Minimum Standards* (2014) are available in **printed copy** and **online** in the *M+E Web Book.* The full set of supporting modules, toolkits and templates, CO best practice examples, and the resource library can be found online in the *M+E Web Book.*

The M+E Web Book :
http://me.nrc-handbooks.org

Password:
nrc123

M+E the NRC Way

This section introduces the 'NRC Way' for M+E – **what** we do, and **why** we do it.

MONITORING: What and Why

Monitoring is a **continuous process** of data collection and analysis during project implementation, or shortly after a project ends (6 months to 1 year). The purpose is to track program *progress towards* and *achievement of* **results** and **quality**. At NRC, monitoring measuring *output* and *outcome* level results, and the quality of goods and services provided.

Monitoring data are used to:

- Support program **management**; identify if programs are 'on track' or if they should adjust during implementation.
- Measure the **effectiveness** of a program, e.g. does a community-driven approach to shelter contribute to more relevant and appropriate housing solutions.
- Trigger or inform evaluations and studies.
- Influence **program design** based on previous lessons learned.

Photo: Norwegian Refugee Council / Shahzad Ahmad

EVALUATION: What and Why

Evaluation **occurs periodically**, during key points in the project cycle. Evaluations assess strategic questions on the extent to which programs or country offices achieved longer term **impact and sustainability,** operate **efficiently**, and are **relevant**. Evaluations often occur after implementation, but they can also occur during implementation (e.g. during mid-term evaluations). NRC also conducts **in-depth studies** that require a more rigorous approach to data collection and analysis than is typical of most humanitarian M+E (e.g. program policy research).

Evaluations are used to:

- Answer questions about the positive or unintended **impacts, sustainability, relevance**, and/or **efficiency** of a program or country-office operation.
- Assess the **effectiveness of different approaches** to program design and implementation, e.g. which works better to promote the development of youth livelihood skills – apprenticeship programs or institute-based workshops?
- Inform **strategy and policy.**
- Develop a culture of **learning and innovation**.

Monitoring and evaluation (M+E) is the collection, analysis, and use of information on *progress towards* and *achievement of* program goals.

Monitoring and evaluation are connected, but distinct. They share a common purpose: to support flexible and responsive program management, enable continuous learning, and enhance accountability to beneficiaries and other stakeholders.

THE M+E FRAMEWORK

M+E at NRC is based on a global M+E framework that supports decision-making in *different ways across the organization*. It is our foundation for M+E practice. The approach emphasizes the **connection** between data collected during project *monitoring*, with program, country office, and organizational *evaluation* practice.

This translates into how NRC 'does M+E':

- **Project** results and quality monitoring, after action reviews
- **Program and country office** evaluations, emergency response reviews, and studies
- **Organizational** evaluations
- **Program Strategy** Assessments (global)
- **Annual Learning Reviews** (global)

What is in the Global M+E Framework?

Important components of the new global M+E framework include:

- **The Core Performance Indicators (CPIs)**, developed using a **theory of change** approach to measure program results and assess contribution to change.
- Creation of **quality assessment** tools, designed to facilitate inclusion of technical standards and cross-cutting areas of program quality (gender, environment, and protection mainstreaming) into initial program design and to monitor their implementation.
- Diversification and development of evaluation functions at NRC that build on program monitoring information and respond to strategic questions. This includes the introduction of **after action reviews, emergency response reviews, program strategy assessment,** and the **annual learning review.**

HOW DOES M+E MEASURE PERFORMANCE?

NRC measures performance by assessing a program's **contribution** to change. There are many reasons why a situation improves, or worsens, for a population. We seek to understand what the change is, and how or why our programs drive and influence that change.

To understand whether, and how, our programs work, we need *evidence* that:

1. Shows **what** changed for the beneficiaries. And if there was change, by how much or at what scale?

   For example, did food consumption improve? How much did it improve, and for how many people?

2. Shows **how and why** our program contributed to that change, and whether the contribution was important.

   Using data to show that a situation changed does not mean that our program caused the improvement. To answer this question, our M+E system **must monitor** and evaluate the *process* of change.

It is not enough to measure one or two outcome indicators that show a change before and after the project. Demonstrating results requires *evidence* that goods and services we provide are *linked* to the change we observe.

To do this, we develop a **theory of change** that maps how we believe our services improve lives. We use M+E data to *measure* and *check* if what we assume about a *process* of change actually happens. And, if not, why not?

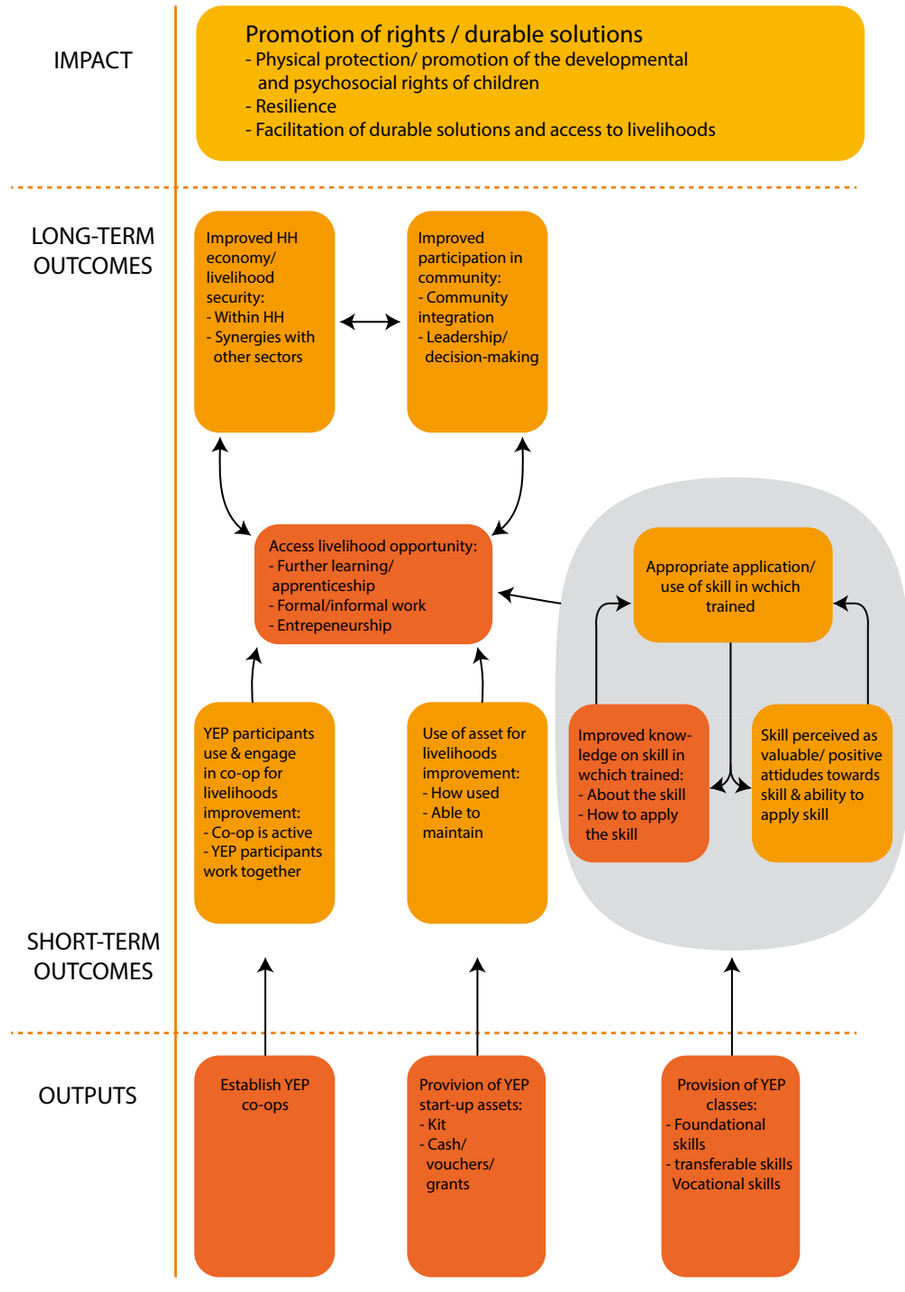
Why this approach?

At the heart of M+E lies a fundamental question: Did our program make a meaningful difference? The question drives us to ask **what** changed, and **why** and **how** the change happened.

A contribution approach is *not the only way* to measure performance. But, in the context of humanitarian aid, it is the best approach for three reasons:

- **Timely feedback:** Following a theory of change for routine monitoring provides useful 'early warning' information that may be used to **adjust programs during implementation** to ensure they reach their goals.
- **Accomplishing results**: Monitoring and evaluating the process of change provides information needed to ***link* the services we provide** to the **results** we aim for. It helps us understand whether, and how, *our* programs contributed to change.
- **Connecting and improving information:** In an M+E system, measuring and assessing our contribution to change is a strong way to **connect monitoring data** with **evaluation practice.** Evaluations start with a program theory of change and use it to form the right questions and analysis on impact, sustainability, relevance, and efficiency.

Example Theory of Change: Youth Education Pack



WHAT DO WE MEAN BY 'EVIDENCE'?

M+E should produce credible evidence that supports delivery of quality programs. Or, data collected should be good enough to use for making important decisions. This requires the collection of **accurate and timely data** that enable **relevant analysis.**

Our approach to M+E is built on **five evidence principles** that define our priorities for performance measurement as a humanitarian organization:

1. **Contribution:** We assess the contribution of our goods and services to the outcomes and impact we hope to achieve. We structure M+E around a theory of change. See above and Section 2 below for more on theory of change.

2. **Appropriateness:** Methods used for data collection and analysis are appropriate for the context and the skills of NRC staff. M+E provides information needed to manage implementation, as well as demonstrate results.

3. **Flexibility:** M+E systems in the field, and globally across NRC, must adapt to different contexts, resources, and needs. M+E provides information that supports flexible programming and improves our ability to respond to and adapt services in unpredictable circumstances.

4. **Participation:** The M+E process involves beneficiaries and partners in the decision-making and ownership of which results are measured, identifying appropriate methods for data collection, and how data are analysed and interpreted.

5. **Triangulation:** We combine a variety of methods (e.g. focus-group discussions, surveys, mapping) and sources (beneficiaries, local partners, project documents) in data collection in order to strengthen the accuracy and usefulness of information.

For more on data quality and analysis, see Section 2 below and Module 4 in the M+E Web Book.

Why an 'Approach' to Evidence and Measurement?

Across the humanitarian sector, we have ways of describing a set of **beliefs** and their **implications for action.** For example, we speak of a 'rights based approach' in contrast to a 'welfare approach' in program policy. This approach emphasizes actors in aid as rights holders and duty bearers, versus the need for charity.

