WISER

Weather and Climate Information Services for Africa

Project Monitoring, Evaluation and Learning Guidance

September 2017

Supported by:

UKaid from the British people

Fund Manager:

Met Office

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Acronyms

ACPC	Africa Climate Policy Centre
CIS	Climate Information Services
DFID	United Kingdom's Department for International Development
M&E	Monitoring and Evaluation
ME&L	Monitoring Evaluation and Learning
MOU	Memorandum of Understanding
NMHS	National Meteorological and Hydrological Services
O&M	Operations and Maintenance
SMART	Specific, Measurable, Attributable, Realistic and Time bound
ToC	Theory of Change
WISER	Weather and Climate Services for Africa

1.0 Introduction

Monitoring, Evaluation and Learning (ME&L) assists programme and projects extract relevant information from ongoing activities for use in programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved[1]. In addition, many issues faced in project management or when setting up a useful M&E system are affected by the original project design[2].

It is with this in mind that this guidance has been developed for use by WISER projects in the regional and Pan-African programmes. The guidance will ensure the consistent integration of ME&L throughout the project cycle by WISER projects. It will also assist the Fund Managers (the Met Office and the Africa Climate Policy Centre (ACPC), quantify progress against the WISER programme results which all projects will be contributing towards. This will subsequently result in the generation of evidence and lessons learned.

Guidance is given for three project stages; project design, project implementation, reporting and learning (see summary of guidance in Annex 1). A glossary with ME&L terms has been annexed to ensure that projects understand the meanings of ME&L terminologies used in text. Examples of how to implement certain steps have also been and annexed.

1.1 Objectives

This guidance aims to:

- Ensure that projects are aligned with the WISER programme results, milestones and targets,
- Clarify what is required for ME&L in the WISER project cycle,
- Provide a stepwise approach to implementing ME&L in WISER projects,
- Identify data and evidence collection and analysis stages,
- Provide suggestions for lesson learning in order to improve decision making and project implementation, and
- Provide the basics of project reporting.

1.2 M&E language

The M&E terminologies used in this guidance are drawn from the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC) and DFID uses the same terminologies in its result frameworks. As such, projects are advised to use the same terminology when describing their results i.e. inputs, outputs, outcomes and impacts, when designing their projects and M&E processes. A **glossary** of M&E terminology being used in this guidance has been provided for reference at the end of this document.

[1] Adapted from UNDP (2009). Handbook on Planning, Monitoring and Evaluating for Development Results.
[2] https://www.ifad.org/evaluation/reports/guide

2.0 WISER Project ME&L guidance

This guidance is for all WISER projects. Projects should integrate ME&L in all stages of the project cycle i.e. the project design stage, the project initiation, delivery and closing stages. In this way, evidence generation of results becomes easier throughout the cycle. A summary of the different stages is presented in Figure 1.

Remember that ME&L processes should be developed during the project design stage, to ensure that there is systematic data collection, required for monitoring, evaluation, during and after project implementation.

STAGE 1: PROJECT DESIGN

In this stage, project design teams need to understand the WISER logframe and theory of change, the project idea/concept and proposal is formulated, the logic and justification of the project is developed and the project results are defined using the following steps.

Step 1: Understand the WISER programme theory of change (ToC)

Institutions seeking WISER funding should begin the design of their projects by first understanding the WISER programme ToC and logframe, because their results will contribute to the achievement of the overall WISER programme results. Project design teams need to ensure their activities contribute to the four components of WISER which are:

i. Improving the enabling environment and generate demand for weather and climate services.
ii. Multi-disciplinary research to support co-design and development of weather and climate services for the region.
iii. Supporting organisations and programmes to develop global-regional national links to strengthen production, uptake and use of weather and climate information.
iv. Strengthening and support to producers, intermediaries and sector collaborators to increase uptake of reliable, co-produced and accessible weather and climate services.

The implementation of these components will generate the following WISER programme outputs:

i. Strengthened enabling environment for the generation, uptake and use of weather and climate services to support development.
ii. Intellectual leadership in climate science in Africa built through innovative evidence generation and learning.
iii. Improved data at historical, present and future timescales and better production systems to support the generation of weather and climate information services.

iv. Strengthened global-regional-national networks and partnerships to support the improved generation, uptake and use of climate information.
v. Strengthened capacity of and integration between producers, collaborators and users through co-production that promotes improved service development and delivery at national, sub-national and community levels through co-production.

These outputs will result in;

- *Intermediate outcome*: Improved access to weather and climate information at national, sub-national and community levels through strengthened capacity of and integration between NMHSs, collaborators and users that promotes improved service development and delivery.

- *Outcome*: Increased use of reliable, co-produced and accessible weather and climate services based in better data, information, knowledge and tools informs national, sub-national and community level policy, planning and decision making in Africa.

- *Impact*: Increased use of weather and climate information and mainstreaming into development and sector policies, plans and programmes, supports sustainable development in Africa.

