



PMEL GUIDELINES

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Review History Table

A Liquid Future's PMEL Guidelines Policy will be reviewed annually. Some circumstances may trigger an early review, this includes but is not limited to legislative changes, organisational changes, incident outcomes and other matters deemed appropriate by the Board and/or Chief Executive Officer. A Liquid Future retains records to document each review undertaken. Records may include minutes of meetings and documentation of changes to policies and procedures that result from a review.

Revised on	Version	Date of Approval	Approved by	Content reviewed/ Purpose
28/01/2023	1	14/12/2020	ALF Board	Policy Revised
	2	02/02/2023	ALF Board	Policy Revised

Introduction

This Planning, Monitoring, Evaluation and Learning Guidelines document describes how A Liquid Future monitors and evaluates its projects, so, as an organisation, we are able to describe the “What”, the “How”, and the “Why It Matters” for our projects and use evaluation results for organisational improvement and decision making together.

A Liquid Future’s Planning, Monitoring, Evaluation and Learning Guidelines document (PMEL) is based on Organisation for Economic Co-operation and Development (OECD) Principles and Guidelines of Development Evaluation and includes the following:

- **Relevance:** Is intervention the right thing to do? Do the intervention objectives and design respond to primary stakeholders, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
- **Coherence:** How well does the intervention fit? The compatibility of the intervention with other interventions in a country, sector or institution.
- **Effectiveness:** Is the intervention achieving its objectives? The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.
- **Efficiency:** How well are the resources being used? The extent to which the intervention delivers, or is likely to deliver, results in a beneficial and timely way.
- **Impact:** What difference does the intervention make? The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.
- **Sustainability:** Will the benefits last? The extent to which the net benefits of the intervention continue, or are likely to continue.

This PMEL Policy will help to track and assess the results of the interventions throughout the life of a programme. It is a living document that should be referred to and updated on a regular basis to reflect programme changes and priorities over time.

These guidelines serve as a bridge between evaluation and programme planning by highlighting programme goals, clarifying measurable programme objectives, and linking programme activities with intended objectives.

While the specifics of each programme’s PMEL plan may look different, they all follow the same basic structure and include the same key elements as mentioned below.

A Liquid Future reflects on its lesson results through community meetings, screenings, exhibitions and information days. Reports and findings are openly shared with local government, village government, sponsors, general public via social media and A Liquid Futures Website.

Planning, Monitoring, Evaluation and Learning Plan

Planning, Monitoring, Evaluation, and Learning Plan (MEL) is an organised process for planning, collecting and analysing a programme’s results to determine the level at which the programme is achieving the goals and objectives identified at the beginning

of the programme. This is tracked through the creation of and reporting of the PMEL Plan.

Each PMEL Plan should contain specific activities, outputs, objectives, and finally the programme goal. Each of these will have corresponding indicators and verifiers.

Step 1: Identify Programme Goals and Objectives

The first step is to identify the programme goals and objectives. If you use a theory of change, then our programme goals are already defined.

Goals are high-level statements that provide the overall (often longer-term and less tangible) context for PMEL, while objectives are concrete statements describing what the PMEL plan is trying to achieve (often shorter term and precise).

Some common ways of describing goals vs. objectives:

- Goals are broad.
- Goals are more long-term.
- Goals are general intentions.
- Goals are often intangible.
- Goals are abstract.
- Goals are difficult to measure.
-
- Objectives are narrow.
- Objectives are more short-term.
- Objectives are precise actions.
- Objectives are tangible.
- Objectives are concrete.
- Objectives are measurable.

Checklist for Goals

1. Aligned with programme/organisation mission statement;
2. Define direction;
3. Long-term.

Checklist for Objectives

1. Use the SMART criteria:
 - S**pecific;
 - M**easurable;
 - A**chievable (attainable, action-oriented);
2. **R**elevant (realistic, reasonable);
3. **T**ime-bound.
4. Distinctive from one another;
5. Not "bundled";
6. Avoid directionality (e.g., use of the words "increase" or "decrease");
7. Ensure that a quantifiable target is provided;
8. Measurable – Is it possible to collect accurate and reliable data for each?;
9. Accurately reflect the key results of the operations or service offered by your programme.

Step 2: Identify Activities and Outputs

What are Activities?

Activities are actions associated with delivering project objectives. In other words, they are the major actions carried out with the grant funds during the project period, which could include but not limited to tools, processes, events, technology, human, financial, organisational or community resources. They are directly linked to the achievement of the project objectives and are sufficient to reach those objectives.

Activities should be well-defined in terms of audience, location, duration and cost.

What are Outputs?

Outputs are direct results of a programme's activities and may include types, levels and targets of services to be delivered by the programme. They are usually described in terms of the size and/or scope of the services and products delivered or produced by the programme.

