

Project Cycle Management with focus on MEAL



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Save the Children

FERRERO

Introduction

This session is an opportunity for all Ferrero partners for:

- Being aligned in the **planning, implementation and monitoring** process of a project, as an **introduction to the programmatic sessions**
- Understanding the key role of **data use in all project phases**, and the importance of **data evidence for decision making**

Objectives

Participants will be able to:

- Articulate concepts and phases of **Project Cycle Management**
- Defend purpose and relevance of **MEAL**
- List key **MEAL activities** in all project phases



Agenda and methodology



Timeframe



Interactive questions



Q/A

Introduction questions 1 and 2: participants of this session



Overview of the session

- **Project Cycle Management (PCM)** - Project life cycle, flow and activities
- **How to build a project and the key MEAL activities at all phases:**
 - 1. Problem identification and problem analysis**

What is the problem we want to address with our project?
 - 2. Project design and development**

What are the project objectives, expected results and strategies?
 - 3. Project monitoring and evaluation**

How do we know we are reaching the planned results?

What is a project? What is a programme?

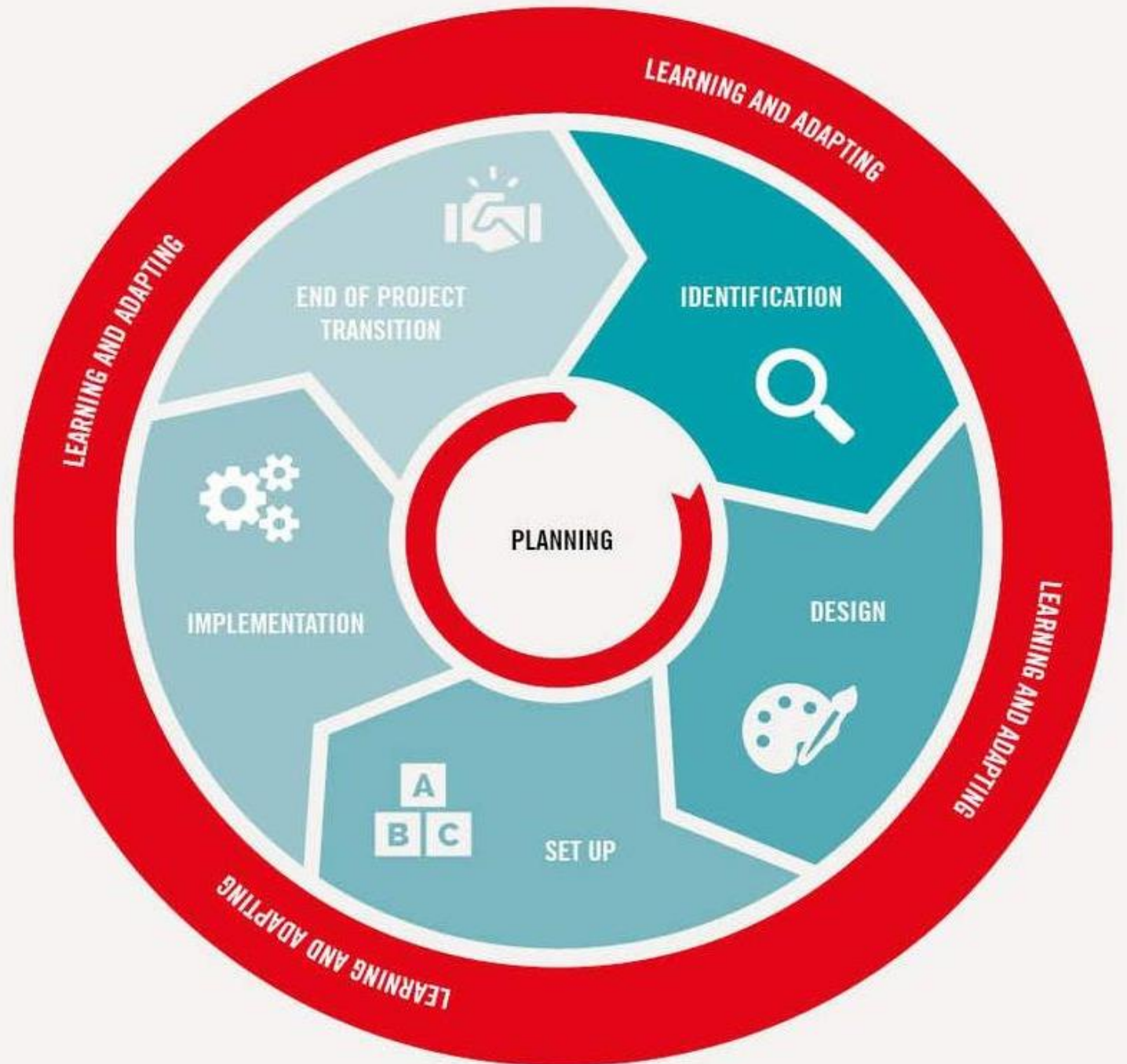
Project: A set of related activities, with common objectives, culminating in a unique product, service or result, within a specific period of time, with an agreed budget.

Programme: A cluster/ group of related yet distinct projects managed in a coordinated way to reach objectives that would not be possible with single projects



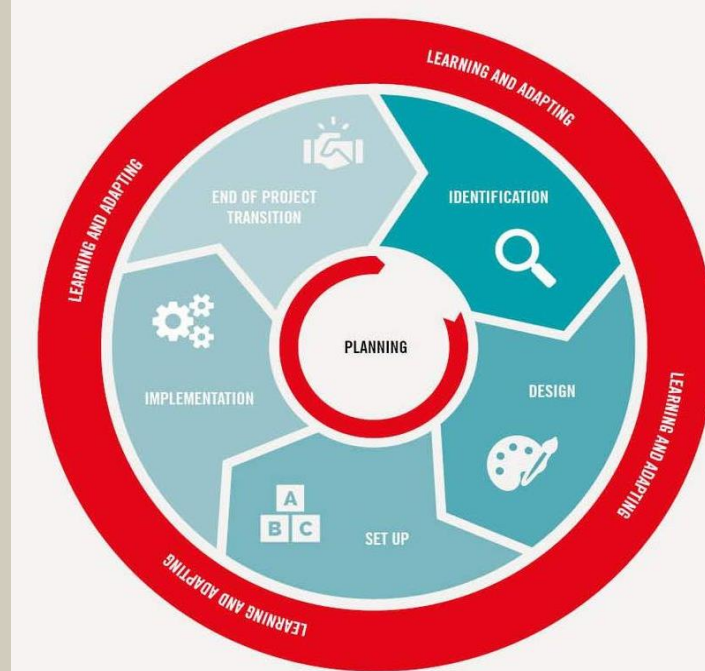
Project Cycle Phases

Project Cycle Management includes the activities and decision-making procedures used during the life-cycle of a project

