



Measuring Progress, Measuring Impact

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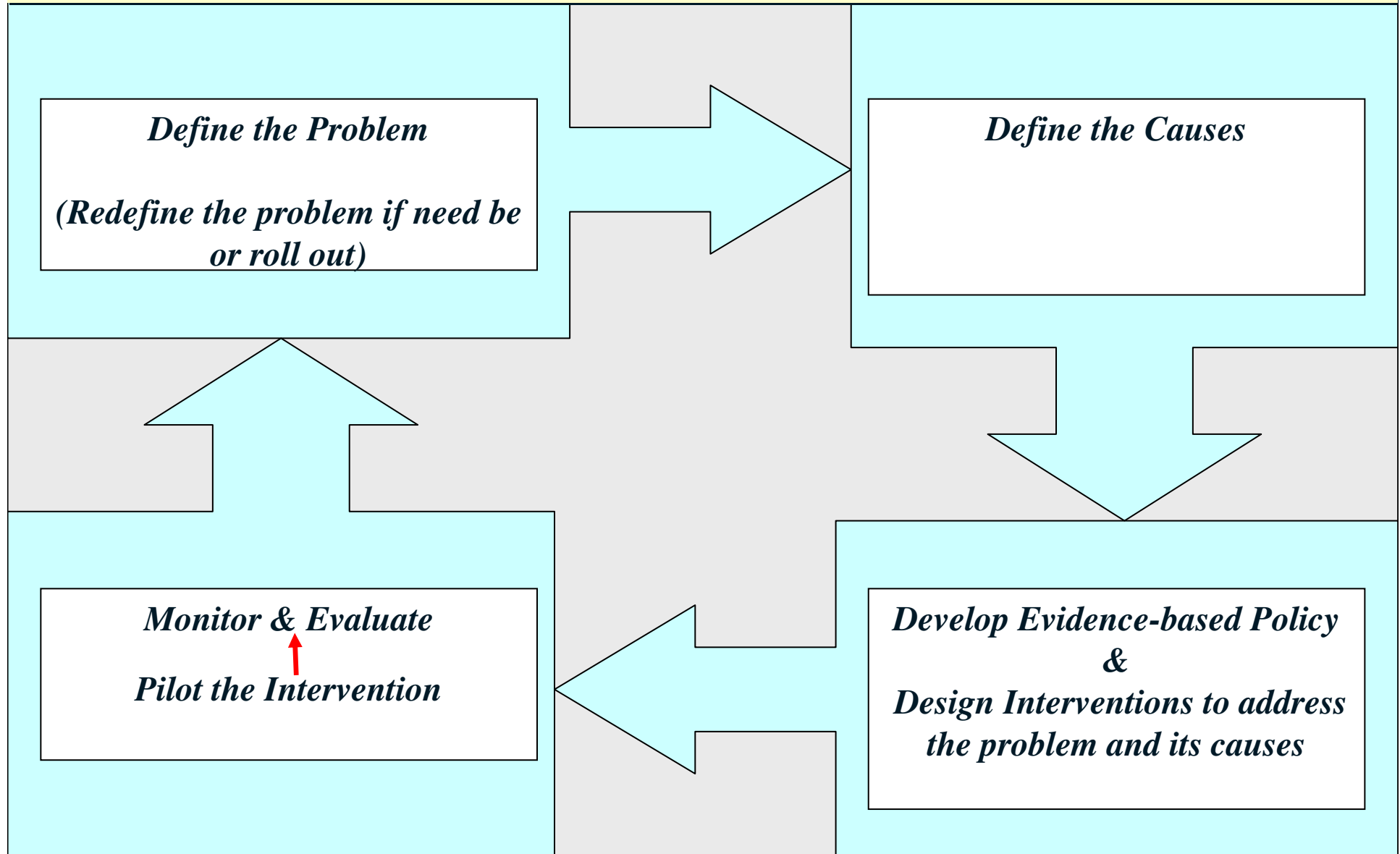
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Where does M & E fit into the Plan?

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The Policy & Intervention Cycle



What do we understand about Monitoring & Evaluation?