M+E also has different approaches to common questions. The choice of one approach over another is determined by organizational values, the context of our work, and the type of information needed in that context. M+E in a development agency, for example, is different compared to a humanitarian organization.

The approach used for M+E has **practical consequences.** These include the required **technical skill** set of staff doing M+E, the **time** and **money** it will cost the agency, how quickly **information** is available, and if data are **trustworthy** (or not) enough to use.

Defining an approach is the first step in creating an M+E system that responds to field realities and needs, promotes a culture of evidence- and results- based management, and encourages learning across the agency.

THE M+E SYSTEM AND PROGRAM MANAGEMENT

Our approach to M+E addresses information needs at different stages of program management, including program design and planning, implementation, and review and evaluation.

Program Design

NRC's M+E system supports program design in three ways:

- A theory of change is developed during the program strategy and **Macro Logical Framework Approach (MLFA**) process. These include **indicators** to measure results.
- **Quality assessment** tools used for monitoring are linked to the program design process, integrating technical standards and gender, protection, and environment mainstreaming into program planning and development.
- **Reflection** on monitoring data and **lessons learned** from evaluations on previous projects are important to program design.

Implementation

NRC monitors progress towards and achievement of **results** and **quality** during program implementation, or shortly after program closure:

- We assess how programs contribute to improved protection, resilience, and durable solutions.
- We use **indicator tracking** for output and outcome measurement, and **quality assessment**s to monitor whether NRC goods and services meet our technical standards and cross-cutting concerns (e.g. gender mainstreaming).
- We prioritize indicators and data collection methods that are consistent with the needs and realities of field operations. Emphasis is placed on flexibility, triangulation, and beneficiary participation.

Core performance indicators provide a comparative and aggregate measure of program outputs and a structure for consistent outcome analysis across the organization. These data inform NRC evaluation planning, support from head office to the field, and agency-wide performance measurement.

Review and Evaluation

NRC conducts a variety of review and evaluation activities across the organization:

- Country offices develop evaluation plans as part of the country strategy process, with a policy that all countries have an independent evaluation at minimum once over a three-year cycle. All evaluations include **'evidence case studies'** on areas of strategic importance to NRC and involve a management response process once an evaluation is complete.
- NRC is developing the use of **internal reviews** (e.g. After Action Reviews and Emergency Response Reviews) and strategic core competency studies as part of our evaluation work.
- Bringing together learning from across all NRC evaluation activities, NRC conducts an **Annual Learning Review** that features key areas of reflection for organizational strategy and program development.

Photo: Norwegian Refugee Council / Christian Jepsen

NRC Minimum Standards for M+E

M+E Area	Minimum standards	Modules and Toolkits
Systems and Planning	• Country offices complete a set of governing M+E SOPs. SOPs are updated every year. • 'Theory of change' is incorporated within the Macro LFA and used for developing program M+E plans. • COs allocate sufficient financial resources for operating M+E systems. Identifying a financing strategy is part of the M+E SOPs.	Module 1 'M+E Systems and Planning' NRC Budget Instructions Horn of Africa M+E Framework (CO Best Practice)
Monitoring	• NRC country offices track core performance indicators (CPIs). CPIs are reported to HO quarterly. • Data collection includes voluntary and informed consent. • Programs collect sex-disaggregated data for CPIs. • Baseline values are established for project beneficiaries within two months of implementation for indicators that *require baselines*.	Core Competency Monitoring Toolkits Module 1 'M+E Systems and Planning' Informed Consent Checklist and Template GORS Reporting Guidelines
Evaluation	• HO analyses reported CPI data quarterly and once annually. Data are discussed with the Geographical and Core Competencies sections *each quarter.* • Evaluation is included in the country office strategy. Plans follow NRC policy on evaluation frequency. • Annual Learning Reviews are conducted and shared across NRC.	Module 7 'Organizational Learning' Module 6 'Evaluations' NRC Evaluation Policy

NRC minimum standards for M+E improve data quality and enhance accountability. Compliance with the standards will be part of internal audits in 2015.

ROLES AND RESPONSIBILITIES FOR THE M+E MINIMUM STANDARDS

Everyone has a role in M+E. This includes development of systems, planning, data collection and analysis, and using evidence for action and improvement.

The table below provides a quick overview of the primary responsibilities for different positions in the field and at regional and head offices.

Country Operations

Country Directors	• Establish priority for M+E in a country office • Lead discussion and development of country approach to M+E staffing and financing • Final approval of CO M+E SOPs • Initiate evaluations and lead discussion on their importance for the annual plan during the country strategy sessions • Ensure action and use of indicator data and evaluation recommendations to inform programming and country management
Program Management	• Develop the program theory of change and program log frame in the Macro Logical Framework Approach (Macro LFA) • Develop M+E plans (program and project) • Establish priority and ensure action on data collection, analysis, and use • Initiate after action reviews, evaluations, and program studies
M+E Units	• Lead overall development, coordination, and quality control for CO M+E systems and practice • Provide technical support and capacity building on M+E planning, data collection and management, and analysis • Facilitate presentation and interpretation of data for use and action • Facilitate and support internal reviews and evaluations, program studies, or coordination of external evaluations
FAM, HR, Logistics, and Security	• Support recruitment of program and M+E staff with required skills for country office M+E priorities • Support development of M+E financing plan and implementation through project budgets • Coordination with M+E activities on required logistics and security protocol

Head Office / Regions

HO Core Competencies	• Review macro LFA for coherence and compliance to program policy • Review and action on reported indicator data • Support to development, and use of quality assessments • Initiation and participation in evaluations, contribute to TORs and steering committee, support to management response • Lead on the Program Strategy Assessments
RO and HO Geographic Sections	• Review macro LFA for coherence and alignment with country strategy • Review of project proposals for adequate M+E planning and resourcing • Review and action on reported indicator data • Initiation and participation in evaluations • M+E inclusion in CO strategy discussions, e.g. evaluation plans, staffing, etc.
HO M+E Advisers	• Develop framework, policy, and guidelines for M+E across NRC • Provide technical support and capacity building to staff at Head Office, Regional Sections/Offices, and Country Operations • Global analysis and reporting on core performance indicator data • Facilitate and support internal reviews and evaluations, program studies, core competency assessments, and coordination of external evaluations

M+E Guidelines and Practice

NRC emphasizes **six central guidelines** for useful and efficient M+E practice. These cut through the technical details and provide an anchor for every M+E activity or stage in the project:

1. Establish an *accountable system* for M+E planning and action at country and program levels
2. Secure adequate financial and human *resources*
3. *Integrate* M+E into daily work and project activities
4. Link *data collection* with analysis and decision making
5. Use a *mixed methods* approach to performance measurement
6. Monitor the *process* of change, as well as the amount of change

These guidelines support **flexible** and **appropriate** M+E activities, providing information that helps programs respond and adapt to changing needs and circumstances. They encourage **beneficiary participation**, and highlight the need to understand **contribution** and use **triangulation** – or, the use of mixed data sources and data collection methodologies.

This is vital to whether M+E helps answer our most basic and important questions: Are we progressing towards our goals? Do our programs make a meaningful difference? How can we do better?

USING THE M+E GUIDELINES

The M+E Guidelines clarify how to implement NRC's approach to M+E. They build on the Minimum Standards, providing more detail on ways to apply and adapt M+E in different contexts. This includes:

SECTION 1 • M+E SYSTEMS AND PLANNING:
Developing M+E SOPs; M+E in the **project cycle and theory of change**; M+E **resourcing**; integrating **ethics and accountability** into M+E practice.

SECTION 2 • DATA COLLECTION AND USE:
Data collection and **analysis** in monitoring; and types of **evaluation designs**; key points on **evaluation policy**. Includes important points on **quality data** and **meaningful analysis**.

SECTION 3 • ORGANIZATIONAL LEARNING:
Dedicated moments during the program cycle and organizational calendar to use M+E data, and integrate learning into decision-making events.

1 M+E SYSTEMS AND PLANNING

SECTION 1:
M+E systems and planning

Systematic planning is the foundation of good M+E. This section of the guidelines outlines steps for establishing country wide and program level M+E systems.
It consists of three parts:

1. Overview of M+E systems
2. Country office strategy and planning
3. Program strategy and planning

Primary Users	Purpose and Target Message	M+E Web Book Resources
CD C Finance F Program Management and M+E P/M	Monitoring and evaluation is a **system**, connecting country wide and program strategy to project level information gathering and analysis. Decisions made at a country level have direct consequences for program M+E, and vice versa. When establishing an M+E system, address country-wide and program-level concerns together. After planning is complete, data collection and analysis can be addressed.	Module 1 on Systems and Planning: Explains how, addresses common questions. Planning and SOP toolkits: Practical tools that can be used. Included with Module 1. Reference documents: Best Practice Examples from DRC, the Horn, South Sudan, Palestine, Jordan, and more!

Key Guidelines for M+E Systems and Planning

1. Create an M+E SOP for the country office and revise annually. SOPs should include country-wide and program-level M+E strategy and planning.

2. Budget for M+E. SOPs should include a financing strategy, and a plan for how this strategy is implemented through projects. Consider resource requirements for outcome monitoring that happens after the grant ends. Cross-cutting budgets are recommended.

3. Know who is responsible for what. Clarify staffing structure for M+E, and include M+E skills in the ToRs of different positions. Any dedicated M+E staff should be external and cross-cutting, not hired within project line management.

4. Include country-wide standards for beneficiary participation and M+E ethics (gender, informed consent, confidentiality, validated data) in the M+E SOPs. These standards should be reflected in the program M+E plans for data collection and use.

5. Identify evaluation plans and needs during the Country Strategy process. Document these plans in the Balance Score Card and M+E SOPs. Update as needed in the SOPs after program strategy development and project startup.

6. Use grant opening meetings as a way to improve coordination for M+E.

7. Create a program theory of change. M+E cannot measure results if a program does not know what it wants to achieve, or why. This is done during the Macro Logical Framework Approach (Marco LFA) process.

8. Use correct definitions for result levels in the Macro LFA, project log frames, and the M+E matrix tool. Everyone should know the difference between an output, an outcome, and impact.

