Project / Programme Planning Training Workshop

15th October 2015
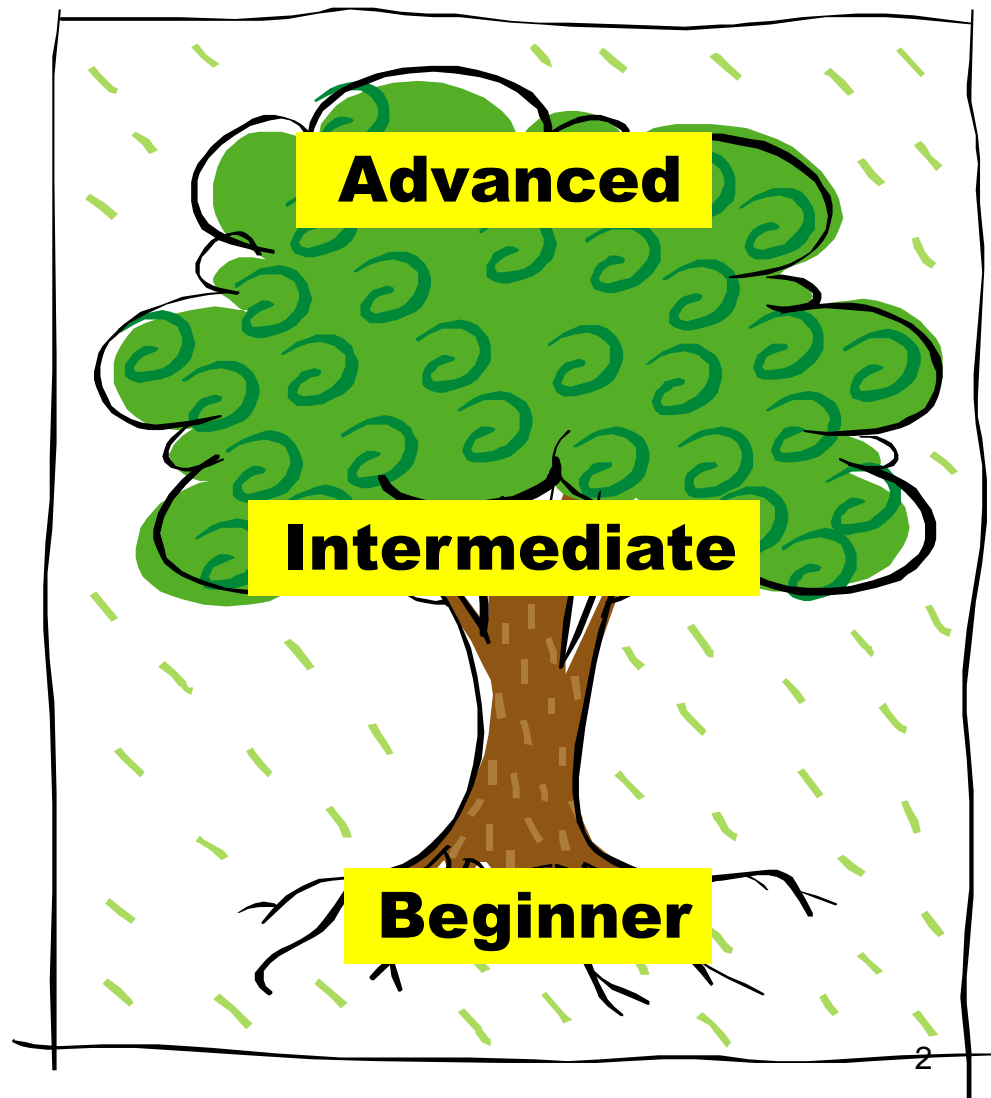
Bangkok

Facilitator: Richard Cewers

Introductions

Where are you on the Planning, Monitoring & Evaluation Tree?

And where do you want to be?

Learning outcomes

By end of the workshop we hope participants will know:

- What is meant by "*results-based management*".

- How a "*logframe*" is developed (and how to work with it)

- What are *SMART indicators* (and how to use them).

- Have a *shared vocabulary* for planning (and M&E).

