



MONITORING & EVALUATION

The Foundations for Results

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Objectives of this session

- 1 Why Focus on Results
- 2 Monitoring vs. Evaluation
- 3 Using a Results Chain
- 4 Results in Projects
- 5 Moving Forward
 - Selecting SMART indicators.
 - Collecting data.
 - Making results useful.

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Results Based Management is a global trend

What is new about results?

- Managers are judged by their programs' performance, not their control of inputs:
- A shift in focus from inputs to outcomes.
- Establishing links between monitoring and evaluation, policy formulation, and budgets (value for money)
- Critical to effective public sector management

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Monitoring vs. Evaluation

	Monitoring	Evaluation
Frequency	Regular, Continuous	Periodic
Coverage	All programs	Selected program, aspects
Data	Universal	Sample based
Depth of Information	Tracks implementation, looks at WHAT	Tailored, often to performance and impact/ WHY
Cost	Cost spread out	Can be high
Utility	Continuous program improvement, management	Major program decisions

Complementary Roles of Monitoring and Evaluation

Monitoring		Evaluation	
√	Clarifies program objectives	√	Analyzes why intended results were or were not achieved
√	Links activities and their resources to objectives	√	Assesses specific causal contributions of activities to results
√	Translates objectives into performance indicators and set targets	√	Examines implementation process
√	Routinely collects data on these indicators, compares actual results with targets	√	Explores unintended results
√	Reports progress to managers and alerts them to problems	√	Provides lessons, highlights significant accomplishment or program potential, and offers recommendations for improvement

Monitoring



A continuous process of collecting and analyzing information,

- To **compare** how well a project, program or policy is performing against expected results, and
 - To **inform** implementation and program management.
-

Evaluations



A systematic, objective assessment of an on-going or completed project, program, or policy, its design, implementation and/or results, asking

- **Descriptive Questions** to seek to determine what is taking place and describe aspect of a process.
- **Normative Questions** to compare what is taking place to what should be taking place.
- **Cause-and-Effect Questions** to examine outcomes and assess what difference the intervention makes in outcomes

Designing Good Evaluations

- Get the questions right
- Answer the questions with the right data
- Avoid information overload
- Support decision-making with credible information
- Ensure that information is used and reaches the right people

Impact Evaluation



An assessment of the causal effect of a project , program or policy on beneficiaries. *Uses a counterfactual...*

- **to estimate** what the state of the beneficiaries would have been in the absence of the program (*the control or comparison group*), compared to the observed state of beneficiaries (*the treatment group*), and
- **to determine** intermediate or final outcomes attributable to the intervention .

When to use Impact Evaluation?

- Evaluate impact when project is:
 - Innovative
 - Replicable/scalable
 - Strategically relevant for reducing poverty
 - Evaluation will fill knowledge gap
 - Substantial policy impact
- Can use evaluation within a program to test alternatives and improve programs
- Can look at value for money (cost-benefit, cost effectiveness)

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Using a Results Chain

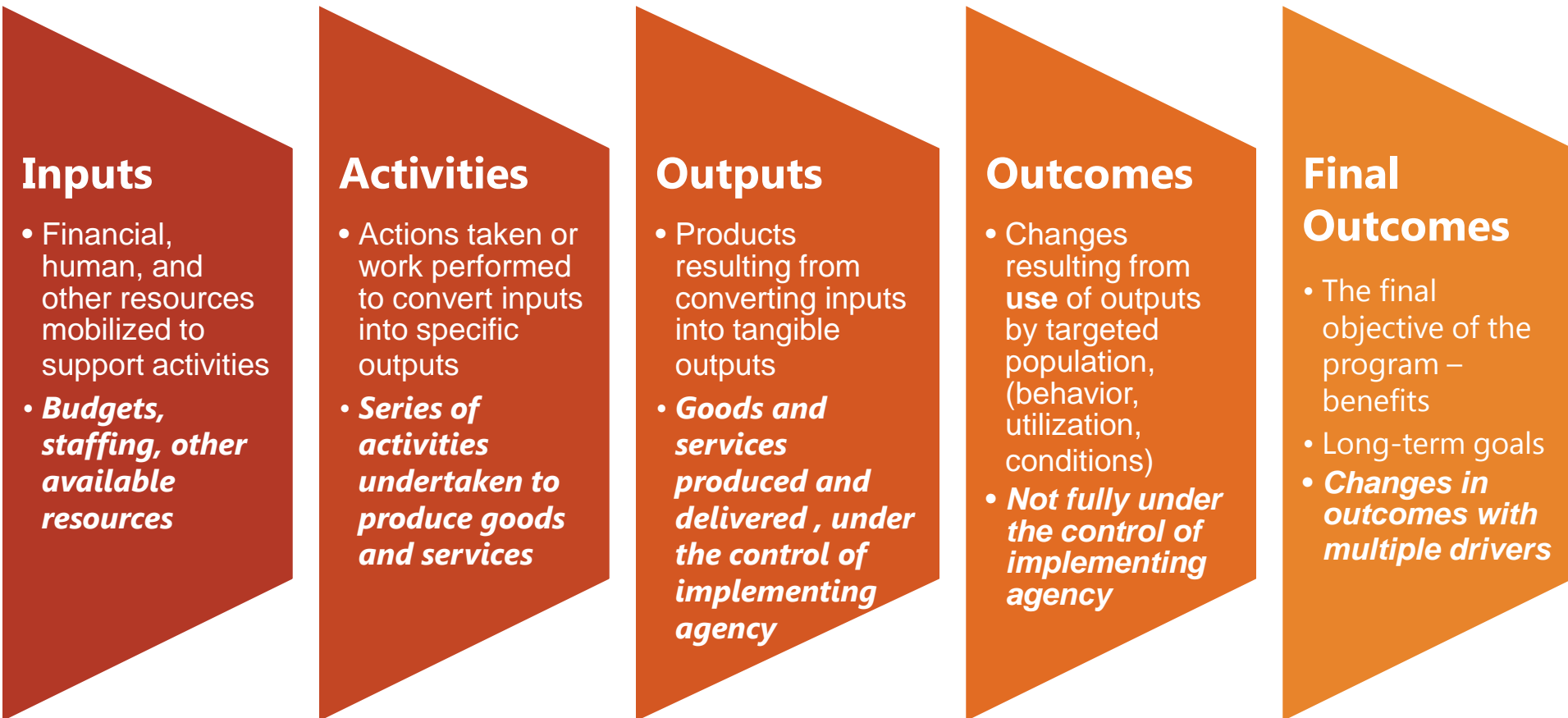
A Results Chain maps out a **theory of change**:

