



# *Designing and Building a Results-Based Monitoring and Evaluation System:*

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## *A Tool for Public Sector Management*

*A Workshop for Government Officials  
and Their Development Partners*

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First printing October 2000



## *Introduction to the Workshop*

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# *Designing and Building a Results-Based Monitoring and Evaluation System*

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## *A Tool for Public Sector Management*

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# *Designing and Building Results-Based Monitoring and Evaluation System (Cont.)*

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*A Tool for Public Sector Management Policies*

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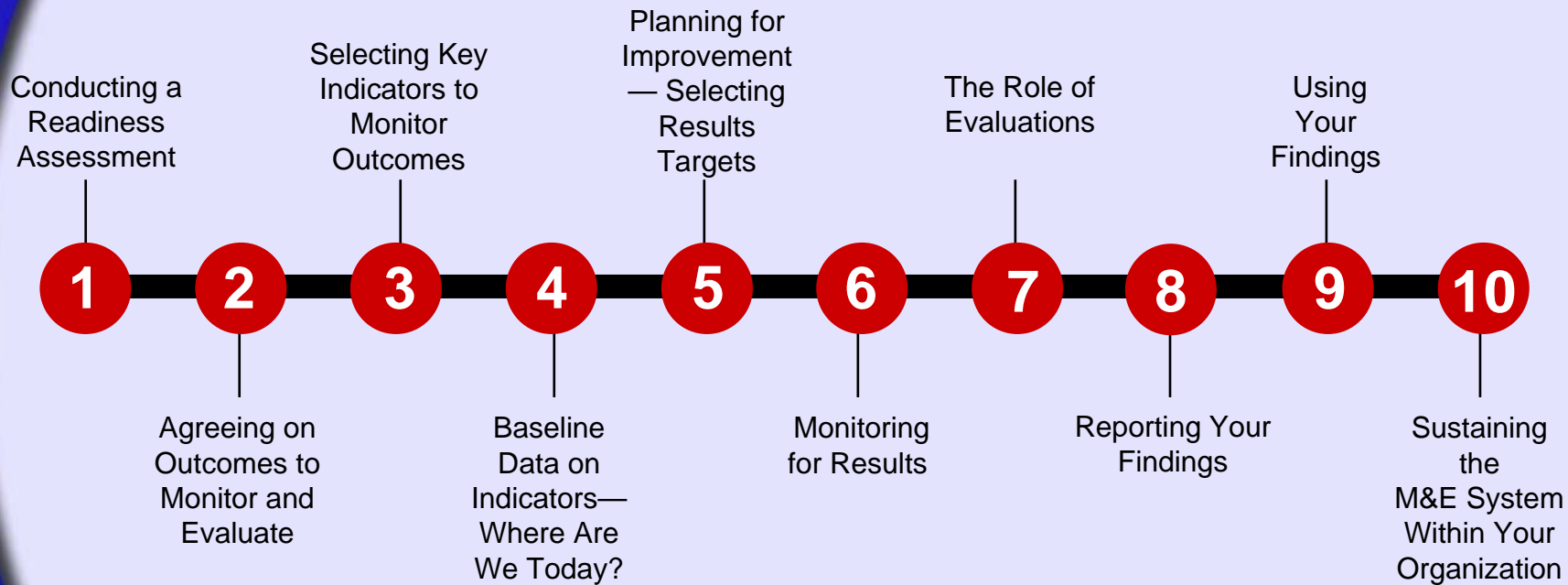
## *Workshop Overview*

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- This workshop focuses on ten steps that describe how results-based monitoring and evaluation systems are designed and built
- These steps begin with conducting a “Readiness Assessment” and on through designing and managing your monitoring and evaluation system
- We will be discussing these steps, the tasks needed to complete them, and the tools available to help along the way



# Ten Steps to Designing, Building and Sustaining a Results-Based Monitoring and Evaluation System





## *The Power of Measuring Results*

- If you do not measure results, you can not tell success from failure
- If you can not see success, you can not reward it
- If you can not reward success, you are probably rewarding failure
- If you can not see success, you can not learn from it
- If you can not recognize failure, you can not correct it
- If you can demonstrate results, you can win public support



# *Introduction to Results-Based Monitoring and Evaluation*

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## *What Are We Talking About?*

- Results-based monitoring and evaluation measures how well governments are performing
- Results-based monitoring and evaluation is a management tool!
- Results-based monitoring and evaluation emphasizes assessing how outcomes are being achieved over time



## *Who Are Stakeholders That Care About Government Performance?*

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- Government officials/Parliament
- Program managers and staff
- Civil society (Citizens, NGOs, Media, Private Sector etc.)
- Donors



## *Remember*

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- Monitoring and evaluation are two separate, but interrelated strategies to collect data and report the findings on how well (or not) the public sector is performing
- During this workshop, we will be discussing:
  - Monitoring as a tool
  - Evaluation as a tool
  - How the two interrelate to support good public management
  - The ten steps to building a results-based monitoring and evaluation system to measure government performance



## *Reasons to Do Results-Based M&E*

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- Provides crucial information about public sector performance
- Provides a view over time on the status of a project, program, or policy
- Promotes credibility and public confidence by reporting on the results of programs
- Helps formulate and justify budget requests
- Identifies potentially promising programs or practices



## *Reasons to Do Results-Based M&E (cont.)*

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- Focuses attention on achieving outcomes important to the organization and its stakeholders
- Provides timely, frequent information to staff
- Helps establish key goals and objectives
- Permits managers to identify and take action to correct weaknesses
- Supports a development agenda that is shifting towards greater accountability for aid lending



## *Important...*

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- It takes leadership commitment to achieve a better-performing organization
- Plus redeployment of resources to building monitoring and evaluation systems
- Plus individuals committed to improve public sector performance

So...it comes down to a combination of institutional capacity and political will.



***Results-Based Monitoring***

(what we will call “monitoring”)

is a continuous process of collecting and analyzing information to compare how well a project, program or policy is being implemented against expected results



## *A New Emphasis on Both Implementation and Results-Based Monitoring*

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- Traditional monitoring focuses on ***implementation monitoring***
  - This involves tracking ***inputs*** (\$\$, resources, strategies), ***activities*** (what actually took place) and ***outputs*** (the products or services produced)
  - This approach focuses on monitoring how well a project, program or policy is being implemented
  - Often used to assess compliance with workplans and budget



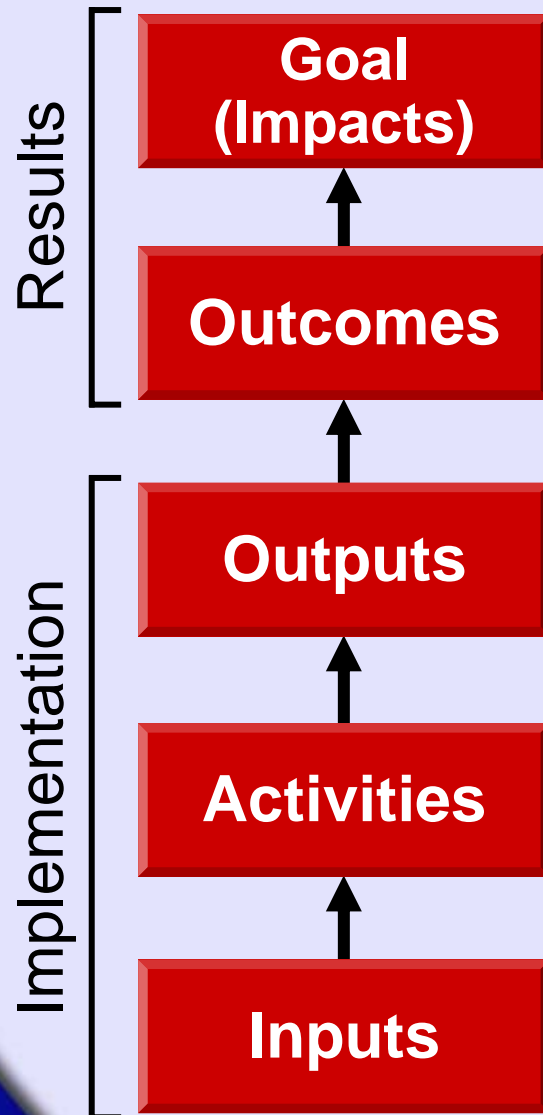
## *A New Emphasis on Both Implementation and Results-Based Monitoring*

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- ***Results-based monitoring*** involves the regular collection of information on how effectively government (or any organization) is performing
- Results-based monitoring demonstrates whether a project, program, or policy is achieving its stated goals



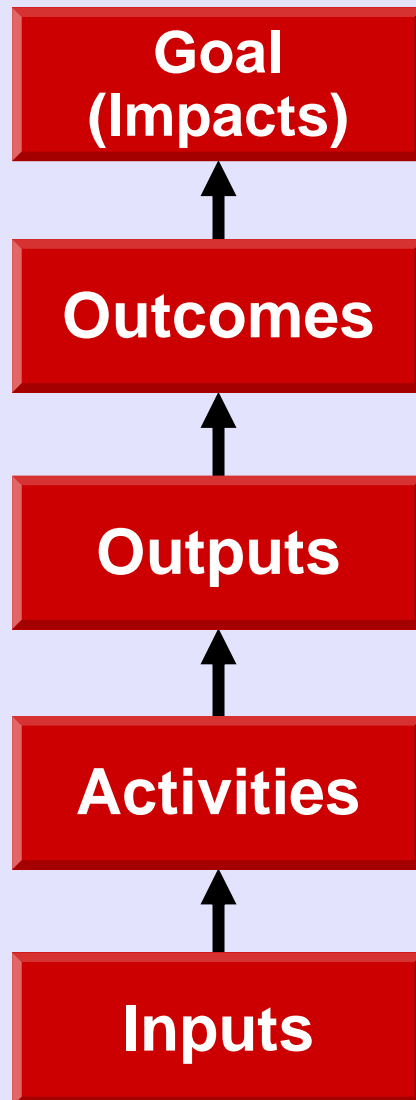
## *Results-Based Monitoring*



- Long-term, widespread improvement in society
- Intermediate effects of outputs on clients
- Products and services produced
- Tasks personnel undertake to transform inputs to outputs
- Financial, human, and material resources



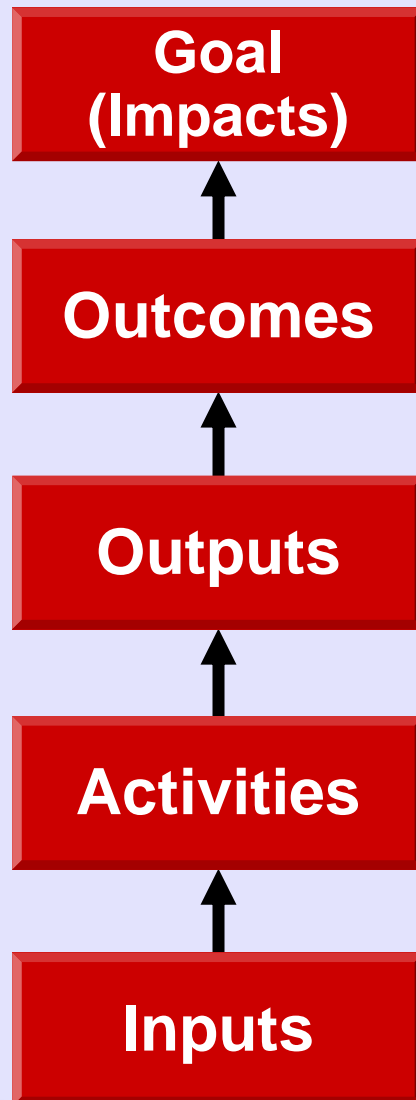
## *Results-Based Monitoring: Oral Re-hydration Therapy*



- Child mortality and morbidity reduced
- Improved use of ORT in management of childhood diarrhea
- Increased maternal knowledge of and access to ORT services
- Media campaigns to educate mothers, health personnel trained in ORT, etc.
- Funds, ORT supplies, trainers, etc.