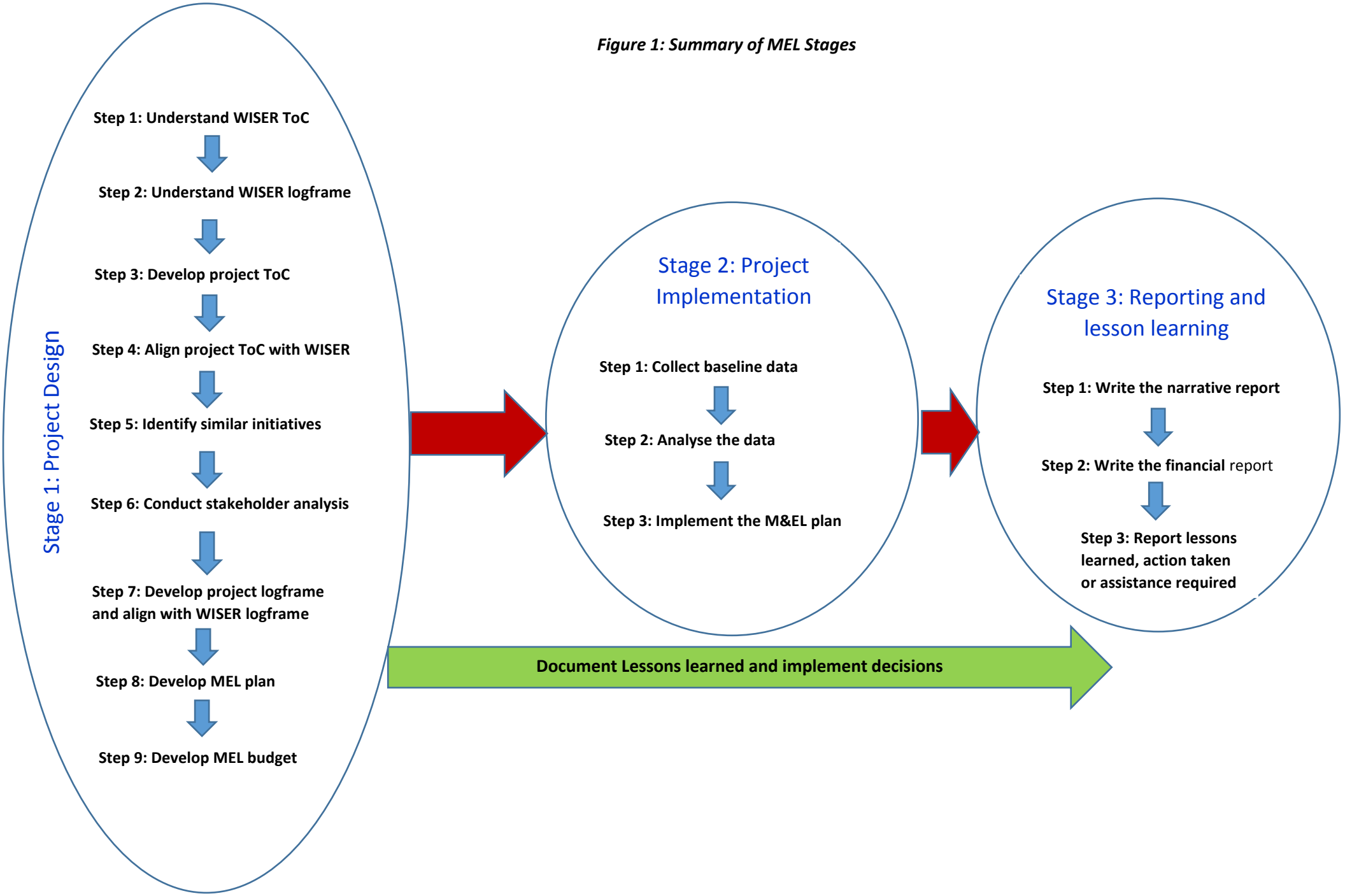
In addition the projects should contribute to the areas of change described in the programme ToC. They are:

- Increased awareness and discussion of weather and climate issues amongst policy makers,
- Improved planning and coordination for weather and climate services at national and regional level,
- Increased development focus in weather and climate research make information more useful,
- Improved science, processes, skills, systems and business models for effective delivery of services,
- New forms of institutional cooperation between users and producers, including private sector (co-production of CIS),
- Increased and sustained funding from government and development partners,
- A raised profile and credibility for meteorology,
- Increased demand for climate services decision making at all levels,
- New and improved co-designed products and services embedded in decision making.

The change pathways from the WISER programme components to programme impact are depicted in the ToC diagram in Annex 2.

After reviewing the ToC the project design teams should identify the components that they intend to contribute to and which pathway or pathways they anticipate they will follow to ensure that their chosen activities deliver outputs, outcomes and the impact.

Figure 1: Summary of MEL Stages



Step 2: Understand the WISER programme logframe

After identifying the pathways in the WISER programme ToC, project design teams should then review the WISER programme logframe (Annex 3) and identify WISER programme indicators at output and outcome levels that they are likely to measure through their projects. These indicators should also be able to measure the change pathway/s identified in Step 1.

Step 3: Develop the theory of change

After identifying the change pathway in the WISER programme ToC, project design teams should draw their own ToC before developing the narrative for the proposal. A ToC is both a process and a product which describes a sequence of events that are expected to lead to a particular desired outcome or impact. ToCs examine hypotheses and assumptions about how changes might happen from inputs to outputs, outcomes and impacts. There are many benefits for developing a ToC, including;

- It provides a visual representation of the change the institution wants to see in the target group and how they expect the change to come about,
- It is a blueprint for evaluation with measurable indicators of success identified,
- It is a powerful communication tool to capture the complexity of the initiative,
- It is a framework that can be used to check milestones and stay on course,
- It can be used to document lessons learned about what really happens in the change pathways, and,
- It can be used to keep the process of implementation and evaluation transparent, so everyone knows what is happening and why.

WISER projects can use the following steps to develop their ToCs:

a. Define the ***problem statement***. This is a gap or issue in weather and climate services that has been identified through a gap analysis or a cause and effect analysis.
b. Define the ***long term change*** that is expected by addressing the problem stated in sub-step (a) above.
c. Identify the ***activities*** (1-2 years) that the project proposes to undertake in order to address the problem stated in step (a) above.
d. Identify the ***immediate, short and medium term changes*** that will take place after the completion of each activity by ask*ing the* ***'so what?'*** *question*. These changes need to contribute to the long term change identified in sub-step (b). There can be multiple changes expected so they all need to be listed and linked to the longer term change. See example in Box 1.

Box 1: Example of ToC development steps

- **Problem statement**: Lack of upgraded data sets required to generate weather and climate information products which can be used to inform in decision making in climate change action and sustainable development.
- **Activities**: Train Met scientists in upgrading data sets, equip the National Meteorological and Hydrological Services (NMHS) and develop operations and maintenance (O&M) plans. Then the question is what will change after the training or so what?
- **Immediate change (output, usually 1 - 2 years)** expected: There will be increased capacity in upgrading data sets, data sets will be upgraded and O&M plans will have been developed. So what will change after this?
- **Medium term change (outcome, usually 2 - 4 years)** expected: There will be improved data to support the generation of weather and climate information and services. What will change after this?
- **Long term change (impact, usually > 5 years**): Increased access and use of weather and climate information and mainstreaming into development sector policies, plans and programmes to support sustainable development.

e. When all the changes have been identified arrange them in a pyramid shape. The pyramid can be built from the bottom up or left to right. See Figures 1a and 1b.