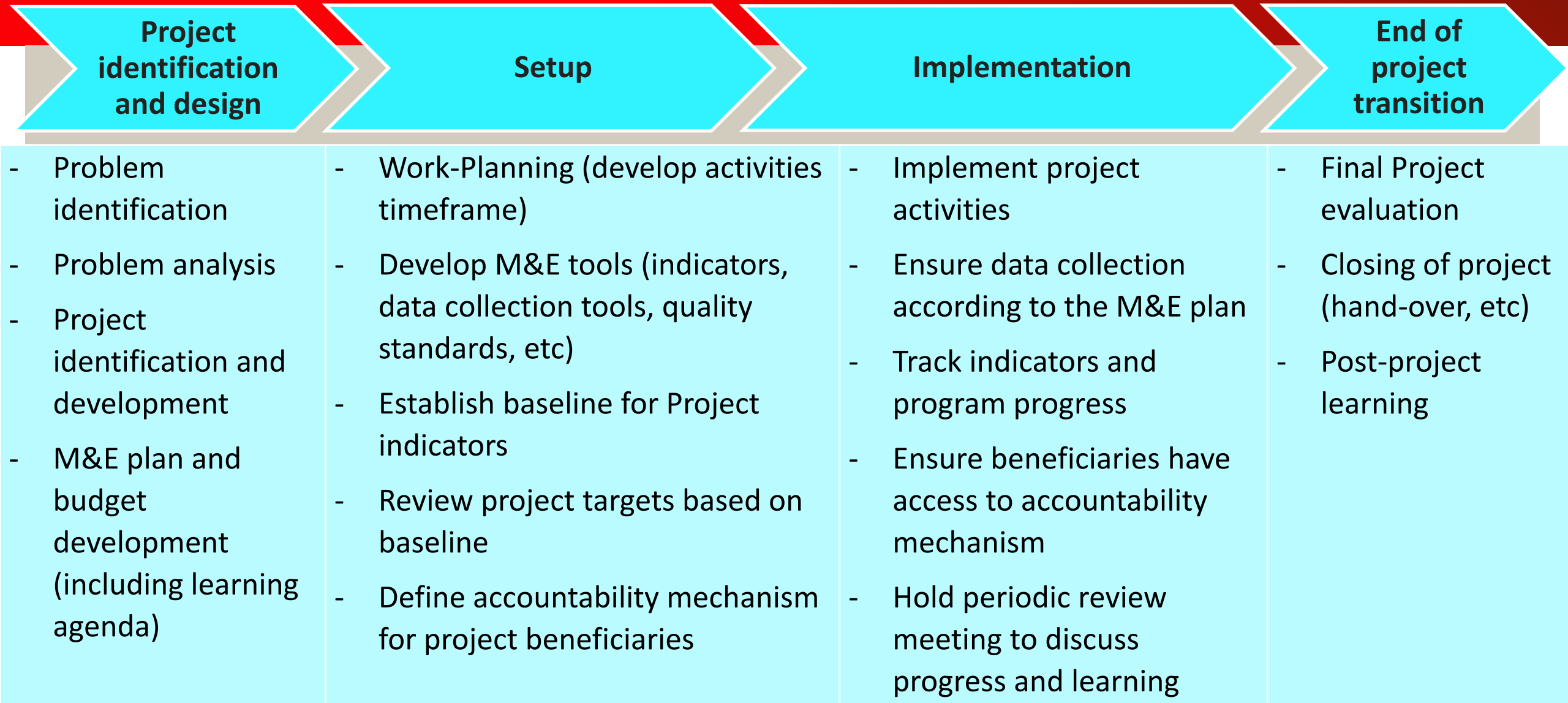


Project Cycle Phases

- **Identification:** define the existing needs and the project environment
- **Design:** work out the scope and details of the project based on the findings of the identification phase
- **Set up:** prepare the project for implementation by establishing staff and governance
- **Implementation:** carry-out activities according to the workplan and monitor the project progress
- **End of project transition:** Evaluate and close the project and handover to others, or extend duration



Key Project and MEAL activities along the PCM flow



**Project
identification/design**

Setup

Implementation

End of project
transition

1. Problem identification and problem analysis

What is the problem we want to address with our project?

What is the situation in the project area?

- **Define the current situation and the problem through external analysis**
(data review, causality/problem analysis)
- Define how to respond to the identified problem through internal analysis
(SWOT and stakeholders analysis)

Gather evidence for the project

- The **Identification Phase** begins by **collecting data for the needs analysis and the project design.**
- It is important that the project goal, target group and design are decided **BASED ON EVIDENCE**
- **Data are used to identify the problem** to be addressed by the project
- To gather evidence to plan our project, we can use **External Analyses:**
 - *Situation analysis through review of primary and secondary data*
 - *Causality/Problem analysis*

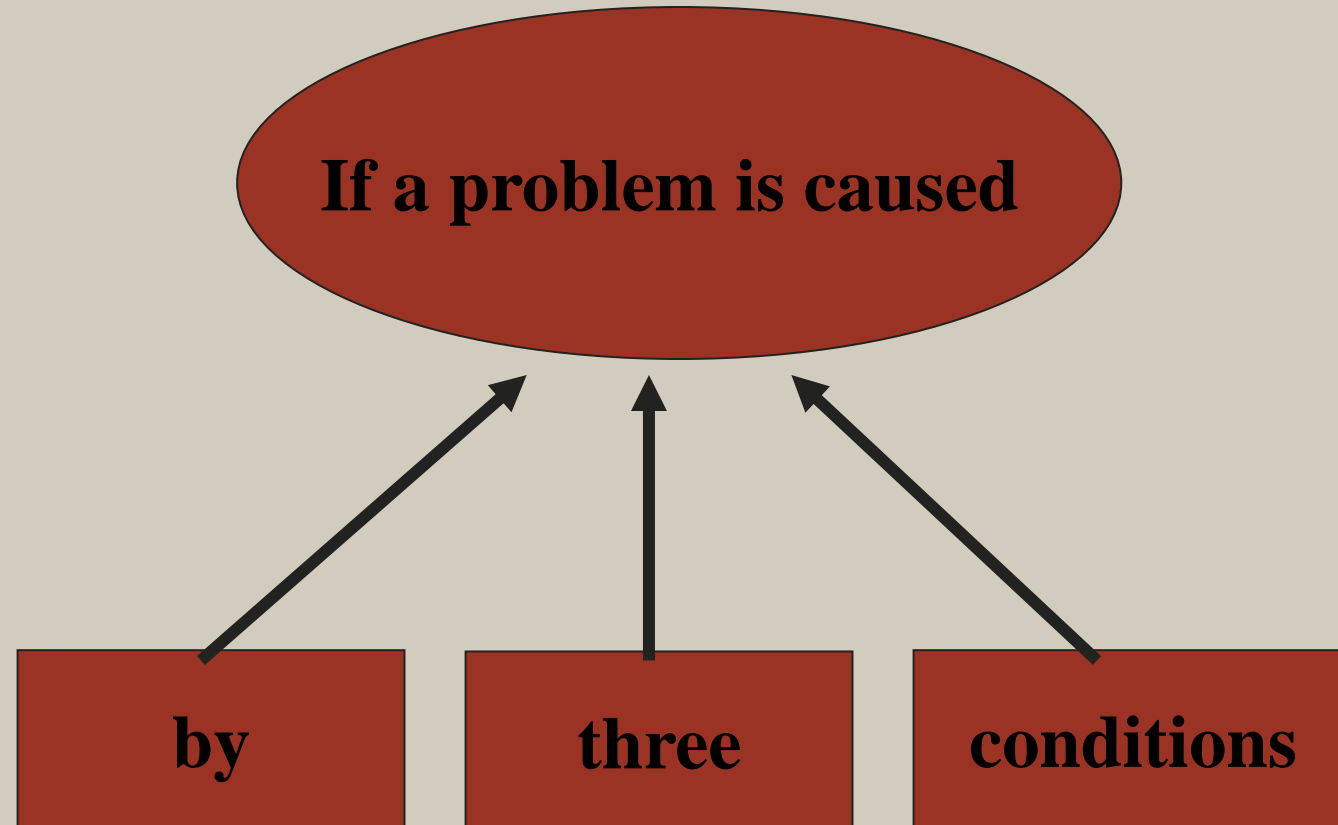
Causality analysis: what is it and why is it important?

