



Managing for Impact in Rural Development

# A Guide for Project M&E

## Credits

© International Fund for Agricultural Development (IFAD) 2002.

ISBN

All rights reserved. No part of this document may be reproduced without the prior permission in writing of the International Fund for Agricultural Development (IFAD).

The ideas and opinions contained in this guide are those of the authors and do not necessarily represent the views of IFAD.

Published by IFAD, Office of Evaluation and Studies (OE).

Coordination: Jean-Philippe Audinet and Paolo Silveri (Office of Evaluation and Studies, IFAD) and Irene Guijt (Learning by Design)

Authors: Irene Guijt (Learning by Design, Randwijk, The Netherlands) and Jim Woodhill (International Agriculture Centre, Wageningen, The Netherlands)

Research and writing assistants: Mundie Salm and Julia Wright

Field researchers (in alphabetical order): Rekha Dayal (India), Irene Guijt (Mali), Cheick Kamaté (Benin), Deb Johnson (Ghana, Morocco, Tanzania, Uganda), Britha Mikkelsen (Bangladesh, India), Claus Rebien (Indonesia), Gloria Vela (Brazil, Colombia, Ecuador, Guatemala, Nicaragua, Peru, Venezuela), Jim Woodhill (Armenia), Elsayed Zaki (Yemen)

Graphic design: Martha Lauria ([www.lauria.org](http://www.lauria.org))

Cartoons: Julie Smith

Diagrams: Michelle Luijben-Marks

Copyeditors: Brett Shapiro and Heidi Craig



**IFAD** - INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT • **FIDA** - FONDS INTERNATIONAL DE DÉVELOPPEMENT AGRICOLE  
**FIDA** - FONDO INTERNACIONAL DE DESARROLLO AGRÍCOLA • **الصندوق الدولي للتنمية الزراعية** - **IFAD**

Via del Serafico, 107 • 00142 Rome, Italy • Tel. +39-0654591 • Fax +39-065043463 • e-mail [ifad@ifad.org](mailto:ifad@ifad.org) • [oemailbox@ifad.org](mailto:oemailbox@ifad.org) • Web Site [www.ifad.org](http://www.ifad.org)

# Table of Contents

<b>Navigating the Guide</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vii</b>
<b>Acronyms</b>	<b>ix</b>
<b>Section 1. Introducing the M&amp;E Guide</b>	<b>1-1</b>
1.1 About the Guide	1-3
1.2 The Basis of the Guide	1-4
1.3 Using the Guide	1-8
1.4 The Nature of IFAD-Supported Projects	1-10
1.5 Implications for M&E of Changing Approaches to Development	1-15
<b>Section 2. Using M&amp;E to Manage for Impact</b>	<b>2-1</b>
2.1 An Overview of Using M&E to Manage for Impact	2-3
2.2 Management and M&E	2-9
2.3 Guiding the Project Strategy for Poverty Impact	2-13
2.4 Creating a Learning Environment	2-18
2.5 Ensuring Effective Operations	2-20
2.6 Setting Up and Using the M&E System	2-22
2.7 The Basics of Participatory M&E	2-26
<b>Section 3. Linking Project Design, Annual Planning and M&amp;E</b>	<b>3-1</b>
3.1 An Overview of Linking Project Design, Annual Planning & M&E	3-3
3.2 Designing for Learning, Empowerment and Sustainability	3-6
3.3 Introducing the Logical Framework Approach	3-12
3.4 Using the Logical Framework Approach	3-17
3.5 From a Logframe Matrix to an Annual Work Plan and Budget	3-25
3.6 Outlining M&E During Initial Project Design	3-29
<b>Section 4. Setting Up the M&amp;E System</b>	<b>4-1</b>
4.1 Overview of Setting Up the M&E System	4-3
4.2 Key Steps in Setting Up the M&E System	4-8
4.3 Documenting the M&E Plan	4-16
4.4 Quality of Your M&E and Keeping it Updated	4-20
<b>Section 5. Deciding What to Monitor and Evaluate</b>	<b>5-1</b>
5.1 An Overview of Deciding What to Monitor and Evaluate	5-3
5.2 Knowing What You Need to Know	5-6
5.3 Using the M&E Matrix for Detailed Planning	5-13
5.4 Being Guided by Performance Questions	5-15
5.5 Focusing on Key Information and Optimal Indicators	5-18
5.6 Making Comparisons and the Role of Baselines	5-30
5.7 Updating Your Information Needs and Indicators	5-35
<b>Section 6. Gathering, Managing and Communicating Information</b>	<b>6-1</b>
6.1 An Overview of Gathering, Managing and Communicating Information	6-3
6.2 Deciding Which Methods to Use	6-7