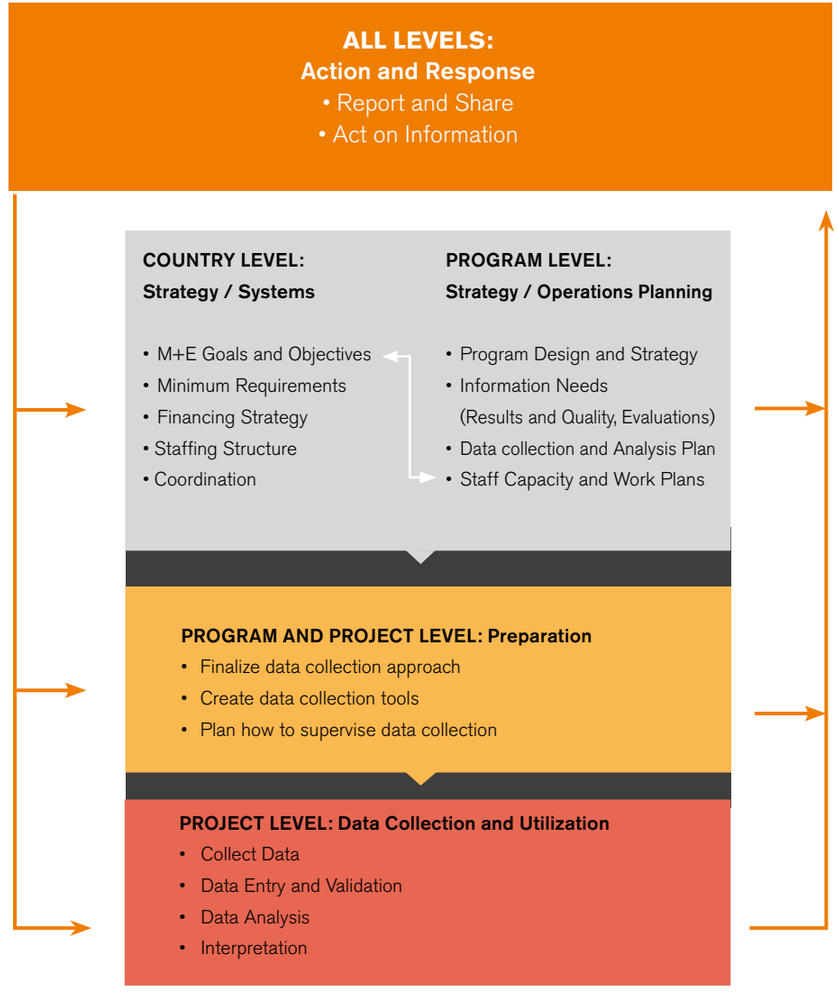
9. Create program M+E plans. This includes using an M+E matrix to identify how data will be collected and used, M+E work plans to address who does what for each task in the M+E process, and indicator profile sheets to clearly define indicators and establish plans for how the data are used in project management. These are annexed in the SOPs.

OVEVIEW OF M+E SYSTEMS

Monitoring and evaluation is not an activity, a set of indicators, or a reporting tool. **M+E is a system**, connecting country office and program **strategy** to project-level **information gathering** and **analysis**.

The diagram below illustrates the different components of an M+E system.

M+E SYSTEMS AT A GLANCE



M+E AND PROJECT MANAGEMENT

To understand how M+E works as a system, it is important to also understand its role in project-cycle management. As a project moves from design and startup, through implementation, and finally to closure/review and evaluation, information gathered in M+E *informs what happens next.*

In this way, M+E not only documents the progress of a project, but is an **essential element of reviewing strategy, managing project implementation**, and **creating an evidence base for action.**

Why this is important

COs need to finalize M+E planning before projects start implementing. This requires a protocol for planning and action at the country-office and program levels. Then, programs can begin preparation for project data collection. This will produce the information needed at project, program, and country-office levels.

SOPs include a section on the required M+E actions for each stage of the project cycle. All SOPs include 'collection of baseline data for indicators measuring change' as a required action.

Photo: Norwegian Refugee Council / Shahzad Ahmad

M+E in the Project Cycle

Stage of the Project Cycle	M+E Process
Project Design	1. **Review learning** from previous project, including information from M+E activities. 2. **Clearly define the project objective, and the results a project hopes to achieve.** This is done by creating a *theory of change.* 3. **Develop and define relevant indicators.** *This includes the use of the core performance indicators in each program.* Start creating the data collection and analysis plan at this time. 4. Identify if an **evaluation** or **review** will be used for the program.
Startup (Time before or immediately at implementation)	5. Finalize monitoring **data collection and analysis plan.** Start thinking about this during indicator selection and project design (#3 above). 6. **Establish a baseline** *within 2 months of starting implementation.* Exact timing for baseline data collection can vary, depending on the project.
Implementation	7. **Collect data from different sources, using different methods.** NRC uses a 'mixed method' approach for data collection and monitoring. 8. **Analyse, interpret, and share findings**. Data collected should be data used. *Report core performance indicators to HO.*
Closure and Review	9. **Review and evaluate**. Reflect on program achievements and lessons learned, and use this information to *shape the next phase of programming.*

A full checklist with more detail on the M+E related questions and process for each stage of the project cycle is available in Module 1, 'M+E systems and planning.'

COUNTRY-WIDE STRATEGY AND PLANNING

The following guidelines cover key actions and decisions for M+E at a country-wide level. Decisions affect all programs, and require support from finance and human resources.

Create M+E SOPs

M+E systems start, and function, through the *creation* and acceptance of a protocol for planning and action. This begins at the country and program level, and continues into individual projects. Every country should have M+E **standard operating procedures** (SOPs) that *define the purpose and principles for M+E,* and *establish the documents, staffing, and resources needed* to operate an M+E system. The SOPs should also clearly establish a plan of action for data collection, management, and analysis for each program.	**Module:** Module 1: Overview of what to include and why. **Tool:** M+E Matrix M+E Work Plan Budget Allocation Table **CO Best Practice:** NRC Horn of Africa M+E Framework

Photo: Norwegian Refugee Council / Shahzad Ahmad

Define Country Office Objectives

Priorities and Goals Develop a brief vision statement and bullet points on primary goals for M+E. Include plans for evaluations and different monitoring activities and methods (e.g. exit interviews during all distributions). The discussion should be part of the annual CO Strategy Process. Documentation CO M+E goals are included in the M+E SOPs. They might also be in the CO Balance Score Card.	**Module:** Module 1: Overview of what to include: provides an example planning calendar Module 6: Evaluation Planning **Reference Material:** NRC Evaluation Policy CO Strategy Guidance
Minimum Requirements Define minimum requirement for M+E at each stage of the project cycle: *program strategy, project design, proposal writing / startup, implementation, closure, and review and evaluation.* The minimum requirements reflect M+E actions that all programs complete as part of project management. These should include *establishment of baselines*, collection of *sex-disaggregated* data, and integration of *beneficiary participation* and *accountability* standards into M+E activities. Note: In emergency contexts, monitor outcomes but avoid indicators requiring a baseline. Documentation CO M+E minimum requirements are included in the M+E SOPs.	**Module**: Module 1: Overview of what to include and why **Tools:** M+E in Project Cycle Management Checklist

Accountability

Accountable Systems Accountable M+E systems include **beneficiary participation** and adhere to common ethical standards to protect beneficiaries. Documentation Country offices define standards for beneficiary participation and M+E ethics in the M+E SOPs. These are reflected in program-level M+E plans (M+E matrix, work plans, data collection tools). SOPs include how *informed consent* and *confidentiality* are handled.	**Module:** Module 1: Accountability in M+E **Beneficiary complaints and feedback mechanisms** (BCFMs) is under development for 2015
Beneficiary Participation in M+E Programs should *balance* participatory approaches in M+E, with consideration of the benefits and challenges to participation. In practice, this means: ✓ Programs one or two **participatory data collection methods**. ✓ M+E systems feedback **information** to *beneficiaries and communities in which NRC works.* ✓ Beneficiaries participate in **identifying which results and indicators** used by NRC programs.	**Module:** Module 1: Participation in M+E Module 2: Beneficiary participation in selecting results to measure and indicators Module 4: Participatory data collection methods, communication during data collection **Tools:** Participatory Indicator Selection Checklist
M+E Ethics and Protection A number of ethical challenges exist in humanitarian M+E. This includes **protection** and **data-quality concerns**. The table below highlights important areas, with notes on how to address them in practice.	**Module:** Module 1: M+E ethics Module 4: Ethical concerns in data collection **Tools:** Informed Consent checklist and template

M+E Accountability in Practice

Ethical Concerns in M+E	Response in Practice
Voluntary and informed consent	• Do not collect information without telling respondents how information will be used; assure them of the right to refuse participation without any consequence. • Include informed consent clauses in all data collection tools. • Train data collectors on informed consent practice.
Confidentiality	• Establish a secure filing system for hard-copy documents, and password-protected electronic files with sensitive information. • Separate identifying information from the response. Use an ID number for all beneficiaries and attach it to the database and files used to collect information.
Gender balance and representation	• Hire gender-balanced data collection teams. Respect local gender norms during information gathering. • Disaggregate data by sex. Include a 'sex' category on all data collection forms, including registration lists, enrolment forms, surveys and questionnaires, etc.
Data honesty and validation	• Clearly define indicators. Follow NRC guidelines for all core performance indicators. • Have a documented system for counting beneficiaries. • Identify a 'paper trail' for reported indicators. Behind every number should be a means of verification (questionnaires, hand-over certificates, case files, exams, checklists, etc.). • Conduct data validation and verification in monitoring. This includes data audits and spot checks. See the Data Validation and Quality Control guidance note in the M+E Web Book and Module 4 for more details.

Resourcing

Staffing M+E

Everyone has a role in M+E. In the field, M+E is **primarily the responsibility of PMs.** PMs are accountable to the CD for whether results are monitored and evaluations are completed. **M+E units** *provide technical support* and *capacity building* to programs. They are responsible for the *overall development, coordination* and *quality* of M+E practice. **Operating staff** are involved in the collection and entering of data.

CDs define an overall strategy and priority for M+E, and **CDs, AMs, and PDs** assist programs in finding the time and resources to do it well. CDs are accountable for the establishment of an M+E system according the NRC standards.

There are four primary guidelines for M+E staffing in a CO:

1. Include M+E **capacities required for different positions** (e.g. what type of M+E skills are required for a PC versus a PD) in ToRs and integrate the requirements into the hiring process.

2. Where possible, COs should **establish M+E units** led by a manager- or project coordinator-level position. M+E positions should not be combined with grants management positions. M+E units do not replace the M+E responsibilities of program staff or senior management.

   Programs can hire 'information officers' within the reporting lines, provided their ToRs are clearly distinct from M+E positions.

3. COs should **identify an 'M+E focal point'.** This can be an M+E manager/project coordinator, the PD, an AM, or one or two PMs.

4. Any dedicated M+E staff should be **external and cross-cutting** to programs, not hired in a project or within PM line management. This is standard M+E best practice, and improves efficiency and quality for the M+E system.

