Monitoring and Evaluation Training Curriculum

2009

New Partners Initiative Technical Assistance (NuPITA) Project

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I. Introduction

Preface

The PEPFAR-supported Technical Assistance to the New Partners Initiative (TA-NPI) and the New Partners Initiative for Technical Assistance (NuPITA) projects, implemented by John Snow, Inc., with support from its subcontractor Initiatives Inc., provided technical and organizational capacity assistance to strengthen 27 NPI partners.

Funding for TA-NPI came through the US Centers for Disease Control and Prevention (CDC) by the Department of Health and Human Services (HHS), while NuPITA was funded by USAID. The projects' goal was to work with the NPI prime partners and their sub-partners in Africa and Haiti to enable them to:

- Manage USG grants and comply with USG regulations;
- Develop into stronger entities positioned to source new funding; and
- Implement quality HIV programs.

The projects used a number of strategies to build the capacity of these faith-based, community-based and international non-governmental organizations, including facilitating organizational capacity assessments to identify management system strengths and gaps, and technical capacity assessments to ensure service delivery and infrastructure standards were in place and monitored; group and organization-specific trainings; short-term technical assistance and embedded long-term advisors; "state of the art" updates; strategic planning to strengthen long-term planning; and continual mentoring and coaching from the projects' teams of specialists.

TA-NPI documents are available at http://tanpi.jsi.com, http://www.jsi.com and http://www.initiativesinc.com; NuPITA products can be accessed at http://www.jsi.com and http://www.initiativesinc.com.

TA- NPI Curricula	NuPITA Curricula
Governance Resource Mobilization Strategic Planning Quality Improvement Referrals and Networking Information on Decision-Making	Human Resource Management Senior Management Gender and Culture Resource Mobilization Supportive Supervision Performance Appraisal Team Building Workplanning Quality Improvement Monitoring and Evaluation

Overview

A. Purpose

The purpose of this training is to review the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision-making to help organizations reflect on and strengthen their plans.

B. Audience

The workshop is designed for staff members who are involved in collecting, analyzing or presenting M&E data (e.g., supervisors, program staff, community workers and management). It is helpful to have at least two or three representatives from the same organization attend the workshop.

C. Learning objectives

By the end of the workshop, participants will be able to:

1. Describe and understand the four stages in an M&E system
2. Develop a framework that links project activities to outcomes and impacts (goals)
3. Develop indicators that effectively identify progress toward project outcomes
4. Develop a system to collect and compile data
5. Determine an appropriate method of analyzing, presenting and disseminating information to different stakeholders
6. Demonstrate the ability to use information to identify problems and implement changes

D. Curriculum

The 11 sessions are spread over three days and use various teaching and learning methods such as case studies, worksheets, role plays, small and large group exercises and interactive presentations. Appendix A has a suggested agenda that can be revised as needed based on discussions with participating organizations. Each session has a guide outlining the contents, timing, preparation and materials required (e.g., handouts, slides, worksheets). The facilitator's guide is in Appendix B, handouts are in Appendix C, and slides are in Appendix D.

E. Facilitators

A workshop for up to 25 participants will require at least two qualified facilitators. (If there are more than 25 participants, three facilitators may be needed.) Facilitators should understand the purpose and use of data, should be able to guide organizations to strengthen planning and to implement the four M&E stages and should be familiar with using participatory training methods such as case studies and role plays. The program follows a learn–practice–do model. Participants will first learn about a concept/component of the M&E system through a brief PowerPoint presentation and discussion. Then they will work in small groups to critique how an NGO described in a case study has tackled this concept (practice) and finally participants will work with others from their organization to design their own M&E system (do).

F. Preparation

Facilitators should review the Materials sections in each session to determine all the materials required and to decide if any need to be adapted. Reading the case study and understanding or filling in the worksheets is the best preparation. Facilitators may decide to use a pre-workshop survey to gather more information about the current knowledge of M&E of the participants to better address their needs. Questions could include location of the organization; number of years the program has existed; percentage of time spent on monitoring and evaluation; years of experience in M&E; how M&E are used; strengths and challenges. The findings could be presented in the introductory session on a PowerPoint to help participants learn more about their fellow participants.

G. Participants' Materials

Each workshop participant should receive a packet containing information for use during and after the workshop (e.g., agenda, worksheets, case study and evaluation). Handouts for specific sessions may be given out at the beginning of the workshop or at the beginning of the session.

II. Session Guide

Session 1: Introduction and Objectives

Objectives

By the end of this session, participants will be able to:

- Recognize everyone's name and position
- Describe the objectives of the module and the schedule

Overview

Topics	Format	Timing
1. Welcome and brief overview of training and introduction of facilitators	Plenary presentation	10 min
2. Survey review (optional)	PowerPoint	10 min
3. Introduction of participants and expectations	Self-introduction	15 min
4. Overview of workshop objectives and program	Plenary discussion	15 min
5. What is an M&E system?	Plenary presentation and visualization	20 min
6. Exercise instructions	Individual exercise	5 min
7. Differentiating M&E	Plenary presentation	10 min
		Total: 1 hour, 25 min

Materials

- Participants' folders with schedule, objectives, case study and supplementary materials
- Survey review (if conducted)
- Flip chart and colored markers
- Create a flip chart entitled "Parking Lot"
- Slides 1.1–1.10
- Any book for the exercise and enough small pieces of paper for each participant

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Facilitators' Notes for Session 1

1. Welcome to the workshop and introduction of the facilitators

Welcome everyone and provide an overview of the three days using Slide 1.2. Introduce yourselves by name and job title. Although many organizations know you, not all the participants may know you.

2. Pre-workshop survey

If a pre-workshop survey was conducted, this is a good time to summarize the overall experience levels, expectations, challenges and strengths and experience in M&E of the participants.

3. Introductions of the participants

Using Slide 1.3, ask participants to use two to three minutes to introduce themselves providing their names and positions, the focus of their programs, what about M&E is working well OR in what area they need more help. Finally, they should state one expectation for the workshop. The information can be written on a flip chart to make it easier to standardize responses. Expectations should also be noted on a flip chart. (If this was included in the pre-workshop survey, do not ask for expectations again.)

4. Workshop objectives and overview of the program

Present the workshop objectives using Slide 1.4, or if no projector is available, guide them through their workshop folders. Tell participants that they will find a copy of the workshop objectives in their folders. As you review the agenda, explain Session 10: Open Space. Alert participants that they can put items they would like to discuss or questions they want answered on the "parking lot" flip chart to be addressed on the last day.

5. M&E system

Review Slide 1.5 and explain the workshop is based on the four stages of an M&E system and that they will follow a "learn–practice–do" method to study each one. They will first learn about a concept or component of the M&E system through a brief PowerPoint presentation and discussion. Then they will work in small groups to critique how the NGO in the case study has tackled this concept (practice) and finally they will work as organizations to design this component of their M&E system (do). Ask participants to comment on the purpose of an M&E system. Allow discussion and close by showing Slide 1.6.

6. Visualizing M&E

Explain that the photo in Slide 1.7 is from the 2004 Para-Olympics. Runner #1540 is blind and is competing with his guide (in blue). The picture provides an analogy of the relationship between project implementation and M&E. The whole reason for this race is the competitors (i.e., #1540 and his fellow athletes), just as the reason for our projects is to implement a good health program; however, without the guide to be the "eyes" for the athlete, the athlete may well go off course and not win or even finish the race. Similarly, without an M&E system, we will not know when our projects are going off course and will be unlikely to reach the public health goals and outcomes we are trying to achieve.

Communication between the athlete and guide needs to be two-way: if the guide (M&E team) does not provide good quality information to the athlete (program and management team), or if the athlete does not listen to and respond to the information provided by the guide, then the athlete will likely run off course and not reach his goal. M&E is not the reason that we run programs and should not "take over" our programs, but an effective M&E system is necessary to ensure that the project does reach its goals.

7. Set up a guessing game

Show Slide 1.8 and explain we will do a small exercise. Pass around a book and an envelope that has small pieces of paper in it for participants to write their guesses on. Explain the rules of the game as outlined on the slide. Ask each participant to write down how many pages he/she thinks are in the book. When finished, the participant passes the book and envelope with the guesses in it to the next person. The last person returns the book and the envelope to the facilitator. This is an individual exercise so they should not ask any questions; they may look at the book to determine the answer. The results of this exercise will be shared later.

Use the lunch hour or other free time to tally up the results and prepare a slide with the number of results you received, the range of the results and if possible, an Excel graph with the x-axis labeled with the number of pages (group this into categories of about 10 pages), and the y-axis labeled with the number of respondents. Show this slide during Session 2 on data collection. If this session is on Day 2, the tallying can be done on the evening of Day 1.

8. Difference between M&E

Show Slide 1.9 and explain that most of this workshop is focused on monitoring, but it is good to discuss the difference between monitoring and evaluation. Ask participants to define monitoring versus evaluation. You can write some of the responses on a flip chart. Use Slide 1.10 to sum up the differences. The key difference is monitoring uses routine data to measure progress and make revisions while evaluation determines how well expectations have been met and to what extent they are a result of the interventions.

Session 2: Stage 1—Planning

Objectives

By the end of this session, participants will be able to:

- Describe the four stages of an M&E plan
- Explain the components of an M&E logic framework
- Define objectives, activities, goals, targets, and indicators

Overview

Topics	**Format**	**Timing**
1. M&E model	Plenary presentation	10 min
2. Logic framework	Plenary discussion	10 min
3. Understanding goals, objectives, and activities	Discussion	10 min
4. Exercise: refining objectives	Small group exercise	20 min
5. Purpose of baseline and targets	Plenary discussion	10 min
		Total: 1 hour

Materials

- Flip chart and colored markers
- Worksheet 1
- Slides 2.1–2.7

Facilitator's Notes for Session 2

1. The M&E model

Present Slide 2.1 to illustrate the main components of an M&E system for a project. M&E is an ongoing process with each stage informing the next. Explain that the workshop will systematically go through each of the four stages of the model spending the most time on planning as without a solid plan, it is difficult to design and implement a good system. Remind them that the whole reason we monitor and evaluate is the fourth box: using data. When planning and designing any activity or component of the M&E system, make sure that there is a use for all the data you plan to collect.

2. M&E logic framework: the planning cycle

Explain that the components of the framework described in Slide 2.2 are most commonly used to design a logic model (inputs, activities/processes, outputs and outcomes/impact). While it can make sense chronologically to think through them in this order, help participants to think through them in the reverse order. That is, start with the impact and outcomes that the project hopes to achieve and then work backwards to design a system or project that will logically lead to them. This planning should be done jointly with the M&E team and the technical and/or management team.

3. Understanding goals, objectives, and activities

Show Slide 2.3 and explain that this workshop does not focus on strict definitions but rather on understanding and applying concepts. Nevertheless, a basic understanding of the terms on this slide is useful. Although they may not be perfectly aligned, in general the goal of the project is similar to the impact that the project hopes to have, and the objectives of the project are similar to the outcomes. Ask participants for suggestions on what makes good objectives. Summarize by showing Slide 2.4. Use Slide 2.5 to explain the structure of a good objective. The objective is key to understanding what is to be achieved and will eventually be the tool for monitoring.

4. Exercise: refining objectives

Show Slide 2.6 and ask participants to turn to Worksheet 1 in their packets (or hand out). Ask them to work in groups of two to three to respond to two statements each. Their task is to decide whether the statements are objectives, activities or goals. Tell them this is important because we cannot measure an activity, so objectives must be SMART. Where appropriate, have them try to turn the statement into a SMART objective. For example, to increase the consistent and correct use of condoms among young males from 25 percent to 75 percent by the end of Year 2 of the project is an example of a SMART objective. Some statements, however, are really activities or goals. It is probably better to turn them into SMART objectives, but participants could try to make up an objective that would fit under them. Ask the groups to report their answers in plenary and encourage debate. (See Appendix B for suggested answers.)

5. Review the purpose of baselines and targets

Show Slide 2.7 and talk about the need for baselines and targets. In order to make objectives measurable and realistic, baselines and targets are needed. Tell them that later on we will discuss how targets can be determined, but for right now we will focus on the basics of targets and baselines. In general, one needs to know the baseline before setting a realistic target. An exception to this would be if the project hopes to reach a certain percentage of the target population such as providing training to 90 percent of health workers. Unless the target population is small, it is advisable not to set a target of 100 percent as it is often next to impossible to reach everyone.

Session 3: Using a Case Study

Objectives

By the end of this session, participants will be able to:

- Create an M&E logic framework
- Write appropriate objectives

Overview

Topics	Format	Timing
1. Introduction to and instructions for the case study methodology	Plenary presentation	5 min
2. Introduction and discussion of Case Study 1.1	Small group activity	45 min
3. Writing SMART objectives	Exercise	20 min
		Total: 1 hour, 10 min

Materials

- Flipchart and colored markers
- Case Study Module 1.1
- Slide 3.1

Facilitator's Notes for Session 3

1. Introduction to the case study

Introduce the case study and tell them the story will be spread over the four M&E stages. The study is designed to give them the chance to critique how another organization has developed its M&E system before they attempt to develop one for theirs. The case is fairly simple, but the M&E team may have not done everything perfectly.

Divide the participants into small groups to answer the questions at the top of Module 1.1 and write their answers on a flip chart. Do not let them proceed to Module 1.2 yet. During the discussion, roam the room to answer any questions or to assist the groups. When all are finished, ask each group to respond to one question while the others to contribute additional thoughts.

2. Writing objectives

Show Slide 3.1 to present the task. Based on what they just read, ask the participants to work in groups by organization to articulate the project goal and one to three SMART objectives. Ask for volunteers to present the objectives; the whole group can critique them.

Session 4: Developing an M&E Logic Framework

Objectives

By the end of this session, the participants will be able to:

- Create an M&E logic framework
- Identify targets and indicators

Overview

Topics	Format	Timing
1. Determining targets	Plenary presentation	15 min
2. Building a framework	Small group activity	10 min
3. Creating an organization's framework	Small group activity	1 hour, 30 min
		Total: 1 hour, 55 min

Materials

- Flipchart and colored markers
- Slides 4.1–4.8
- Worksheets 2A and 2B
- Practice working with Slides 4.1–4.3 to become familiar with the calculations for setting targets

Facilitator's Notes for Session 4

1. Determining targets

Remember to practice this example prior to leading the session so that you are comfortable with the calculations.

Now that we have our objectives, the next step is to determine targets. Slowly review Slide 4.1 and then 4.2 for this exercise. Here we are trying to determine the population of women of child bearing age in order to determine what percentage we can realistically reach. Explain targets can be set in a number of different ways. In general, you want to start with the most accurate information that you have on the population of interest. If your organization or another organization has been working with this target population recently, you may have fairly accurate information; however, as illustrated in the example on this and the next few slides, sometimes you need to use older data to develop the targets.

Review Slide 4.3 to understand the questions that need to be asked to identify the percentage that can be reached. Note that this target really is an estimate. The more experience that you (or others in your organization, in other organizations or in the literature) have working with the target population, the more accurate your estimates will be and therefore the more meaningful your targets will be.

2. Building a framework

Show Slide 4.4 to explain the framework. State that frameworks provide a road map to help ensure that everyone (staff, external partners, donors, beneficiaries, etc.) is on the "same page." Ask if participants have experience with logic frameworks and how they use them. Suggest (if not already stated) that it is helpful to encourage projects or organizations to post the framework in the reception area of the office so that everyone can see the goal (the impact) that the organization or project is trying to achieve and how they plan to get there. Emphasize the last bullet on the slide so participants understand the connections among the parts of the framework.

Show Slide 4.5 and explain this is a basic template for a logic framework. It can be adapted depending on the nature of the specific project (e.g., outcomes can be divided into short term and long term). It is also helpful to make discrete boxes under each heading so that two different activities leading to the same outcome can be linked with arrows. Output indicators can also be included on this sheet. A good idea is to create a separate indicator matrix to keep the framework from getting too busy, but it also makes sense to have them on this sheet. Organizations may have their own models, but for the purpose of this workshop, we will use this as the template.

Show Slide 4.6 to explain that we have been talking about objectives, but often in a logic framework they are not included. Use this slide to briefly describe the relationship between objectives and outcomes and how participants can use their objectives to write their outcomes.

3. Creating your own framework

Participants should now work on developing a logic framework for their own projects (or organizations). There are two templates in the packets (Worksheets 2A and 2B referenced by Slide 4.7). Participants can use that framework or another that has the same components. They should think through the impact they expect to have based on their objectives and write it into the framework. Next they should review their objectives (future tense) and link them to specific outcomes (past tense) expected. Using this as a basis, the participants can enter outcomes, activities and finally the inputs required to reach the outcomes. It is important to remember the discussion about targets to make the objective and outcomes specific and measurable.

Show Slide 4.8 and ask participants now that they have had a chance to work through their own logic framework, do they have any other comments on Temba's?

Ask for two volunteers to finalize their frameworks and present them the next day.

Session 5: Defining Indicators

Objectives

By the end of this session, participants will be able to:

- Describe the purpose and types of indicators
- Identify indicators for their projects

Overview

Topics	Format	Timing
1. Role of indicators	Plenary presentation	15 min
2. Results of the book exercise	Presentation	5 min
3. Defining indicators	Plenary	10 min
4. Measuring quality	Plenary	10 min
5. Selecting indicators	Plenary	10 min
6. Case Study Module 1.2 and exercise	Small group discussion and Worksheet 3	45 min
		Total: 1 hour, 35 min

Materials

- Flipchart and colored markers
- Slides 5.1–5.13
- Case Study Module 1.2
- Worksheet 3

Facilitator's Notes for Session 5

1. Role of indicators

We are now transitioning from the framework to the indicators. Ask for examples of process or output indicators: those that measure immediate results and—for examples of outcome indicators—those that measure whether the outcome changed in the right direction. Then show Slide 5.1 and ask participants to think of and provide non-M&E-related "indicators" that they use in daily lives. After acknowledging their contributions, elaborate on the example of the turn signal on a car. We have all been driving behind a car that signals it is turning left and then either goes straight or even turns right. This is true of indicators in M&E. They do not tell us exactly what is happening (i.e., that the car is actually turning right), but rather give us an indication of what is probably happening. In general, the higher the level of the indicator, the more of a proxy it is (i.e., the less reliable the indicator is). A higher-level indicator would be an outcome or impact indicator while a lower-level one would be an output or process indicator). The more of a proxy, the less reliable the indicator is of what is actually happening. For example, the output indicator (number of people trained) is likely to be more accurate than the outcome indicator (number of people who used a condom the last time that they had sexual intercourse). We do the best we can to make indicators accurate, but we also need to acknowledge limitations. As mentioned previously, indicators may be included on the logic framework. There are many ways that indicators can be divided. This division (outputs/processes and outcomes) is just one. Again, this workshop is focusing on understanding and applying principles and not on definitions.

