



Module 15



Monitoring and evaluation

This Module guides participants in thinking about various kinds of monitoring and program evaluation, in support of accountability

There are slides to support linking this to the local catchment if that is desired

We use small groups and plenary to help people engage





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Toward Sustainability

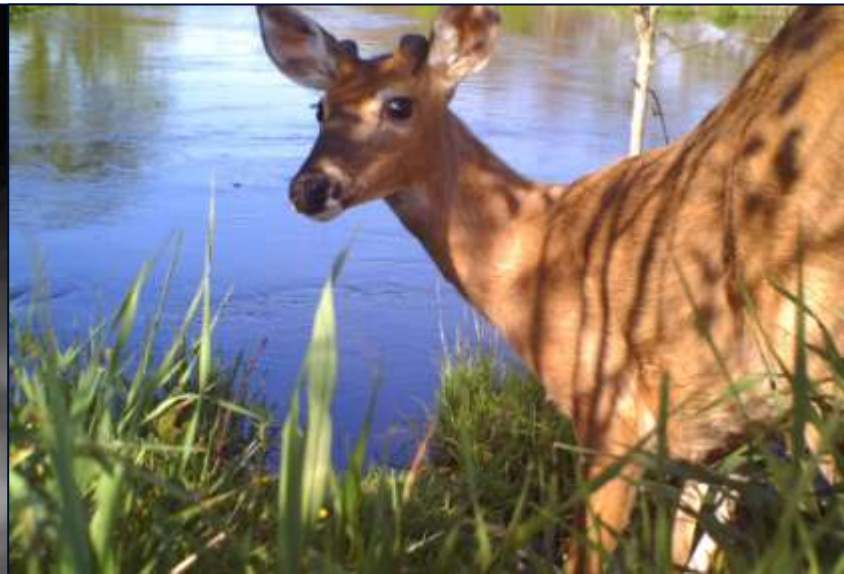
- To **achieve sustainable EM**, we need to monitor:
 - Processes through which **management goals are achieved**
 - **Specific levels of ecosystem services produced**
- Use lessons learned from **adaptive approaches to continue to improve**



