YAYASAN HASANAH

A foundation of Khazanah Nasional

Monitoring & Evaluation Handbook

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Acknowledgement

Our deepest gratitude and appreciation goes out to the many unique communities where Hasanah's projects are based, whose lived experiences inspire us to continuously improve on all aspects of our Monitoring, Learning and Evaluation work. They challenge us to reflect on how we can make our collective efforts more effective, equitable and impactful.

Supporting these communities in every way we can has been the core mission of the Monitoring, Learning and Evaluation (MLE) & Knowledge team. This handbook is the result of countless experiences, discussions and review sessions that would not have been possible without the commitment and dedication of the MLE&K team. The team has contributed many hours to multiple rounds of content development, transforming insights into actionable tools. We acknowledge each of them here.

Thank you,
Monitoring, Learning and Evaluation & Knowledge (MLEK)
Yayasan Hasanah

Enrol in the course today!

THE HASANAH ACADEMY

Second Edition | December 2025

Published by:
YAYASAN HASANAH (1075550-P)
Level 2, Block A, Dataran PHB Saujana Resort,
Seksyen U2, 40150 Shah Alam, Selangor
T: +60 3 5870 4333   F: +60 3 5870 4355
Email: connect@hasanah.org.my
Website: yayasanhasanah.org

Monitoring and Evaluation Handbook
by Yayasan Hasanah

Author and Illustrator
MDF Training and Consultancy and Yayasan Hasanah's
Monitoring, Learning and Evaluation (MLE) &
Knowledge Team.

Content credit
Aditi Malhotra, Hwa En Ning, Kuan Ming Foong,
Syah Qurratu Aini, Yvonne Hay, Anna Teoh, Azri Ardila,
Natasya Nadzmi, Fazirah Naser, Hajar Zulkifly.

Layout credit
Nini Marini, Head of Arts & Public Spaces (2nd edition)
Nazhan Hanif, Communications & Branding (1st edition)

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LIST OF ACRONYMS

CSO	Civil Society Organisation
GM	Grant Manager
IA	Impact Area
IO	International Organisation
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MLEK	Monitoring, Learning, and Evaluation & Knowledge Department of Yayasan Hasanah
MoV	Means of Verification
MRE	Monitoring, Review, and Evaluation
MSC	Most Significant Change
NGO	Non-Governmental Organisation
OECD DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
RBM	Results-Based Management
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
SoD	Source of Data
SoV	Source of Verification
ToC	Theory of Change
ToR	Terms of Reference
YH	Yayasan Hasanah

Foreword

When my mother was growing up in Bagan Datuk, in the small village of Kampung Sungai Nipah Baruh, a microcredit fund helped women launch small businesses grating dried coconuts for milk. One of the recipients was my grandmother. To this day, she credits that support with empowering her self-sustainability and for lifting her family out of poverty.

These social development programmes have shown that impact is not a "checklist", it has great potential for transformative change through the work of CSOs, NGOs and the broader social sector. Many Malaysians have also benefitted from several social policy decisions made since our country gained independence in 1957. There is therefore a great need to understand how to create impact and how best to measure it, so that we can do more and be ever more accountable to the communities we work with, and to the many stakeholders who join us on this journey.

The Yayasan Hasanah Monitoring and Evaluation (M&E) Handbook offers practical tools to do just that. While grounded in results-based management, it explains key steps to developing a comprehensive programme logic that is applicable to any intervention in the social sector. Implementors are also guided on how to manage their programmes throughout the project's lifecycle - from design to evaluation.

A recurring theme of this handbook is Learning, Unlearning and Relearning. Too often, we fall prey to the urgent and forget the importance of analysing the results of our interventions, whether intended or unintended. Thereafter, we miss opportunities to gather insights that could strengthen ongoing and future interventions. Through reflection, we ensure effective course-correction for greater impact where it matters most.

Yayasan Hasanah was established in 2015 to be a convener, collaborator and catalyst for change for the different societal issues of our time. Our mission: ***"Advancing Malaysia, one person at a time, across all layers of society"***, working to transform society starting from individuals and local communities. This complements Khazanah Nasional's ***"A Nation That Creates"*** framework that aims to boost national productivity, innovation and competitiveness. One of the key pillars of the framework is community development, focusing on upskilling and reskilling with the objective of building capacity and capabilities. Through collaborative models with different partners, we address urgent community, social and environmental issues in Malaysia - driving impact and sustainability.

From our collective organisational experiences working with different types of social impact projects, we recognise that working with stakeholders is key. Reflecting and learning from our work is imperative lest we waste a finite number of resources and repeatedly stumble into the same mistakes. To achieve critical impact, we need to hold each other accountable, and that begins with how we design our approach. Measuring and evaluating meaningful results creates greater accountability and opportunities to learn, adapt and progress toward potential that we never imagined possible.

Siti Kamariah Ahmad Subki
Trustee and Managing Director
Yayasan Hasanah

Introduction to the Handbook

Setting the Context

At Hasanah, we strive to ensure that our partners' development projects are well-planned, well-implemented, achieve the desired results and, most importantly, that we learn from our work and continuously improve.

As an impact-based foundation, we recognise that social change is complex and requires long-term sustained interventions and resources. On the implementation side, we are cognisant that complex problems require solutions that are derived through community-led or bottom-up approaches and that results are a function of various variables coming together.

Evidence-based information is key to informed decision-making for planning and implementation, for both funders and implementors alike. At the same time, we believe that value systems are at the heart of any development work that keeps us aligned and grounded. Hence, together with our grantee partners, we forged a set of principles which we call EMPACT (Empowerment, Partnership, Accountability, Collaboration and Trust), that defines our shared foundational goals of driving and measuring results towards the advancement of our people and communities.

Shifting the Mindset from Reporting to Learning in M&E

Measuring and articulating the outcomes and impact of solutions is often not an easy task. Measurement is seen as arduous, time, and resource intensive. However, its true value lies in enabling learning and thereafter accelerating the right levers or tools that will effectively and efficiently address current social problems.

This Monitoring and Evaluation (M&E) Handbook is written to support Hasanah's partners and other actors working in the Malaysian social sector. It contains widely used best practices for project lifecycle management - from programme planning and design to monitoring and evaluation. It offers a structured approach to assessing the needs on the ground, determining what positive change looks like, and how to go about designing a programme or a project that achieves those changes with the right output measurements.

At Yayasan Hasanah, we believe that M&E is not merely the routine act of monitoring and reviewing deliverables within a project, it plays a role that is a lot more nuanced and far-reaching. M&E is key to understanding and measuring social change and learnings.

For example, by constantly bringing a learning lens while monitoring a project's challenges, we can understand if there could be a more effective solution to the identified need or problem. We can also understand if there were assumptions that were not considered or resources that can be deployed to modify the project design toward the intended objectives.

Evaluating a project might also draw out the unintended consequences (both positive and negative) of a given intervention, these are factors that had not been considered beforehand. This would then improve future project designs. In essence, sound M&E starts with a logically developed project design which, amongs other things, helps to ensure that project resources are effectively deployed throughout the project lifecycle and that potential risks are better mitigated.

This handbook is the first step towards aligning and building an understanding between Hasanah and our partners on best monitoring and evaluation practices, and to continuously learn and improve our efforts to the communities we serve.

Objectives

This Handbook aims to:

- Explain Hasanah's impact framework: EMPACT.
- Outline the Theory of Change (ToC) and how grant partners' projects contribute to national advancement.
- Introduce core principles of Results-Based Management and Impact Measurement.
- Describe the standardised approaches, methods, tools and formats for assessing progress and achievements of grant projects, setting a minimum standard for Hasanah's grant partners.

Conceptualising the EMPACT Framework

As you will read in subsequent sections, the EMPACT framework is an attempt by Hasanah to forge a meaningful narrative around what impact means, and how it is driven through grant-giving and engagements with partners, communities, stakeholders and other key players. We should add here that EMPACT was conceptualised using participatory methods, whereby we sought input from our partners via roundtables, and through engagements with external stakeholders, Hasanah staff, communities we serve, and the Hasanah Board of Trustees. As such, we are proud to say that it belongs to all of us! Finally, we engaged an independent consultant to facilitate the discussions to avoid bias and to truly assess Hasanah's impact process and framework.

The idea of this handbook emerged when we saw a need for clarity on M&E and its requirements. We wanted to bring to the fore the idea that M&E should not be seen as a reporting requirement, rather, that its value in enabling learning is appreciated, and effort is placed in designing and implementing M&E systems in organisations, just as we do for projects.

Guide to Using the Handbook

This Handbook is by no means an authority on all aspects of M&E, and we realise that there will be knowledge gaps. However, it should be seen as essential reading for Hasanah's partners, as it provides a background on Hasanah's grant giving philosophy, practices, and requirements.

It is intended as a reference and guidance for stakeholders involved in Hasanah's programmes, including Hasanah staff overseeing projects and programmes, implementing partners, potential partners (civil society organisations; government; private sector), funders and other stakeholders interested in Yayasan Hasanah's work. It is not a strategy document of Yayasan Hasanah and its sole aim is to provide guidance on programme planning, monitoring and evaluation.

We hope you enjoy reading the handbook. May we collectively strive to support and bring value to our communities.