Explain that Slide 5.2 shows how activities relate to output indicators and how outcomes relate to outcome indicators. You can keep all indicators in a separate table, but again, they can be included on the logic framework if it doesn't make it too busy.

Show Slide 5.3 and explain that Indicators can take many forms and that there are advantages and disadvantages of each type. Think through what type of indicator to use for each variable and make sure that you have thought through the alternatives.

2. Results of the book exercise

Show Slide 5.4 and remind participants about the book exercise they did in Session 1 (hold up the book that was used). Ask them to guess the range of guesses about the number of pages then show the summary data from the exercise:

- Number of results received
- Range of the results
- If possible, an Excel graph with the x-axis the number of pages (group this into categories of about 10 pages), and the y-axis the number of respondents

Ask participants what they think the "right" answer was and then explain there isn't a "right" answer. Just as data collectors read the indicator that they are supposed to be addressing the best that they can, the participants interpreted the question on the number of pages to the best of their abilities. Hopefully this drives home the importance of having clear definitions for indicators. If "page" had been defined in a specific way (e.g., two sheets of paper equal one page and front/back covers do not count), then the participants would have been able to produce more usable data. Usually the data from this exercise are so poor that they could not be used. Remind them that this exercise was done with people who are fluent in English and who were in the same room. Imagine how many other mistakes are made when the person recording the information is in a rural health clinic, maybe speaks another language and has lots of other things competing for her or his time.

3. Defining indicators

Use Slide 5.5 and ask if Temba has clear definitions of indicators and what the effect of not having a standard definition may be. Point out the importance of a defining an indicator; just as there was confusion about what a "page" is, there is bound to be confusion around many of the more abstract things that we try to measure. Tell them that we will return to this a little later in the workshop.

Show Slide 5.6 and explain that we (and many donors too) tend to focus heavily on quantitative data. While it is usually necessary to collect quantitative data, the organizations should also try to include qualitative data in their M&E plans to help understand the trends in quantitative data and to tell the story of the recipients in addition to many other reasons. Ask the participants to name some other reasons.

Show Slide 5.7 and explain it reviews two very common types of indicators: numbers (counts) and percentages. Once you have gone through these examples, ask participants which indicator is better. The answer is that it depends on the situation and the availability of data.

For example, a percentage is often more valuable (provides richer information) than a simple count; however, a percentage requires an accurate denominator. If one is not available (in conflicts, emergencies or post conflicts), then it may not make sense to try to report percentages.

Show Slide 5.8 and explain that these terms are sometimes mixed up (quality of services and quality of data). We present them together here just to contrast the difference. We will be going into more detail on measuring the quality of services provided (in the next slides) and on data quality (in the next section).

4. Measuring quality

Use Slides 5.9 and 5.10 to explain how to measure quality. The slides show the steps for measuring quality of services as the first step in a quality improvement approach. Like many aspects of a program, unless there are indicators to measure quality, it will not be measured (and will therefore likely not be a priority). Emphasize that quality of care looks at differences between expected and actual performance to identify gaps (opportunities for improvement). Detail the importance of using standards (established), indicators and tools for measuring. Ask participants for some examples of quality indicators before showing Slide 5.11.

5. Selecting indicators

Ask how many indicators the projects usually use to measure progress and ask how clear they are. Explain that often fewer, more focused indicators can improve the quality of data and analysis. Show Slide 5.12 and explain that this is a list of some factors to consider when selecting indicators. In general, collect the minimal number necessary to answer the questions of stakeholders (donors, MOH, program management). Remember, that the main reason for M&E is to have data to use. If the data are not useful, then do not collect them. Also, remember that every additional indicator adds work for the program team and can affect the quality of the data collected (how well data collectors could focus on three indicators instead of 50).

6. Case Study Module 1.2 and exercise

Slide 5.13 brings us back to the Temba case study. Have participants read Module 1.2 and in their small groups answer the questions/tasks associated with this section. Then review some of the answers in plenary.

In this section, participants were introduced to a basic indicator table or matrix (or part of one at least). Now that they have critiqued Temba's attempts to develop indicators, they can work with their organizations to develop indicators under one or more of their objectives or outcomes. Worksheet 3 provides a simple template to do this, but participants are also welcome to use their own templates.

Have participants work for now only on developing the indicators, definitions and targets (columns 1 and 2). Later we will return to this worksheet and think through how the data will be collected.

This concludes the planning stage. It likely took much if not all of the first day. Try to end the day by doing a wrap-up/recap exercise. You can use a ball to throw to participants so they respond to:

- What did you learn?
- What did you like?
- What was challenging?
- What should be changed?

Participants can throw the ball to others.

Before closing, remind the two volunteers from Session 4 that they will be first on the agenda for sharing their logic frameworks.

Session 6: Logic Framework Presentation

Objective

By the end of this session, participants will be able to:

- Describe the challenges and advantages of a logic framework

Overview

Topics	Format	Timing
1. Daily recap	Participant	10 min
2. Logic framework	Participant presentation(s)	1 hour
		Total: 1 hour, 10 min

Materials

- Flipchart and colored markers
- Prepare one to two participants to report on yesterday's key points
- Ensure two people are prepared to present their frameworks
- LCD projector, if necessary

Facilitator's Notes for Session 6

1. Daily recap

Ask one or two people to state what they learned yesterday. This can be done in an enjoyable way; participants can call on others, pass the ball or present a concise summary.

2. Participants present logic frameworks

Have the two volunteers present their frameworks stating what impact they hoped to make, what objectives they listed and inputs, activities, output and outcome indicators. They should state what challenges they faced and ask for feedback on their products.

Session 7: Stage 2—Data Collection

Objectives

By the end of this session, participants will be able to:

- Develop a data collection plan
- Describe how to review and address issues in data quality

Overview

Topics	Format	Timing
1. Data collection	Plenary presentation	10 min
2. Case Study Module 2 and exercise	Small group exercise	40 min
3. Reviewing data quality	Plenary presentation	15 min
4. Exercise: quality scenarios	Small group exercise	50 min
5. Reflect on the day	Plenary	10 min
		Total: 2 hour, 5 min

Materials

- Flipchart and colored markers
- Slides 7.1–7.10
- Case Study Module 2
- Worksheet 3
- Data scenarios

Facilitator's Notes for Session 7

1. Introducing data collection

We are now ready to move to the second stage in an M&E system: data collection. Show Slide 7.1. This in many ways is what we traditionally think of as M&E, but hopefully the discussions and learning from yesterday have helped us realize the importance of planning the system before we begin actually collecting data. Also, hopefully it was apparent yesterday and will continue to be that the main focus of our M&E system is providing information that can be used by internal and external stakeholders. So, while good data collection is necessary to get useful information, data collection is not why we do M&E.

2. What is data collection?

Slide 7.2 highlights the main topics covered in this section. In the planning stage, we identified what indicators we want data for; now we are going to decide on the details and definition of each indicator, how data on it will be collected and stored and how we will ensure that the quality of the data is sufficient that we can confidently use it to make decisions. It may become apparent that some of the indicators will need to be rethought or maybe removed. Share Slide 7.3 to bring home this message.

3. Case Study Module 2

Return to the Temba case study and have them work in small groups through Module 2 (Slide 7.4). Once groups have had a chance to discuss the questions and report back in plenary, they can work on filling in the rest of the indicator matrix in Worksheet 3 (or an equivalent) for their own organizations.

4. Data quality

Show Slide 7.5 and brainstorm for a few minutes on data quality with the whole group; write the responses from participants on "What needs to be in place to ensure good quality?" on a flip chart. Summarize by saying that ensuring good quality data requires having a strong M&E system in place to collect, aggregate and report data and having data that can be audited. Use Slide 7.6 to review what goes into data quality. Ask participants if they have faced these issues and to give examples of how they addressed them.

Use Slide 7.7 to show a fairly standard and quite comprehensive list of things that affect data quality. Depending on the time available and the level of interest and knowledge of the participants, either go through it in detail or use it for reference. In general, however, note that many of the data errors that we are looking for can be caught quite easily; we should begin by focusing on them first. Data will never be perfect, but it must be good enough that we feel confident using it. The scenarios will help bring home this idea. Accuracy example: counting visits as opposed to clients.

Go to Slide 7.8 to describe the functional areas of M&E that affect data quality. If possible, introduce the DQA systems assessment tool (http://pdf.usaid.gov/pdf_docs/pnadw118.pdf). You will not have time to go into all aspects of the tool, but participants can use the DQA areas to think about the weaknesses in their M&E systems, the components of data quality that are at risk and what they might do about the weaknesses. For example, if timeliness is an issue, they should look at functional areas I and III (roles and responsibilities and reporting requirements) to investigate what can be done.

5. Exercise: Data quality scenarios

Split participants back into their small groups by table and have each group work on one scenario in Slide 7.9. Each scenario represents a different dimension of data quality. The characters in the scenarios relate to the Temba case study. Have the groups think through why the problem is occurring and how it should be addressed. Have the small groups present their responses in plenary. If more than one group worked on the same issue, ask if there are additional comments.

6. Reviewing the indicators

This concludes Stage 2. Designing an M&E system is an iterative process. Now that participants have thought through more of the nuts and bolts of data collection and data quality, have them think back to the list of indicators that they developed in Stage 1 and see if any need to be revised or removed. Show Slide 7.10 and remind them that if the data from an indicator is not useful (because there is no identified user or because the quality of the data is too poor), then there is no point collecting it. Related to this, if the burden of data collection is great, but the use of the indicator is minimal (a "nice to know" rather than a "need to know"), then it may be better to scrap the indicator or to think of a proxy indicator that is easier to collect data for.

Session 8: Stage 3—Making Data Usable

Objectives

By the end of this session, participants will be able to:

- Match data to stakeholder needs
- Distinguish between helpful and inappropriate graphs
- Display data in an appropriate format for the audience and for clarity
- Construct a graph manually

Overview

Topics	Format	Timing
1. Introducing making data usable	Plenary presentation	10 min
2. Turning data into useful information	Plenary discussion	10 min
3. Identifying stakeholder needs	Plenary discussion	10 min
4. Case Study Module 3.1	Small group exercise	30 min
5. Displaying data	Discussion	25 min
6. Case Study Module 3.2 and graphing	Small group exercise	35 min
7. Using data to tell a story	Plenary presentation	5 min
8. Close the day	Participant feedback	5 min
		Total: 2 hours, 10 min

Materials

- Flipchart and colored markers
- Slides 8.1–8.20
- Worksheets 4 and 5
- Case Study Module 3.1 and Module 3.2

Facilitator's Notes for Session 8

1. Introducing making data usable

Show Slide 8.1 to start this session. There is really a fine (somewhat arbitrary) line between "making data usable" (Stage 3) and actually using data (Stage 4). Stage three is about how one can prepare and present data or information in a way that is most useful to the consumer (i.e., what is the right story to tell the audience) while Stage 4 is about how to actually use the data effectively.

Use this analogy to help explain this. Data are like letters of the alphabet. Depending on who you are speaking to, you will arrange the letters and words into different stories that make sense to the audience. For example, if you are speaking with community members about how a project has influenced them, you will give a different version of the story than if you are writing a report to a donor. Both stories should be based on the data, but the way in which the data are presented will be different.

2. Turning data into useful information

Show Slide 8.2 and explain the key questions to ask are:

Who needs information?

For what purpose will it be used? (What questions are you trying to answer?)

Try to put yourself in the shoes of the audience you are tailoring information for. For example, if you are preparing information for the project's senior management team, think about what sorts of questions they would like answers to and what sort of format would be easiest for them to digest the information. For example, they probably want to make comparisons across project areas or over time, so they would like clear graphs and tables rather than a 40-page document.

When thinking about why the audience needs the data, think of the following three comparisons. Note that there are many other more complicated analyses or comparisons that can be made (such as a multivariate regression), but in most project monitoring, we are looking at one (or more) of these three: among or between groups, over time or against a target or standard. When turning data into information, make sure that the relevant comparison(s) are clear.

Ask participants to brainstorm different ways that data can be presented and to give an example of the type of audience for that presentation style. List their responses on a flip chart then show Slide 8.3 to summarize.

3. Identifying stakeholders' data needs

In order to effectively prepare data for different audiences, it helps to first think about whom the audiences are (both internal and external) and what sort of questions they might ask. Show Slide 8.4 and ask participants to brainstorm who the stakeholders of their projects are and what sort of information each stakeholder would like.

Have them consider how frequently they want (or need) to give each audience information. Laying out all the information needs in one table can help the project manage deliverables and can help make the deliverables more realistic. For example, it is probably not realistic to present information to all stakeholders each quarter. Instead of sending the same quarterly report that you had to prepare for a donor, consider sharing information less frequently but in a more tailored manner. Or, for example, if the project has key indicators that would be very useful for the technical and/or management team to review regularly, develop a dashboard or a simple template for graphing them (three to five) to share and discuss at every monthly staff meeting.

Tell them we will first see how Temba used this table and will then work on filling out this sheet for each organization.

4. Case Study Module 3.1

Once again, ask participants to work in small groups on the case study reading Module 3.1 then discussing the questions and reporting back in plenary. Follow this by asking them to work with colleagues from their organizations to complete the stakeholder analysis (Worksheet 4). Ask one or two participants to share a few of the stakeholders that they identified and how they would prepare data for them. Note: Worksheet 4 is not a formal stakeholder analysis. It can be renamed if participants take issue.

5. Displaying data

How can data best be presented? No way is necessarily right or wrong, there are just different purposes. Bar charts are probably the most common visual displays and are useful for displaying frequencies, either as numbers or percentages. Using Slide 8.6, ask participants to describe the comparisons in the chart. (Response: over time and among groups)

Slide 8.7: What is this graph showing?

- The number of attendees that each field worker had at her sessions (not clear over what period).
- The number of sessions that each field worker conducted. Ask about issues with this graph.

The values for the number of sessions are very small (three to four), while the number of attendees is rather larger (30–50). By graphing these on the same scale, you lose precision especially for the blue bars (for example, field worker OA actually only ran three sessions, but it is hard to see this). The blue bars should probably be removed.

Slide 8.8: Here we see two different bar graph presentations of the same data. Ask participants which is more effective and why?

Slide 8.9: Another effective and popular way to display data is through line graphs. Ask a participant to explain what this graph is showing. Note with line graphs that data are displayed in a continuous way and so should not be used to represent data that are not connected. Line graphs are generally used to show change over time (as in this graph), and are not appropriate for things like comparing sets of clinics (drawing a line between the data point for clinic A and clinic B does not make sense).

Slide 8.10: Use pie charts when the data totals 100 percent; don't use them for race because it is possible that one person has multiple races. Compare the two charts; which pie chart shows a smaller population of 40–64 year olds? Missing data can be just as important as the data shown. What does the second pie chart tell you about persons aged 65 and over?

Slide 8.11: Does the percentage add or subtract from the graph? Some people really don't like pie charts as they can be inaccurate. Adding the percentage (or the actual numbers) can help deal with this issue.

Slide 8.12: When might it be more appropriate to present data in a table or in addition to a summary graph (e.g., donors, peer review journals, etc.)? Tables generally provide more detailed information than graphs do, but depending on the situation, they can be easier or harder to compare. There is no "right" answer, but think about what style would best help the audience get answers to their questions.

Slide 8.13: Which display is more effective? It depends on the message you are trying to send. The graph may be better at showing the vast difference in the number of women going to education sessions compared with the number that actually gets tested, but the table is better at actually comparing the percentage of women getting tested across the different districts.

Again, there is no right answer. Think about your audience and present your data accordingly. How could the graph be improved?

Slide 8.14: What do you see? Again, it depends on your audience, but in general the simpler graph (on the right) is more effective. Also, do not use continuous lines (like on the left) to depict data from different clinics (see previous slide on line graphs).

Slide 8.15: In general, this is complicated, but some people who like reading graphs may not find it too busy. Although the graph on the next slide shows different data, the style of that graph would be more appropriate for these data.

Slide 8.16: What do you think of this graph? What comparisons are displayed (over time, among groups and against a target)? Who might this chart be useful for? What don't you like about it?

Slide 8.17: What do maps show you that other displays don't? When might you want to use a map? What other things could you include on a project map? What are some of the limitations of mapping?

6. Case Study Module 3.2 and graphing

Show Slide 8.18 and tell participants they will now work through Module 3.2 in the case study. After answering the questions and reporting out, give each participant a blank piece of paper or graph paper and ask them each to think of a question that they would like to answer with the data in Worksheet 5 and then to graph it on the paper. Explain that most of the time we have programs like Excel to create graphs for us but that by actually making the graph yourself, you have to think through what exactly goes into it—what variables (types of data), in what form, what the axes will be like (scale, number vs. percentage), will you use different colors, what will the title be? Place markers on each table to allow some creativity in terms of color though this is not the focus.

Once participants have had a chance to think through their questions and make their graphs, ask for volunteers to share their graphs starting with the questions that they were trying to answer. Post all graphs on the wall. It is interesting to see how many different questions could be answered and in so many different ways using simple data.

7. Using data to tell a story

Success stories are usually required by USAID projects and can be a useful way of capturing and sharing information about a project. Use Slide 8.19 to show an outline of how to write a story for USAID or other audiences. Slide 8.20 can end this session.