- Know where to find IFRC *PMER resources:*

http://www.ifrc.org/en/who-we-are/performance-and-accountability/monitoring-and-evaluation/
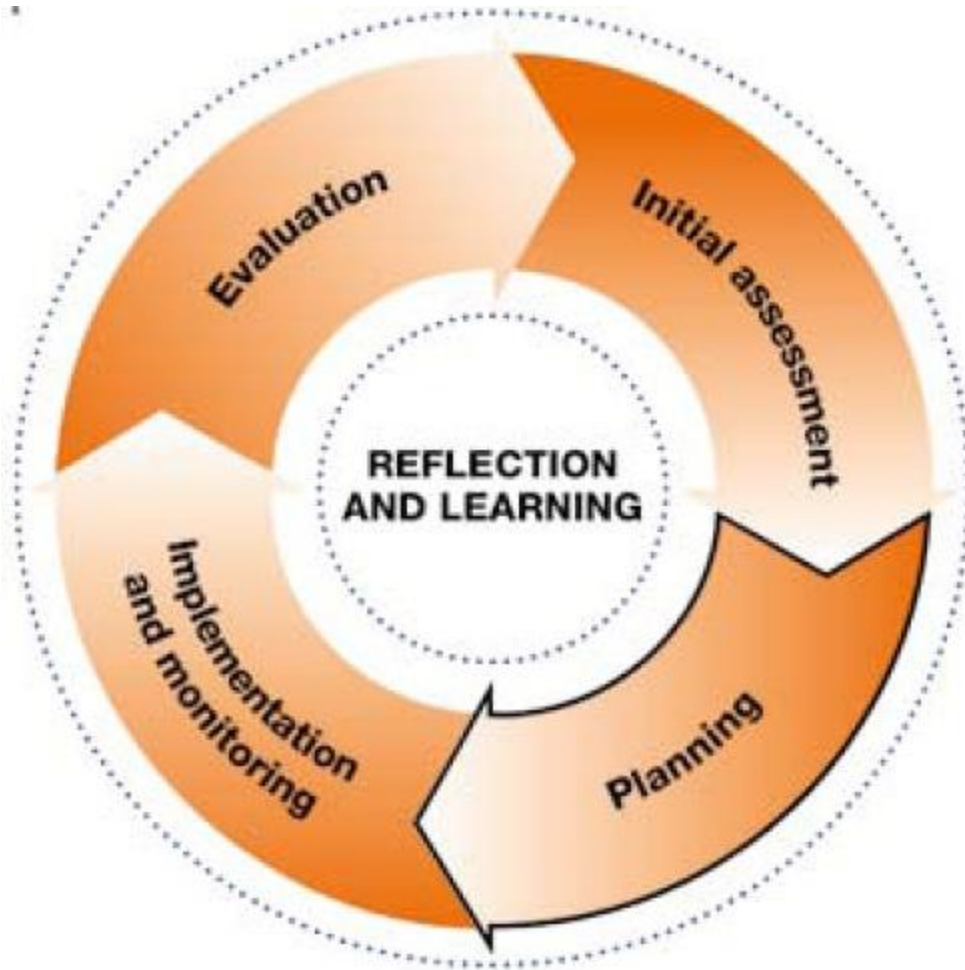
Results-Based Management (RBM)

- Uses a clear, simple logic:
  - ✓ focus on the results you want to achieve
  - ✓ plan, manage and measure what you do
- Supports:
  - ✓ better performance
  - ✓ greater accountability

RBM & the Movement

- **Movement action is based on the Fundamental Principles.**

- **RBM provides a clear and practical framework to to uphold principles by focusing on the appropriate "results" for the vulnerable people we seek to help.**
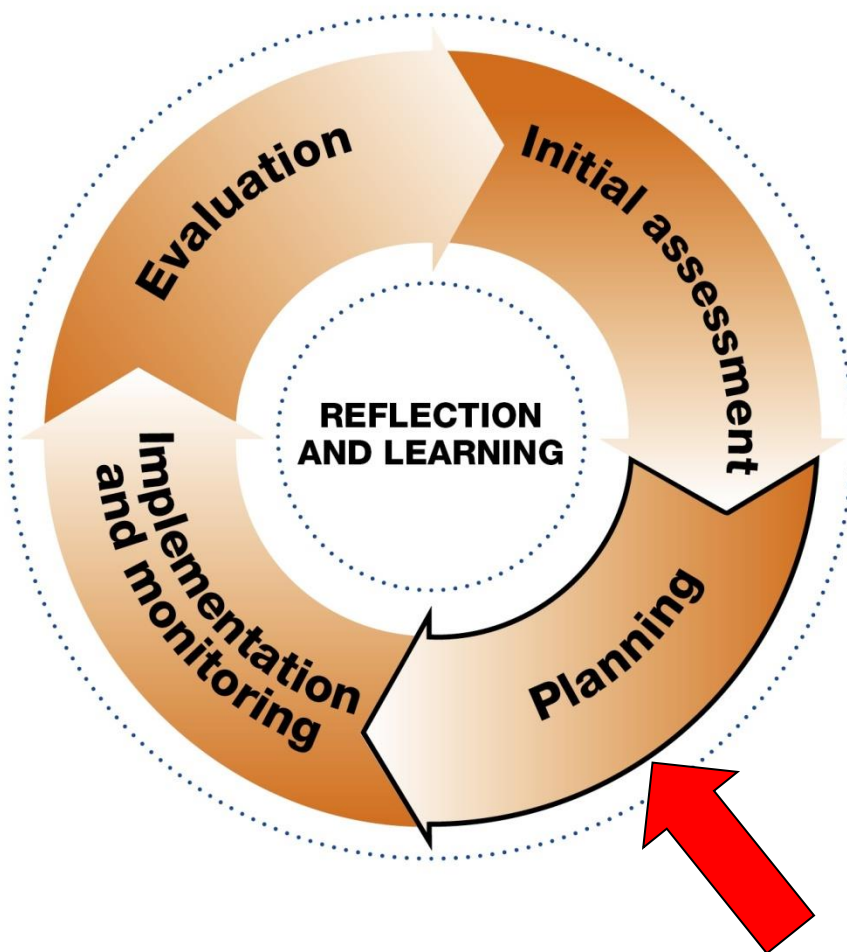
Project / programme cycle