NB: *A project can only contribute to the impact but is expected to achieve its outputs and the stated outcome. Thus the project design team needs to ensure that the outputs and outcome are achievable, with the resources being requested for, and within the time period of the project. To ensure projects remain focussed project design teams should only develop one realistic outcome.*

- **Many inputs are used to implement activities**
- **Many activities lead to the production of fewer outputs**
- **Outputs should lead to one outcome**
- **The outcome should lead to one impact.**

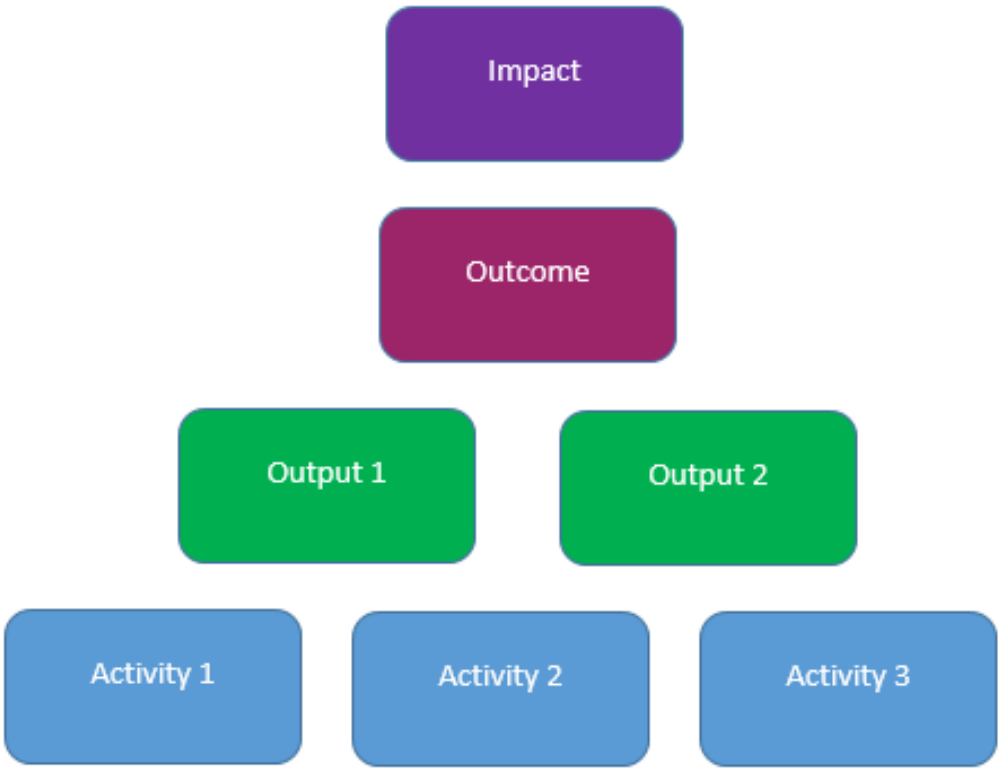


Figure 2a: Bottom-up pyramid

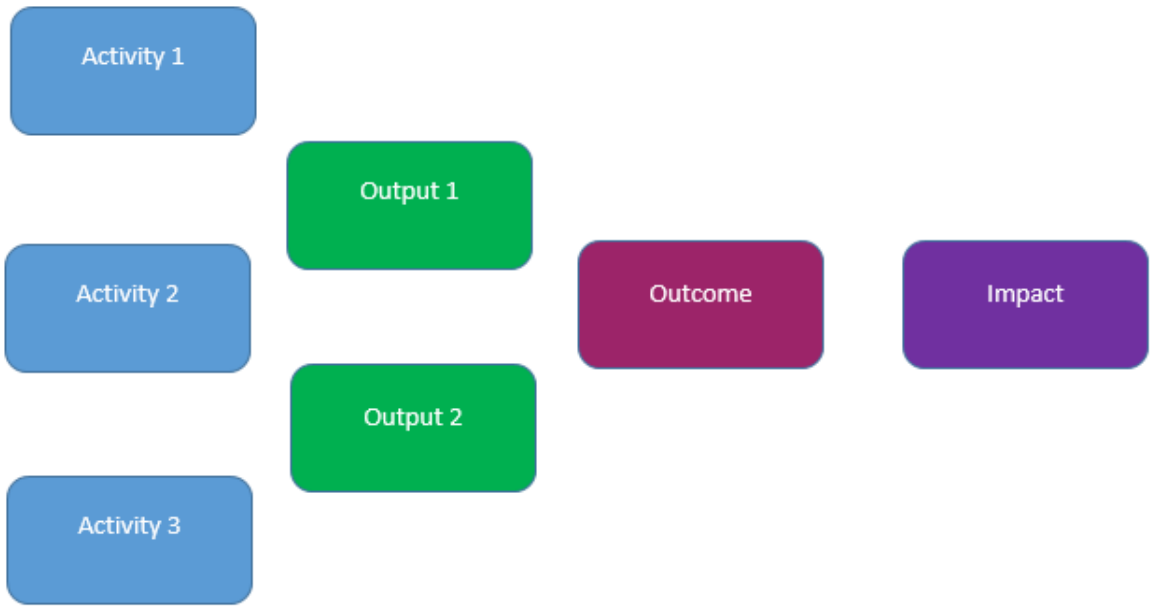


Figure 1b: Left to right pyramid

f. Draw the change pathway from activities, immediate, short term and medium term changes to the long term change, showing all the inter-linkages between the various changes at different levels. This is the ToC, see example in Annex 3.
g. List all the assumptions necessary to produce the expected changes between activities and outputs, outputs and outcome and outcome and impact. Assumptions should be outside the control of the project.

NB:

- *Projects can adapt the WISER programme outputs as their outcome statements and the WISER outcome statement as their impact statement.*
- *Similarly, indicators measuring WISER programme outputs can be used to measure project outcomes.*
- *Projects can have different output statements from the WISER programme outputs as long as it is clear which WISER programme outputs they are contributing to.*

Step 4: Interrogate the Theory of Change

Ask the following questions:

a. Are the proposed project changes in line with the expected WISER programme outputs, outcomes and impact?
b. If yes, under which WISER component, output and outcome?
c. If not adjust appropriately.
d. Does the project ToC fit into the WISER programme ToC?
e. Does the project contribute to the transformational changes in the WISER programme TOC?
f. If not adjust appropriately.
g. Are the assumptions completely outside the control of the project?
h. If not readjust the assumptions.

Step 5: Identify similar initiatives

After projects have defined the project logic, it will be important for the project design team to conduct an analysis of similar initiatives taking place, globally, regionally or nationally, to ascertain that the proposed project will add value to ongoing efforts and not duplicate them. Projects should conduct this analysis by doing the following:

a. List similar or complimentary initiatives recently completed, ongoing or planned in the project area.
b. List institutions involved in the initiatives.
c. Determine the outputs/outcomes of ongoing initiatives.
d. If the proposed project is similar to an ongoing initiative/s or, is targeting the same beneficiaries, specify the value addition of the proposed project.
e. Identify any areas for collaboration and coordination;

f. Adjust proposed project outputs and outcomes if necessary to ensure there is no duplication with similar initiatives, activities are coordinated where applicable, and the value addition is clear.