Aditi Malhotra
Chief Impact Officer
Yayasan Hasanah

1 Yayasan Hasanah's EMPACT Framework

EMPACT

1.1 Empowerment Partnership Accountability Collaboration Trust

As an impact-based foundation, Hasanah strongly believes that a sound impact framework is crucial to enable informed planning, management and decision-making for both implementors and donors.

This approach maximises the effectiveness and impact of programmes, providing realistic and implementable solutions to entrenched problems. Yayasan Hasanah aims to support a well-functioning lifecycle of social impact programmes in the development sector, especially in planning and monitoring for long-term impact. Herein, we believe that our impact framework brings together two seemingly disparate features: a guidance on technical M&E tools, underpinned by values of empowerment, partnerships, accountability, collaboration, and trust. Our strong social impact value system plays an essential role in guiding how we understand and interpret results from programmes. We believe that a foundation of *Trust* between Hasanah and its Partners must underpin all our planning, monitoring and evaluation work processes, systems and tools. **Trust** itself is built upon mutual respect and integrity, honouring each other's rights and intention that the solution proposed is in the best interest of the communities we serve. This, in turn, leads to a sense of **Accountability**-accountability to both our own and our partners' standards, as well as our shared accountability towards the individuals and communities impacted by our interventions.

In addition to that, Hasanah's impact framework is driven by the values of **Empathy, Partnership, and Empowerment** - without which we would not be able to support the transformation of Malaysian communities, the *rakyat* and ultimately drive lasting change at the societal level. First, by fostering empathy to consider the needs, concerns and capacity of the communities with whom we work, we can help to drive real change by developing a deep understanding of how people and systems interact.

This understanding helps us design fit-for-purpose projects through inclusive and participatory approaches. Second, the Hasanah impact framework is implemented collaboratively and in partnership with our stakeholders and partners. We believe in our role as a convener, collaborator and catalyst for change, bringing together various stakeholders in the ecosystem, from policymakers to grassroots leaders. Our vision is to journey together with partners in the implementation of programmes, and to strengthen partnerships where there are gaps. Third, we believe in the responsibility to look beyond our regular projects and to equip partners and stakeholders with the right tools and knowledge through relevant capacity development initiatives, thereby contributing to the empowerment of the local ecosystem. This serves our role as a catalyst of social impact. Our aim is that all our interventions serve as an inspiration and increases capacity to continue building upon successes and take them one step further.

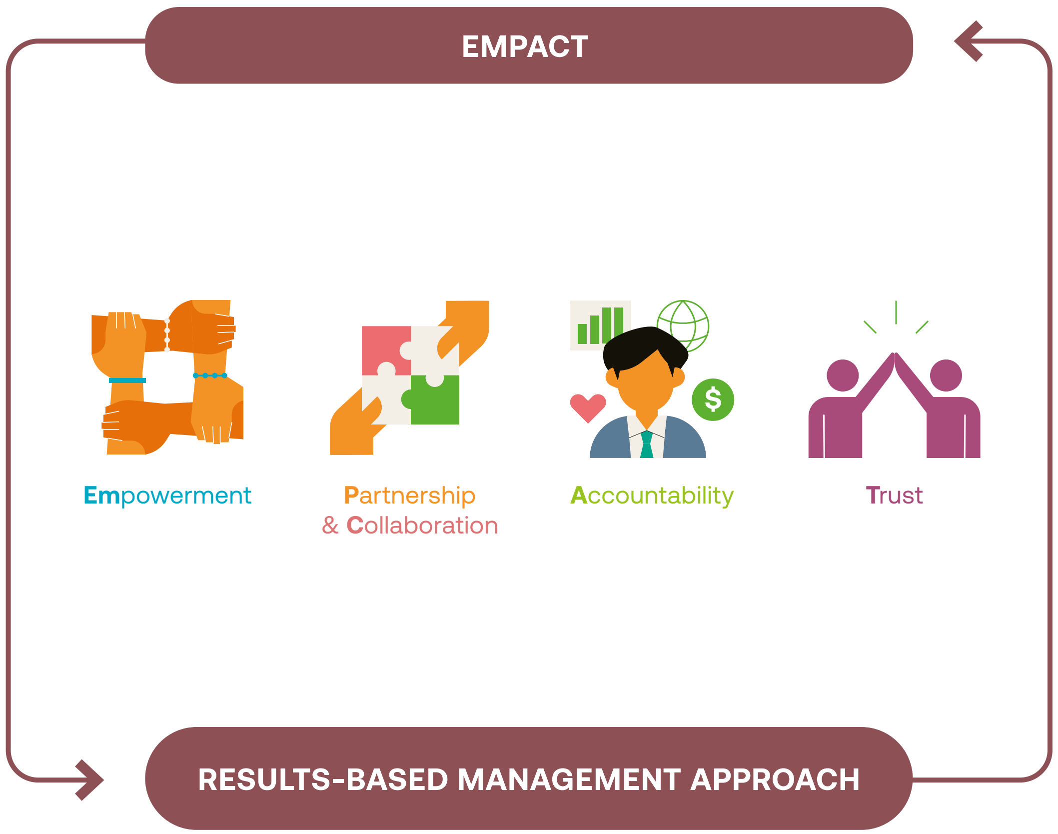
On the other hand, values without appropriate and relevant tools lead to feel-good intentions that do not translate into real or meaningful change at the individual, community, and organisational levels.

Every programme involves different sets of stakeholders and comes with its own unique layers of complexity. To address the different needs on the ground, wherever they may be, stakeholders consider the best and most feasible approach across all aspects. This includes community engagement, project design, type of activities, methods and frequency of data collection, cost effectiveness versus programmatic effectiveness, and more. Critical thinking and the ability to weigh the merits and drawbacks of each side play an important role, as we attempt to ground our values in actual and contextualised strategy and implementation for a specific intervention.

Finally, **Learning, Unlearning, and Relearning**, ideally occurring during and after the project lifecycle, are intrinsically linked to an organisation's openness to reflecting and adapting. The process of learning aligns our value systems with the impact that we desire to achieve by responsibly providing a solution to a demonstrated need on the ground. This process - based on evidence, data and knowledge acquired from implementing the project - continues as a virtuous cycle.

It enables our approaches, baseline assumptions and strategies to adapt with agility, depending on the changing internal and external contexts. Our impact framework hopes to guide this path towards outcomes-achievement, learning-catalysed development, and should ultimately support communities and individuals to be self-sustaining. Through this, our goal is to support our partners in their impact journeys by helping fill in the gaps, be it in their organisational strategy or programmatic approach.

Interconnection between the "EMPACT" Framework and Results-Based Management



1.2 Yayasan Hasanah's Impact Areas

Yayasan Hasanah focuses on addressing pressing community, social, and environmental issues in Malaysia by bringing together policymakers, civil society organisations, corporations, and local communities to enable collective impact for the people and the environment.

Yayasan Hasanah's strategy cycle is formulated and defined by five (5) impact areas as outlined below.

Education

To maximise individual potential and produce empowered and future-ready talents.

Environment

To catalyse innovative solutions towards sustainability for nature and people.

Knowledge

To advance Malaysia's social sector through justice-driven thought leadership, and evidence-based research and interventions.

Community Development

To enable social and economic upliftment of vulnerable communities to improve their resilience and well-being.

Arts and Public Spaces

To strengthen national identity by mainstreaming Malaysian arts, heritage, and culture as an economically viable sector.

1.3

Yayasan Hasanah's Results-Based Management Principles

Results-Based Management

To ensure that projects are achieving the desired results, Yayasan Hasanah adheres to the principles of results-based management (RBM). The RBM approach directs the main management focus from activities to actual results, ensuring that project management, review and corrective actions are always conducted with a focus on achieving results. Through a RBM approach, the measurement of progress and intended results of a project are clearly defined to assess whether a genuine difference has been made for the individuals involved.

RBM starts with proper, results-oriented planning by means of a Theory of Change (ToC). The ToC is an important tool for planning and quality control of projects and defines all of the necessary and sufficient conditions required to bring about a given long term result that is relevant and useful.

A ToC is a comprehensive visual representation of how and why a long-term result is expected to occur. It employs a backward mapping approach, where planners work backward from the long-term desired change to identify the intermediate and early-term changes necessary to achieve that goal. The ToC of a project or programme can be represented in different formats, one of the most frequently used being the 'Results Chain'. Once partners agree to pursue a set of results through a project/programme, project implementation starts, and the process of monitoring is essential to ensure results are achieved (and reported on). Finally, the RBM approach ends with assessing the impact of our programmes.

What is Results-Based Management?

RBM is a management strategy by which all actors, whether contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the desired results (outputs, outcomes and higher-level goals or impact). These actors then use information and evidence on actual results to inform decision-making regarding the design, resourcing and delivery of programmes and activities, as well as for accountability and reporting.

RBM as a Life-Cycle Approach

In essence, the RBM approach is a lifecycle, which begins from planning, then moves to monitoring and finally to evaluation, whereby the findings from the the last two phases inform ongoing and future decision-making for the next cycle of planning, closing the loop.

1 Formulating Results Statements

Identifying in clear terms the results being sought and developing a project logic on how the results will be achieved.

2 Identifying Indicators

For each result, specifying exactly what is to be measured and how.