Describes four phases of results-based management:

1. **Initial Assessment**
2. **Planning**
3. **Implementation & Monitoring**
4. **Evaluation**

Planning Phase

2 Parts to Planning Phase

1. **Analysis: examine data from initial assessment to design project/program.**

2. **Design: develop key elements of project, including Logframe and M&E Plan.**

Logical Bridge **Exercise Instructions**

1. Your team will be provided with straws, tape, string, and scissors.

2. You have **10 minutes** to build a bridge that is:
   - ✓ Self-standing.
   - ✓ Wider than the bottom of the glass.
   - ✓ Higher than a glass.
   - ✓ Should be able to hold the glass.

3. When done, your team should do a cheer!
   ▪ Points will be awarded for:
       ➢ First team finished: 2 points
       ➢ Rigid Bridge: 10 points

Objectives hierarchy

GOAL (IMPACT)

OUTCOMES

OUTPUTS
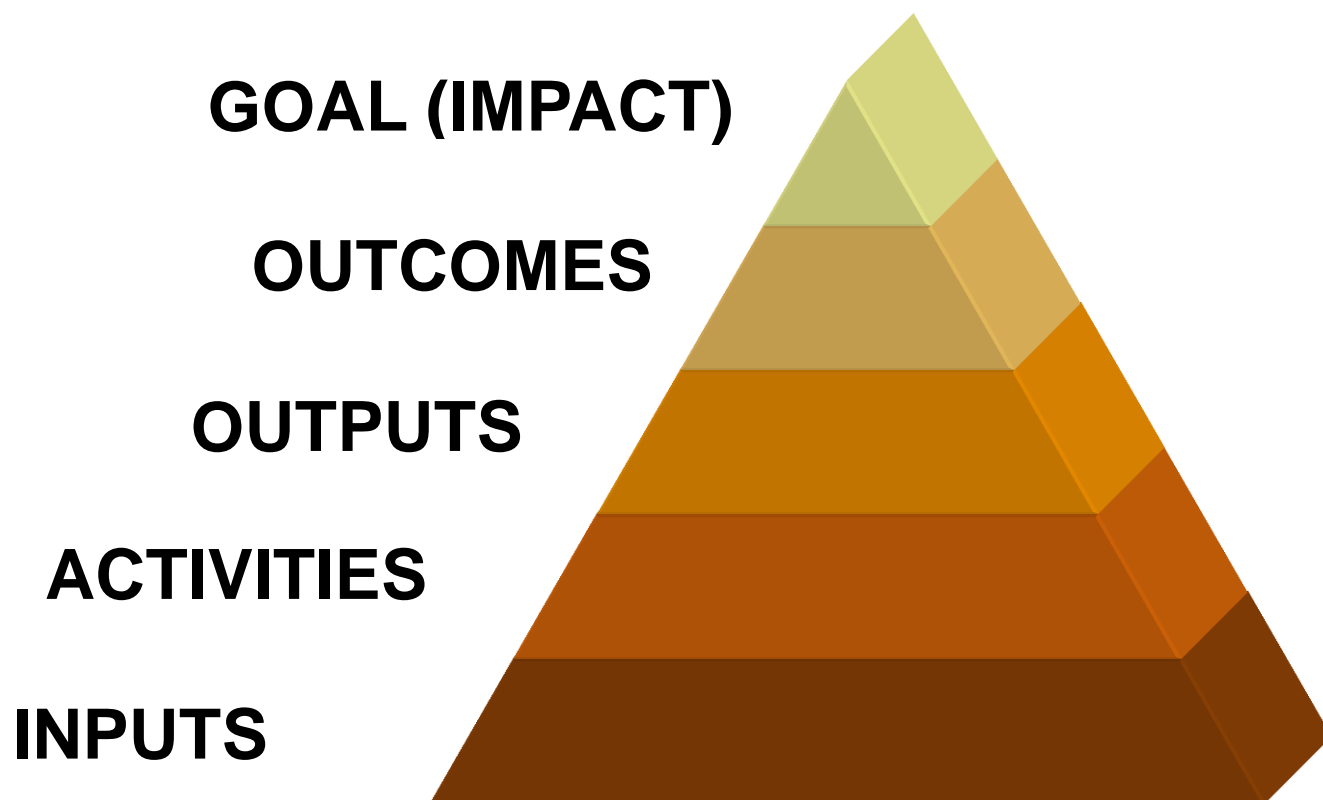
ACTIVITIES

INPUTS

Inputs

- Resources needed to implement activities (financial, materials, human).

