Monitoring and Evaluation Training Guidelines

For

Family Health International/Nepal Implementing Agencies

Family Health International/Nepal
USAID Cooperative Agreement #367-A-00-06-00067-00
Strategic Objective No. 9 & 11

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Background and Introduction
The FHI/Nepal-led Advancing Surveillance, Policies, Prevention, Care and Support to Fight HIV/AIDS (ASHA) Project, funded by the US Agency for International Development (USAID), works in partnership with the National Center for AIDS and STD Control (NCASC) and the Ministry of Health and Population. The activities conducted under the ASHA Project work to contribute to the Government of Nepal's National HIV/AIDS Strategy and Action Plan.

This resource guide is intended to orient and sensitize ASHA Project partner organizations and implementing agencies on the fundamental aspects, systems and processes of monitoring and evaluation for HIV/AIDS prevention, education and care programs. It is our desire that the information provided in the subsequent pages will provide the knowledge and skills needed to facilitate training workshops on monitoring and evaluation, thereby educating project teams on the processes and activities required to apply quality monitoring and evaluation tools to ongoing ASHA Project programs. In good time these practices will lead to improved programs for HIV/AIDS prevention, care, treatment and support.

It is our intention that upon conclusion of attendance to all sessions outlined in this document, participants will demonstrate proficiency in:

- The basic concepts and elements of Monitoring and Evaluation
- Developing M&E plans and matrices
- Nepal's National Monitoring and Evaluation Guidelines and National Indicators
- Knowledge on indicators, indicator development and indicator selection
- Understanding the hierarchy of indicators
- Generation of M&E plan including the essential elements of data, data quality and data verification
- Appling M&E plans to current and ongoing ASHA Project programs

Training Methodologies
The sessions of this three day training workshop are designed based on the principles of adult learning and participatory approaches. Methodologies include lectures accompanied by PowerPoint slides, group discussions, group work, activities and presentations, brainstorming and mapping exercises and games for session linkages.

Module 1

Introduction to Monitoring and Evaluation

At the end of this module participants will demonstrate proficiency in:

- The objectives of monitoring and evaluation for HIV/AIDS in Nepal
- Defining monitoring**,** evaluation, efficiency, effectiveness and the monitoring cycle
- The questions that a good monitoring system should answer
- The attitudes and approaches for program evaluation impact
- Identifying the focal points of monitoring and evaluation
- The National M&E guidelines
- Indicators and indicator selection processes
- The seven steps for developing an M&E plan
- Developing M&E matrices
- Using the basic tools for project level M&E
- Differentiating between qualitative and quantitative data
- Utilizing mobility mapping for M&E

Session Overview and Timeframe

Time	**Duration**	**Topic(s)**	**Training Methods**
8:00-8:30	30 minutes	Welcome and Introduction	Introductory "icebreaker" game; Facilitator presentation
8:30-10:00	1 ½ hours	Why M&E?	Facilitator presentation; Group discussion
10:00-12:00	2 hours	Fundamentals of M&E; National M&E Guidelines; M&E Pipeline for HIV/AIDS	Facilitator presentations; Group discussions
12:00-1:00	1 hour	Lunch break	
1:00-3:00	2 hours	Indicators; Project Level M&E: M&E targets and matrix for current fiscal year	Facilitator presentations; Group discussions; Group activity

Materials – Facilitator

- LCD Projector
- Previously prepared PowerPoint presentations

- Markers
- Pens/pencils
- News print paper

- Handout: Slips of paper, one for every participant, each with one monitoring and evaluation related word written on it
- Handout: Nepal National M&E Guidelines
- Handout: National Indicator Checklist

Materials – Participants

- Previously prepared mobility map to be presented

"If you do more with less, the benefits are long term." – Michael Thompson

Module 1 – Session One

Introductory Activity and Training Objectives

8:30-9:00	*30 minutes*	*Introductory Activity and Training Objectives*	*Group Activity, Facilitator Presentation*

Materials

- Slips of paper, 1 for each participant, each with a different M&E term written on it
- Copy of training workshop schedule
- LCD Projector
- PowerPoint presentation

> Facilitator Note: This session is the "icebreaker." During this time participants and facilitator(s) will introduce themselves and their relative experience, current position and organization. In addition to "getting to know you," the main purpose of this introductory activity is for participants to become familiar with monitoring and evaluation related terms, as well as for the facilitator(s) to get a brief assessment of participants' understanding of these terms.

Introductory Activity

Welcome participants and invite them to take a seat anywhere they'd like; as you are welcoming them, provide each participant with a slip of paper with an M&E related term on it.

Once all participants have entered and taken their seat say, "Welcome to this monitoring and evaluation training workshop. As you can see, I have given each of you a piece a paper with a word written on it; I also have one myself. We are going to go around the room and I would like each person to introduce his/herself, his/her job title and the organization which you are representing. After you have finished I would like you to define the word on your piece of paper, to the best of your ability, and describe how this word relates to monitoring and evaluation. I'll begin. My name is (name). I am the (job title) for (organization). My term is (read term allowed). This word means (define) and relates to M&E because (explain)."

> Facilitator Note: Terms which can be used during this introductory activity include: Input, Process, Indicators, Activities, Resources, Monitoring, Evaluation, Target, Achievement, Baseline, Data, Coverage, Feedback, Supervision, Checklist, Accuracy, Audit, Impact, Outcome and Target Group

Proceed around the room until each person has identified themselves and defined and related their term to M&E.

> Facilitator Note: It is important to emphasize to participants that this is not a test; they are not expected to have "right" definitions nor are they expected to be able to "correctly" link their specific term to monitoring and evaluation. Remind participants that this is just a fun exercise to allow them to become comfortable with monitoring and evaluation terminology while introducing each other to the rest of the group.

Once this activity is complete, ask participants to try and remember their word, how they have defined it and linked it to monitoring and evaluation; request that they take note of how their ideas about this word and its relation to monitoring and evaluation may or may not change throughout the course of this session.

Training Overview
Briefly orient participants on the sessions and schedule of this training workshop. If you have made copies of the schedule, distribute them to participants. In lieu of individual copies, paste a copy of the training schedule in a visible part of the training room.

Training Goals and Objectives
Introduce the goal and training objectives of this workshop.

Facilitator Note: Goals and objectives should be exhibited in a PowerPoint presentation or a large flip chart.

The *goal* of this training workshop is to orient and sensitize ASHA Project partners and implementing agencies on the fundamental aspects, systems and processes of monitoring and evaluation for HIV/AIDS prevention, education and care programs.

The *objectives* of this monitoring and evaluation training workshop are as follows:
(1) To highlight the <u>importance and use of M&E</u> for development
(2) To introduce the <u>national M&E plan</u>, the “third one” of “three ones” for HIV and AIDS
(3) Provide <u>conceptual clarity</u> for monitoring and evaluation
(4) To introduce the <u>framework for monitoring and evaluation of HIV/AIDS interventions</u>
(5) To introduce <u>indicators</u> and share available <u>strategic information</u> for HIV/AIDS in Nepal
(6) To sensitize on <u>data quality</u> and strengthen <u>project level M&E functions</u>
(7) To generate <u>commitments and an action plan</u> for M&E

Facilitator Note: Ask participants to keep the objectives in mind throughout the sessions. Do they feel the objectives are being met?

Session Conclusion
Wrap up this session by saying, “So we are all here to receive training on monitoring and evaluation, but why do we need monitoring and evaluation? What purpose does it serve?”

Module 1 – Session Two

Why M&E?

8:30-10:00	*1 ½ hours*	*Why M&E?*	*Group discussion; Facilitator presentation*

Materials

- LCD Projector
- PowerPoint presentation

Group Discussion

Begin this session by asking participants, "What did you do when you got up this morning?"

> Facilitators Note: The purpose of this exercise is to relate monitoring and evaluation to a mirror; monitoring and evaluating is the "mirror" of our projects. If no one mentions looking in a mirror, ask leading questions, such as, "What did you after you got dressed?" or "Did you shave/put on make-up this morning? If yes, did you do so while looking in a mirror?" Elaborate on this point by asking, "How would it be to shave/put on make-up without looking in the mirror? What is the difference between shaving/putting on make-up with and without looking in the mirror?" Relate this to monitoring and evaluation; with M&E we can reflect on our project and its process, just as we use a mirror to see our own reflection when we shave/put on make-up – it allows us to see what we're doing and reduces the chance of error.

Facilitator Presentation

Exhibit PowerPoint presentation. The following topics should be included in this presentation:

(1) M&E as a tool to address emerging challenges *Annex 1*
(2) M&E as a global priority for HIV/AIDS *Annex 2*
(3) M&E as a global priority for HIV/AIDS in Nepal *Annex 3*
(4) Global priority for HIV/AIDS related M&E *Annex 4*
(5) M&E as an element in the process of managing for impact *Annex 5*

This presentation is intended to illustrate how M&E contributes to HIV/AIDS programs on both the global and national scale.

Session Conclusion

Conclude this session by discussing how M&E functions to mitigate impact.

Module 1 – Session Three

Fundamentals of Monitoring and Evaluation

10:00-11:00	*1 hour*	*Fundamentals of Monitoring and Evaluation*	*Facilitator presentation*

Materials
LCD Projector
PowerPoint Presentation

Facilitator Note: It is important to keep the atmosphere exciting and keep participant's energy high. The next two sessions will have your participants listening to you lecture and present for 2 hours! Remember to talk *to* them, not *at* them. Engage them; encourage questions and participation!

Exhibit the PowerPoint presentation on the Fundamentals of M&E; it should cover the following points:

- Defining monitoring
- Defining evaluation
- Differentiating between monitoring and evaluation
- Efficiency and effectiveness
- Focus of M&E

Facilitator Note: This presentation should include photographs and illustrations to draw analogies from. It is recommended that the first slide of your PP presentation be a picture of Mount Everest from a distance; the second slide of your presentation should be a close-up of Mount Everest, including details about heights and trails. Use these two photographs to illustrate how much more detail is seen when something is examined closely.

Monitoring Definition

- Monitoring is the routine process of data collection and measurement of progress toward program objectives.
- It is a continuous form of reflection involving examining what we are doing and routinely looking at the quality of our services.
- Monitoring is "an internal process undertaken by management carried out to assess progress at regular intervals throughout the life of a project or program." (Laurence Taylor, *Good Monitoring and Evaluation Practice*, Guidance notes, October, 2001)

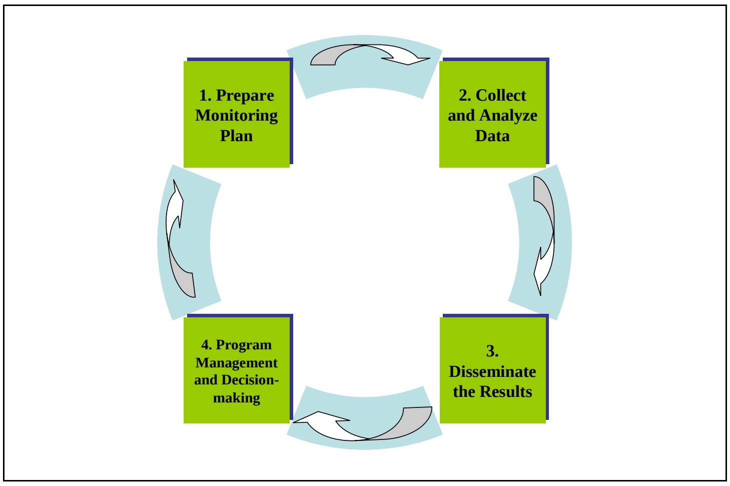
The Monitoring Cycle

Monitoring is a four step cyclical process where each step works to inform the other.