- It is used to **analyze a problem identified** within a general situation analysis/background
- It shows the **relation between problems and causes** to make sure we address them when developing project strategies
- It helps identify and deeply understand the problem by looking at **immediate, underlying and root causes**

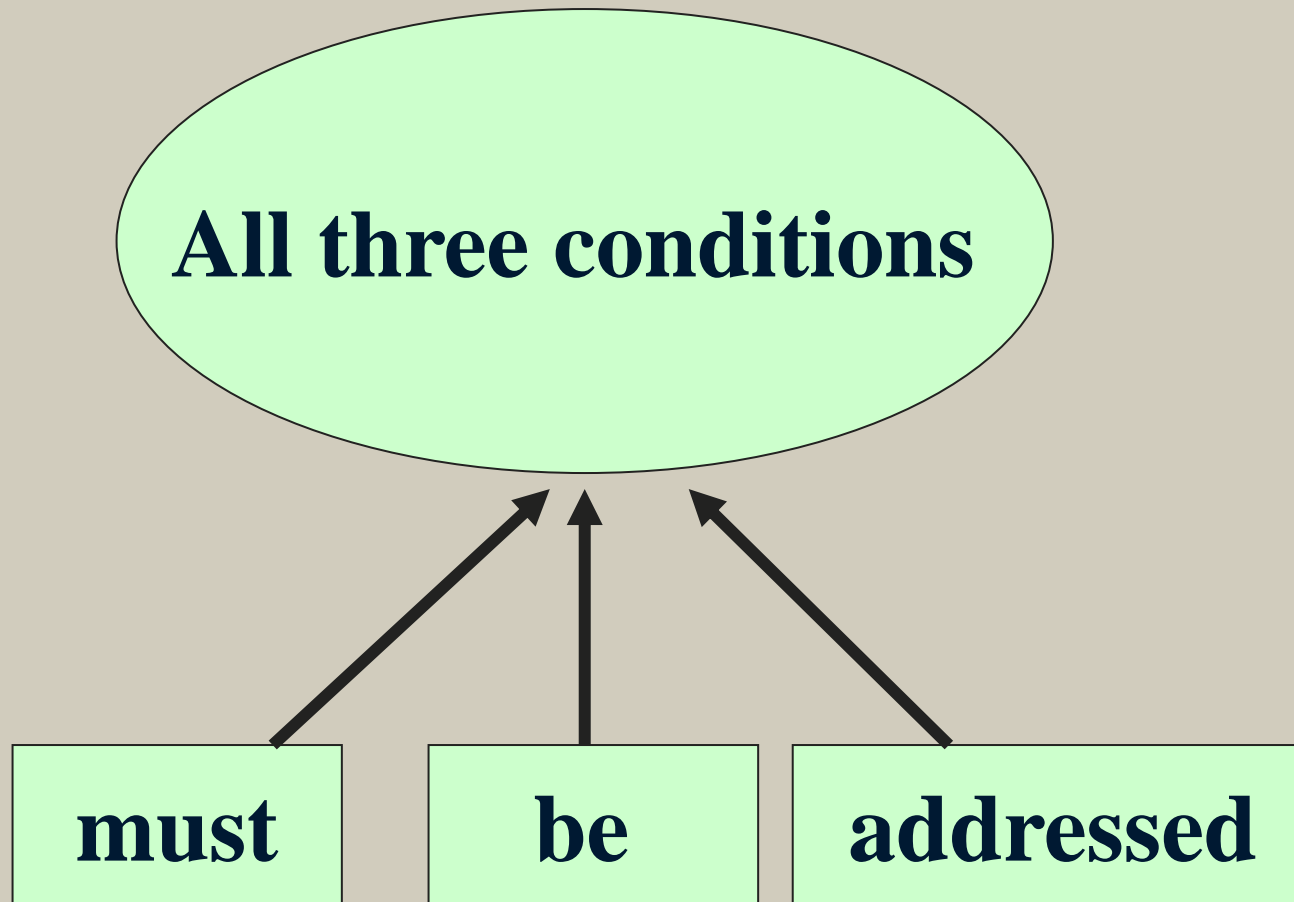


Causality Analysis Principle:

Interventions must not only be necessary,
but also *sufficient* to achieve the expected result



Then:



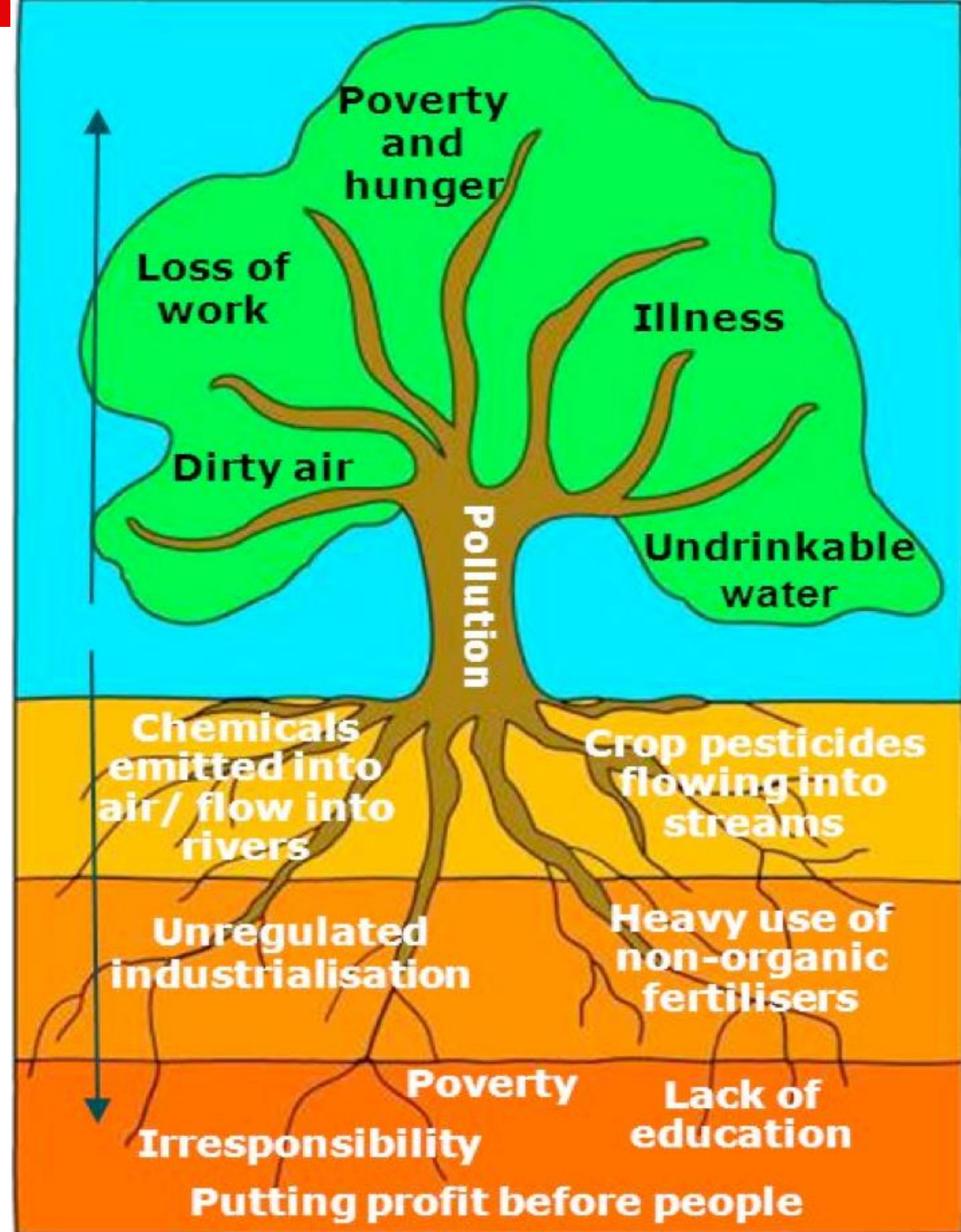
Causality analysis / problem tree

Manifestation of Problems

Immediate Cause

Underlying Causes

Root Causes



Example of problem tree analysis for Child Labour

Right to fully develop: every child has the right to play, be educated, be protected