- *Question: In Real Life, what may be the inputs needed to build the bridge?*

- *Answer: Laborers, cement, steel beams, etc.*

Activities

- The collection of tasks to be carried out in order to achieve the outputs (and then outcomes and goal).

- *Question: In real life, what may be the activities involved in building the bridge?*

- *Answer: Identify plan, lay foundation, build structure, etc.*

Outputs

- The tangible products, goods and services and other immediate results that lead to the achievement of outcomes.

- They are the deliverables.

- *Question: In real life, what may be the product you want in building the bridge?*

- *Answer: Completed bridge connecting two different towns.*

Outcomes

- Outcomes are the primary result(s) that an intervention seeks to achieve, to contribute to the achievement of the Goal.

- Changes are usually in "KAP":
  - ➤ Knowledge
  - ➤ Attitudes
  - ➤ Practices (behavior).

- *Question: In real life, what may be the primary outcome you want to achieve with the bridge?*

- *Answer: Increase trade between two towns.*

Goal

- The Goal is the long-term result that an intervention seeks to achieve, which may be contributed to by factors outside the intervention

- It is the level of results over which you have least control.

- *Question: In real life, what may be the overall reason you want to build a bridge between 2 communities?*

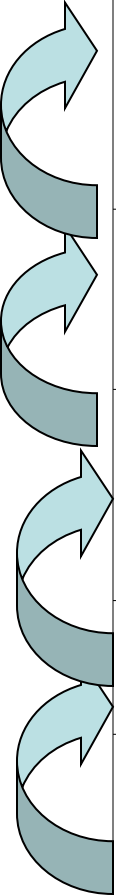- *Answer: Improved economy in two towns.*

Logical Framework is a snapshot of a project's design logic:

- **What we want to achieve** (objectives different levels - outputs, outcomes, goal)
- **How we will achieve it** (set of activities)
- **How we will measure change** (indicators)
- **Where (and how) to gather information** (means of verification)
- **What else to be aware of** (set of assumptions)

Objectives (What we want to achieve)	Indicators (How to measure change)	Means of verification (Where / how to get information)	Assumptions (What else to be aware of)
Goal			
Outcomes			
Outputs			
Activities	Inputs	Costs	

15

Objectives hierarchy

Goal	The long term result to which the intervention seeks to achieve, may be contributed to by factors outside the intervention
Outcomes	The primary result (s) you are trying to achieve through your intervention
Outputs	The tangible services, products, and other immediate changes that lead to the achievement of outcomes
Activities	The collection of tasks to be carried out
Inputs	Resources needed to implement activities (financial, materials, human).

Objective Levels Game

Exercise Instructions

1. You will receive five statements in your group for the key elements of an example logframe.

2. You have 5 minutes to order the statements according to:

   1) Goal
   2) Outcome
   3) Output
   4) Activity
   5) Input

Objective Levels: Hygiene

Goal:	**Reduce illness and death associated with hygiene-related diseases in target communities.**
Outcomes:	**Improved hygiene knowledge and practices at community and household level.**
Outputs:	**Hygiene promotion workshops carried out.**
Activities:	**Train hygiene awareness promoters.**
Inputs:	**Hygiene promotion workshop trainers, materials, facilities, etc.**

18

Activity-Input Reminder

- Often logframes do **NOT** list activities or inputs.

- Activities and inputs can be listed separately in:
  1. Activity Table
  2. Budget / Resource Table

- These tables can also have columns for timeframe, people responsible, etc).

- Also activities may fall under two different outputs.

Activity schedule

Timetable year												
Project activities	Jan	Feb	Mar	April	May	June	July	Aug	Sep.	Oct.	Nov.	Dec.
Output 1.1 Improved safe water sources in target communities												
Activity 1.1.1 *Choose design of water source*	▓	▓	▓									
Activity 1.1.2 *Connect water sources to municipal water supply*		▓	▓	▓								
Output 1.2 Water management committees formed												
Activity 1.2.1 *recruit committee members*		▓	▓	▓	▓	▓	▓					
Activity 1.2.1 *establish committees*				▓	▓	▓	▓	▓				
Activity 1.2.3 *hold committee meetings*						▓	▓	▓	▓			

What's the second column in the logframe table?

Indicators

Objectives	Indicators	Means of Verification	Assumptions
Goal			
Outcomes			
Outputs			
Activities			

Indicators are like the dashboard of a car.

Indicator Dashboard

Speed

How fast are we going?

Total kilometers driven

12400 km

How much did we do?