8. Closing Day 2

This completes Stage 3. End the day by doing a wrap-up or recap exercise. You can use a ball to throw to participants so they respond to:

- What did you learn?
- What did you like?

- What was challenging?
- What should change?

Participants can throw the ball to others. Choose two participants for recapping on Day 3.

Remind participants that they can add discussion topics or questions for Session 10 to the "parking lot."

Session 9: Stage 4—Using Data for Making Decisions

Objectives

By the end of this session, participants will be able to:

- Interpret data
- Use data to improve program performance
- Communicate information to and help communities, CHWs, and staff analyze and use the data

Overview

Topics	Format	Timing
1. Recap	Participant recap	10 min
2. Using data for decision-making	Plenary discussion	30 min
3. Analyzing data	Exercise	30 min
4. Case Study Module 4	Small group exercise	30 min
5. Role play and feedback	Exercise	60 min
		Total: 2 hours, 40 min

Materials

- Flipchart and colored markers
- Slides 9.1–9.11
- Worksheet 6
- Case Study Module 4

Facilitator's Notes for Session 9

1. Using data for decision-making

This is the final and most important session as we actually make use of all the data that we have so carefully planned, collected and turned into useful information for stakeholders. Show Slide 9.1 and emphasize that one of the key messages of this session is that "using data for decision-making" (a big buzz phrase in public health) does not have to be complicated; in fact, it is often more effective in small ways that can be integrated into day-to-day programming. Working with the management and technical teams to identify three indicators to analyze together during each monthly staff meeting is a good example of using data. Upcoming slides have more examples.

Ask the participants to brainstorm about how M&E data can be used. Write their comments on a flipchart. Show Slide 9.2 as a summary (participants may have added other significant uses for data).

What can data tell you? Draw attention to Slide 9.3. As a user of data, these are three questions that you can think through (or that you can help your management/technical teams think through):

- What is the information saying?
- Why does it say that?
- What can be done about it?

Remember to highlight the importance of looking at what is going well and what is going poorly—both are important for helping organizations strengthen their programs.

Data can help you think through how to use information to identify promising practices that can be scaled up. Slide 9.4 shows three ways:

1. Quantitative scale-up
2. Functional scale-up
3. Organization's scale-up

2. Analyzing data: an exercise

Show Slide 9.5 and explain that they will now read the data. Ask them to divide into five or six groups (more groups if the table set-up warrants). Assign each group to be one of the five districts in Temba's program area and one group to be in charge of the whole region (all five). Have the groups analyze the data looking at trends, successes, challenges and gaps, then share what they found.

This exercise is designed to simulate how data can be used locally on an ongoing basis to stimulate discussion and to help the program run better. As is often the case, the data don't tell us why there has been a success or a challenge but instead identify that there is one. It is up to us to ask more questions to find out why. Simple activities like this one can be added into routine program management.

3. Case Study Module 4

Present Slide 9.7 and ask participants to read Module 4 of the case study. There are no questions or tasks associated with this section; it is instead designed to offer closure on Temba and to introduce the role play.

4. Role play

Split the participants into two groups (or four if each group would have more than eight people). One group will act out a meeting with the district coordinators from each of the five districts while the other group will act out a meeting with the field workers in one district. Give the groups about 15 minutes to prepare a 10-minute presentation for the whole group. There are a number of different data presentations in the case study that they can use if they wish.

During the role play, the other group (observers) should reflect on the questions listed in Slide 9.8 and use Worksheet 6 so they can provide feedback. You use Worksheet 6 when you review the M&E strategies of the participants to identify areas that still need inputs or revisions, what actions are required, who will be responsible, any assistance needed and who should provide it (i.e., the organization or project) and when it should be provided.

5. Finishing the system

Here we are back at Stage 1 of the system (Slide 9.9). Decisions made using data can help both the project as a whole and the M&E system plan for revisions thus creating an ongoing cycle both in the short term and throughout the life of a project. Again, if the data are not useful to stakeholders (either internal or external), then please seriously question why you are collecting it.

Show Slide 9.10 and remind them: As important as a sound M&E system is to good project management, always keep in mind that our primary purpose is to provide good public health services; that should be why we monitor and evaluate, not the other way around!

Session 10: Open Space

Overview

Topic	Format	Timing
1. Open space	Participant's choice	1 hour, 10 min
		Total: 1 hour, 10 min

Preparation

Inform participants in advance that time is available to discuss additional topics.

Facilitator's Notes for Session 10

1. Open Space

This session is unstructured to enable you and the participants to have time for questions and answers, small group discussions or plenary presentations by participants who want to share their successes or new technology. It can also be a time for addressing "parking lot" items that could not be covered during the workshop.

Session 11: M&E Plans

Objectives

By the end of this session, participants will be able to:

- Draft an M&E plan
- Create a strategy for sharing

Overview

Topics	Format	Timing
1. Review M&E checklist	Plenary review	20 min
2. Create plans for the organizations	Develop plans in groups by organization	1 hour
3. Strategize how to share the plans	Organizations	20 min
4. Present the plan (2)	Organizations' presentations and feedback	30 min
5. Wrap-up and evaluation	Plenary	10 min
		Total: 2 hours, 20 min

Materials

- M&E checklist
- Worksheet 6: Action Plan Template
- Evaluation form

Facilitator's Notes for Session 11

1. Review M&E checklist

Introduce the M&E checklist and go over the components. Explain the value of reviewing the list to ensure their plans are complete. The plans may not be finished today, but it is helpful to know the expectations for a comprehensive plan and review.

2. Develop an M&E plan

Allow organizations to work on their plans and provide assistance where required. The draft plan should include:

- Final logic framework
- The stakeholder analysis
- The indicators and data collection strategy
- Sample data collection tool
- The plan for whom to share data with, how often and in what format.

The organization should discuss how to present their plans to their colleagues to get their support.

3. Present the plans

Ask two organizations to present their plans in plenary and receive feedback.

4. Wrap-up and evaluation form (Appendix C)

III. Appendices

Appendix A: Sample Agenda

Day 1			
Time	**Session**	**Agenda**	**Content**
8:30 – 9:55	1	Introduction and Objectives	Workshop overview, agenda/handbooks, housekeeping, partner introductions, survey review, post it: questions and answers, objectives and M&E stages
9:55 – 10:15		BREAK	
10:15 – 11:15	2	Stage 1—Planning	Objectives and exercise: objectives; Worksheet 1
11:15– 12:25	3	Using a Case Study	Case Study Module 1.1; exercise: case study questions and exercise: develop objectives
12:25 – 1:15		LUNCH	
1:15 – 3:10	4	Develop an M&E Logic Framework	Exercise: Prepare logic framework (Worksheets 2A and 2B)
3:10 – 3:25		BREAK	
3:25 – 5:00	5	Defining Indicators	Role and definition of indicators, review of book exercise, quality indicators, case study Module 1.2, exercise: case study questions and exercise: preparing indicators (Worksheet 3, columns 1 and 2)
5:00		Daily Evaluation and Homework	

Day 2			
Time	**Session**	**Agenda**	**Content**
9:00 – 9:10		Recap of Day 1	
9:10 – 10:10	6	Logic Framework Presentations	Feedback and challenges
10:10 – 11:15	7	Stage 2—Data Collection	Overview and Case Study Module 2 analysis
11:15 – 11:30		BREAK	
11:30 – 12:30	7	Stage 2—Data Collection (Continued)	Review data quality and scenarios
12:30 – 1:00	8	Stage 3—Making Data Usable	Turning data into useful information Exercise: Stakeholder analysis and Case Study Module 3.1
1:00 – 1:45		LUNCH	
1:45 – 3:25	8	Stage 3—Making Data Usable (Continued)	Displaying data, Case Study Module 3.2, Discussion: identifying presentation formats and target audiences and exercise: graphing worksheet
3:25 – 3:40		BREAK	
3:40 – 5:00	9	Stage 4—Using Data for Making Decisions	Case Study Module 4, role play 1 and feedback
5:00		Daily Evaluation	

Day 3			
Time	**Session**	**Agenda**	**Content**
9:00 – 9:10		Recap of Day 2	
9:10 – 10:20	9	Stage 4— Using Data for Making Decisions (Continued)	Role Play 2 and feedback
10: 30 – 10:50		BREAK	
10:50 – 12:00	10	Open Space	Q&A and small group discussions
12:00 – 1:00		LUNCH	
1:00 – 2:40	11	M&E Plans	Checklist, table discussions, next steps, getting support for M&E and sharing strategies for gaining support and other next steps
2:40 – 3:00		BREAK	
3:00 – 3:30		Presentation of M&E plans (2)	
3:30		Wrap-up and evaluation form	

Appendix B: Facilitator's Guide

Role of Facilitators

The goals of the workshop are for each organization to leave with a comprehensive and appropriate M&E plan and for each participant to understand how to plan for, collect, analyze and use data to improve project performance. The training methodology is based on presentations, a case study and participatory exercises that allow peer and facilitator feedback.

The facilitator is expected to attend all training sessions and to provide guidance to participants. Each table will hold six to eight participants representing three or four organizations.

Responsibilities

General responsibilities include helping participants to:

- Understand and analyze the information in the case study
- Respond to questions in the case study
- Complete exercises
- Develop an M&E system that can be presented for peer and expert review
- Participate in role plays

Additionally facilitators will:

- Participate in daily debriefings to report on progress and understanding and suggest areas for additional presentation
- Identify topics and/or lead open-space sessions
- Assist in giving feedback and developing action plans

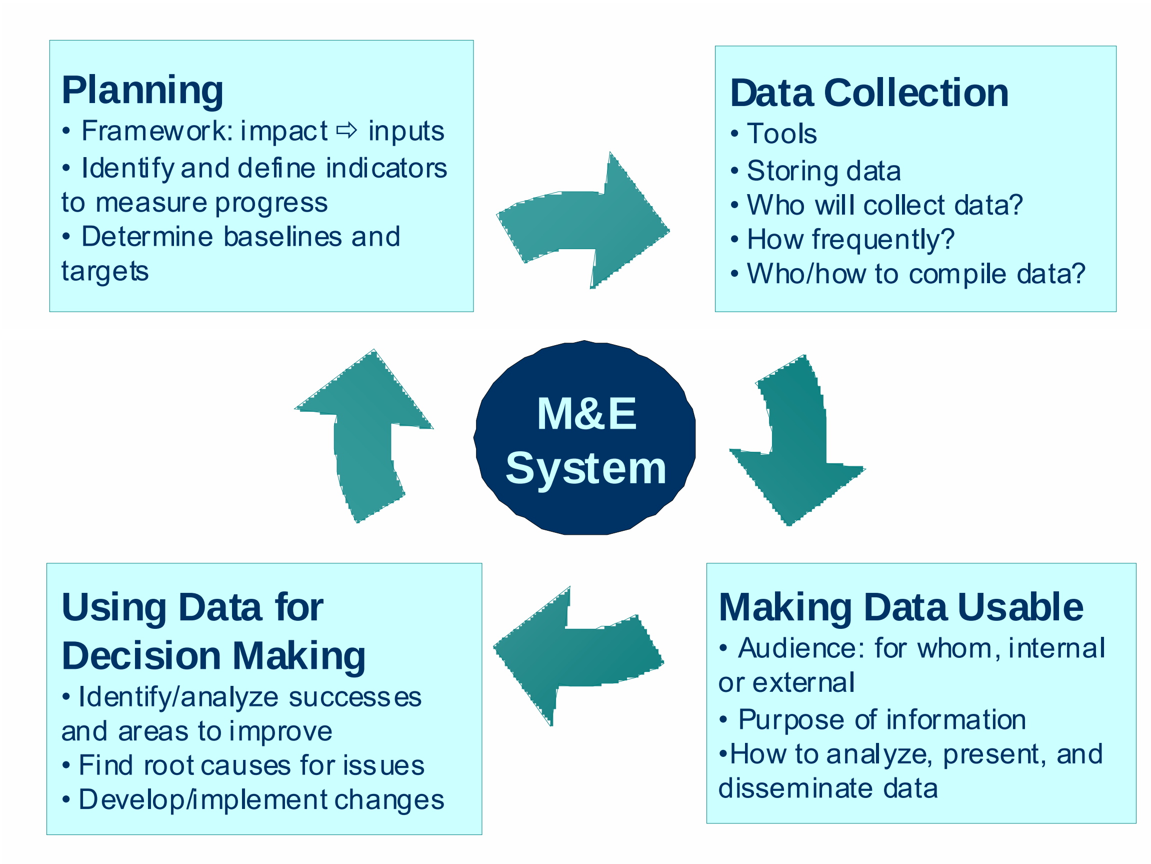
Objectives

By the end of the workshop, participants should be able to:

- Describe and understand the four stages in an M&E system
- Understand the difference between the purpose of M&E and the process of M&E
- Develop a framework that links project activities to outcomes and impacts
- Develop indicators that effectively identify progress towards project outcomes
- Develop a system to collect and compile data
- Determine an appropriate method for analyzing, presenting and disseminating information to different stakeholders
- Demonstrate the ability to use information to identify problems and implement changes in a project

Structure

The course is based on the following design:



Methodology

These four stages of an M&E system will be covered in three days. The participants will learn, practice and do, first from the presentation then from the case study and then by completing the same exercise for their organizations.

There are four stages corresponding to the four boxes; each is subdivided into sessions to make it easier for participants to digest the material. The case study will be used to illustrate how an organization thinks through each stage of the system. Participants will read the study and answer the questions. At their tables, they will then discuss the answers with each other. Each table should have a note taker and a presenter to provide feedback in plenary. The small group setting at each table allows greater participation and feedback in an otherwise large audience.

Facilitator's Notes for Stage 1: Planning

Temba will present their objectives for this stage, and the participants will assess them based on the criteria presented**.** Temba will also present the logic framework for their M&E system.

The goal at this stage is to enable participants to write SMART objectives and to critique existing objectives.

Worksheet 1: Assessing Objectives

Participants will be asked to assess whether the following objectives meet the SMART criteria and to change them to SMART objectives whenever possible. This is a small group exercise. Each table will state their responses in plenary. This sheet provides you with guidance to help them do the exercise.

> **For each of the following statements:**
>
> **a) Decide whether the statement is a goal, an activity or an outcome.**
>
> **b) If the statement is not an objective or is an incomplete objective, revise it into a SMART objective.**

1. To train all district information officers to use the M&E data collection forms by the end of Year 2 of the project

- Activity. Training may be a great way to improve some aspect of performance **if it is called for**. Successfully carrying out training in and of itself, however, does not necessarily mean that information will be better collected, recorded or used.
- A related objective may be: To increase to 100 the percent of district officers submitting five correctly completed M&E forms each month by the end of year.

2. To make HIV prevention services more "youth friendly" at project sites by the end of 2008

- Activity. An objective would be: To have at least 8 of the 10 project sites provide youth friendly (need to define and be able to measure) HIV prevention services by the end of 2008.

3. To reduce the incidence of violence against women in country X

- Goal. This would be difficult to turn into something that is measurable. A related objective might be: To reduce by 30 percent the number of women admitted to hospitals [define which hospitals] with evidence of physical or sexual abuse by the end of Year 2 of the project.

4. To reduce condom stock-out rates at MOH health facilities in project states from current levels of 25 percent to less than five percent by 2012

- Objective. It's a fairly good one though more information may be needed to determine if it is realistic.

5. To increase the use of modern family planning methods by 50 percent and the quality of care by service providers by the end of this two-year project

- Objective. It is not, however, a SMART one. It is double-barreled and probably unrealistic.
- It should be divided into two objectives or a decision should be made on which part to focus. Also, quality of care and the ways to measure it should be defined in a measurable way.

6. Decrease the percentage of HIV transmission in the country by five percent by the end of the project

– This is a country goal that is not measurable for a project and that takes years to actually see impact.

7. Increase uptake of VCT counseling by five percent

– Often statements like this are made without any baseline data. This is not measurable, appropriate, or time-bound, which makes it hard to achieve. It may be replaced with something more measurable such as, "Increase number of people in District X who are tested monthly from 75 to 125 by the end of Year 2".

Case Study Module 1.1

Task 1: Responding to Questions

This section introduces Temba, an NGO that has written a proposal and received funding for their program. The main objective is to have the participants understand Temba, its challenges and advantages and how it uses information for planning. Their goal is to develop an M&E logic framework to guide their planning. Your task is to help participants apply the same strategy to their programs ending with a plan that links objectives to activities, outputs, outcomes and goals.

Question 1: What do we know about Temba and the HIV situation in the country?

- **NGO**
  - Working since 1998 and has funding and therefore obligations to other donors
  - Staffing: CEO, M&E officer, finance and administration manager, two program officers and district coordinators in each district to oversee volunteers
  - Has its own clinics for testing and treatment
  - Values community leaders who help to identify volunteers
  - Trains field workers on key messages, referrals for counseling and PMTCT ARVs
  - District coordinators have motorbikes to conduct monitoring and support visits
- **New grant**
  - Covers HIV prevention, the need for testing and safe delivery and provides counseling and testing as well as ART and neo-natal care through their clinics informing mothers who are HIV+ about the risks associated with breastfeeding and assisting mothers to return for PMTCT
  - Donor says M&E plan needs improvement
  - Conducted baseline assessment in District 5–identified partners; used census data to understand demographics
- **Country**
  - 4 percent HIV prevalence rate and 6.2 percent for pregnant women
  - Infrastructure is poor and Internet service limited which affects data transfer

Question 2: What challenges does Temba face as they develop their M&E strategy?

- Poor roads and limited Internet may affect data transmission
- Reliability of volunteers and reporting data
- Supervision and motivation
- Many spread-out communities
- Various donor reporting requirements
- High prevalence rate
- Tracking information on those tested and those receiving care

Question 3: What factors will make their planning easier?

- Built on existing strategy and structure
- Conducted a baseline survey and are using country data
- Working with community leaders
- Actively seeking partner to provide needed services
- Have data on population and determined targets
- Clinics are run by Temba which makes reporting, referrals and tracking clients easier
- Used learning from the M&E workshop

Question 4: What can you say about Temba's approach to setting targets?

