



Results Based Management 201

Module 3: Monitoring and Reporting on Results



Module 3 Objectives

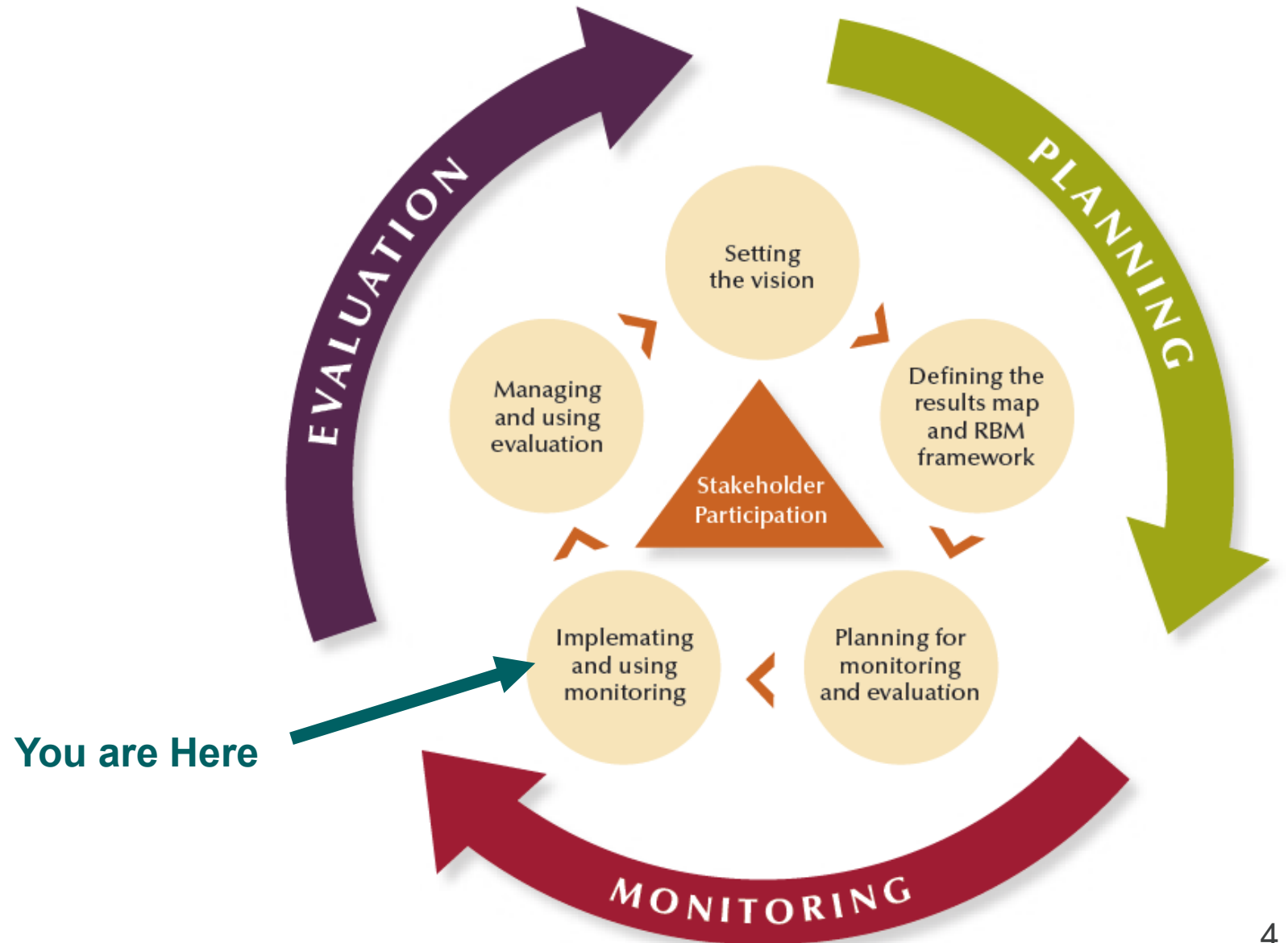
- Participants understand the specific purpose and relevance of a PMF
- Participants understand how to build an M&E plan and gather, learn from, and report on results

Reflection: *What are your expectations for this session based on the objectives and workshop agenda?*

Homework Review

- How was your experience grading your project indicators? Did they meet the characteristics of good performance indicators? Are the indicators gender sensitive and intersectional?
- Are your project results SMART?
- Which GE level is your project? What are some challenges your project is facing?
- Could any of the RBM tools explored in Day 2 help/have helped?
- How are you currently tracking project progress and success? Is this approach sufficient and effective? Is anything missing? Could any of the concepts explored in this module help to address any results measurement gaps?
- What are some successes your project has achieved? Are you able to track, measure, and report effectively?

