

Results-Based programme Planning and Monitoring and Evaluation

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July 2005

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Overview

- **Results-based programme Planning:** concepts, tools and processes involved in the use of results-based management for programme & project planning
- **Monitoring and Evaluation:** integrating M&E strategies into project and programme management

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Overview

- **Learning Objectives:**
 - **At the end of the session participants will:**
 - Be able to use a results-based approach to programme and project planning, monitoring and evaluation and its key tool, the logical framework analysis;
 - Understand how this approach can enhance the relevance of district plans;
 - Realize the link between RBM and MTDP;
 - Be familiar with the strengths and limitations of result-based management;

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Schedule

↙	July 13: Planning
9:00- 10:00	Introductions Presentation of the workshop Expectations: one question that you have and that this training should answer for you
10:00-10:30	The programme cycle
11:00-13:00	Basic concepts (Introduction to RBM and the LFA) Exercise: developing results statements Plenary session . Includes break.
13:00-14:00	Lunch
14:00-15:30	Defining critical assumptions: presentation, exercise
15:30-16:30	Plenary session: linking critical assumptions with result statements
16:30-17:00	Wrap up and lessons learned

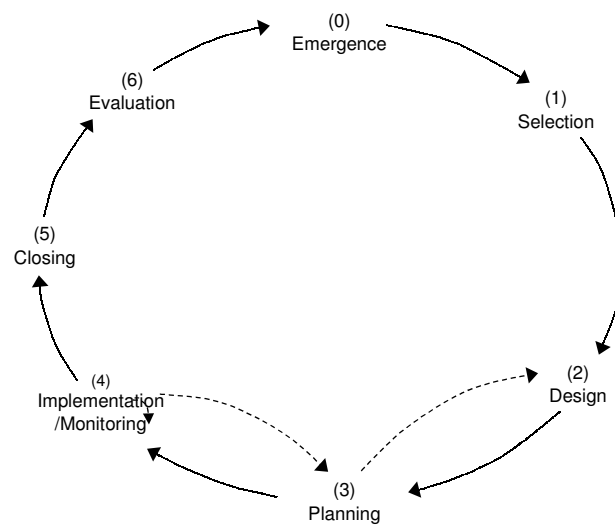
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Schedule

⌞	July 14: Monitoring and Evaluation
9:00- 12:00	Developing indicators and means of verification : presentation, exercise and plenary session. Includes break.
12:00-12:30	Strengths and weaknesses of RBM and the LFA
12:30-13:00	Introduction to M&E: Why do M&E?
13:00-14:00	Lunch
14:00-15:00	The Performance Review Framework (PMF): presentation and discussion on roles and responsibilities
15:00-16:00	Analyzing data from the PMF
16:00-16:30	Reporting on results
16:30-17:00	Wrap up and closing comments

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Programme/Project Cycle



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The Programme/Project Cycle

- Emergence: the need to review the district plan to better respond to the emerging needs of the district;
- Selection:
 - Selection of programming priorities, based on: needs identified, national priorities, priorities and programmes of departments, target groups, other interventions that can complement the district's initiatives;
 - Selection of strategies to address priorities identified.

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The Programme/Project Cycle

- Design: what you want to do and why? Broad definition of what you want to achieve: *preliminary result statements feasibility*;
- Planning: *how you intend to implement the design*;
- Design and planning are part of the various aspects of the feasibility of the project: *technical, financial, organizational, cultural*.

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The Programme/Project Cycle

- **Implementation/monitoring:** monitoring lessons will inform future planning;
- **Evaluation:** at the end of the plan period: what are the results achieved? At what costs and what are the lessons for future programmes?

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What is RBM?

- A project management methodology that brings the focus on medium and long term results rather than on activities and inputs or short term results
- It is based on six principles: partnership, accountability, transparency, simplicity, learning by doing, broad application
- The use of RBM has become a global trend among multilateral and bilateral agencies

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Logical Framework Analysis

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTION
OVERALL GOAL			
programme PURPOSE/ OBJECTIVE			
OUTPUT			
ACTIVITIES			

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What is a Result?