- Firstly, a monitoring plan must be prepared; this means creating a system for monitoring the progress of your project.
- The next step is to collect and analyze data.

For example, if your organization was running an STI testing clinic, a way to monitor its success would be to collect and analyze data regarding how many clients are accessing this clinic.

- Dissemination of results follows; this could be within your organization, within the STI clinic or to the general population as a whole.
- The final step is program management and decision making; this will function as the first building block for revising your monitoring plan based on the results.



If your monitoring plan has been successful you should be able to answer the following questions:

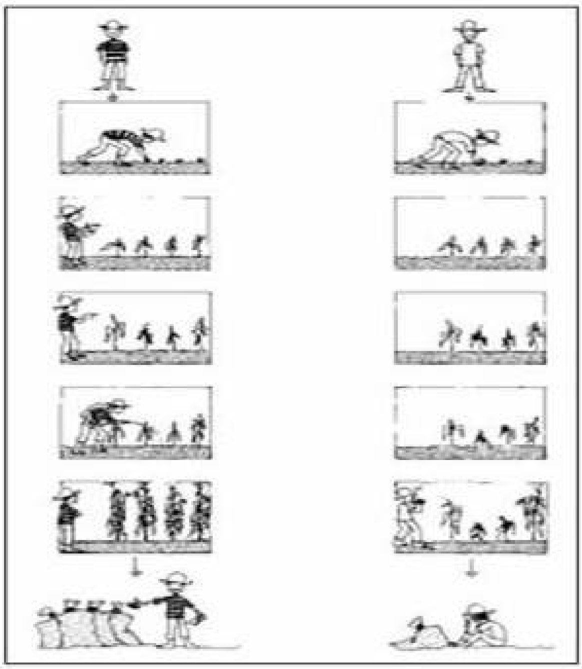
(1) Are we on the way to our planned objective(s)?
(2) To what extent are planned activities being implemented?
(3) Are project activities being carried out correctly, on time and within budget?
(4) How well are services being provided?
(5) What services are we providing to whom, when, how often, for how long and in what context?
(6) Are the objectives and targets reasonable?
(7) Do we need to take corrective action?

Facilitator Note: It is recommended that you display a few photographs at this juncture to reiterate certain points about monitoring.

It is suggested that the first photograph be of a lion looking back. Use this image to draw an analogy to the roles of project coordinator and staff; they should always be looking back at their program just as the lion looks back after his every step.

Next, it is suggested to exhibit a photograph of a hot air balloon flying in the sky. Use this image to symbolize that a project coordinator should monitor a program by looking at it from “above” to get an overview of where the actions are occurring; explain that looking from “above” allows a project coordinator to make sure actions are appropriate, and allows them to “fly away” with a vision, making sure the actions will create results that are heading towards the “destination.”

Box 1



Facilitators Note: It is suggested to display the comic strip in Box 1. In this comic-strip we see two farmers planting seeds. The farmer on the left comes back often to check on his plants, while the other only comes once. The last frame shows us the farmer who continuously checked on his crops with many sacks of grain, while the other farmer only has one. Use this comic-strip to illustrate the benefits of monitoring a project, emphasizing that project work should be monitored every step of the way.

Evaluation Definition

- Evaluation is concerned with the relevance, <u>effectiveness</u>, efficiency, impact and sustainability of what has been done.
- It is the process of <u>identifying and reflecting on the effects of a process</u>, thus far, and judging the value of it.
- It utilizes social research methods involving measurements over time, study design and special studies, to systematically <u>investigate a program's effectiveness</u>.
- Sometimes evaluation requires a control or comparison group.

Effectiveness and Efficiency Definition

Differentiating between effectiveness and efficiency, for the purpose of M&E, is parallel to distinguishing between monitoring and evaluation. Although both words are quite similar, they are the result of two different functions.

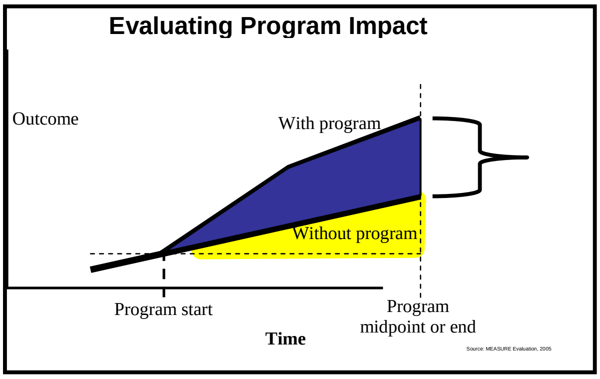
- Effectiveness is a function of good design.
- Efficiency is a function of good management.

In this context, <u>effectiveness</u> is synonymous with <u>evaluation</u> in that they are both concerned with impact and effects.

<u>Efficiency</u>, on the other hand, is the equivalent of <u>monitoring</u>, as they involve outputs, activities and inputs.

Evaluating Program Impact

Evaluating program impact entails evaluating the effectiveness of a program by considering the changes that have resulted from the project since its start point. This includes deducting both the "net program impact" and the "without program impact" from the start point, midpoint or end of the project, in order to assess its effects.



Differentiating between Monitoring and Evaluation

Monitoring	Evaluation
• Concerned with efficiency of resource deployment	• Concerned with effectiveness of strategy
• Measures project inputs, activities & outputs	• Measures project effects and impact
• Structured top-down methods (reporting)	• Participatory bottom-up methods (inquiry)
• Regularly scheduled reporting processes	• Periodically scheduled inquiring processes
• Emphasis on decision-making	• Emphasis on organisational learning
• Asks "are we doing the *thing right*"	• Asks "are we doing the *right thing*"
• Absolutist view ("are we doing what we said we would?")	• Philosophical view ("is what we're doing actually worth doing?")
• Project team accountable to project management	• Project management accountable to stakeholders – especially beneficiaries
• Provides starting point for evaluation	• Provides endpoint for monitoring
• Primary "clients" are internal (i.e. project management & program administrators)	• Primary "clients" are external (i.e. donor, beneficiaries, host government, agency admin.)

Session Conclusion
Conclude this session by informing participants that monitoring and evaluation systems must be in place in order for organizations to demonstrate accountability for the past, enhance management decision-making in the present and to promote organizational learning for the future.

Without effective monitoring and evaluation systems in place there would be limited learning from both successes and failures resulting in lost opportunities to know how to handle a mistake the next time it occurs or benefit from effective approaches or successes.

The recent history of much development and aid work is that there has been limited institutional learning despite huge efforts and expenditures. There are too many examples of old mistakes being repeated despite serious attempts at quality planning!!

By monitoring and evaluating our programs we reduce the risk of program duplication and error, and increase accountability.

Module 1 – Session Four

Review of National M&E Guidelines

11:00-12:00	*1 hour*	*National M&E Guidelines*	*Facilitator presentation*

Materials
LCD Projector
PowerPoint presentation
E-copies of National M&E Guidelines

Exhibit the PowerPoint presentation on the National M&E Guidelines. It should cover the following points:

- Overview of Nepal's National HIV/AIDS Strategy
- Overview of the five components of the National M&E Guidelines
- Overview of the 36 Core National Indicators
- Overview of the M&E pipeline

National Strategy
Introduce this session by giving an overview of Nepal's National HIV/AIDS Strategy 2006-2011. This strategy is comprised of six action points, including a monitoring and evaluation component which will be discussed in further detail during this session. The elements of the National Strategy are as follows:

1000: Prevention
2000: Treatment, care and support
3000: Advocacy, policy and legal reform
4000: Leadership and management
5000: Strategic Information (Surveillance, *Monitoring and Evaluation*)
6000: Finance and resource mobilization

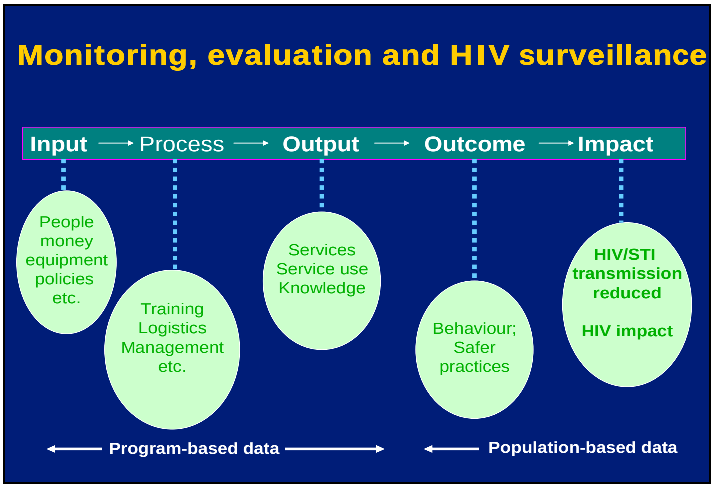
National Monitoring and Evaluation Guidelines
Draw focus to the "strategic information" element. Inform participants that in support of the National HIV/AIDS Strategy, Nepal has developed National Monitoring and Evaluation Guidelines. Review the five components to the National Guidelines; the overall system, surveillance, research, the National AIDS Program, public sector and civil society monitoring, and program activity monitoring.

Facilitator Note: When presenting this session be sure to have an e-copy of the National Monitoring and Evaluation Guidelines available to be projected onto the LCD Projector. You will link to this e-copy in order to orient participants on the content of this document, as well as to elaborate on the National Indicators. During this session ensure that you consistently link participant's ongoing projects with the National HIV/AIDS Strategy and National HIV/AIDS Monitoring and Evaluation Guidelines in order to highlight how their particular program is contributing to the greater National goals.

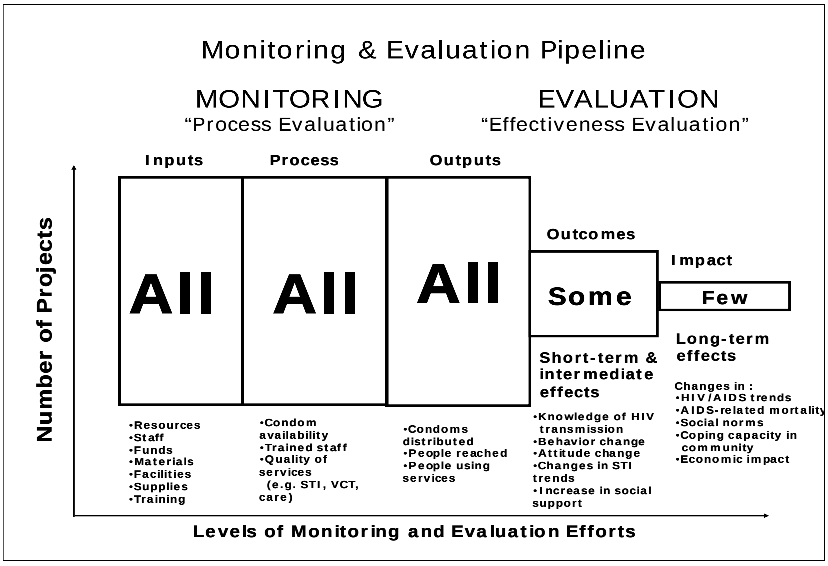
National Core Indicators
Use the e-copy of the National Indicator Definitions to review the 36 National Core Indicators; there are:

- Input indicators (3) – to measures elements such as people, money, equipment, policies, etc.

