



# Social Welfare and Rehabilitation Organization (SWRO)

## Monitoring and Evaluation Plan

Approved by:  
SWRO SMT

  
مؤسسہ رفاه اجتماعی و بازیابی  
May 2019  
SWRO  
Social Welfare and Rehabilitation Organization

## Annex 2: Sample Monitoring and Evaluation Plan<sup>20</sup>

<Logo>

<Organization Name>

<Project title>

Monitoring & Evaluation Plan

### Contents

**INSTRUCTIONS: Update the Table of Contents as the final step before submitting your report.**

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<sup>20</sup> <http://www.tools4dev.org/resources/monitoring-evaluation-plan-template/>



Acronyms

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
M&E	Monitoring and Evaluation
MoH	Ministry of Health
NGO	Non-Governmental Organization
TOT	Training of Trainers

بنیاد رفاه اجتماعی و توانمندی



SWRO  
Social Welfare and Rehabilitation Organization

Introduction

**INSTRUCTIONS: Complete this section with background details.**

Purpose of this plan

<Describe what the purpose of the monitoring and evaluation plan is, such as who prepared it, for which audience and why>

Project summary

<Provide basic information on the project that this monitoring and evaluation plan is for>

Title	<Insert>
Starting Date	<Insert>
Duration	<Insert>
Partners	<Insert>
Target Area	<Insert>
Beneficiaries	<Insert>
Cost	<Insert>
Funding Source	<Insert>
Goal	<Insert>

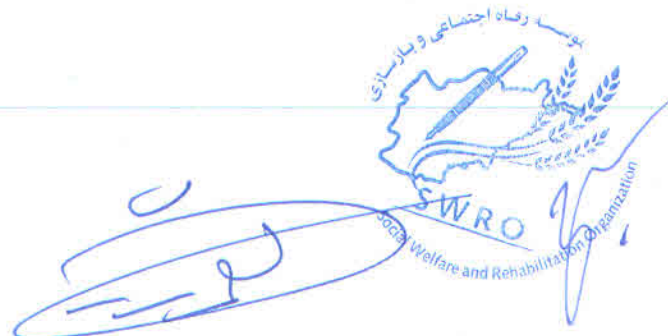
Logical Framework

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	<Insert>	<Insert>	<Insert>	<Insert>
Outcomes	<Insert>	<Insert>	<Insert>	<Insert>
Outputs	<Insert>	<Insert>	<Insert>	<Insert>
Activities	<Insert>	<Insert>	<Insert>	<Insert>

Indicators

**INSTRUCTIONS: For each indicator listed in the previous logframe table describe precisely what the indicator is and how it will be measured. An example is shown below. Copy and paste the table as many times as required for completing all the indicators.**

Indicator	Reading proficiency among children in Grade 6
Definition	Sum of all reading proficiency test scores for all students in Grade 6 divided by the total number of students in Grade 6.



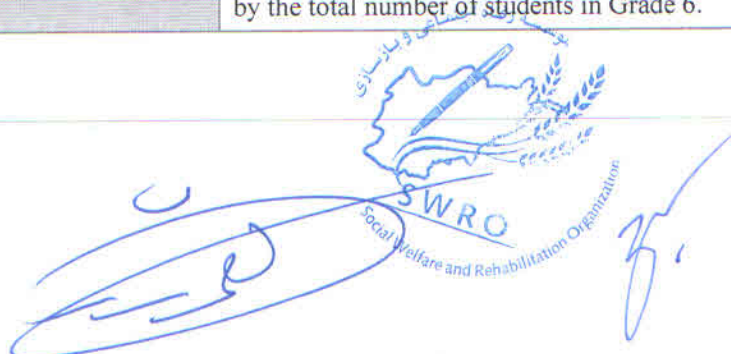
<b>Purpose</b>	To assess whether reading proficiency at the schools participating in the program is improving over time. This would provide evidence on whether the reading component of the program is effective.
<b>Unit of Measure</b>	Score
<b>Baseline</b>	Average score: 47
<b>Target</b>	Average score: 57
<b>Data Source</b>	Reading proficiency test
<b>Data Collection</b>	The class teacher will conduct a reading proficiency test for all students in the class. Each student will be assessed individually in a separate room. The teacher will ask them to read a list of words, sentences and paragraphs out loud and will mark each one that they have difficulty with. Any students not present on the day of the assessment will be excluded.
<b>Tool</b>	National Reading Proficiency Assessment questionnaire (See Annex A)
<b>Frequency</b>	Every 6 months
<b>Responsible</b>	Teachers
<b>Reporting</b>	The individual score for each student will be reported in the six monthly progress reports submitted by each teacher to the Program Manager. The Program Manager will then combine the data from each class to create full list of students and their scores. This will be used to calculate the average score for all students in Grade 6 using the definition above. The average score will be included in the report for the donor submitted every six months.
<b>Quality Control</b>	All teachers will attend a one day training course on how to complete the assessment. To verify the accuracy of the test scores submitted by the teachers the Program Manager will randomly select one class every six months to audit. This audit will involve re-testing all the students in the class and comparing the results to the results submitted by the teacher.