- A result is a describable or measurable change resulting from a cause and effect relationship. A result should be SMART:
 - ♣ S Specific (it should specify the nature of the change, the target groups, the target region);
 - ♣ M Measurable (it can be measured by using indicators);
 - ♣ A Achievable (it is realistic given the time and resources available);
 - ♣ R Relevant (it is an answer to an identified need)
 - ♣ T Time-bound (it can be achieved in the timeframe of the project).

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Some Examples

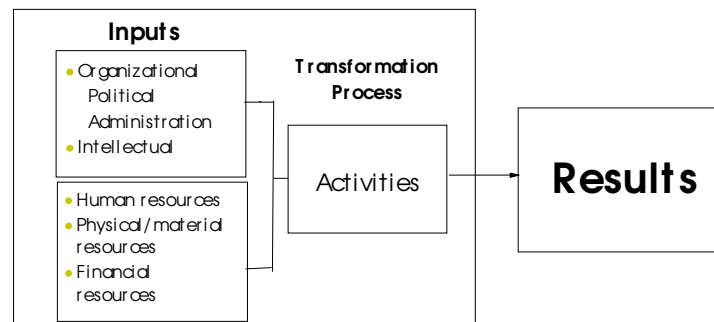
- an improvement in the quality of training offered to members of village committees;
- an increase in the number of women in management positions;
- an enhancement of the partner organizations' financial management capacity; and
- a reduction in infant mortality rate.

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Activities, Resources and Results

Resources vs Results

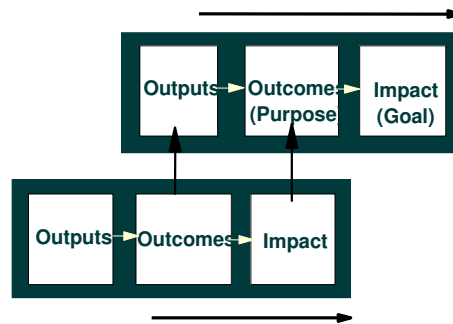
Programme Management



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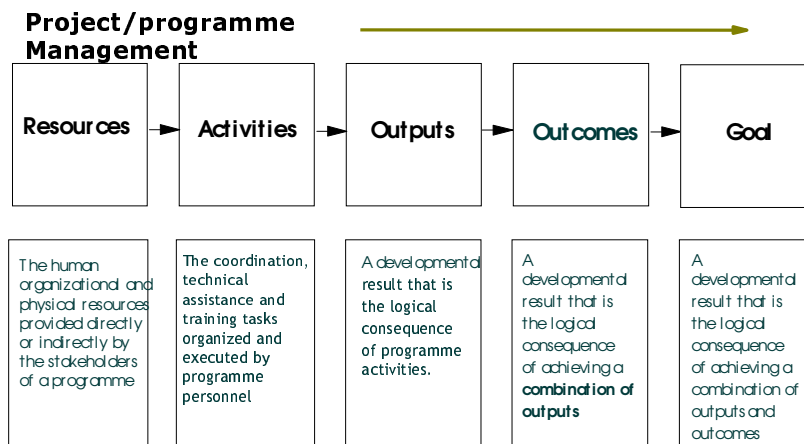
Programme vs Project Results

programme vs Project Results



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The Internal Logic of the Results Chain



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Example: A Safe Motherhood Project

- **Impact:** Reduced incidence of maternal mortality among target population
- **Outcome:** Improved quality of reproductive health services
- **Outputs:**
 - wider range of family planning methods and options available in health centres;
 - strengthened capacity of health personnel to conduct pre-natal consultations;
 - improved referral system.
- **Activities:** Training of health workers, health kits preparation and distribution, workshops and conferences on maternal health.

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Defining Results

- Leads stakeholders to FIRST focus on what they want to achieve instead of how they want to achieve it;
- Requires the participation of key stakeholders: Involves consensus-building;
- Is based on an in-depth understanding of the context: requires some baseline information;
- Is influenced by available resources; and
- Is not an exact science!

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Issues to Consider when Defining Results:

- the socio-economic context;
- depth of change;
- gender analysis;
- level of financial resources available;
- human resources available;
- partners' capacities;
- stakeholder participation;
- timetable.