- Outcome indicators (6) – to measure trainings, logistics, management, etc.
- Output indictors (17) – to measure services, service usage, knowledge, etc.
- Process indicators (7) – to measure behavior change, etc.
- Impact (National Commitment and Action) indicators (3) – to measure broader bearings such as HIV/STD transmission, HIV impact, etc.



Monitoring and Evaluation Pipeline
Exhibit the monitoring and evaluation pipeline. Explain that its function is to present a successive outline of steps from inputs to impact. By displaying the details for each level of effort, all activities which are being undertaken to achieve the ultimate broader long-term effects can be seen in their position of the indicator hierarchy.



Session Conclusion
End this session by providing each participant with an e-copy of the National M&E Guidelines. Orient them on how to use the guidelines and indicator definitions; wrap-up by stressing the importance of becoming familiar with these guidelines in order to contribute to the National Strategy for HIV/AIDS.

Module 1 – Session Five
Indicators, Project Level M&E and M&E Matrix

1:00-2:30	*1 ½ hours*	*Indicators*	*Facilitator presentation, Group Activity*

Materials
LCD Projector
PowerPoint presentations
National Indicator Checklist
Pens/pencils

Exhibit the PowerPoint presentation on Indicators. It should cover the following main points:
- Defining indicators and the different types of indicators
- How and why indicators are established

Indicator Definition
- An indicator is a measurable statement of program objectives and activities.
- It is a variable, measure or criterion that measures one aspect of a program/project.
- Simply stated, an indicator verifies whether an intended change actually occurred.

Indicators are developed for two reasons:
1) To measure attainment of inputs, processes, outputs, effects and impacts related to the project design hierarchy.
2) To evaluate key questions in the evaluation of projects and programs.

Types of Indicators
- Numeric indicators are expressed as counts, percentages, ratios, proportions, rates or averages.
  i.e. morbidity rates, mortality rates, case finding rate, etc.

- Non-numeric indicators are expressed in words; sometimes they are also referred to as qualitative or categorical indicators.
  i.e. selection and training of volunteers, committee formations, etc.

- Input indicators measure the inputs which go into the design and implementation of a program
  i.e. number of training materials, staff members and infrastructure.

- Process indicators measure the activities which are being conducted to achieve the outputs and outcomes
  i.e. number of training workshops conducted or number of site visits.

- Output indicators are used to measure the product of the immediate inputs of project activities; they describe the goods and services produced by program activities.
  i.e. number of staff members trained or the number of IEC materials distributed

- Outcome indicators are used to measure the effect of an intervention on systems or behaviors resulting from the achievement of an immediate goal after a specified interval of time; commonly for short-term assessment, such as one or two years after a program or project has been implemented.
    i.e. the number of clinics which meet new quality standards

- Impact indicators measure the actual change in conditions of key problems or unmet needs which are linked to the ultimate program goal; the impacts which program/project activities have had on a population over a longer period of time.
    i.e. changes in livelihood and reduction in HIV/STI transmission.

Measuring Indicators
Explain how to create a numeric indicator, i.e. a percentage. Explain that you must first have a numerator and a denominator.

For example, to generate a percentage of facilities which have been trained by the project, the equation would look like this:

$$\frac{\text{Numerator: \# of facilities trained}}{\text{Denominator: total \# of facilities}} = \text{\% of facilities trained by the project}$$

Facilitator Note: Demonstrate this on a blackboard/flipchart. Create one or two examples to ensure participants understand the process of generating a numeric indicator.

Remind participants that when measuring indicators it is important to consider where and how the information will be obtained; these two factors can greatly influence data.

Developing Indicators
Indicators and the information utilized to realize them must be attached to each level of the program planning hierarchy; impact, goal, objectives, intermediate results, activities (inputs, outputs, processes) and outcomes.

When developing indicators the five core evaluation questions must be answered:
1) Relevance
2) Efficiency
3) Effectiveness
4) Impact
5) Sustainability

The information system should be varied in order to capture cross-cutting issues and to incorporate views of stakeholders and beneficiaries; this contributes to participation and transparency.

Facilitator Note: Emphasize the importance of taking note of both unintentional positive and negative outcomes and impacts of the program to participants.

Group Exercise
This exercise is intended for groups of two. Once everyone has paired off, indicator checklists should be distributed.

> Facilitator Note: A copy of the indicator checklist is included in *Annex 6*.

Request that each pair work together to identify the appropriate hierarchical level of the listed indicators. Twenty minutes will be provided for participants to complete this activity.

> Facilitator Note: This activity has been designed to assess participants' knowledge regarding indicators
>
> In some circumstances indicators may be applicable to more than one level; inform participants of this so they are aware that they can check more than one level.

When the allocated time has expired, review the indicators and their levels with participants. Explain why each indicator is located in its particular position.

Allow time for questions.

Session Conclusion
Conclude this session by briefly reviewing the indicator hierarchy and its relevance for the creation of M&E plans.

Module 1 – Session Six

Project Level Monitoring and Evaluation

2:30-3:30	*1 hour*	*Project Level M&E*	*Facilitator presentation, Group Activity*

Materials
LCD Projector
PowerPoint presentation
M&E Matrix from an ASHA Project Partner

Exhibit the PowerPoint presentation on Project Level M&E. It should cover the following main points:

- The seven steps for developing an M&E plan
- The five steps for developing an M&E matrix

> Facilitator Note: This session is very important for participants as they will be expected to develop their own M&E plan at the end of this training workshop. Ensure that everything is clear and concise and encourage questions and participation.

Monitoring and Evaluation Work Plans
Begin this session by asking, "What do M&E plans do? Why?"

Explain that M&E work plans should be very detailed and describe the objectives, strategies, methodologies, work plans, activities and technical tools to use. Having this detailed document will keep everyone focused on the action points and their particular responsibilities towards achieving them.

Seven Steps for Developing an M&E Work Plan

1) Identify program goals and objectives
2) Determine M&E questions, indicators and their feasibility
3) Determine M&E methodology for monitoring the process and evaluating the effects
4) Resolve implementation issues – who will conduct the monitoring and evaluation? How will existing M&E data and data from past evaluation studies be used?
5) Identify internal and external M&E resources and capacity
6) Develop an M&E work plan and timeline
7) Develop a plan to disseminate and use evaluation findings

Developing a Monitoring and Evaluation Matrix
The development of an M&E matrix allows for a summarized visualization of the M&E work plan. Review the five steps to developing an M&E matrix as follows:

1) Identify information needs and indicators
2) Know what baseline information you need
3) Select which data collection methods to use; who will collect them and how often
4) Identify the necessary practical support for information gathering
5) Organize the analysis, feedback and change

Group Activity

Facilitator Note: Exhibit an M&E matrix from one of AHSA Project's partners and explain how to disaggregate the targets for the next fiscal year.

Ask participants to form a group with the other attending members of their organization. Request that they review their entire project period and disaggregate their organizations targets for ongoing projects with ASHA for the fiscal year.

Session Conclusion
Conclude this session by reviewing the group activity. Ensure that all participants have understood the processes discussed during this session; particularly M&E matrix development.

Module 1 – Session Seven

Monitoring and Evaluation Tools for Sub-Projects

3:30-5:00	*1 ½ hours*	*M&E Tools for Sub-Projects*	*Facilitator presentation, Group Activity*

Materials - Facilitator
LCD Projector
PowerPoint presentations
Markers
News print paper

Materials – Participants
Organization mobility maps

Exhibit the PowerPoint presentation on frameworks and qualitative and quantitative data. It should cover the following main points:

- Examples of various frameworks, i.e. logical framework, pipeline, logic model, etc.
- Differentiating between qualitative and quantitative

Basic Principles of Quantitative & Qualitative Data Gathering

Quantitative vs. Qualitative

Quantitative

- Quantitative data is used to measure the level of occurrence
- Quantitative data seeks to find “how many”
- Quantitative data is objective
- Quantitative data is definitive
- Quantitative data measures the level of actions, trends, etc
- Quantitative data tests hypotheses

For example: Quantitative Data Gathering includes: monthly project indicator forms (PIFs) and analysis of routine output data, such as disaggregation by geographic analysis as is shown in the photo below.

Qualitative

- Qualitative data provides the depth of understanding
- Qualitative data asks “why?”
- Qualitative data is subjective
- Qualitative data is explanatory
- Qualitative data provides insight into behaviors, trends, etc.
- Qualitative data generates hypotheses.

For example: Qualitative Data Gathering includes: in-depth interviews, direct observation, focus group discussions, operational mapping, monitoring visits and case studies.

Group Activity and Presentation
Request that members from the same organization sit with one another and prepare their mobility map for presentation. Request that one member from each organization present their mobility map to the rest of the group.

As maps are being presented ask questions such as, “What criteria did you use to design this map?” “How did your map help to identify gaps and improve your project area?”

Allow time for participants to ask questions, make comments and recommend suggestions for improvement.

> Facilitator Note: After all presentations are complete discuss different aspects of each map. Whose map do the participants remember most? Why do they remember that one? Whose map seems the most informative? Why do they think it was the most informative?

Facilitator Presentation
Exhibit the PowerPoint presentation on mapping. It should cover various forms of mapping including:

- Body Mapping
- Participatory Mapping, i.e., Broad (Sketch) Mapping, Community Mapping, Focus Mapping, Health Facility Mapping and Interventional Mapping
- Operational Mapping

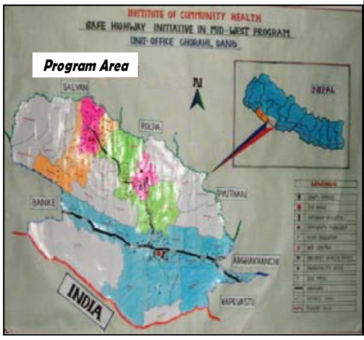
> Facilitators Note: This presentation should include visuals of each type of map which is described; this will orient participants on what the different types of maps look like and give them an idea of how they are created.

> Facilitator Note: Begin the presentation by exhibiting the photographs of the four flowers seen in Box 2. Ask participants which flower they like the best.
>
> The majority should respond that they like the most colorful one best.
>
> Connect this response with mapping; the more colorful the maps are, the more attention they will draw. Encourage participants to use bright colors when plotting their results on maps.

