Cyclone Evan
One year on
February 2014

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

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Learning Resources
Materials – will be emailed later today (good examples)
Red Cross – in general has excellent information – with some used today

LEARNING RESOURCES®

Agenda

•Refresher on program logic (short and brief but important)
•Indicators – and how they relate to the different levels; qualitative and quantitative – again mapped to the outcome, output level, etc
•Baselines and Targets (to map indicators to)
•How evaluation links to this
•Data collection
•Cross Cutting Issues
•Practical Group Exercise
•Wrap up - summary

On line and hard copy resource

MEASURE Evaluation

USAID

MEASURE Evaluation can be taken online to earn a certificate at **https://training.measureevaluation.org/certificate-courses**.
Monitoring and evaluation (M&E) mini-course covers the basics of program monitoring and evaluation. It also defines common terms and discusses why M&E is essential for program management.
There are other free on-line courses provided that are self-paced, interactive and offer certificates.
https://training.measureevaluation.org/certificate-courses/m-e-fundamentals-en

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

Logic is designed for Results

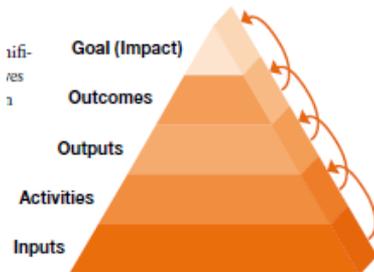**Project Theory / Logical Framework**   A

- **impact (broader goal)**
  wider & sustainable benefits

- **outcomes (purpose)**
  real use of the outputs

- **outputs (results)**
  products of the activities

- **activities**
  actions taken (and means)
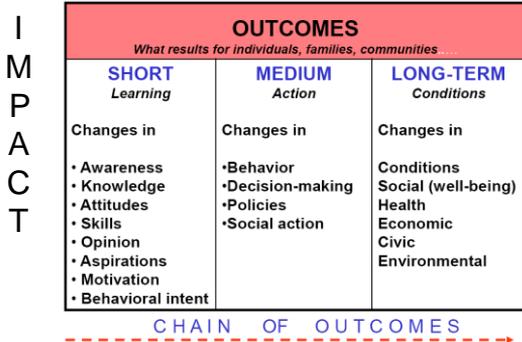
- **inputs**
  financial, human, material

SUCCESS
- goal / impact
- outcomes

PROJECT
- outputs
- activities
- inputs

DWW   6

Also see RBM and Red Cross handouts

- Goal (Impact)
- Outcomes
- Outputs
- Activities
- Inputs

If and then Testing –
important to test the logic of your programs

Objectives	Indicators	Means of verification	Assumptions
IF Goal			Assumptions at goal level
THEN			
IF Outcome(s)		AND	Assumptions for outcomes
THEN			
IF Outputs		AND	Assumptions for outputs
THEN			
IF Activities		AND	Assumptions for activities

FIGURE 12 "If and then" test
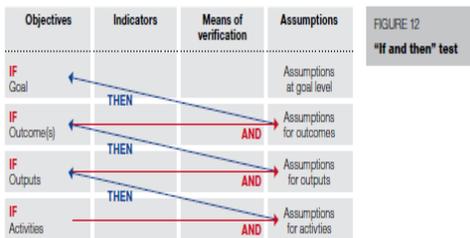
Outcomes (often med-term) resulting from the project (+ or - long-term Impacts)

OUTCOMES
What results for individuals, families, communities

SHORT *Learning*	**MEDIUM** *Action*	**LONG-TERM** *Conditions*
Changes in	Changes in	Changes in
• Awareness	•Behavior	Conditions
• Knowledge	•Decision-making	Social (well-being)
• Attitudes	•Policies	Health
• Skills	•Social action	Economic
• Opinion		Civic
• Aspirations		Environmental
• Motivation		
• Behavioral intent		

I M P A C T

C H A I N   O F   O U T C O M E S

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

OUTPUTS

What we do	Who we reach
ACTIVITIES	**PARTICIPATION**
•Train, teach	•Participants
•Deliver services	•Clients
•Develop products and resources	•Customers
•Network with others	•Agencies
•Build partnerships	•Decision makers
	•Policy makers

3

Indicators

•There are multiple levels – focus on outcome and output level today
•Monitoring indicators enables programs to track progress, demonstrate results and make improvements
•The quality of the indicator will depend on its relevance (to the program), its validity and reliability
•Programs should have a monitoring plan that collects data against indicators (with targets and baselines)

See handouts – SMART list and Indicator traps
Outcome to Output level indicators

Quantitative and qualitative indicators

Quantitative Indicators – numbers – ratios – ranking – percentage – frequency – growth rate