## *Results-Based Monitoring: Adult Literacy*



- Higher income levels; increase access to higher skill jobs
- Increased literacy skill; more employment opportunities
- Number of adults completing literacy courses
- Literacy training courses
- Facilities, trainers, materials



## *Exercise: Identify the Sequence of Inputs, Activities, Outputs and Outcomes*

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- Increased numbers of economically viable women-owned micro-enterprises
  - Government makes available funds for micro-enterprise loans
  - Government approves 61 applications from program graduates
  - 90% of successful applicants begin operating new businesses after government approves application
  - 15 qualified course trainers available
  - 72 women complete training
  - Income of graduates increases 25% in first year after course completion
  - 100 women attend training in micro-enterprise business management



## *Some Examples of Results Monitoring*

	<i>Infant Health</i>	<i>Girls Education</i>
<i>Policy Monitoring</i>	Decreasing Infant Mortality Rates	Increasing girls education attainment
<i>Program Monitoring</i>	Clinic-based pre-natal care is being used by pregnant women	# of girls in secondary schools completing math and science courses
<i>Project Monitoring</i>	Information on good pre-natal care provided in 6 targeted villages	# of girls in four urban neighborhoods completing primary education



***Results-Based Evaluation***

An assessment of a planned, ongoing, or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. The intent is to incorporate lessons learned into the decision-making process.



## *Evaluation Addresses*

---

### ***“Why” Questions***

- What caused the changes we are monitoring

### ***“How” Questions***

- What was the sequence or processes that led to successful (or not) outcomes

### ***“Compliance/ Accountability Questions”***

- Did the promised activities actually take place and as they were planned?

### ***Process/ Implementation Questions***

Was the implementation process followed as anticipated, and with what consequences



## *Some Examples of Evaluation*

	<i><b>Privatizing Water Systems</b></i>	<i><b>Resettlement</b></i>
<i><b>Policy Evaluations</b></i>	Comparing model approaches to privatizing public water supplies	Comparing strategies used for resettlement of rural villages to new areas
<i><b>Program Evaluations</b></i>	Assessing fiscal management of government systems	Assessing the degree to which resettled village farmers maintain previous livelihood
<i><b>Project Evaluations</b></i>	Assessing the improvement in water fee collection rates in 2 provinces	Assessing the farming practices of resettled farmers in one province



## *Summary*

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- Results-based monitoring and evaluation are generally viewed as distinct but complementary functions
- Each provides a different type of performance information
- Both are needed to be able to better manage policy, program, and project implementation



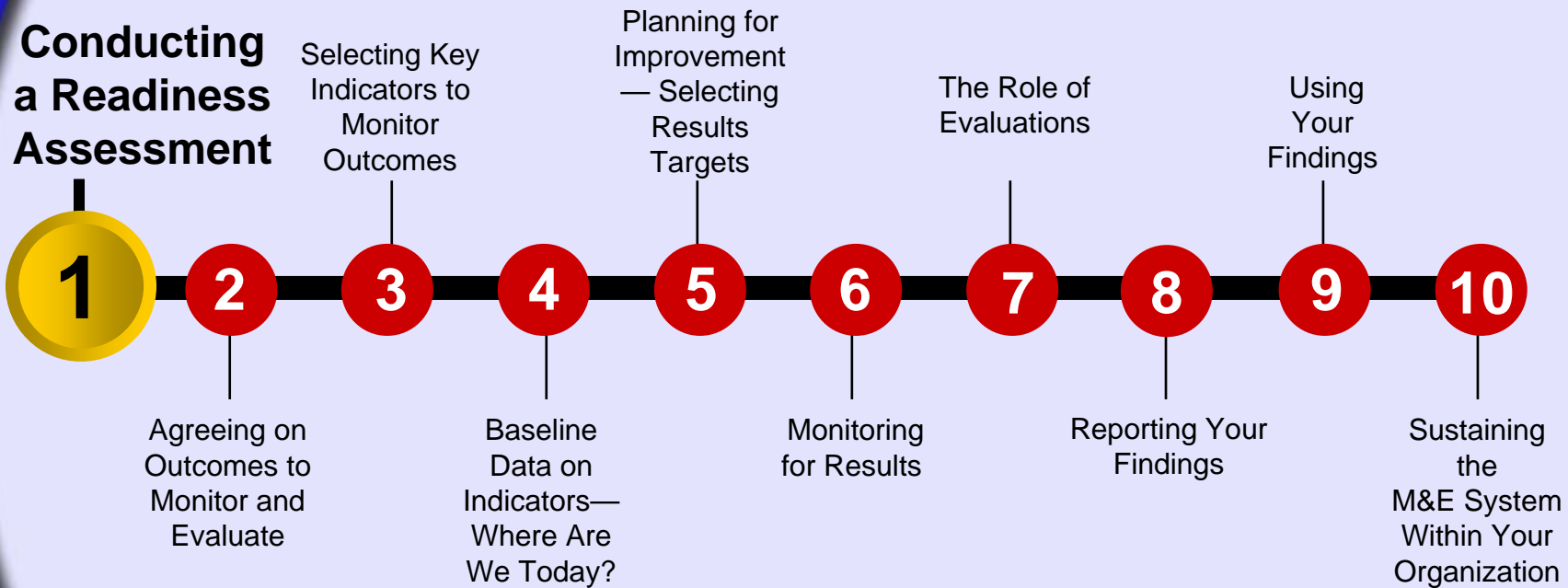
## *Summary*

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- Implementing results-based monitoring and evaluation systems can strengthen public sector management
- Implementing results-based monitoring and evaluation systems requires commitment by leadership and staff alike
- We are discussing a political process with technical dimensions – not the reverse



# Step One: Conducting a Readiness Assessment





## *What is a Readiness Assessment?*

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An analytical framework to assess a country's ability to monitor and evaluate its development goals :



## *Why Do a Readiness Assessment?*

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1. To understand what incentives (or lack thereof) exist to effectively monitor and evaluate development goals?
2. To understand the roles and responsibilities of those organizations and individuals involved in monitoring and evaluating government policies, programs, and projects? E.g.
  - **Supreme Audit Office**
  - **Ministry of Finance**
  - **Parliament**
  - **Ministry of Planning**
3. To identify issues related to the capacity ( or lack of) to monitor and evaluate government programs



## *Incentives Help Drive The Need For A Results System*

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- First examine whether incentives exist in any of these four areas to begin designing and building an M&E system?
  - Political (citizen demand)
  - Institutional (legislative/legal framework)
  - Personal ( desire to improve government= champions)
  - Economic ( donor requirement)



# *Champions Can Help Drive A Results System*

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- Who are the champion(s) and what is motivating them?
  - Government (social reforms)
  - Parliament (effective expenditures)
  - Civil society (holding government accountable)
  - Donors (PRSP)
  - Others
  - Note: who will not benefit?



## *Roles and Responsibilities*

---

- Assess the ***roles and responsibilities*** and existing structures to monitor and evaluate development goals
  - What is the role of central and line ministries?
  - What is the role of Parliament?
  - What is the role of the Supreme Audit Agency?
  - What is the role of civil society?
  - What is the role of statistical groups/agencies?



- Assess current **capacity to monitor and evaluate:**
  - Technical skills
  - Managerial skills
  - Existing data systems and their quality
  - Technology available
  - Fiscal resources available
  - Institutional experience



- Do any of these immediate barriers now exist to getting started in building an M&E system?
  - Lack of fiscal resources
  - Lack of political will
  - Lack of champion
  - Lack of expertise & knowledge
  - Lack of strategy
  - Lack of prior experience



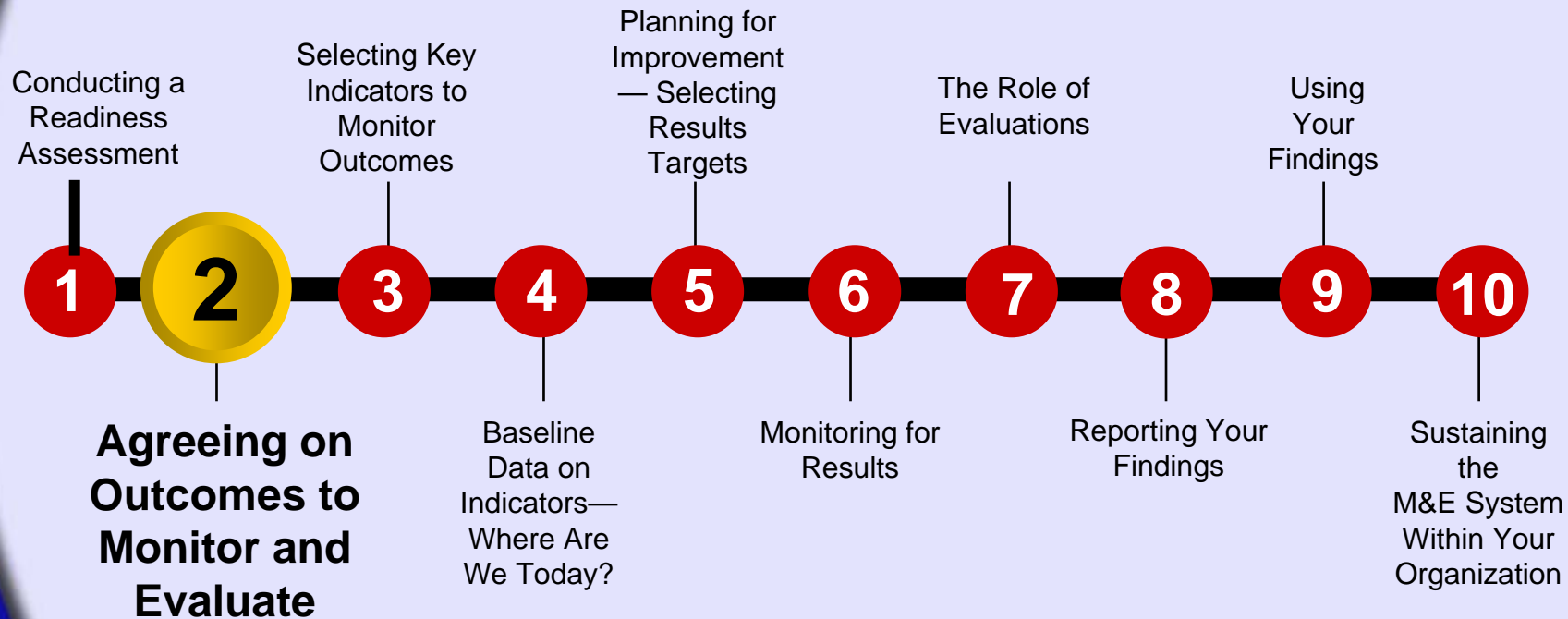
## *Key Elements of Success*

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- Assess the Country's Capacity Against the Following:
  - Does a clear mandate exist for M&E?
    - PRSP?, Law? Civil Society? Other?
  - Is there the presence of strong leadership at the most senior level of the government?
  - Are resource and policy decisions linked to the budget?
  - How reliable is information that may be used for policy and management decision making?
  - How involved is civil society as a partner with government, or voice with government?
  - Are there pockets of innovation that can serve as beginning practices or pilot programs?



# Agreeing on Outcomes to Monitor and Evaluate





## *Why an Emphasis on Outcomes?*

- Makes explicit the intended objectives of government action

*(“Know where you are going before you get moving”)*

- Outcomes are what produce benefits
- They tell you when you have been successful or not



## *Issues to Consider in Choosing Outcomes to Monitor and Evaluate*

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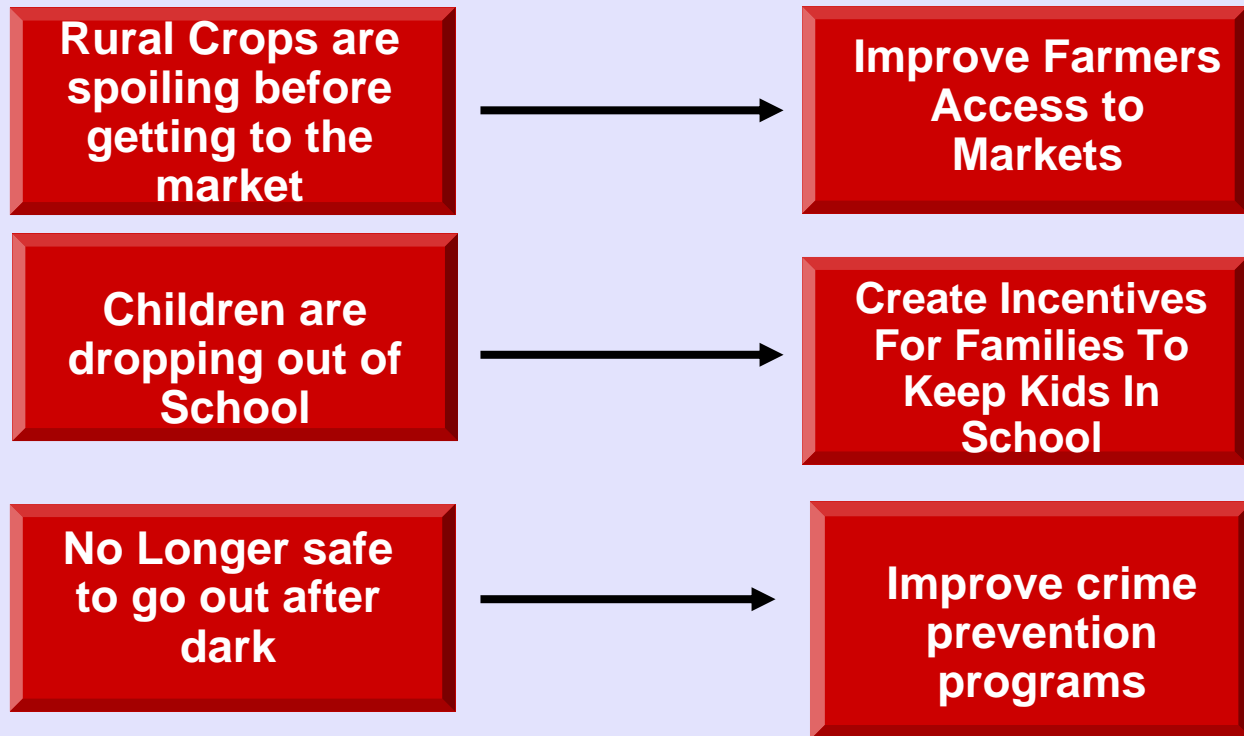
- Are there stated national/sectoral goals?
- Have political promises been made that specify improved performance of the government?
- Do citizen polling data indicate specific concerns?
- Is authorizing legislation present?
- Other? (Millennium Development Goals)
- Is aid lending linked with specific goals?