Module:
Module 1:
Overview of M+E staffing and structure. Includes a roles and responsibilities chart

Tools:
ToRs and JDs for M+E Positions

CO Best Practice:
NRC Jordan M+E Unit ToR
NRC DRC Organogram

Photo: Norwegian Refugee Council / Shahzad Ahmad

Financing Strategy and Budgets

COs need to establish an **overall strategy** for financing M+E. This is required to secure adequate resources for planned activities and meet unexpected needs (e.g. a needs assessment during a sudden displacement). This is also critical to outcome monitoring involving data collection *after* a project closes.

A **cross-cutting approach to M+E financing** is recommended, ensuring funds are available for all programs and M+E activities happening after a grant closes. A useful method for this type of financing is through an **allocation table** covering all resources needed (staff, vehicles, per diems, etc.).

The **NRC Budget Instructions** provide guidance on overall amounts of funding to dedicate for M+E. Typically in the humanitarian sector, 3-5% of the total project budget is allocated to M+E.

Once the allocation table is complete, the CD or PD should clarify to PMs **how this will influence project budgets** and proposals.

Module:
Module 1:
Overview of M+E financing and main budget considerations

CO Best Practice:
NRC DRC Allocation Table

NRC Guiding Documents:
NRC Budget Instructions

'CO Master Budget'

Coordination

Coordinating M+E planning, data collection and analysis, and data utilization is critical to a productive M+E system. M+E involves staff from all positions, and across different departments. It is important that program staff, M+E units, and support staff with finance, logistics, and security, are aware of their different roles in M+E. Two primary ways to facilitate coordination are: • Grant opening meetings • Workshops and trainings across sections	**Module:** Module 1: Overview of M+E in GOMs
Grant Opening Meetings While grant opening meetings (GOMs) address more than M+E, it is important that M+E is included in the agenda. Specifically, GOMs should be used for: • Clarifying the indicator requirements and establishing whether a baseline is needed for any outcome indicators • Reviewing whether existing tools can be used for data collection and analysis, or if new ones should be created • Establishing specific roles and responsibilities for M+E on the particular project	**CO Best Practice:** NRC HoA GOM Agenda **NRC Guiding Documents:** Grant Opening Meeting Module
Workshops and Trainings In countries with dedicated M+E units, host workshops with different programs to set the agenda and establish priorities. This helps identifying areas for technical support and capacity building on M+E, creating M+E plans, conducting After Action Reviews as a team, and deciding evaluation priorities for the office. In country programs that are creating or establishing **new M+E units**, dedicating time for kick-off workshops is especially important to ensure that program staff and M+E staff understand the role of the new unit and can collaborate on ways to work together.	**CO Best Practice:** NRC Palestine Workshop Agenda and Slides

PROGRAM STRATEGY AND PLANNING

Program Strategy and Design

Program strategy is developed annually as part of the Macro Logical Framework Approach (Macro LFA). During this process, it is important to: • **Review learning** from previous projects, including M+E information. • **Clearly define the results a program hopes to achieve.** M+E is about assessing how our projects improve lives. We must **start by identifying what we want to achieve.** This is done by creating a *theory of change.* • **Develop and define relevant indicators.** Indicators track progress towards and measure achievement of results. *This includes the use of the NRC core performance indicators*	**Module:** Module 1: Overview of theory of change in M+E and NRC results definitions. Module 2: Indicator Selection and Definition NRC Core Performance Indicators
Theory of Change A theory of change explains *how a program* **assumes** *change will happen* as a result of the goods and services it provides. It identifies what should be monitored and measured, and what information is needed for evaluations. Developing a **theory of change is necessary to program design, and is the first step to M+E. Without it, we do not know whether or how a program contributes to improving lives.** **What is in a theory of change?** A theory of change shows important **program results**, and how we *believe* change will happen. Results include **what is provided** (outputs), and **how people respond** (outcomes) in terms of utilization of the good or service, changes in knowledge, values, attitudes, preferences, behavior, status (e.g. livelihood status for YEP programs), etc. It also shows how **outputs and outcomes** influence the ultimate **impact** of a program -- *improved protection, resilience, and access to durable solutions* for a community or target group. *Continues on the next page →*	**Module:** Module 1: Overview of theory of change in M+E. **Tools:** Core Competency Global Theories of Change **Resources:** Theory of Change guidance note

Continued from previous page.

We use a theory of change in monitoring for 3 reasons:

- **Timely feedback**: Following a theory of change for routine monitoring provides useful 'early warning' information that can be used to **adjust programs during implementation** to ensure they reach their goals.

- **Measure change:** Monitoring results in a theory of change shows us whether **the situation improved**, and by **how much**. For example, did literacy improve for ALP learners while in our education program? How much did it improve?

- **Understand results**: Monitoring results in a theory of change helps us understand how **programs contribute to change**. For example, did literacy improve ***because*** teachers provided a strong curriculum and a safe learning environment, OR ***because*** school feeding by WFP increased participation?

There are many reasons why a situation changes. It is important to look at the process of change, as well as at how much change occurs.

indicators

After a program identifies its theory of change, a set of indicators can be selected to measure and track progress towards, and achievement of, important program results. Programs should use NRC's results and indicator definitions during this process.

See the table below for more on NRC results definitions, and Section II of these guidelines for further explanation on how to use indicators for M+E.

Module:
Module 1:
Results definitions

Module 2:
Indicator Selection

Tools:
Core Performance Indicator Menus

How Does NRC Define 'Results'?

NRC defines a **result** as an output, outcome, or impact of an intervention. *Inputs and activities* are not results, though they may be included in an evaluation. Based on our approach to M+E, NRC uses a **specific definition** for *each result*:

Result	Definition	What to Include
Impact	*Long term, sustainable* change in **society, a target group,** and larger **human conditions**. NRC contributes to an impact and can never directly control it. We influence impacts less than outcomes.	This includes *durable solutions*, *protection of rights and physical safety*, and *resilience*. Impact level change is included with **evaluations**. It is not measured through monitoring.
Outcome	*Short- and medium-term effects* of an intervention on **individual beneficiaries** or **households**. This can include institutions or agencies when they are the prime beneficiary (e.g. capacity building for Ministry officials). Outcomes are results that NRC largely contributes to, but cannot fully control.	Outcomes are **changes** in: ✓ knowledge and skills ✓ attitudes, perceptions, values ✓ behaviour ✓ use of the good/service ✓ status, e.g. employment status ✓ access to a secondary good or service (e.g. NRC builds a road (output) that improves access to health clinics (outcome)) A theory of change will *always include* **some** *(but not all) of these dimensions*.
Output	Outputs are the **goods and services delivered**. They are the *immediate result* of an intervention. Outputs are distinct from *inputs* -- the project financial, human and material resources (e.g. jeeps, the PC, etc). They are also different from *activities* -- the assessment, coordination, and logistics behind providing a service (e.g. conduct market assessment.	Output monitoring measures **what is delivered** and **to whom**, for example ***# of households receiving tents,*** or ***# of shelters provided by NRC.*** Outputs are a result that NRC directly controls.

Program Monitoring and Evaluation Plans

What do you need to know about your program? How does M+E help answer those questions? Once a program has a clear theory of change and indicators, we can identify what to monitor in terms of project results and quality. For certain questions, a program will need to conduct an evaluation.

Program M+E plans should cover **indicator definitions, data collection methods, how information will be used**, and **roles and responsibilities for each task** in the M+E process.

Program M+E plans should be in the CO M+E SOPs, and updated during the year as needed. This includes a brief description on the program's approach to **beneficiary participation** in M+E and how **informed consent and confidentiality** will be integrated into the process of data collection and use (see 'Accountability' above).

Tools and Templates for M+E Plans

Follow an **M+E matrix** and the **indicator profile sheets** as guides and tools to walk through the key questions and decisions for collecting and using data. *Include any outcome monitoring requirements from last years' projects.*

Create a program **M+E work plan** for each program. The work plan provides a calendar for each task in the data collection and use process, along with a list of who is responsible.

Programs can use **data collection tool maps** and **information flow maps** to organize the data collection tools and clarify how information moves from one person to the next.

Continues on the next page →

Module:
Module 1:
Overview of templates and tools for creating program monitoring and evaluation plans

Tools:
M+E Matrix Template
M+E Work Plan Template
Indicator Profile Sheets

CO Best Practice:
NRC South Sudan Data Collection Tool Map

Program M+E Matrices from different COs (DRC, Palestine)

Continued from previous page:

Planning Process

Important points to note while developing M+E plans:

1. Begin thinking about how to collect and use monitoring data while selecting indicators to measure results. This happens during the program strategy / MLFA and again during project start up.

   Discussing how data are collected in practice helps you select realistic indicators that are feasible, relevant, and appropriate for the context.

2. Finalize M+E plans before project implementation begins. This ensures that data collection tools required for baselines and results monitoring are available on time and can be standardized across projects as needed.

3. M+E plans should consider how monitoring data feeds into after action reviews, evaluations, or any program studies. Link evaluation questions to monitoring at the start of implementation to avoid extra data collection during the evaluation process, saving time and money.

2 DATA COLLECTION AND USE

SECTION 2:
Data collection and use

Monitoring and evaluation aims to create **credible evidence** to support decision-making for better quality programming. For this to happen, managers must **collect reliable and accurate data** and use the evidence for **action and response**. This section of guidelines provides a general introduction to guidelines for:

1. Monitoring Results
2. Evaluation Practice and Policy

Responsible	Purpose and Target Message	M+E Web Book Resources
Program Director or PDU — PD **Program/ Project Managers** — PM **M+E** — M+E	NRC monitors program ***results and quality***. This happens at the project level. This information provides the foundation for evaluations. NRC takes a mixed-methods approach to data collection. This includes information that measures results and change, as well as information that explains and describes the meaning of those measurements.	• **Modules 2, 4, 5,** and **6:** Provide an overview and framework for M+E practice. • **Checklists, Menus, and Toolkits:** Practical tools that can be used. • **Reference documents:** Guidance on specific methods, e.g. proportional piling, creating a questionnaire

RESULTS MONITORING

NRC monitors project **results** and **quality**. Support for quality monitoring is under development and will be available in 2015. This section of the guidelines focuses on results monitoring only.

Results Monitoring: The Evidence Checklist

- **Selected and defined relevant results indicators?**

  Indicators track *progress towards* and *achievement of* results. They are also *compared against targets* to show timeliness and level of change.

- **Established outcome-indicator baselines?**

  Baselines are established *before* project implementation, and are **compared to an endline** collected at the end of implementation. They are used to *calculate the amount of change* in knowledge, attitudes, or behavior.