6.3	Gathering Data From the Field	6-16
6.4	Collating, Analysing and Storing Information	6-22
6.5	Communicating M&E Findings for Action and Accountability	6-26
<b>Section 7.</b>	<b>Putting in Place the Necessary Capacities and Conditions</b>	<b>7-1</b>
7.1	An Overview of Putting in Place the Necessary Capacities and Conditions	7-3
7.2	Human and Institutional Capacity	7-8
7.3	Incentives for M&E	7-19
7.4	Organising M&E Structures and Responsibilities	7-24
7.5	Organising the Project's System for Managing Information	7-31
7.6	Finances and Resources to Operate the M&E System	7-35
<b>Section 8.</b>	<b>Reflecting Critically to Improve Action</b>	<b>8-1</b>
8.1	An Overview of Reflecting Critically to Improve Action	8-3
8.2	How to Encourage Critical Reflection	8-6
8.3	Making M&E Events More Reflective	8-12
8.4	The Contribution of External Reviews and Evaluations to Critical Reflection	8-22
<b>Annex A.</b>	<b>Glossary of M&amp;E Concepts and Terms</b>	<b>A-1</b>
<b>Annex B.</b>	<b>Annotated Example of a Project Logframe Matrix</b>	<b>B-1</b>
B.1	Reviewing an Existing Logical Framework Matrix	B-3
B.2	Reworked Logframe Matrix	B-10
<b>Annex C.</b>	<b>Annotated Example of an M&amp;E Matrix</b>	<b>C-1</b>
C.1	Considerations When Developing an M&E Matrix	C-3
C.2	Core M&E Activities in the Example	C-5
C.3	The M&E Matrix Example	C-6
<b>Annex D.</b>	<b>Methods for Monitoring and Evaluation</b>	<b>D-1</b>
D.1	Sampling-Related Methods	D-3
D.2	Core M&E Methods	D-6
D.3	Discussion Methods for Groups	D-17
D.4	Methods for Spatially-Distributed Information	D-23
D.5	Methods for Time-Based Patterns of Change	D-29
D.6	Methods for Analysing Linkages and Relationships	D-34
D.7	Methods for Ranking and Prioritising	D-42
<b>Annex E.</b>	<b>Sample Job Descriptions and Terms of Reference for Key M&amp;E Tasks and Actors</b>	<b>E-1</b>
E.1	Project Director (M&E aspects only)	E-5
E.2	M&E Coordinator	E-6
E.3	M&E Staff	E-10
E.4	M&E Responsibilities of General Project (and Partner) Staff	E-12
E.5	M&E Responsibilities for Primary Stakeholder Groups	E-15
E.6	TOR for Consultant to Set Up the M&E System	E-16
E.7	TOR for Consultant on Participatory M&E	E-18
E.8	TOR for Consultant on Information Management	E-20
E.9	TOR for Implementing Partner (M&E component only)	E-21
E.10	TOR for Mid-Term Review	E-22
<b>Index</b>		<b>xi</b>

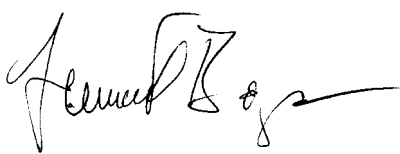
# Foreword

The International Fund for Agricultural Development (IFAD) and its partners in developing countries share the challenging mission of enabling the rural poor to overcome their poverty. A partnership which takes shape primarily through hundreds of rural development projects and programmes at grass-roots level, often in the poorest and most remote regions of the world.

Although the performance of these projects has improved in many aspects over the years, external evaluations continue to report weaknesses in their monitoring and evaluation (M&E) systems, in particular in the way impact M&E is carried out and used at project management and policy level. The need for support is also evident from the numerous requests that IFAD receives each year from its partners for assistance in M&E system design and operation.

In line with the IFAD Action Plan 2000-2002, which seeks to “improve impact assessment”, this new practical guide was developed through a yearlong consultative process with its potential users: project M&E officers, managers, designers and supervisors. Its purpose is to facilitate the development and use of effective and participatory M&E systems as tools for impact-oriented management, shared learning processes and accountability.

As such, it is an integral part of our global effort to improve the performance and monitor the results of our common initiatives to strengthen the capacity of the rural poor and their organisations, improve equitable access to productive resources and increase access to financial services and markets.



Lennart Båge

President  
International Fund for Agricultural Development



# Preface

After a long consultation process and much work by a variety of M&E specialists from all regions of IFAD operations, I am pleased to present the IFAD Practical Guide for Monitoring and Evaluation of Rural Development Projects.

The process began in 2000 when the Fund's Office of Evaluation and Studies conducted a stocktaking exercise, which covered a decade of IFAD experience with M&E at project level. After which, a comparative review was undertaken of the strategies and approaches to M&E systems at project level of several major development agencies. While the stocktaking exercise observed a general weakness in most M&E systems, the comparative review concluded that there is substantial material on M&E concepts and theories, although there remains a lack of practical resource kits on the methodologies and processes at operational level.

As such, the overriding goal of the guide is to improve the impact of IFAD-funded projects, through the introduction of effective M&E systems. It focuses on a learning approach to management that uses achievements and problems to improve decision-making and accountability. This requires creating an M&E system that helps primary stakeholders, implementing partners and project staff to learn together in order to improve their development interventions on a continual basis. As the ultimate objective is to ensure the maximum possible benefit for the rural poor, they are the ones best placed to assess project impact and must therefore be considered full partners in any future M&E. The guide also suggests ideas for implementing this and other forms of participatory M&E.

The primary target audience is composed of staff from project management units, in particular project directors and M&E officers, together with their implementation partners, such as, public services, NGOs and CBOs. The guide is also aimed at technical consultants and supervisors from co-operating institutions. Because the effectiveness of M&E systems also depends on the decisions taken during project design, specific sections of the guide provide advice to project designers, including IFAD staff and their consultants.

This guide presents a number of original features that I believe could contribute to its success and usefulness:

- It has been developed together with its potential users through a consultative process lasting over a year. It addresses their practical problems, starting from their current M&E practices, however rudimentary, and whenever possible uses examples of good practices from IFAD-funded and other rural development projects.
- The guide is geared to the specific context, procedures and partnerships of IFAD supported operations. It emphasises participatory processes throughout, and proposes options that can be adapted to the requirements of project managements in different regional and national contexts.
- The guide is organised in eight stand-alone modules that are tailored to the needs of different categories of users with specific yet differing monitoring responsibilities and tasks.
- The guide is also available to the public in a user-friendly, electronic format on the IFAD web page ([www.ifad.org/evaluation](http://www.ifad.org/evaluation)).