Step 6: Stakeholder Analysis

It is important to conduct a stakeholder analysis in M&E, because collection of data and information is sometimes done by stakeholders or is dependent on them. The stakeholder analysis will also enable the project developers to understand priorities, informational needs and expectations of people affected by or interested in the project.

a. Conduct a stakeholder analysis by identifying the primary, secondary and tertiary stakeholders of the project to ensure that the proposed changes occur. See examples in Box 2.

Box 2: Examples of stakeholders

- **Primary stakeholders** are individuals and groups that will be directly affected by project activities. They could include staff of NMHSs, national and regional climate forums, community groups, government departments, etc.

- **Secondary stakeholders** are intermediaries such as institutions or organisations that have an interest in this project and its outcome e.g. the National disaster management structures, national governments, regional bodies, civil society, private sector.

- **Tertiary stakeholders** are external institutions that have a broader interest weather and climate services nationally, regionally and internationally.

NB: Some stakeholders can be in both the primary and secondary categories depending on the role they play in the project.

b. Define how the project will affect the different categories of stakeholders and their roles in ME&L, if any.

Step 7: Develop the project logframe

A logframe will define the project indicators, which will be used to measure progress against stated outputs, outcomes and impact. Indicators can be more than one per output/outcome or impact but they should be as few as possible due to the amount of data collection and analysis that will be conducted during project implementation.

In developing the logframe;

a. Insert the outputs, outcome and impact statements in the results column of the DFID logframe matrix.
b. Develop the indicators against the project outputs, outcome and impact statements in the ToC developed in Step 3, in the indicator column. Projects should use indicators in the WISER logframe where possible, but this does not exclude the use of additional or adapted indicators specific to the project.
c. Where possible ensure that the indicators are gender sensitive such that gender disaggregated data can be collected by the project. The programme logframe already has gender relevant indicators which projects can adapt (see Table 1).

	Indicator	Disaggregation
Impact Indicator 2	Number of people with improved resilience (ICF KPI 4) (50%M: 50%F)	Male and Female
Outcome Indicator 3	Number of households using new or improved climate information services	Male headed and Female headed
Intermediate Outcome Indicator 1	Number of households able to access new/improved climate services through a range of intermediaries and communication channels	Male headed and Female headed
Output Indicator 2.1	Number of research outputs on weather and climate information services	Male and Female authors
Output Indicator 5.2	Number of people in user and producer organizations trained in development, co-production and use of climate services	Male and Female

Table 1: WISER Programme gender relevant indicators

d. Check that the proposed indicators are specific, measurable, attributable, realistic and time bound (SMART).
e. Develop the milestones per timeframe (depending on the duration of project, milestones could be per quarter, bi-annual, annual) and the target expected by the end of the project against each indicator. Care should be taken to ensure that the milestones actually

measure the indicator. For example, if the indicator is on number of households accessing climate information services, the milestones or targets cannot be the number of villages or communities using climate information services as the parameters being measured are different.

f. Check that the milestones and targets against each indicator are realistic and achievable.
g. If not adjust accordingly.
h. Ensure that the phrasing of indicators is neutral i.e. they do not contain adjectives such as increased, improved, reduced, enhanced?
i. Ensure that the indicators proposed are linked directly to the logframe outputs, outcome and impact and are not measuring other results not in the logframe.
j. Check the WISER programme logframe to identify which WISER programme indicators the proposed indicators are aligned to.
k. Review the project indicators and adjust where necessary.
l. In the source column of the logframe, identify where the evidence against each indicator will come from? E.g. documents, surveys, evaluations, reviews, testing user engagements, assessments, focus group discussions, key interviews etc.
m. Revisit the assumptions made for the ToC developed in in Step 1 and incorporate them into the logframe at the appropriate level. Generally there are no assumptions made at the impact level.

An example of a simple logframe is included in Annex 4. The standard DFID version is included as Annex 5.

Step 8: Develop the M&E plan

Once the logframe is complete, it is important to develop an M&E plan.

An M&E plan assists the project systematically collect data against the logframe indicators through the implementation period by assigning timelines, roles and responsibilities.

The M&E plan can be a simple table. An example is shown in Annex 6. The plan collects both monitoring data and data/information required for evaluations. Monitoring data is specific to gathering information on the logframe indicators. The analysis of monitoring data informs evaluations. However, there is additional data and information that needs to be collected which is not directly related to indicators. For example, a project needs to document case studies, best practices and lessons learnt in order to gauge effectiveness. Therefore, evaluation data/information requirements should be identified at the beginning of the project for inclusion in the M&E table to ensure systematic collection throughout the project.

Step 9: M&E Budget

M&E requires a budget for operationalisation, otherwise data and evidence will not be collected and the realisation of project outcomes and contribution to impact cannot be proven.

M&E budgeting includes allocating funds for personnel, logistics, data analysis etc. The M&E plan developed in Step 8 will provide details of how the data will be collected and by whom. This should guide the budget of the project M&E. Typically, the accepted standards in the M&E industry are between **3-5%** of the total project costs. The M&E budget caters for the following:

a. Hiring or seconding M&E personnel responsible for collecting baseline and monitoring data, and reporting progress against the logframe to the Fund Managers.
b. Conducting a baseline survey against the project indicators before the project begins.
c. Purchase of baseline or monitoring data if required e.g. from other weather and climate information service providers.
d. Conducting routine data collection in the field if required i.e. logistics, hiring of personnel/consultants etc.
e. Conducting data analysis.

STAGE 2: PROJECT IMPLEMENTATION

Step 1: Collect Baseline data

Collecting baseline data at the beginning of project implementation will assist the project test the project design, the indicators and their milestones, sources of evidence and assumptions. This will also assist the project adjust the various elements of the ToC and logframe accordingly and ensure that the project is grounded in realism.

When a project receives funding, the first activity they should conduct is collect baseline data. Baseline data is collected against the **logframe indicators** and the information analysed and packaged into a baseline survey report.

