

MODULE 6: MONITORING AND EVALUATION



160 minutes



Module OBJECTIVES:

By the end of this module, you are expected to:

- Discuss the concepts of monitoring and evaluation and how they contrast;
- Develop an understanding of the process of monitoring and evaluation of projects, programs, etc. in local governments and what benefits can be derived from it; and
- Apply knowledge and skills in monitoring and evaluation of projects through appropriate M and E tools.

Module SESSION AND ACTIVITIES:

Session 1: UNDERSTANDING BASIC CONCEPTS	
Activity 1:	Towards defining or conceptualizing monitoring and evaluation
Session 2: WORKSHOP ON INDICATOR DEVELOPMENT	
Activity 1:	Workshop on developing indicators for Monitoring and Evaluation Plan



Session 1: UNDERSTANDING BASIC CONCEPTS

Before the session proper, please do the following tasks:

Task #1:

1. What is your understanding of the following terms? Please write them.

A. Monitoring

B. Evaluation

Task #2:

Pre-test- Check your knowledge!

Please answer the following questions. Read each statement below. If you agree with a statement, write A = YES. If you disagree with a statement, write B = NO. Also, explain why you believe that statement is wrong.

_____ 1. Thoughtfully developing indicators is an optional step in the proposal development process.

_____ 2. Indicators are only used during the proposal writing stage of a project.

_____ 3. An indicator is vital for every project cycle and useful for problem-identification and measuring progress towards project goals and objectives.

_____ 4. It is important for the project manager and staff, stakeholders, proposal writer, and the M/E specialist to all be involved in developing indicators.

_____ 5. An example of a SMART indicator is: “Participants reporting an improvement in their relationship”.

**The correct answers are found at the end of the exercises of this module.
If you answered 3 or more incorrect, you must be serious with this module!**

Several concepts are studied in this last module. Find time to read them...

WHAT IS AN INDICATOR?

- An indicator is used to answer the question: ‘how do we know whether or how much we have achieved our objective?’ It refers to a measure used to demonstrate change in a situation, or the progress in, or results of, an activity, project, or program.
- It is a sign showing where we are (current situation/actual results), the progress made so far (from baseline), and the remaining distance towards achieving our objective (expected results). For example:
 - ❑ # of trainings organized on disaster risk management among civilian volunteers and women since program start
 - ❑ # of civilians volunteers who attended the training and can cite 2 behaviour changes of the women after the training
 - ❑ % over baseline of civilian volunteers who can identify 3 examples of women behaviour that is in accordance with the principles of disaster risk by end of project
- An **indicator** is a measure of change or progress, e.g.:
 - ❑ # of new projects in which residents and repatriated refugees collaborate since the beginning of the project
 - ❑ Increase over baseline in % of military personnel who can cite 5 appropriate attitudes of a military person towards a civilian.
- A **target** is a clear and specific statement of desired results for a specific indicator over a specified period of time. It is usually specified in terms of quantity or quality, target area, target group, and time, e.g.:
 - ❑ 65% of high-level officials practice decision-making for common good in Boracay Island by end of phase 1 of the program
 - ❑ 16 skilled advocates of coaching as a tool of leadership and conflict resolution in the region at end of the third year of the project
 - ❑ Reduction of severe and moderate malnutrition among urban dwellers by 20% by 2015
- A **benchmark** is a standard of measurement used to compare and judge the performance of similar components, groups of people, programs, and systems. In M&E, a benchmark presents a reference to a standard of what is achievable, e.g.:
 - ❑ The existence of ongoing dialogue groups where there were none before is a benchmark in post conflict settings.
 - ❑ In the first post-Marcos election, 70% more people voted than in the election during the Marcos regime. Future benchmark would be 90% voting in the next election.

WHY USE INDICATORS?

Indicators are an integral part of a M&E system. The main functions of indicators can be summarized as:

- **Monitoring program operations:** monitoring if and how an activity, a project or a program is performing to an agreed standard. Indicators enable program managers and directors to assess progress towards the achievement of intended outputs, outcomes, objectives, and goals.
- **Improving program performance and management:** providing information on how an activity, a project or a program works and how it might be improved. Indicators enable program staff to perceive differences, improvements or developments relating to the achievement of intended outputs, outcomes, objectives, and goals. Indicators are at the bedrock of a DM&E system, especially in the framework of management by objectives. In project management and implementation, most of the monitoring activities are conducted towards the development and measurement of the indicators. Meaningful indicators obtained from a system of data collection, analysis, findings and recommendations can lead to management information and thus play a key role in making management information systems operational.
- **Enhancing accountability:** providing data that allows program staff, managers and directors to hold accountable to themselves, funders, beneficiaries and all other stakeholders.