- **Monitoring** – looks at what we are doing?
 - It is the systematic collection and analysis of information as a project progresses.
 - It tracks inputs and outputs to assess whether programs are performing according to plans
(e.g., no of people trained, no. of pamphlets distributed)
 - Monitoring is continuous.
- **Evaluation** – looks at what have we achieved?
 - It is the comparison of actual project impacts against the agreed strategic plans.
 - It looks at what you have achieved; how you achieved this?
(e.g., increase in no of new complaints received, increase take up of grants, decrease in school fee complaints)

'Monitoring and Evaluation' is a process that produces knowledge about the **efficiency, effectiveness and impact** of development interventions

THE DRAFT COMMUNITY DEVELOPMENT POLICY, 1

The *Draft Community Development Policy* (2009) document notes that participatory monitoring and evaluation is *necessary wherever community development is a principle*.

The DFCP comments,

- ‘**Monitoring** involves a continuous process of *checking the progress of activities being implemented*’
- ‘**Monitoring** is a *core function of management*’
- ‘**Monitoring** provides *warning signs*, and *corrective action* can be taken’

Likewise, **evaluation** ‘addresses *what works and why*, as well as what does not work and unintended outcomes’

It is intended to give ‘an objective assessment of the ways the project... has *contributed to development*’ (7.1)

THE DRAFT COMMUNITY DEVELOPMENT POLICY, 2

- The DCFP (2009) also notes that evaluation can be done at three possible stages of development intervention or delivery:
 - **Ahead of time**, to learn about the community situation and *community needs and resources*;
 - **During implementation**, to keep track of the *progress of the intervention*;
 - **After completion**, to *wrap up and learn* for the next project (7.1.3)

Another way to understand this...

- **Monitoring** a journey by car entails regular checks while on the road to check that the trip is proceeding according to the planned itinerary and schedule and to decide on refueling stops before the car runs out of fuel. The driver, well informed of progress so far, will be able to react quickly if road changes expectedly.
- An **evaluation** of the same journey, whether undertaken about halfway or upon arrival, is concerned with reassessing whether the chosen destination is still the right one and whether the itinerary followed, was indeed most appropriate: this will depend on the objectives of the journey, speed, comfort and interest of passengers.

What are we trying to doing through this campaign?

Demo? Pilot? Experiment?

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Demo or pilot or experiment?

- • It appeared that different disciplines use these terms to mean different things
- DSD see demonstration as setting up 'best practice' sites.
- A pilot or experiment implements some innovation or change that is compared to a control group.
- Demonstration projects *test the effects of an intervention so as to tell us whether or not it is making a difference.*
- A demonstration project is not a new NGO!

What is a Demonstration Project?

1. It is a *well-designed, evidence-based* intervention that has a good chance of producing the chosen outcomes;
2. There is a good understanding of why it is likely to work;
3. It must be designed in such a way that the effectiveness of the intervention can be *tested in comparison* with an alternative;
4. It adds to what we know about *what works* in a particular field.
5. It helps to prevent us wasting money on interventions that are not proven.

Different Ways of Measuring Progress and Impact

- Impact Assessments
- Community Based Monitoring
- Score Cards
- External Evaluations

Some examples

COMMUNITY-BASED MONITORING (CBM)

Community-based monitoring is a general M&E approach through participatory research –

- It aims at empowerment through information and knowledge
- The communities are involved in:
 - *Identifying* the research agenda
 - *Collecting and analyzing* information
 - *Using* the research data

The goal is to produce a *new knowledge base that the community owns*

- To enable community members to think about their situation
- And use the knowledge/data to benefit more from development and help themselves
- **CBM makes the situation at community and household level visible** as policies and conditions change
- Strengthens the **use of evidence** by civil society for policy
- **Builds research capacity in communities** to engage in their own development

E.g. 1: Community Based Monitoring IN ZIMBABWE

One food security programme in Zimbabwe adopted CBM system in 2002 to monitor their interventions

- **200 community monitors** were selected and trained from the communities to **collect a set of data every month**
- **Indicators** are collectively **defined by the communities**
 - Reports are then *shared with local community development organisations via radio*
 - Reports are go via a *national channel to government and parliament*

Since its inception CBM has produced 23 community-based reports on conditions at community level:

- **Early warning of risky economic shifts:**
 - in basic consumption patterns
 - from secure to insecure employment
- ***Donors are able to track and respond to changes***

E.g. 2: COMMUNITY SCORE CARDS

The community score card (report card, voice card) is a scoring tool to assess quality of delivery to communities

- It *measures satisfaction* with the progress in delivering of services or benefits and gives *results in numbers*
- Feedback through community score cards enables more *accountability and responsiveness* from service providers
 - Communities can articulate their ***needs and concerns***
 - ***Communities engage with service providers*** in designing sustainable programmes that improve their lives
 - Widely used by ***international development agencies*** – India, Nepal, China, Moldova
- *HSRC has supported communities in developing community score cards for clean water delivery*