Children are victims of child labour or child abuse

Children need to work full time to support family

Children are left alone at home

Children drop out of school

Price of cacao is too low, all family members need to work

Parents need to work in the plantations

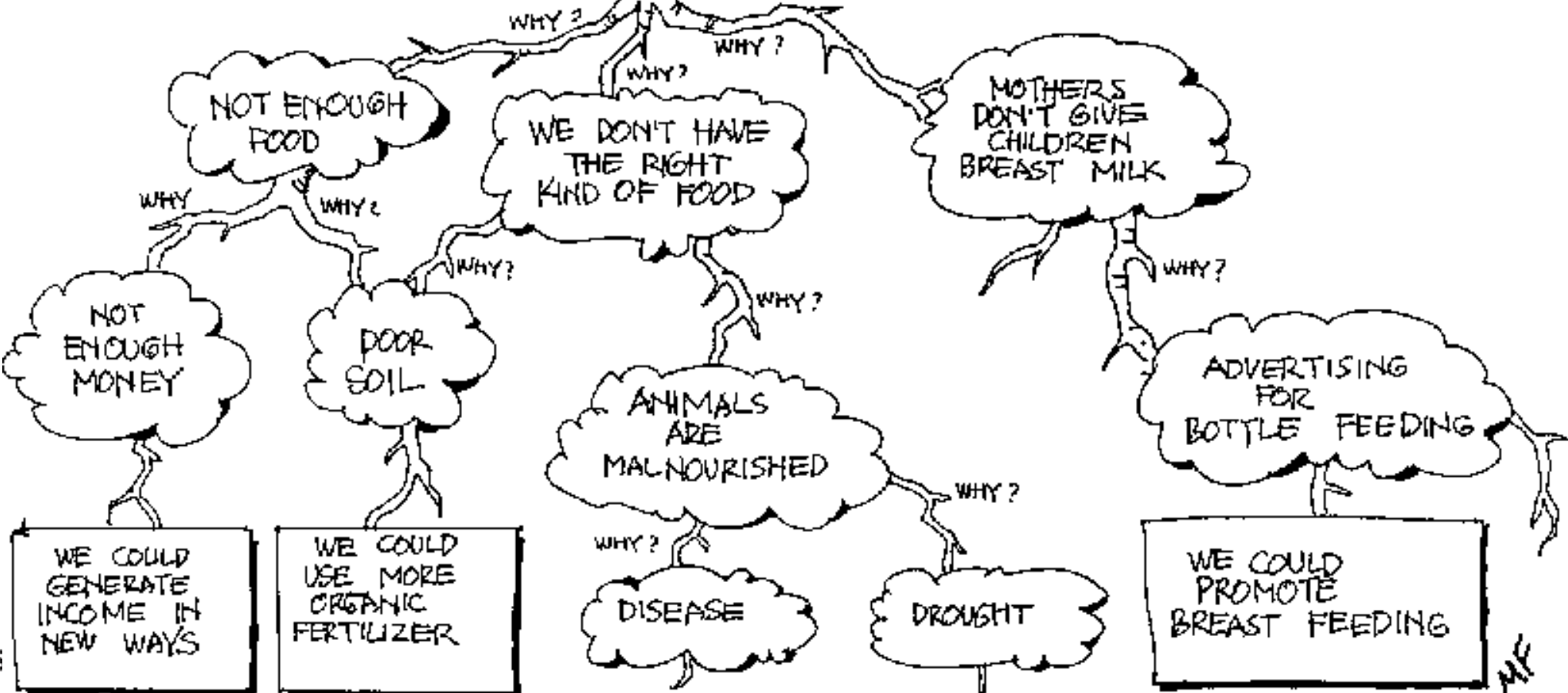
There is no child care in the community

Parents and communities are not aware of children's rights and of the consequences of child labour

There is no system in place to control cooperatives and identify/support children

Poverty
Weak education and health systems

CHILDREN ARE MALNOURISHED



MF

**Project
identification/design**

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What is the problem we want to address with our project?

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- Define the current situation and the problem through External analysis (data review, causality/problem analysis)
- **Define how to respond to the identified problem through internal analysis** (SWOT and stakeholders analysis)

Internal analysis

It looks at the system of our organizations to respond to the identified problems
What is our expertise to address the identified problem?

SWOT analysis:

- Strengths/Weaknesses/ Opportunities and Threats
- Operating methods
- Human/financial resources, etc

Stakeholder analysis:

- Whose interests should be taken into account when developing the program;
- Who has power or influence on the program and its outcomes
- Which stakeholders to engage and how

What is a SWOT Analysis?

SWOT is one way of doing internal analysis

Scan of a program/organization and identifying strengths and weaknesses that are internal to your program /organization, and opportunities and threats external to your program /organization in the environment in which it operates

Links what you hope to accomplish, what you can accomplish, what is feasible for you to accomplish

SWOT Analysis

- ***Strengths***
- are elements internal to your organization program that facilitate reaching your program goals

Weaknesses

are elements internal to your organization/program that are barriers to reaching your goals

SWOT Analysis

Opportunities

are aspects of the external environment in which your organization/ program operates that facilitate reaching program goals

Threats

are aspects of the external environment in which your organization/program operates that are (or could be) barriers to reaching program goals

What is a stakeholder?

Stakeholders are persons, groups or institutions with interests in a project or program

A stakeholder can be positively or negatively impacted by, or cause an impact on the project/program

Types of stakeholders

Primary stakeholders : are those ultimately affected

Secondary stakeholders : are the 'intermediaries', that is, persons or organizations who are indirectly affected

Key stakeholders : have significant influence upon or importance within an organization.

Why conduct a stakeholder analysis?

To determine:

- Whose interests should be taken into account when developing the program;
- Who has power or influence on the program and its outcome
- Which stakeholders to engage and how

To develop strategies to get the most effective support possible for the project/program and reduce any obstacles to successful implementation

Stakeholder analysis

Step 1. Identify Your Stakeholders

Identify who your stakeholders are and the actors “critical” to the system and to achieving the desired outcome

Step 2. Prioritize Your Stakeholders

Classify them by their power/influence over the program and by their interest in the program.

Step 3. Understand Your Key Stakeholders

Identify what motivates them and they want from the programme

Recap questions 3 – 4: PCM and situation analysis



Comfort Break
see you in 5 minutes!



Project identification/design

Setup

Implementation

End of project
transition

2. Project design and development

What objectives we want to achieve with our project?

What changes do we want to see at the end of the project?

How can we make those changes?

- **Define Project goal and objectives**
- **Define the expected results and the results chain through Logical framework**
- Define strategies and work-plan

Goal and Strategic objectives

- **Project Goal**

Vision on what the project aims at contributing to achieve in the long-term

- **Project objectives**

Specific objectives planned to be achieved during the life of the project. Are linked to the main problems identified during the situation analysis

- **Expected results**

The changes that we would like to see at the end of the project, at short and long term

- **Strategies**

The main approaches or methods to be implemented for achieving the project objectives and the expected results

Results Framework

- Shows the whole project in one page
- Allows to check if project and interventions are properly structured
- Clarifies with a measurable variable what needs to happen for the project to be successful;
- Clarifies what a project manager should be responsible for accomplishing;
- Displays the key elements of project design and their relationships to each other in a way that facilitates project analysis;
- Is the “organogram” of results showing relationships between results at different levels

How to develop a results framework:

Identify the problem

High child labour prevalence in cocoa communities

OUTPUTS

OUTCOMES

IMPACT

The **PROBLEM** to be addressed by the project,
identified through **Causality analysis** and **Problem tree**

Identify the project objectives (by turning the problem into a goal)

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACTS

The strategic objective defines what we want to achieve over time



Identify the impact of collective project efforts

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

Impact is the **long-term expected result** of many more projects or programs over time. It defines improvements in the larger community, region, country that our intervention contributes to

Example Impact

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

Number of children victims of abuse, including WFCL, reduced in target communities

Identify Outcomes

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

The changes that the programme aims to achieve for its target population by the end of implementation

E.i. changes in knowledge, attitudes, beliefs, skills, behaviors, access to services, policies, and environmental conditions

Example of Outcomes

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

**Increased number of
Child labor cases
identified and managed by
end of project**

**Improved knowledge and
practice on child abuse
and WFCL by end of
project**

Identify Outputs

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

**The products or services realised by the programme to achieve the intended outcomes
(and the most tangible/direct results of the programme activities)**

Example Outputs

Strategic Objective: To reduce child labour in target communities

OUTPUTS

OUTCOMES

IMPACT

**CLMRS
established in
80% of target by
2023**

**Training and
awareness campaigns
conducted in # of
cooperatives and # of
communities by 2023**

Complete example

Strategic Objective: To reduce child labour in target communities

OUTPUTS

CLMRS established in 80% of target by 2023

Training and awareness campaigns conducted in # of cooperatives and # of communities by 2023

OUTCOMES

Increased number of Child labor cases identified and managed by end of project

Improved knowledge and practice on child abuse and WFCL by end of project

IMPACT

Number of children victims of abuse, including WFCL, reduced in target communities

The Project Results (Outputs- Outcomes - Impacts) should be SMART !!!