WHAT ARE THE TYPES OF INDICATORS?

Generally speaking, there are two types of indicators: quantitative indicators and qualitative indicators

- **Quantitative indicators** are measures of quantities or amounts, e.g.:
 - A 50% increase over the baseline in the number of people who enrol their children in ethnically mixed schools by the end of the project
 - 500 disputes resolved by trained mediators over 18 months
 - 100 new soap opera episodes produced and aired on local environmental issues
- **Qualitative indicators** are measures of changes in attitudes, knowledge and behaviour/skills, e.g.:
 - 25% increase in the level of confidence people have in their ability to circulate safely in all areas in their community by end of project
 - 10% decrease in fear of violence in village D in 6 months

INDICATORS AT DIFFERENT LEVELS

There are different levels of indicators and their uses are different. These include indicators for inputs, outputs, outcomes, and impact.

- **Input indicators** reflect the resources (input) allocated to an activity, a project, program or intervention. This is a measure of all resources including human, financial, material, technological, and information resources, e.g.:
 - Amount of funds allotted
 - Number of local consultants available
 - Number of radios/TVs available for distribution
 - Number of days available
 - Number of trainers eligible for the program

- **Output indicator:** Products and services produced (Immediate or short-term results)
Output indicators measure the quantity of products and services needed to meet an objective and the efficiency of production, e.g.:
 - Number of people in the municipality attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with DILG assistance in the past three months
 - Number of planning sessions conducted in the 10 communities by end of the project

- **Outcome indicator:** Immediate or Intermediate results
Outcome indicators describe knowledge, behaviour, attitude and skill changes resulting from our work. The nature of our work often makes it difficult to track these types of changes accurately and realistically, e.g.:
 - Increased number of youth participating in a youth congress and interacting with government officials after participation in a youth leadership program
 - Increased percentage of citizens voting in current election as compared to previous election after participation in a voter's education program

- **Impact indicator:** Long-term results
Impact indicator measures the impact or the achievement of the project or program goal. It indicates the quality and quantity of long-term results generated by programmed outputs, e.g.:
 - Building the capacity for collaboration and conflict mitigation at the provincial level in Sultan Kudarat
 - Reconciliation facilitated between divided ethnic/religious groups in South Cotabato
 - Reduction in community and regional tensions over territorial conflicts in Mindanao



Session 2: WORKSHOP ON INDICATOR DEVELOPMENT

Things to Remember when Developing and Using Indicators

- **Developing good indicators requires in-depth conflict analysis and a good understanding of the context.** Good indicators need to be applicable to the local context. There are no universally good choices of indicators. Indicators suitable for one project might not suit the same or a similar project in a different setting. When we use existing indicators for a new project or a different setting, careful consideration should be given as to whether and how the indicators could be adapted to suit the objectives of the new project or population in the new context.
- For each outcome indicator, **a baseline is necessary.** This is crucial in measuring progress toward an intermediate result or objective. Depending on the type of indicator being measured, the baseline data can be a point-in-time observation, a cumulative or an average value over a period of time. For output indicators we do not compare with a baseline, but with our benchmarks or targets.
- Indicators must be chosen and used in a way that **relates very specifically to the objectives** of the project or program.
- When selecting indicators, be sure to **select at least one or two for each objective.**
- Do not rely on a single indicator to measure the significant effects of a project because, if the data for that one indicator became unavailable, it would be difficult to document the effects. Thus it is important to try to **select a diversity of indicators** in DM&E. However, you probably need no more than two or three indicators for each outcome.
- It can be cost-effective and time-effective to build on existing indicators when developing new indicators. However, they **must be adapted to fit, or supplemented with others** that are more locally relevant.
- Sometimes an indicator applied to an entire population will hide the fact that there are variances and discrepancies among different groups in that population. Thus it may be important to collect information on an indicator separately for each group. This is called **“data disaggregation.”** Typically, information is collected in ways that reflect the components most relevant to the project such as gender, identity, ethnicity, age, or area of origin. e.g., if we are considering youth involvement in politics, an increase in the number of youth joining political parties may conceal the fact that young women are not becoming more involved.
- **Indicators can tell us that a change we are interested in is occurring, but they cannot explain why or how that change occurs. Determining why change happens requires additional research and analysis.** This is because the activities a project implemented may be the sole contribution to the change happening, or to some degree, or not at all. There could be other factors at work. Therefore, a more credible approach is to identify and acknowledge all the major contributing factors and illustrate how the program

contributed along with the other factors. This implies some analysis and understanding of the many forces bearing on the issues under consideration.