Things to ensure include:

- Develop the different methodologies for collecting the baseline data against each project indicator as stipulated in the M&E plan methodology column;
- Mobilise adequate personnel, equipment, and logistics as required for data collection;
- Review the baseline data collection budget to ensure it will be adequate for the baseline survey;
- If not adjust;
- Conduct the baseline survey.

Step 2: Analyse the data

The baseline data will need to be analysed for the following reasons:

- To determine the baseline values of each indicator.
- To determine whether the logframe indicators can be adequately measured over time with the data collected.
- To determine whether the milestones and targets proposed in the logframe can be achieved in the project's timeframe. If they are not feasible, adjust or change accordingly. If an indicator is adjusted, ensure that the milestones relate to the new indicator parameters or change the milestones to align with the new indicator.
- To ensure that the identified sources of evidence are adequate. If not add new sources of evidence or data collection methodologies.
- To adjust the assumptions as necessary.
- To make adjustments as necessary to the project ToC and logframe so that they are aligned with the WISER programme logframe and ToC.
- To adjust the M&E plan developed during the design phase with the updated indicators, methodologies.
- To write the baseline survey report.
- To communicate to the WISER Fund Managers on any changes that have been made to the project ToC and logframe and submit the revised versions with the baseline survey report in the subsequent progress report.

NB: *It should however be noted that during the project development stage, project design teams should ensure that the project logic is sound to avoid major changes after the baseline survey*.

Step 3: Implement the project monitoring and evaluation plan

- During the entire period of project implementation, monitoring data should be collected as stipulated in the monitoring plan.
- Any minor adjustments to the M&E plan can be adjusted in the course of the project period.
- All adjustments and a justification of the changes should be communicated in writing to the WISER Fund Managers with the revised versions submitted.

STAGE 3: REPORTING and LEARNING

Funded WISER projects will be required to at least report on technical progress, financial expenditure, risk assessment, lessons learnt or best practices to the WISER Fund Manager.

Step 1: Narrative Reporting

Reporting is an extremely important part of M&E, as it provides documented evidence of project progress and impact. If data collection and evidence are not collected and documented, it is difficult to prove that the activities financed by the WISER programme occurred.

The WISER Fund Manager will provide the technical and financial reporting templates to projects. The following basic **technical** elements should be captured by project in the quarterly reporting;

a. Progress towards the achievement of activities, outputs and outcomes as outlined in the project logframe. Evidence on progress should be presented. This can include activity reports, pictures, manuals, videos, quotes from individuals etc.
b. Any challenges encountered in implementing activities that affect the achievement of outputs, outcomes and impact.
c. Proposed solutions/actions required to the stated challenges.
d. Progress towards the measurement of the output and outcome indicators and if possible the stated project impact. Evidence of progress should be presented.
e. An analysis of whether the stated assumptions in the logframe still hold true and reasons given for any changes.
f. Updated risk assessment (refer to risk assessment tool in Annex 8).
g. Revised logframe or ToC documents with justification of any changes.

Refer to a narrative reporting template in Annex 7.

Step 2: Financial Reporting

Financial reporting templates will be provided by the Fund Manager. Financial reporting will be done quarterly and will include:

a. Reporting expenditure against the finances advanced by the Fund Manager for each activity implemented and documented in the narrative report.
b. The variances between budget and expenditure with explanations.
c. Quarterly forecasting against activities.

Step 3: Lesson learning

Lesson learning is a core component of M&E. The incorporation of learning into the project cycle will enhance the achievement of WISER project and programme outputs, outcomes and impact. Lesson learning also improves efficiency and effectiveness of projects and programmes due to informed decision making.

Lessons usually emerge as a result of monitoring or evaluation processes occurring throughout the project cycle as shown in Figure 2.

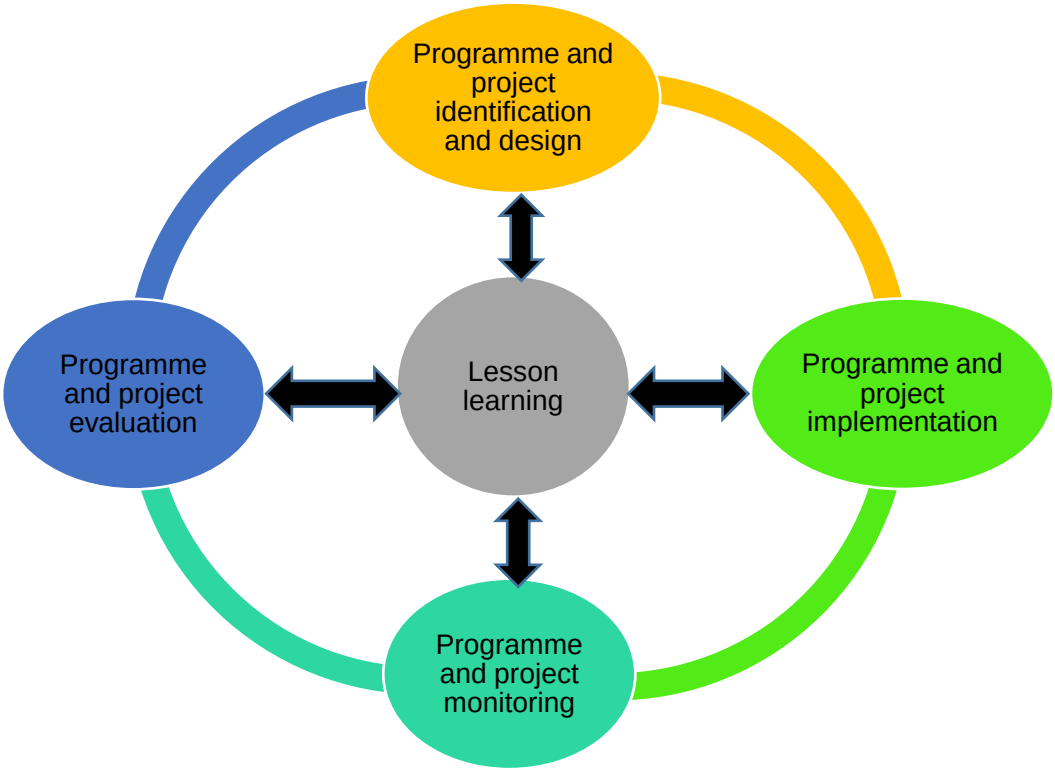


Figure 3: Lesson learning cycle

Lessons being learnt throughout the project cycle need to be documented and submitted to the Fund Manager and disseminated to other stakeholders. Projects are expected to engage with the following learning processes:

- Hold reflective sessions internally to capture lessons learned in the various stages of the project cycle,
- Participate in WISER programme lesson learning events,
- Package lessons and provide content for sharing across other WISER projects and with external stakeholders,
- Learn lessons through peer review with other WISER projects.