## *Developing Outcome Statements*

**Reformulate the concerns identified by stakeholders into positive, desirable outcomes**

***From***  ***To***





## *Outcomes Statements Need Disaggregation*

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### **Outcome: Increase the percentage of employed people**

In order to know when we will be successful in achieving this goal, we need to disaggregate the goal to answer the following:

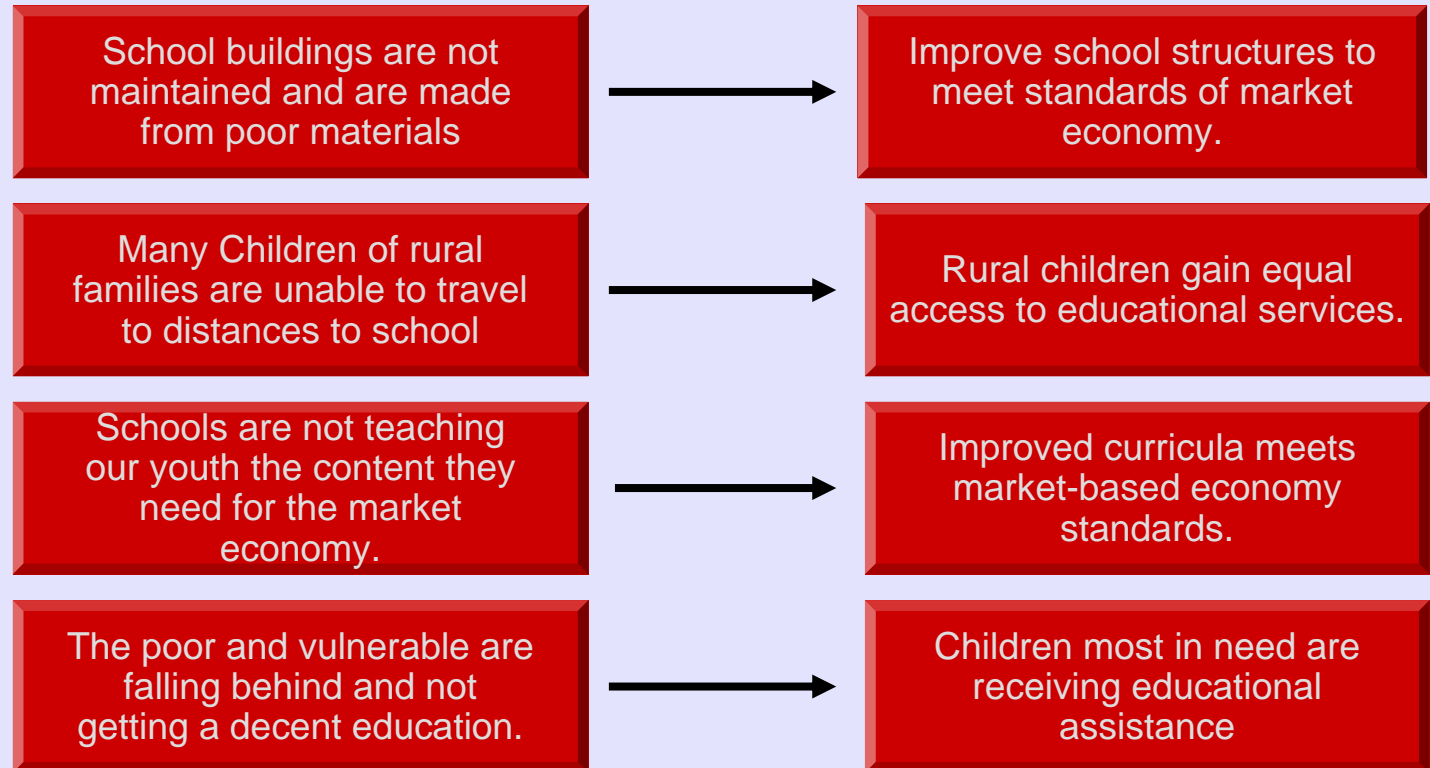
- For whom?
- Where?
- How much?
- By when?



# *Outcome Statements are Derived from identified problems or issues*

*Policy Area: Education*

**From**  **To**





## *Developing Outcomes for One Policy Area: Example: Education*

<b>Outcomes/Goals</b>	<b>Indicators</b>	<b>Baselines</b>	<b>Targets</b>
1. Nation's children have Improved access to pre-school programs			
2. Primary school learning outcomes for children are improved.			



## *In Summary: Why an Emphasis on Outcomes?*

---

- Makes explicit the intended objectives of government action  
*(“Know where you are going before you get moving”)*
- Outcomes are the results governments hope to achieve
- Clear setting outcomes is key to results-based M&E system
- Note: Budget to outputs, manage to outcomes!



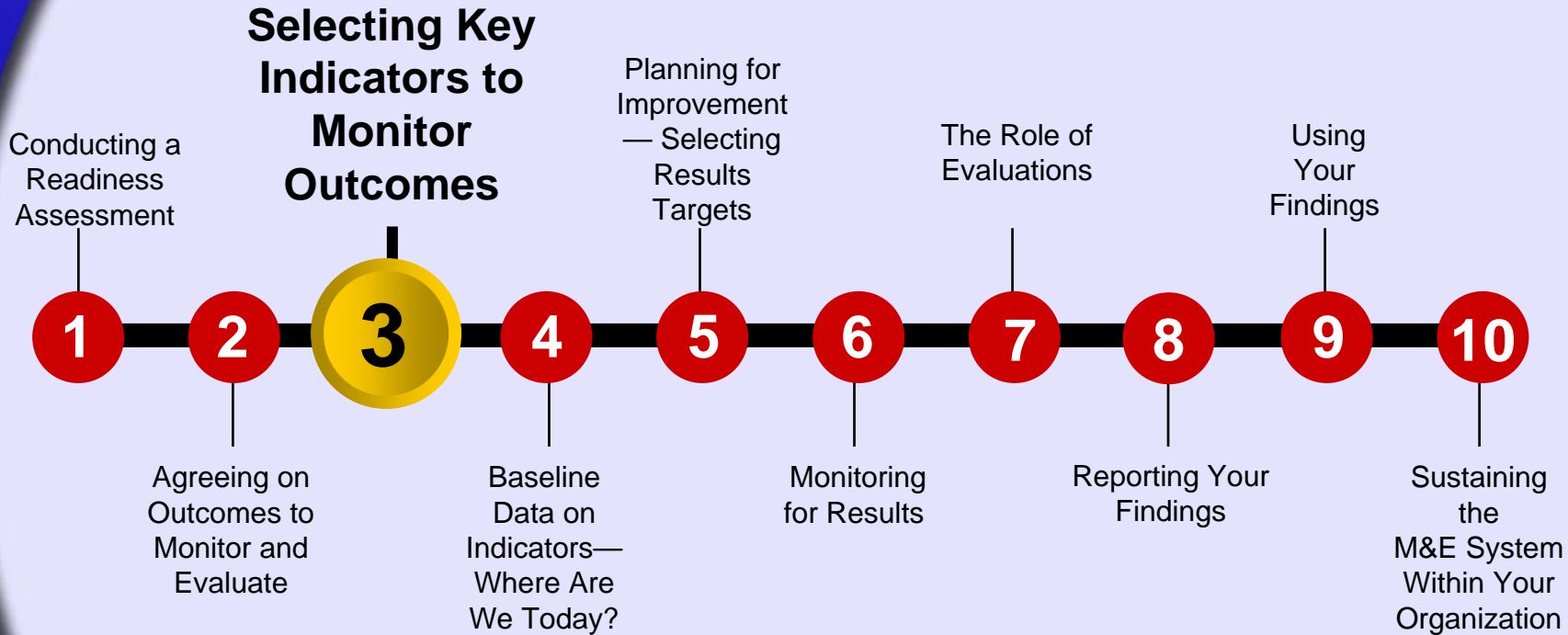
## *Outcomes Summary Continued*

*Outcomes are usually not directly measured—only reported on*

*Outcomes must be translated to a set of key performance (or outcome) indicators*



# Selecting Key Performance Indicators to Monitor Outcomes





## *Selecting Key Performance Indicators to Monitor Outcomes*

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- Outcome indicators are not the same as outcomes
- Each outcome needs to be translated into one or more indicators
  - An outcome indicator identifies a specific ***numerical measurement*** that indicates progress toward achieving an outcome



## *An Outcome Indicator*

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Answers the question:

***“How will we know  
achievement when we see it?”***



## *Selecting Outcome Indicators*

### *The “**CREAM**” of Good Performance*

A good performance indicator must be:

- C**lear (Precise and unambiguous)
- R**elevant (Appropriate to subject at hand)
- E**conomic (Available at reasonable cost)
- A**dequate (Must provide a sufficient basis to assess performance)
- M**onitorable (Must be amenable to independent validation)



## *When Selecting Your Project, Program, or Policy Indicators*

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- Select several for any one outcome
- Make sure the interest of multiple stakeholders are considered
- Know that over time, it is ok (and expected) to add new ones and drop old ones
- Have at least three points of measurement before you consider changing your indicator



## *How Many Indicators Are Enough?*

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The minimum number that answers the question:

***“Has the goal been achieved?”***



# *Outcome: Reduction in Childhood Morbidity*

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## *An Example*

Indicators – Outcome or not?