Box 2

Mapping

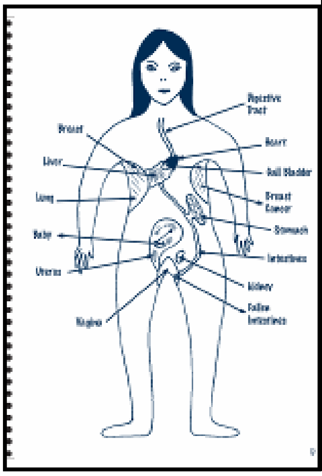
Mapping is an extremely valuable tool in HIV/AIDS work and can be used to visualize a scenario and to highlight various important elements; maps are functional not only for visualizing projects, but for individuals or communities as well.

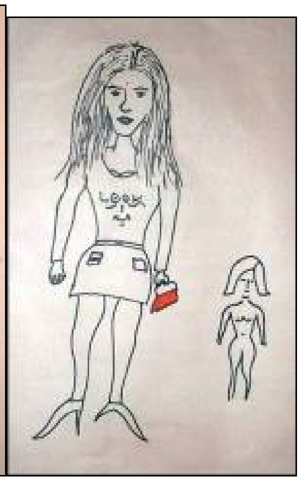



Now we will go over the various types of mapping techniques which function as tools for a multitude of purposes.

Body Mapping

A body map is a picture of the body which can show many different things. It can be used to identify parts of the body where people feel pain or pleasure, areas where people inject, effects of treatment and so on. Peer educators, outreach educators and community mobilizers can utilize body maps to communicate many different messages in addition to assessing whether or not someone is experiencing symptoms.



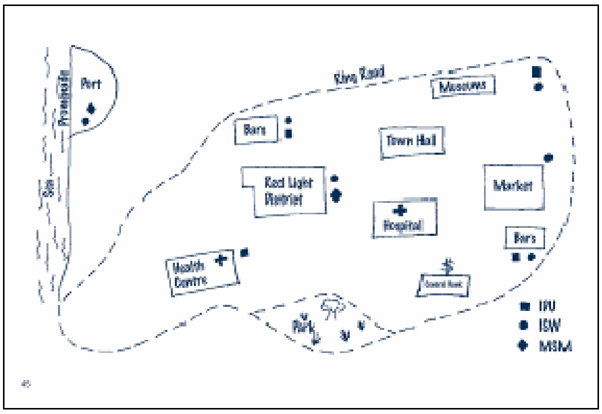


Participatory Mapping

In any development intervention it is essential to involve the community. When community members assist in mapping exercises, it provides an overview of the community from their point of view; what places they identify as important, safe, dangerous, etc. and contributes to a more effective analysis and thereby more successful actions. The following are maps which are drawn by, or with the help of, community members.

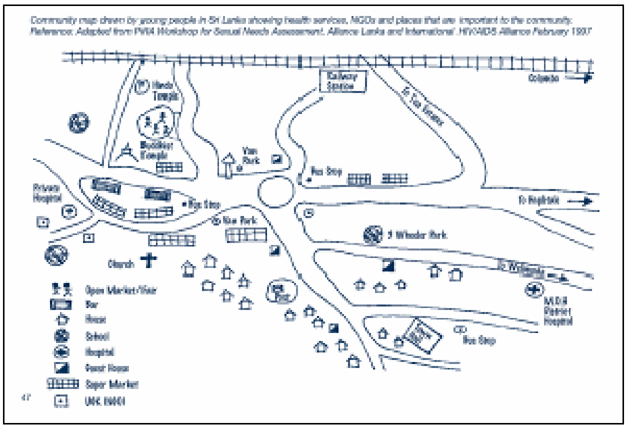
Broad (Sketch) Mapping

This type of map shows where key populations live and the locations where services for key populations exist.



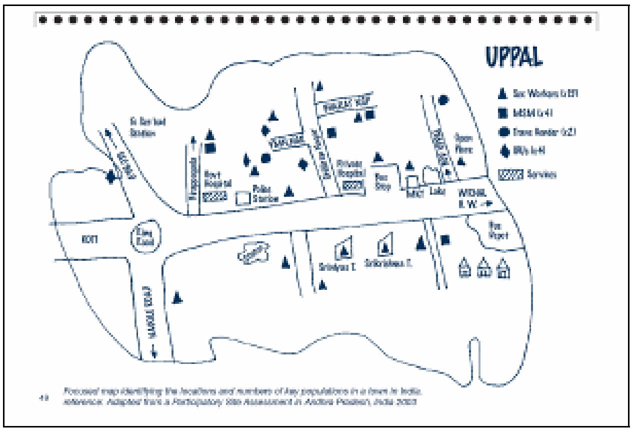
Community Mapping

This type of map shows important places in a community such as temples, markets, health service facilities, schools, places where people meet, places where people socialize and so on.



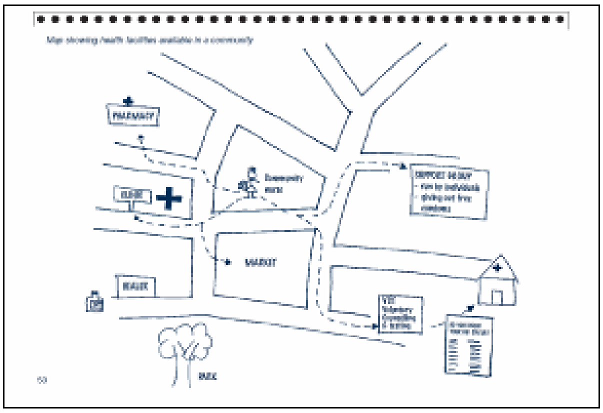
Focus Mapping

A focus map is a detailed map locating where high numbers of key populations live. This type of map also shows where these populations work and where they access services.



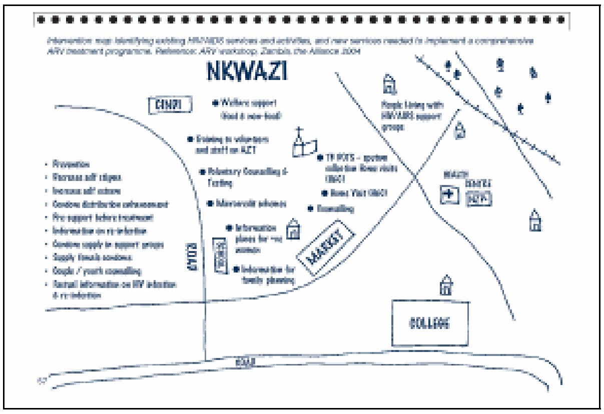
Health Facility Map

This map illustrates where the health services which are available to the community are located.



Intervention Mapping

An intervention map shows the location services and activities in a specific community or area; for example, locations of services and activities for HIV/AIDS prevention.



Operational Mapping

Operational maps serve as an exercise of evaluation over program areas and function as a tool for program improvement. These maps can be utilized to answer various questions such as:

Where is the coverage gap in our project district? Why is there a coverage gap in this area? Why is one DIC accessing more people than another?

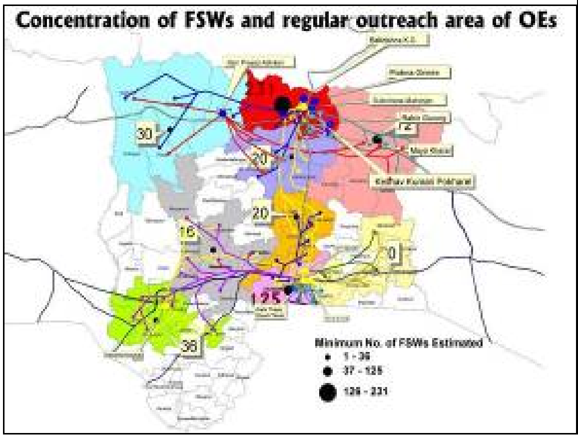
Creating this type of map allows organization members to identify program/project strengths and weaknesses, to recognize successful aspects of a program and to identify ways to scale-up in difficult areas.

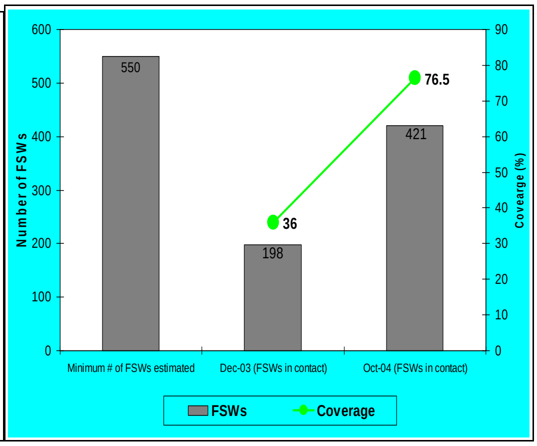
Top Left: Team analyzes their operational map. *Top Right: Mobility map of OE in Hetuda.*
Bottom Left: Identifying the gap in Bishwas sites. *Bottom Right: Mobility maps of four outreach workers in Nawalparasi*

Facilitator Note: It is suggested to use the example in Box 3 to illustrate how operational maps can assist in the identification of program gaps and facilitate program/project improvement.

Box 3

The creation of these maps allows for visual establishment of program gaps. The following example illustrates the way that operational mapping can function to improve program access.





The identification of areas where high numbers of the target group population were located and an analysis of where current efforts were being concentrated, allowed this organization to get an overview of the action plan and activities which were in place in order to conceptualize ways to improve the system of outreach activities. This permitted a reevaluation of the action plan and resulted in a higher concentration of resources and activities to the areas where gaps were identified. Consequently, target group coverage increased by 40.5% in ten months.

Group Discussion
Participants should now be knowledgeable on the mapping techniques which have been covered in this session. Ask questions to link this session with ongoing projects participating implementing agencies and/or project partners are currently undertaking.

Say, “Now we have reviewed assorted mapping techniques which can be used to identify various aspects of people’s lives and how programs/projects are working in a given area. How can we use these examples to strengthen services (DIC, STI, VCT, PLHA, etc.) in this region?”

Session Conclusion
Conclude this session by reiterating how valuable constructing maps can be in locating target groups and program gaps, and assessing need.

Module 1 – Session Eight

End of Module 1

Module 1 is complete. Following the conclusion of this module, participants should have a working understanding of:

- ✓ The objectives of monitoring and evaluation for HIV/AIDS in Nepal
- ✓ Monitoring and evaluation, efficiency, effectiveness and the monitoring cycle
- ✓ The attitudes and approaches for program evaluation impact
- ✓ The focal points of monitoring and evaluation
- ✓ The National M&E guidelines
- ✓ Indicators and how and why they are selected
- ✓ The seven steps for developing an M&E plan
- ✓ The process of developing an M&E matrix
- ✓ How to use the basic tools for project level M&E
- ✓ The difference between qualitative and quantitative data
- ✓ Mapping and its purpose for M&E

Facilitator Note: After conducting a brief Q&A with participants regarding the day's sessions, select one group to prepare a brief presentation on the sessions covered during module 1 to be presented on the morning of module 2. Inform the group who will be undertaking this task that the presentation should be a maximum of 10 minutes.