Therefore all WISER projects should ensure the following;

a. Someone is allocated the task of capturing project lessons throughout the project period.
b. Lesson learning sessions or reflective sessions are incorporated into quarterly project work-plans and a budget allocated if necessary.
c. Lessons are documented and captured appropriately, an example of a lesson capture tool is provided in Table 1.
d. Lessons are reported in project quarterly reports.
e. New activities/actions emerging from lessons learned to inform planning and decision making are incorporated into the subsequent quarterly work-plans.

LESSONS LEARNED					
Project Activity	**What worked well?**	**What did not work well**	**What was the lesson learnt?**	**Actions required to implement lessons learnt.**	**Learning Output**
1. Training of Met scientists in downscaling climate information	A well designed training curriculum	Some of the participants did not have a background on Meteorology	Ensure that trainees have a background in Meteorology before inviting them for a training course	Request for academic qualifications of potential trainees before they are formally invited to the training	Request for change or internal process for selection of trainees made
2. Production of CIS products	Well-designed co-production process involving relevant producers and users.		The involvement of all relevant producers and users leads to high quality CIS products	Ensure that all future co-production processes replicate this process	Policy Briefing note on effective co-design of services

*Table 2: **An example of a lesson learning capture template***

Glossary

Activities Actions taken or work performed through which inputs such as funds, technical assistance, and other types of resources are mobilized to produce specific outputs, e.g. *Train Met scientists, develop operations and maintenance plans, disseminate climate information*.

Assumptions Assumptions are usually factors that are outside the control of the project. The achievement of project objectives depends on whether or not assumptions hold true and the risks do not materialize. For example, *that a country remains politically stable during the project period, or political there is goodwill to use CIS products.*

Baseline A baseline is a clearly defined starting point (point of departure) from where implementation begins. A baseline is used as the benchmark from where progress begins. Baseline data is collected against logframe indicators. Monitoring data values build on baseline data values. *For example if at the beginning of the project the number of households accessing CIS products is 20, the project through various activities increases the number of households from 20 to 100 by a certain number each year until the end of a 3 year project.* Thus 20 is the baseline data *and 100 is the target, whilst the increments of households per year are the milestones.*

Impacts Long-term results of projects/programmes over time. They usually occur after 10 years. A project is not expected to realise the impact because many other projects and programmes contribute to the impact. For example if the impact is *Increased resilience and enhanced livelihoods of the most vulnerable people, communities, and regions,* increasing the use of climate information is not the only way of increasing resilience. There have to be other projects e.g. addressing social safety nets, infrastructure etc., which NMHSs are not mandated to do. Therefore the impact will only be achieved through the performance of all the projects combined and the NMHS only contributes to the overall.

Indicators A quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to a specific result. The project design team should ensure that indicators are SMART i.e. Specific, Measurable, Attributable, Realistic and Time-bound e.g. *Number of households accessing CIS products*.

Inputs Inputs are the resources used for project implementation. Inputs can be physical, material, human or financial such as *equipment, labour costs and travel costs*.

Issue A term used to cover any concern, query, request for change, suggestion raised during the project.

Lessons Learnt/learned These are experiences distilled from a project that should be actively taken into account in future project design and implementation? Frequently, lessons highlight strengths or weaknesses in project preparation, design, and implementation that affect performance, outcomes, and impact. They can be both positive and negative. For example, *a project should always collect baseline data if project performance is to be determined during the end term evaluation*.