- **Collected data using different sources and methods?**

  Indicators only indicate. They do not provide an explanation for *how* or *why* a result is achieved. At NRC, we use a 'mixed method' approach for data collection. This helps a program understand the *process* of change.

  This means that while we collect **quantitative data** (numbers, percentages, rates, rankings, averages, etc.) to *calculate* results indicators, we aim to also gather **qualitative data** (words, stories, maps, photos, etc.) to *explain and describe* indicators and overall project performance.

- **Used findings to improve project implementation and inform program strategy?**

  Data collected should be data used. This requires a system for *data management*, *analysis,* and *interpretation* of findings.

- **Shared findings for organizational learning and accountability?**

  Share information with key stakeholders. This includes NRC Head Office, donors and coordination mechanisms, and the communities in which data were gathered.

Key Guidelines for Data Collection and Utilization

1. Select and define project indicators early in the process. Include the Core Performance Indicators in program M+E plans.
2. Base decisions on credible evidence. Data quality is a product of the data collection method, tool, sampling procedure, and available staff technical skill used in the data collection process. It is also influenced by data management systems and how indicators are defined, (e.g. what is a 'beneficiary' when counting beneficiaries), and validates data for quality control.
3. Use a mix of methods. Gather information that helps triangulate and explain an indicator, not just calculate it.
4. Consider resource constraints, available information, and what the project needs to know when selecting a data collection approach. Look for opportunities to integrate data collection in already scheduled project implementation or M+E activities.
5. Find ways to increase beneficiary participation in M+E. It improves the quality of your evidence, and creates a more accountable M+E system.
6. Address informed consent and confidentiality concerns during data collection, analysis, and information sharing. This is essential to beneficiary protection.
7. Data collection teams should be gender-balanced or gender-appropriate to ensure ability to meet with and speak to women. Disaggregate beneficiary data by sex. Include a space to record the sex of the respondent in all data collection tools.
8. Gather baseline data on any outcome indicators requiring, or benefitting from, a baseline and endline comparison.
9. Sampling is important for data quality and efficiency. Learn the different sampling techniques and select one that is appropriate for your project, beneficiary population, available information, and requirements for representative data.
10. Match the data collection tool (structured questionnaire? open ended topic guide?) with the appropriate data collection method (e.g. survey? focus group?) and data type (numbers, or words and pictures?). This will limit bias and error in your data.
11. Create a plan for supervising data collection activities. This includes training staff, coordinating with logistics and security, and communicating with the population in which data are gathered.
12. Consider data management and analysis together. The way data are stored and organized affects the ability to see and use information.

Select and Define Indicators

Indicators: *What and Why?*

Indicators are measurements. They show progress against a target and if a result is achieved. NRC uses indicators to measure outputs and outcomes during ***monitoring***. ***Evaluations*** can also use indicators at the impact level.

Guidelines for Indicator Selection and Definition

When selecting and defining indicators, projects should:

- Engage beneficiaries in discussing what change looks like for them
- Use NRC's Core Performance Indicators (CPIs)
- Limit indicators to 3 per result OR a maximum of 15 indicators for an entire log frame

Additionally, it is important to:

- **Clarify the target**. Indicators are not targets. Indicators tell us **what** to measure, and the unit of measurement (number, percentage, etc.). Targets provide a level of desired achievement, and a time period. Indicators show progress against a target to measure if a project is meeting goals within a specific time period.
- Refer to **SMART and SPICED criteria** when creating indicators.
- **Define key concepts.** For example what does '*maintained*' mean for a water point or a latrine?
- **Define how the indicator is calculated**. This includes clarifying how beneficiaries are counted, what information is used in the denominator of a percentage.
- Define the **timing** and **frequency** of data collection. For example, occupancy is measured twice (frequency) at 2 and 6 months after handover (timing).

Collect short-term outcome indicators before medium- or longer-term outcome indicators. This provides an early warning, supporting flexibility and adaptation during implementation.

Module:
Module 2: Indicator Selection and Definition

Tools:
Participatory Indicator Selection Checklist

NRC Core Performance Indicators

NRC Core Performance Indicators

Every core competency has a set of 'Core Performance Indicators' (CPIs), organized by thematic areas. They support *improved* M+E practice in the organization, *connect programs to the fundamental goals of NRC program policy,* facilitate *standardization* and *reduce time* spent creating new indicators and methods for their collection. The **CPIs are mandatory for NRC M+E systems and reporting to HO.**

CPIs reflect the minimum amount of evidence on performance that *every project* should have to meet **basic humanitarian accountability standards**. They are linked to a global theory of change and matched to specific results for each core competency.

Every CPI comes with a toolkit that provides methodological guidance for data collection and analysis.

Programs looking for examples of indicators they can use to measure additional results that we often want to monitor can refer to the 'suggested indicator menu' for the core competency.

Tools:
Core Performance Indicator Menus

Core Performance Indicator Toolkits

GORS Reporting Guidelines

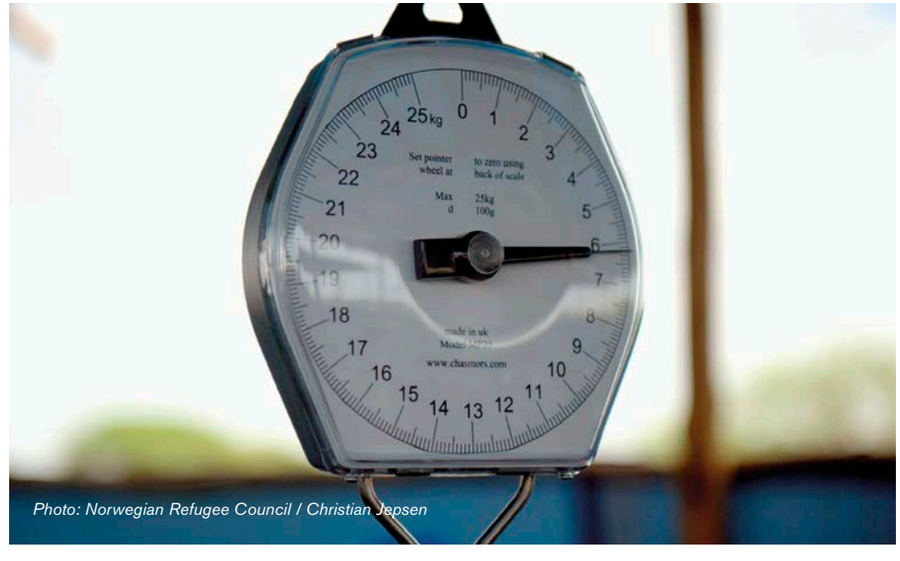


Photo: Norwegian Refugee Council / Christian Jepsen

NRC Indicator Definitions

When selecting and defining indicators, use the following definitions. Projects should refer to the NRC Core Performance Indicators. The 'suggested indicator menus' provide additional support.

Indicator Type	Definition
Output Indicators	Quantify the direct and final goods and services that the project is responsible for delivering, and the recipients. They measure what is delivered and to whom. Examples include: • Total meters of road built • # of teachers trained in child-centered approaches • Average NOK in cash provided per household • % of schools with community maintenance committees
Outcome Indicators	Measure how beneficiaries **respond** to NRC goods and services. This includes knowledge, attitude, and behaviour change, utilization of a good/service, improvements in livelihood status, etc. Whilst indicators quantify an outcome, they can capture either *subjective* (e.g. opinions, feelings, values) or *objective* or *directly-observable* concerns. Outcome indicators are usually expressed as *percentages* (part of a total), *rates* (such as school enrolment rate), and *ratios* (such as number of children compared to classrooms available in a school). They can also be *average amounts* of time, distance, exam scores, etc. Outcome indicators are **not** an aggregate measure of outputs. They directly correspond with outcome level results (*see result definitions above, in Section 1).* Examples include: • % beneficiary households observed using improved fuel-conserving stoves • Average increase of litres of water per day that households collect for daily use • Ratio of primary school completion for ALP learners compared to students in formal education • % of partner-organization staff who feel more effective at their jobs after capacity building

Photo: Norwegian Refugee Council / Shahzad Ahmad

Collection Approach

Key Guidelines for Data Collection Methods

Best practices for data collection and analysis exist to **protect people** involved in an M+E activity and ensure M+E produces **credible evidence** for decision making. They include:

- Voluntary informed consent and confidentiality standards in data collection tools, data management systems, and data reporting
- Participatory approaches in data collection and analysis methodology, including feedback of findings to beneficiaries and involved communities
- Data validity, reliability, precision, timeliness, and integrity concerns addressed in the selection of data collection methodology and forms of data analysis, including questions of representative data when sampling

Module:
Module 4: Data collection methods and analysis

Tools:
Data collection approach fold out menu

Informed consent and confidentiality checklist

Selecting a Data Collection Approach

Considerations for *selecting* a data collection approach include:

1. **Establish and clarify the information needs.**
   This includes using a theory of change to identify results and the performance questions of the program, and defining indicators. It also includes identifying the *users of the information* and the *type of analysis* needed to interpret and use data. ***Decide whether to collect quantitative or qualitative data,*** and the level of precision needed for useful data (i.e. how detailed is the information – will it provide a specific calculation, or a range; what is the geographic coverage, etc.)

2. **Review field context and operating environment.**
   This includes looking at the *types of data* available and what *sources of data are accessible*. *Timing and frequency* of data collection should be discussed, given data availability (e.g. When will school enrolment data be available for that year?) and when a program needs information (e.g. ready for a discussion with the cluster on education strategy). Context and information should be considered together to identify how to *combine data collection methods*, considering different threats to data accuracy.

3. **Clarify resource constraints and opportunities.**
   This includes consideration of *staff capacity and technical skills*, and *time and money* available for data collection. Programs should consider what methods are best given the resources available.

Consider carefully **what is possible, the data available,** and the **existing capacity and skill sets of the team** when *defining your indicators* and *deciding how to use* data.

These questions are built into the program M+E matrix, indicator profile sheets, and the M+E work plans, described in Section I.

Module:
Module 4:
Data collection methods and analysis

Tools:
Baselines
in Outcome
Monitoring
guidance note

Standardizing Your Approach

Program often standardize a data collection approach across several projects, different project sites, or countries for regional programs. As a rule, programs should always standardize the approach when:

- **Aggregating data**. This simply means adding data from different projects to calculate one figure.

  For example, adding the number of ALP students who pass a final exam in Warrap to the number of ALP students who pass a final exam in Juba to calculate the total number of ALP students *in South Sudan* who complete the program at the target level.