- % in missed school days due to illness
- % reduction in hospital admission due to illness
- More medical doctors hired
- % change in prevalence of communicable diseases
- Number of children immunized
- % working days missed by parents
- % change in childhood gastrointestinal diseases



# *Developing A Set of Outcome Indicators for a Policy Area:*

## *Example: Education*

<b>Outcomes/Goals</b>	<b>Indicators</b>	<b>Baselines</b>	<b>Targets</b>
1. Nation's children have Improved access to pre-school programs	<ol style="list-style-type: none"><li>1. % of eligible urban children enrolled in pre-school education</li><li>2. % of eligible rural children enrolled in pre-school education</li></ol>		
2. Primary school learning outcomes for children are improved	<ol style="list-style-type: none"><li>1. % of Grade 6 students scoring 70% or better on standardized math and science tests</li><li>2. % of Grade 6 students scoring higher on standardized math and science tests in comparison to baseline data</li></ol>		



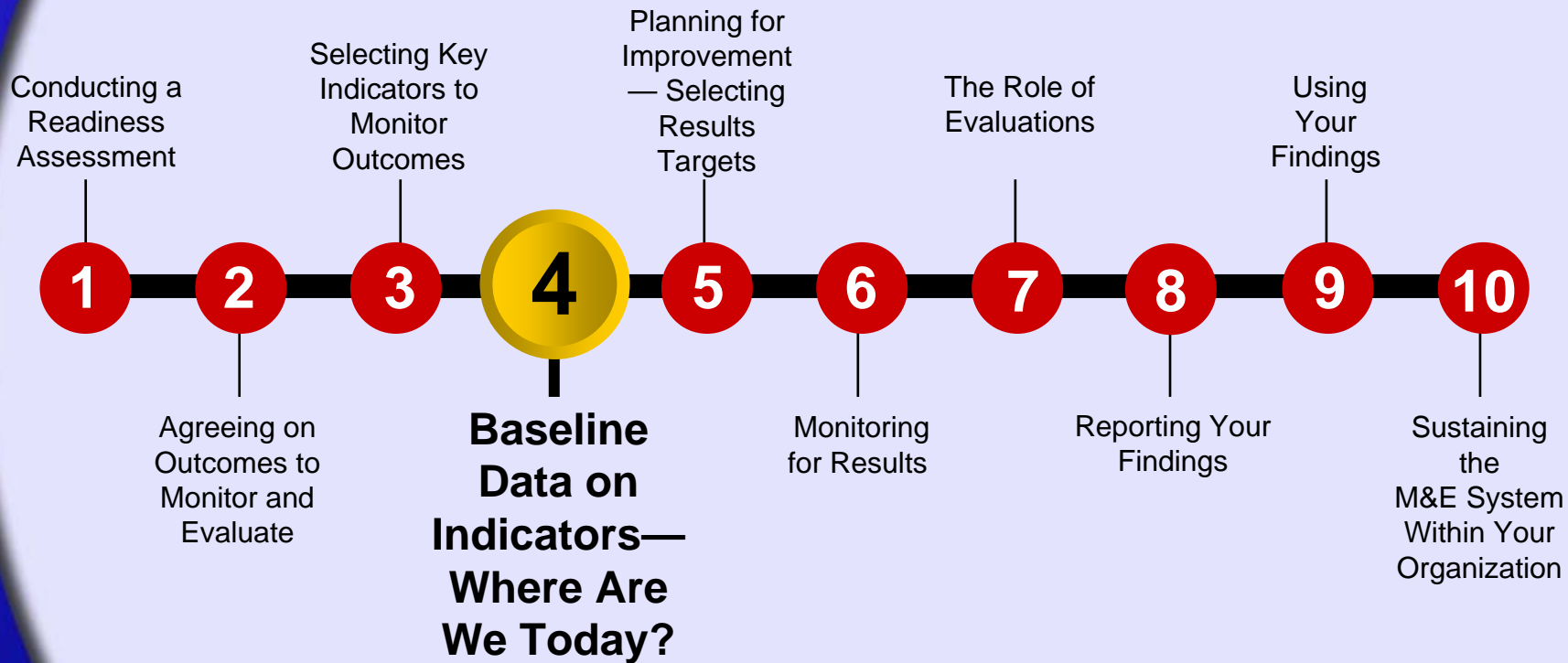
## *In Summary: Developing Indicators*

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- You will need to develop your own indicators to meet your own needs.
- Developing good indicators often takes more than one try!
- Arriving at the final indicators you will use will take time!



# Baseline Data on Indicators – Where Are We Today





## *Establishing Baseline Data on Indicators*

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A performance baseline is...

- Information (quantitative or qualitative) that provides data at the beginning of, or just prior to, the monitoring period. The baseline is used to:
  - Learn about recent levels and patterns of performance on the indicator; and to
  - Gauge subsequent policy, program, or project performance



## *Building Baseline Information*

<i>Indicator</i>	<i>Data Source</i>	<i>Data Collection Method</i>	<i>Who will collect data</i>	<i>Frequency &amp; Cost to collect</i>	<i>Difficulty to collect</i>	<i>Who will analyze &amp; report data</i>
<b>1</b>						
<b>2</b>						
<b>3</b>						



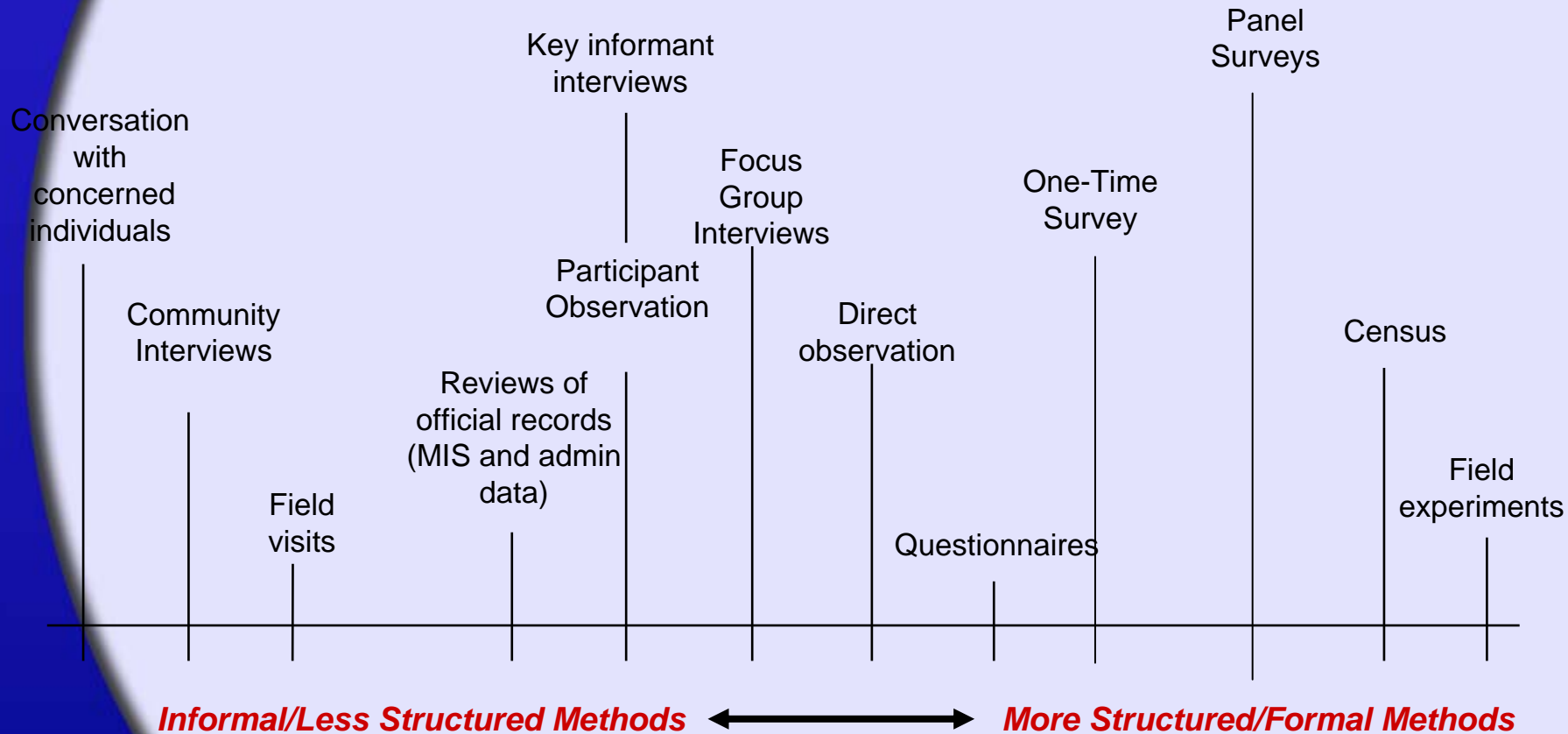
## *Data Sources May Be Primary or Secondary*

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- **PRIMARY** data are collected directly by your organization, for example, through surveys, direct observation, and interviews.
- **SECONDARY** data have been collected by someone else, initially for a purpose **other** than yours. Examples include survey data collected by another agency, a Demographic Health Survey, or data from a financial market.
  - Secondary data often can save you money in acquiring data you need, but be careful!



# Data Collection Methods





# Comparison of Major Data Collection Methods

Characteristic	Date Collection Method			Rating by Trained Observer
	Review of Program Records	Self-Administered Questionnaire	Interview	
<b>Cost</b>	Low	Moderate	Moderate to High	Depends on Availability of Low-Cost Observers
<b>Amount of Training Required for Data Collectors</b>	Some	None to Some	Moderate to High	Moderate to High
<b>Completion Time</b>	Depends on Amount of Data Needed	Moderate	Moderate	Short to Moderate
<b>Response Rate</b>	High, if Records Contain Needed Data	Depends on How Distributed	Generally Moderate to Good	High



# Developing Baseline Data for One Policy Area:

## Example: Education

Outcomes/Goals	Indicators	Baselines	Targets
1. Nation's children have improved access to pre-school programs	<ol style="list-style-type: none"><li>1. % of eligible urban children enrolled in pre-school education</li><li>2. % of eligible rural children enrolled in pre-school education</li></ol>	<ol style="list-style-type: none"><li>1. 75% urban in 1999</li><li>2. 40% rural in 2000</li></ol>	
2. Primary school learning outcomes for children are improved	<ol style="list-style-type: none"><li>1. % of Grade 6 students scoring 70% or better on standardized math and science tests</li><li>2. % of Grade 6 students scoring 70% or better on standardized math and science tests in comparison to baseline data</li></ol>	<ol style="list-style-type: none"><li>1. 75% in 2002 scored 70% or better in math. 61% in 2002 scored 70% or better in science</li><li>2. Mean % score in 2002 for Grade 6 students for math was 68%, and 53% for science</li></ol>	



# Planning for Improvement – Selecting Results Targets





***Targets***

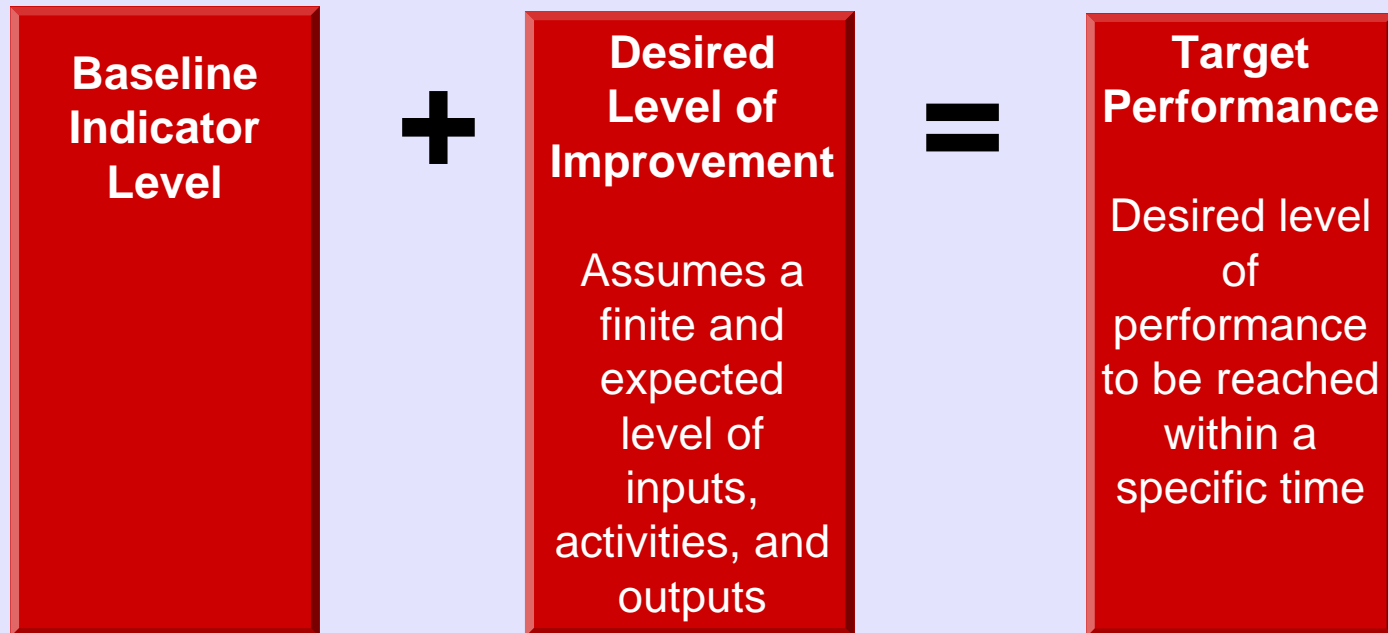
are the quantifiable levels of the indicators that a country or organization wants to achieve at a given point in time—

***For Example,***

Agricultural exports will increase by 20% in the next three years over the baseline



# *Identifying Expected or Desired Level of Project or Program or Policy Results Requires Selecting Performance Targets*





## *Examples of Targets Related to Development*

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### **1. Goal: Economic Well-Being**

Outcome target: Reduce by 20% the proportion of people living in extreme poverty by 2008 against the baseline

### **2. Goal: Social Development**

Outcome target: Improve by 30% the Primary Education enrollment rates in Kyrgyz Republic by 2008 against the baseline

Outcome target: Reduce by 20% the incidence of hepatitis rates for infants by 2006 against the baseline.