Oil

Not Enough   Enough
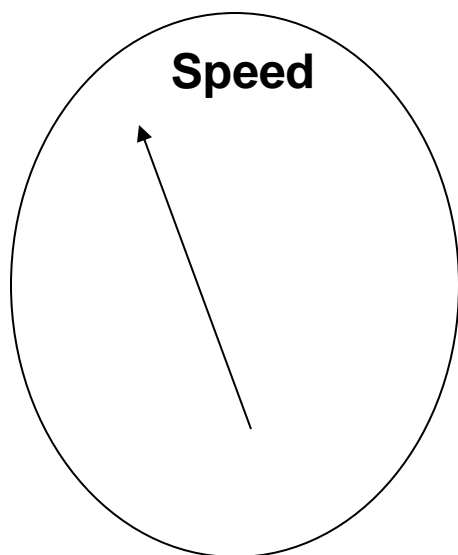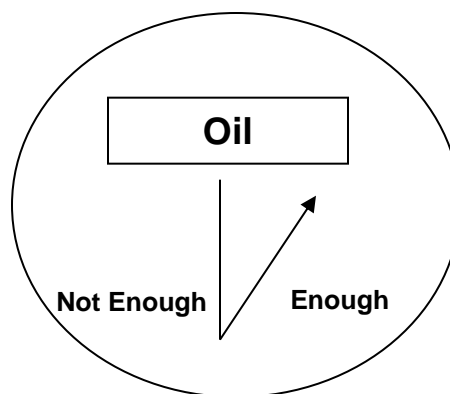
Are people happy with our work?

Petrol
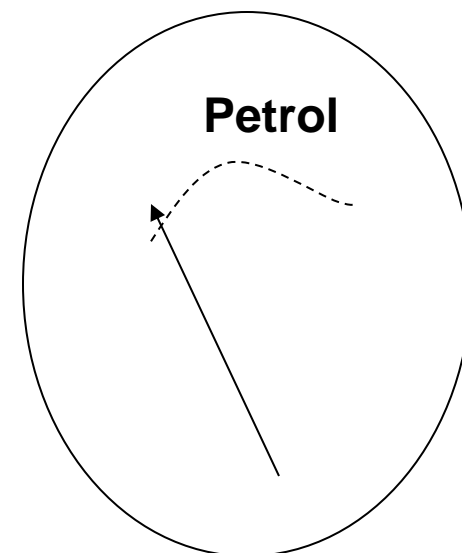
How many resources did we use to get there?

Standard Indicator Levels

GOAL	**IMPACT**	**Measures ultimate change desired in people (KAP) or a condition, (<u>not always feasible or necessary</u>)**
OUTCOME	**OUTCOME**	**Measures key changes necessary for goal (usually in people, KAP, or a condition).**
OUTPUT	**OUTPUT**	**Measures the immediate product of an activity (can be knowledge if leads to outcome of practice).**
ACTIVITY	**PROCESS**	**Measure the activities (processes), i.e. attendance at the activities.**
INPUT	**INPUT**	**Measures the resources used for the activities.**

REMEMBER M&E INFORMATION IS USEFUL ONLY IF IT IS USED!

Indicator Level Game

Exercise Instructions

1. **Your team will receive five indicator statements.**

2. **Your team has 5 minutes to arrange each statement in order of:**
   1) Impact Indicator
   2) Outcome Indicator
   3) Output Indicator
   4) Process Indicator
   5) Input Indicator

3. **Points will be awarded for:** a) first team finished: 1 point; b) Correct Order: 5 points

4. **Use next slide to help you!**

27

Livelihoods Development Example

Objectives	Indicator
Goal: Improve economic wellbeing of the people living in the target district	**Impact Indicator?** **Measures ultimate change desired in people (KAP) or a condition, (not always feasible or necessary)**
Outcome: Improved household economic opportunities in target communities.	**Outcome Indicator?** **Measures key changes necessary for goal (usually in people, KAP, or a condition).**
Output: Income Generation Activity Plans developed in households in target communities (that identify livelihood projects).	**Output Indicator?** **Measures the immediate product of an activity (can be Knowledge if leads to Outcome of practice).**
Activities: Organize household planning sessions on livelihood support.	**Process (Activity) Indicator?** **Measure the activities (processes).**
Input: Session facilitator, government officials, facilities, etc.	**Input Indicator?** **Measures the resources used for the activities.**

Livelihoods Development: Answer

Objectives	Indicator
Goal: Improve economic wellbeing of the people living in the target district	**Impact Indicator:** **% people living below one dollar per day poverty level.**
Outcome: Improved household economic opportunities in target communities.	**Outcome Indicator:** **% households having functioning income generation activities.**
Output: Income Generation Activity Plans developed in households in target communities (that identify livelihood projects).	**Output Indicator:** **% of participated households having completed an income generation activity plan.**
Activities: Organize household planning sessions on livelihood support.	**Process (Activity) Indicator:** **# of households participated in the planning sessions.**
Input: Livelihood session facilitator, government officials, facilities, etc.	**Input Indicator:** **# of government officials recruited to participate for the session.**

SMART Indicators

Specific (Who & What & Where?)