Module 2

Introduction to Monitoring and Evaluation

Materials

LCD Projector
PowerPoint presentations
Markers
Newsprint paper
Flipchart/Wipe board
Meta Cards
Money
Handout: HIV prevalence fact sheets

At the end of this Module participants will demonstrate proficiency in:

- The components of quality data
- The actions required for quality data improvement
- Steps for verifying data
- The way in which M&E supports project management
- The key functions of M&E
- The expectations and key functions of a manager from an M&E perspective
- Recognizing current challenges and issues in project design and implementation
- Current country/region - specific HIV prevalence statistics

Time	Duration	Topic(s)	Training Methods
8:00-8:30	30 minutes	Module 2 Introduction and Module 1 Review	Facilitator Presentation, Group Presentation
8:30-10:00	1 ½ hours	Data Quality and Feedback Systems	Facilitator Presentation, Group Activity
10:00-12:00	2 hours	Function and Expectations of M&E	Facilitator Presentation
12:00-1:00	1 hour	Lunch break	
1:00-3:00	2 hours	Mini-Project	Group Activity
3:00-5:00	2 hours	Strategic Information for HIV/AIDS in Nepal	Facilitator Presentation

"Failure lies not in falling down. Failure lies in not getting up" – *Traditional Chinese proverb*

Module 2 – Session One

Morning Introduction and Module 1 Review

8:00-8:30	*30 minutes*	*Morning Introduction and Module 1 Review*	*Facilitator presentation, Group Presentation*

Materials
(*Optional*) LCD Projector
(*Optional*) PowerPoint presentation

Introduce Module 2 by welcoming participants to today's sessions.

Say, "Before we go over the sessions to be covered today, I would like us to refresh our memories on the topics covered yesterday. Would the group who has prepared the presentation review for Module 1 please come up and present?"

Facilitator Note: At this time the group who was assigned the task of presenting the review of Module 1 should take the floor and present. This presentation should last no longer than 10 minutes. Following the presentation allow time for participants to raise questions and have them answered.

Once all questions have been answered, introduce the sessions to be covered during Module 2.

Facilitator Note: Overview of sessions to be covered during Module 2 can be presented with a PowerPoint presentation, on a wipe board/flipchart or verbally.

Module 2 – Session Two

Data Quality and Feedback Systems

8:30-10:00	*1 ½ hours*	*Data Quality and Feedback Systems*	*Facilitator presentation, Group Activity*

Materials

LCD Projector
PowerPoint presentation
Wipe Board
Newsprint paper
Markers

Group Activity

Introduce this session with a group activity. Request that each person get out a pen/pencil and a sheet of paper. Explain, “We are going to play a game. When I say ‘now’ I want everyone to write down the time. You may use what ever instrument you have at your disposal that tells time. Ok, Now.”

At this juncture everyone should write down the time. When everyone has stopped writing, go around the room and ask each person to read off the time they have recorded. Note on the wipe board/flipchart each person’s time and their name.

Facilitator Note: Participants recorded time should be different. Ask, “How it is, that although I asked everyone at the exact time, people have managed to record such different times?”

Responses should vary; participants may mention reasons such as: “I copied the time from my neighbors watch,” “I wrote the approximate time,” “Watch time is not standard,” etc.

Relate this exercise to data quality and the importance of recording exact data from the genuine source in order to ensure accurate and authentic data.

Facilitator Presentation

Facilitator Note: It is recommended that this presentation begin with two photographs. The suggested first photograph is of a man of slim build lifting weights; the second of a man with large muscles lifting weights. The purpose of these photographs is to demonstrate that quality cannot be achieved in one day; it needs continuous effort and time.

Exhibit PowerPoint presentation on data quality. The presentation should cover the following main points:

- Define data and data quality
- Criterion for measuring data quality
- Criterion for establishing good data
- Steps for verifying data

Emphasize that data quality is a continuous commitment! In order to maintain data quality there needs to be training and re-training on reporting systems and indicator definitions for new staff members. The data needs to be used to improve actions and narrative documentation must be kept to support quantitative accomplishments.

Data Definition

- Factual information used as a basis of reasoning, discussion or calculation
- Must be recorded; if it is not written down, it is not data

Data Quality Definition

- How well the information collected represents the program activities
- Refers to the worth/accuracy of the information collected
- Data that reflects true performance
- Focuses on ensuring that data management process is of a high standard

Measuring Quality Data

The data is only as good as its quality. The quality of data is measured against six criteria:

1) Validity – data which clearly, directly and adequately represents the result that was intended to be measured
2) Reliability – if the process were repeated over and over again it would yield the same result
3) Integrity – data have been protected from deliberate bias or manipulation for political/personal reasons
4) Precision – data are accurate with sufficient detail
5) Timeliness – data are current and information is available on time
6) Confidentiality – clients are assured that their data will be maintained according to national and/or international standards for data

Good quality data can be recognized by checking the **FACTS**

F – **F**ormatted Properly
A – **A**ccurate
C – **C**omplete
T – **T**imely
S – **S**egmented properly

Always do a FACTS check on your data to ensure it maintains quality!

Why?

It enables better program designing, better program level decisions, better inputs to policy makers and demonstrates dedication to accountability to funding agencies.

Food for Thought

Get participants thinking about the topic just covered in respects to their own organization; ask some questions which will provoke thought.

Say, "Here are a few questions I would like you to think about in reference to your organization:

- How well does your information system function?

- Are the indicator definitions understood at all levels?
- Do individuals and groups understand their roles and responsibilities?
- Does everyone understand the specific reporting timelines and why they need to be followed?
- Are data collection instruments and reporting forms standardized and compatible? Do they have clear instructions?
- Do you have documented data review procedures for all levels and use them?
- Are you aware of potential data quality challenges, such as missing data, double counting, loss to follow up, etc? How do you address them?
- What are your policies and procedures for storing and filling data collection instruments?"

Facilitator Presentation
How is it that we can verify data? With **RATS**

R – **R**aw data (i.e. forms)
A – **A**ggregated data (i.e. tables)
T – **T**rends (i.e. consistent changes over time)
S – **S**egmented data (i.e. split by sex, age, etc.)

Group Discussion
Generate the discussion by asking thought-provoking questions.

Ask, "How would you feel if you wrote your girl/boyfriend a letter and they didn't respond?" "What would you do if you deposited money into the bank but they wouldn't let you withdraw it?"

Facilitator Note: These questions and the subsequent responses are to be linked with the idea that we want to get back what we put in. For example, most people will respond that they would feel hurt and upset if they wrote their significant other a love letter and didn't get a reply and angry if they deposited money into the bank but weren't able to take any money out. Relate this to how organizational members most likely feel when they write up reports or make suggestions but don't receive any feedback.

Lead the discussion to feedback for monitoring and evaluation. Ask:

- "What is feedback?"
- "What are the moments/stations for feedback within the project?"
- "Who mostly provides feedback for improvement/modification of the intervention?
- "Why?"
- "Whose feedbacks to whom and why?"

Highlight the necessity for a two way approach. A free flow of information between team members is essential. If one side is required to report to another, it is equally important for the receiver of the report to deliver feedback for improvement.

For example: The outreach educator who compiles monthly reports from the community mobilizer needs to provide feedback to the project coordinator, who, in turn, needs to provide feedback to the entire team. In this way the team is all on the same page and accessing the same information; this allows for a more comprehensive effort.

Session Conclusion
Conclude this session by reiterating the importance of the flow of information. Feedback is essential for efficient and effective project activities.

Module 2 – Session Three

Functions and Expectations of Monitoring and Evaluation

10:00-12:00	*2 hours*	*Functions and Expectations of M&E*	*Facilitator presentation*

Materials
LCD Projector
PowerPoint presentation

Facilitator Note: It is recommended that this session begin with some selected quotes from Professor Robert Chambers, IDS, Sussex, UK and the *Guidance Notes* of Laurence Taylor, *Good M&E Practice*; 2001:19.

The suggested quotes from Professor Robert Chambers are as follows: "A development worker must be willing to *'embrace error and fall forward*,'" "*The people who never made a mistake never made anything*," "When things go wrong or not according to plan, you say '*Good – now what can we learn from this*?'" These quotes demonstrate the importance of learning from our mistakes; hence the importance of a well grounded monitoring and evaluation system.

The suggested excerpts from Laurence Taylor's Guidance Notes, as cited above, are as follows: "When people fail and even fall, it is vital to find out what happened and to 'embrace' it as a part of reality. The next step is then to get up and move ahead once more." "When doing evaluation work, it is important to look for what has been good value but also what has been poor value."

Begin this session by saying, "Now we have discussed the definitions of monitoring and evaluation, the way to develop an M&E plan and the tools used to practice M&E at the project level; but what does M&E really do? What is its function?"

Exhibit PowerPoint presentation on the functions of monitoring and evaluation. This presentation should cover the following main points:

- Five main functions of M&E
- Benefits and Expectations of M&E
- Components of presentation and reflection of M&E resources
- Expected roles of a project manager from an M&E perspective

Monitoring and Evaluation Functions
M&E functions to achieve five main things - FALAM

F – **F**ollow-up
A – **A**ccountability
L – **L**earning
A – **A**ction
M – **M**anagement

Let's discuss some of these in detail.

Accountability is generally recognized as being responsible to the higher levels, such as donors and funding agencies. While M&E does accomplish this, it also allows for downward accountably; enabling transparency of accounts and plans to beneficiaries and stakeholders.

M&E functions as a learning tool in order to improve strategies. It allows recognition of both positive and negative outcomes, facilitating the ability to recognize areas of fault or lacking, as well as aspects of success.

In this sense M&E facilitates action. Learning and feedbacks generated by critical reflection are applied to programs and projects to improve actions.

This action, in turn, influences day to day management and decision making. The conclusions drawn by monitoring and evaluation procedures determine processes of leading, planning and organizing staff as well as controlling activities, people and other resources in order to achieve particular objectives.

Benefits and Expectations of Monitoring and Evaluation

There are many expected benefits of M&E which improve program design and implementation as well as organizational cohesiveness. Implementing an M&E program in your organization will result in:

1) Evidence-based programming
2) Management efficiency
3) Documentation and determination of what works
4) Early warning in programs for corrective action
5) Information to manager for day to day decisions
6) Participation, understanding and consensus
7) Accountability
8) Advocacy and transparency
9) Demonstration of success and formulation of policies
10) Wise allocation of funds

Monitoring and Evaluation Expectations

There are several attributes which are expected from an M&E plan; these include:

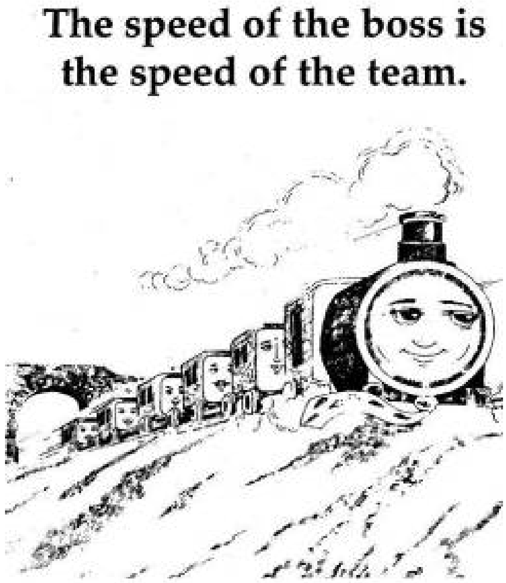
- Innovation
- Reach or coverage
- Cost efficiency
- Replicability
- Public/stakeholder opinion
- Quality
- Sustainability
- Impact

In turn, M&E plans expect certain roles and results from a project manager. Implementation of an M&E plan will allow project managers to:

- Have a better understanding of project design
- Gather and analyze relevant information for more efficient decision making
- Facilitate learning with all key stakeholders *and*
- Negotiate required challenges

Session Conclusion
Conclude this session by exhibiting the illustrations from Box 4. These illustrations will reiterate the points covered during this session.