Step 3: Define Indicators

What is an Indicator?

An indicator answers the question: 'how do we know whether or how much we have achieved our objective?' They are normally accompanied by a measurable target.

Indicators describe the targets of the project on each expected level: Goal, Objectives or Output. In this way, the indicators make it possible to quantify the achievements, and they become the point of reference and the "navigation chart" for guiding the implementation, monitoring, and evaluation of the project. Well formulated indicators ensure good management of the project and allow the implementers of the project or programme to decide if additional Outputs or course corrections will be necessary in order to achieve the Objective laid out. In addition, upon finalising the intervention it will be known if the expected impact and effects on the beneficiaries was achieved.

Process Indicators

Activity Indicators are essential to understand the extent to which a project was delivered as planned, and to highlight obstacles to implementation. Activity Indicators describe the various project components in specific and measurable terms, including the resources required and individuals responsible for various tasks. By describing the various project components in specific and measurable terms, including the resources required and individuals responsible for various tasks, Activity Indicators provide an important project management tool. A given set of activities must connect to a particular output or outcome.

Activity Indicators should include three essential elements; who conducted the activity, what they did, and where were they working.

Output Indicators

Output indicators describe the delivery of good and services, like number of staff provided training and technical assistance; number of standards and legislative documents created; number buildings and infrastructure invested in; number of staff hired to implement a project.

Objective Indicators

Objective Indicators measure the extent to which a project objective is being achieved. Objective indicators often measure change (e.g., change in the knowledge of participants, change in percent of women in workforce, change in beneficiary's behaviour etc.). Each objective must have at least one objective indicator. Objective indicators should answer the question, "How will we know achievement when we see it?" / "Have program activities made a difference?"

Step 4: Identify Sources and Means of Verification

Baselines and Targets

Besides defining the indicators our PMEL plan, it is also important to set baselines and targets for each indicator and describe the methodology for measuring the indicators (e.g., pre-and post-test surveys, focus groups, interviews, etc.), including the data source (e.g., training sign-in sheets, website hits, survey data) and the frequency of measurement (e.g., after each workshop, quarterly, annually). Baselines and targets must be specified for each indicator included in the PMEL plan.

A Baseline measure for an indicator is collected before or at the start of a project and provides a basis for planning and/or assessing subsequent progress and impact. This measure explains the current state of the result or output prior to the project start. Some projects must perform a baseline assessment to establish baselines.

Targets are reasonable estimates of the outputs or results to be achieved by the project over its period of performance. Targets are estimates. Performance may be higher or lower than the target, given realities of project implementation.

The **Data Source** is the collection tool by which the project will obtain objective indicator or output indicator information throughout the program. Data collection tools should be easy to use for both the participant and the person responsible for analyzing the data.

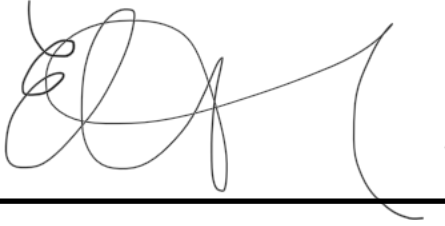
Frequency of Data Collection establishes schedule of when data will be collected (e.g., monthly, quarterly, and bi-annually) and validates its feasibility for program design.

Filling out the PMEL Template

The PMEL template will provide information about project activities, output indicators and the objective indicator(s) for each objective as well as a brief description of how data will be measured or collected, and any critical assumptions that underpin this project.

ANNEX A: Project Appraisal Template

Project Title:			
Phase	Description	Responsible	Comments
Introduction	Purpose, Background, Scope and Application, Related Documents		
Scope	Scope, Assumptions and Constraints, Risks, Scope Control		
Objectives	Mission statement, Critical Success Factors, Project Objectives		
Outcomes	Desired results		
Approach	Project Methods, Strategy, Plans, Locations and Network, Acceptance, Project Administration, Stakeholder Identification		
Project Tasks, Deliverables, Milestones	Planning approach, Key Deliverables, Milestones		
Control and Reporting	Control and Reporting Standards and Procedures, Risk Management, Problem Management, Status Monitoring and Reporting, Reviews, Progress Reporting.		
Work Management	Work Management Standards and Procedures, Workplace Control, Financial Control		
Resource Management	Staff resources, Project Team, Project Roles and Responsibilities, Education and Training, Hardware and Software Tools, Project Environment.		
Quality Management	Quality Management Standards, Review and Auditing, Test Management, Test Strategy, Test Implementation, Measurement		
Communication Plan	Communication paths and procedures to be used for formal communication with project staff, stakeholders and users.		



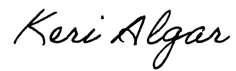
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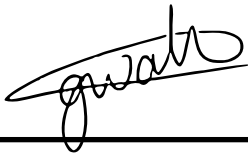
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