- Carefully calculated the numbers of women to reach by looking at HIV prevalence among pregnant women
- 90 percent target for ART and PMTCT is ambitious and may be difficult to track
- Generally targets seem high
- Seem to be anticipating the same results over three years when in reality they may be staggered

Question 5: Do the objectives meet the SMART criteria?

- Objectives are specific and measurable
- Objectives are appropriate but may not be realistic as one could argue that reaching husbands/partners may not be achievable
- Objectives are not time bound

Worksheet 2A

As Temba completes its M&E logic framework, the participants should begin creating a framework for their M&E strategies, linking their objectives to activities, outputs, outcomes and goals. This is a two-part process; writing SMART objectives and completing the framework.

Task 2: Writing Objectives: Worksheet 2A

Initially, facilitators should assist the participants to either make their existing objectives SMART or to develop new ones; they can use a note pad for this part of the exercise. Participants should present their work in their small groups and get feedback. Learning how to critique objectives is another way of building the skills of all. Once the objectives are clear, they should be written in column one of Worksheet 2A**.** Step two is to have the participants fill in the remaining columns on the worksheet except the output indicators which will be covered in the next session. You should ensure there is a link between the objectives and activities and outcomes; assist them to remove activities that do not contribute to the objectives and add ones they may have overlooked. In the process they may discover their original proposals need to be adjusted. There will be time to review individual plans at the end of the workshop, and this can be discussed.

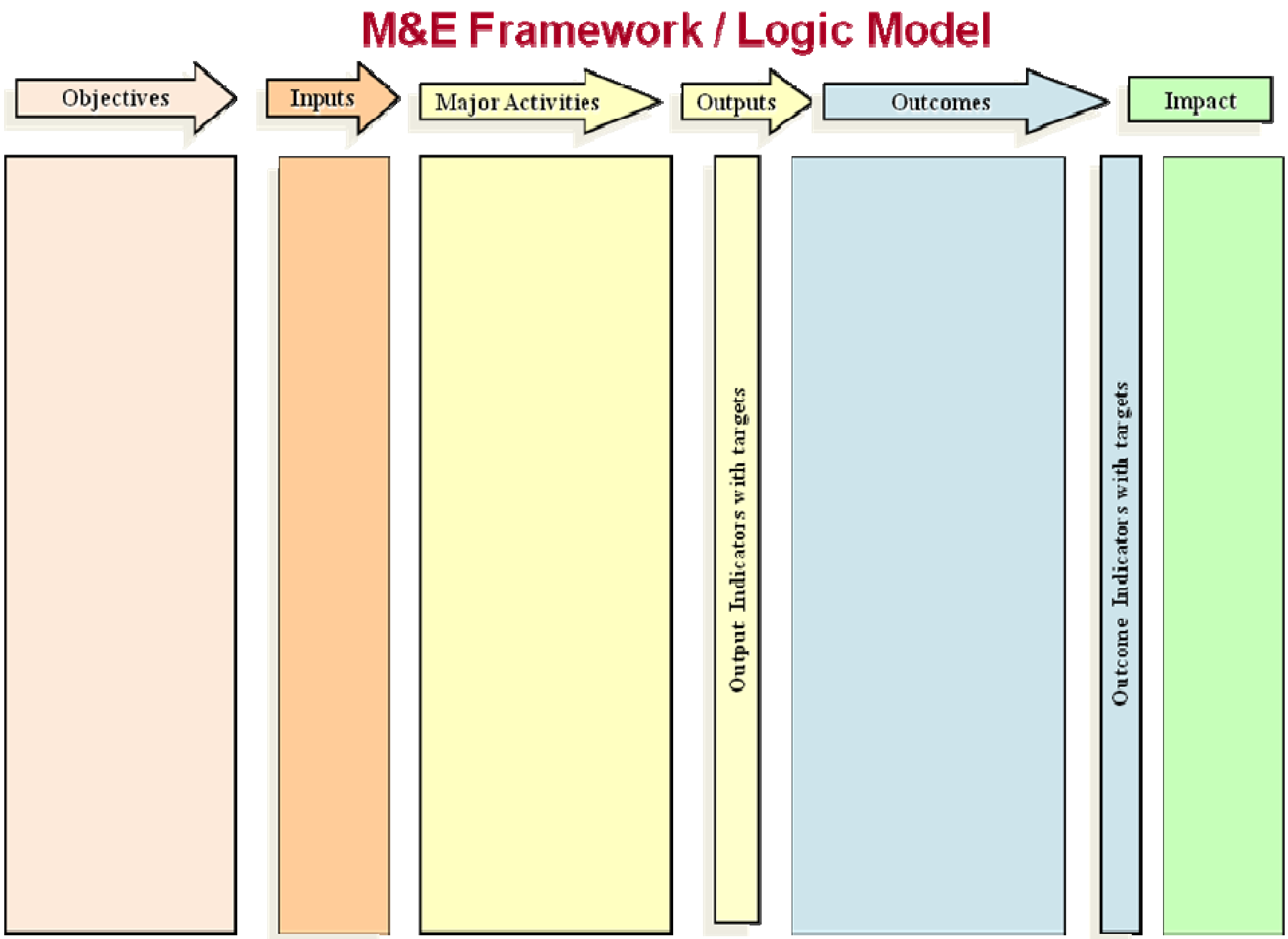
Worksheet 2A: M&E Logic Framework

OBJECTIVES	INPUTS	MAJOR ACTIVITIES	OUTPUT INDICATORS	OUTCOMES	IMPACT

Completing the M&E Logic Framework

Task 3: Logic Framework Worksheet 2B

The framework provides a template for describing the overall M&E strategy, literally taking the work in 2A and creating a picture for the team to refer to as it implements its program. Note, two participants will be asked to put their frameworks on a PowerPoint slide (they will get assistance at end of Day 1) to present in plenary; your suggestions as to who should present will be needed. Presentations will take place on the morning of Day 2. Please note all others can take the opportunity to develop logic frameworks as an evening activity.



Case Study Module 1.2

This section is intended to show participants how the logic framework prepares them for selecting indicators that measure whether activities are taking place as planned. Temba has chosen indicators that directly correspond to the activities in the first objective. These indicators are essential for performance reviews of both the project and the staff.

Question 1: What do you think of Temba's approach to selecting indicators?

- The indicators relate to the activities Temba has chosen
- They do not include collecting the number of clients seen which is mentioned in the objectives
- They do not include any on effectiveness of the interventions such as whether women understood the information provided which is something they may want to think about later

Question 2: What do you think they will learn from measuring performance against the indicators?

- Whether staff are performing up to the standards for service
- Areas in which volunteers are having problems or showing strong results that should be further investigated
- Whether the program is on target for meeting its objectives or guiding program review

Worksheet 3: Indicators and Data Collection Part I

This exercise is to use the objectives and activities in the logic framework to identify appropriate indicators to measure progress. Guide them in choosing relevant indicators. Participants fill in the objectives and activities at the top of the page and then columns one and three: indicators and targets. The remaining columns will be completed in the next session.

Objective/outcome:							
Activities to achieve this objective							
Indicator	**Definition**	**Target**	**Data collection tool**	**Frequency of data collection and reporting**	**Who will be responsible for the data (e.g., collection, signing off on data, etc.)**	**How will data reach central office (e.g., will it be summarized at any stage? what forms?)**	**Comments**

Facilitator's Notes for Stage 2: Data Collection

Case Study Module 2

This module is intended to help the participants develop their data collection strategies. They already know what indicators they want to collect data on and now need to have a clear plan for recording, collecting and transferring that information. Temba has designed a process that it feels will work. Participants will fill in the remaining part of Worksheet 3 to finalize their plans.

Question 1: What issues might the team face in routinely getting reports from field workers?

- Ensuring the data is correct
- Getting the data in a timely manner
- Missing data
- Getting same understanding of reporting from each field worker (reliability)
- Supply problems: lack of carbon paper, record books
- Logistical problems: finding methods for retrieving data
- Motivating workers to record the information

Question 2: Does the approach adequately address these problems?

- Does not account for quality challenges
- No knowledge about how/if training was conducted
- No mention of how workers will get their supplies
- No mention of how accuracy of the data will be checked

Question 3: Do you feel the education session registers have adequate instruction and information?

- Include all information needed for objective one–when, where and who attended
- No instructions which could cause misunderstandings when completing it
- May be issues with counting: no guidance as to what to do with larger crowds

Question 4: What suggestions would you have for improving the plan?

- Ensure training includes careful review of indicator definitions, why data are being collected and how to fill out the forms
- Find a way to motivate (financial/non-financial) volunteers to complete forms in a timely, accurate manner
- Include times for completion of the forms
- Explain the purpose of the data
- Ensure the field workers get feedback on the data

Worksheet 3: Indicators and Data Collection Part 2

Participants return to the worksheet to fill in the remaining five columns. They can use the comment column for areas still needing attention or for additional information. Help those to think through the feasibility of their plans based on their resources and infrastructure.

Objective/outcome:							
Activities to achieve this objective							
Indicator	**Definition**	**Target**	**Data collection tool**	**Frequency of data collection and reporting**	**Who will be responsible for the data (e.g., collection, signing off on data, etc.)**	**How will data reach central office (e.g., will it be summarized at any stage? what forms?)**	**Comments**

Data Quality Scenarios (Case Study Module 2)

This exercise is meant to help the participants think about and address issues of data quality. Each scenario is an example of a different dimension of quality. Each group should review one scenario and identify the problem that is created by the volunteer's actions. They should then discuss appropriate ways of addressing the issue with the field workers to improve the quality of the data. Help them to think through what factors may have caused the problem (e.g., lack of or improper training, poor awareness of the purpose of the data or the need for timeliness, personal problems, meaning of data not defined or inaccuracy in data recording, little or ineffective supervision, poor or no review of supportive documentation). The following chart provides additional guidance.

Improving Data Collection Instruments [1]

Kinds of problems	Sources of problems	Eliminating problems
Errors in recording	• Too many data items on a single page. • Data items not clearly labeled • No instructions for data entry • Data need to be re-copied several times onto different forms.	• Limit the number of data items per page. Use checklists wherever possible. • Label items in large letters. • Provide instructions for each data entry. • Use carbons if re-copying is necessary.
Errors in deciphering	• Entries are illegible. • Data entries are abbreviated because of insufficient space.	• Use checklists to avoid illegible handwriting. • Allow sufficient space to avoid abbreviations.
Errors in tabulating	• Columns are too long. • Too many columns on a single page	• Add summary lines in long columns. • Limit the number of columns to 5 per page. • Add a sheet for page summaries.

Exercise: Data Quality Scenarios

Table 1/Table 5: The district coordinator went to Community 3 to get the ledgers from the volunteer field worker and found that the forms were not complete. How should she handle the situation? (Completeness)

Table 2/Table 6: In Community 5, the volunteer asked the district coordinator if she could turn in the data the following week. How should she handle the situation? (Timeliness)

Table 3/Table 7: The district coordinator found that in Community 2 the field worker had very high numbers for the first time. What questions might she ask? (Accuracy)

[1] MSH, "Family Planning Manager's Handbook," http://erc.msh.org/mainpage.cfm?file=2.2.6s.htm&module=info&language=English, accessed October 19, 2012.

Table 4/*Table 8*: The district coordinator had a meeting with the field workers during which they talked about how they filled in the registers. Their responses were quite different. One wrote the places where the activity took place under location instead of numbers and another put names of attendees instead of numbers. How do you feel she should respond to this inconsistency? (Reliability)

Facilitator's Notes for Stage 3: Making Data Useable

Case Study Module 3.1

Temba is trying to determine how best to turn their data into usable information for their own purposes and for sharing with stakeholders. Participants should see how identifying stakeholders and their information needs determine how the data will be recorded and presented. As Temba does the analysis for their own stakeholders, the participants should be helped to define their stakeholders and their information needs and the frequency of reporting to them. Use Worksheet 4 to design their plans.

Question 1: Why did the team think it necessary to identify the stakeholders?

- To identify the information needed by various audiences and how often they need it
- To decide how to structure their data gathering to ensure they have the right data in the right format for the right time periods
- To consider how the purpose, the information and the presentation can be coordinated to ensure easy understanding and analysis

Question 2: What other stakeholders would you suggest they consider and for what purpose?

- May need to present to the board to show progress and challenges
- May want to present to other donors; they could revise the data entry form by adding a column for which donor requires which data
- May want to show the executive director that they are on target

Worksheet 4: Stakeholder Analysis

This exercise is meant to help participants brainstorm about the information needs of their stakeholders from donors to the board to the community. Assist them to review who needs the information, what decisions they may want to make using the information, what information they need to make those decisions and how and how often it should be presented (e.g., in a report, in PowerPoint presentations, in graphs, in tables or in a discussion). They should fill in the form appropriately. Please note that one participant will be asked to present his/her table.

Stakeholders	Purpose	Information needed	How would you present information?	How often?

Case Study Module 3.2

Temba is thinking through how best to take the data they have and present it so it is helpful for analysis. They start by reviewing the different presentation methods the M&E advisor has created for District 5 and those for other districts. They need to understand what the graphs can tell, how simple they are to understand and what formats work best for which type of audiences.

Question 1: Looking at the project objectives, what other data should be included as Temba continues implementation?

- How many women are tested?
- How many men are tested?
- How many women receive their results?
- How many women are positive?
- How many HIV + women take nevirapine?
- How many newborn receive nevirapine or AZT within 72 hours of birth?

Question 2: What do they learn by looking at different presentation formats?

- What they want to say
- How to tailor presentations to audience needs
- How to focus on providing information for analysis and eventually for making decisions
- How to keep presentations simple but effective

Worksheet 5: Practice Making Graphs

This exercise is designed to help participants see that graphs can be constructed even when resources are scarce. Their task is to use the data below to make a graph. They should decide whether to graph the data by fieldworker or by location and what type of graph to draw.

Education session record		Month: June		District 5	
Field worker providing education [initials are fine]	**Date of session [dd/mm/yr]**	**Location: [1=clinic, 2=market, 3=other]**	**Number of women who attended**	**Number of men who attended**	**Comments**
HP	20/06/2008	1	10	0	
HP	01/06/2008	1	12	0	
HP	03/06/2008	1	11	0	
HP	20/06/2008	2	8	0	
ML	30/06/2008	2	9	0	
ML	18/06/2008	1	10	0	
ML	11/06/2008	1	12	0	
ML	09/06/2008	2	11	0	
SD	23/06/2008	3	8	6	
SD	10/06/2008	1	9	0	
SD	04/06/2008	1	7	0	
SD	27/06/2008	2	14	0	
AN	29/06/2008	1	10	0	
AN	30/06/2008	2	9	0	
AN	03/06/2008	1	6	0	
AN	02/06/2008	2	8	0	
OA	11/06/2008	3	14	3	
OA	12/06/2008	1	12	0	
OA	18/06/2008	2	13	0	
RT	25/06/2008	1	8	0	
RT	07/06/2008	1	7	2	
RT	09/06/2008	1	6	0	
RT	24/06/2008	2	7	0	
CJ	02/06/2008	2	14	0	
CJ	03/06/2008	1	12	0	
CJ	02/06/2008	3	10	4	
CJ	11/06/2008	2	11	2	
LK	02/06/2008	2	8	0	
LK	03/06/2008	1	11	0	
LK	02/06/2008	1	9	0	
LK	11/06/2008	1	7	0	
IV	12/06/2008	3	9	3	
IV	18/06/2008	1	7	0	
IV	21/06/2008	2	9	0	
IV	25/06/2008	1	12	0	
TK	07/06/2008	2	10	2	
TK	09/06/2008	1	8	5	
TK	24/06/2008	2	9	2	
TK	02/06/2008	1	9	0	

location	total ppl	total sessions	total women	total men
clinic [1]	195	21		
market [2]	140	14		
other [3]	41	4		
TOTAL	**376**	**39**	**376**	29
Target	**417**	**40**	**417**	**n/a**

Facilitator's Notes for Stage 4: Using Data for Decision-Making

Six months have passed and Temba is preparing for a meeting with all district coordinators. They have to decide the objectives of the meeting, what information will be presented, what analysis should be conducted and what follow-up the district coordinators, the program coordinators and the workers themselves should do. Temba designs and conducts the meeting. Help the participants to design two meetings: one for the district coordinator in District 5 with her field workers and one for all district coordinators led by the project officer.

Role Play

Help the participants plan a meeting for district coordinators to review the data. Divide the participants into two or four groups (depending on the numbers). One (or two) groups will prepare a meeting for all five district coordinators led by the project officer with the assistance of the M&E officer and the two program officers. The participants can choose any of the graphs from the case study or the PowerPoint to share with the coordinators. They should decide on their objectives, what information should be presented and what actions will be necessary after the meeting to address problems.

The other group(s) will plan a meeting for the district coordinator and the field workers. The coordinators will be assisted by the program officer. The participants can choose any of the graphs from the case study or the PowerPoint to share with the coordinators. They should decide on their objectives, what information should be presented and what actions will be necessary after the meeting to address problems.

Worksheet 6: Follow-Up Action Plan

This table should be used in the role play by the participants observing the meeting and by the facilitators when reviewing the M&E strategies of the participants. The plan should identify areas that still need inputs or revisions, what actions are required, who will be responsible, any assistance needed and who should provide it (i.e., the organization or project) and when it should be provided.