Example: number of bridges on the South Coast that were damaged during TCE repaired and assessed as safe by the commencement of 2014 (Baseline – Target) – questionnaires, surveys, census data, secondary data
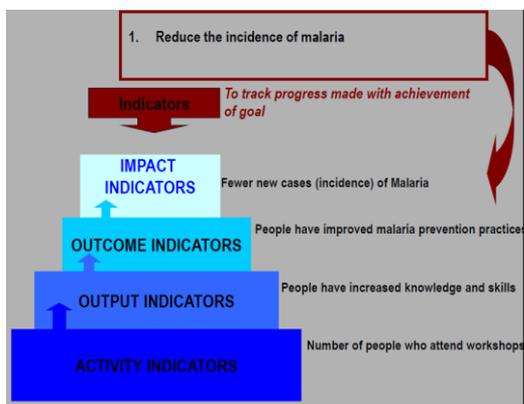
Qualitative Indicators – descriptive (words) – group satisfaction, leadership capacity, attitudinal or behavioural change, practices and behaviours – observed (interviews, focus groups, case studies, observation, secondary data)
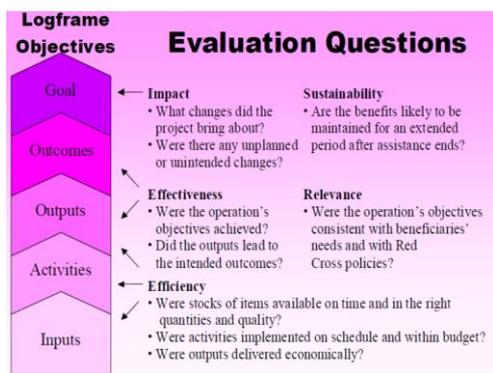
Example: community members' feedback on how they feel about the safety of bridges and their confidence in using them in 2014

Proxy Indicators – when data is not available (eg percent of households with cars (as a proxy for household wealth)

Quantitative or Qualitative

- Indicators can be **quantitative** (eg the % of farmers adopting new technology) or **qualitative** (eg the level of commitment of farmers to using new technology)
- It is best to **use both** (mixed methods)
- It is usually easier to measure outputs (because outcomes indicators show changes in behaviour, practices, etc) – but you only need 1-2 indicators at the outcome level.

1. Reduce the incidence of malaria

Indicators — *To track progress made with achievement of goal*

IMPACT INDICATORS — Fewer new cases (incidence) of Malaria

OUTCOME INDICATORS — People have improved malaria prevention practices

OUTPUT INDICATORS — People have increased knowledge and skills

ACTIVITY INDICATORS — Number of people who attend workshops

Logframe Objectives — **Evaluation Questions**

Goal

Outcomes

Outputs

Activities

Inputs

Impact
- What changes did the project bring about?
- Were there any unplanned or unintended changes?

Effectiveness
- Were the operation's objectives achieved?
- Did the outputs lead to the intended outcomes?

Efficiency
- Were stocks of items available on time and in the right quantities and quality?
- Were activities implemented on schedule and within budget?
- Were outputs delivered economically?

Sustainability
- Are the benefits likely to be maintained for an extended period after assistance ends?

Relevance
- Were the operation's objectives consistent with beneficiaries' needs and with Red Cross policies?

Baselines

- In order to observe changes, benchmarks against which indicators can be judged – can capture qualitiative or quantitative information

See GFDRR handout
Handout on Baselines, Targets, Timelines

PERFORMANCE TARGETS

- Use – SMART etc

- *Qualitative and Quantitative –*

- *Numbers measure and record*

- If you cannot measure it and verify how do you manage it?

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 en-rolled in preschool education 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		

Triangulation

using **multiple research methods (mixed methods)**, data sources, researchers and perspectives, to confirm results

More than 1 – 2 OK

Mixed methods is good to overcome limitations in either quant or qual data (see handout on data collection methods plus example of observation)

Some examples of what data you are collecting – Quantitative - Qualitative

Don't reinvent the wheel….

1. **Are there international standard indicators?** UNAIDS, the UNDP Millennium Development Goals, and the Demographic and Health Surveys have been used and tested extensively.
2. **Are there indicators required by the donor, grant or program?** This can be especially important if the project-level indicator is expected to roll up to a larger accountability framework at the program level.
3. **Are there secondary indicator sources?** It may be cost-effective to adopt indicators for which data have been or will be collected by a government ministry, international agency, and so on.

Data Collection

•Decide how you will collect the data – eg survey, case study, interview, focus group, observation
•Pre-test (especially for surveys, questionnaires, etc
•Decide how you will code data (quant and/or qual)

Most important things you need:

Who is going to collect the data?
Who is going to make sense of it (Data Analysis)?
Who is going to document the findings?
Is there money to do this (it is a resource so it should have a budget)

GROUP ACTIVITY

**BIAS AND JUMPING
TO CONCLUSIONS**

Cross Cutting Issues
Disability, Gender, Private Sector and Citizenship

- Programs must take into account cross-cutting issues - **DRR, gender; child protection**; **disability; environmental protection**, and **Principles of Recovery**

Your data provides evidence for reports, reviews and evaluations

Lastly

- 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**
- **Someone** must be tasked with **collecting data** and **reporting findings**
- Must be resourced – **usually 5%** of program funding