Measurable (How much?)

Achievable (Measurement is feasible & realistic) **[Area Specific]**

Relevant

Time-Bound (by when?)

How can we make this indicator "SMARTer"?

- **Objective: Training workshop is completed successfully**

  ✓ **Indicator: "People are satisfied with the workshop"**

  ✓ **SMARTer indicator: # (number) of participants in the [name of workshop] who report they would recommend the workshop to others by the end of the week**

SMARTer Indicator Game

Exercise Instructions

1. How can we make the following set of indicators "SMARTer"?

2. Which element is missing? **S**pecific , **M**easurable, **A**chievable [**A**rea Specific], **R**elevant, **T**ime-Bound

How can we make it SMARTer? (1)

- **Objective: Increased interest in AIDS awareness**
  - ➢ **Indicator: % of youth learning about AIDS.**

  - ➢ **Not Specific, Time-Bound, Area specific**

  - ➢ **Correction: % of youth aged 11-16 in Budapest participating in AIDS awareness workshops by the end of 2007**

33

How can we make it SMARTer? (2)

- **Objective: Improved education levels**
  - ➢ **Indicator: Students improve at school in 2007 in Matara district**
  - ➢ **Not Specific Not Measurable,**
  - ➢ **Correction: Percentage of grade 6 students who passed their examinations at school in 2007 in Matara district**

How can we make it SMARTer? (3)

- **Objective: Increased condom use.**

  - ➢ **Indicator: Number of people using condoms with non-regular partners by the end of the project**

  - ➢ **Not Achievable (cannot collect this information accurately)**

  - ➢ **Number of people who report using condom with non-regular partners by the end of the project**

What's wrong with this indicator? (4)

- **Objective: Improved practice of safe hygiene and sanitation.**

  - ➤ **Indicator: Number of people who know the five key times to wash their hands by the end of 2007**

  - ➤ **Not Relevant!**

  - ➤ **Correction # of households properly covering their food and water by the end of 2007**

36

What's wrong with this indicator? (5)

- **Objective: Road transports facilities improved**

  - ➢ **Indicator: # kilometers of paved roads completed and new bus routes established in Matara District.**

  - ➢ **Not <u>Timebound</u>, Not <u>Specific</u> ("Compound indicator")**

  - ➢ **# kilometers of paved road completed ~~and new bus routes established~~ in Matara District <u>by month 18 of the project</u>**

Indicators &Targets

1. **It is best to state an indicator without a target:**

   ➢ **Example : "# houses built in target communities."**

   ➢ **This allows the same indicator to be used and referred to for multiple program/projects.**

   ➢ **Technically, an indicator written in a logframe usually does not have a target specific to the program context until a baseline is conducted.**

2. **A target is the expected value for an indicator at a specific point in time for a specific intervention:**

   ➢ **Example: "100 houses [expected] built in year one of project."**

   ➢ **Sometimes the target will vary from quarter to quarter, and from life of project.**

38

"Actuals" & Variance

3. **An actual** is the real value for an indicator upon measurement.

    ➢ **Example:** *"90 houses built in year one of project."*

4. **The % of Target is how much of the target is the actual.**

    ➢ **Example:** *"90 houses built in year one of project for a target of 100 is 90%."*

5. **Variance is the difference between target & actual!**

    ➢ **What degree of variance should be explained in reporting?**

39

What's the third column in the logframe table?

Means of Verification

How you are going to measure the indicator? The way in which information will actually be collected to monitor and evaluate the progress and success of the intervention

| Objectives	Indicators	Means of Verification	Assumptions
Goal			
Outcomes			
Outputs			
Activities			

Data sources and collection methods

- **The means of verification summarise the sources and methods to collect data on the indicators**
- **Sometimes the description of the data source includes the collection methods (especially in primary research, e.g. focus groups)**

1. **Sources of data**
   - **Primary research**
     - Reports or other information gathered from special studies, surveys, observation, PRA, and focus group discussions
   - **Secondary research**
     - Administrative records, progress reports, project accounts, official statistics, reports summarising primary research
2. **Data collection methods**
   - The way in which the data is collected (and analysed)
     - Consulting secondary research sources
     - Carrying out primary resarch methods as listed above