<b>Indicator</b>	<Insert>
<b>Definition</b>	<Insert>
<b>Purpose</b>	<Insert>
<b>Baseline</b>	<Insert>

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<b>Indicator</b>	<Insert>
<b>Definition</b>	<Insert>
<b>Purpose</b>	<Insert>
<b>Baseline</b>	<Insert>
<b>Target</b>	<Insert>
<b>Data Collection</b>	<Insert>
<b>Tool</b>	<Insert>
<b>Frequency</b>	<Insert>
<b>Responsible</b>	<Insert>
<b>Reporting</b>	<Insert>
<b>Quality Control</b>	<Insert>

  
 المجلس القومي لحقوق الإنسان  
 NSHR  
 National Society for Human Rights

## Roles & Responsibilities

**INSTRUCTIONS:** List each role in the organization and their specific responsibilities for monitoring and evaluation. This may include collecting data, checking data, conducting analysis, reviewing reports, making decisions based on the data, etc. Some examples are shown below.

Role	Responsibilities
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>

## Data Flow

**INSTRUCTIONS:** Insert a flow chart and description showing how the monitoring data will flow from the place where it is collected up to the management team and then to other stakeholders, including the donor. An example is shown below.

## Roles & Responsibilities

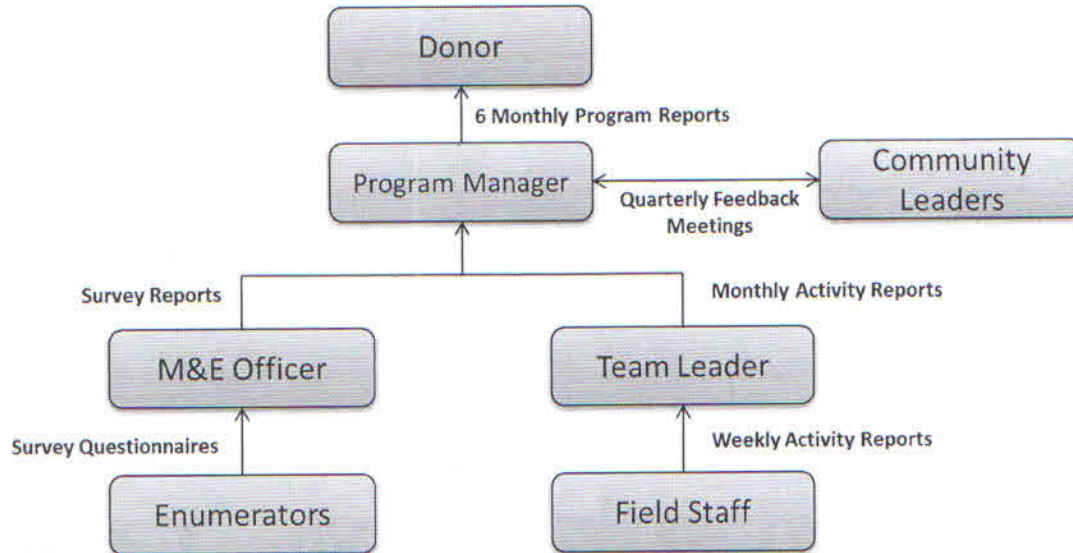
**INSTRUCTIONS:** List each role in the organization and their specific responsibilities for monitoring and evaluation. This may include collecting data, checking data, conducting analysis, reviewing reports, making decisions based on the data, etc. Some examples are shown below.