Furthermore, the guide is not a stand-alone initiative. In fact, it forms part of broader spectrum of activities which include, more specifically, improvement of the logical framework approaches in project design and supervision, training, translation of the guide into local languages and the development of regional M&E support networks which take stock of IFAD's experience with the PREVAL (Programme for Strengthening the M&E Capacity of IFAD-funded Projects in Latin America and the Caribbean). This regional customisation should further adapt the contents of the guide to the needs of its users and their feedback will be incorporated in future versions.

I trust that the guide will be a valuable tool and contribution to the enhancement of impact assessment and achievement in IFAD-supported projects.



Luciano Lavizzari

Director  
Office of Evaluation and Studies



# Navigating the Guide

<b>Manager</b>		
<i>Are you responsible for managing the project or a project component?</i>		
<i>Phase in Project Cycle</i>	<i>Tasks You Face</i>	<i>Section Number</i>
Start-up	Revising the project design (logical framework)	Section 3, Annex B
	Obtaining an overview of M&E responsibilities	Section 2
	Supervising development of the M&E system	Section 5, Annex C
	Using the logical framework as a basis for developing the annual work plan and budget	Section 3
	Ensuring M&E staff have sufficient resources, capacities and structures to develop and implement the M&E system	Section 7, Annex E
Implementation	Requesting and using M&E information to guide project implementation and make decisions	Sections 2 and 8
	Supervising the contributions and performance of staff, partners and consultants	Section 4, Annex E
	Engaging team members, primary stakeholders and partners in joint analysis, learning and decision making	Section 8

<b>M&amp;E staff (project or partners)</b>		
<i>Are you responsible for ensuring that M&amp;E in the project as a whole or in a project component is being set up and implemented well?</i>		
<i>Phase in Project Cycle</i>	<i>Tasks You Face</i>	<i>Section Number</i>
Start-up	Developing clarity about the role of M&E in project management	Section 2
	Ensuring that during revision of project design, the M&E system and procedures are detailed enough for implementation	Sections 3 and 4
	Guiding project implementers in agreeing what to monitor and evaluate	Section 5, Annex C
	Guiding project implementers in deciding how to collect and communicate information	Section 6, Annex D
	Checking that proposed resources, capacities, support and structures are sufficient for M&E to be effective	Section 7, Annex E
Implementation	Supporting partners and consultants in fulfilling their M&E responsibilities	Section 4
	Encouraging reflective use of information by implementers	Section 8
	Engaging key stakeholders in joint analysis of information	Section 8
	Reporting findings from M&E	Section 6

### Consultants

***Are you responsible for providing external technical assistance in the areas of project design, M&E and information management for the project or a project component?***

<i>Phase in Project Cycle</i>	<i>Tasks You Face</i>	<i>Section Number</i>
Design	Ensuring that the proposed project design is based on good design practice	Section 3, Annex B
	Ensuring that the M&E component has been designed comprehensively enough and with sufficient resources, capacities and flexibility	Sections 4 and 7
Start-up	Ensuring that the M&E system is designed to support “managing for impact”	Sections 2 and 4
	Supporting M&E staff in developing appropriate monitoring mechanisms	Sections 5 and 6
	Ensuring that enough and appropriate resources, capacities and support structures exist for carrying out M&E responsibilities	Section 7
Implementation	Building critical reflection into M&E processes	Section 8
	Reviewing and updating the M&E system	Sections 4, 5, 6, 7 and 8

### IFAD and Cooperating Institution staff

***Are you responsible for providing guidance, supervision and support to the project?***

<i>Phase in Project Cycle</i>	<i>Tasks You Face</i>	<i>Section Number</i>
Design	Checking that the proposed project design meets “good practice” standards	Section 3, Annex B
	Stipulating relevant elements of learning-oriented M&E in job descriptions and terms of reference	Annex E
	Ensuring that the proposed project design includes sufficient resources, capacities and enabling support structures for M&E	Section 7
Start-up	Ensuring that the project design is being revised appropriately with sufficient detail to M&E	Section 3
	Encouraging impact-focused monitoring	Section 5
Implementation	Ensuring that key aspects of the M&E system are in place	Section 4
	Recognising if a project is taking a learning approach in its implementation	Section 8
	Checking reports and suggesting reporting formats	Sections 3 and 6