SCORE CARDS IN INDIA

In India, the state of Andhra Pradesh introduced health innovations in 22 districts, using score cards –

- In each village men and women held separate ***discussion groups to identify indicators*** that they wanted to measure
- The groups developed a ***1-100 scale to measure*** each of the indicators
- ***Indicators were also ranked*** in terms of their importance
- ***The community members then assessed their indicators***
- Service providers were also required to do a self-assessment

The communities met with the service providers to share results and agree on the priority problems

From the discussions Action Plans to resolve the problems were developed

SCORE CARD OUTCOMES, INDIA

Stark differences came out between community assessments and those of the service providers –

- *Community scores were lower than those of the service providers across most indicators*
 - **Low score:** Health centre staff behaviour and working style, availability of doctor and medicines
 - **Low score:** Infrastructure and support services
 - **Low score:** Awareness of community members of legal standards and entitlements
- **Outcomes:**
- *Community participation* increased in all health activities
- 5 simple *new innovations* were introduced to address the problems identified by the score cards

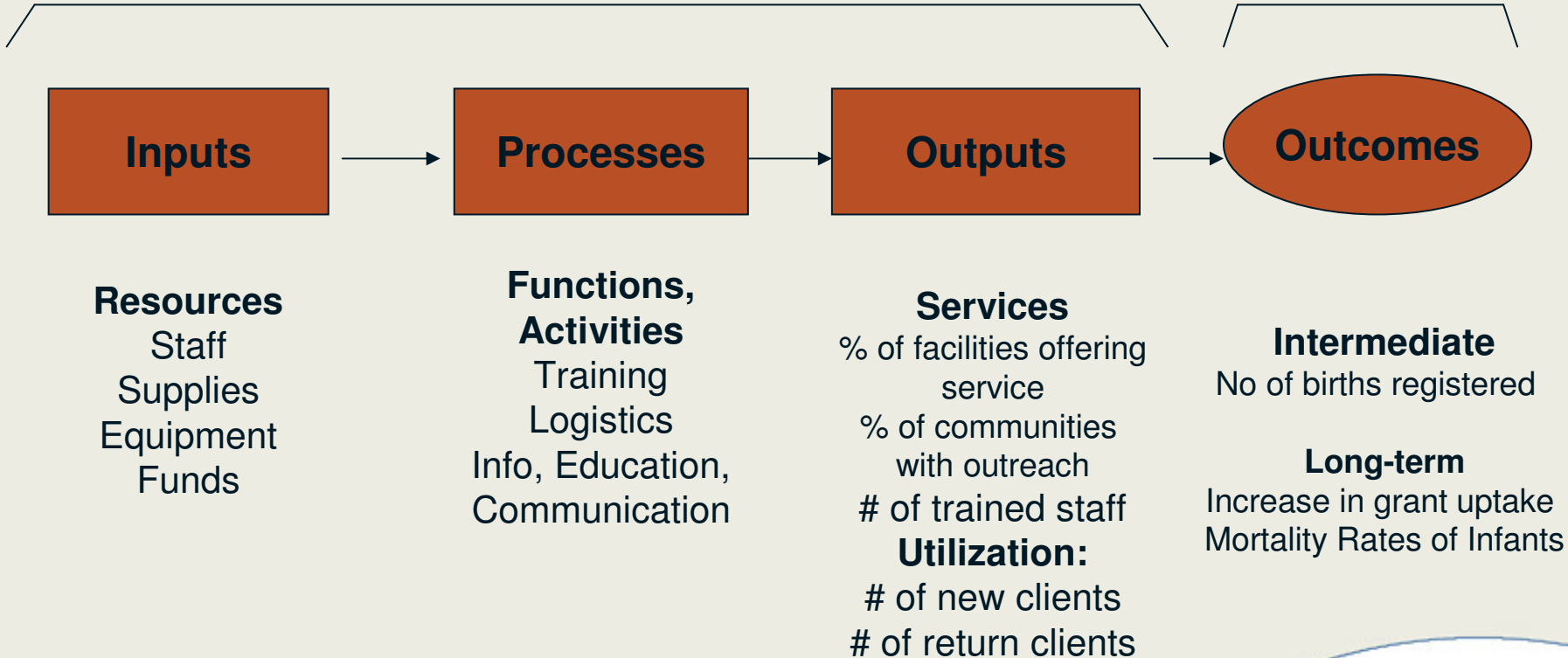
What do we measure?