- **Comparing data**. This is most relevant for baseline and endline measures to calculate the amount of change that occurs for a specific indicator. The data collection approach used for gathering the baseline should match the approach used for the endline. For example, the test used to measure literacy on the first day of YEP class should be the same test used to measure literacy in the final exam.

- **Saving time and money**. Using the same data collection approach for indicators that are used across multiple projects or project sites saves you from 'recreating the wheel'. Standardizing the approach will save you time, money, and mental effort.

Module:
Module 4:
Data collection methods and analysis

Tools:
Baselines
in Outcome
Monitoring
guidance note

Consider Integration

Programs should aim to **integrate data collection into routine implementation** when possible. This means looking for ways to include data needed for monitoring into the information collected during a scheduled project activity.

For example, a baseline measure of literacy skills in YEP learners can be gathered during the first day of class, versus a standalone data collection effort. Data on whether ICLA beneficiaries successfully obtain a birth certificate should be included in the case files of legal aid beneficiaries for civil documentation.

Integration can also happen within a dedicated data collection activity. Any time a project **conducts a survey** to gather outcome data – e.g. a standalone data collection effort – information on *several questions* should be included, not only data for the indicator.

These questions can address **areas of the project theory of change** that are strongly connected to the indicator. For example knowledge and attitudes about HLP rights (e.g. if people understand the value of a land title, do they feel secure having that title?), as well as reported practice (e.g. investing in the property). They can also include important program strategy questions. For example, does the community understand the beneficiary selection process?

Module:
Module 4:
Data collection methods and analysis

Tools:
Baselines in Outcome Monitoring guidance note

Create the Data Collection Methods

The way you **define an indicator** and your **plans for data analysis** determine **the data you collect**. *Consider what you want to know* and build this into the **data collection method, data collection tool, and sampling techniques** required for the indicator.

Steps for *creating* data collection methods include:

1. **Specify the data collection activity.** Is this beneficiary counting for output measurement, or post-distribution monitoring to look at both utilization of goods (outcome) and the quality of the distribution process?

2. **Determine the measurement design**. Will the program use proportional piling to measure preferences for different NFI items, or ask people what items they prefer using scale questions (e.g. On a scale of 1 to 7, how useful is this item)?

3. **Select the data collection method.** Will the program use a household survey or run focus-group discussions?

4. **Identify the data collection tool.** Will the program use questionnaires, a checklist, or a discussion guide to capture information? How will the tool be worded to prevent leading questions?

5. **Determine the sampling technique.** Will the program select beneficiaries at random from a registration list (simple random), or identify households within geographic areas from a map and a grid (cluster sampling)?

6. **Match the data collection approach with a form of analysis.** How will the indicator be calculated, will it be compared to a target? Is there a way to visualize information in a bar graph or a pie chart?

7. **Prepare a plan to manage the process of data collection.** Does the program need to hire data collectors? How much time should be given to training?

Module:
Module 4:
Data collection methods and analysis

Tools:
Data collection approach fold out menu

Sample approach menu

Program M+E matrix

Indicator profile sheets

Core performance indicator toolkits

Data Collection Methods

There is no perfect data collection method. But there can be the most appropriate *combination* of methods. NRC uses a 'mixed method' approach to improve data quality and relevance. Commonly used methods include:

- Document or desk review
- Observation
- Surveys (mini and formal)
- Interviews (including key informant and exit interviews)
- Focus Group Discussions
- Testing or Direct Measures
- Mapping (community maps, GPS mapping, etc.)

NRC also uses *community books, drawing protocols, seasonal calendars,* and *aerial photos* or *satellite imagery.*

Data collection methods can be grouped as quantitative or qualitative categories. This highlights the type of data a method is best *suited* to produce. It doesn't mean the method only produces one data type.

Module:
Module 4:
Data collection methods and analysis

Tools:
Data collection approach fold-out menu

Sampling Techniques

We often cannot consult every beneficiary or visit every project site. Instead, we use a *smaller group* to draw conclusions about the larger population. Sampling is the process of selecting this smaller group. Accurate and precise conclusions can be made about an entire group using a sample provided that the sample **represents** the entire group. Sampling is important for:

1. Minimizing data bias and improving data quality
2. Reducing the time and money spent on data collection

Sampling Techniques
Sampling involves a variety of techniques. The choice of technique depends on the context, type of population, information available, data collection method, and type of data collected by the project. All techniques *provide different answers* on:

- ✓ **Representation** – the degree to which the sample 'represents' the larger group
- ✓ **Sample selection** -- how the people or places are chosen
- ✓ **Sample size** -- how many people, services, etc. to include in the sample

Module:
Module 4:
Data collection methods and analysis

Tools:
Data collection approach fold-out menu

Core performance indicator toolkits

Data Collection Tools

Data collection tools include *questionnaires, checklists, topic guides, exams* and *direct-measurement instruments* (e.g. water-quality tests, GPS units to measure distance), or *project administrative documents* like handover certificates, case-file documents, etc. The data collection **tool** *depends* on the data collection **method** and the **type of data** (quantitative or qualitative) a project wants.

Selecting the right tool includes choosing:

- Type of data collection tool (e.g. questionnaire vs. checklist?)
- Tool format (structured, semi-structured?)
- Point and type of administration (data collected in person, or over a telephone?)
- Tool medium (pen and paper or a mobile device?)

When creating the data collection tool, remember to:

- Include fields that record the: Name of the data collector, and the date and location of data collection, and the sex, migration status, and contact information of the respondent
- Include an informed-consent and confidentiality clause in the data collection instrument
- Address data-management requirements for the particular tool

Language in the tools should be neutral and objective. **Consider the skills available** in a country office for data collection. Tools require different skills, and failure to match capacity with the tool creates *data bias and error.*

Pretest the data collection tool. If translations are needed, use **back translation** (e.g. From English to Arabic, and Arabic back to English). This reduces bias.

Module:
Module 4:
Data collection methods and analysis

Tools:
Data collection approach fold-out menu

Core performance indicator toolkits

Types of Data: Quantitative and Qualitative

We use a 'mixed method' approach to understand *how* or *why* a program is working and to triangulate data (e.g. using information from different sources to reduce bias and improve data accuracy).

For example, a food-security project might use indicators to *measure* '% change in average food-consumption scores', while also using seasonal calendars to *explore* and *describe* shifting access to food markets. Together, this information helps programs understand **what** is happening with food consumption, as well as **how** and **why** this is affected by access to markets at different times over a year.

Consider what type of data will answer program questions – quantitative or qualitative. This determines the data collection method and type of data analysis.

Quantitative data are expressed as numbers, and are used to calculate indicators and show the size, scale, or frequency of a situation.

Qualitative data take the form of words or images, and are used to explain and describe a situation, explore the meaning of an indicator, and triangulate quantitative data.

We collect **quantitative data** (numbers, percentages, rates, averages, etc.) to *calculate* results indicators, and gather **qualitative data** (words, stories, maps, photos, etc.) to *interpret, explain, and describe* indicators and overall project performance.

Quantitative and Qualitative Data: Purpose and Use

	Quantitative	Qualitative
What it is	Numbers, scores, weights, lengths, averages, percentages, ratios, etc.	Words, images, quotations, photos, drawings, maps, etc.
What is does	Quantitative data **calculate** the scale of 'what' the situation is or how it changed through *numbers*.	Qualitative data **describe** 'how' and 'why' questions with *words* or *images.*
When it is used	Collected for **indicator measurement** and **baseline/endline comparisons.** Used to calculate the size and scale of an issue.	Collected to explain or confirm quantitative data. Useful when the beneficiary population is difficult to access.

**Note – 'Qualitative' does not refer to quality. Both quantitative and qualitative data can be used to understand program quality.*

Supervising Data Collection

Establish a clear process for supervising data collection to ensure **efficiency** and **protect data quality**:

1. Review the data collection plan and see whether you can take an **integrated approach** (see above)
2. Define **roles and responsibilities** for staff at each step in the data collection process. Include this in a *ToR* for any hired data collectors, and reflect it in the *M+E work plan.*
3. Create a **budget** and a **work plan** to control costs and ensure resources are available. Use the *M+E work plan* template provided in Module 1 of the M+E guidelines, or a CO-specific work plan structure.
4. **Coordinate internally** with logistics and security staff.
5. Establish a **data quality control and verification system** during data collection and data entry.
6. Clarify **code of conduct** concerns, including protocol to follow in the event of discovering possible corruption or sexual exploitation and abuse.
7. Select and **train** data collection team. Review if **gender balance** is appropriate for a given context. Include training on *M+E ethics* and process for *informed consent and confidentiality.*
8. Have **daily debriefs** to check on the process and respond to any issues as they arise.
9. **Communicate the process with beneficiaries**. This includes obtaining permissions for data collection, mobilizing the community for participatory methods, and returning to **provide feedback** on the results.

Module:
Module 4: Data collection methods and analysis

Tools:
Data Verification Guidance Note

Turning Data into Evidence

When developing an M+E plan, start thinking about how to handle and analyse the data. Analysis 'makes sense' of the data you collected. It *transforms data into evidence.*

This involves three important steps:

1. Data management for analysis, e.g. how data are organized, cleaned, verified, and stored
2. Categorizing or calculating data (qualitative versus quantitative analysis)
3. Visualizing findings

Module:
Module 4:
Data analysis

Tools:
Core Competency Toolkits

Data Management Considerations

When creating a system for data management, address:

- **Accessibility**. Don't create a data management system that only a few specialized experts understand. The system should be accessible to primary users and program staff.
- **Confidentiality**. Integrate confidentiality concerns into the data management system, including password protections and coding of beneficiary names.
- **Validation and verification**. Establish a quality control process for data entry and data management. This includes validation and verification activities to ensure data are accurate.
- **Dashboards**. The way you organize data affects your ability to analyse it. Add dashboards for automatic analysis in your data management system to streamline the process. This includes performing different calculations, such as calculating the indicator, and visualizing the data.

Module:
Module 4:
Data analysis

Tools:
Core Competency Toolkits

Informed Consent and Confidentiality Checklists

Data Validation and Quality Control guidance note

Types of Analysis

There are many ways to analyze data. At NRC, the most common include:

- **Calculating and measuring an indicator.** This can include using number counts, percentages, ratios, averages, etc. Programs must also define what is 'counted' for the indicator, e.g. which types of actions count as an ICLA counseling beneficiary 'acting on' advice or 'seeking' documentation.
- **Disaggregation**. Categories within the indicator can be disaggregated. For example, 'occupancy' can be broken into different ways a house is used, including sharing space, renting out a room, etc.
- **Comparing the indicator to a target value.** This helps programs assess timeliness and progress. If a project is far from a target within a certain time period, it can react to fix the problem.
- **Calculating the amount of change.** This is usually done for outcome indicators by comparing baseline and endline values for the same measurement.
- **Exploring trends over time.** Plot the indicator value for different points in time on a line graph. It shows how an indicator varies for different times of the year, e.g. rainy versus dry seasons.
- **Grouping themes and trends.** This is done for qualitative data, and facilitates the process of giving structure to words, stories, quotes, images, etc. It is usually descriptive, but can involve coding if data are quantified.