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Exercise: defining results

- You are planning a project to respond to these problems. What would be your expected:
 - Goal? Long-term impact result
 - Purpose? Mid-term outcome result
 - Outputs? Short-term result
 - Main activities?

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Stakeholder participation

- Is critical to an appropriate definition of results;
- Constitutes a key element in improving the relevance of programme objectives, activities and performance measurement strategies;
- Contributes to an enhanced sense of ownership and commitment toward the programme.

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Who are your Stakeholders?

- In all phases of planning:
 - Identification of the problem;
 - Data collection and analysis;
 - Definition of results;
 - Implementation, monitoring and evaluation of the programme and projects.

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When do they participate?

- Definition of the problem;
- Identification of objectives and indicators;
- Continuous performance assessment carried out to monitor changes experienced by participants;
- Decisions made on adjustments to programme activities, processes and methods.

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How can stakeholders participate?

- Individual or group consultations carried out at district or local level;
- Data collection and analysis;
- Play an active role in defining and implementing adjustments to programmes;
- Several methods: workshop-based are appropriate.

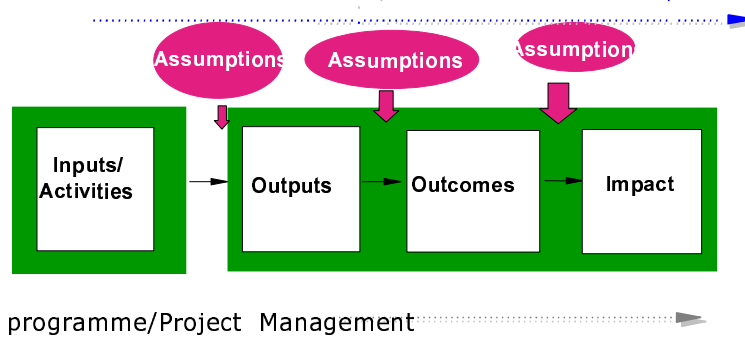
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Assumptions

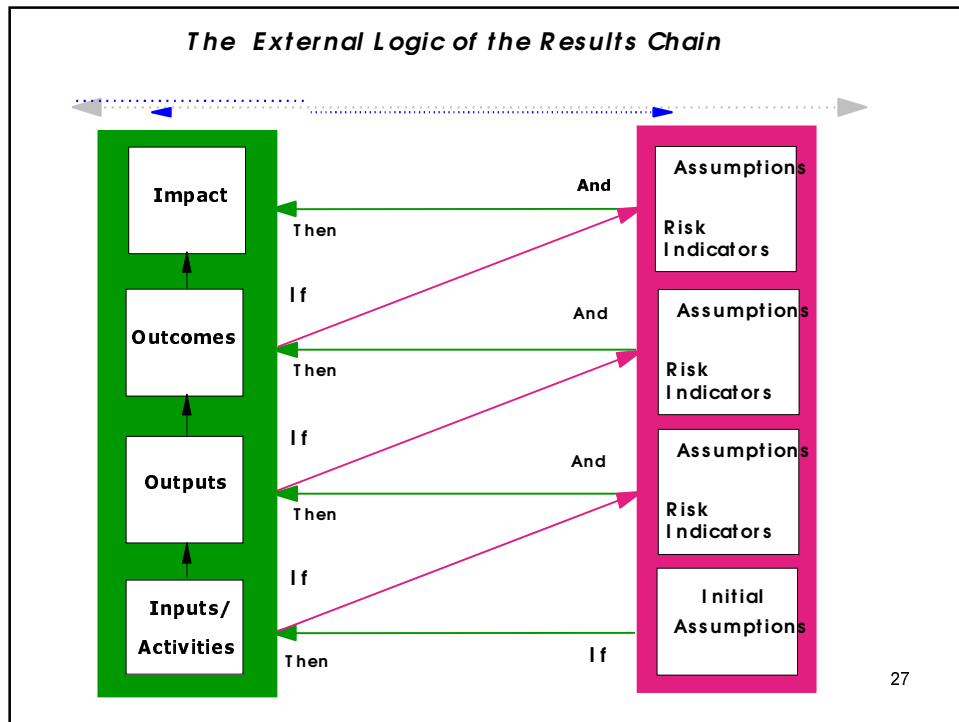
- The necessary conditions that must exist for the cause/effect relationship between the different levels of results to behave as expected