Box 4



Module 2 – Session Four
Mini-Project

1:00-3:00	*2 hours*	*Mini-Project*	*Group Activity*

Materials
Newsprint paper
Markers
Meta Cards
Money

Group Activity
Divide the participants into equal size groups as numbers allow. Provide each group with a budget of 250NRs. Their assignment is to design, implement and create a project using the allocated budget and a 45 minute timeframe. Groups may choose any project they wish granted it falls within the budget and time constraint.

Facilitator Note: This is the most exciting exercise to be conducted during this training workshop. It is important for you to observe how a group works to create a plan with their allocated resources, how they execute their plan within their group (i.e. what role does each individual play? How is the group interacting? What are the gender dynamics? How are roles and responsibilities allocated among the group? What is the plan, if any, for monitoring the mini-project? How are they using the information they've been provided with? How feasible is the project?) You must act as a situational observant; watch how the group interacts and how they execute their project. Take notes to be used for analysis during group presentations.


A team works together to come up with their mini-project


Team members work to persuade each other towards a project idea in Biratnagar, Nepal in June, 2008.

After 45 minutes call all groups back to the training room; it is now time for them to present their project design and implementation process.

Ask, "How did you decide on your project? How did you work together as a team to come up with your project idea and allocate responsibility? Who were the main players in your group? What problems did you encounter? Was your project successful? Is it sustainable?"

Facilitator Note: During the presentation ask questions which relate to your observations of that group. Touch on points of who took a leading role and why? What were the gender relations within the group? Is there a way to monitor this project? Etc.

Group Discussion
After all groups have presented their projects, raise some questions for discussion.

Ask, “What affects implementation processes within an NGO? What affects implementation processes in the field? Who is watching? Is there trust from the community?”

Facilitator Note: During group discussion point out some observations which were noted during the project formulation process. For example, did any of the groups attempt to coordinate with each other? Why or why not? How does this relate to real life actions of NGOs?

Session Conclusion
Conclude this session by tying in the experiences encountered during this activity to real-life experiences in NGOs and in the field.

This activity will have revealed to participants issues relating to project execution, time management, conflict and teamwork that are liable to be likewise faced within their own organizations and in the field.

Module 2 – Session Five
Strategic Information for HIV/AIDS in Nepal

3:00-5:00	*2 hours*	*Strategic Information for HIV/AIDS in Nepal*	*Facilitator presentation; Group activity*

Materials
LCD Projector
PowerPoint Presentation
HIV Prevalence Fact Sheets

> Facilitator Note: This session will focus on the current status of HIV prevalence within the most-at-risk populations. The most up-to-date information should be provided to participants.
>
> Statistics can be solely from the specific region where the training is being conducted or a broader overview of surrounding regions as a whole.

Facilitator Presentation
Exhibit the PowerPoint presentation covering the following topics:
- ➢ Recent National and localized HIV statistics

Give an overview of the current HIV situation in Nepal. Use different indicators to assess the HIV situation of MARPs. Compare data from across geographic clusters.

Looking at the different scenarios and link the projects and contributions of participating IAs to the statistics; how are their contributions affecting the numbers? Sensitize partners on the IBBS findings and connect the findings to their work; which areas need more attention? Where is coverage low?

Encourage participation and discussion.

During this presentation be sure to deliver the following key messages:
- All aspects of intervention are a group approach; emphasize the need for collaboration and coordination.
- Prevention outreach vs. testing – while outreach is important it becomes moot if targets are not accessing testing sites.
- A collaborative and comprehensive approach is necessary for meaningful results.
- Results are not measured by individual IA, they are measured regionally and nationally. Everyone must work together to decrease the numbers and make a lasting impact.

Session Conclusion
Bring this session to a conclusion by reiterating the link between the statistics and the ongoing projects of participating IAs as well as the importance of collaborative and comprehensive approaches to HIV/AIDS interventions.

Module 2 – Session Six

End of Module 2

Module 2 is complete. Following the conclusion of this module, participants should have a working understanding of:

- ✓ Quality data
- ✓ The components of good data
- ✓ The actions required for quality data improvement
- ✓ Verifying data
- ✓ The ways in which M&E supports project management
- ✓ The key functions of M&E
- ✓ Challenges and issues in project design and implementation
- ✓ Current HIV prevalence statistics

Facilitator Note: After conducting a brief Q&A with participants regarding the day's sessions, select one group to prepare a brief presentation on the sessions covered during module 2 to be presented on the morning of module 3. Inform the group who will be undertaking this task that the presentation should be a maximum of 10 minutes.

Module 3

Introduction to Monitoring and Evaluation

Materials
LCD Projector
PowerPoint presentations
News print papers
Markers
Masking Tape
Evaluation Forms
Training Completion Certificates

At the end of this Module participants will demonstrate proficiency in:

- The characteristics of monitoring and evaluation
- The steps for successful monitoring and evaluation
- The components needed for a functional M&E team
- The key frameworks for M&E *and*
- Will have produced written commitments to utilize the knowledge and skills attained during this training workshop to institutionalize M&E in their respective organization

Time	Duration	Topic(s)	Training Methods
8:00-8:30	30 minutes	Module 3 Introduction and Module 2 Review	Facilitator Presentation, Group Presentation
8:30-10:00	1 ½ hours	Characteristics of M&E and Shortfall Indicators	Facilitator Presentation, Group Activity
10:00-12:00	2 hours	Strengthening Project Level M&E in Current Projects	Facilitator Presentation, Group Activity
12:00-1:00	1 hour	Lunch	
1:00-3:00	2 hours	Work Planning and Commitments for M&E	Group Activity
3:00-5:00	2 hours	Evaluation and Closing	Group Activity

"Dead leaves falling off the tree are the mulch for next year's crop of fruit."

– Saying in Kenya

Module 3 – Session One

Morning Introduction and Module 2 Review

8:00-8:30	*30 minutes*	*Morning Introduction and Module 2 Review*	*Facilitator presentation, Group Presentation*

Materials

(*Optional*) LCD Projector
(*Optional*) PowerPoint presentation

Introduce Module 3 by welcoming participants to today's sessions.

Say, "Before we go over the sessions to be covered today, I would like us to refresh our memories on the topics covered yesterday. Would the group who has prepared the presentation review for Module 2 please come up and present?"

> Facilitator Note: At this time the group who was assigned the task of presenting the review of Module 2 should take the floor and present. This presentation should last no longer than 10 minutes. Following the presentation allow time for participants to raise questions and have them answered.

Once all questions have been answered, introduce the sessions to be covered during Module 3.

> Facilitator Note: Overview of sessions to be covered during Module 3 can be presented with a PowerPoint presentation, on a wipe board/flipchart or verbally.

Module 3 – Session Two

Characteristics of Monitoring and Evaluation and Shortfall Indicators

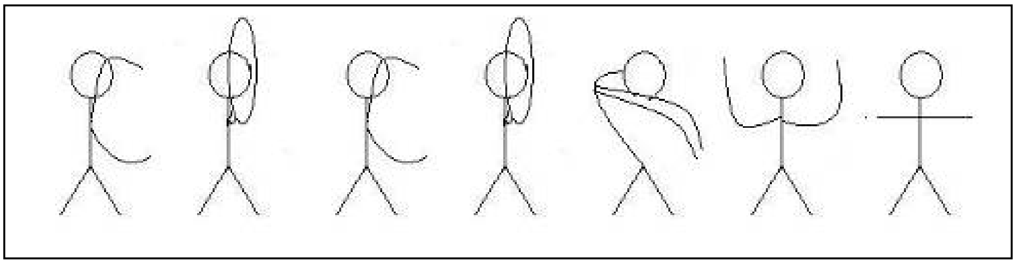
8:30-10:00	*1 ½ hours*	*Characteristics of M&E and Shortfall Indicators*	*Group activity, Facilitator Presentation*

Materials
News print papers
Markers
LCD Projector
PowerPoint presentation

Group Activity
Introduce this session by playing the "coconut" game.

Facilitator Note: Verbally request that participants spell the word "coconut" with their arms. This will prove very difficult for the participants. Request that they try again, but this time, write the directions down on news print paper. With the directions written in front of them, there should be much less error.

Explain that the lesson here is that if there is an established system, written out for everyone to see, the system will guide everyone, leaving less room for mistakes,



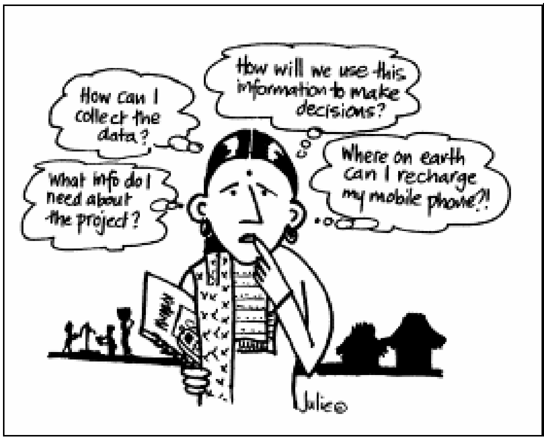
Body movements for spelling "coconut"

Ask, "So what system do you have in place at your organization for monitoring and evaluation?"

Facilitator Presentation
Exhibit the PowerPoint presentation on the essential components of M&E. The presentation should include the following main points:

- The nine steps to designing an M&E work plan
- Applying M&E to HIV/AIDS programs

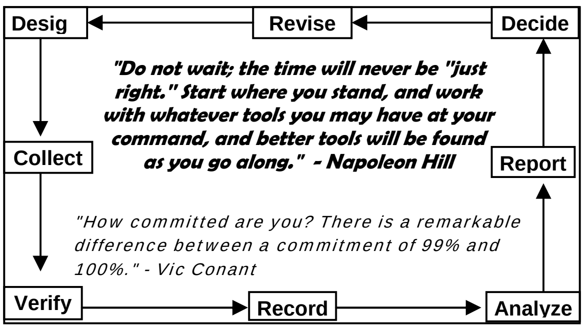
Gathering, managing and communicating data accurately and effectively is the most important component of successful monitoring and evaluation. A critical gap has been seen in the use of data; it is often present in abundance, but not utilized to its full potential.



Nine Steps to Designing an M&E Work Plan
There are nine steps to designing monitoring and evaluation which work in a cyclical manner to constantly adjust the process in order for a program or project to reach its full potential and achieve its target goals by making use of available data.