# Acknowledgements

## *Project-related staff and stakeholders who shared their experiences with M&E*

- *Armenia.* G. Matevossian, E. Kojoyan, V. Kanayan, V. Sapharyin, S. Ghazaryan, H. Minasyan, S. Gischyan, R. Culver, A. Kalantaryan, H. Naschkaryan, senior staff of ANEV (implementing NGO)
- *Bangladesh.* R. Ahmed, M.D.H. Islam, M.D.E. Moslem, S. K. Islam, Dr. N. Sarder, M. Mortuza, M.A. Awal, K.A. Quadir, T. Shapla, A.K.M. Delwar Hossein, A.S. Khan, K. Akbar, A. Armstrong
- *Benin.* B. Sourokou, T.S. Ségou Sounon, N. Moussa, D. Challa, K. Bagoudou, O. Opian Gabriel, Mrs. Dieudonné, B. Gassi, Q. Bonaventure, F. Chabi Biaou, A. Djossouvi, R. Yorouba, M.S. Inoussa, A.M. Marcelline, T. Amidou, A. Benoît, A. François, A. Boris, T. Medar
- *Brazil.* C. Jurema, A. Medrado Brasileiro, D. Andrade dos Santos, C. Ribeiro Cardoso
- *Colombia.* M.O. Lizarazo, L. Isaacs, A. Rojas
- *Ecuador.* J. Orbe, D. Quilumbaqui
- *El Salvador.* M. Ponce, J.A. Torres, M. Quesada, E. Ancheta, G. Colunga, J. Santos Castillo
- *Ghana.* A.A. Adjekum, A. Ayebo, A.R.Z. Salifu, S.M. Abd-Allah, A. Dannson, S.N.E. Asante, B. Abanga, E. Andanye, E. Agumah, E. Adauwieba, F. Dery, F. Seidu, I. Dauda, J.S.Odoi, J. Amiyuure, K.B. Owusu-Sekyere, K.E. Baah, K.K. Appiah, K. Glseddy, K. Anene, L. Abusat, M. Amaboda, P. Siameh, P. Ayoreko, R. Atengdem, R. Ayarega, S.A. Benlu, S. Danso, Sanabisi women's group, S. Abdulrahmouni, Saka water users' association
- *Guatemala.* C. Mas, M. Mérida
- *India.* V.K. Agarwal, K.N. Banerjee, V. Subramanyan, P. Lakshmi Narayana, V. Reddy, Mr. Gaud, Mr. Naidu, Dr. Krishna, Mr. Rameshankar, Mr. Ramesh, Mr. Naidu, N. Raju, M. Rao, Mr. Mehaboob, P. Rao, U. Ramakrishna, P. Reddy, S. Rao, S. Priya, S. Rao, K. Rao, self-help group Gandhiji, Sardamme and Bhedradri cluster-level associations, J. Kumar, S. Jones, E. Gravgaard, M. Balasubramaniam, Mr. Ramadoss, S. Ramakrishnan, R. Mangalam, S. Lakshmi, R. Gomathi, Q. Gandhi, A.K. Rajeevan, Dr. K. Shankar, X.C. Nayakam, G. Kanna, G. Kalidas, S. Ramachndran, K. Marugesan, M. Nawab, S. Pandurahajn, A. Joshep, M. Moni, D. Varadhan, G. Mathew, G. Kalaiselu, P. Padmanabhan, S.Rajgopalakshmi, Sr. S. Daisy, Sr. Micky, S. Willam, P. Keshavan, A. Dhanraj, M. Xavier, S. Chinnappan, A.M. Tiwari, Dr. Z. Meenai, Dr. S. Rao, Ms. Sathyavati, Dr. V. Hebbare, M. Raghu, D.K. Naik, R. Krishnamurthy, E.S. Patole, B.R. Shirsat, Dr. R.N. Kulkarni, S.R. Dere, A.V. Shimpi, G.V. Purohit, M.R. Gulgule, S.S. Parulekar, G.K. Salvekar, C.R. More, P.D. Kale, R.G. Chaudhari, S.M. Dalvi, S. Agarwal
- *Indonesia.* D.Purnomo, T.E.H. Basuki, S. Latief, W. Adisaputro, A. Wahyudin, S. Budisetyanto, H. Moedrdiyono, K. Osman, F. Lamerkabel, N. Jauanedi, C. Lubis, Mr. Widihatmoko, Mr. Sukandi, D. Makka, N.L. Tobing, Mr. Ery, Mr. Agus, Ms. Widayati, K. Zulkarnain, J.W. Molyneaux, R. Astika
- *Mali.* C. Kamaté, Y. Diarra, Mr.Sako, M. Coulibaly, A. Karam, Mr. Sakaponé, M. Baba Diatiké, A. Traoré, A. Kene, S. Fatoumata, F. Kamara, A. Traoré, B. Thiero, O. Traoré, F. Diara, N. Keita, B. Doumbia, H. Diallo, B. Togola, M. Nadio, M. Moutairou, E. Boka, I. Dabo Ndiaye
- *Nicaragua.* J.L. Sandino
- *Peru.* C. Sotomayor, J. Solórzano, E. Mar, I. Loaiza, T. Samagoa
- *Tanzania.* E.A. Anyosisye, L.A.G. Gallet, C.M. Kiberange, H.B. Lungogelo, M. Mboya, S.S. Mkude, E. Mushi, N.K. Rajabu, L.K. Rweyemamu, T.D.R.Waida, Kibaale village leaders
- *Uganda.* E.B. Aru, J.W. Byakagaba, M. Kajubi, F. Ndozereho, J. Tumushabe, J. Zirabwende, D. Kisauza, community development officer of Hoima District
- *Venezuela.* O. Lozano, R. González, W. Toledo, C. Sánchez, A. Valbuena, A. González, L. Velásquez, C. Sánchez, E. Manzanella
- *Yemen.* E.A. Al Mutawakil, M.A. Al Haj, A.S. AL Yosfi, A.G. Turkawi, I. Al Doma, Z.M. Heig, M.A. Fitini, B.A. Hassan, Mr. Sulieman, M. Al Awaji, M.H. Al Wazan, M.O. Ali

*Comments and contributions were gratefully received from the following IFAD-Rome staff members: A. Abdouli, W. Bettink, N. Brett, F. David e Silva, H. Dommel, K. Elharizi, A. Gerrits, P. Glikman, S. Kennedy, S. Khadka, M. Kherallah, D. Kingsbury, L. Lavizzari, M. Madsen, M. Manssouri, E. Mertens, A. Muthoo, S. Mwanundu, P. Roy, T. Rice, P. Saint-Ange, K. van de Sand, G. Thapa, P. Turilli*

*Comments on early drafts of the Guide and additional material were gratefully received from: A. Adjekum, M. Allaoui, E. Barrientos, I. Barro, J. Berdegú, J. Bos, L. Caviezel, R. China, I. Christensen, R. Cleveringa, K. Gill, B. Girardin, M. Ben Hafoune, D. Hedayetul Islam, E. Krogh, R. Lauritto, A. Marini, A. Ocampo, J.S. Odoi, R. Pantanali, J. Piña, R. Roy, M. Read, F. Sarassoro, A. Sattar Khan, J. Sermeño, D. Tymo, G. van Vliet, R.T.D. Waida, P. Wignaraja, I. van der Does de Willebois, O. Zafar*

This guide has drawn partly on the authors' experience in working for the World Conservation Union's (IUCN) Global Monitoring and Evaluation Initiative, with particular thanks to Nancy McPherson, Alejandro Imbach, Veronica Muthui and Mine Pabari for ongoing dialogue about how to improve participatory M&E..