### **3. Goal: Environmental Sustainability**

Outcome target: Implement a national strategy for sustainable forest management by 2005



## *Factors to Consider When Selecting Indicator Targets*

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- Clear understanding of baseline starting point (e.g. average of last 3 years, last year, average trend, etc.)
- Funding and level of personnel resources expected throughout the target period
- Amount of outside resources expected to supplement the program's resources
- Political concerns
- Institutional capacity



## *Additional Considerations in Setting Indicator Targets*

---

- Only one target is desirable for each indicator
- If the indicator is new (not previously used) be careful on setting firm targets (use a range)
- Most targets are set yearly, but some could be set quarterly; others set for longer periods (not more than 5 years)
- It takes time to observe the effects of improvements; therefore, ***be realistic when setting targets***



## *“Games Sometimes Played When Setting Targets”*

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- Set targets so modest (easy) that they will surely be met
- Move the target (as needed) to fit performance
- Pick targets that are ***not*** politically sensitive



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*"How accurate is our misinformation?"*



# Developing Targets for One Policy Area:

## A PRSP Example: Education

Outcomes/Goals	Indicators	Baselines	Targets
1. Nation's children have improved access to pre-school programs	1. % of eligible urban children enrolled in pre-school education  2. % of eligible rural children enrolled in pre-school education	1. 75% urban in 1999  2. 40% rural in 2000	1. 85% urban by 2006  2. 60% by 2006
2. Primary school learning outcomes for children are improved	1. % of Grade 6 students scoring 70% or better on standardized math and science tests  2. % of Grade 6 students scoring 70% or better on standardized math and science tests in comparison to baseline data	1. 75% in 2002 scored 70% or better in math. 61% in 2002 scored 70% or better in science  2. Mean % score in 2002 for Grade 6 students for math was 68%, and 53% for science	1. 80% by 2006 in math 67% by 2006 in science  2. Mean math test score in 2006 is 78%.  Mean science test score in 2006 is 65%.



## *Now We Have A Results Framework*

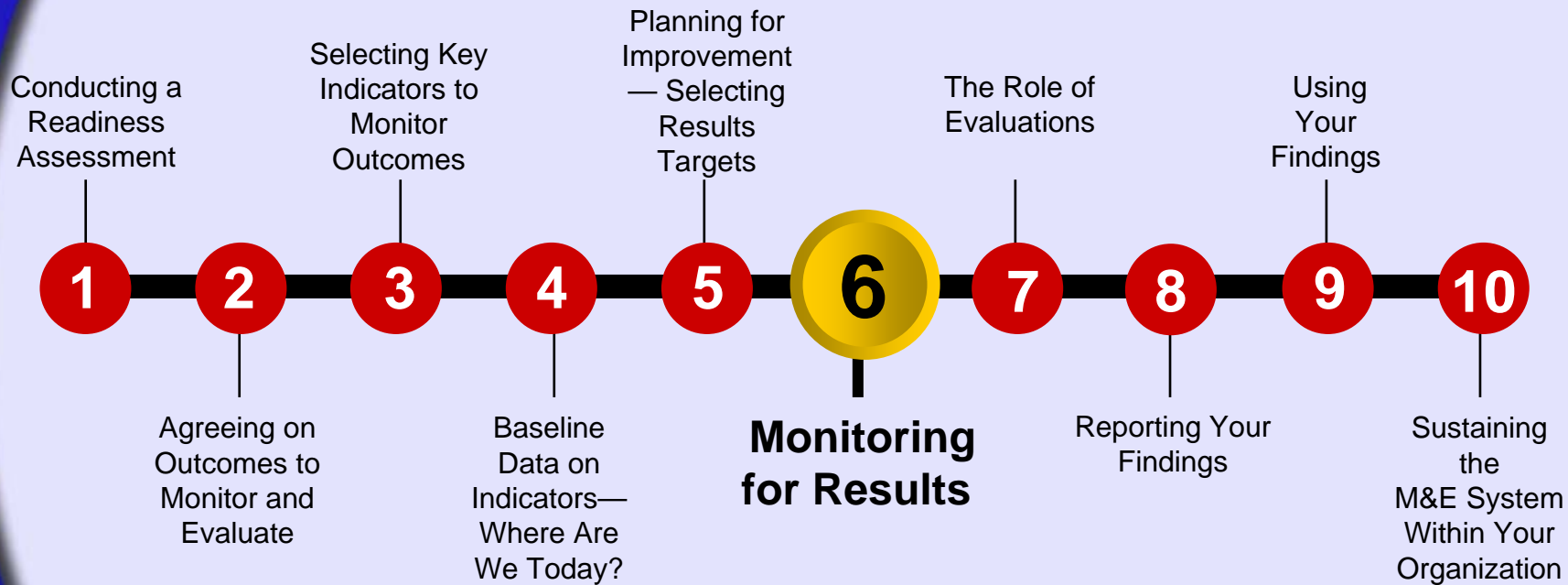
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Note: This completed matrix becomes your results framework!

- It defines your goals and gives you a plan for how you will know if you have been successful (or not) in achieving these goals



# *Building a Monitoring System*





## *Monitoring for Results*

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- A results-based monitoring system tracks both implementation (inputs, activities, outputs) and results (outcomes and impacts)
- Implementation monitoring is supported through the use of management tools – budget, staffing plans, and activity planning



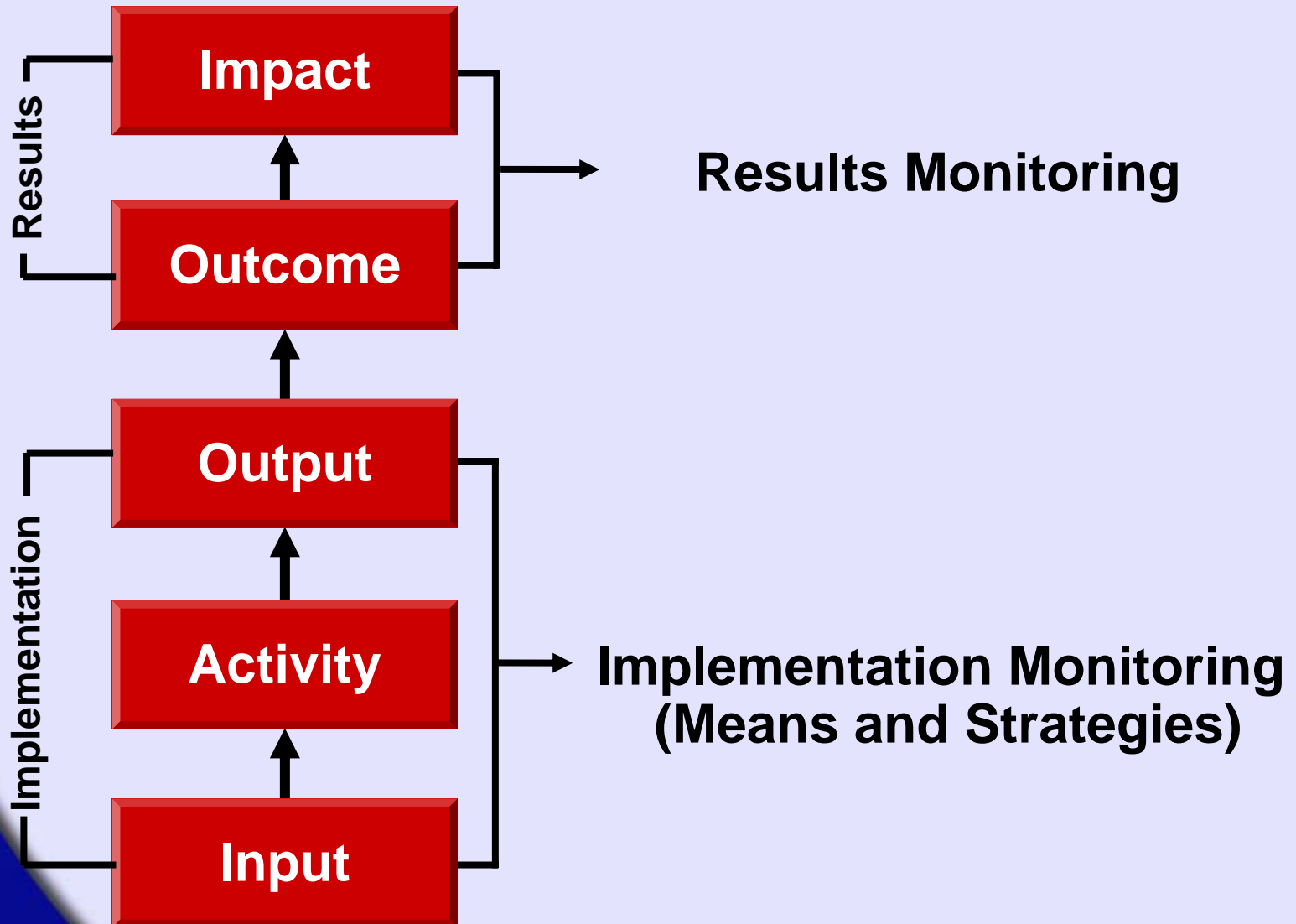
## *Developing A Results Plan*

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- Once a set of goals/outcomes are identified, it is time to develop a plan to assess how the organization will begin to achieve these goals
- In the traditional approach to developing a plan, the first thing a manager usually did was to identify activities and assign responsibilities
- But the shortcoming in this approach is that completing all the activities does not mean the same as reaching the outcome goal



## *Key Types of Monitoring*





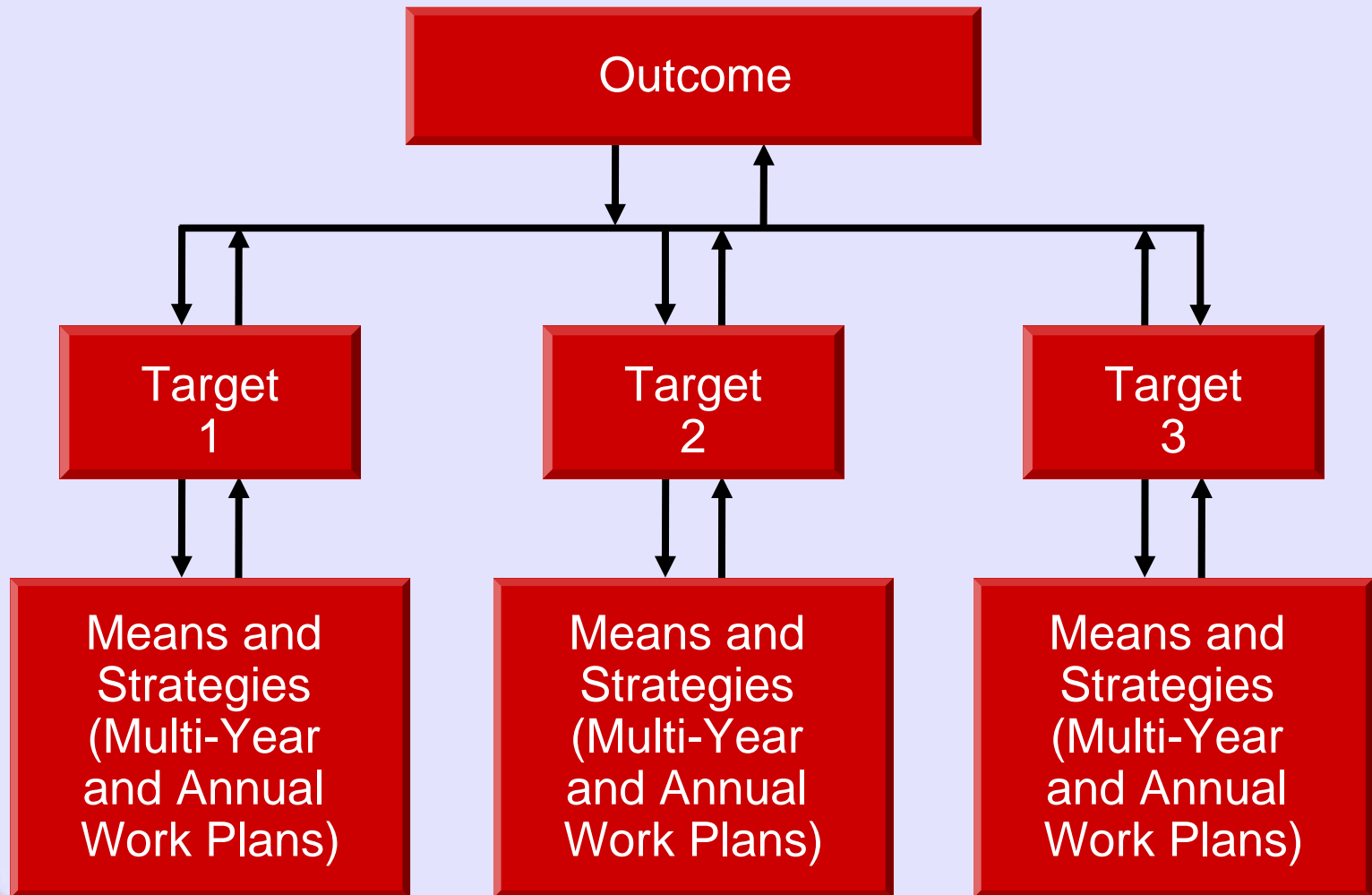
## *Translating Outcomes to Action*

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- Note: Activities are crucial! They are the actions you take to manage and implement your programs, use your resources, and deliver the services of government
- But the sum of these activities may or may not mean you have achieved your goals
- *Question is: How will you know when you have been successful?*