What are the intended results of the program?

How will the intended results be achieved? Are there any critical assumptions? Sufficient resources?

How will we know we have achieved the intended results?

Typical Results Chain



Public Works Program Results Chain Example

Inputs

- Budget for PW Program
- Ministry of Labor staff
- Staff from participating municipalities

Activities

- Setting of sub-minimum wage
- Information campaign
- Enrollment
- Selection of sites, contracting and training of PW operators

Outputs (Annual)

- 50,000 jobs
- \$1,000,000 in wages
- > 75% of program costs transferred as wages
- 2,000 PW subprojects produced

Outcomes

- Net income transfer to households
- Skills acquired
- Utility, maintenance of PWs

Final Outcomes

- Income, employment
- Beneficiary households:
 - income, assets
 - health, nutrition
 - education
- Aggregate unemployment
- poverty

Implementation (SUPPLY SIDE)

Results (DEMAND + SUPPLY)

Exercise: Results Chain

Identify the sequence of inputs, activities, outputs and outcomes:

- 1 Information is available for parents about the importance of breast feeding.
- 2 Children in community healthier.
- 3 Fewer children are having diarrheal diseases.
- 4 Mothers breast feeding rather than using formula.
- 5 New funds available to implement a health project to reduce child malnutrition rates.
- 6 Design information campaigns on the importance of breast feeding

Exercise: Results Chain

Identify the sequence of inputs, activities, outputs and outcomes:

- | | | |
|---|---|----------|
| 5 | New funds available to implement a health project to reduce child malnutrition rates. | Input |
| 6 | Design information campaigns on the importance of breast feeding | Activity |
| 1 | Information is available for parents about the importance of breast feeding. | Output |
| 4 | Mothers breast feeding rather than using formula. | Outcome |
| 3 | Fewer children are having diarrheal diseases. | Outcome |
| 2 | Children in community healthier. | Outcome |

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Implementing the Results Chain

Jamaica PATH CCT Program

- Example of how a well-structured program level M&E helped shape program design and inform policy decisions
- Program of Advancement Through Health and Education (PATH)
- Conditional cash transfer (CCT) program aimed at linking social assistance with human capital accumulation
- Primarily child grants to poor children <19 conditional on school, health care usage

Jamaica CCT Results Chain, Instruments, Indicators

Inputs

- Budget for CCT Program
- Program staff
- Health and education facilities, staff

MIS
Internal audit

Human resources
Financial resources

Activities

- Program design (setting transfer amount, conditions etc.)
- Establishment of CCT program
- Information campaign
- ID beneficiaries

MIS
Process evaluation
Spot checks

Compliance
Payments
Stakeholders' perspective

Outputs (Annual)

- Enrollment of beneficiaries in CCT program
- Transfers made

Annual household survey

Targeting, coverage, adequacy

Outcomes

- School enrollment
- School attendance
- Health service utilization
- Income support

Impact evaluation

School attendance
Use of preventive health services

Final Outcome

- Health, nutrition
- Poverty
- School completion, performance
- Savings, investment, assets