Components of Programme / Project



Programme level

Population level



What should we measure?

- **Efficiency** – How many staff were involved? What did it cost? Could we have done it cheaper? It asks questions about what you put into the work. This could be input in terms of money, time, staff, equipment and so on.
- **Effectiveness** – Did you meet your target – e.g. XX no of children's births registered.
- **Impact** – What has happened to children as a result of your intervention. Have we reduced infant mortality in the area? – long term measures

WHY MEASURE?

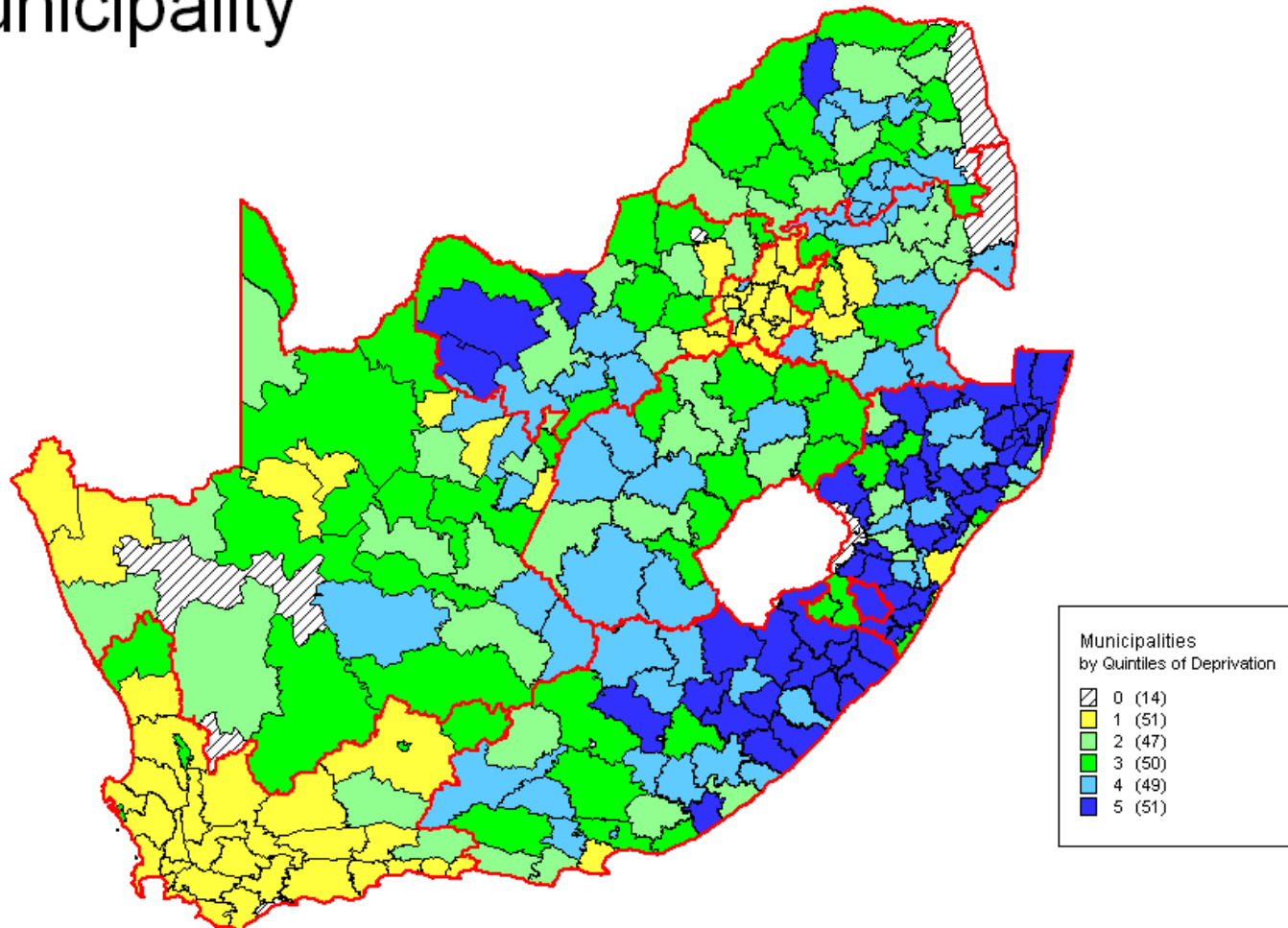
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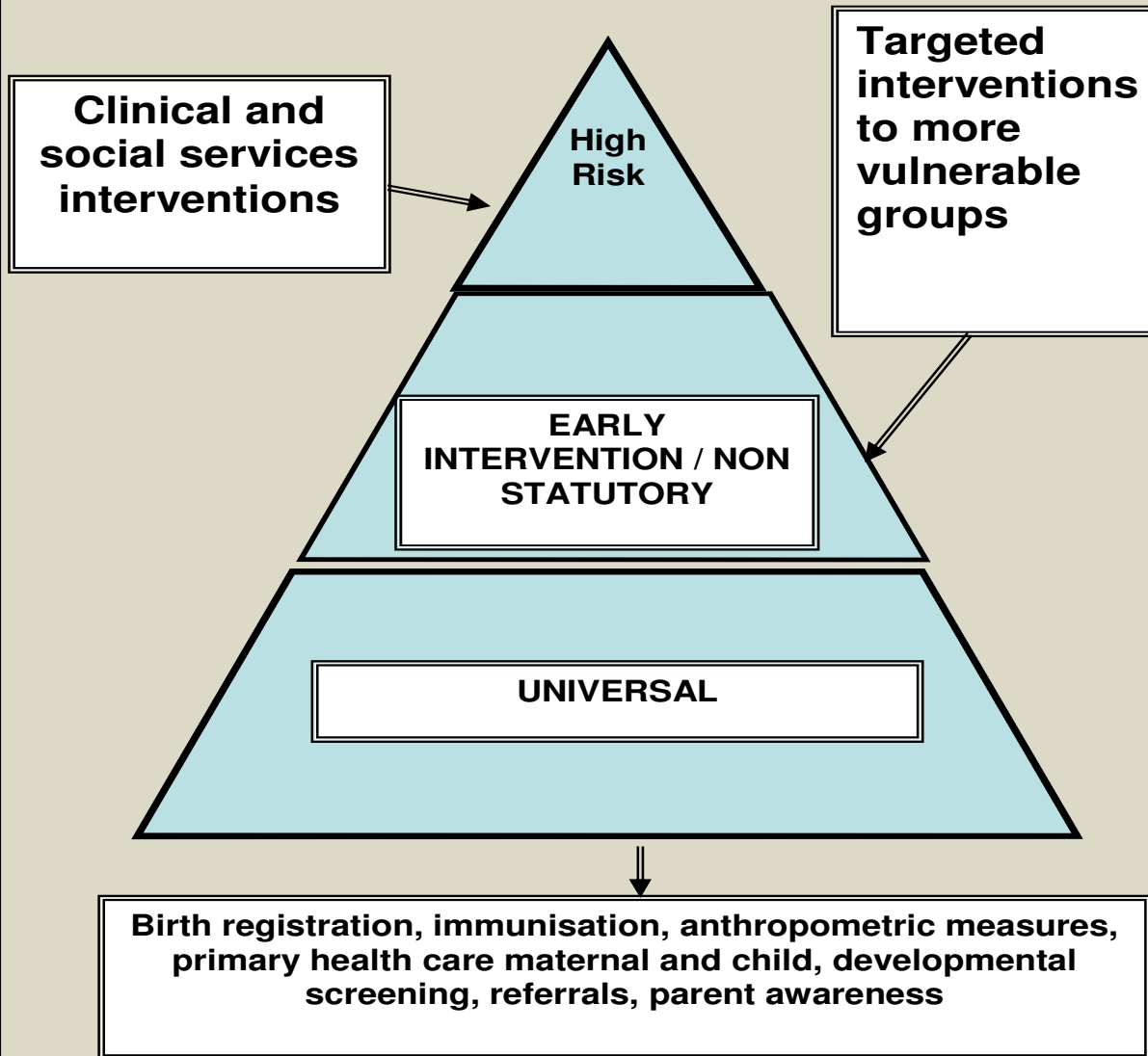
We invest in M & E in order to....

- Strengthen programme design, improve implementation
- Justify allocation of limited resources
 - Improve use of allocated resources (thereby increasing cost-effectiveness)
- Generate knowledge:
 - Identify factors (individual, community, programmatic) that influence child wellbeing outcomes
- Meet an organizational requirement
- Be Accountable

South African Child Index of Multiple Deprivation by Municipality



A hierarchy of ECD interventions to improve outcomes for children



Lessons

- Lack of M & E hampers planning and budgeting.
- M & E systems need to be simple
- Need to invest in M & E in order to assess progress and impact

THANK YOU!

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