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Identifying Assumptions



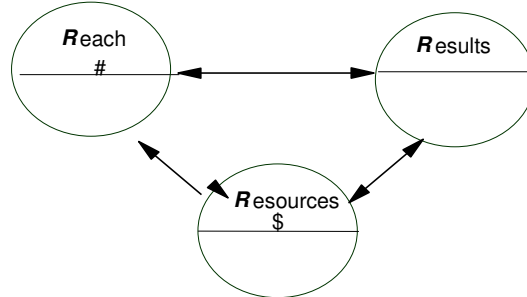
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Exercise: identify critical assumptions

- Identify the conditions that must be there for:
 - A) The activities to transform into outputs
 - B) The outputs to transform into outcomes to reach your purpose
 - C) The outcomes to transform into impacts to reach your goal

*Balancing the 3-Rs in the
programme Plan*



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Indicators

- Indicators are:
 - “pointers” that help you to measure progress towards achieving results;
 - Qualitative and/or quantitative measures of project or programme resources, process and results that are monitored during the implementation to assess progress toward the objectives;
 - Data collected must be sex-disaggregated.

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Quantitative Indicators

- Number of students familiar with the contents of a development education publication;
- Percentage of targeted households with increased agricultural production;
- Frequency of complaints related to the enforcement of laws or regulations;
- Male/female ratio for decision-making positions;
- Maternal mortality rate for 100,000 live births.

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Qualitative Indicators

- Level of satisfaction of beneficiaries;
- Presence of gender analysis guidelines in the planning cycle of partner organizations;
- Quality of training;
- Reach of a law;
- Knowledge and attitude of specific target groups about the causes of poverty.

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Indicators

- Are used to:
 - Identify trends;
 - Clarify objectives and their relationship with activities;
 - Measure results achievement over time;
 - Measure participants' satisfaction;
 - Inform decision-making, resource allocation;
 - Communicate results to external audience;
 - Inform long-term planning.

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Selection Criteria

- Validity: Does it measure the result?
- Reliability: Is it a consistent measure over time?
- Sensitivity: When the result changes, will it be sensitive to those changes?
- Simplicity: Will it be easy to collect and analyze the information?
- Utility: Will the information be useful for decision-making?
- Affordability: Can we afford to collect and analyze the information?

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Means of Verification

- Data collection methods and sources:
 - Sources: people, organizations or documents
 - Methods:
 - participatory methods—participatory rural appraisal, self-assessment, participatory action research;
 - individual or group interviews;
 - surveys;
 - document content analysis;
 - observation;
 - testimonials.

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Exercise: developing indicators and choosing means of verification

- Select one result statement at each level: output, outcome and impact;
- Brainstorm on all the indicators you can use to measure it;
- Apply the selection criteria to retain two indicators for each result;
- For each indicator selected identify where you will get the information and how you will collect it.

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Strengths and Limitations

- **Strengths:**
 - Introduces some logic and coherence into the planning of programmes and projects;
 - An effective tool to bring the partners to focus on common results to be achieved;
 - When utilized in a participatory fashion it helps raise the level of commitment towards the achievement of the results;
- **Limitations:**
 - Can lead partners to think about the project in a linear fashion and thus to make abstraction of the complexity inherent in development programmes;
 - A rigid application of the RBM tools can prevent stakeholders from incorporating learning into their programme and project strategies;
 - The perceived need to “fill in the boxes” can lead to meaningless reporting.

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Monitoring

- **Monitoring is:**
 - The provision of regular feedback on the progress toward expected results;
 - Tracking resources, activities, and the attainment of results during the course of programme implementation;
 - A type of evaluative research;
 - Findings are used by internal stakeholders to improve services or programme delivery.