<u>S</u>pecific	Clearly specify what will be accomplished and by how much
<u>M</u>easurable	Quantifies the amount (of result, of change, etc.)
<u>A</u>ppropriate	Logically relates to the overall problem statement and desired effects of the program
<u>R</u>ealistic	Provides realistic dimension that can be achieved with available resources and plans for implementation
<u>T</u>ime-bound	Specifies a time within which the objective will be achieved

Who measures what??

OUTPUTS

Data source:

Program Reports, meeting reports

Responsible: Implementers

Frequency:

Routine (usually monthly)

OUTCOMES

IMPACT

Data Source:

**Policy documents,
Household Surveys**

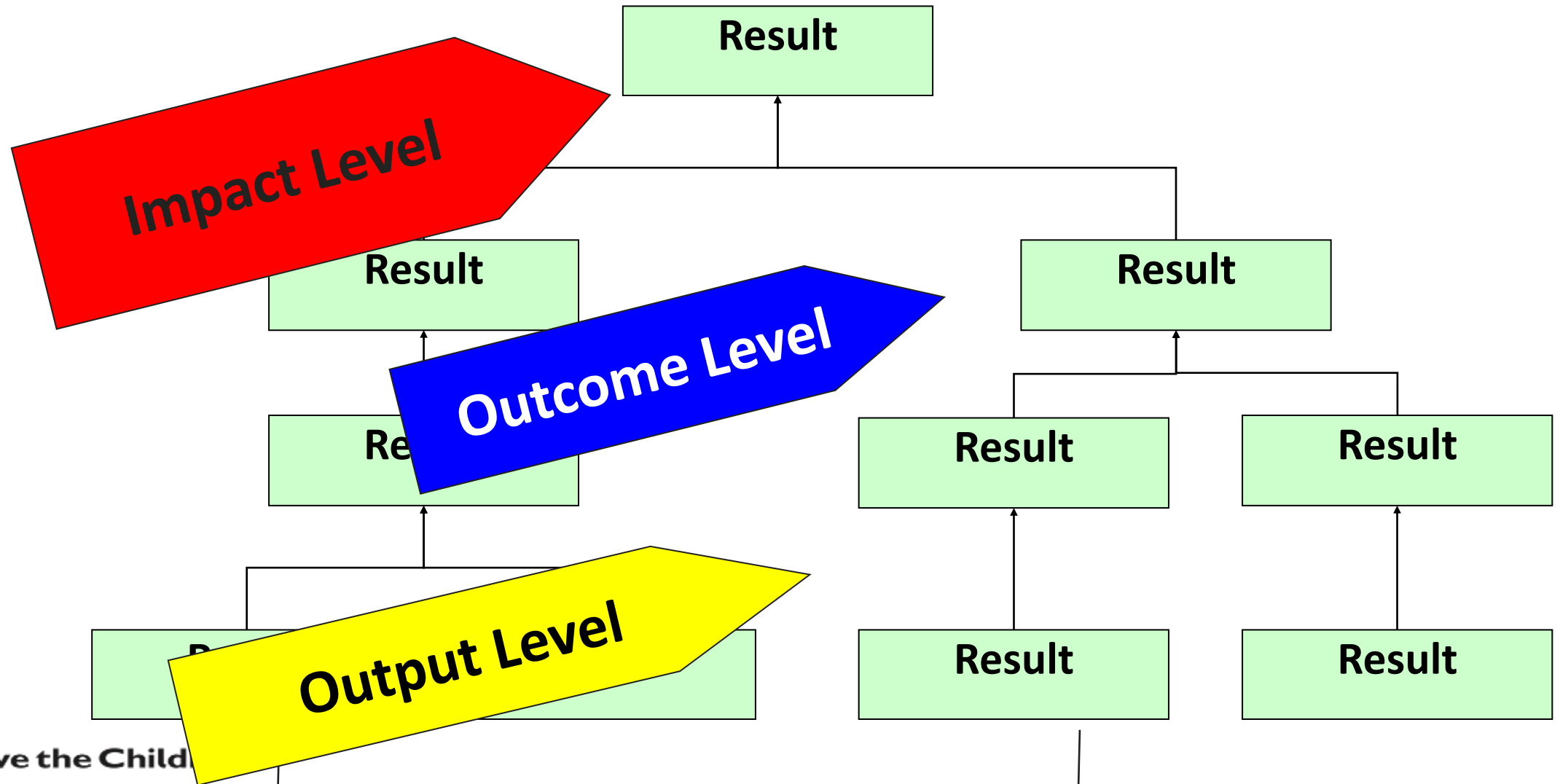
**Facility surveys, HIV/STI
Surveillance, Evaluations**

Responsible:

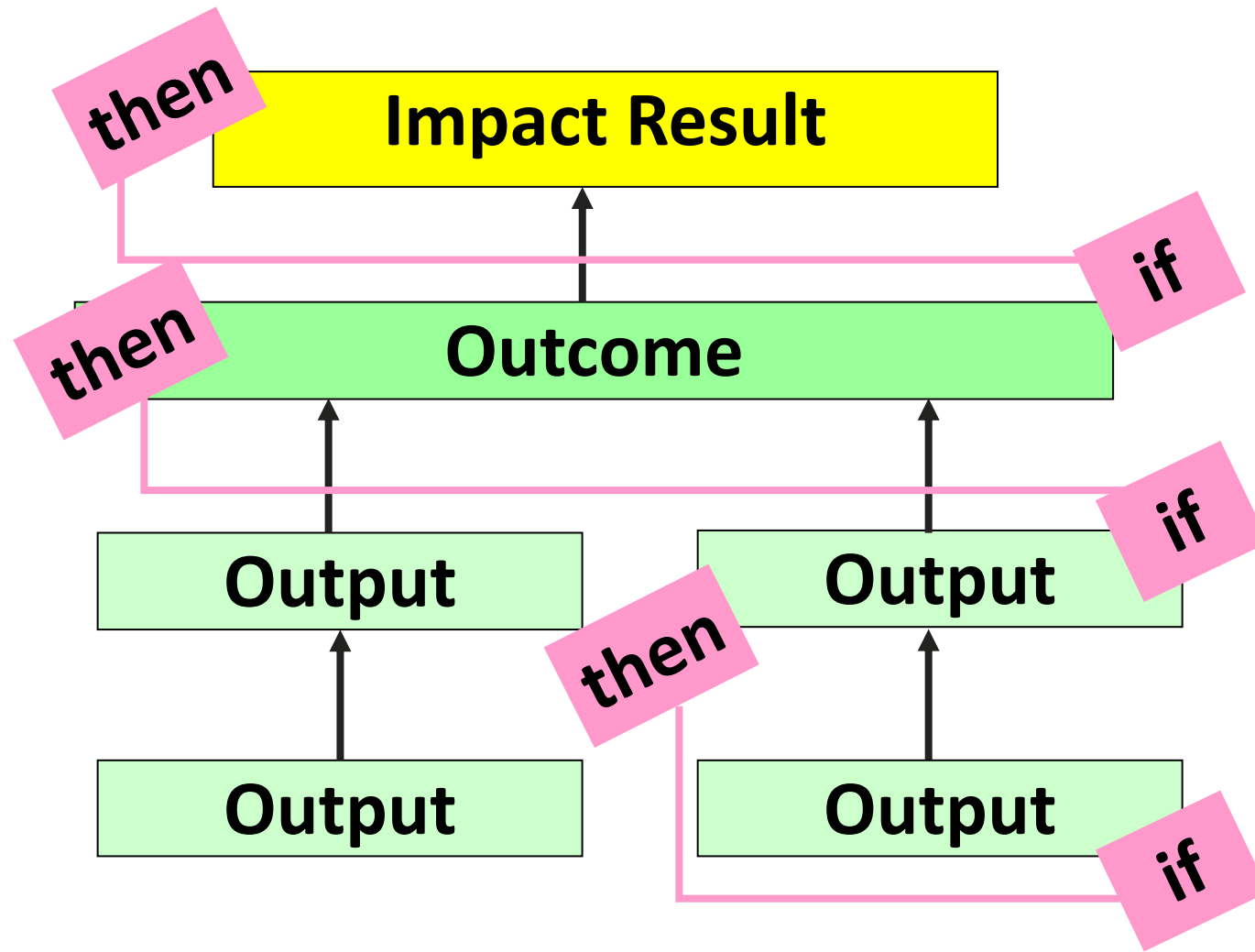
**Implementers,
Governments, Researchers**

Frequency: 1 to 5 years

The results framework can take the form of a more complex chain, preserving the result levels...