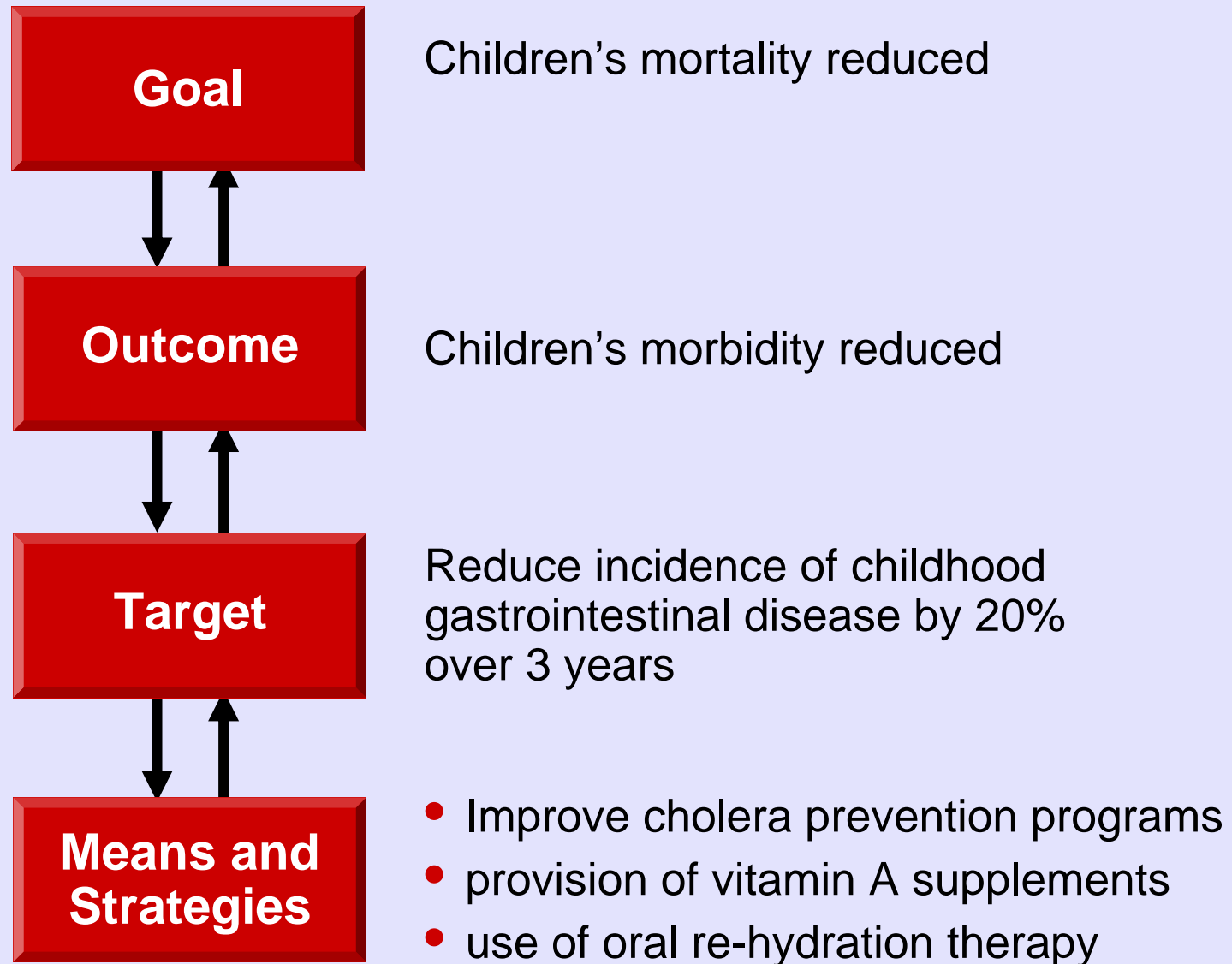


# Implementation Monitoring Links to Results Monitoring





# Linking Implementation Monitoring to Results Monitoring





# *Achieving Results Through Partnership*





## *Key Principles in Building a Monitoring System*

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- 1.** There are results information needs at the project, program, and policy levels
- 2.** Results information needs to move both horizontally and vertically in the organization
- 3.** Demand for results information at each level needs to be identified



## *Every Monitoring System Needs:*

***Ownership***

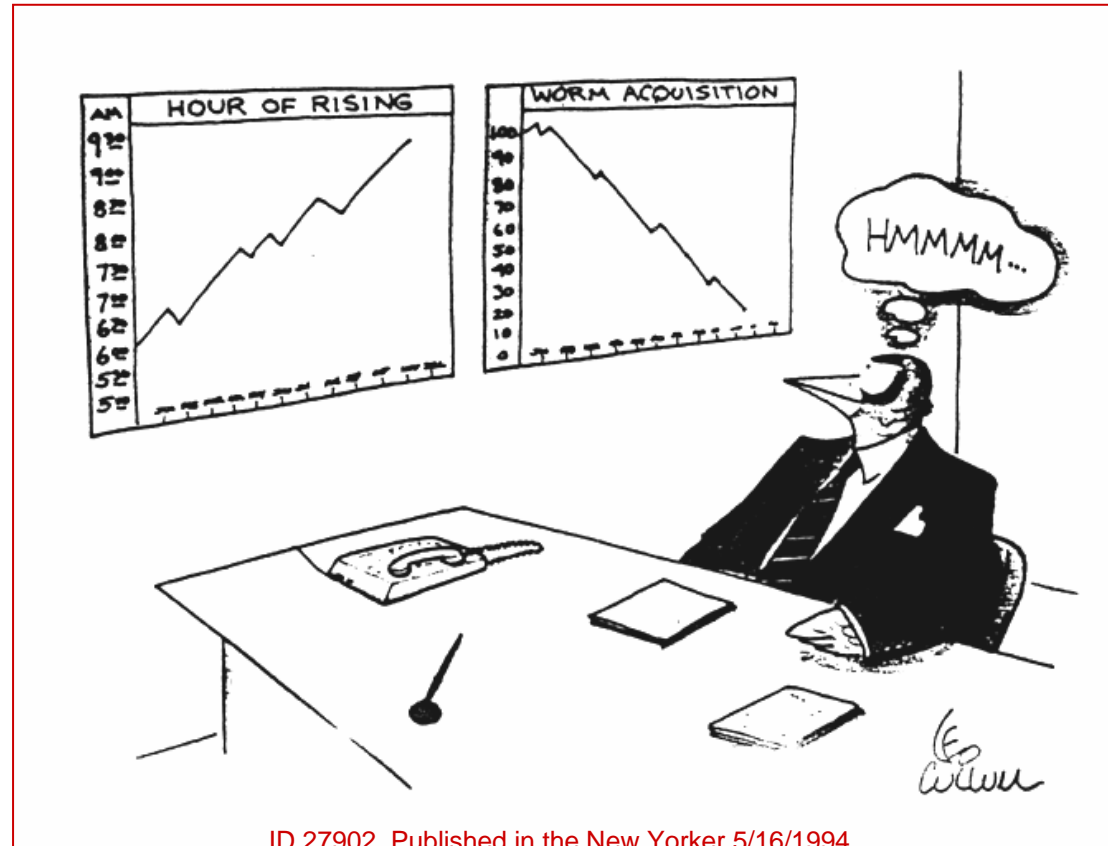
***Management***

***Maintenance***

***Credibility***



# Managing for Results Calls for Analysis of Performance Data...



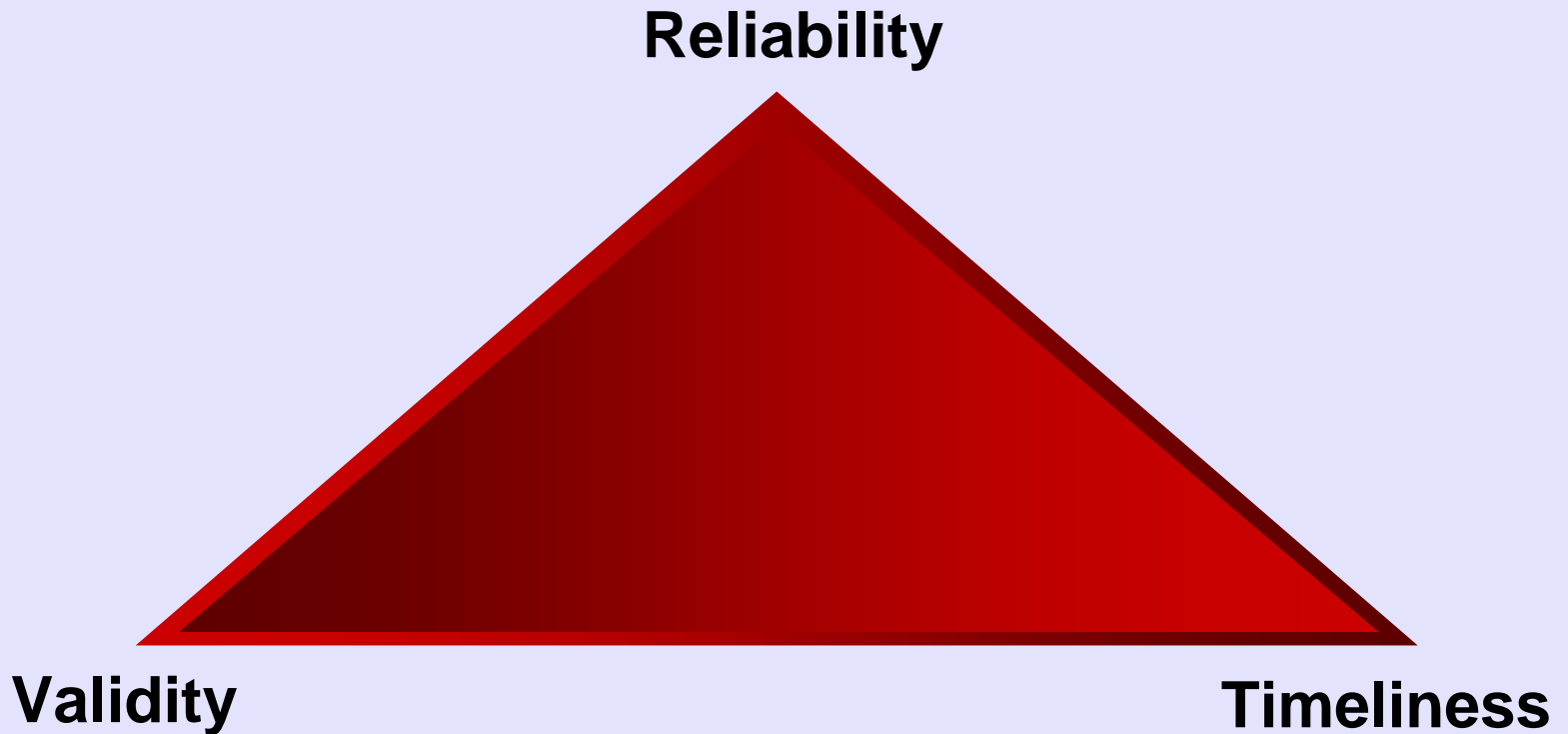
ID 27902 Published in the New Yorker 5/16/1994

A bird, in a suit, notices charts which compare 'hour of rising' with 'worm acquisition.' Refers to the saying, "The early bird catches the worm."