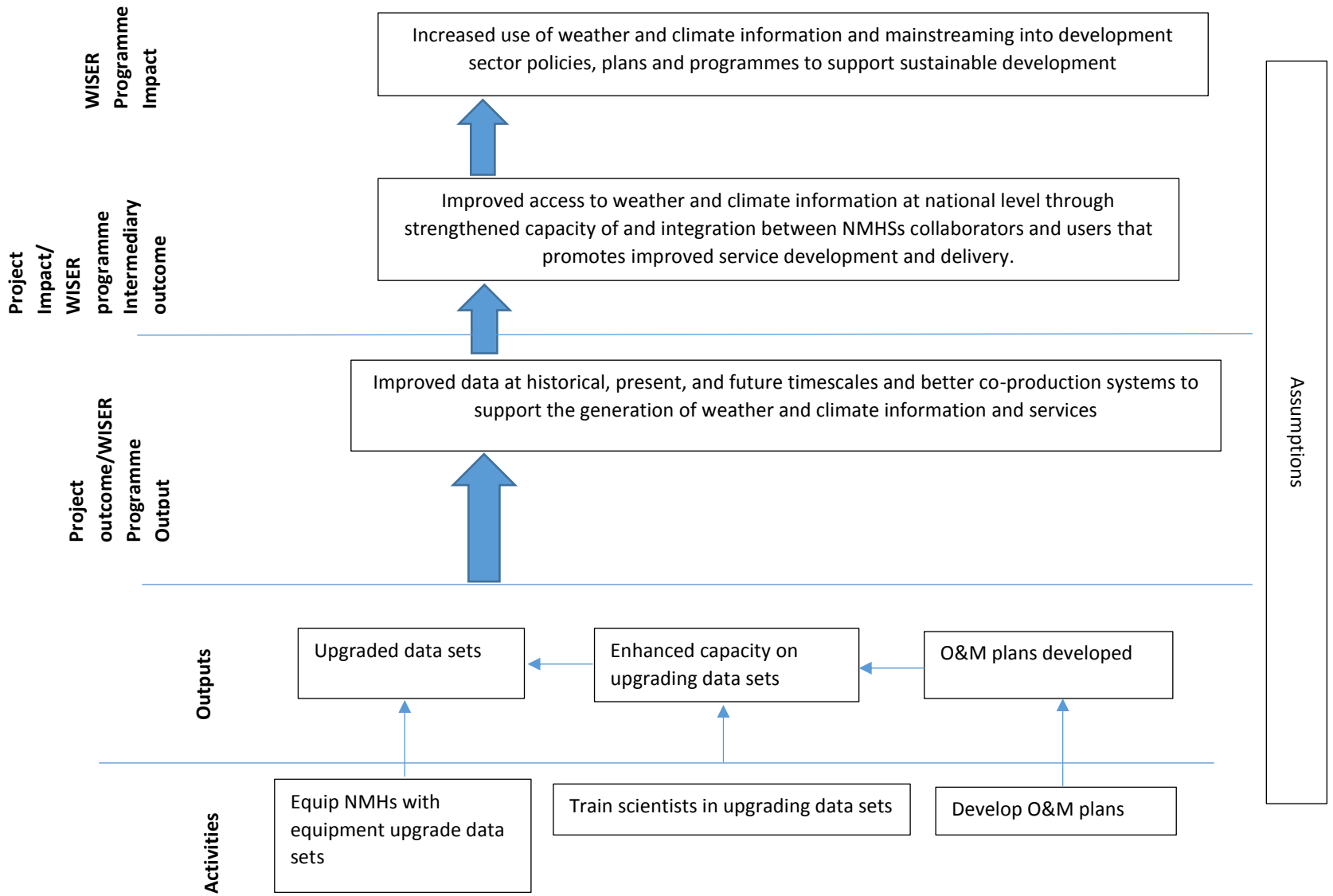
Logframe	This is a detailed vertical linear description of a project/programme showing how activities will lead to the immediate outputs, and how these will lead to the outcomes and impact. It is normally shown in a 4x4 a matrix. It is linear, which means that all activities lead to outputs which lead to outcomes and the impact. There are no cyclical processes or feedback loops and the horizontal linkages between results is not shown.
Means of Verification	Sources of information that will provide the necessary data required to measure specific indicators. For activity reports, records, request logs, secondary data such as census information, key informant interviews, focus group discussions, population data, outreach data etc.
Milestone	Description of a deliverable required to achieve desired change, an activity or product the completion of which is considered key to the success of the project, and its achievement of intended outcomes. The projects progress from activities to outputs is monitored following the completion and quality of milestones. For example *500,000 people reached with climate information in year 3".*
Outcomes	Results that typically occur in the medium term. For example. *Increased use of climate information in decision- making.* A project is expected to achieve its outcome with the funds requested for.
Outputs	Direct products or deliverables of the activities e.g. *Climate change knowledge management system established, O&M of NMHs enhanced.* A project is expected to achieve all its outputs with the funds requested for.
Reporting	Reporting is the systematic collection and presentation of useful information about the project at periodic intervals. Reporting provides regular feedback that helps project partners inform themselves and others on the progress, problems, successes and lessons that they have learnt during project implementation.
Risks	Positive opportunity or negative threat which leads to uncertainty of outcome.
Targets	The objectives a project is working towards, expressed as a measurable value; the desired value for an indicator at a particular point in time. *An example is that if the output is to establish a climate change knowledge system in 5 counties then a good mid-term target would be to ensure that 3 counties have the systems in place by year 3.*
Theory of Change	A ToC is both a process and a product which describes a sequence of events that are expected to lead to a particular desired outcome or impact. ToCs examine hypotheses and assumptions about how changes might happen from inputs to outputs, outcomes and impacts

Annex 1: WISER Programme Theory of Change (September 2017)

Annex 2: WISER Programme Logframe

See separate document for most up to date version, September 2017

Annex 3: Example of a simple ToC



Annex 4: Example of a simple project logframe

Results	Indicators	Means of Verification	Assumptions
Project Impact (*similar to one WISER programme outcome e.g. WISER Intermediate Outcome*). Improved access to weather and climate information at national level levels through strengthened capacity of and integration between the NMHS, collaborators and users that promotes improved service development and delivery.	II 1. No. of national institutions accessing improved weather and climate information (*adapted from WISER intermediate outcome programme indicator*) Milestones Baseline: 0 Year 1: 5 Year 2: 7 Year 3 (Target): 10	• NMHS records of institutions accessing improved weather and climate services • Key informant interviews with user institutions	
Project Outcome (*similar to <u>one</u> WISER <u>output, E.g. Output 3</u>*): Improved data at historical , present, and future timescales and better production systems to support the generation of weather and climate information and services	OI1. Number of upgraded data sets suitable for the production of climate services *(adapted from WISER programme output indicator 3.1)* Milestones Baseline: 0 Year 1: 6 Year 2: 8 Year 3 (Target): 10 OI2. Production system using improved data in place.	• Key informant interviews, • Department reports, • Record to improved datasets • Observation of the production system	There is commitment from the NMHS in continuing the production of improved climate products
Project Outputs (specific to individual project)			
Output 1: Upgraded data sets	OTI 1. No of upgraded data sets. Baseline: 0 Year 1: 10 Year 2: 20 Year 3 (Target): 30	• Records of upgraded data sets • Key informant interviews with NMHS.	Willingness to collaborate with other stakeholders in the improvement of datasets
Output 2: Enhanced capacity on upgrading data sets	OTI 1. Number of scientists trained on upgrading datasets	• Training reports • Participant lists	

	Baseline: 0 Year 1: 5 Year 2: 10 Year 3 (Target): 15		
Output 3: O&M plans developed	OTI 1. No. of O&M plans *(adapted from WISER programme indicator 3.4)* Baseline: 0 Year 1: 2 Year 2: 4 Year 3 (Target): 6	• Review of documents detailing O&M plans	

Annex 5: DFID Logframe Template

ORGANISATION NAME							
PROJECT NAME							
IMPACT	**Impact Indicator 1**		**Baseline**	**Milestone 1 -Year 1**	**Milestone 2 - Year 3**	**Target - Year 5**	
		Planned (cum.)					
		Achieved					
			Source				
	Impact Indicator 2		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 3**	**Target - Year 5**	
			Source				
OUTCOME	**Outcome Indicator 1**		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 2**	**Target - Year 3**	**Assumptions**
		Planned (cum.)					
		Achieved					
			Source				
	Outcome Indicator 2		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 3**	**Target - Year 5**	
INPUTS (£)	**DFID (£)**		**Govt (£)**	**Other (£)**	**Total (£)**	**DFID SHARE (%)**	
INPUTS (HR)	**DFID (FTEs)**						
OUTPUT 1	**Output Indicator 1.1**		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 2**	**Target - Year 3**	**Assumption**

		Planned (cum.)					
		Achieved					
		Source					
IMPACT WEIGHTING (%)	Output Indicator 1.2		Baseline	Milestone 1 - Year 1	Milestone 2 - Year 2	Target - Year 3	
		Planned (cum.)		5%	15%	30%	
		Achieved					
		Source					
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)	
INPUTS (HR)	DFID (FTEs)						
OUTPUT 2	Output Indicator 2.1		Baseline	Milestone 1 - Year 1	Milestone 2 - Year 2	Target - Year 3	Assumption
		Planned (cum.)					
		Achieved					
		Source					
IMPACT WEIGHTING (%)	Output Indicator 2.2		Baseline	Milestone 1 - Year 1	Milestone 2 - Year 2	Target - Year 3	
		Planned					
		Achieved					
		Source					
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)	