42
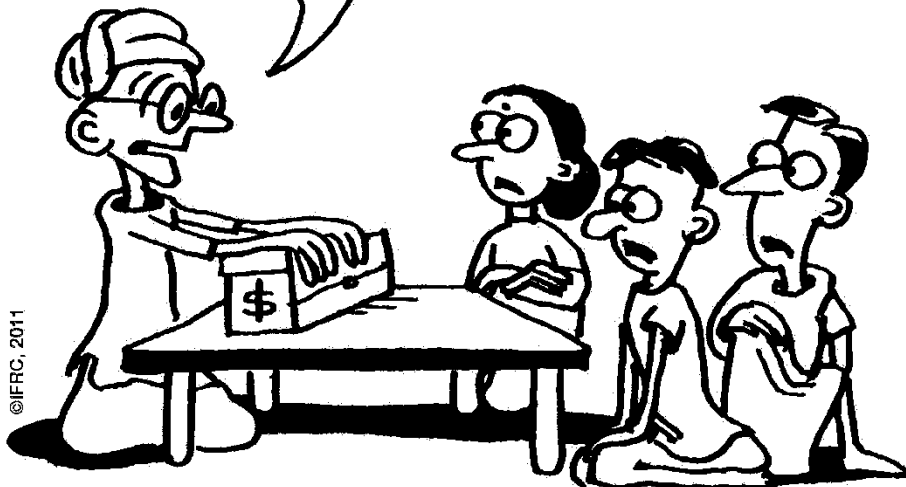
Data Collection Methods?

- Survey Questionnaires

- Self Administered Questionnaires

- Key Informant Interviews

- Focus Group Discussions

- Case Studies

- Field Observations

- Review of Project Records

- Secondary Data Sources

- PRA - Participatory Rapid Assessments (Participatory Rural Appraisal)

- Cost Benefit Analysis – review of financial records.

- Checklist / Event Form

- Media sources

BONUS: Which Method is better, Quantitative or Qualitative?

MIXED METHODS!

CAREFUL OF BIAS THAT LEADS TO THE WRONG CONCLUSIONS

Means of verification

Exercise Instructions

1. Your team will receive a handout with a list of indicators on the left and data collection methods on the right

2. Match the relevant data collection methods to the different indicators

3. Note that there *can* be more than one data collection method for each indicator!

Match Indicator with Data Collection Method

1.___. #/% of participating schools successfully conduct a minimum of one mock crisis drill per year.

2.___. # of community volunteers trained and certified as Psychological Support Programme (PSP) Community Facilitators.

3.___. % of teachers reporting that PSP activities have been helpful.

4.___. % community members who report a sense of place (belonging/identity) in their community.

5.___. # of non-PSP events in which PSP project team participated to disseminate program approach.

6.___. # ARC PSP community and school projects designed with the Host NS.

7.___. # of specific types of community PSP promotion materials developed and used.

A. Survey Questionnaire
B. Self Administered Questionnaire
C. PRA - Participatory Rapid Assessments (Participatory Rural Appraisal)
D. Key Informant Interviews
E. Focus Group Discussions
F. Case Studies
G. Field Observations
H. Secondary Data Sources
I. Checklist / Event Form
J. Attendance/Certification Records.
K. Proposal and Approval Sign Off.
L. Meeting Minutes
M. Inventory of materials

Match Indicator with Data Collection Method: Answer

G, I. #/% of participating schools successfully conduct a minimum of one mock crisis drill per year.

J. # of community volunteers trained and certified as PSP Community Facilitators.

A, D, E. % of teachers reporting that PSP activities have been helpful.

A, D, E. % community members who report a sense of place (belonging/identity) in their community.

I, D, E. # of non-PSP events in which PSP project team participated to disseminate program approach.

K, L, D, E. # PSP community and school projects designed with the Host NS

M, G, D,E. # of specific types of community PSP promotion materials developed and used.

A. Survey Questionnaire

B. Self Administered Questionnaire

C. PRA - Participatory Rapid Assessments (Participatory Rural Appraisal)

D. Key Informant Interviews

E. Focus Group Discussions

F. Case Studies

G. Field Observations

H. Secondary Data Sources

I. Checklist / Event Form

J. Attendance/Certification Records.

K. Proposal and Approval Sign Off.

L. Meeting Minutes

M. Inventory of materials

What's the last column in the logframe table?

Assumptions

"Assumptions" in the logframe are external factors which are important for the success of the intervention but are beyond its control. They should also be "probable" - reasonably likely to occur, not certain or very unlikely.

Objectives	Indicators	Means of Verification	Assumptions
Goal			
Outcomes			
Outputs			
Activities			

50

RISK EXAMPLES

	RISK	IMPACT (examples)	MITIGATION MEASURES (examples)
1	**Beneficiaries** (Low involvement of beneficiaries in planning process)	- Non-satisfaction of support by beneficiaries - Missing out on cultural and religious practices and other important information for operational planning - No willingness among community members to participate in project activities - No possibility for women to visit health clinics - Low operational efficiency	- Training of trainers and active use of Participatory Assessment tools - Actively meet with community leaders - Outreach programs - Involvement with local communities to create acceptance from clan leaders for women to conduct clinic visits
2	**PMER** Planning, Monitoring, Evaluation & Reporting (Weak framework and systems, understaffed, low staff competency etc)	- Poor quality in baseline study and planning - Poor quality in monitoring and evaluations - Lack of reliability in operational reporting - Bad decisions due to unreliable information - Low operational efficiency - Decreased trust among donors	- Implement/upgrade PMER system - **Execute PMER training among concerned staff, both at HQ and branch level** - Ensure sufficient staffing, both at HQ and branch level

Assumptions - example

Objectives	Assumptions
Goal: improve livelihoods in target communities	
Outcome: Support the development of small businesses fishing industry.	
IF →	**AND** / **THEN**
Output: Fleet of refrigerator trucks purchased to transport fish.	The price of petrol remains affordable.

