



Capacity-Building
& Knowledge Sharing
for Small and Medium
Organizations (SMO)



RESULTS – BASED MANAGEMENT 201

Participant Activity Book

Prepared by

Le Groupe-conseil baastel Itée
for Spur Change

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MODULE 3: MONITORING AND REPORTING ON RESULTS

Learn the specific purpose and relevance of an effective Framework for Result Monitoring – the Performance Measurement Framework (PMF). Discover how to build an M&E plan and gather, learn from, and report on results.

Required Reading:

- Pages 54 – 76 of the RBM 101 Handbook, *Quest 3: Monitoring for results, Quest 4: Reporting, and Quest 5: Learning*
- Pages 33 – 41 of the RBM 201 Participant Manual, *Module 3: Monitoring and Reporting on Results*

Key Resources :

- [GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide](#)

Key Terms :

- **The Performance Measurement Framework** is a comprehensive framework for measuring and monitoring performance and results achieved by a project or program. It is a plan to systematically collect relevant data over the lifetime of an investment to assess and demonstrate progress made in achieving expected results.
- **Results-based monitoring** is the continuous process of collecting and analyzing information on key indicators and comparing actual results with expected results in order to measure how well a project, program, or policy is being implemented.

Module Objectives

Participants understand the specific purpose and relevance of a PMF

Participants understand how to build an M&E plan and gather, learn from, and report on results

Day 3 Objectives: Setting Expectations

Reflection

What are your expectations for this module based on the objectives?

Use the space provided to document your response/expectations.

Activity 4.a: PMF Puzzle

Instructions (*Worksheet* page 7)

Rebuild the puzzle found in the worksheet (either in word or by printing and cutting out each piece).

Activity 4.b: PMF Building

Instructions (*Worksheet* page 8)

Building upon the Logic Model activity, work to develop the remaining components of the PMF for the Senegal case study.

For each indicator in the results chain, provide the following (you may use your imagination):

- the data source(s)
- the frequency of data collection

- baseline data
- targets and timelines for when targets will be achieved
- the organization, unit and position responsible for data collection

Refer to the quality checklists for each PMF component in the participant manual.

Table 5. Performance Measurement Framework Checklist

<i>Performance Indicators</i>	
<input type="checkbox"/>	Do the indicators measure the expected outcomes and outputs from the Logical framework Approach (LFA) against which they have been identified?
<input type="checkbox"/>	Will the executing agency and/or local partner be able to collect data on the qualitative and quantitative indicators identified in the PMF?
<input type="checkbox"/>	Are there adequate indicators for each outcome and for each output?
<input type="checkbox"/>	Is there a balance of qualitative and quantitative indicators per outcome?
<input type="checkbox"/>	Do the indicators meet standard criteria of validity, reliability, simplicity, utility and affordability? (Do they reflect the findings in the analysis, including gender analysis?)
<input type="checkbox"/>	Are the indicators neutral?
<input type="checkbox"/>	Are indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?
<input type="checkbox"/>	Does each indicator include clear units of measure and analysis?
<i>Baseline data</i>	
<input type="checkbox"/>	Is there baseline data for each indicator?
<input type="checkbox"/>	Do the units of measure and analysis match the units of measure and analysis in the indicators and target?
<input type="checkbox"/>	Is the baseline for indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?
<input type="checkbox"/>	If baseline data has not yet been identified, does the PMF indicate when that data will be collected?
<i>Targets</i>	
<input type="checkbox"/>	Are the targets realistic and achievable?
<input type="checkbox"/>	Do the targets specify an achievement date?
<input type="checkbox"/>	Do the units of measure and analysis match the units of measure and analysis in the indicators and baseline data?
<input type="checkbox"/>	Are the targets for indicators that deal with people disaggregated by sex and other necessary social categories (age, ethnicity, etc.) wherever possible?