Triangulation
Triangulation during data analysis reduces bias. For example, if a program uses an **observation** method and **checklist** tool to monitor latrine maintenance, it can triangulate that data with ***photos*** illustrating different degrees of maintenance.

Module:
Module 4:
Data collection methods and analysis

Tools:
Data collection fold out menu

Sample approach menu

Core performance indicator toolkits

Using and Acting on Evidence

Using Evidence to Make Decisions and Manage Programs M+E – done well – informs decision making and supports program management. Analysed data can trigger certain actions and responses, and feed into a decision-making process or event. Data provide a way to learn and adjust programs during implementation or to inform strategy before the next project. **Using evidence involves the following:** • Interpretation of findings. Program managers especially must be engaged and active during interpretation. • Recommendations for action and decision-making. M+E findings should trigger a response from managers. This can include follow-up information gathering to address questions raised by the findings. For example, exploring why certain trends appear with the monitoring indicators during an evaluation. • Reporting findings and conclusions into a formal document or other reporting system.	**Module:** Module 5: Reporting and information use **Tools:** Indicator Tracking Table Core performance indicator toolkits
Interpretation of Data When analysis is complete, findings can be *interpreted*. Interpretation is how a program provides meaning and explanation to the findings, identifies information gaps and follow-up questions, and decides to act on the analysis. Analysing or visualizing data through calculations or graphs/charts **cannot replace the function of meaningful interpretation.** Program managers and project staff must lead interpretation and recommendations for action. Feedback to beneficiaries and the communities in which data are gathered should also happen during this stage to facilitate correct interpretation and validation of findings.	**Module:** Module 5: Reporting and information use **Tools:** Indicator Tracking Table Core performance indicator toolkits

MONITORING OUTPUTS AND OUTCOMES: SPECIAL CONSIDERATIONS

Output Monitoring

When monitoring outputs, pay special consideration to beneficiary counting, data validation and verification, and ensuring connection to outcomes.

1. **Beneficiary Counting:** Beneficiary counting is a central part of output monitoring and measuring output indicators.

   It includes counting the overall number of people served, as well as the number of people served per service. It should also be able to show the number of goods and services provided per person-

   To do this, use a database that includes a list of direct beneficiaries – by name, or unique identification number -- and the goods and services received for each.

Beneficiary	NFI Kit	Temporary Shelter Provision	Training on Disaster Risk Reduction	Services per Ben.
#2249	1	1	2	4
#1258		1		1
#4877	2		1	3
Total Bens: 3	Total NFI: 3	Total Shelter: 2	Total DRR Training: 3	Total Services: 8

2. **Data Verification:** Output data should be verified. This often involves random spot checks, exit interviews during distributions, or cross-checking a small sample of forms (e.g. a handover certificate) against the beneficiary (e.g. contacting the person listed on the certificate).

3. **Connection to Outcomes:** Output data influences what is possible during outcome monitoring. Record information required for follow-up and tracing and ensure a clear database for output information is established. This is needed to collect and analyze outcome data. For example, output data on number of overall civil documentation beneficiaries is required to measure an outcome indicator like, '% of ICLA civil documentation beneficiaries who obtain a birth certificate'.

Outcome Monitoring

When monitoring outcomes, programs need to pay special consideration to **baseline requirements** and indicators measuring change, **sampling**, and **data quality**.

1. **Baselines**: Baselines are required for outcome indicators that calculate a change between when a project starts and when it ends. NRC makes a distinction between needs assessments and baselines. Not all outcome indicators require baselines, but many do. See the 'Baselines in Outcome Monitoring' guidance note for more details.

2. **Sampling**: Sampling is *almost always* a part of outcome monitoring. There are, however, many ways to do it depending on the context, population size and distribution, information available (e.g. do you have a beneficiary list, yes or no?), and type of questions the data should answer. See Module 4 and the Sample Approach Menu for more on sample techniques.

3. **Data Quality**: In addition to dataverification procedures (see 'outputs' above), a program must consider ways to mitigate bias in outcome data. Quality data are *timely, valid, reliable, precise and have integrity.* Protecting data quality requires mixed methods and triangulation, planning for the frequency and timing of data collection, matching appropriate technical skills with data collection methods and tools, creating consistent data collection tools, and using appropriate sampling techniques. See Module 4 for more detail on **data quality** and **ways to mitigate bias.**

EVALUATION POLICY AND PRACTICE

NRC Evaluation Policy emphasizes four points on evaluation practice and utilization:

1. **Learning culture**: Organizational leaders identify program improvement and learning as management priorities. NRC staff actively participate and take ownership for evaluation and learning processes.

2. **Utilisation**: NRC makes use of evaluation findings at strategic and program levels.

3. **Engaging with people affected by displacement**: Evaluations are an important part of accountability to beneficiaries. This includes the engagement of people affected by displacement in evaluation processes.

4. **Transparency and accountability**: NRC will be transparent about evaluation results and accountable for findings.

NRC EVALUATION PLANNING

Evaluations are prioritized through **annual evaluation plans**. This includes identifying a clear reason and benefit for an evaluation, for accountability and learning. Annual evaluation plans occur at two levels:

I. Country Office Evaluation Plan

All country offices develop an evaluation and learning plan that is approved as part of the annual country office strategy. Program managers, program directors, and country directors may all initiate evaluations to be included in the plan.

The country office should budget for evaluation and learning activities, including internal activities (e.g. After Action Reviews, Emergency Response Reviews, internal evaluations, etc.) and external evaluations or studies. Country office evaluation plans and how they are financed are included in the M+E SOPs.

II. Head Office Evaluation Plan

Head-office evaluation planning includes final revisions and approval of evaluations in the country-office strategy. It also involves initiating additional evaluations based on information from field reporting through GORS, audit information, and strategic program questions facing the organization. The HO evaluation plan is a living document, and adjusted as new evaluations are initiated by the organization. It requires involvement from management across multiple sections of head office.

NRC EVALUATION ACTIVITIES

NRC promotes various types of evaluation activities.

Country Office Evaluation Activities

Activity	Description	When to use this activity
Reviews – internal team	Includes **After Action Reviews** and **Emergency Response Reviews**. Reflection on how a response or project operated, where it succeeded, and important challenges. Documents lessons learned.	✓ After Action Reviews are conducted for projects as part of grant closure. ✓ Emergency Response Reviews should be conducted following emergency scale-up, or initial response. Guidelines for Emergency Response Reviews are under development in 2014 and 2015.
Evaluations – internal/ mixed-team and external	Includes mid-term, end-of-program, and impact evaluations. Focus on the impact, relevance, efficiency, and connectedness of program or country mission. Inform strategy and share lessons learned.	✓ When evaluations can **improve the results of our programs** or **have the potential to generate substantial learning.** ✓ When we are starting an innovative or risky project. ✓ To feed into a revision of a program strategy ✓ When a ***donor*** requires an evaluation (include costs for evaluating the whole program rather than single projects). ✓ When a country program is ***exiting*** and wants to capture learning.
Program Studies	Require a more rigorous approach to data collection and analysis than is typical of most humanitarian M+E. Often resemble program *research*.	✓ When a program or country office wants to investigate a specific question of importance to the country office or NRC more broadly. ✓ Should be considered for areas of program design or implementation that are debated within NRC or the larger humanitarian sector.

Head Office Evaluation Activities

Activity	Description	When to plan for this activity
Evaluations	Includes evaluations initiated by head office. Can involve evaluation of country programs or offices, a larger regional area, departments or sections in the agency, etc. Includes Emergency Response Reviews, as identified by head office management.	✓ Evaluation prompted by questions highlighted in head-office management information, e.g. GORS reporting ✓ Donor inquires or requests ✓ If a country office has not had an evaluation in last three years ✓ All high-profile projects with significant learning potential that are not planned for by the country office
Program Strategy Assessments	Investigate **strategic** questions gaining importance in the humanitarian sector and identify replicable and scalable program models. Place internal learning in the context of what others are doing.	✓ Planned for annually by the Core Competency Section ✓ Consideration of questions raised by GORS reporting and discussion of program policy and design issues.
Annual Learning Reviews	Synthesizes, analyzes, and highlights learning across all evaluation activities. Feeds into the global strategy.	✓ Occurs annually (December-April), focusing on evaluations from the previous year.

Evaluation Guidelines: Under Development in 2014-2015

NRC is currently in the process of developing guidelines and modules for evaluation practice. This includes clarification on After Action Reviews, Emergency Response Reviews, and Program Strategy Assessments. NRC is not expected to fully engage in these activities until the guidance is complete and approved as part of the Evaluation Policy. For country offices that wish to engage in any of these activities prior the publication of the guidelines, please contact the Program Adviser for your country office or the head office M+E Advisers.

Question	Guidance
How do we perform evaluations?	• Resources required for evaluations are included in country-office M&E plans. • Evaluation steering committees are established for most evaluations. • NRC can develop internal, external or mixed-team evaluations.
What questions should our evaluations ask?	• NRC clearly defines the purpose and priority questions in evaluation TORs. • OECD DAC criteria for evaluating humanitarian action are addressed. • Evaluations include a strategic question identified by HO management on an annual basis. • Evaluations promote best practice and learning through the completion of a best practice case study and validation and learning workshops.
How do we respond to and use evaluation findings?	Evaluation findings should be discussed and responded to through: • A participatory reflection and planning meeting • A management response to all evaluations • Implementing the management response and monitoring the planned actions
How do we share findings from evaluations?	• Each evaluation should have a clear strategy for communication, developed with the TOR. This includes internal staff (HO and CO) and relevant external partners and other stakeholders. Published evaluations should be circulated to NRC staff via email, including a short message with highlighted learning from the evaluation. • Evaluations should be sent to the relevant donors via the donor support section. • All NRC evaluations are externally published unless they propose a serious security risk to an NRC individual or country team. They will also be published on NRC's intranet and through ALNAP. Publishing should take place within 3 months of the final report being completed.

SECTION 3:
Organizational Learning

NRC promotes continuous learning from our experiences to better protect the rights of displaced and vulnerable persons during crisis. Learning means adapting and evolving to improve our program during implementation. It also means questioning our underlying goals, assumptions, and policies that led to our actions in the first place.