# *Key Criteria for Collecting Quality Performance Data*

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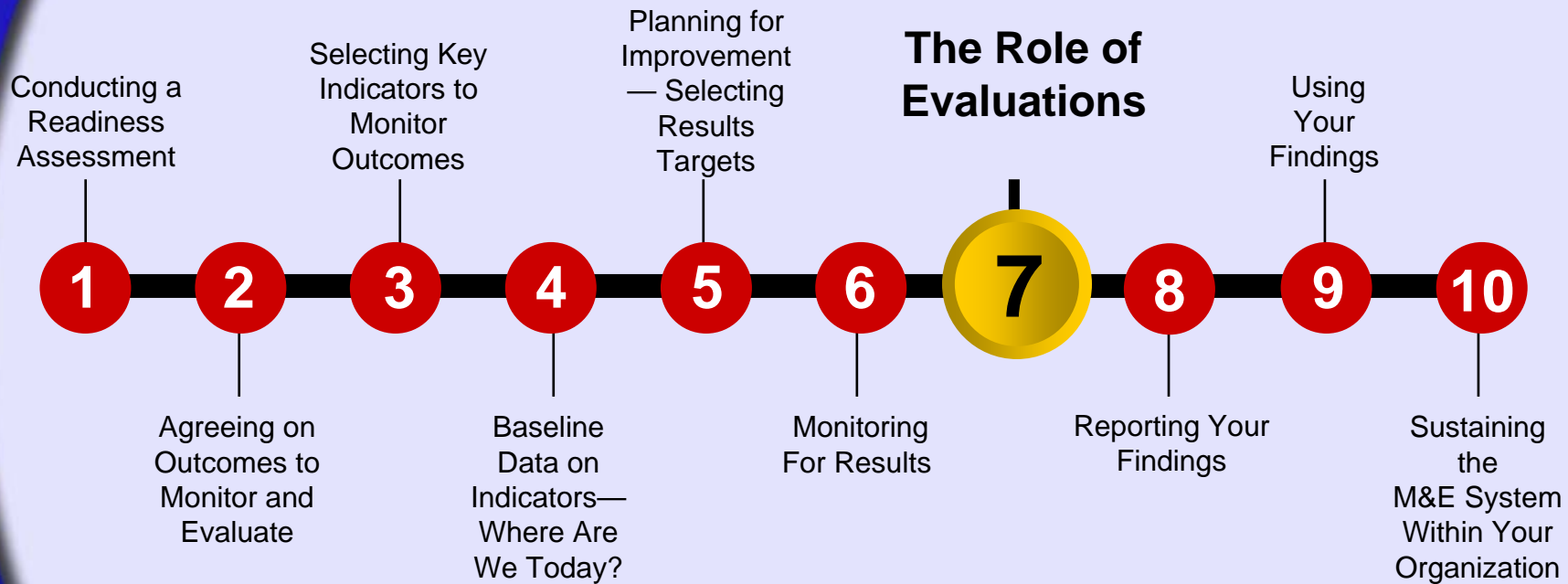
## *Pretest Your Data Collection Instruments and Procedures*

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- You will never really know how good your data collection approach is until you test it
- Pretesting is learning how to improve your instruments or procedures, before your data collection is fully under way
- Avoiding pretesting ***probably will*** result in mistakes. The mistake could cost your organization a lot of wasted time and money, and maybe its valued reputation with the public.



# *The Role of Evaluations*





***Evaluation***

An assessment of planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. The intent is to incorporate lessons learned into the decision-making process.



## *Uses of Evaluation*

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- To make resource decisions
- To re-think the causes of a problem
- To identify issues around an emerging problem, i.e. children dropping out of school
- Decision-making on best alternatives
- Support of public sector reform / innovation
- To help build consensus among stakeholders on how to respond to a problem



## *Evaluation Means Information on:*

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Strategy

- Whether we are doing the right things
  - Rationale/justification
  - Clear theory of change

Operation

- Whether we are doing things right
  - Effectiveness in achieving expected outcomes
  - Efficiency in optimizing resources
  - Client satisfaction

Learning

- Whether there are better ways of doing it
  - Alternatives
  - Best practices
  - Lessons learned



## *Characteristics of Quality Evaluations*

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Impartiality

Usefulness

Technical  
adequacy

Stakeholder  
involvement

Feedback/  
dissemination

Value  
for money



## *Eight Types of Questions Answered by Evaluation*

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- ***Descriptive:*** Describe the content of the information campaign in country X for HIV/AIDS prevention
- ***Normative/compliance:*** How many days during the year were national drinking water standards met? ( looks for how a project, program or policy met stated criteria)
- ***Correlational:*** What is the relation between the literacy rate and number of trained teachers in locality? ( shows the link between two situations, or conditions, but does not specify causality)



## *Eight Types of Questions Answered by Evaluation*

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- ***Cause and Effect:*** Has the introduction of a new hybrid seed caused increased crop yield? (establishes a causal relation between two situations or conditions)
- ***Program Logic:*** Is the sequence/strategy of planned activities likely to increase the number of years girls stay in school? (used to assess whether the design has correct causal sequence)
- ***Implementation/process:*** Was a project, program or policy to improve the quality of water supplies in an urban area implemented as intended? (establishes a causal relation between two situations or conditions)



## *Eight Types of Questions Answered by Evaluation*

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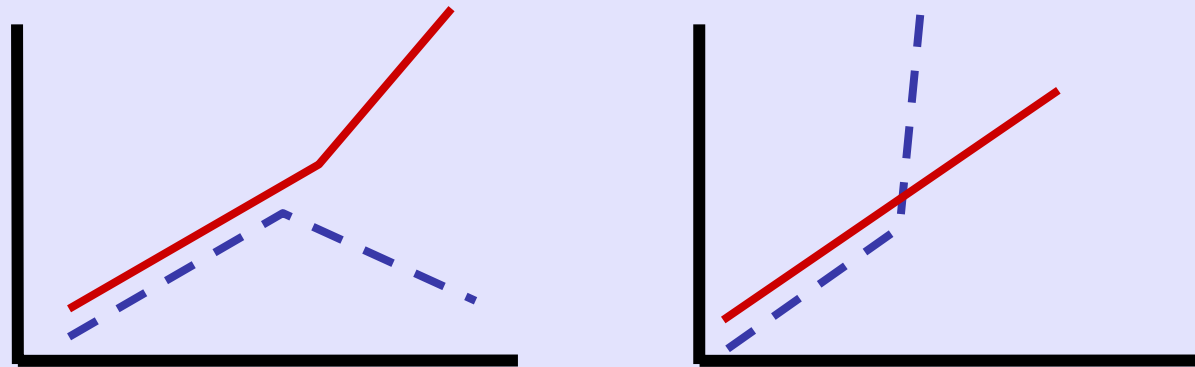
- **Performance:** Are the planned outcomes and impacts from a policy being achieved?(establishes links between inputs, activities, outputs, outcomes and impacts)
- **Appropriate use of policy tools :** Has the government made use of the right policy tool in providing subsidies to indigenous villagers who need to be resettled due to the construction of a new dam? ( establishes whether government selected appropriate instrument to achieve its aims)



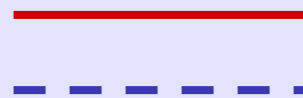
## *When Is It Time to Make Use of Evaluation?*

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When regular results measurement suggests actual performance diverges sharply from planned performance



Planned  
Actual





## *When Is it Time to Make Use of Evaluation?*

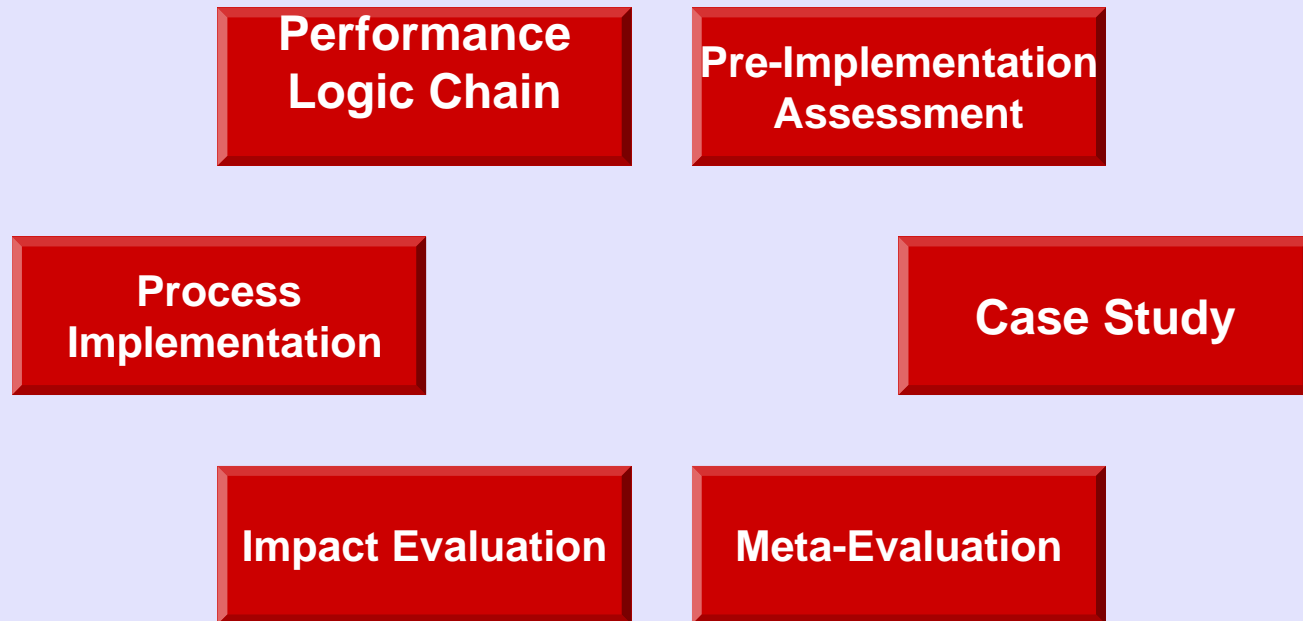
When you want to determine the roles of both design and implementation on project, program, or policy outcomes

		Strength Of Design	
		Hi	Lo
Strength of Implementation	Hi	1.	2.
	Lo	3.	4.