# Acronyms

APR	annual project review
AWPB	annual work plan and budget
BPL	below poverty line
CBA	cost-benefit analysis
CBO	community-based organisation
CCU	central coordination unit
CI	cooperating institution
COSOP	Country Strategic Opportunities Paper
CPM	country portfolio manager
CV	curriculum vitae (résumé)
DC	district council
DPF	district project facilitator
DT	district team
FUG	forestry user group
GIS	geographic information system
GPS	global positioning system
HYVs	high-yielding varieties
ICGs	income-generating activities
IFAD	International Fund for Agricultural Development
LFA	logical framework approach
MIS	management information system
MOVs	means of verification
MTE	mid-term evaluation
MTR	mid-term review
M&E	monitoring and evaluation
MU	monitoring unit
NTCU	national technical coordination unit
NGO	non-governmental organisation
PCU	programme coordination unit
PD	project director
PIM	participatory impact monitoring
PM&E	participatory monitoring and evaluation
PMU	project management unit
PNGO	participating NGO (i.e. implementing partner)
PRA	participatory rural appraisal
SHG	self-help group
SOF	Special Operations Fund
SWOT	strengths, weaknesses, opportunities and threats
TA	technical assistance
TOC	table of contents

TOR	terms of reference
UNDP	United Nations Development Programme
UNOPS	United Nations Office for Project Services
WB	World Bank
WUA	water users' association

### Projects mentioned by name in the Guide

ADIP	Agricultural Diversification and Intensification Project	Bangladesh
APPTDP	Andhra Pradesh Participatory Tribal Development Project	India
	Cuchumatanes Highlands Rural Development Project	Guatemala
	District Development Project	Zambia
DDSP	District Development Support Programme	Uganda
FODESA	Sahelian Areas Development Fund Programme	Mali
KAEMP	Agricultural and Environmental Management Project	Tanzania
	Karnataka Rural Water Supply and Sanitation Project	India
LACOSREP	Upper East Region Land Conservation and Smallholder Rehabilitation Project	Ghana
MARENASS	Management of Natural Resources in the Southern Highlands Project	Peru
	Maharashtra Rural Credit Project	India
NWFP	North-West Frontier Province Barani Area Development Project	Pakistan
	Northwest Agricultural Services Project	Armenia
WUPAP	Nepal Western Uplands Poverty Alleviation Development Project	Nepal
P4K	Income Generating Project for Marginal Farmers and Landless	Indonesia
PADEMER	Rural Micro-Enterprises Development Programme	Colombia
PDR-San	Income Diversification Programme in the Mali Sud Area	Mali
PIDP	Participatory Irrigation Development Project	Tanzania
PROCHALATE	Rehabilitation and Development Project of Areas Affected by Conflict in the Department of Chalatenango	El Salvador
PRODECOP	Economic Development of Poor Rural Communities Project	Venezuela
PROSALAFA	Support Project for Small Producers in the Semi-arid Zones of Falcon and Lara States	Venezuela
RADP	Raymah Area Development Project	Yemen
RDRS	Rangpur Dinajpur Rural Service	Bangladesh
RTIP	Root and Tuber Improvement Programme	Ghana
SAIP	Smallholder Agricultural Improvement Project	Bangladesh
SARAGURO	Yacuambi Rural Development Project	Ecuador
SDPMA	Smallholder Development Project for Marginal Areas	Tanzania
SFPD	Smallholder Flood Plains Development Project	Malawi
SISP	Smallholder Irrigation Support Programme	Zimbabwe
TEPP	Tihama Environmental Protection Project	Yemen
TROPISEC	Project for the Capitalization of Small Farmers in the Tropisec Area of the Segovias – Region 1	Nicaragua
TNWDP	Tamil Nadu Women's Development Project	India

accountability, 2-15 to 16, 2-25, 6-26, A-3  
 actors, *see* stakeholders  
 adaptive management, 2-15, 3-3 to 4, 3-11 to 12, 4-7 to 8, A-3  
 annual  
     project review, *see* review  
     work plan and budget (AWPB), 2-8, 2-20, 3-5, 3-25 to 28, 5-10, A-3, A-4  
 appraisal report, 3-3, 3-26, 3-30 to 31, 4-5, 4-8 to 10, A-3  
 assessment, A-4  
     *also see* impact  
 assumption, 2-13 to 15, 3-14, A-3  
     example of, 3-23 to 24, B-5 to 7, B-13 to 19  
 role in project design, 3-22 to 25,  
 assessing quality of, B-8, B-11  
 audit, A-4

---

baseline  
     information, 5-30 to 34, A-4, C-7 to 11  
     survey/study, 3-19, 5-30 to 34, 7-38, A-4, B-5  
 benchmark, A-4  
 beneficiaries, A-4  
     *also see* primary stakeholders  
 beneficiary contact monitoring, 2-22  
 biophysical measurement, D-8 to 9  
 brainstorming, D-17 to 18  
 budget  
     for M&E in appraisal report, 3-12, 3-28, 3-30  
     for M&E in plan, 2-25, 4-7, 4-16, 5-26, 7-6 to 7, 7-35 to 39