<i>Data sources</i>	
<input type="checkbox"/>	Do the data sources identify the individuals, groups, organizations, or publications from which data about performance indicators will be obtained?
<input type="checkbox"/>	Does the availability of the data source allow the project officer to receive timely performance information?
<input type="checkbox"/>	Are the data sources identified appropriate?
<input type="checkbox"/>	Are the data sources diversified, credible and reliable?
<i>Responsibility</i>	
<input type="checkbox"/>	Does the PMF identify the best person (i.e beneficiaries, local professionals, partner organizations, etc.) to collect, manage and validate performance information?
<input type="checkbox"/>	Will the person identified have the capacity to collect, manage and validate the data in a timely fashion?

Activity 5: Identifying Elements of a Results Based Report

Carefully review the executive summary for Year 2 Progress Report CARICOM Education for Employment Program (C-EFE) below.

1. Add the activities to the table below in the **RED** column.
2. Add the results (that is outputs, outcomes, and impact if any) to the table below in the **YELLOW** column. Bonus points for those that can distinguish and identify the different results levels)
3. Gender and the Environment are cross-cutting themes. Use the “**ORANGE**” column for Gender and “**GREEN**” for Environment.
4. Based on what you see from your assessment, could you suggest improvements?

Executive Summary¹

Year 2 (YR 2) of the CARICOM Education for Employment Program (C-EFE) was the first full year of implementation. Activities undertaken, services provided and outputs produced were designed to establish the groundwork required to achieve programme outcomes and targeted results. This report provides details of key activities and results achieved to date. The Association of Canadian Community Colleges (ACCC) continued to work closely with their executing agency partners, the Caribbean Association of National Training Agencies (CANTA) and the Regional Caribbean Diaspora Association on initiatives related to strengthening regional capacity to deliver demand-driven TVET

¹ Adapted from: CARICOM Education for Employment Program (C-EFE). YR 2 Annual Report (April 1 2012 – March 31 2013).

programming and certification, including for youth aged 18-24 years from migrant families. Key outputs for this outcome included a new CARICOM Regional Strategy for TVET for Economic Competitiveness and Workforce Development, training in the development of occupational standards and prior learning assessment tools and support to CANTA's committees and sub-committees, including the drafting of a business plan to chart the way forward to a sustainable future for CANTA. A number of cross-training plans emerged from this work, which will be implemented in Year 3 (YR 3).

To assist in the development of demand-driven training programs leading to employment, CEFE continued to provide training on gathering labour market information (LMI) to both college and Ministry staff. A working group was established to design a portal to house labour market and vocational training information to support decision making by learners, trainers and employers.

As the first seven (7) of sixteen (16) institutional partnerships prepared their partnership implementation plans, they established advisory committees with representatives from employers and other stakeholder groups, building strong industry linkages at the local level to guide curriculum development. Three (3) additional Caribbean colleges developed terms of reference (TOR) for institutional partnerships that will be launched in YR 3 of the program.

Both the development of these partnerships and work with ACTI (Association of Caribbean Tertiary Institutions) to plan a Leadership Institute contributed to the strengthened capacity of institutions to deliver relevant programming. C-EFE supported participants in visits to Canadian colleges and institutes, conferences and workshops. In addition, speakers were provided to events in the Caribbean to share expertise in such leadership topics as succession planning, demand-driven training and transformational leadership. A workshop on results-based management (RBM) provided capacity building in planning and reporting for measurable results.

Results related to crosscutting themes included the development of manuals on gender and the environment to guide the work of the institutional partnerships, the drafting of a sample gender policy for TVET institutions to use and the establishment of a C-EFE green meeting protocol. Good governance was addressed through the institutional partnership selection process and support to CANTA meetings.

Based on lessons learned in YR 2, a number of changes to the program are proposed in this Annual Report. Most significant among them is the request to extend the program from five to seven years to ensure the opportunity to produce and track graduates of the new/renewed demand-driven programs. In addition, revisions to the program organization chart, logic model (LM) and performance measurement framework (PMF) are presented here, emerging from a clearer understanding of agency roles and responsibilities and realistic targets.

Activities	Results	Gender	Environment

Notes:

Activity 6: Preparing for a Learning Review

Table 6. Learning Review Components

Use the space provided below to document possible learning review questions, name assumptions, challenges and gaps, and identify areas of necessary knowledge expansion related to the project intervention area.

Learning Review

Day 3 Notes

Notes and Key Takeaways



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