Always apply the “if then” logic



**Reduced risk factors of child labour
and improved wellbeing and development of Children, A&Ys
in cocoa growing communities**

**Reduced number of
children and adolescents
engaged in child labour,
including its worst forms**

**Improved nutrition and
health of children and
adolescents in target
communities**

**Improved enrollement,
retention and literacy /
numeracy skills of
primary schools children
in target communities**

**Increased number of
adolescents/youths who are
in decent employment,
including apprenticeships, or
internships**

**Children, adolescents and youths
increased access to protection
mechanisms against any forms
of violence, including WFCL,
through CLMRS**

**Local households and
communities' awareness, skills,
assets, income and capacities
are strengthened**

**Children and
adolescents increased
access to quality,
inclusive and
participatory
education**

**Adolescents and young
people developed their
potential for improving
their economic and
social lives**

Mechanisms of
protection
toward children,
adolescents and
youth are
established and
enforced

Cooperatives
are supported
for preventing
and
identifying/ref
erring cases of
child labour

Communities
are supported
to improve
their financial
sustainability
and diversify
their income

Communities
are sensitised
on health and
nutrition
practice and
child rights
and child
labour

Bridging
classes and
community
learning
spaces are
established
for all
children

Teachers
and rural
animators
are trained
on inclusive,
child
centred
methods

A&Y are
provided
with
technical,
vocationa
l and life
skills

A&Y are
supported in
accessing
enhanced wage
employment
and decent
work
opportunities

Logical framework table

	Intervention logic	Verifiable indicators	Sources of verification	Assumptions
General objective (IMPACT RESULT)				
Project purpose (OUTCOME)				
Results (OUTPUTS)				
Activities (STRATEGIES)				

LF description

Intervention logic indicates the expected results of the project

Indicators gives the measures to verify if the objectives are reached and the results achieved

Sources of verification indicates the sources of the information and data collection methods to be used for the indicators

Assumptions includes the external factors affecting (positively or negatively) the project



LF Vertical and Horizontal logic

Vertical Logic:

- If-then logic
- Shows the relation between results

Horizontal logic:

- Shows how to measure each result
- Gives tools and sources for data
- Shows relevant assumptions and risks affecting the results

Logical framework table example

	Intervention logic	Verifiable indicators	Sources of verification	Assumptions
General objective (IMPACT RESULT)	Improved children, A&Y wellbeing and development	<ul style="list-style-type: none"> - Children school enrollment rate - Malnutrition rate 	<ul style="list-style-type: none"> - School registers - Nutrition assessments 	
Project purpose (OUTCOME)	Reduced number of children victims of violence including child labour and WFCL	<ul style="list-style-type: none"> - # of working children and WFCL - # of abuse cases identified 	<ul style="list-style-type: none"> - Child labour survey - Case management and CLMRS registers 	Cooperatives and communities are willing to support CLMRS
Results (OUTPUTS)	CLMRS and other protection are established and enforced	<ul style="list-style-type: none"> - # of CLMR and other protection mechanisms in place 	<ul style="list-style-type: none"> - Community registers and CAPs 	Local Government support staff and sustainability of protection system
Activities (STRATEGIES)	<ul style="list-style-type: none"> - Training of social workers and case management actors in prevention, identification, referral and support of cases of abuse - Community sensitization on child rights, child labour issues 			

**Project
identification/design**

Setup

Implementation

**End of project
transition**

2. Project design and development

What objectives we want to achieve with our project?

What changes we want to see at the end of the project?

How can we make those changes?

- Define Project goal and objectives
- Define the expected results and the results chain
- **Define strategies and work-plan**

How do we get there = What's our STRATEGY?

Strategies: Statements of major **approaches or methodologies** to be implemented for reaching the strategic objectives

Activities: specific set of actions to translate the strategies into a work-plan

Example:

- Capacity building = Strategy
- Training = Activity

Identify Strategies (by using the problem tree analysis)

OUTPUT: Child protection mechanisms established

STRATEGIES

Approaches or methodologies to be used for reaching the results

Establish CLMRS
Strengthen social centres

Activities

Actions to undertake – in the work-plan

Develop CLMR approach
Train social centre staff

Inputs

Resources needed to implement the activities

Money, staff,
training materials

From Strategies to Work-plan

The **Work plan** is a TOOL for organizing the project activities

It is useful during the elaboration, the implementation and the monitoring phases of the project



Work-plan development questions

- Are the activities sufficient to produce the expected results?
- Are the activities feasible according to the project resources?
- Are the activities well distributed among the partners?
- Are the partners competent for the performance of such activities?
- Are the activities well distributed along the project time?
- Is the sequence of the activities analyzed?
- Are the intermediate and final reports indicated ?

Example of annual Work-plan

Project:						Timeframe											
Specific Objective:						2021											
1	Strategy:	Milestone:				Q1			Q2			Q3			Q4		
#	Activities	Responsible	Accountable	Support/ Consulted	Informed	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1.1																	
1.2																	
1.3																	
1.4																	

Recap questions – 5 and 6: results framework



Session Break
see you in 10 minutes!



**Project
identification/design**

Setup

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**End of
project
transition**

3. Project monitoring and evaluation

Have we worked according to what planned?

Have we achieved the planned results? How do we know it?

How can we learn from the project and improve it?

- **MEAL**
- **Indicators**
- **Use of data for learning**
- Evaluation

M&E intro question - 7



What's MEAL? The components

Monitoring: all projects should routinely monitor progress toward the workplans and objectives

Evaluation: all projects should measure the fulfilment of project objectives, its design and results

MEAL

Accountability: all projects should be accountable to children/communities (through participation, information sharing, feedback and reporting mechanisms)

Learning: all projects should systematically identify, document, share and use learning to adapt and improve the programme

Why MEAL? The Purpose



What is monitoring?

- *Monitoring is a **continuous assessment** that uses systematic collection of data on specified indicator to show the extent of progress and the use of funds.*
- Routine tracking of information about a project and its intended results
- Measurement of progress toward the workplan and the objectives
- Tracking of cost and project functioning
- Provides basis for program/project evaluation
- **Focuses on the implementation of a program**

The Value of: Monitoring

The value of monitoring is not just recording our activities to complete reports.

It allows us to develop a culture of **continuous improvement**.

This means that we use data and observation to drive decision making and planning, that we are responsive to the views of the children and communities that we work with, and that we learn lessons from our work which inform further programme development.