3 Setting Targets

For each indicator, specifying the expected or planned levels of results to be achieved by specific dates, which will then be used to judge performance.

4 Monitoring Results

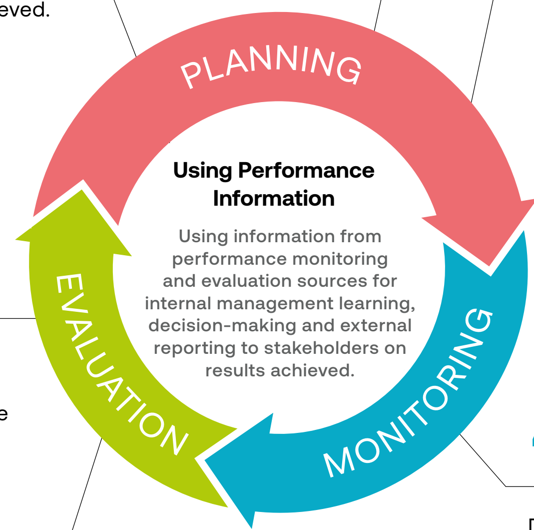
Developing performance monitoring systems to regularly collect data on actual results achieved.

5 Reviewing and Reporting Results

Comparing actual results vis-a-vis the targets (or other criteria for making judgements about performance).

6 Integrating Evaluations

Conducting evaluations to provide complementary information on performance not readily available from performance monitoring systems.



For Yayasan Hasanah, every project requires a proper results chain. A results chain consists of three levels of results to be achieved, and monitored: Outputs, Outcomes and Impact, with supporting activities designed to help achieve these results. A Theory of Change's results chain illustrates the relation between the activities that are conducted (such as trainings, drafting of policies/guidelines, installing water pumps, etc.) and the **outputs** they generate (eg., a study/review of certain policies, increased knowledge of beneficiaries, etc.). These outputs are within the control of the project/programme.

The outputs, in turn, will benefit the intended target group, resulting in **outcomes**. Outcomes include adoption/implementation of policies, behaviour changes, improved health status or any other wider use of the outputs by (or for) the target group. Since the project/programme cannot fully control the usage, benefits, or behaviour changes, outcomes are considered within the sphere of influence of the project/programme, but are not under its control.

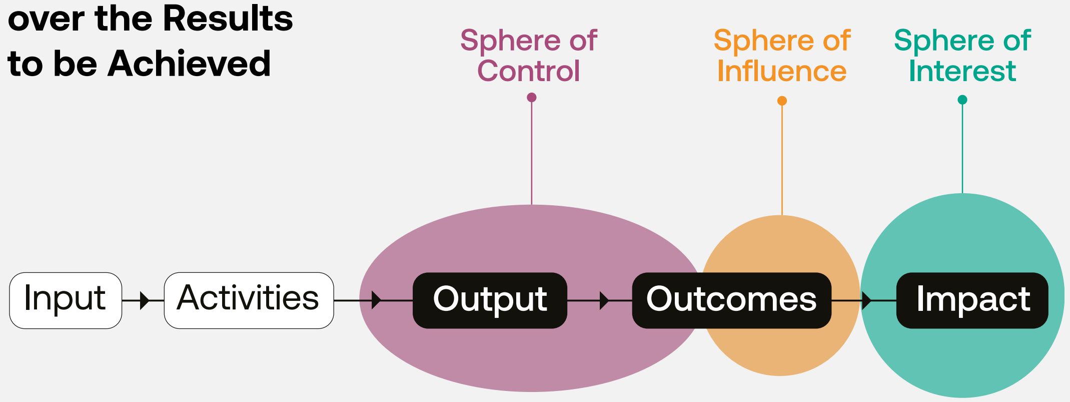
Ultimately, these outcomes are meant to contribute to achieving **impact**, i.e., the longer-term positive changes for society or a larger target group. The impact(s) answer the 'why' of the project ("why was this project needed?") and are therefore regarded as the sphere of interest of the project/programme.

A results chain is often illustrated, using the English proverb ***"You can lead a horse to water, but you can't make it drink"***. Meaning that the outcome (the use and benefit of drinking water) cannot be forced, only facilitated.

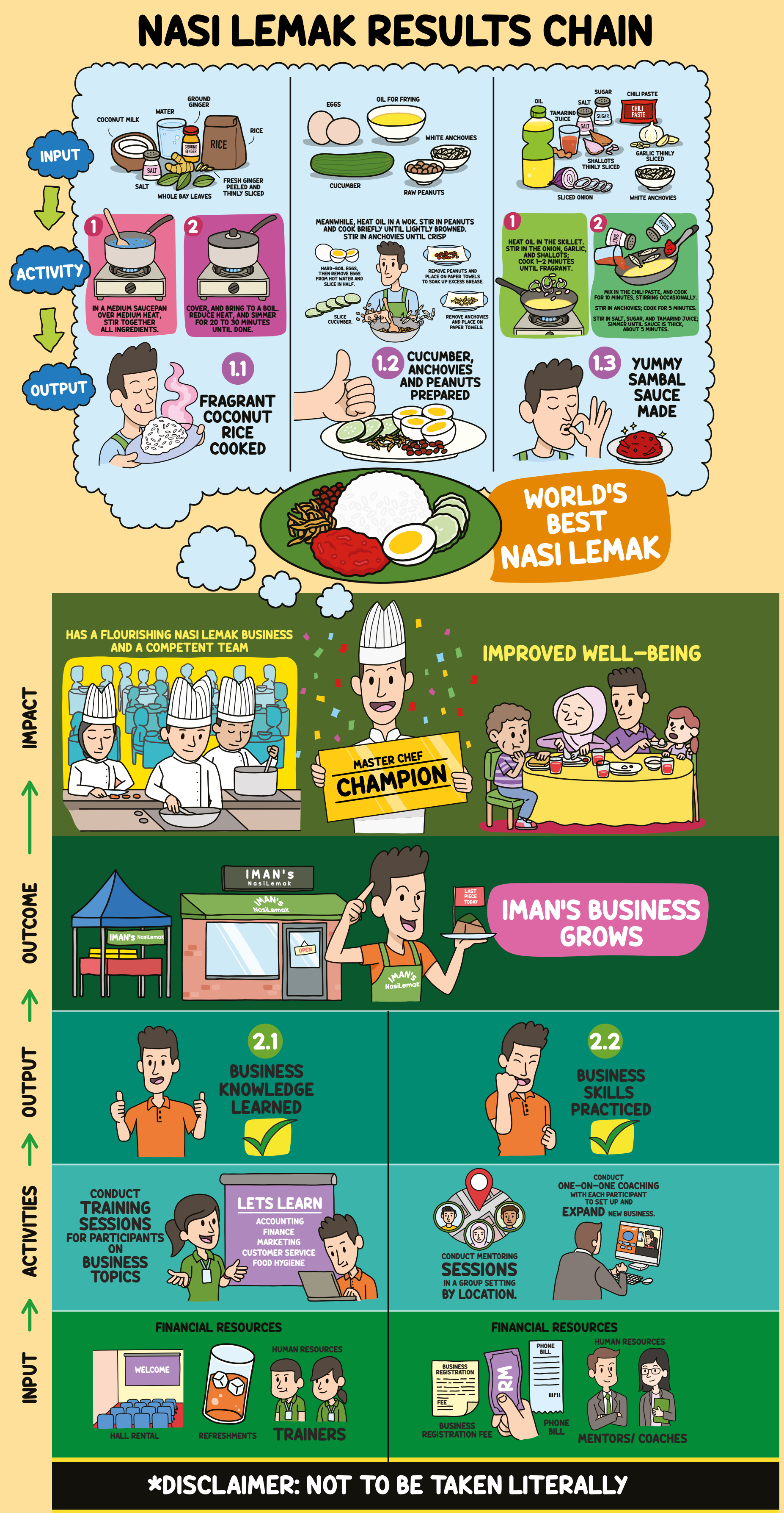
TIP

Even though it is widely recognised that outcomes are not entirely within the project/programme's control, the project/programme is still held accountable for achieving these outcomes.

Levels of Control over the Results to be Achieved



An example of a results-chain is depicted below: **a project to set up a business which makes the world's best nasi lemak.**



CREDITS

Content

Aditi Malhotra
Syah Qurratu Aini
Yvonne Hay
Anna Teoh
Hwa En Ning
Kuan Ming Foong
(MLEK Team YH)

Design

Zamzammee

Project Level Results Chain

Components of a Results Chain

Impact — Effect of various outcomes on dimensions of economic prosperity and social well-being. Can occur during or after the project and is usually measured in an evaluation.

Outcomes — Use by beneficiaries, benefit for beneficiaries, or change in behaviour of the beneficiaries.

Output — Concrete, tangible deliverables by the project(s) as a direct result of project activities.

Activities — Activities to transform inputs to outputs.

Inputs — Financial, human and material resources.

Assumptions — A project should identify potential risks that are unlikely to materialise and which are beyond project control. "Assumptions" are made when we assume that those identified risks will not occur.