Monitoring Phase: Implementing and Using Monitoring



Lesson 6: Performance Measurement Framework

The purpose of the PMF is to support program managers and the project team in:

- continuously monitoring and assessing the results of programs as well as the efficiency of their management;
- making informed decisions and taking appropriate, timely action with respect to programs;
- providing effective and relevant departmental reporting on programs; and
- ensuring that the information gathered will effectively support an evaluation.

Expected Results	Indicator	Baseline	Targets	Data Sources	Methods	Frequency	Responsibility
Ultimate Outcome							
Intermediate Outcome							
Immediate Outcome							
Outputs							

Activity 4a: PMF Puzzle

Apply your knowledge to rebuild a disassembled PMF.

Activity found in:

Worksheet, page 7

Activity 4b: Build a PMF

Develop the remaining columns of the PMF for the logic models developed in Module 1 for the project, Building Community Resilience to Climate Change in Senegal.

Activity found in:

Activity Book, pages 19-21

Worksheet, page 8

Lesson 7: Monitoring and Evaluation Plans

An M&E plan should include:

- an introduction to the project and plan, including the Logic model and Theory of Change
- a monitoring plan
- an evaluation plan
- a learning plan
- a data management plan
- reporting templates

M&E Plan

Monitoring Section

The Monitoring Section describes how the project will monitor performance and track progress toward planned results defined in the logic model. The monitoring plan should explain each monitoring approach used and associate it with specific results from the logic model. The PMF is used as the basis to build this section.

M&E Plan

Evaluation Section

The Evaluation Section describes all anticipated evaluations from performance to impact, relevant to the project and can be used to track evaluations over the project's timeframe.

The evaluation component of your monitoring and evaluation plan should specify the following:

- Rationale and purpose
- Specific objectives
- Tentative key questions
- Scope
- Timing
- Responsibility
- Budget
- Previous evaluations
- Evaluability

M&E Plan

Learning Section

The learning section identifies how the project will use available information to learn and adaptively manage implementation. Specific learning questions derived from the logic models should be identified here, as well as planned learning activities.

This section of the M&E Plan should also describe how knowledge and learning will be gained from implementation, evaluation findings, and monitoring data, among other sources, to adjust interventions and approaches, as needed.

Lesson 8: Reporting on Results

Reporting on outcomes, and not only on outputs, supports decision-making, ensures accountability to Donors, local stakeholders and Canadians, and provides a basis for citizen engagement in Canada and partner countries.



Results-Based Reporting

Reporting is thus more than a vehicle for meeting accountability requirements. Reports are important management tools that allow implementers, key stakeholders and Donor staff to:

- reflect strategically about the project, and the theory of change that informs it, in an ongoing way
- identify challenges and issues influencing the project's ability to deliver expected outcomes (results)
- use performance information to make timely, evidence-based adjustments to the project
- draw lessons for improving development/programming effectiveness during the life of the project and beyond
- communicate about the project's overall performance and outcomes achieved

Activity 5: Identifying Elements of a Results Based Report

Using the information in the *Participant Activity Book*, identify the components of a results-based report.

Activity found in:
Activity Book, pages 21-23

Learning From Results

Learning questions can be operationalised in many ways within an M&E system. This includes:

- placing them into results frameworks;
- incorporating them into regular reporting templates;
- including them as agenda items during regular meetings, workshops and feedback sessions;
- including them as evaluation questions during formal reviews, evaluations or impact assessments; and
- addressing them through one-off M&E or research studies

Learning From Results

Learning reviews may be organized in a variety of ways, but key questions that should be considered during such meetings include:

- What should we have achieved (in the project) by now?
- What information have we gathered over the last period through our monitoring processes, how, and from whom?
- What's working well, and why?
- What problems or challenges are there, and why? Can they be solved?
- What have we learned about matters such as: the institutional, cultural, and other contexts where we are carrying out our activities, the program area (i.e. various aspects of sustainable forest management, community participation, gender equality, ecotourism, etc.), success factors, the monitoring process itself? (Once learning reviews have become a regular practice, it may be useful to select a different topic from this list as a focus for each review)
- What action should we take to address points raised in the review? Who will take the action, and when?

Activity 6: Preparing for a Learning Review

Prepare for a learning review meeting! This will include the development of learning questions, the naming of assumptions, challenges and gaps, and the identification of areas of necessary knowledge expansion related to the project intervention area.

Activity found in:

Activity Book, page 24



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