Focus Area	**Actions**	**Person Responsible**	**Technical/external assistance needed**	**When?**

M&E Plan Checklist

This checklist should be used to review participants' M&E plans. Participants can initially check themselves and note in the comment section where they feel they need more assistance or have questions. As facilitators, you should review participants' comments and address any other issues. Take particular time to help them think through and plan for the NEXT STEP section, as how they implement the plan is critical. In reviewing the plan, look at the following documents:

- Worksheets 2A: M&E Worksheet and or Worksheet and 2B: Logic Framework
- Worksheet 3: Indicators and Data Collection Strategy
- Worksheet 4: Stakeholder Analysis

M&E PLAN CHECKLIST			
Focal Area	**Criteria**	✓ ×	**Comments**
	Planning		
Objectives: What do you want to achieve?	Are they relevant?		
	Are they measurable?		
	Are they specific and time-bound?		
	Are there too many or too few objectives?		
Indicators: How will you know you have achieved your objective?	Are you measuring what you expect to achieve?		
	Are there an appropriate number of indicators for each objective? Are there too many?		
	Do the indicators require data that can be collected with the resources available?		
	Will you use all the information you are collecting?		
Targets: How will you determine progress?	Did you base the target on criteria?		
	Did the criteria take into account the number of clients and of staff?		
	Did the criteria include the amount of time field workers spend on the job?		
	Did the criteria take into account baseline data?		
	Data Collection		
How will you collect data?	Are your field workers prepared/trained to collect data?		
	Do they have a form for data collection?		
	How will the data be verified?		
	How will their data be transmitted to the head office?		
Have you reflected PEPFAR requirements?	Will the data be adequate to respond to the PEPFAR targets?		
	Do you have a system in place to prevent double counting?		
	Analyzing Data		
How will you analyze data?	What program will you use to input the data?		
	How will you organize the data?		
	How will you present the data?		

Using the Data			
How will you present and use the data	Have you determined who needs what information?		
	Does your plan include presenting the appropriate information to the appropriate audience to enable decisions based on data?		
	Have you identified an effective method for presenting data		
Next Steps			
How will you implement the plan	Have you a plan for introducing the M&E strategy to your organization?		
	Have you decided who will be responsible for data collection, input and presentation formats?		
	Have you designed an appropriate data collection tool?		
	Have you decided how you will train and monitor field worker reporting?		
	Have you scheduled a monthly in-house meeting to analyze and react to data?		
	Have you planned other stakeholder meetings on a regular basis?		

Appendix C: Handouts

Worksheet 1: Objectives

For each of the following statements:
a) Decide whether the statement is a goal, an activity or an objective.
b) If the statement is not an objective or is an incomplete objective, try to revise it into a SMART objective (if this seems reasonable).

1. To train all district information officers to use M&E data collection forms by the end of Year 2.

2. To make HIV prevention services more "youth friendly" at project-supported sites by the end of 2012.

3. To reduce the incidence of violence against women in country X.

4. To increase the use of modern family planning methods by 50 percent and quality of care by service providers by the end of this two-year project

5. Provide services to 1,000 OVC.

Case Study Module 1.1

Part 1: Introduction

Questions

1. What do we know about Temba and the HIV situation in the country?

2. What challenges does Temba face as they develop their M&E strategy?

3. What factors will make their planning easier?

4. What can you say about Temba's approach to setting targets?

5. Do the objectives meet the SMART criteria?

Temba is an NGO in Sub-Saharan Africa registered in 1998 that initially focused on MCH. The increasing number of babies born with HIV led them to include PMTCT services in their portfolio. The country has a four percent HIV prevalence rate, but the rate for pregnant women based on those visiting ANC clinics is 6.2 percent.

Temba currently has funding from DIFD and the Global Fund. Their head office is in the capital where they have five staff members: the CEO, the M&E officer, the finance and administration manager, and two program officers. Currently they work in four districts each led by a district coordinator hired by Temba to oversee field operations. There are approximately 5,000 women of reproductive age in each of the four districts living in approximately four to six communities.

The areas are largely rural; most families survive on subsistence farming. The infrastructure is also poor, and Internet service is limited. Each district coordinator has worked with community leaders to identify one volunteer field worker per community who has been trained to orient women to the need for testing and the risk of HIV transmission to their newborns. They are further taught to make referrals to the Temba MCH clinics for counseling and testing and if positive, they encourage the women to return for PMTCT ARVs for themselves and their newborns. The coordinator has a motorbike to conduct monitoring and support visits. The program officers provide technical support to the coordinators.

To meet the needs of more women, Temba recently responded to an RFP for PEPFAR funding to conduct HIV activities for NGOs that had not previously worked with the US government. In defining their strategy for the proposal, Temba stated that their activities were increasing community awareness about HIV prevention and the need for testing and safe delivery; providing counseling, testing, ART and neo-natal care through their clinics and informing mothers who are HIV+ about the risks associated with breast feeding. Temba built on its experience in the four original districts to develop a strategy that stressed its capacity and received the good news that they would receive funding for strengthening their management systems and expanding operations to a fifth district. They were also asked to provide a stronger M&E plan.

Temba had recently attended training in M&E. They used what they learned to review their strategy including their objectives, targets and indicators. They looked at the baseline assessment they had conducted in District 5. The assessment looked at the population, their needs, leadership, communication and road infrastructure and mapped the services available from the government and other NGOs. In the process, they searched for partners who had services their clients might need that they did not provide and identified a partner for food supplementation for infected persons and newborns.

From the training they learned they could also use existing data to help them calculate their target population. They reviewed national census data to determine that the population in District 5 was approximately 33,000 in 10 communities and used Ministry of Health data to calculate the number women of reproductive age (approximately 15 percent of the population) and HIV prevalence data to learn how it affected the women. Temba was excited about getting actual numbers for planning; their analysis led to the following chart.

District: Targets	District 5		5 Districts
	1 year	3 years	3 years
# of women of reproductive age	5,000	15,000	75,000
# of pregnant women (5.6% of above)	280	840	4,200
Target for promotion	5,000	15,000	75,000
Target for testing	280	840	4,200
Expected # of HIV+ women (6.2%)	19	52	260
90% of HIV+ women receiving ART	17	47	235
90% of newborns of HIV+ mothers to receive nevirapine	17	47	235

This allowed them to frame their objectives for District 5; they wanted to be sure they would reach as many women as they could.

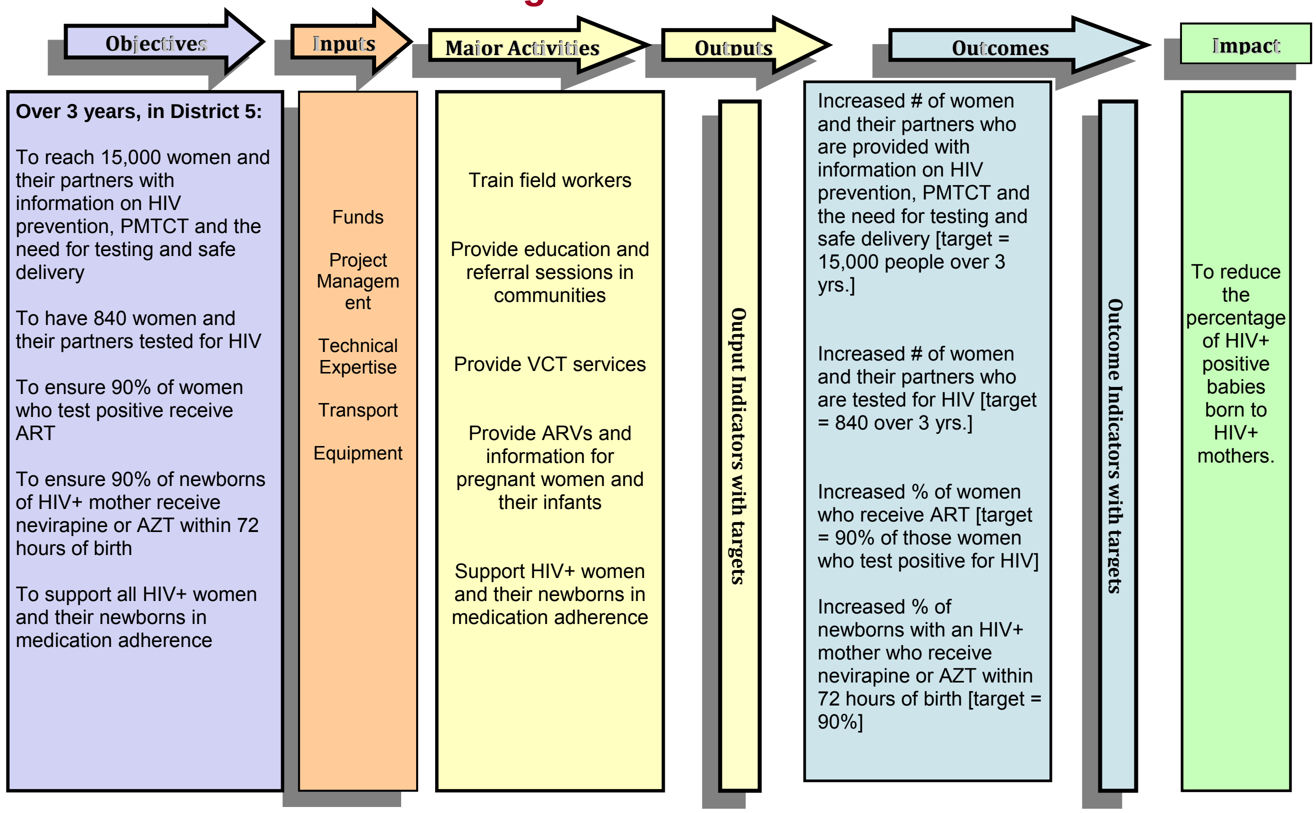
Goal: To reduce the percentage of HIV+ babies born to HIV+ mothers.

Objectives: In District 5 over the life of the project:

- Reach 15,000 women and their partners with information on HIV prevention, PMTCT and the need for testing and safe delivery
- Have 840 women and their partners tested for HIV
- Ensure 90 percent of women testing positive receive ART
- Ensure 90 percent of newborns of HIV+ mothers receive nevirapine or AZT within 72 hours of birth
- Support all HIV+ pregnant women and their newborns to take the full course of medication

Using the framework provided at the training workshop, the team outlined their plan to serve as a guide for implementation. They inserted the project goal and objectives and then thought through activities that would help them achieve the objectives. They defined who would undertake the activities and where. They then worked backwards to determine the inputs needed to implement the activities. Finally, they specified the expected outcomes. The team members, especially those not involved in program implementation, commented that doing this together helped them to better understand how they could support the strategy.

M&E Logic Framework



Task 1: Discuss and answer the questions.

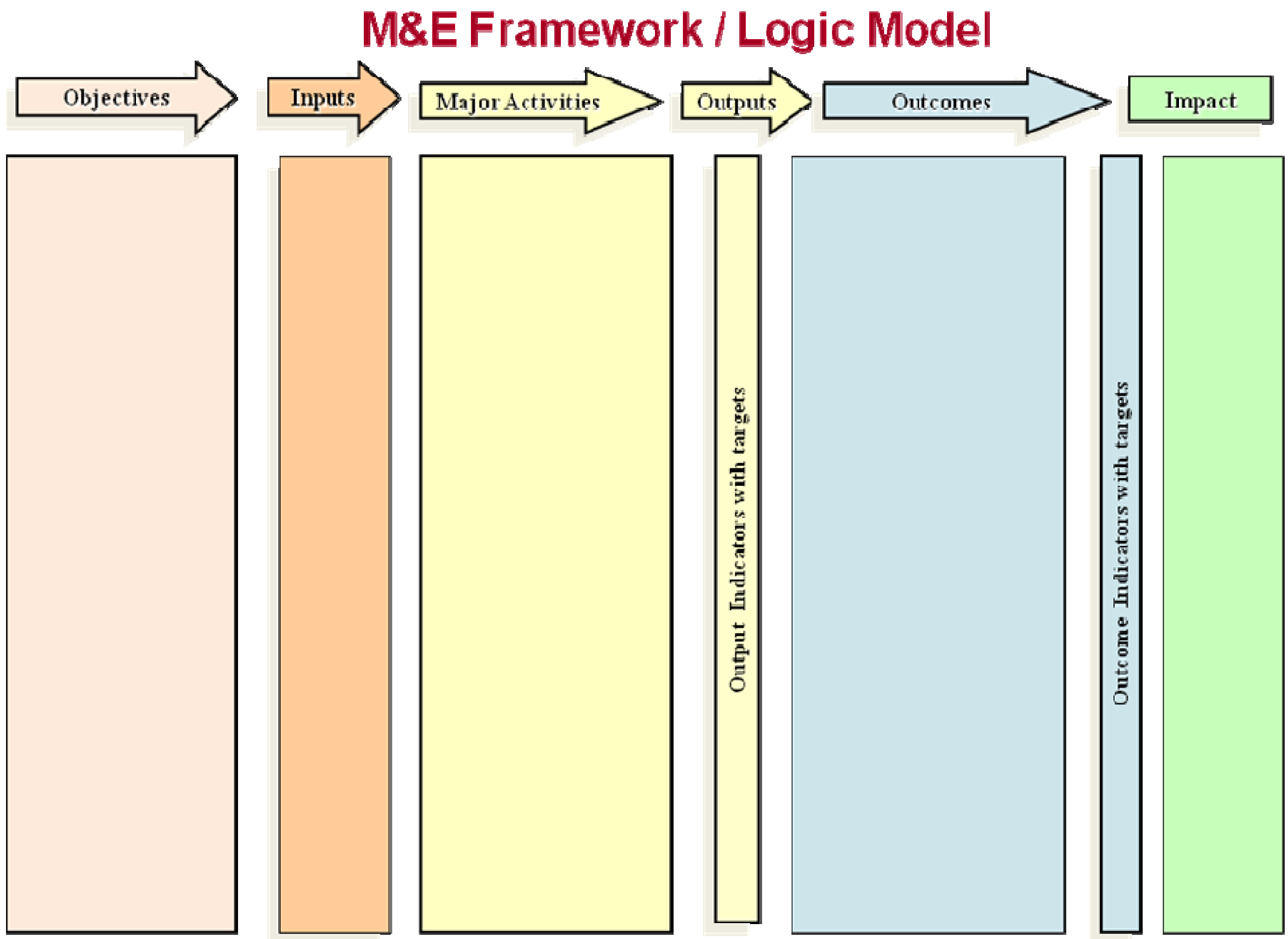
Task 2: Develop SMART objectives for your organization and present them to your small group for feedback.

Task 3: Write objectives on Worksheet 2A**.**

Worksheet 2A: M&E Logic Framework

OBJECTIVES	INPUTS	MAJOR ACTIVITIES	OUTPUT INDICATORS	OUTCOMES	IMPACT

Worksheet 2B: Logic Framework



Case Study Module 1.2

Questions:

1. What do you think of Temba's approach to selecting indicators?

2. What do you think they will learn from measuring these indicators?

Temba realized the framework was only a beginning. They had also learned in their M&E training the value of choosing indicators that would help them assess their progress on meeting their objectives. They tried to keep the number of indicators to a minimum so that data collection and analysis would be relatively easy, but at the same time they wanted to be sure there would be enough information to ensure management and field staff could review progress and make appropriate adjustments.

The implementation strategy was to have one volunteer per community supervised by the district coordinator. For District 5, this meant that 10 volunteers would be needed. The coordinators were going to include how to design outreach strategies in field worker training and would also introduce the M&E data collection tools. Temba continued to focus on District 5 and the first objective for now. They noted the activities necessary to achieve the objective and how they would measure achievement. Since their strategy was to select one volunteer per community, it was easy to set the training indicator and target. They looked at the district total of 5,000 women to be reached per year and divided it by 10 field workers which yielded 500 women/worker. They divided the total over 12 months to reach a feasible number of 42 women per month. Again to respect the women's time, Temba felt four sessions would enable the workers to reach their targets.

District 5 Objective 1: **To reach 15,000 women and their partners in District 5 with information on HIV prevention, PMTCT and the need for testing and safe delivery over three years.**						
Activities to achieve this objective: 1. Train 10 field workers on PMTCT services, referrals and follow-up 2. Assist workers to develop a strategy for defining and reaching the target population 3. Help workers define the expected number of sessions/people to reach monthly						
Output Indicators	**Target**	**Data collection tool**	**Frequency of data collection**	**Who will collect data**	**How will data reach central office (will it be summarized at any stage? what forms?)**	**Comments**
# of field workers trained in PMTCT information and testing	10 field workers					
# of PMTCT information sessions held	4 sessions per field worker per month					
# of women reached through information sessions	42 women per month					

Task 1: Discuss and answer the questions

Task 2: Fill in columns one and two of Worksheet 3

Worksheet 3: Indicators and Data Collection

Use the comment column for areas still needing attention or for additional information.

Objective/outcome:							
Activities to achieve this objective							
Indicator	**Definition**	**Target**	**Data collection tool**	**Frequency of data collection and reporting**	**Who will be responsible for the data (e.g., collection, signing off on data, etc.)**	**How will data reach central office (e.g., will it be summarized at any stage? what forms?)**	**Comments**

Case Study Module 2

Data Collection

Questions:

1. What issues might the team face in routinely getting reports from the field workers?

2. Does their approach adequately address these problems?

3. Do you feel the education session registers have adequate instruction and information?

4. What suggestions do you have for improving the plan?

Temba is pleased with the beginning of their monitoring plan, but they know from prior experience the biggest challenge is data flow (i.e., how to get reliable information routinely recorded on time and transferred to the head office). The data help them to see how consistently activities are implemented according to the project design and to note progress in achieving the objectives which will tell them how effective their strategy is and what revisions are needed.

The Temba team looked at their resources in District 5. There were 10 field workers and a district coordinator and at headquarters there were two program officers who oversaw field operations. They all had a part to play in data collection, supervision and dissemination. They began by looking at the indicators for the first objective remembering they had to repeat this exercise for all their objectives. They placed the following columns on a whiteboard and filled in the cells.

They brainstormed about what would be the simplest way for the field workers to record the information and how often they needed the data. They then thought through how the data would reach the office for recording.

Objective 1:
To reach 15,000 women and their partners in District 5 with information on HIV prevention, PMTCT, and the need for testing and safe delivery over three years

Activities to achieve this objective

1. Train 10 field workers on PMTCT services, referrals and follow-up.
2. Assist workers to develop a strategy for reaching the target population including the expected number of sessions per month.
3. Workers each provide four monthly educational sessions primarily at key locations (e.g., ANC clinics and markets and households).