52

Assumptions Examples (2)

Goal: Increase overall happiness	
Outcome 1: Personal health is improved	*Does not lose job*
IF Output 1: Physical exercises completed	*No unexpected injury/illness*
IF Output 2: Healthy meals eaten **AND**	*No unknown allergies to meals*
IF Output 3: Healthy social / cultural activities are performed **AND**	*Does not stay out too late*

THEN

Six steps to identify assumptions

1. **Identify** critical external factors/risks.
2. **State** the factor as a positive condition needed for success
3. **Align** the assumption with a specific objective.
4. Check that the assumption is indeed **important**.
5. Check that the assumption is indeed **outside the control of the project**.
6. Check that the assumption is **probable**.

Assumptions relate to one level of objective and the next

How to identify an assumption

	Local fish supply becomes depleted.	Economic recession threatens fish market.
1. **Identify** critical external factors		
2. **State** as positive condition		
3. **Align** with specific objective.		

Assumptions example 3

	Local fish supply becomes depleted.	Economic recession threatens fish market.
4. Check if **important**.		
5. Check if **outside the control**		
6. Check if **probable**		

Identify the Assumption

Exercise Instructions

1. Refer to the activity handout on assumptions

2. Each group considers 2 external conditions

3. Using the six steps outlines earlier , you have 10 minutes to decide whether the condition should be included as an assumption to be monitored – and related to which objective

Identify the Assumption

Objectives
Goal: Reduce death and illness related to Water and Sanitation related diseases
Outcome: Improved access to and use of safe water
Output: Water points constructed or rehabilitated

1. Local community leaders support the water project.
2. Community members are receptive to water sources
3. Security problems in the area
4. Public transport is functioning in the area
5. Low rainfall limits overall water supply
6. Ground water is not contaminated

Identify the Assumption – solution

- Refer to handout with suggested solution

6 Steps	Potential assumptions					
	Community leaders support the water project.	*Community members are receptive to water sources*	*Security problems in the area*	*Public transport is functioning in the area*	*Low rainfall limits overall water supply*	*Ground water is contaminated*
Identify critical external factors/risks.						
Restate the factor as an positive condition *(if needed)*						
Align the assumption with the specific objective.						
Check the assumption is indeed **important**.						
Check the assumption is indeed **outside the control** of project.						
Check the assumption is **probable**						
DECIDE ACTION TO BE TAKEN						

6 Steps	Potential assumptions					
Identify critical external factors/risks.	*Community leaders support the water project.*	*Community members are receptive to water sources*	*Security problems in the area*	*Public transport is functioning in the area*	*Low rainfall limits overall water supply*	*Ground water is contaminated*
Restate the factor as an positive condition *(if needed)*	Community leaders support the water project.	Community members are receptive to water sources	**No** security problems in the area	Public transport is functioning in the area	Low rainfall **does not** limit overall water supply	Ground water is **not** contaminated
Align the assumption with the specific objective.	Outcome to goal level **and below**	Output to outcome level	Outcome to goal level **and below**	Outcome to goal level **and below**	Output to outcome level	Output to outcome level
Check the assumption is indeed **important**.	**YES**	**YES**	**YES**	**NO**	**YES**	**YES**
Check the assumption is indeed **outside the control** of project.	**CAN be controlled**	**CAN be controlled**	**CANNOT be controlled**		**CANNOT be controlled**	**CANNOT be controlled**
Check the assumption is **probable**	*CERTAIN*	*PROBABLE (NOT certain)*	*PROBABLE*		*PROBABLE*	*CERTAIN (& cannot be controlled)*
DECIDE ACTION TO BE TAKEN	*NO ACTION NEEDED*	*Include activity to promote water sources*	**MONITOR ASSUMPTION**	*No action because not important*	**MONITOR ASSUMPTION**	*RECONSIDER FEASIBILITY OF PROJECT*

Have we achieved our Learning outcomes?

By end of the workshop we hope participants will know:

- What is meant by "***results-based management***".

- How a "***logframe***" is developed (and how to work with it)

- What are ***SMART indicators*** (and how to use them).

- Have a ***shared vocabulary*** for planning (and M&E).

- Know where to find IFRC ***PMER resources***

Thank you for listening

- Thank you for listening and keep up your good work to support the most vulnerable people in the world.