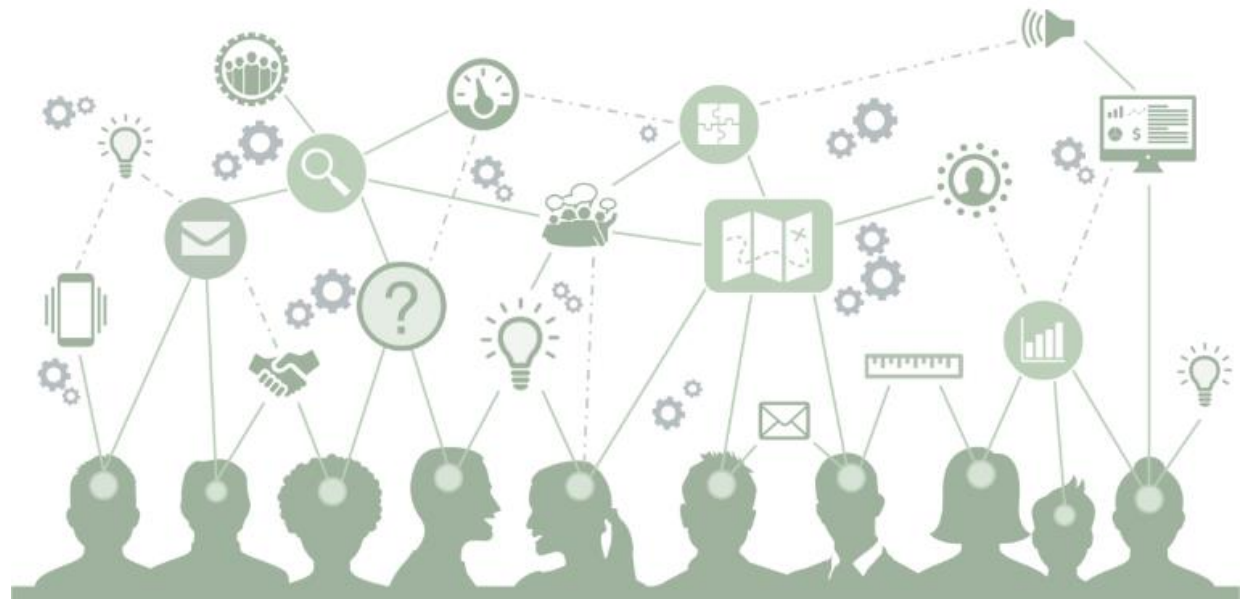
What is evaluation?

- *An evaluation is the **objective assessment** of an ongoing or completed project, and its design and results.*
- Based on research and rigorous, scientifically based analysis
- Can assess the design of a programme, the fulfilment of its objectives, or its efficiency, effectiveness, impact and sustainability.
- Can assess program interventions and outcomes to determine the merit or worth and to inform decisions about future resource allocations and approach
- It usually requires measurement over time and a study design, sometimes a control or comparison group
- **Focuses on the results of a program**

The Value of: Evaluation

Evaluations are how we **learn about the impact of our work**, what is (and is not) working well and why, and the value for money.

We use the **evidence** generated by evaluations to continually adapt and improve, to inform advocacy, fundraising and external communications, and to ensure **ownership, accountability and transparency** to our stakeholders, especially children and communities.



Comparing M&E

Monitoring: What are we doing?

Tracking **inputs and outputs** to assess whether the program is performing according to the workplan

It is a **routine** exercise

Evaluation: What have we achieved?

Assessing the changes in **impact and outcomes** generated by a program/intervention

It is an **episodic** assessment

Definition: Monitoring vs. Evaluation

Monitoring	Evaluation
... is ongoing	... is periodical
Gathers information related to the programme regularly, on a day-to-day basis	Assesses the programme's design, processes and results
Provides information on whether and how the planned activities are implemented or not	Provides information on what the programme effects are
Refers to activities, outputs and intermediate results/outcomes	Refers to intermediate results/outcomes, and the bigger/strategic objectives and Goal (in case of impact study)
Fosters informed re-design of project methodology	Can foster informed revision of both the current project (mid-term evaluations) or new projects (final evaluations)
Collects data on project indicators	Uses data on project indicators collected through the monitoring process
Performed by project staff (Internal)	Can be performed by an external evaluator, but also by a mixed team with internal and external evaluators or even by only an internal team.

Recap question – 8



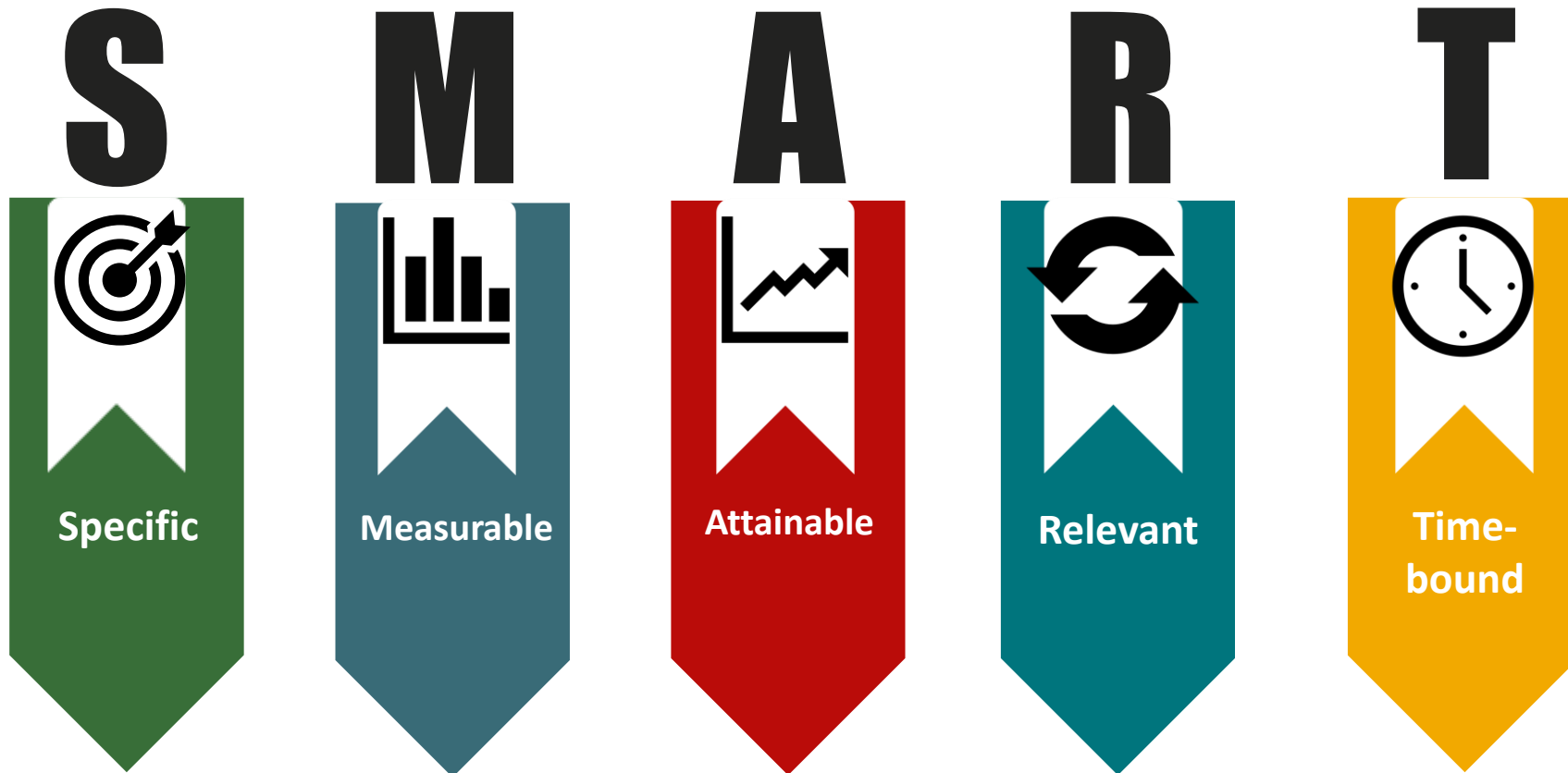
Indicators

- Variables that measure the performance level of one aspect of a project or an intervention
- Measure if conditions have or have not changed - and the trends over time
- Can be Quantitative or Qualitative

Indicators: Quantitative vs. Qualitative

	Quantitative	Qualitative
Expression (capture)	Numbers	Words
Coverage	Provide information on extent and scope of work	Provide in-depth information on changes at strategic points
Analysis	Analyzed through statistical data methods	Analyzed through summarizing, themes, coding, interpretation, etc.
Limitations	Often need to be interpreted through qualitative enquiry	Often apply to a small number of people/situations, and may not be representative of larger group

Indicators should be SMART



What is a well-designed Indicator?