1) Firstly, there is the design. During this process indicators are established, variables are considered, definitions are made clear, forms are standardized, verification processes are determined, storing systems are set into place, reporting mechanisms are clarified and capacity building for these components is undertaken.
2) Data collection follows; forms are distributed, completed and collected.
3) Verification for accuracy, completeness and timeliness is then established for all data collection forms and methods.
4) The data is then recorded through data entry and data storage.
5) Analysis of data then takes place through creation of tables, graphs and reports.
6) Dissemination of data follows. This process is a two-way flow of feedback with requests for new information and suggestions for improvement.
7) Based on this, decisions are made regarding timeframes, targets and budget.
8) The original design, including indicators, variable, forms, MIS system and reports, is then revised based on the findings concluded during this process.
9) This process comes full circle as a new design is implemented by repeating the same steps that occurred during the first design process.

Steps for M&E

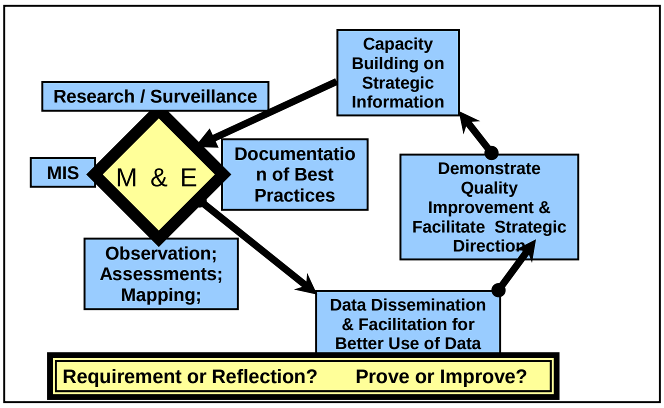


Now that everyone understands the cycle of monitoring and evaluation we can apply these processes to M&E issues for HIV/AIDS programs.

Display the diagram shown in Box 5.

Use this diagram to illustrate the types of information which are involved in M&E, i.e. research and surveillance, MIS, documentation of best practices, observation, assessments and mapping; draw the link from all these components to the sessions which have been conducted thus far.

Box 5



Now discuss the outcomes which result from these processes of M&E

- Data dissemination and facilitation for better use of data
- Demonstration of quality improvement and facilitation of strategic direction
- Capacity building on strategic information

Emphasize the interconnectedness of all these outcomes; without one, the others can not occur.

Group Discussion
Now pose the question at the bottom of the diagram to participants. Is M&E a requirement or for reflection? Is M&E used to prove or to improve?

Ask participants what they think and why they have chosen to respond in that way. Allow participants to generate discussion and debate regarding the purpose of M&E.

After everyone's opinion has been heard and adequate discussion and analysis has taken place, explain to participants that all of these things are required for effective M&E. It is <u>required</u> through contracts and subagreements; it is a <u>reflection</u> of the processes which are being undertaken by the project; it is used to <u>prove</u> whether or not a project is achieving its goals and objectives; and it is utilized to <u>improve</u> components and elements which require such action.

Session Conclusion
Bring this session to a conclusion by briefly reviewing how each session which has been conducted during this training is an essential component of M&E.

Module 3 – Session Three

Strengthening Project Level Monitoring and Evaluation in Current Projects

10:00-12:00	*2 hours*	*Strengthening Project Level Monitoring and Evaluation in Current Projects*	*Facilitator presentation; Group activity*

Materials
LCD Projector
PowerPoint presentation
Markers
News print paper
Masking tape

> Facilitator Note: This session is designed to appeal to participant's current projects; participants should be able to utilize this information and relate it to existing projects within their own organization. Encourage comparison and reflection on how these processes are/are not functioning within participants' projects and organizations.

Facilitator Presentation
Exhibit the PowerPoint presentation on the expectations and steps for monitoring and evaluation. This presentation should discuss the following main points:

- ➢ Steps for conducting successful M&E
- ➢ Questions to ask to ensure your M&E plan is on the right track
- ➢ The essential components of a functional M&E team
- ➢ Ways to improve M&E

To conduct a successful M&E the following activities must be undertaken:

- Logic models must be developed detailing program activities.
- Information users and their needs must be identified
- Key M&E questions and indicators must be framed
- M&E methods must be determined
- M&E action plan must be developed
- Information must be gathered and managed appropriately
- Critical reflection must take place to improve actions
- Results must be communicated and reported

As your M&E plan is underway and in action you must continually ask:

- Is our M&E designed/developed?
- Is it being implemented?
- Is it being implemented by a trained group of people?
- Is it being used as a management tool?
- Are people and projects being empowered?
- Is there an approved budget for M&E?

To implement an efficient M&E component, there must be a functional M&E team to run it. A functional M&E team has:

- ✓ An M&E focal person

- ✓ A dedicated M&E staff
- ✓ A continuously updated M&E plan
- ✓ An M&E budget that is purposefully used
- ✓ An action place for routine and periodic level data gathering
- ✓ Updated, simple, user friendly, efficient and effective tools
- ✓ A plan for data dissemination
- ✓ A feedback system for both operational and policy levels
- ✓ Examples of data being used organizationally
- ✓ A system of seeking data for communication and decisions
- ✓ Executive Directors and Project Coordinators have demonstrated that M&E is a priority element for their management
  - *Example* – M&E is contributing to focus resources to priority areas/felt needs
- ✓ Staff and stakeholders are motivated by their results and are focused towards quality results
- ✓ The people who are responsible for M&E are committed, have a deep desire to strengthen M&E across projects and have are positively motivated for empowering people and programs in support of evidence based planning

How can you enhance M&E in your organizations?

- Improve capacity for M&E
- Adopt a more flexible application of approaches
- More effective feedback
- Alter the flow of data from vertical (top to bottom) to horizontal (even all the way across)
- Allow for simpler more qualitative approaches
- Scale-up participation and participatory monitoring and evaluation

Group Activity
Request that participants form a group with fellow members of their organization. Ask them to reflect on the information they have just received during this session. Are any of these aspects functioning in their organizations? If so, which ones? If not, how can they go about incorporating these elements into their organization?

Session Conclusion
Conclude with a group discussion on the group activity and topics covered during this session.

Module 3 – Session Four

Work Planning and Commitments for M&E

1:00-3:00	*2 hours*	*Work Planning and Commitments for M&E*	*Facilitator presentation; Group activity*

Materials

Markers
News print paper
Masking tape

Facilitator Note: The purpose of this session is to get participants to utilize the knowledge and skills they have acquired during this training workshop by developing a commitment to monitoring and evaluation and a work plan for implementing M&E in their respective organizations.

Brainstorming Activity

Request that all participants sit with fellow members of their organization. Ask them to reflect on the sessions held during the three modules of this workshop and brainstorm as to how their organization is or is not fulfilling the ideals of monitoring and evaluation.

Next, ask participants to consider ways in which monitoring and evaluation can be improved within their organization. Request that they write their ideas down.

Facilitator Note: Notes and ideas jotted down during this brainstorming activity will be used by participants to create their work plan.

Group Work

Request that participants use the notes they have made during the brainstorming activity to formulate an M&E action plan for their organization.

Facilitator Note: Ask that participants recall the sessions covered during each module; what were the highlights of M&E? What are the most important aspects of M&E? Are groups including these aspects in their plans? Supervise and evaluate the action plans; ensure that they are practical, feasible and include the major components of M&E.

Session Conclusion

Conclude this session with group discussion and review of the M&E plans that participants have created.

Module 3

Evaluation and Closing

3:00-5:00	*2 hours*	*Evaluation and Closing*	*Facilitator presentation; Group activity*

Materials
Evaluation forms
Completion certificates

Group Activity
The purpose of this activity is to assess what information participants have found to be pertinent during this training workshop.

Say, "I am interested in what you each have found as the most important bit of information you have learned during these three modules. We are going to go around the room and I would like each one of you to tell us what your 'take home message' is. What is the key point you will take away from this training workshop?"

> Facilitator Note: Take note of which points/aspects of this M&E training workshop are mentioned. Which sessions seem to have had more of an effect on the participants? Which sessions aren't mentioned that often? These notes can be used to scale-up sessions which have had less of an impact for subsequent training workshops.

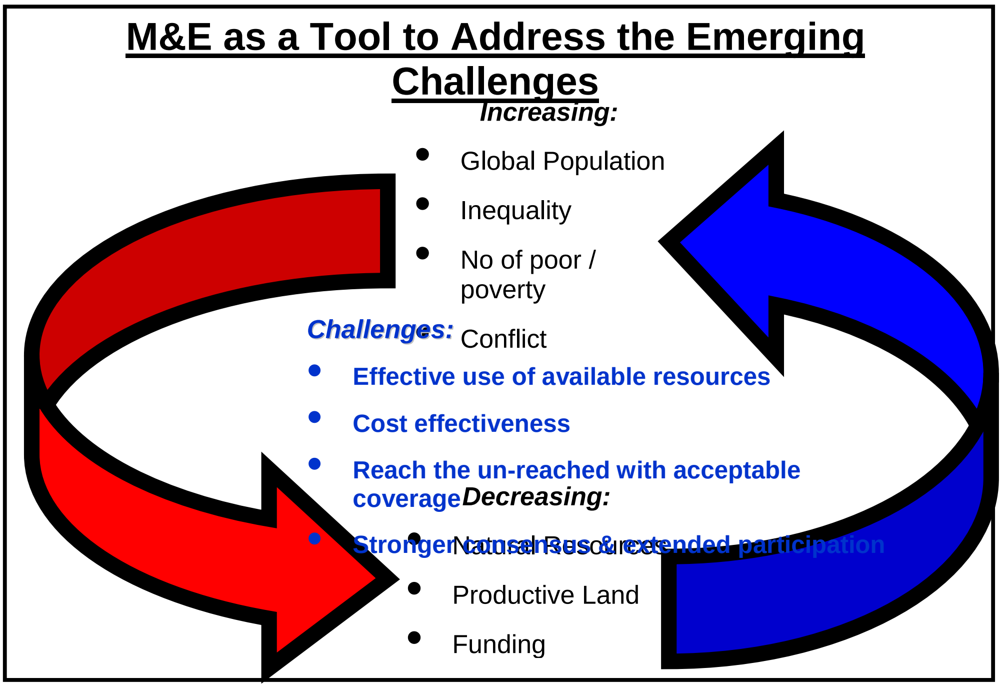
Evaluation
Distribute evaluation forms to all participants. Assign one participant to collect completed forms and place them in a manila envelope.

> Facilitator Note: While participants are completing the evaluation forms you should leave the room. This allows them to be anonymous in their comments and therefore more comfortable being honest.