NRC guidelines for learning include:

- Learning is **participatory**, involving the flow of information and ideas between different people, teams, and activities.
- NRC learns from **experience**, including successes and failures.
- NRC is **open and transparent** about learning.
- Learning is the **responsibility of all NRC staff.** NRC management creates a learning culture and the space for reflection and learning.

Learning through M+E

Learning through M+E relies on our ability to gather and act on program performance information during 'critical learning moments' that occur across the organization. This involves three pillars of learning:

1. NRC ***monitoring and evaluation mechanisms*** (e.g. indicator tracking, quality assessments, annual learning review, etc.). These ensure that we have the opportunity and space to learn across the organization, from the project level to organizational performance.
2. ***Critical moments*** when learning from M+E can be applied. These include: program design and startup, program implementation, program closure, country-office exit, country strategy development, and global strategy development, and the development of NRC annual Plans of Action and Balance Score Card setting.
3. ***Connecting the M+E mechanisms*** with the ***critical learning moments***. This diagram demonstrates how learning connects each M+E mechanism and supports decision making and strategy development during the critical learning moments.

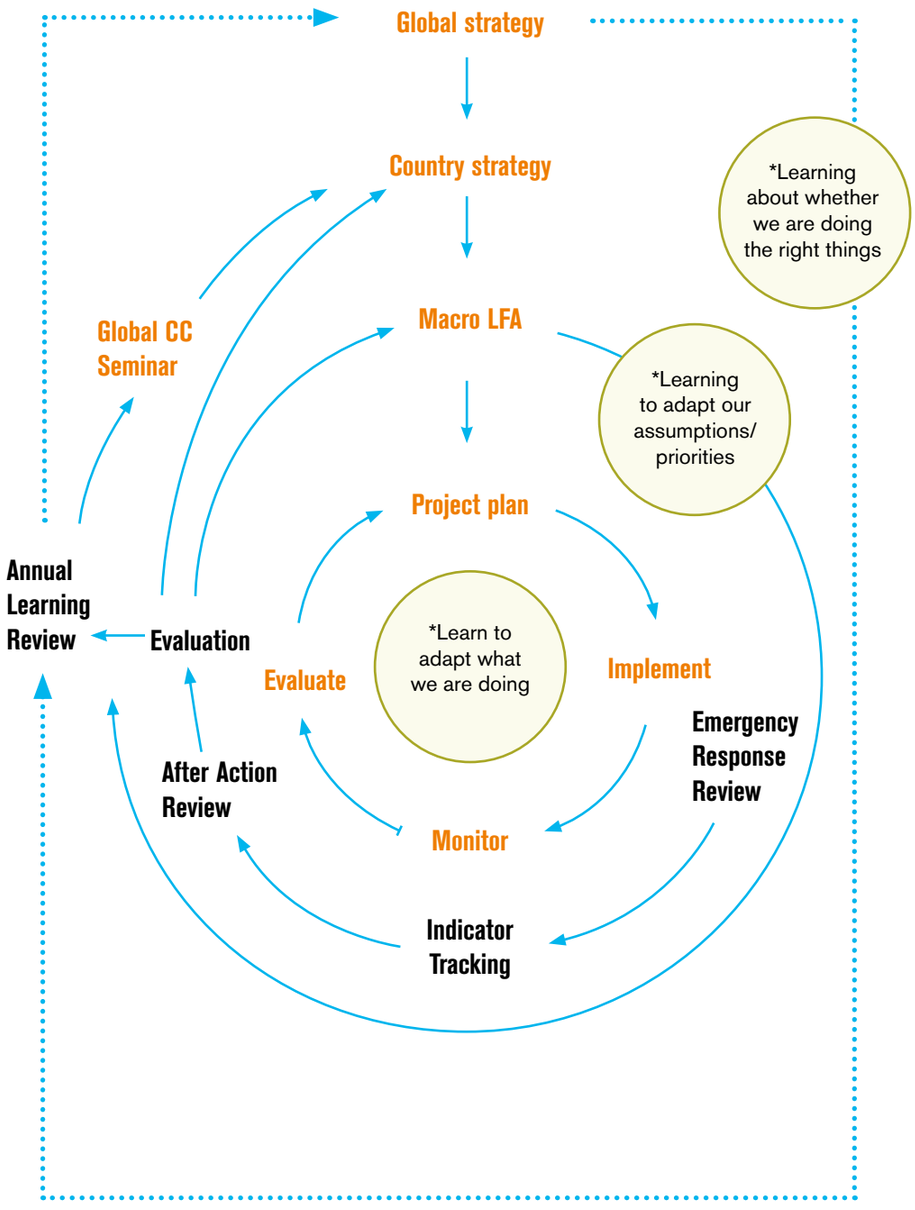


Photo: Norwegian Refugee Council Kenya

GLOSSARY OF TERMS

Baseline: The value of an outcome indicator for project beneficiaries before or at the start of project implementation. It is compared to an 'endline' – or the value of the indicator at the end of a project – to measure change. NRC distinguishes between a needs assessment and their purpose for identifying service gaps and priorities for a population of concern, from baselines and their purpose for measuring change over time in a beneficiary population.

Conclusion: The interpretation of what a finding means or says about a program in relationship to the questions asked during monitoring or evaluation activities. Often involves statements about strengths and weaknesses of a program, and relationship of findings with the broader context or operational environment.

Effect: Intended or unintended change resulting from an NRC operation. These results can be at the output, outcome, or impact levels. Effects may be directly caused by NRC, or NRC may contribute or influence them.

Evaluation: Periodic investigation and analysis of strategic questions on the extent to which programs or country office achieve longer-term impact and sustainability (or connectedness), operate efficiently, and are relevant. Provides information for management and policy level decision making, learning, and accountability.

Finding: An accumulation of evidence or analysis of data that allows for a factual statement. It is different from a conclusion, which is how the finding is interpreted.

Indicators: Measurements that show progress against a target or deadline and help demonstrate if a result is achieved. NRC uses indicators to measure outputs and outcomes during monitoring. Impact indicators may be used during evaluations.

Monitoring: Continuous process of data collection and analysis during project implementation, or shortly after project closure (6 months). Measures progress towards and achievement of project results and quality. Provides information for program management and design, learning, and accountability.

Outcomes: Short- and medium-term effects of a project or program on individuals and/or households. Outcomes are results that NRC largely contributes to, but cannot fully control. Includes changes in knowledge and skills, attitudes and values, behavior, use and utilization of goods and services provided by NRC, etc.

Outputs: Goods and services delivered to a set of beneficiaries. Outputs are an immediate result of a project or program that NRC directly controls. They are distinct from inputs (e.g. material resources used to produce the good/service) and activities (e.g. coordination and logistics required to produce or deliver the good/service).

Participation: Process in which an individual or group is involved in decision-making and action, including the degree of ownership and control over decisions made. Also refers to certain types of data collection methods.

Quality / Quality Assessment: The degree to which NRC goods and services meet our technical (e.g. Sphere, INEE) and gender, protection, and environment mainstreaming standards. Includes beneficiary satisfaction. Quality assessments monitor these concerns for NRC projects.

Results: The output, outcome, and impact of a project. This includes *immediate* results that NRC directly controls (outputs), and short-to long-term results that NRC contributes to or influences (outcomes and impact).

Review (After Action, Emergency Response, Annual Learning): A periodic inquiry into performance led by NRC staff and focused on learning. Involves discussing and interpreting M+E findings, and a broader assessment of specific questions or concerns that requires additional information. Less extensive than an evaluation.

Stakeholder: An agency, organization, group, or individual with direct or indirect interest in the program or country operation. Includes direct beneficiaries, partners, national governments, donors, etc.

Target: Identifies a desired level of achievement and sets a specific date for when it should be reached. Indicators measure progress against a target to show whether a project is meeting goals within a specific time period.

TECHNICAL TERMS

Aggregation: Adding data from different projects to calculate one figure. Often done with a program uses the same indicator for several projects, or for one project operating in different sites. Requires a standardized approach to data collection and indicator calculation.

Attribution: Extent to which observed changes are *directly caused* by program activities, *versus* other factors. Addressing attribution involves answering how much value a program directly added by controlling for influencing factors – often through a comparison group, or statistical techniques.

Average (Mean): The central value of a group of numbers. Often used to measure an indicator for a set of beneficiaries or target population. Requires adding up all values for individuals and then dividing by the number of individuals. For example, the food consumption score for a *group* of beneficiaries at the end of a project is calculated by adding the scores for each individual and then dividing by the total number of beneficiaries. For example: 24 + 27 + 18 + 32 = 101 / 4 = 25.25.

Contribution: Extent to which program activities *influence or help drive* observed changes, *in addition* to other factors. Understanding contribution involves collecting evidence on a theory of change to test or validate a credible performance story.

Data Source: The person, place, document, etc. that provides the data. For example, ALP learners are the data source for an indicator measuring graduation rates for an accelerated-learning project.

Data Quality: Accurate and unbiased data, which meet validity, reliability, precision, timeliness, and integrity concerns in the selection of data collection methodology and forms of data analysis. Includes questions of *representative data* when sampling.

Percentage: A number or ratio expressed as a faction of 100. Used to measure how large or small one quantity is relative to another quantity. The first amount usually represents a part of (or, portion) OR a change in the second quantity. They are often used to measure outcome results.

Quantitative: Refers to data that are expressed as numbers (e.g. scores, counts, weights, lengths, percentages, averages, etc.), and used to calculate indicators that show the size, scale, or frequency of a situation. Can also refer to data collection methods that are best suited to produce this type of data.

Qualitative: Refers to data that take the form of words or images (e.g. written notes, direct quotes, photos, drawings, maps, etc.), and used to explain and describe a situation, explore meanings of an indicator, and triangulate quantitative data. Can also refer to data collection methods that are best suited to produce this type of data.

Note: The term 'qualitative' in monitoring and evaluation does not refer to quality.
Both quantitative and qualitative data can be used to measure and understand program quality.

Representative: The degree to which a sample represents the larger group from which the sample is collected.

Sampling: The process of selecting a smaller group to draw conclusions about a larger population. Includes how a sample is selected, the sample size, and the degree to which the sample represents the larger population. For M+E, it is often used to gather information about a beneficiary group by talking to a smaller e.g. sample frame, sample unit, etc.; random and non random; probability and non probability, simple random, cluster, etc.

Target vs. Actual: Also called 'variance analysis.' Comparing the indicator value to a target to assess progress and timeliness. Helps show if a project is far from, or close to, achieving a result within a certain time period.

Theory of Change: Explains and maps how a program believes, or assumes, change will happen as a result of the goods and services it provides. Necessary for M+E and understanding if or how a program contributes to changing lives.