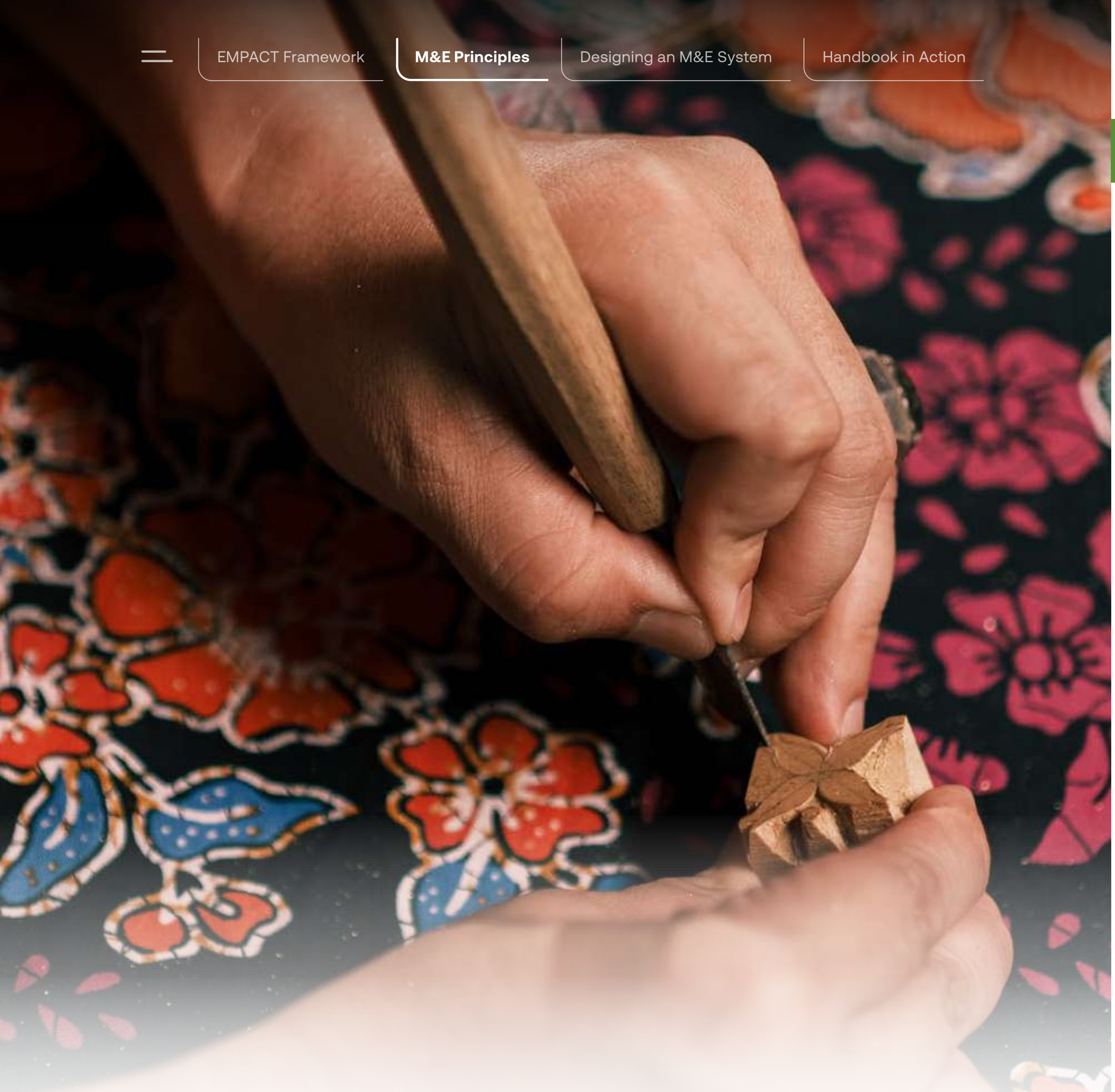
To complete the results chain (from activity to output to outcome to impact), the project must identify potential risks and assume that not all risks will materialise. These are called assumptions. If these assumptions hold true (i.e., certain identified risks do not occur), then the next higher level of results will be achieved. For example, if the planned **Activity** is to identify and train 20 students on sustainability project planning, while the **Output** is for 20 students to design sustainability projects, an **Assumption** here could be that there will be no major disruptions to their school learning environment as they are completing their design projects.

All Impact Area projects require well-formulated results chains, which connect clearly to Hasanah's organisational strategy.

Monitoring and Evaluation (M&E) are part of a results-based management approach. As an organisation that embraces life-long learning, Yayasan Hasanah wants to know how projects are contributing to our Impact Areas. Therefore, we value results-oriented planning and M&E, which includes independent external oversight and evaluations, to serve our communities better. We expect the same results-orientation, accountability and learning approach from the partners we work with. For more on RBM planning and monitoring, please refer to Chapters 2 and 3.

Key Take-Aways

- Yayasan Hasanah aims to empower our partners with a Results-Based Management toolkit underpinned by the value-based EMPACT framework, to support their impact journeys throughout each lifecycle.
- Yayasan Hasanah works in 5 Impact Areas to catalyse social change towards a more inclusive and progressive Malaysia. Our partners' projects help us to achieve the Impact Areas' results.
- Using RBM and results chains is a results-oriented approach that ensures systematic planning, monitoring, and evaluation in projects.



2 Monitoring & Evaluation Principles

2.1 What is Monitoring & Evaluation

Monitoring and Evaluation is the set of activities that measures and checks if we are on track to achieve the projects' objectives.

M&E serves two functions: **accountability** and **learning**, both of which are important for Yayasan Hasanah. In partnership with our grant partners, we aim to contribute significantly to positive social impact in Malaysia, and in open and transparent partnerships we learn and improve our work every day. For that, a well-functioning M&E system is indispensable.

Monitoring differs from evaluation. **Monitoring** is a continuous set of activities during project implementation to check if we are still on the right track to achieve our planned projects' results.

Evaluation is usually done by someone other than the project implementors to check the progress of a project against its planned deliverables, as well as to see what was achieved in the past period, including an assessment of results. The former is often conducted by M&E units in the organisation whereas the latter is often conducted by independent evaluators.

A key challenge of monitoring is to collect data systematically and regularly, so that the right and correct information is available on time to check if we are on track to achieve our results.

TIP

Oftentimes, too much data is collected, or too little, simply because we didn't plan for it. A properly designed M&E system is crucial to determine the right (and right amount of) data to be collected.

Evaluations look beyond the planned-for-project results, and often ask the question "why did this happen?", taking into account contextual factors that influenced the projects' results. In general, project and programme evaluations may be conducted during, at the end, and after the timeframe of a project.

There are different types of evaluations. A final project evaluation usually focuses on the achievements of the outputs and outcomes, and the effectiveness and efficiency of the activities and outputs to achieving those outcomes. This is different from an Impact Evaluation, which focuses on the longer-term achievements (or impact) after a project has ended. The decision whether to conduct an evaluation, as well as the number and type of evaluations to be conducted for any programme, ultimately depend on several factors including the duration, scope, geographies and thematic areas of a programme or project.

Both monitoring and evaluation serve as a learning exercise for our projects and wider strategy, with the aim of improving our future interventions.

TIP

Evaluations need to be very well prepared, including the drafting of proper evaluation questions for each of the OECD DAC evaluation criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. Evaluations do not always need to be done by consultants. They can be done by peers as well, provided the evaluation is properly guided.

Definitions within the realm of monitoring and evaluation can vary. Hence, a short overview is provided on the definitions Yayasan Hasanah adheres to:

Monitoring

The systematic collection of data (and the translation of this data into useful information) to provide the management and other stakeholders of an ongoing project/programme with indications of the extent of progress and achievement of results.

Evaluation

An assessment, conducted as systematically and impartially as possible, of a completed or ongoing project/programme or strategy, to analyse the level of achievement of both expected and unexpected results using the following OECD DAC criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.

M&E System

The activities, processes, formats, and means of data collection, processing data into information, validation, analysis and submission (reporting) in a manner that ensures the information is correct, relevant (no more than needed), sufficient (no less than needed), and timely (for corrective action).

2.2 Yayasan Hasanah's M&E Principles

In order to measure and ensure the relevance, usefulness, timeliness and credibility of the implementation of Yayasan Hasanah's Theory of Change for each Impact Area, the following impact measurement principles must be adhered to:

Contribution Measurement

We measure the contribution of projects towards achieving Impact Area results, being conscious that this differs from "attribution" which measures results for which we are directly responsible.

Directionally Valid

Progress can rarely be expressed with only numbers. Hence, a limited number of Key Performance Indicators (KPIs) and a narrative provide a better indication of progress compared to one or two numbers alone.

Utilisation-Focused

Only relevant, sufficient, correct and timely data will need to be collected: no more and no less data than strictly needed, verified and collected on time.

Results-Oriented

Monitoring & Evaluation is a continuous work in progress, and flexibility in implementation, and adjustments, will always be needed. A results orientation is always the key defining element.

Applying a Sustainability Lens in the Project Life-Cycle

In our commitment to sustainable impact, Yayasan Hasanah aims to ensure that our best development practices are widely shared with relevant government institutions, legislative bodies, community leaders, civil society, and other stakeholders. Through this effort, we aspire for these best practices to not only inspire ecosystem players to adopt sound M&E policies, guidelines, standard operating procedures (SOPs) and frameworks, but also to serve as a continuous learning model for all, including ourselves at Yayasan Hasanah. To measure progress over time, Yayasan Hasanah distinguishes three distinct **phases of appreciation and uptake (not always in this order)**, along with their definitions:

Appreciate	Endorse	Adopt
Institutions, legislative bodies, community leaders, and other relevant stakeholders express that the practices are pertinent and useful to their context.	Institutions, legislative bodies, community leaders, and other relevant parties formally announce their intention to use (parts of) the best practices or developed policies, guidelines, etc.	Institutions, legislative bodies, community leaders, and other relevant stakeholders formally adopt policies, guidelines, etc. based on (parts of) the best practices.