Long-term impact evaluation

Long-term human development outcomes

Use of PATH M&E Results

Instruments	Key Indicator	
	Results	Use
<p>Inputs:</p> <ul style="list-style-type: none"> • Management Info System (MIS) • Internal Audit 	<ul style="list-style-type: none"> ○ Some lag in payments ○ Good compliance with conditions ○ Slower take up rate of program 	<ul style="list-style-type: none"> ○ Adjustments to payment system ○ Intensified outreach
<p>Activities:</p> <ul style="list-style-type: none"> • Process evaluation • Spot checks 	<ul style="list-style-type: none"> ○ Application process seen as burdensome ○ Stakeholders not clear on program rules ○ Weak system for verifying eligibility of new beneficiaries ○ Delays in appeals processing ○ Strong demand for jobs/training 	<ul style="list-style-type: none"> ○ Revamping of MIS ○ Revised operations manual ○ Social workers used as focal points to access a variety of social services ○ “Steps to Work”, new program created with focus on employment, labor markets skills development

Use of PATH M&E Results

Instruments	Key Indicator	
	Results	Use
<p>Outputs:</p> <ul style="list-style-type: none"> • Special targeting assessment (using annual household survey) 	<ul style="list-style-type: none"> ○ PATH better at reaching the poor than other Jamaican safety net programs ○ Not as good as other internationally 	<ul style="list-style-type: none"> ○ Improved the beneficiary identification system ○ Expanded training for social workers to help verify eligibility ○ More frequent recertification
<p>Outcomes:</p> <ul style="list-style-type: none"> • Impact evaluation 	<ul style="list-style-type: none"> ○ Education: School attendance improved slightly (by about half a day in a 20 day period). No impact on enrollment ○ Health: 30% increase in use of preventive health services 	<ul style="list-style-type: none"> ○ Focused main education objective on school completion ○ Introduced differentiated benefit levels to provide incentives for completion (gender, age) ○ Introduced a bonus for completing high school

Lessons Learned

- A well articulated approach to M&E is critical to good program management and to informing policy
- Impact evaluations are powerful for informing key program and policy decisions
- Good monitoring systems
 - Allow for results-based planning and management
 - Facilitate project preparation, supervision and reform and program implementation

Lessons Learned

What does it take to get there?

- Clients willing to learn, take risks, experiment, and collaborate → change in perspective "*from threats to tools*"
- Strong support of M&E by senior government champions and demand for transparency by civil society → champions, demands
- Donor and government desire to focus on M&E processes and goals → change in culture
- Cross-sectoral collaboration in the government (especially Ministry of Finance) & donors → collaboration

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SMART: Identifying good indicators



Specific

Measurable

Attributable

Realistic

Targeted

Specific

Measure as closely as possible what you want to know.

Outcome: Children treated for malaria

Indicators:

1. Increased utilization of clinics
2. Increased use of malaria drugs for children

Which indicator is more specific?

Measurable

Be clear about how it will be measured –specific.

Indicators:

1. % of health centers without stocks of drugs x, y & z for more than a week at a time
2. % of health centers with availability of drugs

Which indicator is more measurable?

Attributable

Logically and closely linked to a program's efforts.

Indicators:

1. Life expectancy
2. % of children fully immunized at 1 year

Which indicator is attributable?

Realistic

Data obtainable at reasonable cost, frequency and accuracy.

Indicators:

1. HIV prevalence among 15-24 year-old pregnant women
2. HIV prevalence among the total population

Which indicator is more realistic?

Targeted

Specific to the program's target group.

Indicators:

1. % increase in employment
2. % increase in employment of graduates of a technical training program, in the first year after completion of training

Which indicator is targeted?

Develop a Data Collection Plan

- Identify **what** specific data are needed
- Identify **how** the data will be collected
- Identify **who** will be responsible for collecting and reporting the data
- Identify **when** the data will be collected and reported, including how frequently
- Identify **costs** and sources of financing
- Identify **who will use** the data

Example: Data Collection and Reporting Plan

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

Quick Tips

on making performance monitoring really useful...

- 1) Provide frequent, timely information to program staff.
- 2) Set targets for each performance indicator.
- 3) Provide sub-group data. Disaggregate data by customer and service characteristics (*region*).
- 4) Do regular, basic, analysis of the data, especially comparisons.

- 5) Require explanations for unexpected findings.
- 6) Report findings in a user-friendly way.
- 7) Hold “How Are We Doing?” sessions after each performance report.
- 8) Use “Red-Yellow-Green Lights” to identify programs/projects needing attention.
- 9) Link outcome information to program costs.

Which Hospital Would You Choose?



MERCY HOSPITAL

2,100
SURGERY
PATIENTS

63
DEATHS

3%
DEATH
RATE



APOLLO HOSPITAL

800
SURGERY
PATIENTS

16
DEATHS

2%
DEATH
RATE

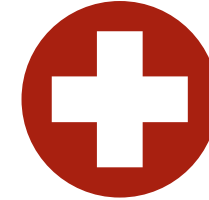
Which Hospital Would You Choose?



MERCY HOSPITAL



BUT



APOLLO HOSPITAL



BUT



Conclusions

- Monitoring and evaluation are separate, complementary functions, but both are key to results-based management
- Good M&E is crucial not only to effective program management but can be a driver for reform
- Have a good M&E plan before you roll out/scale-up and use it to inform the journey!
- Design the timing and content of M&E results to further evidence-based dialogue
- Good monitoring is essential to good impact evaluation



Thank You



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