---

calendars  
     daily routines, D-32  
     seasonal, D-31 to 32  
 capacity, 7-4, A-4  
     building, 2-27, 3-9 to 11, 6-27, 7-3 to 4, 7-9 to 18, A-4  
     for M&E, 4-14 to 15, 7-3 to 4, 6-17, 7-8 to 18  
     *also see* conditions for M&E  
 case study, D-15 to 17  
 causal relationship, A-4  
 change, 5-6, 5-18  
     organisational, 5-24  
     *also see* adaptive management  
 co-implementing partner, *see* implementing partner  
 communicating M&E, 4-14, 6-6 to 7, 6-26 to 31, E-6, E-8 to 9, E-14 to 15  
     *also see* reporting M&E  
 comparative analysis, 5-30 to 31  
     *also see* baseline

completion, 1-11, 4-6, 8-25 to 27, A-4  
     evaluation/report, 8-27, A-4, A-5, A-9  
 component management, *see* project management  
 computerisation, 6-22, 6-25 to 26, 7-6, 7-31 to 35  
 concepts of M&E, **Annex A**  
 conceptual model of M&E, **Section 4**  
 conditions for M&E, **Section 7**  
 constraints (operating), 2-11  
 consultants, 1-13, 3-11, 7-9, 7-15, 7-28 to 30, E-16 to 20  
 context  
     monitoring of, 5-10 to 11  
 contracting, *see* hiring  
 control group, 5-30 to 31, A-5  
     *also see* baseline  
 cooperating institution, 1-13, A-5  
 cost-benefit analysis, A-5, D-10 to 12  
 cost effectiveness, A-5  
 costs, *see* finances  
 country programme evaluation, A-5  
 country/COSOP strategy, 1-11, 3-17, A-5  
 credit, 5-16, 5-25  
 critical reflection, 2-7, 2-18, 4-4, 4-13 to 14, **Section 8**, A-5

---

data, 2-24, 6-3 to 5, E-12  
     analysis, 5-28, 6-4, 6-6, 6-18 to 19, 6-22 to 25, 7-31 to 32  
     database, 6-4, 7-31  
     collation, 6-4 to 5, 6-21 to 22  
     gathering/collection, 4-5, 4-12 to 13, 5-9, 5-12, 5-16, 5-28, 5-32 to 35, 6-3 to 5, 6-12, 6-14 to 20, C-3 to 4, C-7 to 11  
 decentralisation, 1-15, 6-25  
 decision-making, 1-15, 2-17, 2-24, 2-26, 2-27, 2-28, 6-25  
 design  
     project, 1-11, **Section 3**, 7-27  
     of the M&E system, 2-12 to 13,  
 development intervention, 1-15  
 diagrams  
     cause-effect, D-34 to 35  
     chapati, D-36 to 37  
     impact flow, D-34 to 35  
     inputs-outputs, D-41 to 42  
     institutional linkage, D-36 to 37  
     systems, D-41 to 42  
     Venn, D-36 to 37  
 diaries, D-29  
 direct observation, D-9 to 10  
 documentation review, D-8  
 donors, *see* funding agencies

- downward accountability, A-5  
drama, D-22 to 23  
dreams realised, D-21 to 22
- 
- effective operations, 2-8, 2-20 to 22, 4-4, A-5  
efficacy, A-5  
efficiency, 5-8, A-5  
empowerment, 1-5, 1-15, 3-6, 4-15, 5-20, 5-28  
enabling factors, *see* conditions  
evaluation, 2-3, 5-8, 7-22, 8-21, 8-22 to 27, A-5  
*also see* M&E, participatory M&E  
ex-ante evaluation, *see* appraisal  
ex-post evaluation, *see* completion evaluation  
external evaluation/review, 8-22 to 27, A-5
- 
- facilitation of M&E, 7-13  
feedback, 2-18, 2-19, 6-7, 6-27 to 29, 8-7, 8-14, A-6, C-7 to 11  
finances, 7-6 to 7, 7-35 to 39, B-7, B-12, E-14  
flexibility (of design), 3-11  
food security, *see* livelihoods  
focus groups, D-18 to 19  
formulation report, *see* appraisal report  
funding agencies, 5-7  
funds, *see* finances
- 
- gender issues, 3-8 to 9, 3-15, 5-9, 5-14, 5-20, 5-22, 5-28, 5-33,  
8-26, B-11, E-13 to 14  
goal, 3-14 to 15, 3-20 to 21, A-6  
project, 2-14, B-5, B-8  
government, 1-13 to 14, 3-11, 7-24  
Grassroots Development Framework, 5-19
- 
- hiring staff and consultants, 7-9, 7-15, 7-29 to 30, E-16 to 20  
historical trends/timelines, D-30 to 31  
horizontal project logic, A-6, B-10  
household survey, B-13, C-5  
human resource development, *see* capacity
- 
- IFAD  
objectives, 1-4 to 7  
project cycle, 1-10 to 11  
stakeholders, 1-13  
impact, 3-11, 4-4, 5-15 to 16, 5-30 to 31, 7-23 to 24, A-6, A-9  
assessment, 2-4 to 7, 2-26, 5-6, 5-30 to 31, A-6  
managing for, 1-4 to 7, 2-3 to 7, 2-9 to 10, 3-11, 3-16, 4-5  
implementation  
of project, 1-11, 3-4, 4-3, 4-6  
implementing partner, 1-12, 5-29, 7-13, 7-20 to 23, A-6, E-21  
incentives for M&E, 2-30, 6-13, 7-4 to 5, 7-19 to 24  
independent evaluation, A-6  
*also see* external evaluation  
indicator, 3-14, 4-11 to 12, A-6  
proxy, 5-20 to 21, 5-24, A-9  
input/output, 5-21, B-6 to 7, B-11, B-16 to 19  
outcome, 5-18, 5-21 to 22  
performance, 5-21  
quantitative/qualitative, 4-11, 5-19 to 27, B-11  
identifying/developing, 5-15 to 16, 5-18 to 23  
information, 4-5, 4-10, 4-12 to 13, 5-3 to 4, 6-3, 6-5 to 6, 7-6  
analysis, 6-6, 6-15, 6-22 to 24  
baseline, *see* baseline  
management system, 4-18, 6-21 to 23, 6-25, 7-6,  
7-31 to 35, 7-39, A-6, E-20  
sources, 5-6 to 10, 5-13 to 15, 5-35, 6-11 to 12, 6-29,  
B-13 to 19  
*also see* data  
inputs (M&E of), A-6, B-4, B-6 to 7, B-10, B-16 to 19  
institution, *see* organisation  
intervention logic, *see* objective hierarchy  
interviews, 6-17  
semi-structured, D-14 to 15
- 
- job description(s), 7-28, 8-6 to 7, E-5 to 15  
joint evaluation, A-7  
*also see* participatory M&E
- 
- key informant, D-6
- 
- learning, 2-10 to 11, 2-18 to 20, 2-25, 3-11 to 12, 4-4, 7-9,  
8-4 to 6, 8-7 to 27, A-7  
cycle, 8-4 to 6, 8-9 to 11  
institutionalising, 7-19 to 23, 7-37, 8-12 to 27  
from problems, 1-7, 8-3  
livelihood  
and food security, 5-14, 5-20, 5-23  
indicators to assess improvement in, 5-19, 5-33  
logical framework approach (LFA), 3-5, 3-12 to 13, 3-17 to 25,  
5-4, 6-30, A-7  
logframe matrix, 2-14, 3-8, 3-12, 3-13 to 16, 3-25 to 28, 5-4 to 5,  
A-7, B-1, B-2, B-5 to 7, B-14 to 19
- 
- managing for impact, Section 2, A-7  
*also see* impact  
management information system, *see* information system  
mapping sketch, 6-29, D-23 to 24  
GIS, D-27  
mind, D-34  
social, D-42 to 43  
matrix scoring, D-44 to 47  
means of verification, 3-14, A-7, B-5 to 7, B-14 to 19  
meetings (reflective), 8-10 to 11, 8-13 to 17  
methods *and* methodology, 5-13 to 14, 5-16, 5-28, 5-33,  
6-5 to 18, 6-21, 6-23, 6-28, Annex D  
mid-term review/evaluation, A-7, E-22 to 23