2.3

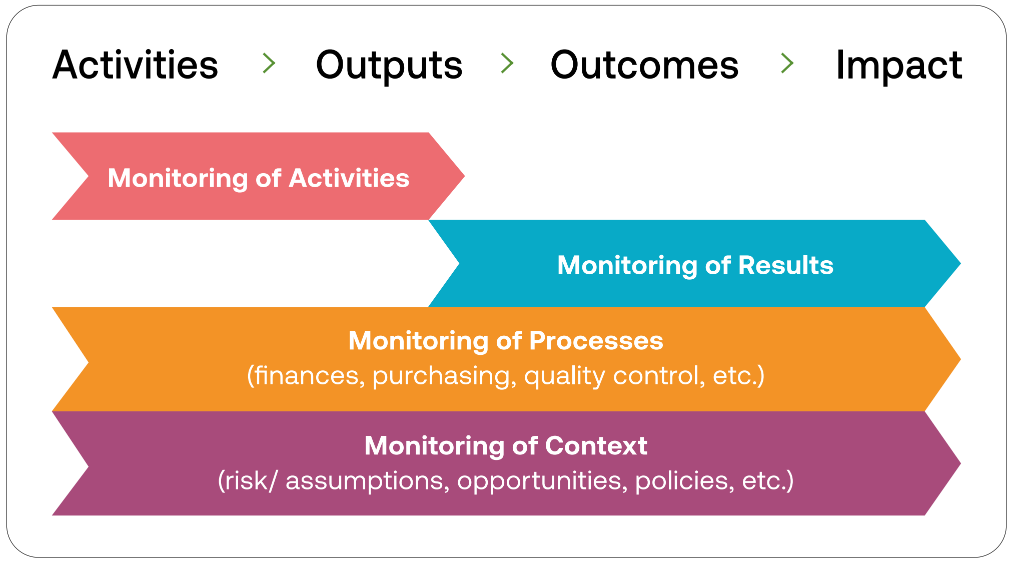
Components of a Monitoring and Evaluation System

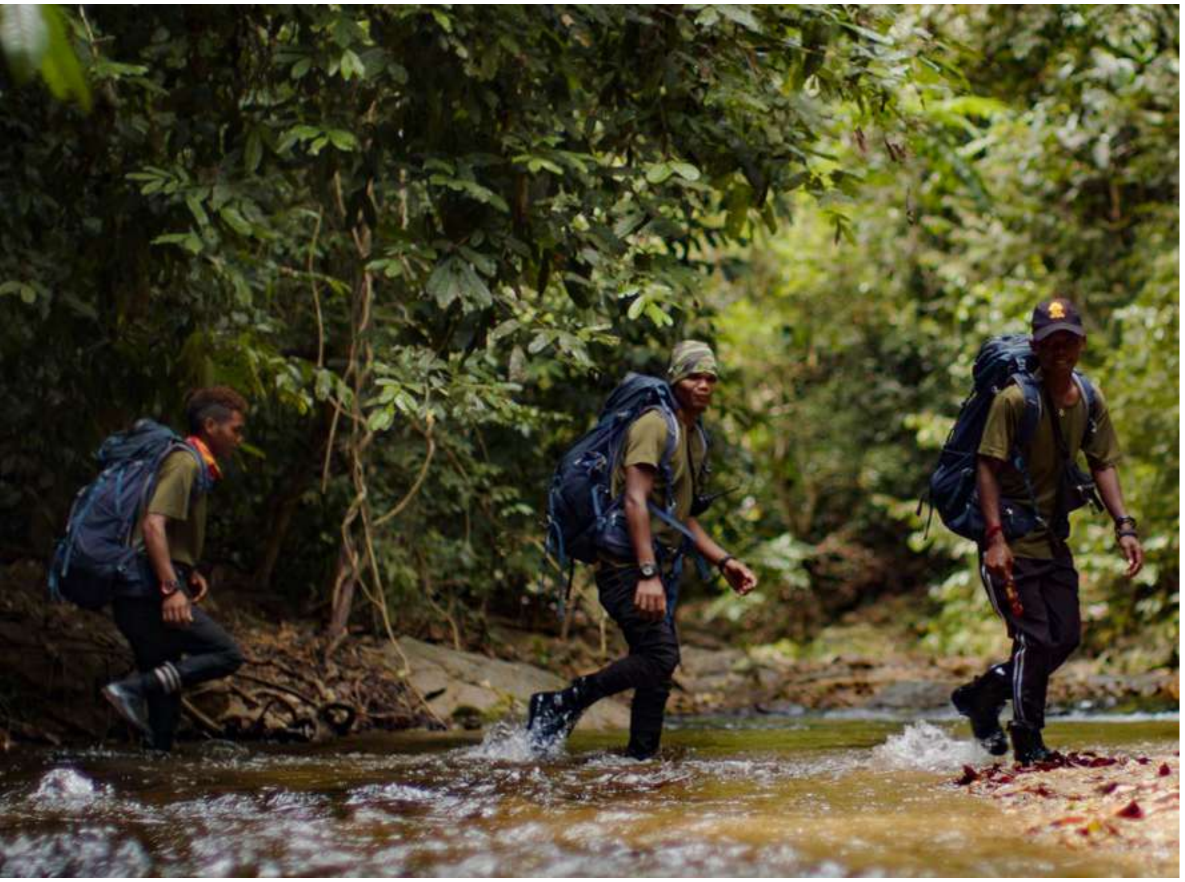
Three requirements are indispensable for a good M&E system:

- A properly formulated results chain, preferably a ToC.
- Indicators to measure performance/achievement, and
- The sources and/or means for collecting the data to measure the indicators.

The Results Chain and Types of Monitoring

For any development project, it is advisable for the project to have a properly formulated results chain, including assumptions based on a risk assessment. Yayasan Hasanah employs four major types of monitoring: activities, results, processes (finances, quality control, etc.), and context (outside risks and opportunities). These types of monitoring relate to different levels of the results chain as follows:





Key Performance Indicators

A Key Performance Indicator (KPI or Indicator) is a 'measuring stick' that quantitatively and qualitatively measures the achievement of formulated results (impact, outcome, output). It consists of a variable, a number with a baseline, often a target number, the beneficiaries, and the time and place the results will be achieved.

At minimum, projects should have clear, SMART indicators (Chapter 3) per result level that allow us to assess progress. However, indicators can, and often should, be complemented by non-indicator-based monitoring tools, such as Most Significant Change stories (Chapter 3).

TIP

Indicators should consider not only numbers, but also qualitative aspects (the success rate of the training, the quality of the increased harvest yield, etc.) in order to truly measure impact.

Sources of Data

A project needs data to measure KPIs. Examples of KPIs are the number of people trained, appreciation of an output, increase in knowledge, and increase in income.

That data is collected from a 'source', henceforth referred to as **Source of Data (SoD)**, and the purpose of an SoD is to demonstrate the progress made against a specific KPI. A SoD can be either a pre-existing source such as a report or database, or we can create the source by conducting data collection activities ourselves. In Hasanah's terminology, both are known as Sources of Data, but the first (existing source) is more commonly referred to as a Source of Verification, while the second (data collection activity) is referred to as a Means of Verification.

A **Source of Verification (SoV)** is an existing, reliable, external source from which the data from the indicator can be found. Examples of SoVs are reports, books, databases, and publications from government departments. An existing, reliable and up-to-date SoV is preferred over data collection by the project itself, as data collection can be costly, time-consuming, and prone to mistakes. However, if no SoV for an indicator can be found, a project may resort to verifying the progress of a KPI via a Means of Verification instead.

A **Means of Verification (MoV)** is a source that has to be created by the project itself through data collection activities. Examples of MoVs include surveys, interviews, enumeration, case studies, Most Significant Change stories, etc. Given the time and costs required, SoVs are preferred over MoVs.

Key Take-Aways

- Systematic monitoring and evaluation (M&E) is important to understand if the project is on track to achieve the aimed-for results. It serves two functions: accountability and learning.
- Yayasan Hasanah aims to measure results beyond mere numbers. We want to know what contribution our projects have to achieving the Impact Areas' objectives.
- Yayasan Hasanah realises that measuring contribution cannot be expressed in one or two numbers. Hence, we look for directionally valid, utilisation-focused, and results-oriented information.

3 Designing an M&E System

3.1 Setting Up an M&E System

For both funders and implementors alike, evidence-based information is key to informed decision-making when planning and implementing projects. This is the role of an M&E system: to clarify the steps, activities, processes, formats, and means of data collection, specifying what data to collect; where and when to collect it; and when to report on this data.

