University of Bologna Summer School on
Monitoring and Evaluation of International Development Programs
FIRST MODULE (7-11 September 2015)
First Workshop

Ten Steps to a Results-Based Monitoring and Evaluation System

Instructor: Ray Rist

'Monday, September 7'	
9.00 – 9.30	**Welcome and introduction**
9.30 – 10.30	**Session 1. Introduction to the "Ten Steps".**
10.30 – 11.00	**Discussion**
11.00 – 11.20	**Break**
11.20 – 12.30	**Session 2. Step one: Conducting a Readiness Assessment.** Step 1 allows to determine the capacity and willingness of the government and its development partners to construct a results-based M&E system. This assessment addresses such issues as the presence or absence of champions in the government, the barriers to building a system, who will own the system, and who will be the resistors to the system.
12.30 – 1.00	**Discussion**
1.00 – 2.00	**Lunch**
2.00 – 3.00	**Session 3. Step two: Agreeing on Outcomes to Monitor and Evaluate** Step 2 addresses the key requirement of developing strategic outcomes that then focus and drive the resource allocation and activities of the government and its development partners. These outcomes should be derived from the strategic priorities (goals) of the country/program.
3.00 – 3.30	**Discussion**
3.30 – 3.50	**Break**
3.50 – 4.50	**Session 4. Step Three: Developing Key Indicators to Monitor Outcomes** Step 3 is the means of assessing the degree to which the outcomes are being achieved. Indicator development is a core activity in building an M&E system and drives all subsequent data collection, analysis, and reporting. Both the political and methodological issues in creating credible and appropriate indicators are not to be underestimated.
4.50 – 5:20	**Discussion**
End of day 1	
'Tuesday, September 8'	
9.00 – 10.00	**Session 5. Step Four: Gathering Baseline Data on Indicators** Step 4 stresses that the measurement of progress (or not) towards outcomes begins with the description and measurement of initial conditions being addressed by the outcomes. Collecting baseline data means essentially to take the first measurements of the indicators.
10.00 – 10.30	**Discussion**
10.30 – 10.50	**Break**
10.50 – 12.00	**Session 6. Step Four (continued)**
12.30 – 1.00	**Discussion**
1.00 – 2.00	**Lunch**
2.00 – 3.00	**Session 7. Step Five: Planning for Improvements—Setting Realistic Targets** Step 5 recognizes that most outcomes are long term, complex, and not quickly achieved. Thus there is a need to establish interim targets that specify how much progress towards an outcome is to be achieved, in what time frame, and with what level of resource allocation. Measuring results against these targets can involve both direct and proxy indicators as well as the use of both quantitative and qualitative data.
3.00 – 3.30	**Discussion**
3.30 – 3.50	**Break**

3.50 – 4.50	**Session 8. Step Six: Monitoring for Results** Step 6 becomes the administrative and institutional task of establishing data collection, analysis, and reporting guidelines; designating who will be responsible for which activities; establishing means of quality control; establishing time-lines and costs; working through the roles and responsibilities of the government, the other development partners, and civil society; and establishing guidelines on the transparency and dissemination of the information and analysis. It is stressed that the construction of an M&E system needs to clearly address the challenges of ownership, management, maintenance, and credibility.
4.50 – 5:20	**Discussion**
End of day 2	
'Wednesday, September 9'	
9.00 – 10.00	**Session 9. Step Seven: Evaluative Information to Support Decision-making** Step 7 focuses on the contributions that evaluation studies and analyses can make throughout this process to assessing results and movement towards outcomes. Analysis of program theory, evaluability assessments, process evaluations, outcome and impact evaluations, and evaluation syntheses are but five of the strategies discussed that can be employed in evaluating a results-based M&E system.
10.00 – 10.30	**Discussion**
10.30 – 10.50	**Break**
10.50 – 12.00	**Session 10. Step Eight: Analyzing and Reporting Findings** Step 8 is a crucial step in this process, as it determines what findings are reported to whom, in what format, and at what intervals. This step has to address the existing capacity for producing such information as it focuses on the methodological dimensions of accumulating, assessing, and preparing analyses and reports.
12.30 – 1.00	**Discussion**
1.00 – 2.00	**Lunch**
2.00 – 3.00	**Session 11. Step Nine: Using the Findings** Step 9 emphasizes that the crux of the system is not in simply generating results-based information, but in getting that information to the appropriate users in the system in a timely fashion so that they can take it into account (as they choose) in the management of the government or organization. This step also addresses the roles of the development partners and civil society in using the information to strengthen accountability, transparency, and resource allocation procedures.
3.00 – 3.30	**Discussion**
3.30 – 3.50	**Break**
3.50 – 4.50	**Session 12. Step Ten: Sustaining the M&E System Within Government** Step 10 recognizes the long term process involved in ensuring longevity and utility. There are six key criteria that are seen to be crucial to the construction of a sustainable system: demand, structure, trustworthy and credible information, accountability, incentives, and capacity. Each of these dimensions needs continued attention over time to ensure the viability of the system.
4.50 – 5:20	**Discussion**
End of day 3	

University of Bologna Summer School on Monitoring and Evaluation of International Development Programs FIRST MODULE (7-11 September 2015) Second Workshop **Uses (and Abuses) of Case Studies in Evaluation** **Instructor: Ray Rist**	
'Thursday, September 10'	
9.00 – 10.30	**Session 1. Introduction**
10.30 – 11.00	**Discussion**
11.00 – 11.20	**Break**
11.20 – 12.30	**Session 2. Types of case studies**
12.30 – 1.00	**Discussion**
1.00 – 2.00	**Lunch**
2.00 – 3.00	**Session 3. Sources of evidence**
3.00 – 3.30	**Discussion**
3.30 – 3.50	**Break**
3.50 – 4.50	**Session 4. Design of case studies**
4.50 – 5:20	**Discussion**
End of day 1	
'Friday, September 11'	
9.00 – 10.30	**Session 5. Analyzing findings**
10.30 – 11.00	**Discussion**
11.00 – 11.20	**Break**
11.20 – 12.30	**Session 2. Presenting findings**
12.30 – 1.00	**Discussion**
1.00 – 2.00	**Lunch**
2.00 – 3.00	**Session 3. Is generalization possible?**
3.00 – 3.30	**Discussion**
3.30 – 3.50	**Break**
3.50 – 4.50	**Session 4. Conclusions**
4.50 – 5:20	**Discussion**
End of day 2	