Indicator	Target	Data collection tool	Frequency of data collection	Who will collect data	How will data reach central office [will it be summarized at any stage? what forms?]	Comments
# of field workers trained on PMTCT information and testing	10 field workers in district	Training register	As completed	District coordinator	District coordinator will submit data directly to central office	
# of PMTCT informational sessions held	4 sessions per field worker per month	Field worker education session register	Monthly	Field worker	District coordinator will collect information monthly and summarize it in an Excel spreadsheet. These data will be delivered monthly to the central office	
# of women reached through informational sessions	42 women per month	Field worker education session register	Monthly	Field worker	District coordinator will collect information monthly and summarize it in an Excel spreadsheet. This data will be delivered monthly to the central office	

They now needed a form/tool for field workers to record the information needed for the first objective. Once they have looked at all the project's objectives, they may want to revise the tools to ensure they kept them to a minimum. They decided to use carbon paper between each sheet to make a tear-off sheet for their supervisor to collect.

Field Worker Education Session Register					
Field Worker Name ______________ Month/Year ___________					
Supervisor Signature _____________ District					
	Date of Session	**Location 1= clinic 2= market 3= other**	**# of attendees**		**Comments**
			Female	Male	
1					
2					
3					
4					

The project did not want to have all the tear-off sheets coming to headquarters as they wanted to keep reporting simple. The district coordinator visits the communities on her motor bike at least twice a month for supervising, reviewing data and supporting the workers. She also uses the visits to bring the field workers their monthly stipends. Temba decided the coordinator would be responsible for collecting the sheets and compiling the data from the field workers into a monthly report.

The district coordinator then passes the monthly report to headquarters by fax and gets feedback on her bi-monthly visits to the capital. The M&E specialist then inputs the data into a simple Excel spreadsheet for analysis by the project, the stakeholders and the districts to make decisions on the strategy.

Education session record			**Month: June**	**District 5**	
Field worker providing education [initials are fine]	**Date of session [dd/mm/yr]**	**Location: 1=clinic 2=market 3=other**	**Number of women who attended**	**Number of men who attended**	**Comments**

Task 1: Discuss and answer the questions

Task 2: Complete the remaining columns on Worksheet 3. Use the comment column to identify any remaining challenges in collecting, compiling, summarizing and transporting the data.

Case Study Module 3.1

Identifying Data Needs

Questions:

1. Why did the team think it necessary to identify the stakeholders?

2. Which stakeholders or information do you think the Temba team may have overlooked?

The team had to decide how the M&E officer would organize the data and who needed the results and for what purpose. Discussing these questions helped the team to come up with a plan for data input, analysis and frequency of reporting. They used the white board to brainstorm who their stakeholders were, what information they needed and how often they needed to be updated. The team felt this analysis would also help them to structure how they entered the data, to ensure they were collecting all necessary information and eventually to define how best to present the data. They all contributed to the discussion and felt they had not missed any stakeholders.

Stakeholders	Purpose	Data	Frequency
USG	Work plan and indicator progress	PEPFAR indicators and update on work plan achievements	Semi-annually
PEPFAR	Indicator progress	PEPFAR indicators	Semi-annually
In-Country Donor Office	Indicator progress	PEPFAR indicators	Semi-annually
Project Officer and Staff	Program decision making	Output and outcome indicators across districts	Monthly
District Coordinator	Strategy review and supervision	Output and outcome indicators by district and within district	Quarterly
Field Workers	Feedback and planning	Output and outcome indicators within district and per worker	Quarterly
Community	Planning and feedback	Update on progress	Semi-annually

Task 1: Discuss and answer the questions.

Task 2: Complete Worksheet 4 for your own organization.

Worksheet 4: Stakeholder Analysis

Stakeholders	Purpose	Information needed	How would you present information?	How often?

Case Study Module 3.2

Transforming Data into Information

Questions:

1. Looking at the rest of the project's objectives, what other data should be included as Temba continues implementation?

2. What do we learn by looking at different presentation formats?

The team was ready for their first review of the data from the field. They were using Excel for inputting data; they found it user friendly as it was easy to manipulate the data and develop presentation graphs. Their Excel worksheet was designed to allow them to input data on all the output and outcome indicators for all districts.

Outcome Indicators	Output Indicators
# of women/men reached with information messages	# of field workers trained in PMTCT information/testing
	# of PMTCT information sessions held
	# of women and men reached through information sessions
# women and men tested	
# positive women receiving PMTCT ARVs	
# newborns receiving nevirapine or AZT	
# positive women taking full regimen of PMTCT ARVs	

By including the output data from the field activities that the volunteers conducted and the outcome data from the Temba clinics on the number tested and treated from each district, Temba felt they would be able to transform the data into helpful information for analysis.

The data from the clinics were reviewed by the program officers during their bi-monthly visits to the clinics to supervise staff, observe procedures and review records, particularly to check the quality of the data. Clinic data was transmitted monthly by phone or fax (when it was working) to the home office. When necessary, the program coordinators brought in the data after their field support visits.

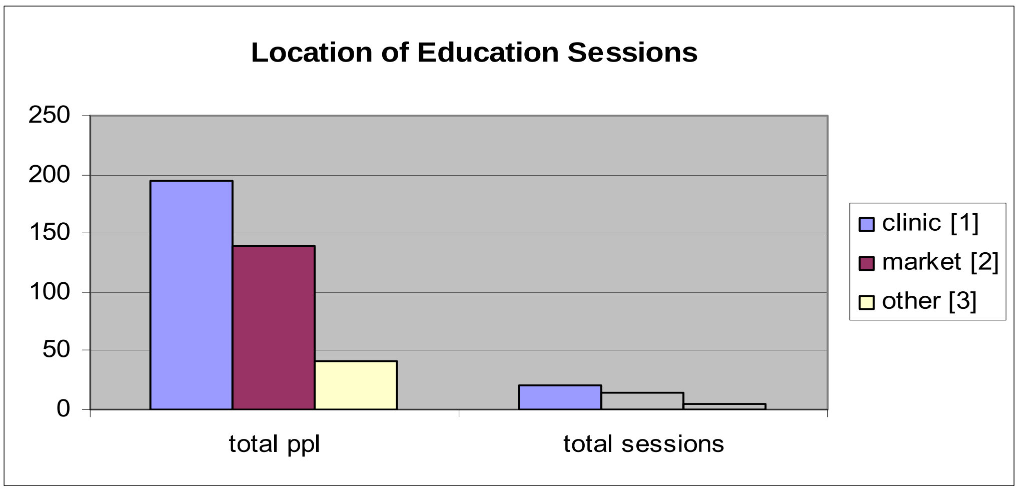
For now the team was concentrating on District 5 and objective one as the data on the other indicators was not yet available. The M&E officer wanted to ensure the presentation formats were what the team needed, were easy to understand and answered the following questions:

- Were activities taking place as planned?
- How effective were the activities in convincing people to be tested?

He asked the team to meet in advance of the review meeting to look at the different formats he had prepared so the team could decide which ones provided the most helpful and easily understood data. This would also help him to prepare any missing formats for the review meeting.

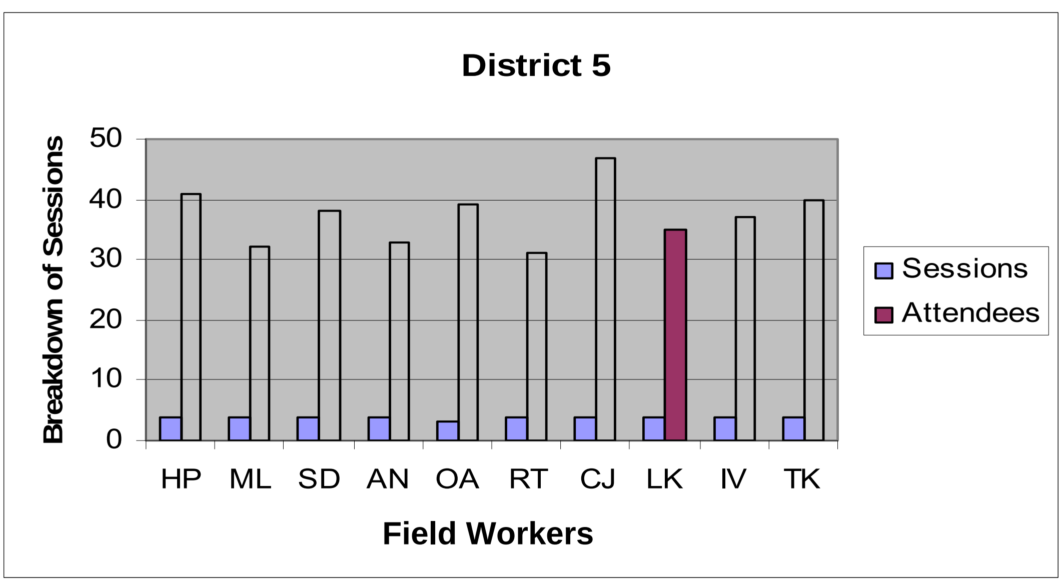
He showed a table format for where sessions were held and then a bar graph with similar information. He asked which presentation was easier to interpret and was the data adequate for them to learn whether activities were taking place appropriately?

Location	Total People	Total Sessions	Total Women	Total Men
Clinic [1]	195	21		
Market [2]	140	14		
Other [3]	41	4	376	29
TOTAL	376	39		
Target	417	40		

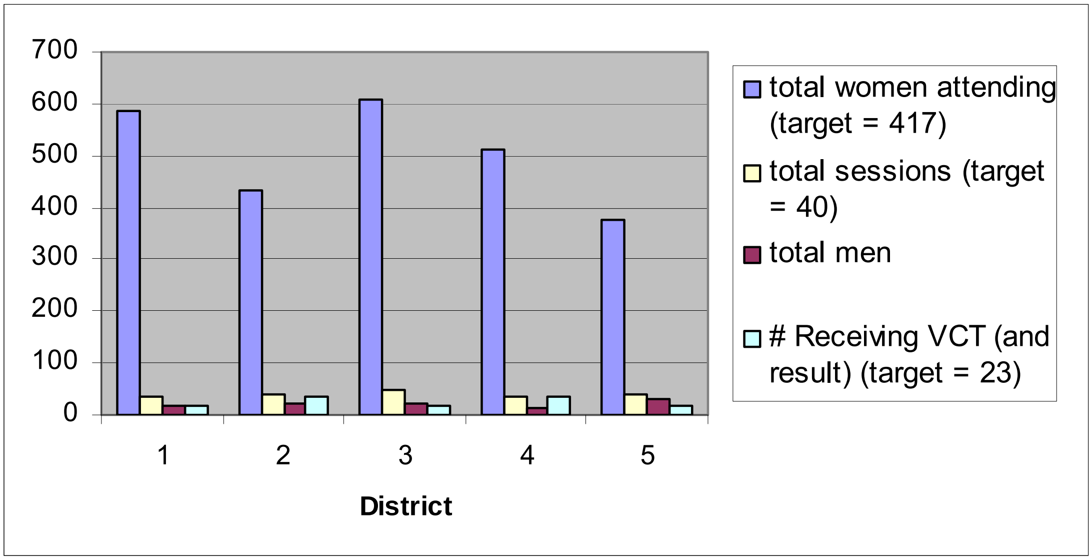


The team found the table showed a better comparison than the bar graph.

The officer also showed details of field worker activities. The volunteer field workers were to hold four sessions and reach approximately 42 women and their partners (if possible) monthly. The Temba team felt the chart supplied by the M&E officer was clear and provided enough detail for their needs.

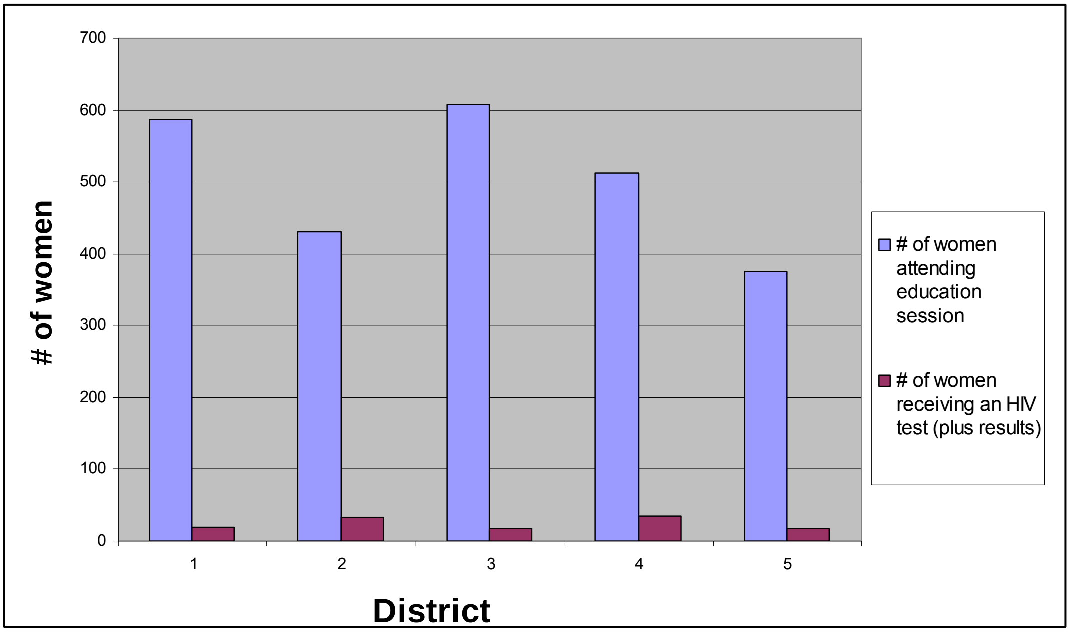


The officer said he thought they may want to look at how the relatively new District 5 was doing compared to the more established districts. He showed them a bar graph. The team commented that this was a bit busy and they couldn't really see the relationship between the number tested and the target.

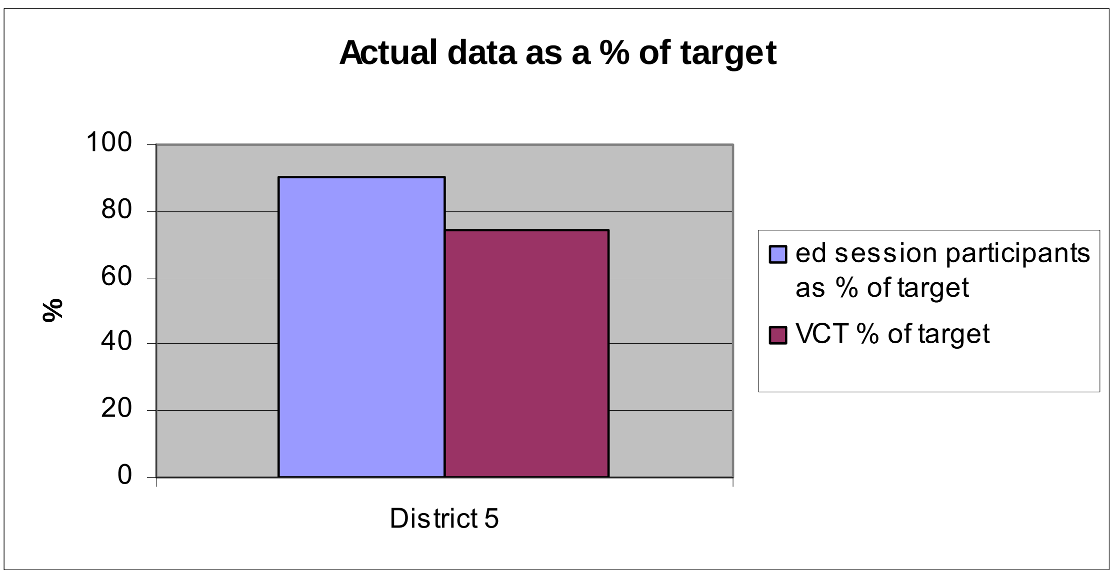


He showed them the data in other formats. The team was a little confused by the percentage column and asked if he could label it more clearly.

June			
District	**# Education Sessions**	**# Receiving VCT (and result)**	**%**
1	587	19	3%
2	431	33	8%
3	608	17	3%
4	512	34	7%
5	376	17	5%



Finally the team asked how District 5 was doing against their target. Looking at June, the M&E Officer supplied the following bar graph.



The team planned a meeting for the next day to analyze the findings and make recommendations for follow-up.

Task 1: Discuss and answer the questions.

Task 2: Discuss which graphs from the case study and from the PowerPoint would be useful in the internal management discussions necessary for district coordinator meetings and which could be used for talking to field workers.

Worksheet 5

Using the data below and a blank piece of paper, make your own graph. You will need to decide whether to graph by fieldworker or by location, as well as what type of graph you want to draw.