Below is an overview of the various steps needed to set up an M&E system:

1. **Clarify Theory of Change**
   What is your desired change?
2. **Clarify and prioritise intended uses of M&E information**
   Why should we have monitoring and evaluation?
3. **Define key stakeholders in need of M&E information**
   Who needs to know the findings and data collected?
4. **Key Performance Indicators & other tools**
   What do they need to know?
5. **Design the data collection: who, when, method & tools, and reporting flow**
   How to get this information to user?
6. **Implement the project and collect data regularly**
   Is project implementation data collected regularly?
7. **Review M&E information, take decisions on the project, and codify/share**
   How to embed learning?

3.2

Drafting the Results Chain

The first phase in designing an M&E system is defining the results to be achieved by your project, and the strategy of how to achieve them.

Formulating Results Statements

The three key questions that define an RBM approach to planning are:

? *"What do we want to achieve through the project or programme that is beneficial and of use to the target group?"* **(Outcome)**

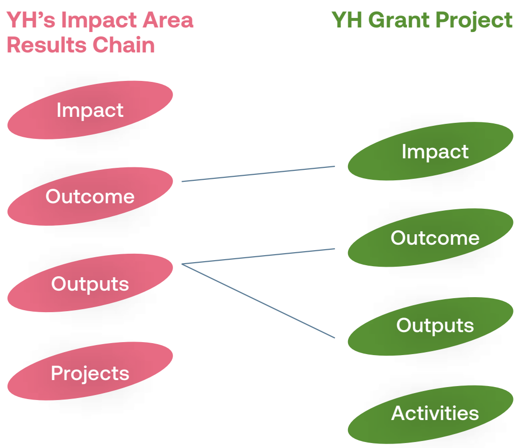
? *"How will we go about this (the strategy)"?* **(Outputs and their activities)**

? *"Why should this particular project or programme be carried out? What greater benefit does it have for society?"* **(Impact)**

These three questions can be answered through the results chain.

It is important that projects are aligned with Yayasan Hasanah's Impact Areas. Yayasan Hasanah is not an implementor of projects but works with grant partners ('Grantees') to implement projects. Therefore, the grant projects of Yayasan Hasanah are considered the 'activities' in its organisational results chain, and the projects, as a result, need to contribute meaningfully to the achievement of Yayasan Hasanah's Impact Areas. For the grant projects that are of shorter duration (usually 1-2 years), it would be difficult for one single project to achieve the same outcome level results as Yayasan Hasanah's results chain. Hence, the projects' outcomes usually contribute to Yayasan Hasanah's outputs, and seldom directly to its outcome.

This is depicted in the diagram below:



How the Results Chain of a YH-funded Project contributes to Yayasan Hasanah Impact Areas' Results Chain

3.3

Determining the Primary Use of the M&E System, and for Whom

M&E primarily guides the project's progress, fostering learning and understanding of the results. However, certain parts of M&E systems, such as the financial system or reporting, also ensure accountability, particularly for donors requiring specific reporting data and reporting formats. During the design phase of an M&E system, a set of 'management questions', or 'monitoring questions', is often formulated to identify what the M&E system should answer, and for whom. These questions guide the development of the indicators and other M&E tools. An example is provided below:

Context

Are our assumptions still holding true?

Have any new, more urgent needs arisen?

Have any new risks emerged that could affect project achievement?

Results

What is the quality, quantity and timeliness of our outputs? Why?

What is the uptake of our outputs by the beneficiaries? Why?

How is the outcome being achieved/used? Why?

Activities

Are activities implemented as planned, and on budget?

What is the perception and satisfaction rate of recipients with our activities?

Are our activities inclusive enough?

Processes

Are we financially on track/within budget?

How is the performance of project staff?

What are the quality control mechanisms to validate quality?

3.4

Developing Indicators and Other Data Collection Tools

Defining Indicators

An indicator is the 'measuring stick' of the results a project aims to achieve. Each level of result should have one or more indicators to comprehensively measure if a result is being achieved, and to what extent. Therefore, indicators should be formulated at the Impact, Outcome and Output levels. Additionally, it is recommended to also formulate indicators for the assumptions. For activities, no indicators are needed.

A properly formulated indicator should be defined **SMART**:
Specific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Bound.

S M A R T

SPECIFIC

The measuring stick should be very clear in what it aims to measure. For example, instead of 'increased economic self-reliance' which is not measurable, specify 'increased yearly income in MYR.' Additionally, indicate the target group, such as 'small farmers owning less than 0.5 HA of land' to ensure accuracy.

MEASURABLE

This means that indicators almost always include a number or a percentage. For instance, 'increase in well-being' is not measurable, so a relevant indicator (see below) needs to be identified to track the progress of well-being. It's important to note that if a percentage is used, there must always be a baseline figure.

ACHIEVABLE

'Achievable' simply means that we have to be realistic. Can we achieve the number and quality mentioned, within the timeframe of the project?

RELEVANT

The R in SMART is often mistaken for 'Realistic' (which is the same as Achievable above). Relevance examines why the indicators are necessary and what they can measure. It should be directly connected to, and relevantly measuring the Impact, Outcome or Output.

For example, if a project aims to improve the English literacy rates of school students in Primary 2, a relevant indicator would be to measure how well the students can read and write in English using the Primary 2 school syllabus. In comparison, an irrelevant indicator would measure numeracy (e.g. Mathematics) or use the Primary 4 school syllabus as a reference point.

TIME-BOUND

The timeline by which the result should be achieved or the indicator number and quality should be realised.

Increased rice yield can be measured by the following indicators:

Examples of SMART indicators:

- Produced x kg/ha of rice per year while maintaining the same rice quality as in 2022, for 80% of small-holder farmers (owning less than 0.5 HA of land) in Perak, by 2030.
- Trained 100 community member (45 male, 55 female) on sustainable paddy harvesting, with 80% passing the post-test, in village/area Y in 2023 (acceptable as an output indicator, not an outcome indicator).
- Average percentage of income increase for participants from the previous year in Kampung XYZ over the years 2022 to 2030.

Examples of not SMART indicators:

- Increased well-being of the community, or reduced poverty (both not measurable).
- 100 staff trained (this is merely a completed activity and has no qualitative component).
- Decrease use of chemical fertilizer by 2030.

3.5 Designing the Data Collection & Reporting Flow

Design of the flow and frequency of data collection and reporting, is a crucial but often overlooked aspect of monitoring system design. The data collection and reporting flow should clearly spell out:

- **What** detailed data needs to be collected?
- **Where** can those details be collected? This often is the Source of Verification.
- **How** do we need to collect and/or process this data? This is the Means of Verification (if no SoV is available).
- **Who** collects the information? Usually a function, not the name of a person holding the function, as staff will change.
- **When** to collect the information?
- **Analysis, validation and reporting** the information: who will validate and analyse the data, and report on its conclusions, with what frequency?

This step-by-step approach to designing the data collection and reporting flow can be changed depending on the needs of the projects, and various formats exist.

Steps to develop a SMART indicator

Project indicators help us focus on measuring relevant indications of the success of our outputs, outcomes, and impact. However, they can also overly limit our focus. It's important not to lose sight of other important developments, both positive and negative, that might occur because of our interventions.

VARIABLE

Central to any indicator is the 'measuring stick' of the result it aims to measure, this is called the variable. A variable can increase, decrease, or stay the same. The variable's relevance (R of SMART) is crucial to developing appropriate indicators.

QUANTITY

Indicators have a target number to be achieved, and the baseline number needs to be known as well.

QUALITY

Indicators should have a quality/qualitative component as well, e.g: not just '50 people trained', but '50 people trained of which 40 people pass the post-test'.

TIME

End-date matches the quantity to be achieved.

TARGET GROUP

There may be different target groups/beneficiaries for the same result to be achieved (e.g. women farmers, small-holder farmers, different geographical regions), and the target quantity to be achieved may be different for each target group. Take this into account.

PLACE

Results may cover different geographical regions which need to be specified for each indicator, or as specific as a village or PPR where the intervention will be implemented.

Other Data Collection Tools

Here are four key considerations:

Field Visits 'Without a Purpose'

These field visits are of course never without a purpose. The field visits are intended to find out what is happening 'in the field', at the target group level. The phrase 'without a purpose' merely reflects the open-minded nature of the visit: not intending to find specific and detailed information, but to open up and listen to the target group, field workers, and to observe. The most common data tools for these field visits are interviews, focus group discussions, and direct observations.

Open, Often Anonymous, Surveys

Another tool that is often used to gauge what is going on in the field beyond the project's indicators is to ask staff and target group alike to fill out a 'satisfaction' survey. This survey does not focus on indicators, but more generally on the satisfaction of the respondent, and allows for narrative responses on a variety of topics. Survey results and tools should be read closely for biases when analysing and interpreting results.

Outcome Harvesting

Outcome harvesting is a monitoring and evaluation methodology used to identify, describe, verify and analyse outcomes. Outcome harvesting is designed to collect evidence of change (the outcomes) and then work backwards to assess whether or how an organisation, programme or project contributed to that change.

Storytelling and Most Significant Change (MSC)

MSC is a participatory monitoring and evaluation method. It involves collecting stories of significant change (SC) from the field and systematically analysing these stories with designated panels of stakeholders or staff.