1. Focus on measuring what you need to know – not what would be good to know
2. It should have a clear definition allowing it to be consistently applied
3. The indicator should rely on data that is available at the time when needed and/or can be collected at a cost that is affordable and budgeted
4. You are selecting this indicator because you know before you collect the data: who will use it, when and for what specific purpose
5. The indicator should be directly related to the objective that you are measuring
6. If it is not possible to directly measure results, use a proxy
7. Limit the number of indicators monitored and, when possible, use internationally accepted indicators

Data collection

- Data collection is a routine exercise done by all project team depending on the activities and based on the indicators identified
- Instruments to collect data can be qualitative and quantitative

Examples of quantitative methods:

- Questionnaires and surveys
- Scoring and Opinion Poll

Examples of qualitative methods:

- Focus group discussions
- Interviews with key informants
- Observations
- Case studies



Data use

Analysis

Once collected, data need to be analysed and compiled based on the M&E plan and indicators
Data collected and compiled are submitted according to the agreed reporting lines

Reporting

Once analysed and compiled in report, data and shared with relevant people (internal staff, stakeholders, donors)

Quarterly and annual summaries are developed for programme staff/managers to review
The reports are used to improve quality of the programme and to address implementation issues

Learning from data - 1

Systematic learning is a key MEAL component and purpose

1. **Continuous learning activities like project review meetings** with ALL RELEVANT PROJECT STAFF to discuss:

- Progress towards outcomes/outputs based on indicators
- Accountability data and Quality monitoring data
- Implementation of improvement actions
- Lessons on what is working well and what is not well



Learning from data - 2

2. Evidence generation activities like:

Evaluation:

- Baseline, Mid-term, End of programme
- Based on outcomes/impact of the programme, or process/design or programme, or knowledge gaps
- Should be done together with stakeholders
- Can have different types of approaches/design/methods

Operational research:

- Frequent, evidence-generating research used to inform management decision making, solve programmatic issues, and foster continuous improvement

USE the results and recommendations!! SHARE the results and recommendations!!

**Project
identification
design**

Setup

Implementation

**End of project
transition**

3. Project monitoring and evaluation

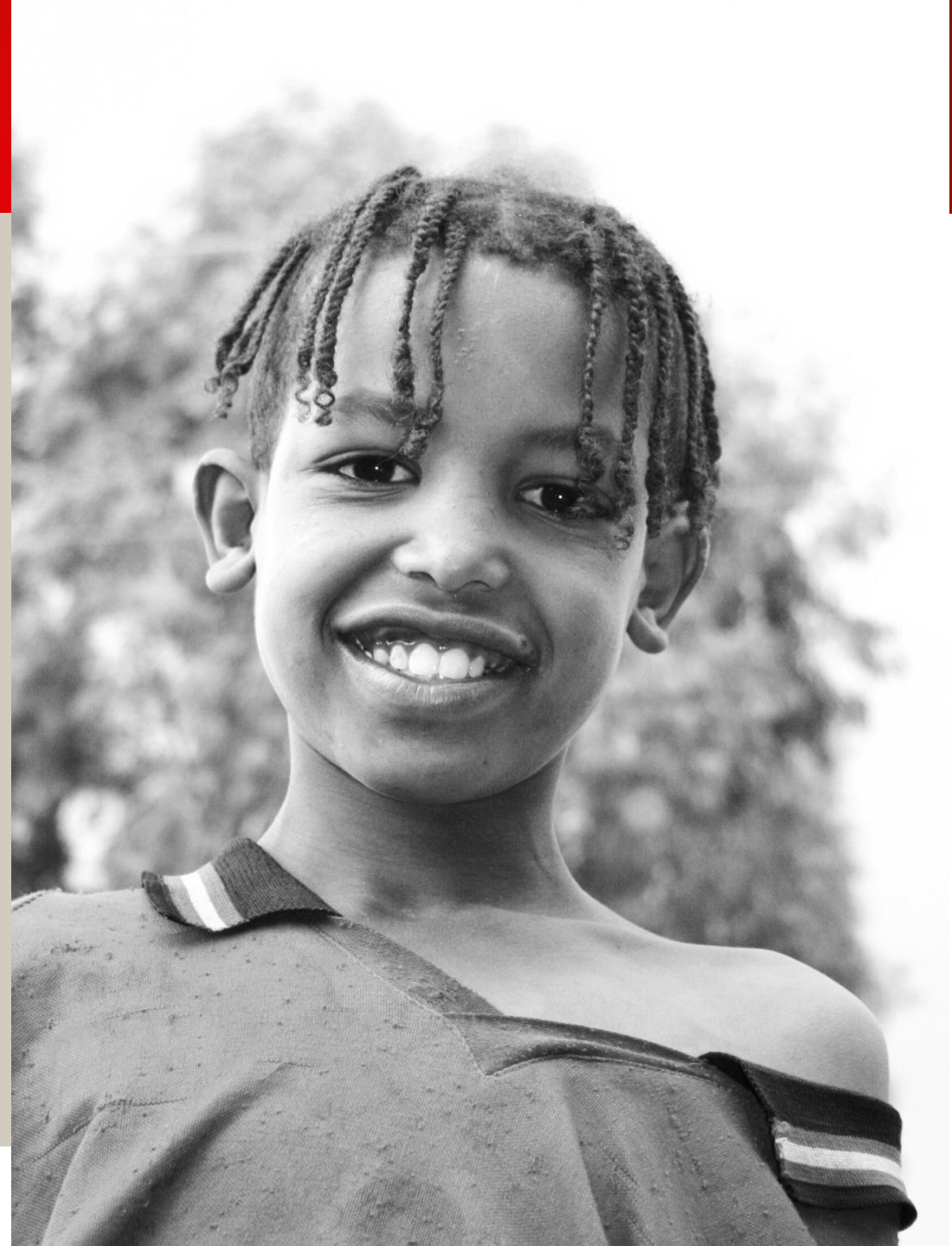
Have we worked according to what planned?

Have we achieved the planned results? How do we know it?

How can we learn from the project and improve it?

- MEAL
- Indicators
- Use of data for learning
- **Evaluation**

Recap question 9



Summary of MEAL activities along the Project phases

Planning		Implementation	Closing
Develop MEAL plan, indicators and budget (including learning agenda)	Conduct baseline	Conduct data collection according to the MEAL plan	Post-project learning
Develop M&E tools (for data collection, compilation, analysis and reporting)	Review project targets based on baseline	Track quality benchmarks and ensure access to accountability mechanism	End of Project evaluation
Define quality benchmarks for key interventions	Define accountability mechanisms for beneficiaries	Hold data reviews to discuss progress and learning	Information sharing
	Develop M&E workplan	Conduct Mid-term evaluation	

In summary, why MEAL is important?

- For **EVIDENCE** on the results of a project and its effectiveness, efficiency, relevance and sustainability
- For **LEARNING** from what we do, supporting decision making, accountability and continual improvement
- For **OWNERSHIP**, promoting participation and common knowledge among all stakeholders
- For **SHARING**, supporting use of information among partners

What would happen without MEAL?

- Key information is not collected
- Information piles up and is not analyzed
- Information is not available to program staff, stakeholders and communities, so we cannot learn from what we do, and we cannot be accountable
- We are not able to demonstrate the impact of our program: without evidence we rely on anecdotes to tell our results, but those are not enough
- ***“Therefore: no program if no MEAL”*** 😊

Any question?



MEAL support next steps

- Indicators review after each programmatic session
- MEAL in-depth sessions on key topics, after the programmatic components based on your needs/requests
- MEAL Tools, documents and courses shared in the Online Library

Final questions to the participants – test 10 and 11



Before closing....

- **Please share the following documents (if available/possible):**
 - ✓ *Baseline report*
 - ✓ *Project workplan*
 - ✓ *Monitoring plan*
 - ✓ *Monitoring tools*

- **Reach out in case of need:**
 - ✓ marta.moroni@savethechildren.org (MEAL Senior Advisor)
 - ✓ camilla.stecca@savethechildren.org (Senior Project Manager)

Thank you!!

