

Building Capacity for building a Results-based Monitoring and Evaluation Framework and a common reporting Framework

## Cyclone Evan

---

---

---

---

---

---

---

---

### Building capacity for MEF - Cyclone Evan

1. **Coherence** – CE Recovery Plans with Sector and National Plans
2. Program Logic – Quick overview (highlighting the **importance of understanding the difference between outcomes and outputs**)
3. **MEF** (linked to Recovery and Sector Reporting)
4. **Indicators** – **you only need a few** – mapped to the outcomes
5. Next Steps??

---

---

---

---

---

---

---

---



## 2009 Tsunami

### Recommendation 2

#### Post Tsunami Report - June 2011

- It was important for all lead sector ministries to coordinate and put in place a M&E framework against which they could effectively monitor the progress of implementation and to determine whether the recovery program met the needs of the affected population (**Developing standard MEF is important given increasing frequency and scale of disasters (GFDRR)**)

---

---

---

---

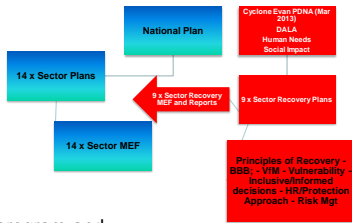
---

---

---

---

## Coherence of Recovery with existing Government Plans



'fit' between the program and the sector-level, national-level context (WoG)

---

---

---

---

---

---

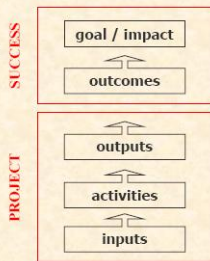
---

---

### Logic is designed for Results

#### Project Theory / Logical Framework

- **impact (broader goal)**  
wider & sustainable benefits
- **outcomes (purpose)**  
real use of the outputs
- **outputs (results)**  
products of the activities
- **activities**  
actions taken (and means)
- **inputs**  
financial, human, material



dwv

6

---

---

---

---

---

---

---

---

Project Goal = **'big picture'** statement of desired results



**Recovery from the Impact of Cyclone Evan and building resilience for Samoa**

- our high-level goal for all recovery programs? Is this why we are here?

---

---

---

---

---

---

---

---

Outcomes (often med-term) resulting from the project (+ or - long-term Impacts)

I  
M  
P  
A  
C  
T

| OUTCOMES<br><i>What results for individuals, families, communities ...</i>   |  |   |
|--|--|---|
| SHORT<br><i>Learning</i>   | MEDIUM<br><i>Action</i>  | LONG-TERM<br><i>Conditions</i>  |
| Changes in<br>• Awareness<br>• Knowledge<br>• Attitudes<br>• Skills<br>• Opinion<br>• Aspirations<br>• Motivation<br>• Behavioral intent | Changes in<br>• Behavior<br>• Decision-making<br>• Policies<br>• Social action | Changes in<br>Conditions<br>Social (well-being)<br>Health<br>Economic<br>Civic<br>Environmental |

CHAIN OF OUTCOMES

## Outcomes – Indicators – Baselines - Targets

Figure 3.2  
Developing a Set of Outcome Indicators for a Policy Area  
Example: Education

| Outcomes  | Indicators   | Baselines | Targets |
|---|--|-----------|---------|
| 1. Nation's children have better access to preschool programs | 1. Percent of eligible urban children enrolled in preschool education<br>2. Percent of eligible rural children enrolled in preschool education |           |         |
| 2. Primary school learning outcomes for children are improved | 1. Percent of Grade 6 students scoring 70% or better on standardized math and science tests  |           |         |

### CHECKLIST



Figure 10. SMART outcomes and impacts

|          |  |
|----------|--|
| <b>S</b> | <b>Specific:</b> Impacts and outcomes and outputs must use change language—they must describe a specific future condition  |
| <b>M</b> | <b>Measurable:</b> Results, whether quantitative or qualitative, must have measurable indicators, making it possible to assess whether they were achieved or not |
| <b>A</b> | <b>Achievable:</b> Results must be within the capacity of the partners to achieve  |
| <b>R</b> | <b>Relevant:</b> Results must make a contribution to selected priorities of the national development framework   |
| <b>T</b> | <b>Time-bound:</b> Results are never open-ended—there is an expected date of accomplishment  |

- An outcome should be measurable using indicators. It is important that the formulation of the outcome statement takes into account the need to measure progress in relation to the outcome and to verify when it has been achieved. The outcome should therefore be specific, measurable, achievable, relevant and time-bound (SMART).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Outputs – deliverables (what we do  
– products, goods, services)

| OUTPUTS  |  |
|--|--|
| What we do   | Who we reach   |
| <b>ACTIVITIES</b>  | <b>PARTICIPATION</b>   |
| <ul style="list-style-type: none"> <li>•Train, teach</li> <li>•Deliver services</li> <li>•Develop products and resources</li> <li>•Network with others</li> <li>•Build partnerships</li> </ul> | <ul style="list-style-type: none"> <li>•Participants</li> <li>•Clients</li> <li>•Customers</li> <li>•Agencies</li> <li>•Decision makers</li> <li>•Policy makers</li> </ul> |

---

---

---

---

---

---

---

---

---

---

### MEF – Disaster Context

- Keep it simple (**KIS**), focus on what needs to be measured (short + M/Long term) – **use indicators that are easy to monitor**
- Link Results to strategy (eg national plans, sector plans but **keep it specific to the context of CE** – eg recovery of tourist infrastructure is relevant to CE Recovery Plan; then marketing is relevant at the sector plan level)
- Must be resourced – **usually 5%** of program funding

---

---

---

---

---

---

---

---

---

---



### The Template Approach

- Attached common reporting template (with instructions)
- Attached example for the Education Sector Recovery Progress Report
- M&E Framework informs the report (see template and Ed Sector example)
- Note – in most cases, sectors will only have to update section 3 (around 1 page) and section 5 (1/2 page)

---

---

---

---

---

---

---

---

---

---

## Community of Practice for M&E

- Communities of Practice – three levels proposed:



1. Sector Coordination Meeting
2. MoF (M&E support staff)
3. Tues 13 Aug – 2.30pm (2 hr workshop)



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---