Key Take-Aways

- To design an effective M&E system, Yayasan Hasanah encourages and advocates for a Results-Based Management approach, starting with developing a Results Chain.
- Yayasan Hasanah identified 6 steps in drafting a good M&E system, which ensure that our partners' projects are designed and managed with our Impact Areas in mind.
- Drafting SMART indicators and designing the data collection and reporting flow (including trustworthy and available Sources of Data) is crucial to a properly functioning M&E system.

4 Handbook in Action

4.1 Quick Recap

Congratulations on making it through the MLE Handbook! Now, let's turn knowledge into action with practical tools that will streamline your project planning, monitoring and evaluation.

The Theory of Change (ToC) is not just nice-to-have, it is an essential tool that defines all the necessary conditions required to achieve meaningful long-term results. Think of it as your project's roadmap, clearly illustrating how various activities contribute to your desired outcomes. A ToC provides a comprehensive visual representation that connects activities, outputs, outcomes, and impact in a cohesive manner. The ToC of a project or programme can be represented in different formats, one of the most frequently used is the 'Results Chain'.

What is a **Results Chain?**

A structured results chain is your roadmap for clarity and effectiveness in measuring project outcomes. It provides a logical flow that connects activities to impact, ensuring every step leads toward meaningful change. Let's break it down:

- **Impact**: A desired result of a project that an organisation envisions, plans and commits to achieve in a long-term period (often 10+ years), e.g., increased economic resilience.
- **Outcome**: Short-term and medium-term effects of an intervention's output, e.g., behaviour changes, improved health status.
- **Output (Immediate)**: Primarily in the form of goods, products or services that are largely within the control of an organisation.
- **Activities**: Action done to achieve outputs, e.g., conduct workshops, trainings, stakeholder discussions, distribute learning materials, etc.

Tracking progress is vital — and that's where **KPIs** come in. These powerful tools help you measure success at every level of your project. To truly make an **impact, your KPIs should be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound.** But here's the important part – a project needs data to measure KPIs, and knowing where your data comes from adds real depth and credibility to your results!

- **Source of Verification (SoV)** – Existing, reliable, external sources (e.g., reports, books, government publications and databases) that validate results.
- **Means of Verification (MoV)** – Project-generated evidence (e.g., surveys, case studies, interviews) proving change.
- **Source of Data (SoD)** – In Hasanah's terminology, this comprises both existing sources (SoVs) and the data collection activity (MoV).

Now that you understand the logic behind Results Chains, it's time to put that knowledge into action! Results Framework templates can help you to clearly define a project's logic and expected results, track project progress systematically with structured monitoring tables, and communicate impact effectively with stakeholders. What's even better is that the following Results Framework templates are flexible – they can be easily modified to align with elements of the Logical Framework. To tailor the template to your project, **define the end goal (Impact), set short-medium term Outcomes, customise immediate Outputs, refine Indicators and Targets**, choose suitable data sources and verification methods, and identify key assumptions at each level for a realistic framework.

4.2 Stakeholder Roles in Hasanah's M&E Processes

The previous chapters of this manual addressed what M&E is, what Yayasan Hasanah's M&E principles are, and how to set up a good M&E system. This section aims to provide an overview of the different roles and responsibilities of the stakeholders involved in monitoring Yayasan Hasanah's grant projects.

	Planning	Monitoring & Reporting	Validating
Partners	✦ Design the project based on needs, aligning with YH's impact areas and results. ✦ Design a monitoring system that includes YH's indicators and non-indicator-based M&E tools.	✦ Monitor regularly and systematically, according to the M&E system. ✦ Report according to the format and frequency. ✦ Carefully document all data collection.	✦ Internally, partners ensure there is a system in place to validate collected data. ✦ The validation mechanism is detailed in the project plan.
Impact Area Heads & Grant Managers	✦ Discuss internally on the project plans. ✦ Provide YH's feedback to partners on the proposals. ✦ Ensure proposals match YH's impact areas and its indicators.	✦ Ensure projects are reported on properly and include all agreed SoDs. ✦ Discuss internally on the projects' progress. ✦ Provide YH's feedback to partners on the progress. ✦ Carefully document the progress made on all indicators.	✦ Regularly validate submitted data and request additional data from the partners if needed. ✦ Conduct field visits or engage in other manners (see 3.5) to validate data/reports (in coordination with MLE).
MLEK	✦ Provide feedback to the grant managers on the project proposals, in particular the M&E components. ✦ Review and approve final KPIs/deliverables.	✦ Provide feedback to the grant managers on the progress of indicators. ✦ Provide feedback to the grant managers on the need for, and use of, a non-indicator-based monitoring tool.	✦ Conduct field visits or engage in other manners (see 3.5) to validate data/ reports (in coordination with GMs).
Finance	✦ Check the budgets.	✦ Check the financial reports.	✦ Develop audit instructions and check audits.

4.3 Results Chain Templates

The following examples are simplified; full results chains may require additional outputs to achieve desired outcomes. Each project must develop its own risk mitigation plan to address stated assumptions.

Education - Sample Project

Problem Statement: Increasing number of students' reporting mental health issues in District ABC

Project Objective: To improve school students' mental health in a sustained manner

Impact Statement: Improved mental health (MH) in school environments and access to mental health services

Outcome Statement: Improved students' mental health and help-seeking behaviour

	Impact	**Outcome 1**	**Output 1.1 (Immediate)**	**Output 1.2 (Immediate)**
Indicator with Target	• % y-o-y reduction in school-wide major mental health cases referrals • Decreasing number of students experience mental health issues	• Improved mental health of at least 60% students post-intervention • Number of students aware of the MH issues and know how to seek MH support and help	• 300 students completed 1 mental health awareness programme and 4 workshops by project midpoint • 300 students scored 80% for post-training test in MH knowledge	• 300 students completed 8 counselling sessions by the 8th month of the project • At least 80% of students improved DASS-21 scores from the baseline
Baseline What is the current value?	[Set at project onset]	[Set at project onset]	No awareness sessions or workshops conducted	• No counselling sessions attended • Baseline scores
Sources / Means of Verification How will it be measured / assessed?	• Case referrals and counselling session records • Student reflections on the programme/intervention and state of mental health in their schools	• Analysis of student psychometric tests scores • Survey demonstrating student awareness and knowledge • Lessons learned and recommendations • Survey and analysis on help-seeking behaviour among students	• Participants list • Programme and workshops summary report with findings and observations • Pre and post-test on participants knowledge on mental health, including summary report with analysis on participants' knowledge change	• Pre and post DASS-21 test scores • Participants list • Counselling sessions report including findings and observation from the counselling sessions
Assumptions An external condition necessary to achieve the next results level	No major Mental Health policy changes by Kementerian Pendidikan Malaysia (KPM) / Jabatan Pendidikan Negeri (JPN)	No school closures due to force majeure	No school closures due to force majeure	No unexpected external event creates major and additional mental health stress to students
			Activities: • Develop lesson plan for mental health intervention • Conduct 1 mental health awareness programme and 4 workshops • Assess participant learning through tests before and after each session	Activities: • Conduct assessment for 300 students on their mental health • Provide 8 counselling sessions for 300 students

Impact Statement: Improved mental health (MH) in school environments and access to mental health services

Outcome Statement: Mental health knowledge effectively disseminated and shared with students.

	Impact	**Outcome 2**	**Output 2.1 (Immediate)**	**Output 2.2 (Immediate)**
Indicator with Target	• % y-o-y reduction in school-wide major mental health cases referrals • Decreasing number of students experiencing mental health issues • Number of students and school staffs having quality access to mental health services, resources and interventions	• 30 teachers and counsellors effectively disseminate knowledge to students in 3 schools based on the approved MH guideline that has been adopted by Pejabat Pendidikan Daerah (PPD)	• 30 teachers / school counsellors scored at least 80% post-test of the MH module • Teachers / school counsellors organised mental health sharing activities and events at least once per quarter	• 30 teachers and counsellors completed 6 workshop sessions on developing MH guidelines • 1 MH guideline developed by 30 teachers and counsellors • 1 MH guideline presented to PPD for recognition/ acknowledgement
Baseline What is the current value?	[Set at project onset]	No knowledge sharing activities conducted	No mental health-related activities and events conducted	No MH guidelines
Sources / Means of Verification How will it be measured / assessed?	• Case referral and counselling session records • Teachers' and Counsellors' reflections on the programme/ intervention and state of mental health in their schools • Number of health services and resources available to be utilised	• Documentation of MH guideline and/or handbook endorsement • Summary report on knowledge sharing activities and events in 3 schools and lessons learned • Participant feedback survey measuring knowledge change • Photos	• Participants list • Summary report with analysis on participants' knowledge change • Implementation report on sharing activities and events at schools including photos and lessons learned	• MH guideline and/or handbook • Report on the roundtable with PPD • Workshops report including participants list, findings and observation from the activities, lessons learned and recommendations
Assumptions An external condition necessary to achieve the next results level	No major Mental Health policy changes by KPM / JPN	PPD adopts or endorses the MH guideline and/or handbook	No school closures due to force majeure	No school closures due to force majeure
			Activities: • Conduct training for 30 teachers and counsellors from 3 schools in mental health support • Create 1 communication and support group channel for communication for teachers and counsellors • 30 teachers conduct knowledge sharing activities to students at 3 schools	Activities: • Conduct 6 workshops for 30 teachers and counsellor on developing MH guidelines • Conduct 3 roundtable discussions with PPD and other stakeholders