- mobilisation phase, *see* start-up  
 monitoring, 2-3, 7-25, A-7  
     mechanisms, 3-14, 5-3, 5-9, 5-12, B-5 to 7, B-13 to 19  
     *also see* (participatory) M&E, evaluation  
 monitoring and evaluation (M&E), 2-28, 3-6, 3-29 to 31, 5-12  
     officer, E-6 to 12  
     definition of, 1-3, 2-3, A-7  
     elements of, 5-7, 8-12  
     (key) tasks for, 1-6 to 7, 1-12 to 13, 4-6 to 7, 7-5, 7-26 to 28, C-5, E-5 to 23  
     matrix, 5-4 to 5, 5-13, A-7, C-3 to 11  
     participation in, 5-30, 5-35, 6-13, 6-23 to 24, 7-5, 7-11 to 14, 7-16, 7-26 to 28  
     plan, 4-16 to 19  
     purpose and scope of, 1-3 to 4, 1-6, 1-15, 5-3  
     system, 2-8, 2-22 to 26, Section 4, 7-25, A-8, E-16 to 18  
     unit, 7-24 to 26, A-8  
     wheel, D-40 to 41  
 "most significant change" method, 2-25, D-32 to 33  
 motivation, *see* incentives
- 
- narrative summary (project), 2-14, A-8  
 NGOs (non-governmental organisations), 5-24 to 25, 5-28 to 28  
 nominal group technique, D-19
- 
- objective, 3-14, A-8  
     hierarchy, 2-13 to 15, 2-17, 3-14 to 16, 3-20, 3-22, 5-4 to 5, 5-7 to 8, 5-15 to 17, A-8, B-3, B-12, C-3  
     tree 3-20, D-37  
 objectively verifiable indicators, 3-14, A-8  
 one hundred seeds, D-50  
 operating constraints, *see* constraints  
 operational plan, *see* annual work plan and budget  
 organisation, 5-24 to 25  
     organisational learning, *see* learning  
 outcome, 2-17, 3-11, 3-14 to 16, 3-21, 4-4, 5-8,  
     definition, 2-6, A-8  
     indicators, *see* indicators  
 output, 2-6, 2-14, 3-14 to 16, 3-20 to 21, 5-7 to 8, 5-15 to 16, A-8  
     indicators, A-8 (*also see* indicators)
- 
- participants, *see* stakeholders  
 participation, 2-7, 3-8 to 9, 4-12, A-8  
     in project design, 3-6 to 8, 3-18  
     in M&E design, 5-27 to 29  
     in analysis, 6-11  
     *also see* participatory M&E  
 participatory  
     evaluation, 4-15, 7-23, A-8  
     impact monitoring, 4-7, 7-39, A-8, C-5, C-9  
     learning, 2-10  
     M&E, 1-5 to 6, 2-26 to 31, 6-11 to 13, 6-23 to 24, 6-28, 7-4, 7-7, 7-11 to 14, 7-38 to 39, C-5, E-18 to 19  
     making existing project M&E more, 7-23 to 24  
     partners/partner institutions, A-8  
     performance, 7-4, 7-20 to 22, A-9  
         indicator, *see* indicators  
         monitoring, 5-9  
         questions, 4-11 to 12, 5-15 to 18, 6-14, A-9, B-11, B-13 to 19, C-7 to 11  
     phasing out, 1-11, 4-6  
     photographs, 5-3, 6-29, 6-31, D-28  
     planning, Section 3, 8-12, A-9, C-7 to 11  
     pocket charts, D-49 to 50  
     poverty  
         alleviation, 1-3 to 6, 2-4, 2-7, 3-8 to 9  
         M&E of, 5-20, 5-22  
     presentation of M&E findings, 6-29, 6-31, C-6  
         *also see* reporting  
     primary stakeholders, 2-9, 2-22, 3-6, A-9  
         capacity building of, 7-14  
         interests of, 7-23 to 24  
         participation in M&E of, 1-12, 5-6 to 7, 5-27 to 28, 6-11, 6-23, 7-11 to 12, 7-23 to 24, 8-20, 8-24 to 25, E-15  
     problem tree, 3-18, 3-20, D-37  
     process, B-10  
         evaluation, 8-18 to 21, A-9  
         monitoring, A-9  
     progress, monitoring of 5-10 to 11  
     project, A-9  
         cycle, 1-10 to 11, A-9  
         evaluation, A-9  
         implementation manual, 4-16 to 17, A-9  
         management, 1-12, A-9  
         manager, E-5 to 6  
         performance A-9 (*also see* performance)  
         strategy, 2-13 to 17, 3-4, 3-20 to 21, 4-4 to 5, 5-8, 5-15 to 16, A-9, B-1  
     purpose (of project), 2-14, 3-14, 3-15, 3-20 to 21, 4-10, A-9
- 
- qualitative, A-10  
     indicators, *see* indicators  
     methods, 5-10 to 11, 6-9 to 10, 6-13, 6-20, 6-22 to 24  
 quality  
     of indicators 5-25 to 27  
     of M&E 4-20 to 21, 5-10 to 11, 7-10  
 quantitative, A-10  
     indicators, *see* indicators  
     methods, 6-9 to 10, 6-13, 6-24  
 questionnaires, D-12 to 13
- 
- ranking, 5-23, D-19, D-49 to 50,  
 records, 6-21 to 22