INPUTS (HR)	**DFID (FTEs)**						
OUTPUT 3	**Output Indicator 3.1**		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 2**	**Target - Year 3**	**Assumptions**
		Planned (cum.)					
		Achieved					
		Source					
IMPACT WEIGHTING (%)	**Output Indicator 3.2**		**Baseline**	**Milestone 1 - Year 1**	**Milestone 2 - Year 2**	**Target - Year 3**	**RISK RATING**
		Planned (cum.)					
		Achieved					
		Source					
INPUTS (£)	**DFID (£)**		**Govt (£)**	**Other (£)**	**Total (£)**	**DFID SHARE (%)**	
INPUTS (HR)	**DFID (FTEs)**						

Annex 6. Example of an M&E Plan

Result	Indicator	Type of Information/Data to be collected i.e. numbers, %, kg, km etc.	How - Data collection method i.e. surveys, pictures, observations, interviews etc.	Who - (individual responsible for gathering Information)	When - (Frequency of information collection) e.g. quarterly, annually, etc.
Logframe Monitoring					
Impact	Indicator 1. Number of people with improved resilience	• Number of people that the project was targeting with the intervention • Household incomes of people targeted • Livelihood strategies	• Climate scenario modelling • Socio-economic surveys • Household surveys • Key interviews • Field observations • Impact studies	M&E Officer	After a climate shock has taken place
	Indicator 2…..				Annually
Outcome	Indicator 1. Number of government departments using climate information in their decision making	A tally of all government departments that have requested for climate information	• Attending minutes of relevant government departments • Interviewing key decision makers • Analysing the request log at the NMS. • Reviewing minutes of meetings where decisions were made using climate information • Etc.	M&E Officer	Annually
	Indicator 2….				Annually

Output	Indicator 1. Number of households accessing climate information	A tally of all households being reached by climate information disaggregated by media channel.	• National and community radio coverage • Analysis of climate information sms's sent from various communication networks • Analysis of media information downloads from websites • Participant lists from forums disseminating climate information • Etc.	M&E Officer	Quarterly
	Indicator 2….				Quarterly
			Tools		
Evaluation		Output indicator analysis	Summation of beneficiaries	M&E Officer	Quarterly
		Outcome indicator analysis	Averages	M&E Officer	Annually
		Impact indicator analysis	Contribution analysis	M&E Officer	Annually
		Case studies	Focus group discussions, pictures, key informants	M&E Officer	Biannually
		Lessons learnt	Annual reviews	M&E Officer	Quarterly

Annex 7: WISER Quarterly Technical Narrative Report Template

Name of Lead Organisation:

Reporting period (e.g. 1 January 2016 to 31 March 2016):

Date of submission (e.g. 10/04/2016):

1. Project Summary

Provide a concise quarterly review of the project including overall progress and achievements, issues affecting delivery, lessons learned, opportunities and a headline summary of the financial position. In addition, it should give a brief outline of the main activities/milestones proposed for the coming quarter and those achieved **[1 page maximum].**

2. Summary of Project Progress and Plans

Include significant deliverables and achievements, highlight any significant deviation from expected outcomes or progress.

Project Output	**Activities Planned for Previous Quarter**	**Progress on Activities Planned** *(evidence showing progress to be annexed to report)*	**Activities Planned for coming quarter**	**Notes and Comments**

3. Project Quality Assurance

Provide a description of how the project ensured quality delivery in the last quarter **[0.5 page maximum].**

4. Risks, assumptions and issues

Detail risks that are relevant to the project, highlighting how these risks are being managed or addressed. Highlight risks that the project may be struggling to mitigate and where additional support from the programme may be required. Use the risk assessment tool in Annex 7 for this. Report any assumption that is forecasting to not hold true at the earliest. Report any live issues affecting the programme and how these are being addressed **[1 page maximum].**

5. Monitoring and Evaluation/ Benefits

If not covered in previous sections, discuss methods employed internally to monitor and evaluate the activities this quarter, for example benefits delivered by the project such as knowledge, information, new ways of working, processes, capability. Have any opportunities arisen that can contribute towards achieving the WISER outputs and outcome, particularly around coordination with other projects **[1 page maximum].**

6. Lessons Learnt/ Continuous Improvements

What are the emerging insights and reflections from the project? How can they been integrated in the planning and implementation of activities? What lessons would be useful for wider dissemination within the WISER programme. Describe any issues (e.g. process, skills, systems) delaying planned activities and how these are being dealt with **[1 page maximum].**

7. Communications Activities and Opportunities

Provide details of communication activities undertaken in the quarter and planned for the coming quarter. Detail how these are supporting the delivery of the WISER objectives **[0.5 page maximum].**

8. Changes to Logframe

Outline any changes required to the logframe milestones/targets that will affect the delivery of stated outputs and outcome with clear justification against each change.

It should be noted that significant changes to the logframe may NOT be approved by the Fund Manager and may lead to a termination of the Fund agreement.

Annexes

Provide evidence of deliverables, communication material, pictures, quotes, publications, MOUs, grants awarded, training materials, workshop reports, purchase agreements etc.

Annex 8: Risk Assessment Reporting

Risk Definition	Probability	Rating	Time Delay (months)	Cost Impact (Increased / Delayed or Missed saving) Cost (£)	Reduced Benefit (Failure to deliver)	Describe the impact on the project	Define mitigation measures, decisions taken etc.
1. 2.	Likely & imminent >75%	Very High	> 6 months	> £100k	Failure to deliver more than one key project milestone / deliverable.		
1. 2.	Likely to happen 50-75%	High	3 to 6 months	£25k to £100k	Failure to deliver one key project / deliverable.		
1. 2.	Likely to happen over a period of time 30-50%	Medium	2 to 3 months	£10k to £25k	Significantly impacts upon more than one milestone / deliverable.		
1. 2.	Realistic possibility 5-30%	Low	1 to 2 months	£5k to £25k	Significantly impact upon one project / programme milestone / deliverable.		
1. 2.	Unlikely but possible event <5%	Very Low	< 1 month	< £5k	Minor impact upon one project / programme milestone / deliverable.		