Environment - Sample Project

Problem Statement: Lack of know-how and awareness of waste management, and increased plastics usage and wastage in schools

Project Objective: To reduce plastics waste in a school community and its surrounding community, in a sustained manner

Impact Statement: Sustained plastics waste reduction in and around School XYZ

Outcome Statement: Reduced plastics waste in School XYZ and nurtured student leadership in waste management

	Impact	Outcome 1	Output 1.1 (Immediate)	Output 1.2 (Immediate)
Indicator with Target	• Increased number of school policies on sustainability • School XYZ and surrounding community become a State example for sustainable practices • School XYZ and surrounding community reduced 3 tonnes of plastic waste over 3 years	• Total amount (tonnes or kg) of plastic waste reduced from School XYZ • 20 student leaders implemented 20 waste management projects or awareness events in School XYZ and in the surrounding community	20 student leaders form student groups to design sustainability projects and/or awareness events	• 200 participants attend the trainings and workshops • 180 training participants pass the post-test by scoring at least 80%
Baseline What is the current value?	• 0 policies • 2 sustainable practices at onset • 23 kg	• 23 kg • No student leaders implementing waste management projects	No projects or awareness events	• 180 students scored 20% in the pre-training test • No designs
Sources / Means of Verification How will it be measured / assessed?	• Monthly waste reduction database • School and community surveys • List of school policies on sustainability	• Monthly waste reduction database • Projects / Events report with school and community feedback	Projects and/or events design documents	• Pre- and post-training test scores • Project / Event designs
Assumptions An external condition necessary to achieve the next results level		Continued buy-in from MOE on sustainability agenda	No major disruptions to the students' school learning environment	No major disruptions for students to implement their projects
			Activities: • Identify 20 student leaders • Student leaders create 20 student groups from amongst the trained students • Design 20 sustainability projects and/or awareness events	Activities: • Conduct training on sustainability, project and event planning, budgeting, and execution. • Conduct pre- and post-training surveys

Arts and Public Spaces - Sample Project

Problem Statement: Inconsistent market demand for Malaysian heritage textiles and insufficient skilled artisans

Project Objective: To conserve and preserve Malaysian heritage textiles through skills development and awareness raising

Impact Statement: Malaysia's cultural identity and artistry safeguarded by preservation of heritage textiles.

Outcome Statement: Steady and consistent production of Malaysian heritage textiles meeting market demand (Telepuk, Kelingkan, Keringkam, Batik, Songket)

	Impact	Outcome 1	Output 1.1 (Immediate)	Output 1.2 (Immediate)
Indicator with Target	• % y-o-y increased knowledge transfer of 5 Malaysian heritage textiles (Telepuk, Kelingkan, Keringkam, Batik, Songket) to artisans • % y-o-y increased public awareness	• 50 artisans (10 master artisans, 20 university graduates, 20 youth trainees) master the four techniques of textile production for steady and consistent production	• 20 oral video modules (4 per textile type) • 5 illustrated manuals (1 per textile type) for teaching and demonstrating the four techniques of weaving, embellishment, painting and printing • Videos and manuals distributed to educational institutions and cultural bodies	• 10 master artisans and 40 participants attend 4 textiles technique workshops (1 workshop per technique) • 50 participants attend Business for Arts workshops
Baseline What is the current value?	Extremely limited knowledge transfer to next generation of artisans and limited public appreciation	Textiles produced on ad hoc basis	No formal documentation of textiles' production techniques	No training conducted
Sources / Means of Verification How will it be measured / assessed?	• Summary analysis of artisans' skills improvement, interest and opportunities to continue practising and upskilling, incl. number of practicing artisans • Annual awareness surveys of educational institutions, cultural bodies, and the general public • Number of fashion shows, exhibitions, media appearances, brand collaborations, endorsements, campaigns or joint ventures promoting these 5 heritage textiles	• Focus group reviews of textile samples produced for market • Trainers' feedback of individuals' progress • Business model	5 manuals and 20 videos demonstrating the techniques	• Workshops report and participant logs • Participant feedback • List of participants obtain SKM Level 3 or above post-workshop
Assumptions An external condition necessary to achieve the next results level	No major economic crisis to detract from public interest in purchasing heritage textiles	Continued market demand for heritage textile products	Relevant government agencies or ministries continue to support documentation and distribution of heritage textile knowledge	No major supply chain disruptions affecting availability of raw materials and tools
			Activities: • Film video modules • Develop illustrated manuals with visuals and history of each textile type • Print and distribute materials	Activities: • Identify 50 participants, including contracting 10 master artisans as trainers • Conduct workshops

Community Development - Sample Project

Problem Statement: Deteriorating economic well-being and lack of livelihoods opportunities amongst low-income PPR households

Project Objective: To improve economic well-being and improve opportunities for generating sustained income streams for low-income PPR households

Impact Statement: Improved economic well-being and sustained livelihoods opportunities among PPR community members

Outcome Statement: Increased and sustained income generation within low-income households in the PPR community

	Impact	Outcome 1	Output 1.1 (Immediate)	Output 1.2 (Immediate)
Indicator with Target	• Improved economic well-being through an average % income increase for 40 participants in PPR XYZ over 3 years • % participants who still own businesses or are in employment (formal or informal) after 3 years	40 participants at PPR XYZ generate a minimum income of RM800 per month by the third month	45 women at PPR XYZ utilise the disbursed micro credit loans to start or enhance their businesses	45 women at PPR XYZ increased their knowledge and gained new skills through trainings and coaching
Baseline What is the current value?	RM 0 [set at outcome]	[Set at project onset]	-	[Insert pre-test findings]
Sources / Means of Verification How will it be measured / assessed?	• Monthly income database • Participant Survey	• Account ledgers • Structured feedback from 40 women	• Signed akujanji letters • Proof/Documentation of business setup or enhancements	• Pre- and post-tests from 5 training sessions and 5 coaching sessions • Training Reports
Assumptions An external condition necessary to achieve the next results level		Most of the 40 women continue to utilise their skills and knowledge to remain economically sustainable for at least 3 years	All micro credit loans are only utilised for the business	No major health issues disrupt participation in coaching sessions
			Activities: • Educate participants on loan usage, budgeting, and responsible financial management. • Ensure proper documentation (signed akujanji letters) and disbursement of micro-credit loans to 45 women. • Conduct training for women on maintaining account ledger.	Activities: • Conduct baseline surveys to assess current skills, knowledge gaps, and training preferences. • Provide 5 personalised coaching sessions. • Assess participant learning through tests before and after each session.

Impact Statement: Improved economic well-being and sustained livelihoods opportunities among PPR community members

Outcome Statement: Increased capacity of households within the PPR community to have stable livelihood opportunities

	Impact	Outcome 2	Output 2.1 (Immediate)	Output 2.2 (Immediate)
Indicator with Target	% participants who still own businesses or are in employment (formal or informal) after 3 years	42 participants at PPR XYZ built and improved their small businesses, or gained consistent employment	A Business Support Group is established, providing 20 business mentoring sessions and 10 advisory resources to 45 women at PPR XYZ	• 45 women at PPR XYZ increased knowledge and skills after 20 mentoring sessions and going through the advisory resources provided by the business support group • 45 business plans developed by the mentees
Baseline What is the current value?	RM 0 [set at outcome]	5 participants run micro businesses or are employed	No business support group	• Basic or no business knowledge and skills • No business plans
Sources / Means of Verification How will it be measured / assessed?	• Monthly income database • Participant employment survey	• List of businesses built or uninterrupted employments gained • Feedback / Testimonials from BSG mentors and 45 mentees	• ToR of the business support group • Business Mentor list matching the business interests of the 45 women • Mentoring session logs • Documentation of advisory resources provided	• 45 mentees score 80% or above in post-session test • 45 new business plans
Assumptions An external condition necessary to achieve the next results level		42 women continue to utilise their mentoring knowledge to remain economically sustainable for at least 3 years	Volunteer member contributors of the business support group do not pull out for unforeseen reasons during the first two years	All 45 women at PPR XYZ actively engage in the mentoring sessions and utilise the advisory resources provided by the business support group
			Activities: • Identify and recruit 15 business mentors. • Create Business Support Group. • Pair 45 women with business mentors. • Conduct 20 business mentoring sessions. • Disseminate and socialise 10 business advisory resources to the 45 participants.	Activities: • 45 women regularly engage with their business mentors. • Conduct pre- and post-mentoring tests. • Participants utilise advisory resources. • Support mentees developing business plans.

4.4

Monitoring Table Template

Use this template when creating a monitoring plan for your project

Results Chain	Indicators	Data to Collect	Sources or Means of Verification	Person in Charge * **	When / Monitoring Frequency	Assumptions
Impact						
Outcome 1						
Output 1.1						
Output 1.2						
Outcome 2						
Output 2.1						
Output 2.2						

*Who collects and analyses the data?
**Who reviews the reported data?

YAYASAN HASANAH
A foundation of Khazanah Nasional

connect@hasanah.org.my
T +60 3 5870 4333 F +60 3 5870 4355

Yayasan Hasanah (1075550-P)
Level 2, Block A, Dataran PHB Saujana Resort,
Seksyen U2, 40150 Shah Alam, Selangor Darul Ehsan.

THE HASANAH ACADEMY