Education session record			**Month: June**	**District 5**	
Field worker providing education [initials are fine]	**Date of session [dd/mm/yr]**	**Location: [1=clinic, 2=market, 3=other]**	**Number of women who attended**	**Number of men who attended**	**Comments**
HP	20/06/2008	1	10	0	
HP	01/06/2008	1	12	0	
HP	03/06/2008	1	11	0	
HP	20/06/2008	2	8	0	
ML	30/06/2008	2	9	0	
ML	18/06/2008	1	10	0	
ML	11/06/2008	1	12	0	
ML	09/06/2008	2	11	0	
SD	23/06/2008	3	8	6	
SD	10/06/2008	1	9	0	
SD	04/06/2008	1	7	0	
SD	27/06/2008	2	14	0	
AN	29/06/2008	1	10	0	
AN	30/06/2008	2	9	0	
AN	03/06/2008	1	6	0	
AN	02/06/2008	2	8	0	
OA	11/06/2008	3	14	3	
OA	12/06/2008	1	12	0	
OA	18/06/2008	2	13	0	
RT	25/06/2008	1	8	0	
RT	07/06/2008	1	7	2	
RT	09/06/2008	1	6	0	
RT	24/06/2008	2	7	0	
CJ	02/06/2008	2	14	0	
CJ	03/06/2008	1	12	0	
CJ	02/06/2008	3	10	4	
CJ	11/06/2008	2	11	2	
LK	02/06/2008	2	8	0	
LK	03/06/2008	1	11	0	
LK	02/06/2008	1	9	0	
LK	11/06/2008	1	7	0	
IV	12/06/2008	3	9	3	
IV	18/06/2008	1	7	0	
IV	21/06/2008	2	9	0	
IV	25/06/2008	1	12	0	
TK	07/06/2008	2	10	2	
TK	09/06/2008	1	8	5	
TK	24/06/2008	2	9	2	
TK	02/06/2008	1	9	0	
location	**total ppl**	**total sessions**	**total women**	**total men**	
clinic [1]	195	21			
market [2]	140	14			
other [3]	41	4			
TOTAL	**376**	**39**	**376**	29	
Target	**417**	**40**	**417**	**n/a**	

Case Study Module 4

Using Data for Decision-Making

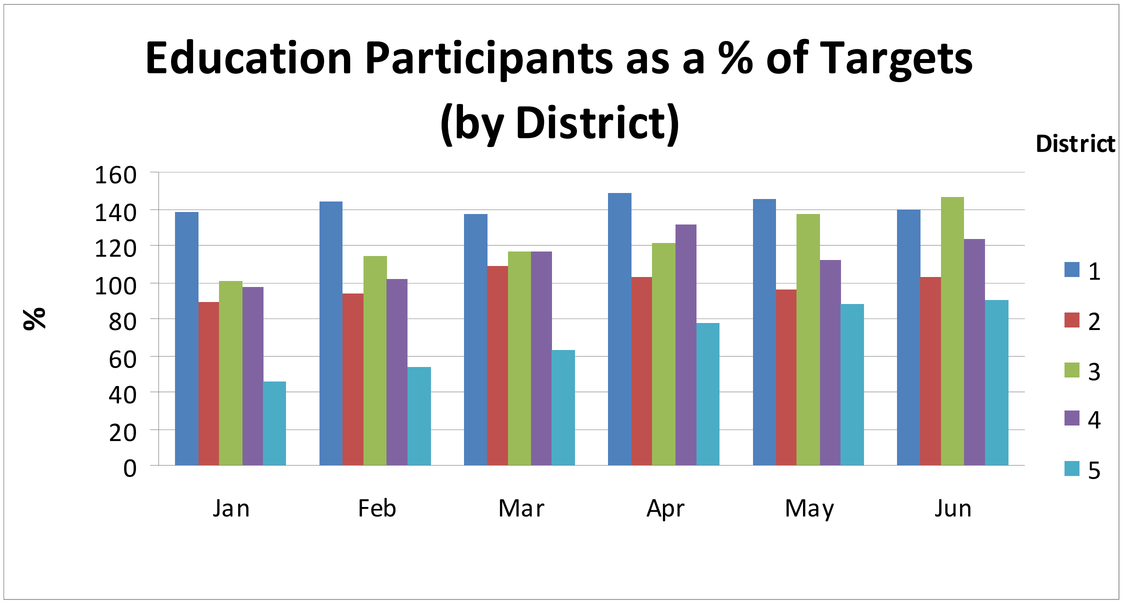
Six months have passed, and Temba is preparing for its first quarterly meeting with the district coordinators. The team wanted the coordinators to review the data from their own districts and compare it to other districts. The Temba team carefully planned the July meeting to ensure the coordinators would leave with a new understanding of why they collect data and how they can best use the information to make decisions. They defined several objectives for the meeting:

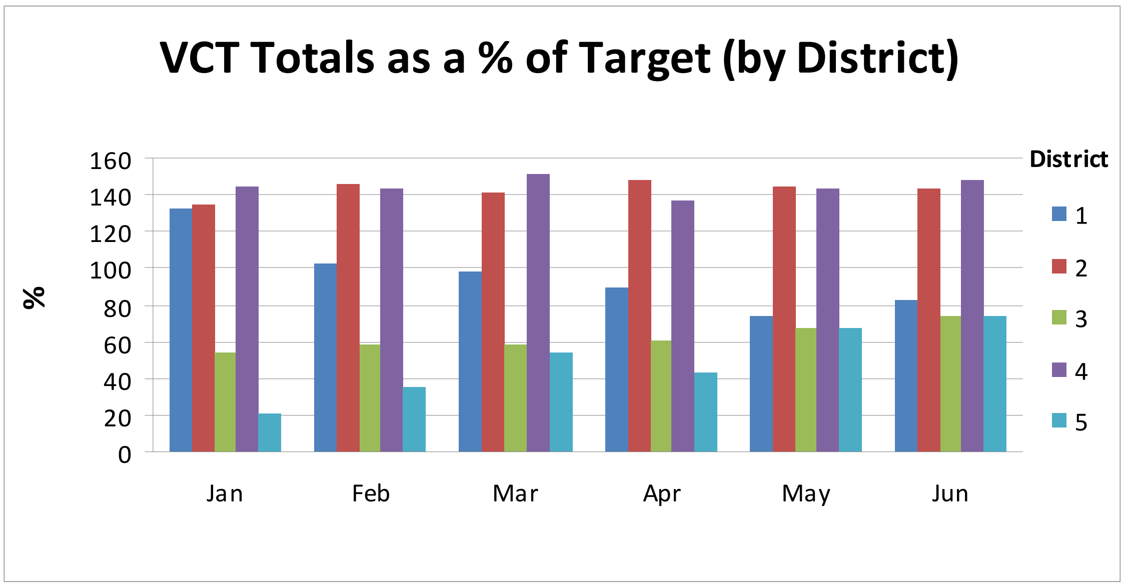
- Have the coordinators analyze the information compiled across the five districts
- Have them analyze what seems to be working and what areas may need improvement for each district
- Have each coordinator leave with a plan of action to address the shortcomings and recognize successes in her district

The Temba team congratulated the coordinators on their achievements and asked them to review the information from all districts to learn more about how to improve the results. They looked at a composite chart to see how the districts were doing against their targets. It was complex, but the coordinators reviewed the information. District 3 was zooming ahead in educational sessions while District 5 seemed to be lagging a little; however, when they looked at the outcomes on the percentage of women tested they were surprised. Districts 2 and 4 were well ahead. The coordinators wanted to learn why.

District	Total Women Attending	Target Women	Total Sessions	Target Sessions	Total Men	# Receiving VCT (and result)	Target VCT	VCT % of Education Participants	VCT % of Target
1	587	417	36	40	18	19	23	3%	83%
2	431	417	38	40	21	33	23	8%	143%
3	608	417	46	40	23	17	23	3%	74%
4	512	417	35	40	13	34	23	7%	148%
5	376	417	39	40	29	17	23	5%	74%
TOTAL	**2514**	**2085**	**194**	**200**	**104**	**120**	**115**		

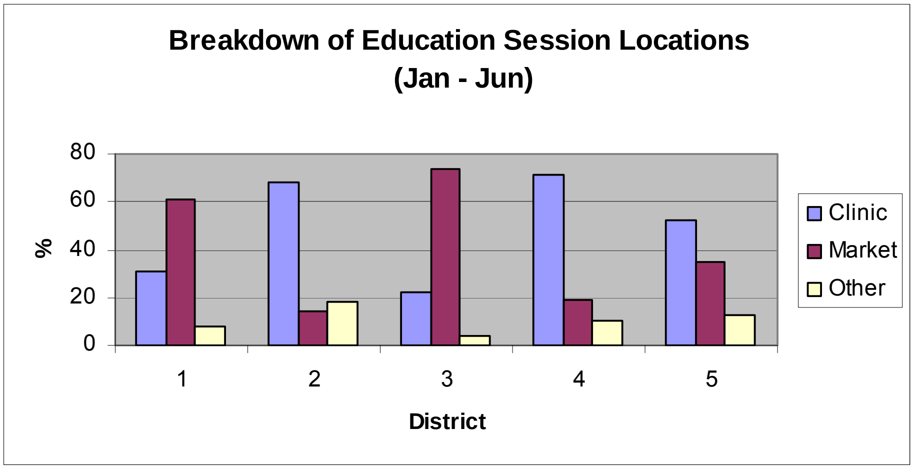
They looked at trends to see if the results were constant.





The coordinator from District 5 was happy to see that her results were showing improvement month after month. District I felt they were concentrating on getting the number of people attending the education sessions up, but it didn't seem to be reflected in their VCT test results. The coordinators began exchanging ideas and problems. The District 3 coordinator said the field workers were having trouble convincing the women to go for testing because their husbands/partners were against it. The coordinator in District 4 said she was having problems getting men to agree to let their wives to be tested. She worked with the local chief to arrange for him to speak to the men which led to better results. District 3 also said that they had only had a full team of field workers since March and their numbers were going up.

They compared the location of the education sessions to the results on VCT testing and realized that the clinic talks seemed to produce better results. They brainstormed why and realized that this was the right audience for their talks—pregnant women and clinic staff who frequently supported their message. This was helpful to the coordinators.



The coordinators learned which districts were reporting on all data, what data were missing and which data should be reviewed for accuracy. They talked about how they checked for data quality and all realized it was something they needed more help with. They were bothered by inconsistent performance and knew they needed more information to discover the root cause, especially regarding quality data.

In general the coordinators were delighted to find the rich data and to exchange ideas about successes and problems encountered. The comparison motivated them to improve before the next quarterly meeting. Each noted areas and workers where the data showed high and low results. They worked with the program coordinators to create an action plan to visit the communities and investigate the reasons for low performance and help the workers strengthen their performances. The program coordinators also used the data to decide where to focus their efforts both for improvement and to learn the factors that led to success as this would enable them to share best practices and eventually prepare success stories for internal and external use.

The meeting closed on a high note.

Objective/outcome indicator:						
Activities to achieve this objective						
Indicator	Definition	Target	Data collection tool	Frequency of data collection and reporting	Who will be responsible for the data (e.g. collection, signing off on data etc)	How will data reach central office (e.g. will it be summarized at any stage? what forms?)

Think through every word in the indicator and provide a definition for any that could be misinterpreted or that are vague. Those that frequently need to be defined are words like "reached" or "trained."

Slide 5.5

Qualitative versus Quantitative Data

From the 'Most Significant Change' technique, by Rick Davies and Jess Dart

Slide 5.6

A Closer Look at Indicators

<u>Indicator 1:</u> *# of HIV+ pregnant women who receive PMTCT services*

- "PMTCT services" refers to provision of medications

<u>Indicator 2</u>: *% of HIV-infected pregnant women who received ARVs to reduce the risk of mother to child transmission*

- **Numerator**: # of HIV –infected pregnant women who received ARVs
- **Denominator**: total # of pregnant women who tested positive in the clinic

Slide 5.7

A Closer Look at Quality

People sometimes mix up:

- Quality of services provided
  - "Quality of care is the degree to which health services for individuals and populations increase the likelihood of desired outcomes and are consistent with current professional knowledge"
- Data quality
  - Ensuring that data are accurate and reliable enough to be useful

Institute of Medicine, 1990

Slide 5.8

Measuring Quality (Quality Assessment)

- **Quality assessment** is measuring the <u>current level of performance</u> (how things are done) according to expected <u>standards</u> and can be used to <u>identify areas for improvement</u>,
  - the first step toward improving quality
- Measuring the quality of care/service looks for differences between <u>expected</u> and <u>actual</u> performance to <u>identify gaps</u> and opportunities for quality improvement

Slide 5.9

Measuring Quality

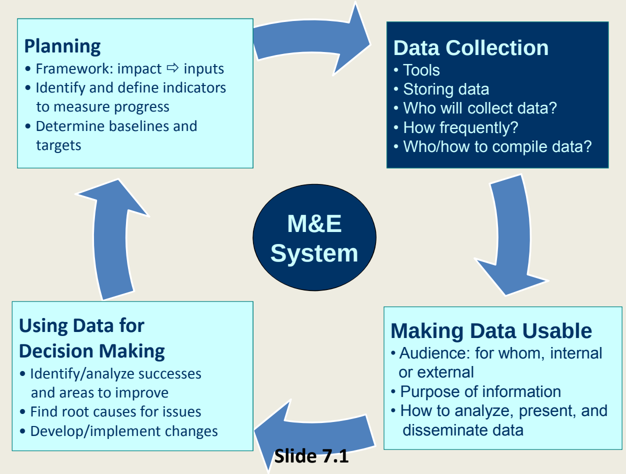
- Define standards (national, international and internal) that will serve as "expected" results.
- Develop indicators to track improvements in the quality of service
- Develop and implement tools to measure "actual" results.
  - Service checklists
  - Client exit interviews
  - Beneficiary assessments
- Develop a plan to narrow the gap between actual and expected results.

Slide 5.10

Examples of Quality indicators

- *Availability of trained personnel*
  - % of health providers and trainers who apply new skills to their work
- *Perceived quality of education service support for OVCs*
- *Adequate infection prevention measures adhered to*
- *Assessment done of clinic signs*
- *Scores on client satisfaction surveys or health facility assessments*

Slide 5.11



Slide 7.1

Factors to Consider When Selecting Indicators

- Program needs: Is the information needed for decision making?
- Definition(s): Will the definition be clear to all?
- Data availability
- Resources : costs, people (every indicator added is more work for the team)
- External requirements (government, donor, headquarters)
- Standardized indicators : Are these indicators used by government, other organizations/donors etc.?
- Link to the logic model/technical focus of the program

Slide 5.12

Data Collection

- Indicator description and definition *(and how to calculate it)*
- Plans for data collection:
  - Who will collect the data and how often
  - Where will the data be recorded (tools)
  - Will it need to be summarized? By whom, and in what form? How often
- What issues may arise regarding data quality
- Storing data (baseline, targets, progress)

Do you need to rethink (or remove) any indicators?

Slide 7.2

Case Study Module 1.2

And then fill in columns 1-3 in

Worksheet 3 (for your own organization)

Slide 5.13

"Everything should be made as simple as possible, but not simpler."

Albert Einstein

Slide 7.3

Case Study Module 2

Then complete the remaining columns in **Worksheet 3 for your organization**

Slide 7.4

Data Quality

What needs to be in place at each level of the M&E system to ensure good quality data?

Slide 7.5

Data Quality

- Clear communication:
  - Indicator definitions
  - Clear roles and responsibilities
  - Does everyone understand the reporting timelines
- Data collection instruments and reporting forms:
  - Are they standardized and compatible?
  - Do they have clear instructions?
  - Coordination with the national information system
  - Does someone routinely supervise/check data quality
- Consider where potential data quality issues may arise:
  - E.g. such as missing data, double counting
  - How do you address these issues?

Slide 7.6

Dimensions of Data Quality

Accuracy/ Validity	Valid data are considered accurate: they measure what they are intended to measure.
Reliability	The data are measured and collected the same way with the same instruments over time.
Completeness	Completely inclusive: an information system represents the complete list of eligible names and not a fraction of the list.
Precision	Data have sufficient detail (e.g. collected by age, sex..)
Timeliness	Data are up-to-date (current), and information is available/submitted on time.
Integrity	The data are protected from deliberate bias or manipulation for political or personal reasons.
Confidentiality	Clients are assured that their data will be maintained according to national and/or international standards.

Slide 7.7

Functional Areas of an M&E System that Affect Data Quality

Dimensions of Data Quality

- I Accuracy
- II Reliability
- III Completeness
- IV Precision
- V Timeliness
- VI Integrity
- VII Confidentiality

I	M&E capabilities, roles/responsibilities
II	Training
III	Data reporting requirements
IV	Indicator definitions
V	Data collection, reporting forms and tools
VI	Data management
VII	Data quality mechanisms and controls
VIII	Links with the national reporting system

Slide 7.8

Data Quality Scenarios

1. The district coordinator went to community 3 to get the registers from the volunteer field worker and found the form incomplete. How should she handle the situation?
2. In community 5, the volunteer field worker asked the coordinator if she could turn in the data the following week. How should she handle the situation?
3. The coordinator found that in community 2, the field worker had very high numbers for the first time this month. What questions should she ask?
4. On a supervisory visit to community 7, the coordinator found that the volunteer had put the names of the locations instead of using 1, 2, or 3 and the names of attendees instead of numbers. How should she respond to this?

Slide 7.9

Not everything that can be counted counts, and not everything that counts can be counted.

Albert Einstein

Slide 7.10

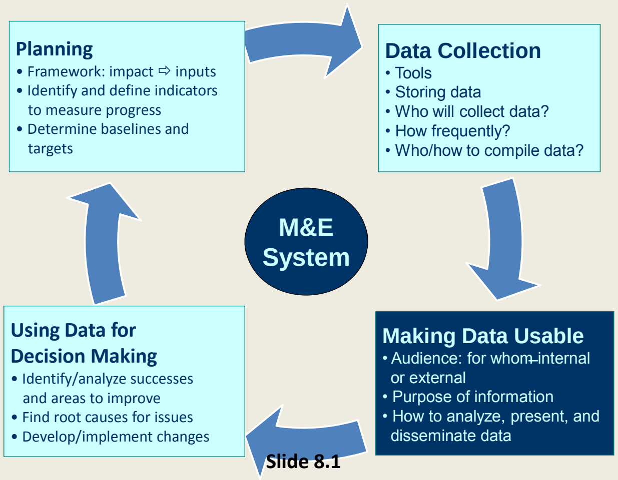
Discussion

What are some different ways that you can present information to stakeholders?

- Reports
- Success stories
- Data tables
- Graphs
- Maps
- Presentations
- Papers
- Dramas
- Videos
- Brochures

… just to name a few!

Slide 8.3



Slide 8.1

Making Data Usable for Different Users/Stakeholders

Stakeholder	What information is needed?	How would you present it?	How often?