- redesign, *see* design
- reflection, 8-3 to 27
  - collective, 8-4, 8-7 to 10, 8-13 to 27
  - ways to ensure, 5-11, 8-6 to 27
- relative scales and ladders, D-47 to 49
- reliability of information, 6-12, 6-15 to 20, A-10
- report/reporting, 4-5, 4-14, 6-26 to 31, 8-7, 8-11
- resources for M&E, 7-6 to 7, A-10
- review, 2-17, 8-18 to 21, A-10, C-6
  - annual, 2-9, 2-27, 3-3 to 4, 5-17
  - mid-term, 2 to 10, 3-3 to 4, 4-6
- rich pictures, D-34
- risks, A-10
  - also see* assumptions
- role plays, D-22 to 23
- roles and responsibilities for M&E, E-5 to 23
- 
- sampling, 6-14, 6-18, D-3 to 6
  - frame, D-4
  - purposive, A-10, D-5 to 6
  - non-random, D-5
  - quota, D-6
  - random, D-4
- self-evaluation, 2-9, 2-31, 4-15, 8-6 to 7, 8-21, A-10
- service providers, *see* implementing partners
- situation analysis, 3-4, 3-18 to 19, A-10
- spider web, D-40 to 41
- stakeholder, 2-28, 2-29, 3-6 to 8, 3-13, 3-17 to 19, 4-5, A-10
  - analysis, 3-7, 3-18, 5-6 to 7, D-6 to 8
  - diversity of, 1-12 to 14, 6-26 to 27, 6-29, 8-16
  - participation in M&E, 1-12 to 14, 5-6 to 7, 5-27 to 29, 6-15, 6-23 to 24, 6-26, 7-8, 8-7 to 8, 8-15 to 17, 8-24 to 25, A-10
- staffing, arrangements for 2-21, 7-10 to 11, 7-13, 7-20 to 23, 7-25 to 28, E-5 to 15
  - also see* hiring
- start-up of project, 3-3 to 4, 4-6, 4-9, 7-37, E-16
- steering committee, 8-17 to 18
- storing, information, 6-5 to 6, 6-25 to 26, 7-31 to 32
- strategic objective/plan, A-11
  - also see* appraisal report and objective hierarchy
- supervision mission, 2-10, 8-22 to 23, A-11
- survey, 5-30 to 34, 6-18, D-12 to 14
- sustainability (project), 2-5, 3-6, 3-9, 6-8, 7-30, A-11
- SWOT analysis, D-20 to 21
- 
- target group, 5-6 to 7, 5-16, 5-21 to 22, 5-30 to 31, A-11
- technical assistance, 1-13, 7-30, E-14
- terms of reference (TOR), 7-15, 8-22, E-3, E-16 to 23
  - also see* job description
- timelines, 4-16 to 17, D-30
- tools, *see* methods
- training on M&E, 6-17, 7-9, 7-16 to 18, 7-35
- transects, D-26
- transparency, *see* accountability
- triangulation, 6-20, A-11, C-3
- 
- updating, 4-20 to 21
  - indicators, 5-28 to 29, 5-34 to 35
- 
- validity, 6-16, 6-19 to 20, A-11, C-3
- vertical project logic, A-11
- video, 5-33, 6-29, 6-31, D-28
- visioning, D-21 to 22
- 
- well-being ranking, D-42 to 44
- women, *see* gender
- work plan, A-11
  - also see* annual work plan and budget
- workshop, reflective 6-29, 8-15 to 16