EXERCISES

Exercise 1: Distinguishing between Indicators

The table below lists in its left column some indicators. Go through these indicators. Think what types or levels of indicators they are in the four choices (Quantitative Indicators, Qualitative Indicators, Output Indicators, and Outcome Indicators). Then put a “v” in the corresponding column you choose in the table. Note that you may need to put more than one “v” in the corresponding columns for each indicator. When you are finished, ask your trainer/facilitator for the answers.

Indicators	Quantitative Indicators	Qualitative Indicators	Output Indicators	Outcome Indicators
a. # of leadership coaching training sessions provided for decision makers in Kenya in 2008				
b. Increase over baseline in 15% of survey respondents in targeted areas who can name candidates from special populations (e.g. a woman, person with disabilities, or from other special population) within one month of elections				
c. # of public fora/educational events to teach public about peace process supported by USG assistance from June 2006 to December 2007				
d. Reduced % of reported acts of violence over baseline per month as reported to community police stations				
e. Increase in 12% of trained youth leaders who can name three conflict resolution strategies, basic rights according to the UN Declaration on Human Rights, and citizen roles in civil society by EOP over baseline				

Exercise 2: Revising Quantitative and Qualitative Indicators

Below you will see two draft quantitative indicators and two qualitative indicators corresponding to the objectives. None of these indicators are SMART. Considering the objectives, can you revise these indicators to make them SMART? Write your answers in the blank column in the table below. When you are finished, check your answers with the trainer/facilitator.

Objectives	Draft Qualitative Indicators	Your Revised Qualitative Indicators
Enhance capacity of regional and local government institutions and communities to monitor, report, and manage disasters in two years in three southern provinces	Authorities to believe more often that monitoring reports lead to a timely intervention and the prevention of escalation	
Increase the political empowerment of women in the province over two years	More women official believing that their voices are making a difference in decision -making Elected women feel less that they are marginalized in decision-making	
Increase in collaboration between 450 mine workers in five municipalities in Mindanao over three years	More miners join mixed-community organizations	
Enhance capacity of regional and local government institutions and communities to monitor, report, and manage conflict in two years in three southern provinces	Number of disputes	

Answers to the Exercises

- Preliminary Exercise
(Answers: 1 B, 2 B, 3 A, 4 A and 5 B)
- Final Exercise on *Distinguishing between Indicators*

Indicators	Quantitative Indicators	Qualitative Indicators	Output Indicators	Outcome Indicators
a. # of leadership coaching training sessions provided for decision makers in Kenya in 2008	/		/	
b. Increase over baseline in 15% of survey respondents in targeted areas who can name candidates from special populations (e.g. a woman, person with disabilities, or from other special population)		/		/

Indicators	Quantitative Indicators	Qualitative Indicators	Output Indicators	Outcome Indicators
within one month of elections				
c. # of public fora/educational events to teach public about peace process supported by USG assistance from June 2006 to December 2007	/		/	
d. Reduced % of reported acts of violence over baseline per month as reported to community police stations	/			/
e. Increase in 12% of trained youth leaders who can name three conflict resolution strategies, basic rights according to the UN Declaration on Human Rights, and citizen roles in civil society by EOP over baseline		/		/

Final Exercise on *Revising Quantitative and Qualitative Indicators*

Objectives	Draft Qualitative Indicators	Your Revised Qualitative Indicators
Enhance capacity of regional and local government institutions and communities to monitor, report, and manage disasters in two years in three southern provinces	Authorities to believe more often that monitoring reports lead to a timely intervention and the prevention of escalation	# of instances at each level where authorities believe that monitoring reports lead to a timely intervention and the prevention of disaster over the course of the project
Increase the political empowerment of women in the province over two years	More women official believing that their voices are making a difference in decision-making Elected women feel less that they are marginalized in decision-making	10% increase in women official belief that their voices are making a difference in decision-making 15% decrease in elected women's perception that they are marginalized in decision-making
Increase in collaboration between 450 mine workers in five municipalities in Mindanao over three years	More miners join mixed-community organizations	% of the mine workers in five municipalities in Mindanao who have joined mixed-community organizations at the end of year one
Enhance capacity of regional and local government institutions and communities to monitor, report, and manage conflict in two years in three southern provinces	Number of disputes	# of disputes reported at each level during the course of the project



YOUR NOTES:

A series of horizontal dotted lines for writing notes, starting below the 'YOUR NOTES:' header and extending across the width of the page.