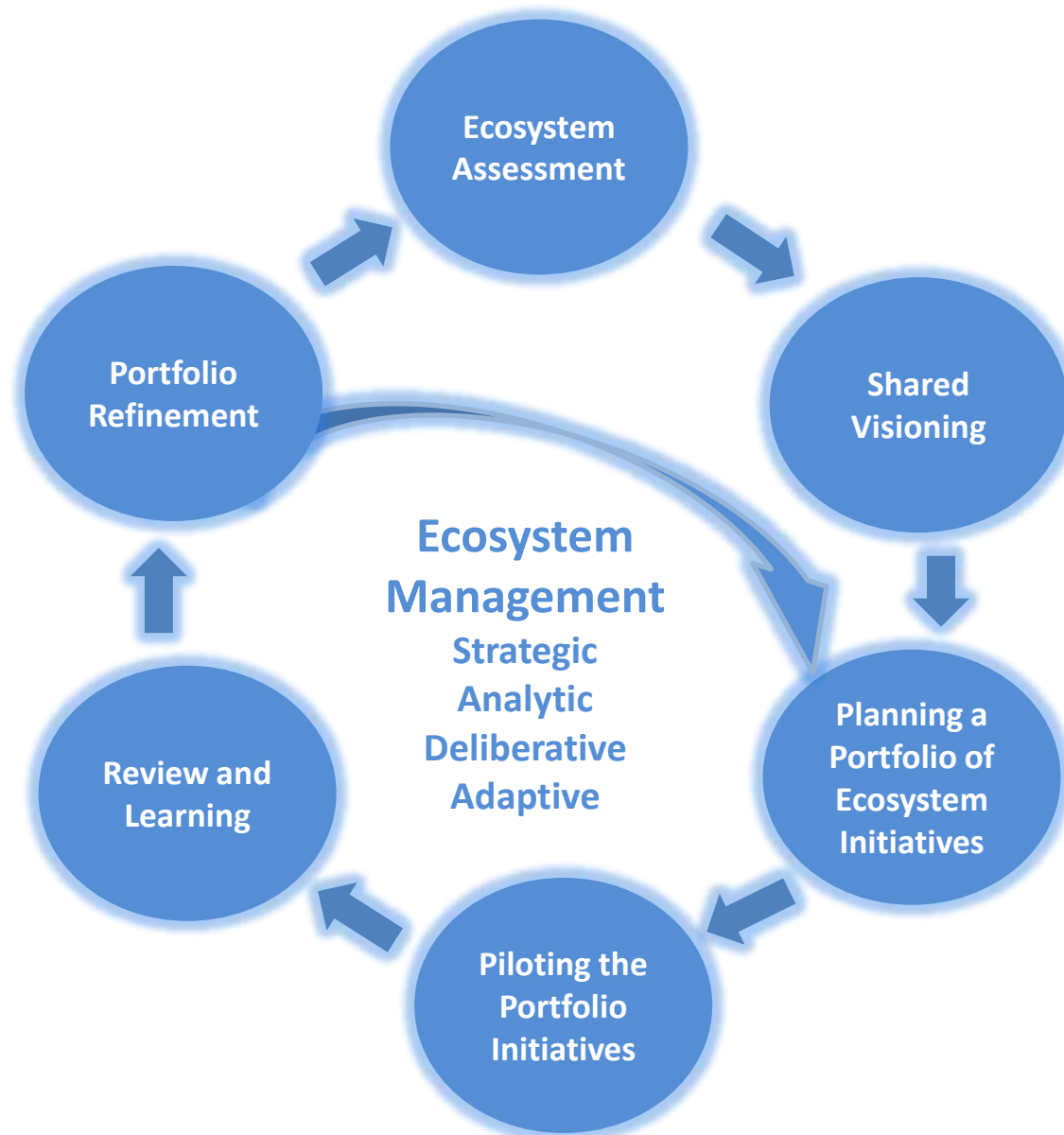


Monitoring, Evaluation, Learning

- Begin with an understanding of **how monitoring, evaluation and learning can be used as complementary tools to improve EM process**



Strategic Adaptive Management Cycle





Monitoring, Evaluation, Learning

- **Monitoring: Systematic process of observation.** Follows a course of activities, comparing what happens with what was expected. Ensures that **the delivery of ecosystem services meets societal goals**, within the scope of allocated resources
- **Evaluation: Assesses achievement against preset criteria.** Evaluation of an EM plan determines extent to which ecosystem service levels meet intended purposes; identifies lessons learned for subsequent phases of EM
- **Learning: Cognitive transformation that occurs during information collection and processing.** Monitoring and evaluating EM offers many **learning opportunities**.





Foundation of effective monitoring and evaluation

- Begin by **reviewing evaluation purposes for EM plan**
- Identify **primary users of evaluation**, people whose perception will control whether or not evaluation is used to guide evolution of our EM plan
- Decide **whether external or internal evaluators best serve your purpose**





Types of evaluation

- Evaluation can **render judgment, encourage improvement, or generate new knowledge**
- **Summative evaluation**: Follows **deductive** method by setting **clear criteria against which to judge**. Often quantitative, commissioned by external parties and typically performed by external evaluators
- **Formative evaluation**: Improvement oriented. **Inductive**, posing **open-ended evaluation**; evaluators often internal. Usually participants conduct the evaluation





Complementarity

- Recognize that formative and summative evaluation are central in EM
- EM plan intends to **identify and sustain delivery of ecosystem services**
- A summative evaluation, perhaps completed on a 5-year cycle, **empowers accountability and clear reporting**
- A formative evaluation, is less involved and more frequent (e.g., annually), **empowers adaptive management**





Discussion

- **Small-group discussion: What would be the benefits of planning formative and summative evaluations in advance of implementing an EM plan? What would be disadvantages? How would you estimate costs of designing an evaluation strategy for your EM plan? (10 min)**
- **Plenary discussion (5 min)**





Users of Evaluation

Individuals who:

- Influence design and revision of the EM plan
- Are interested enough to be engaged in revising (i.e., a vested interest in influencing design and implementation of the plan for an catchment)
- Provide financial support (Donors)
- Want public accountability

Identifying users is critical in deciding if evaluation will be useful and influential

Primary users of evaluation may include:

- Catchment manager and staff
- Policy and decision-makers
- Stakeholders who live, work in and value the catchment





Evaluators

- **Combination of internal and external evaluators is ideal; benefits from dedication and insight of internal members and objectivity of external observers and peer reviewers**
- **Evaluators may include:**
 - **Small internal evaluation task force**
 - **External evaluators**
 - **Combination of internal and external parties**
- **Catchment management staffs are often underfunded; external evaluators maybe too expensive. Some catchments have success by doing low-cost, peer-evaluation frequently (every 2-3 years) and higher cost, higher visibility (summative)evaluation less often (every 5-10 years)**





Assessment Planning

Issues for self-assessment:

- Measures to help answer questions about institutional context relevant to our catchment
- Data sources to answer these questions
- Data collection & analysis methods suited to your questions, realities and constraints; embed in your normal operations
- Priorities for and frequency of data collection

Self-assessment steps for guiding an EM plan:

1. Identify **major issues and monitoring questions**; develop specific measures for each
2. Identify **data collection**; specify analytical approaches
3. **Set priorities and frequency of monitoring**





Exercise

In groups (15 min)

- **Constraints**: All organizations face constraints. Compile a list of areas of the EM process where catchment management could face constraints that limit effectiveness of monitoring and evaluation
- **Identify users**: List names of departments who are potential primary users of the results of monitoring and evaluation. Record the interest primary users have in monitoring and evaluation, and what influence they will have in revising the IEA
- **Identify evaluators**: Decide on and justify evaluators you would use: external, internal or a combination





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This Module completes the circle, which began with goals and objectives. Participants should understand that monitoring must be accompanied by reporting.

How do you see your participants engaging stakeholders to discuss both monitoring and evaluation?