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The Performance Measurement Framework

- A tool used to plan the collection, analysis, use and dissemination of performance information;
- It ensures :
 - The regular and timely collection of information;
 - The collection of comparable performance information.
- It should be part of your plan and thus resources should be allocated for its implementation.

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The Performance Measurement Framework

Results	Indicators	Data Sources	Collection Methods	Frequency and responsibility
Impact				
Outcomes				
Outputs				
Activities				

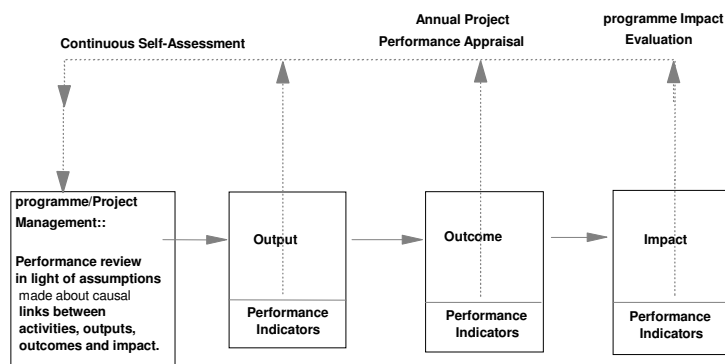
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Frequency of Data Collection

- Determined by:
 - Expected results (short, mid, long term);
 - Resources available;
 - How, when and by whom the information will be used;
 - The timing of the activities.

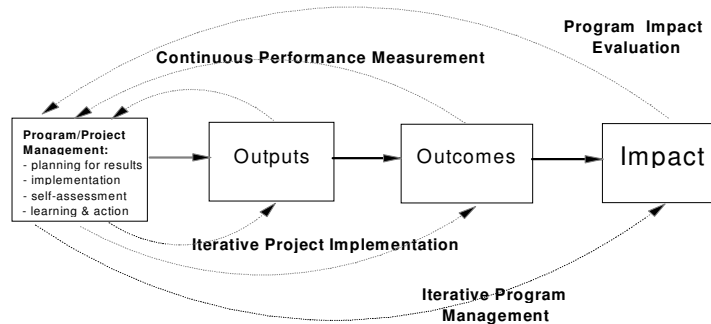
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Frequency of Data Collection



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Using performance information to enhance organizational learning



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Roles and Responsibilities

- Must be clearly defined:
 - who will collect the data?
 - who will analyze data and prepare reports on project performance?
 - who will present performance information to partners? When?
 - who will make decisions based on performance?

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Exercise: Analyzing the information

- Using the data that are being provided to you, discuss with your team how you would use it to improve your programme:
 - What do you see in this chart?
 - Based on your analysis of it what questions would you ask about the data?

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Using the Information

- The information needs of the various stakeholders must be taken into account while planning the production and dissemination of monitoring results

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Monitoring: lessons learned

- Collecting just the right amount of information based on a limited set of core results and indicators;
- Choosing data collection methods that are simple and easy to implement;
- Ensuring that adequate resources are available;

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Monitoring: lessons learned

- Using an iterative process to test and refine the chosen approach;
- Clarifying the intended use of the information needed.

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Why report on results?

- to keep stakeholders focused on expected results and on logical links between activities and results;
- to better communicate results to stakeholders;
- to assist in developing and updating annual workplans;
- to validate programming decisions;
- to share lessons;
- to provide results in a format that, at national level, can be compiled with other programme and project results to form the basis for reporting on national priorities.

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What is in a results-based report?

- a comparison of results achieved against planned results at output or outcome level;
- a description of key activities undertaken during the period that has supported the achievement of results;
- the identification of new and emerging risks and mitigation plans;
- funds disbursed;
- any variance between planned and actual results and/or funds disbursed must be documented;
- the identification of key factors that influenced the achievement of results and lessons learned;
- recommendations for action.

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Evaluation

- What is the difference between monitoring and evaluation? Monitoring is ongoing and evaluation is carried out at the end of the programme or project.
- Evaluation aims at assessing the following:
 - Achievement of results;
 - Relevance of results;
 - Sustainability of results;
 - Partnership;
 - Appropriateness of design; and
 - Informed and timely action.

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