Role	Responsibilities
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>
<Insert>	<Insert>



## Data Flow

**INSTRUCTIONS: Insert a flow chart and description showing how the monitoring data will flow from the place where it is collected up to the management team and then to other stakeholders, including the donor. An example is shown below.**



<Insert description of the data flow process.>

## Data Management

### Storage

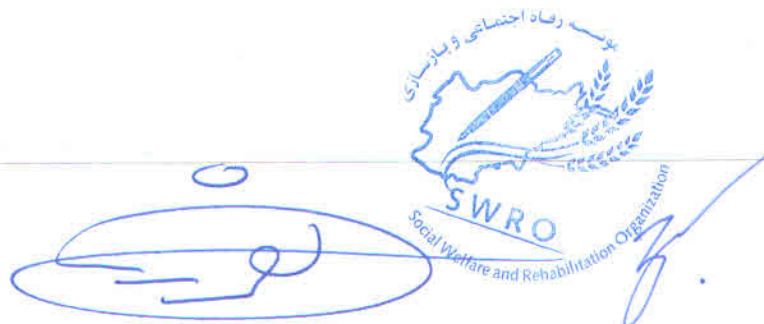
<Describe how the data collected will be stored. For example, will it be stored in a spread sheet, database, hard-copies, etc. How will it be backed up? How long will it be stored for? Data for different indicators may be stored in different ways.>

### Analysis

<Describe which software / tools will be used to analyze the data, such as SPSS, Stata, Excel, Tableau Public, etc.>

### Privacy

<Discuss any privacy issues with the data and how they will be addressed. For example, if you are collecting personal medical records how will they be kept confidential, who will have access to them, when will they be destroyed, etc.>





Appendices

**INSTRUCTIONS: Add any necessary appendices. As a minimum this should include the tools (questionnaires, interview guides, procedures etc.) that will be used to measure each indicator.**

<Tool Title>

<Insert tool>

<Tool Title>

<Insert tool>

<Tool Title>

<Insert tool>



*[Handwritten signature]*

Annex 3: Sample Participant List/Register

Title of Activity:.....

Location.....

Purpose.....

Date: From ..... To .....

S/N	Name	Sex (M/F)	Age Group <sup>21</sup>	Position	Contact	Signature



<sup>21</sup> Please check in the appropriate age range from the age disaggregation table below and fill in against your name by indicating the selection code.



## Annex 4: Sample Training Evaluation Form

### Template Evaluation Form

Q1) Man  Woman  (✓)

Q2) Age: <20  20-30  30-40  40-50  > 50

Q3) Using a scale from 1 to 5, where 1 means « totally disagrees » and 5 means « totally agrees », please circle your appreciation of the following assertions. **Only circle one number for each sentence**

	Totally disagrees	Disagrees	Do not agree not disagree	Agrees	Totally agrees
The training attained all its set objectives	1	2	3	4	5
The training matched my personal expectations	1	2	3	4	5
The training environment was open and enabled me to learn	1	2	3	4	5
The training increased my knowledge of xxxxxxx	1	2	3	4	5
The training strengthened my capacity and technical skills to work on xxxxxxxxx	1	2	3	4	5
.....	1	2	3	4	5

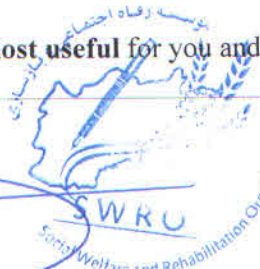

Q4) Are you satisfied of this training? Yes  No

Q5) How would you judge the quality of this training? (Tick one box (✓) only)

Weak  Medium  Good  Very good  Excellent

**Why?**

Q6) What session has been **the most useful** for you and why?

Q7) What session has been **the least useful** for you and why?

Q8) What are the **key messages** that you will share with your colleagues/peers after the training?

Q9) Are there themes that remain unclear?

Q10) What did you learn in this training that you plan to concretely put into practice in your everyday life/work after the training?

Q11) What would be your suggestions to improve this training?