## *Six Types Of Evaluation*

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## *Six Basic Types of Case Study*

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Illustrative

Exploratory

Critical instance

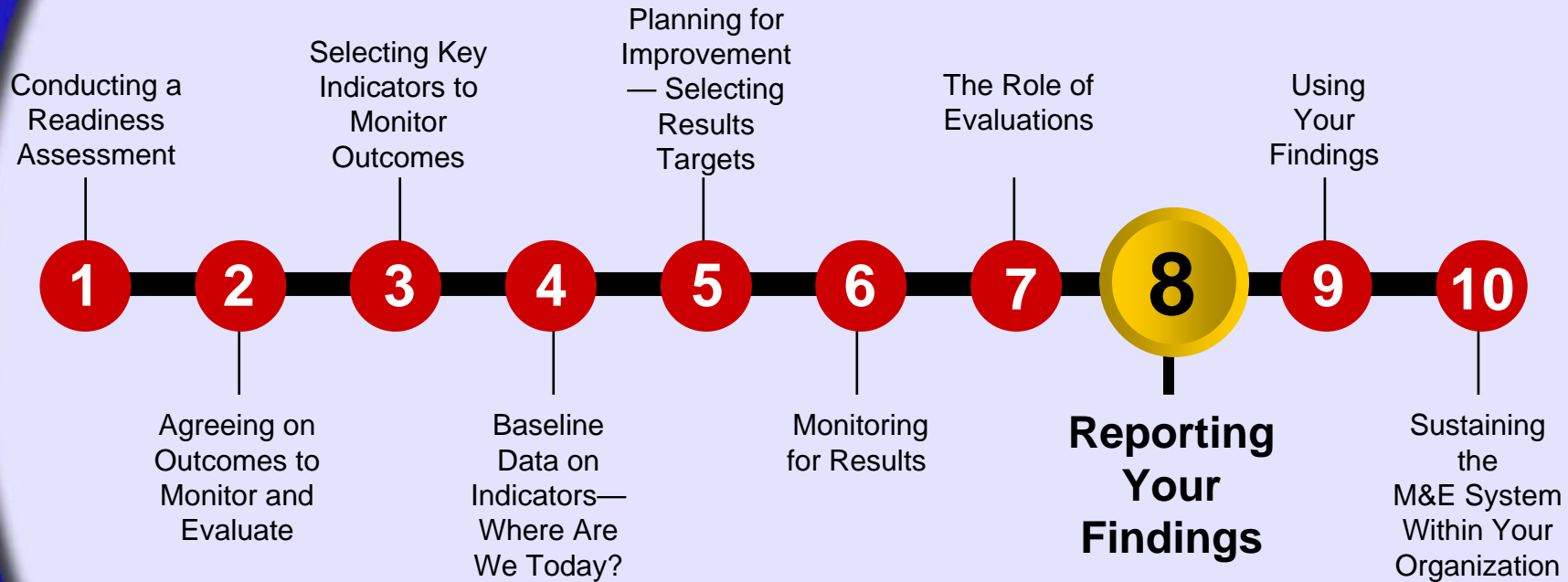
Program  
implementation

Program effects

Cumulative



# Reporting Your Findings





## *“If You Do Not Measure Results, You Can Not Tell Success From Failure”*

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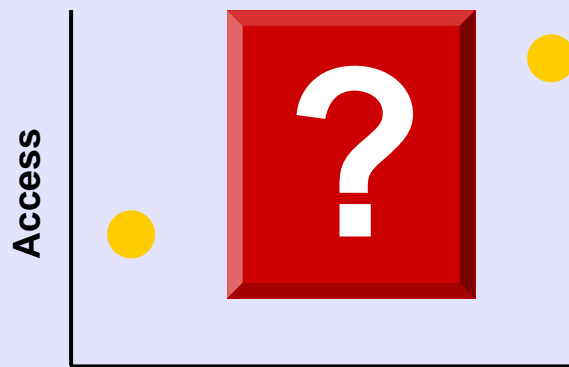
### Analyzing and Reporting Data:

- Gives information on the status of projects, programs, and policies
- Provides clues to problems
- Creates opportunities to consider improvements in the (projects, programs, or policy) implementation strategies
- Provides important information over time on trends and directions
- Helps confirm or challenge theory of change

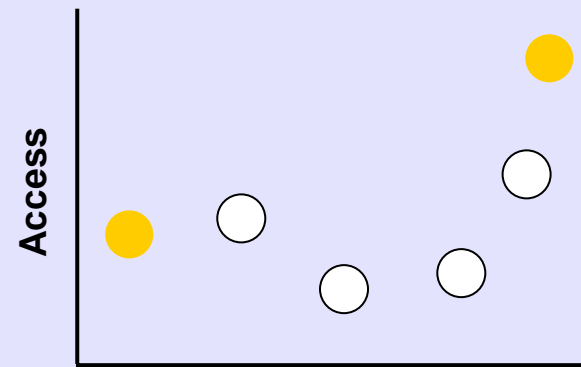


## Analyzing Your Results Data

- Examine changes over time
  - Compare present to past data to look for trends and other changes
  - The more data points you have, the more certain you are of your trends



**Time**  
Improving access  
to rural markets



**Time**  
Improving access  
to rural markets



## *Present Your Data in Clear and Understandable Form*

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- Present most important data only
- Use an appendix or a separate report to convey detailed data
- Use visual presentations (charts, graphs, maps) to highlight key points
- Avoid “data dumps”



## *What Happens If the Results News Is Bad?*

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- A good results measurement system is intended to surface problems (early warning system)
- Reports on performance should include explanations about poor outcomes and identify steps taken or planned to correct problems
- Protect the messenger



## *Outcomes Reporting Format*

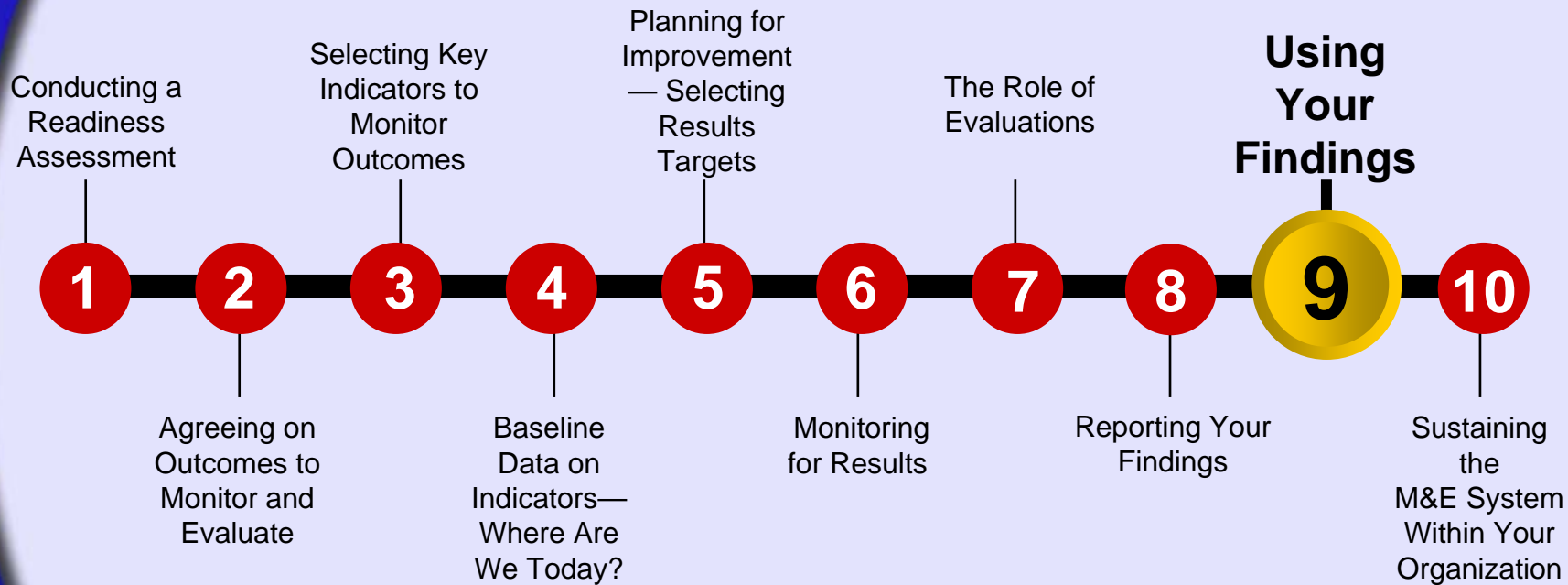
### *Actual Outcomes Versus Targets*

<b>Outcome Indicator</b>	<b>Baseline (%)</b>	<b>Current (%)</b>	<b>Target (%)</b>	<b>Difference (%)</b>
Rates of hepatitis (N=6000)	30	25	20	-5
Percentage of children with improved overall health status (N=9000)	20	20	24	-4
Percentage of children who show 4 out of 5 positive scores on physical exams (N=3500)	50	65	65	0
Percentage of children with improved nutritional status (N = 14,000)	80	85	83	+2

Source: Made-up data, 2003



# Using Your Findings





## *Using Your Findings*

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### *10 Uses of Results Findings*

- 1** Responds to elected officials' and the public's demands for accountability
- 2** Helps formulate and justify budget requests
- 3** Helps in making operational resource allocation decisions
- 4** Triggers in-depth examinations of what performance problems exist and what corrections are needed



## *Using Your Findings (cont.)*

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### *10 Uses of Results Findings*

- 5** Helps motivate personnel to continue making program improvements
- 6** Monitors the performance of contractors and grantees
- 7** Provides data for special, in-depth program evaluations
- 8** Helps provide services more efficiently
- 9** Supports strategic and other long-term planning efforts (by providing baseline information and later tracking progress)
- 10** Communicates better with the public to build public trust



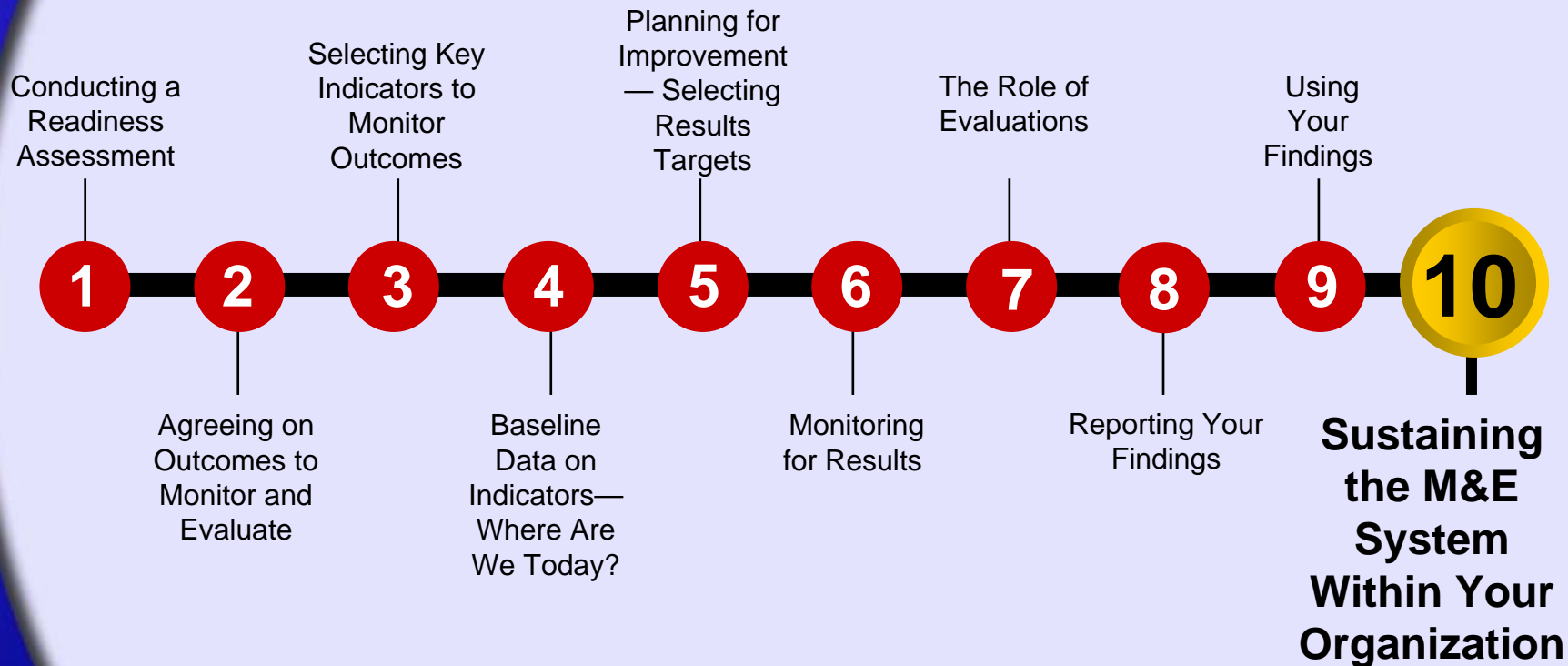
## *Nine Strategies for Sharing Information*

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- Empower the Media
- Enact “Freedom of Information” legislation
- Institute E-government
- Add information on internal and external internet sites
- Publish annual budget reports
- Engage civil society and citizen groups
- Strengthen parliamentary oversight
- Strengthen the Office of the Auditor General
- Share and compare results findings with development partners



# *Sustaining the M&E System Within Your Organization*





## 6 Critical Components of Sustaining Monitoring & Evaluation Systems

1. Demand
2. Clear Roles and Responsibilities
3. Trustworthy and Credible Information
4. Accountability
5. Capacity
6. Incentives



## *Last Reminders!*

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- The demand for capacity building never ends! The only way an organization can coast is downhill...
- Keep your champions on your side and help them!
- Establish the understanding with the Ministry of Finance and the Parliament that an M&E system needs sustained resources.
- Look for every opportunity to link results information to budget and resource allocation decisions.
- Begin with pilot efforts to demonstrate effective results-based monitoring: Begin with an enclave strategy (e.g. islands of innovation) as opposed to a whole-of-government approach.
- Monitor both implementation progress and results achievements.
- Complement performance monitoring with evaluations to ensure better understanding of public sector results.