Slide 8.4

Turning Data into Useful Information

- **Who is your audience?**
  - Key stakeholders?
  - How much detail/ complexity is appropriate?
- **What information do you need?**
  - What questions are you trying to answer?
  - Are you making relevant comparisons?
    - Over time
    - Among groups (field workers, districts)
    - Against a target or standard
- **What is the best way to present and disseminate data?**

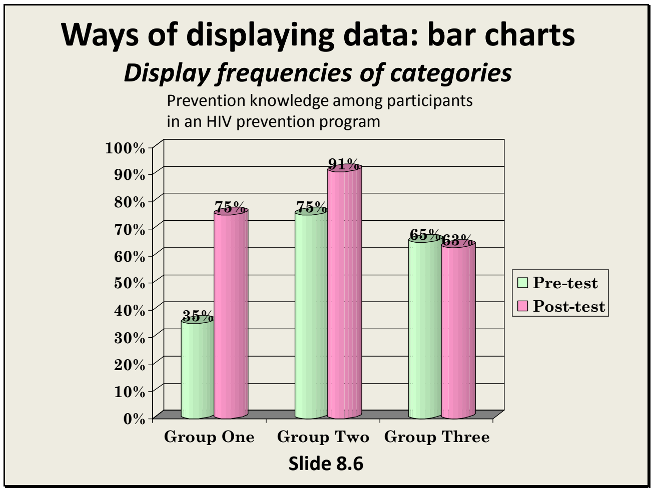
Vs

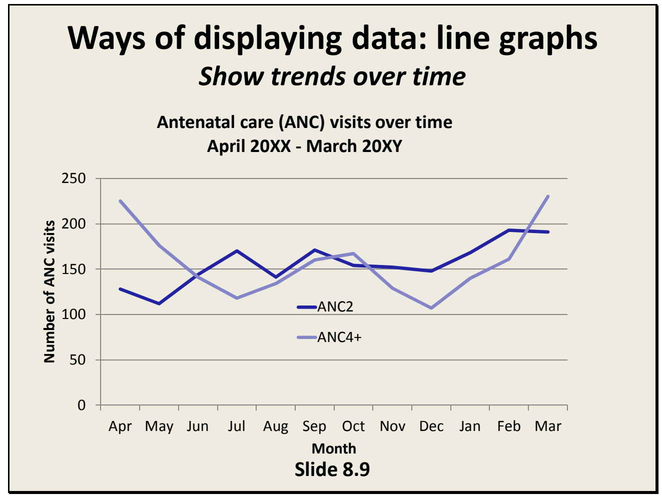
Slide 8.2

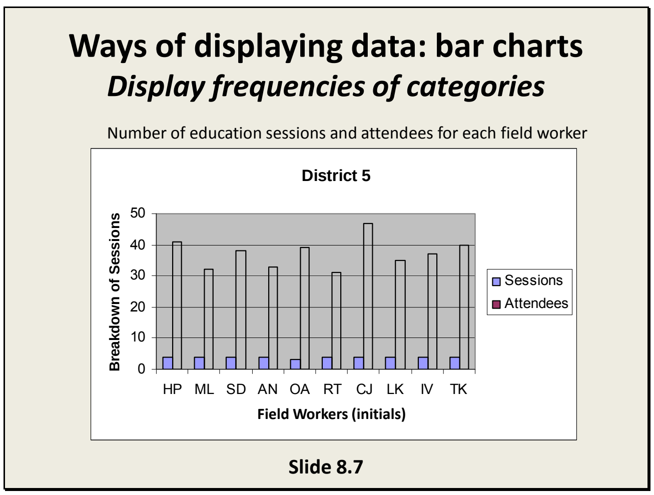
Case Study Module 3.1

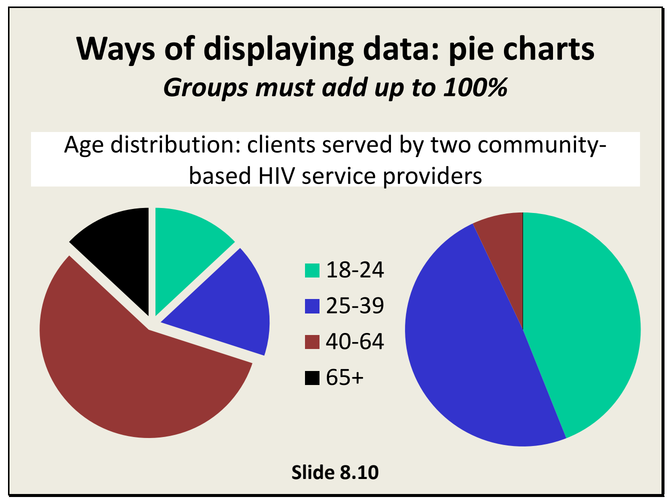
- Followed by **Worksheet 4: Stakeholder Analysis** for each organization

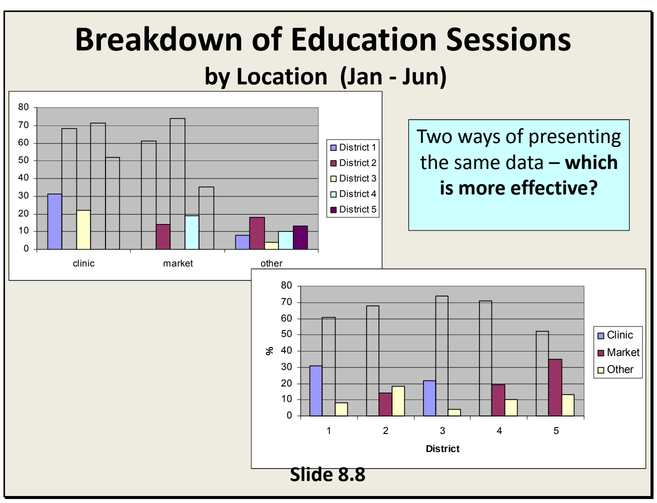
Slide 8.5

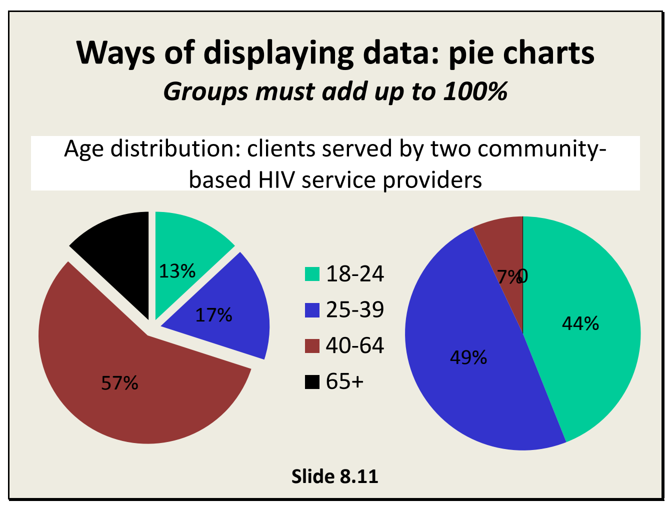

Ways of displaying data: bar charts
Display frequencies of categories
Prevention knowledge among participants in an HIV prevention program
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
35%
75%
75%
91%
65%
63%
Pre-test
Post-test
Group One
Group Two
Group Three
Slide 8.6


Ways of displaying data: line graphs
Show trends over time
Antenatal care (ANC) visits over time
April 20XX - March 20XY
Number of ANC visits
250
200
150
100
50
0
ANC2
ANC4+
Apr
May
Jun
Jul
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Month
Slide 8.9


Ways of displaying data: bar charts
Display frequencies of categories
Number of education sessions and attendees for each field worker
District 5
Breakdown of Sessions
50
40
30
20
10
0
Sessions
Attendees
HP
ML
SD
AN
OA
RT
CJ
LK
IV
TK
Field Workers (initials)
Slide 8.7


Ways of displaying data: pie charts
Groups must add up to 100%
Age distribution: clients served by two community-based HIV service providers
18-24
25-39
40-64
65+
Slide 8.10


Breakdown of Education Sessions
by Location (Jan - Jun)
District 1
District 2
District 3
District 4
District 5
clinic
market
other
Two ways of presenting the same data – which is more effective?
Clinic
Market
Other
%
1
2
3
4
5
District
Slide 8.8


Ways of displaying data: pie charts
Groups must add up to 100%
Age distribution: clients served by two community-based HIV service providers
13%
17%
57%
18-24
25-39
40-64
65+
7%
0
44%
49%
Slide 8.11

Ways of displaying data: data tables

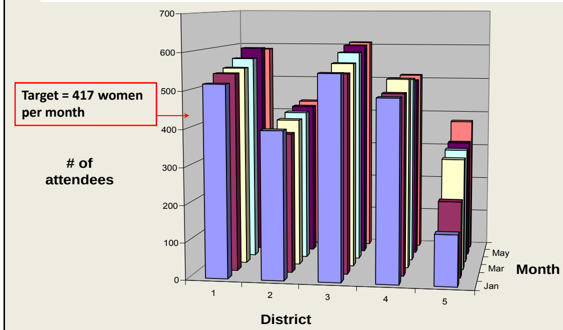
Provide detailed data

Activities	Target 2010	Q1	Q2	Q3	Q4	Annual	Coverage
		Performance in Year XX					
FP	255663	34185	56288	50583	44891	185947	73%
ANC	42837	7195	8602	9135	11599	36531	85%
Delivery	37368	6539	4916	5290	5387	22132	59%
PNC	38736	4645	4042	5166	5301	19154	49%
VCT + HBHCT	527461	53027	128401	108090	112853	402371	76%
PMTCT	41299	4537	5272	7688	8179	25676	62%
ART	22504	12578	12451	13435	12761	51225	228%

Slide 8.12

What do you think about this graph?

Number of women attending education sessions in each district (Jan-June)



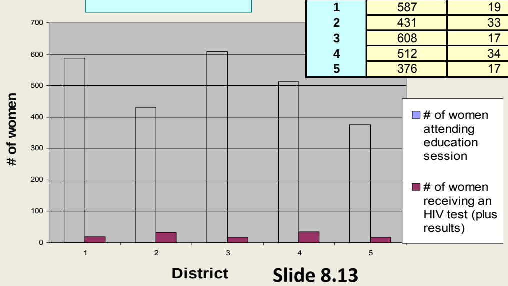
Slide 8.15

Displaying data: graphs vs. tables

Number at education sessions vs. number getting HIV test

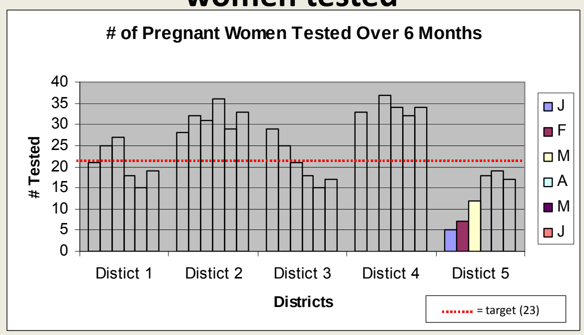
Which display is more effective?

District	# Education Sessions	# Receiving VCT (and result)	%
	June		
1	587	19	3%
2	431	33	8%
3	608	17	3%
4	512	34	7%
5	376	17	5%



Slide 8.13

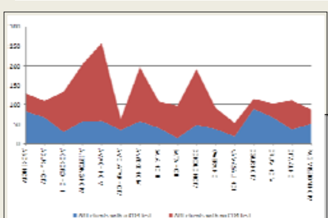
Outcome data: Number of pregnant women tested

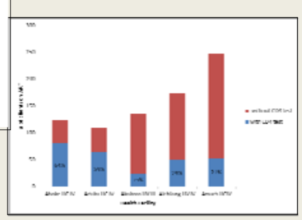


Slide 8.16

Which Display is more Effective?

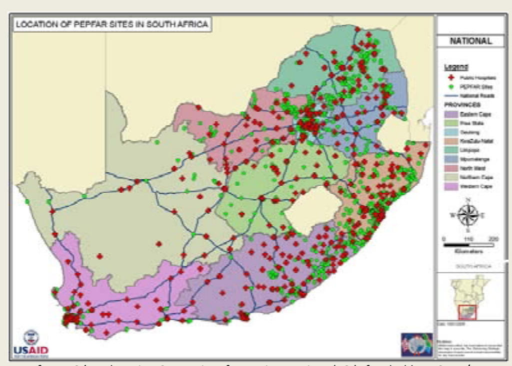
Number of patients receiving ART by clinic *(disaggregated by those with/without a CD4 test)*





Slide 8.14

Displaying data: mapping



Map from JSI's Enhancing Strategic Information Project (ESI), funded by USAID/PEPFAR

Slide 8.17

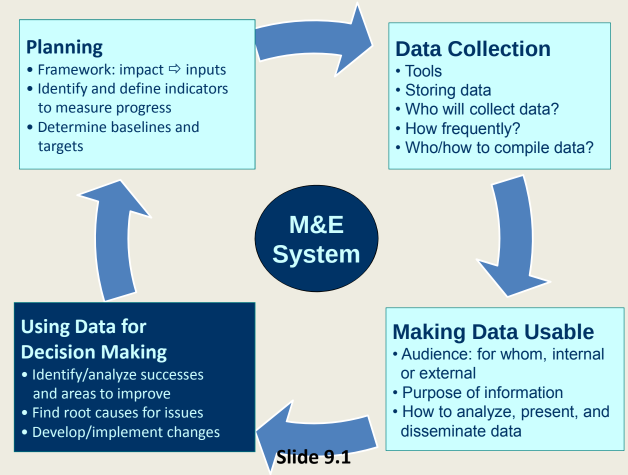
Case Study Module 3.2

then….

Make your own graph

Using the data in Worksheet 5

Slide 8.18



Slide 9.1

Success Stories

- **Headline** (4-7 words): simple, jargon-free, use action verbs to bring story to life
- **Subhead** (~ 8 words): summarize the success, use quantitative measures where appropriate
- **Photograph with caption** (<25 words): describe the picture, identify characters in the picture *[be sure to have permission to use the photos]*
- **Pullout quote** (15 words): quote from the story that captures or summarizes the success
- **Body** (~500 words): vividly tells the story; uses statistics or quotes to describe how the project, with USAID funding, has benefitted an individual, community or nation

Submit stories with your reports or directly to stories.usaid.gov

Slide 8.19

What can/do you use M&E data for?

- Revising your program
- Providing feedback to the team
- Reporting to donors
- Transparency and accountability to all stakeholders
- Deciding on what components of your program should or could be replicated, expanded or integrated
- Future proposals
- Ensure and improve quality
- Field oversight

Slide 9.2

Information is like water…

Too much and you drown in it;
Too little and you die of thirst

Theo Lippeveld, from Dr. Burghri, Pakistan MOH

Slide 8.20

Using Data for Decision Making

- What is the information telling you?
  - Identify/analyze successes and areas to improve
  - Look at comparisons (between/among groups, against targets, over time)
- Why is it telling you this?
  - Find root causes for issues
- What can be done about
  - **Successes**: lessons learned that can be replicated
  - **Areas needing improvement**: develop/implement changes

Slide 9.3

Scaling Up

- Quantitative scale-up:
  - Replicating the new practice or set of practices in new geographic areas
- Functional scale-up
  - Increasing the scope of the activities
- Organization's scale-up
  - Expanding the organization's coverage of groups within an area and resource base

Slide 9.4

Preparing for Role Play

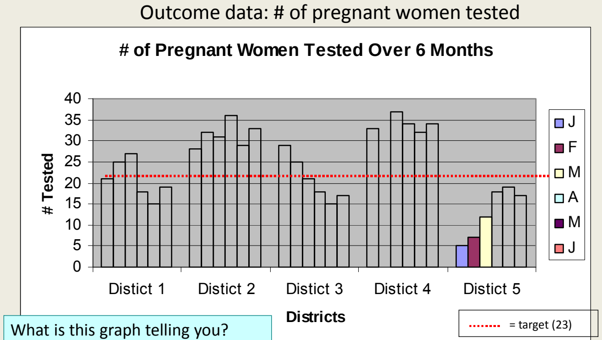
- **Group 1: Prepare for a meeting with all district coordinators.**
- **Group 2: Prepare for a meeting with the field workers in one district.**

- Decide who will play what roles.
- Prepare objectives for the meeting.
- Decide what information you want to present and how you will present it.
- Decide what areas you want to explore further after the meeting (root causes).
- Decide how to lead the group to take action.

Slide 9.7

Analyzing ("reading") data

Outcome data: # of pregnant women tested



What is this graph telling you?
- ⇨ trends
- ⇨ potential challenges
- ⇨ successes
- ⇨ missing data

Slide 9.5

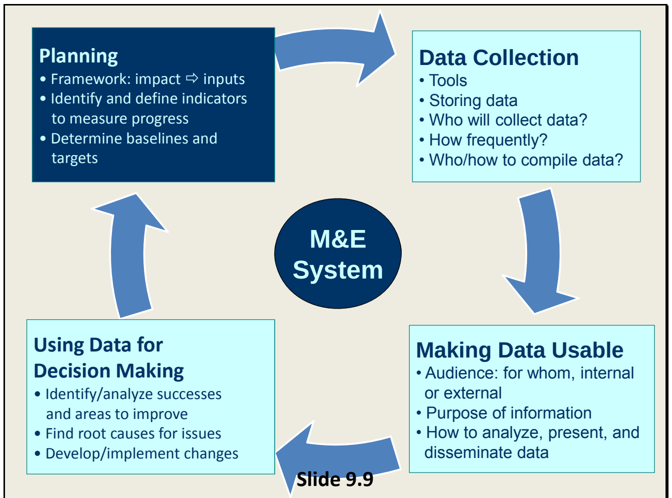
During the Role Play

- **Things to consider:**
  - Were the objectives of the meeting clear?
  - Did the field workers seem to understand the information presented?
  - Were successes recognized?
  - Were appropriate problems presented?
  - Was there a discussion to determine the root causes of issues?
  - Are there other points that you wanted to discuss?
  - Was a clear and feasible action plan established?

Slide 9.8

Case Study Module 4

Slide 9.6



Slide 9.9

One Final Reminder:
***Why Are You Collecting Data*?**

Adapted from Feuerstein (1993)

Slide 9.10

Brief Review of Yesterday

- Please describe one thing that we learned yesterday, and if possible, how you can apply it to your organization/project.

Slide 9.11