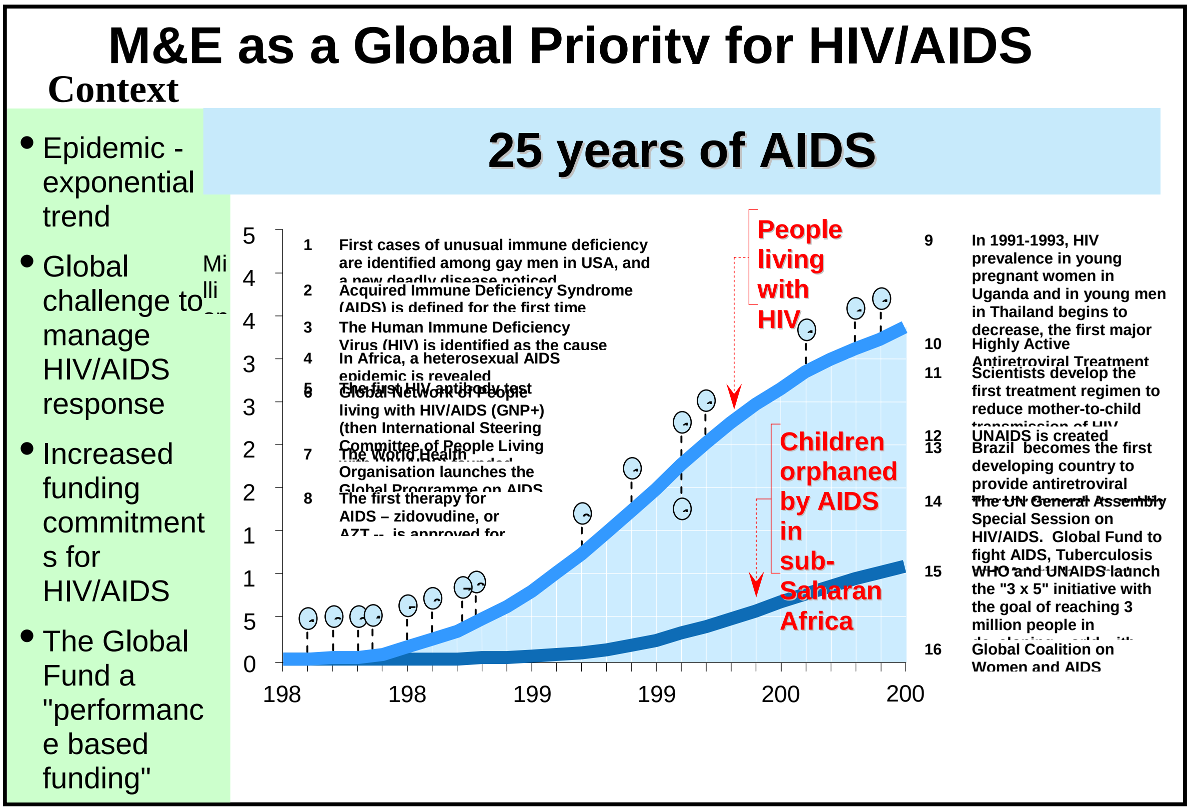
Certificate Distribution
Say, "Congratulations! You have successfully completed this monitoring and evaluation workshop. I am so grateful to have had such a wonderful group of participants. I hope that you have learned a great deal about the basics of monitoring and evaluation and I hope that you will implement your action plan upon your return to your organization. I look forward to learning about your M&E successes in the near future. Thank you all so much for coming."

Annex 1

Monitoring and Evaluation as a Tool to Address Emerging Challenges

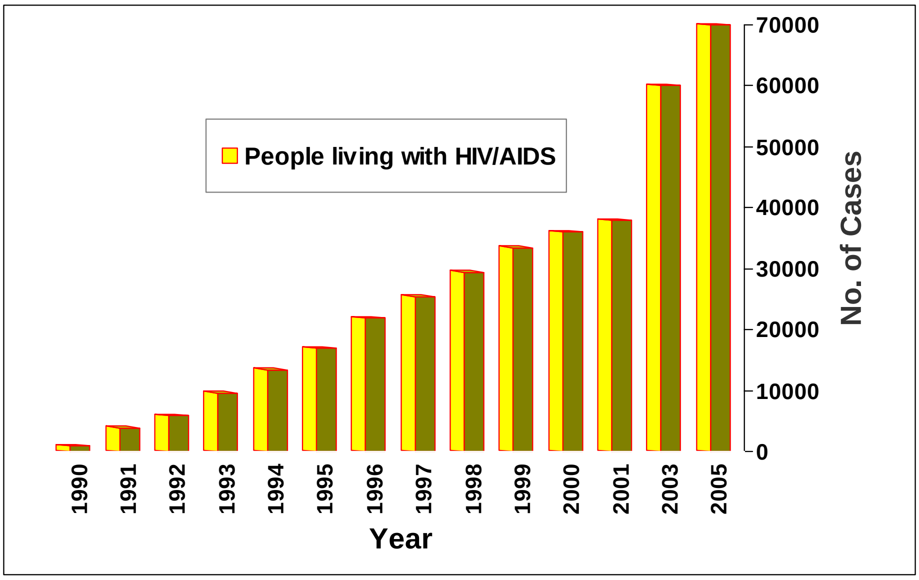


Annex 2
Monitoring and Evaluation as a Global Priority for HIV/AIDS

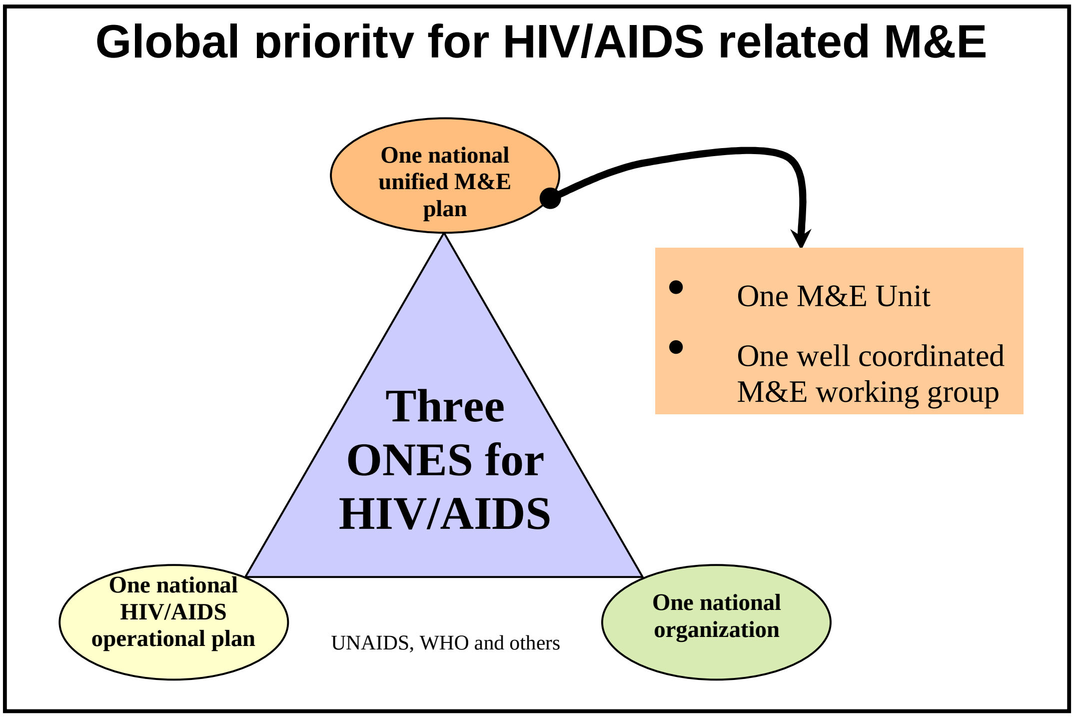


Annex 3
Monitoring and Evaluation as a Global Priority for HIV/AIDS in Nepal

M&E as a Global Priority for HIV/AIDS in Nepal



Annex 4
Global Priority for HIV/AIDS Related Monitoring and Evaluation

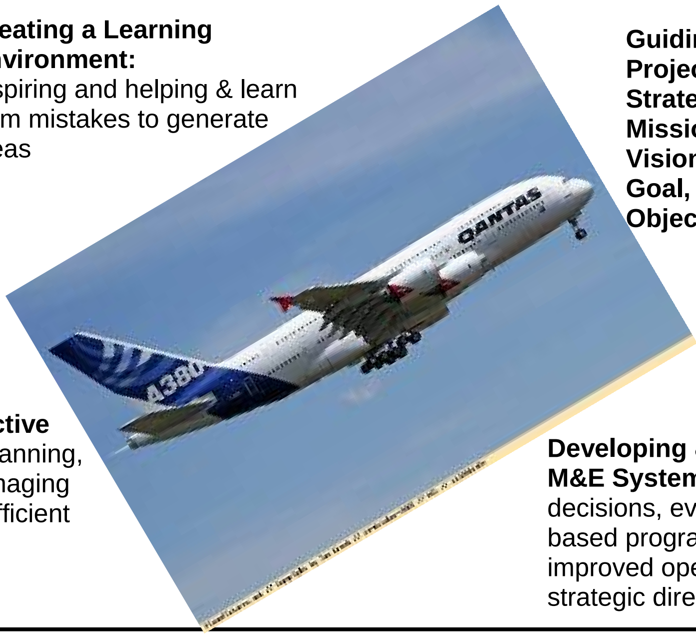


Annex 5
Managing for Impact

Managing for Impact

Creating a Learning Environment:
Inspiring and helping & learn from mistakes to generate ideas

Guiding Project Strategy: Mission, Vision, Goal, Objectives



Ensuring Effective Operations: Planning, organizing, managing resources for efficient and effective implementation

Developing & Using the M&E System: logical decisions, evidence based programming, improved operations and strategic directions

Annex 6

Indicator Checklist: Identifying Indicators at Their Proper Level in Project Hierarchy

Purpose: To verify if there is clear understanding of the linkage between project logic hierarchy and indicators.

Instructions:

1. Each pair is to discuss each of the 20 indicators and decide what level of hierarchy is appropriate.
2. If you believe an indicator is appropriate at more than one level depending on the circumstances, then multiple levels can be checked.

Indicator	**Impact**	**Outcome (Effect)**	**Output**	**Activity**	**Input**
1. Average score on personal hygiene training exam					
2. Number of advocacy training courses completed					
3. Survival rate of trees planted by women's groups after 6 months					
4. %age of households using safe places/shelters during flood incidents					
5. Incidence of diarrhea episodes in children under 5 years of age					
6. The %age of PVSE surveyed who are satisfied with access and quality of services					
7. Proportion of loans used to purchase food					
8. Average total value of asset ownership, in USD, per household					
9. %age stunting rate of children under 5					
10. Proportion of PVSE surveyed visiting health services compared to other forms of treatment					
11. %age of households storing water properly					
12. Number of small dikes constructed by farmers					
13. Cost per participant in hygiene training					
14. Average household per capita income					
15. Number of households receiving pamphlets on use of improved seed					
16. Number of community health workers trained					
17. Average score on customer					

satisfaction survey					
18. %age of farmers who know how to apply fertilizer properly					
19. %age of HHs with access to acceptable drinking water					
20. # of tubewells renovated or newly installed					

Annex 7
Suggested Schedule

	Day 1	Day 2	Day 3
Morning			
Tea / Snacks 8:00 to 8:30 **Session 1** (8:30 to 10:00)	Welcome Objectives and Opening remarks Introduction Why M&E	Day 1 – Reflection Mapping Checklist Data Quality Feedback system	Day 2 – Reflection Checklist Characteristics of effective M&E Short fall indicators
Session 2 (10:00 to 12:00)	Fundamentals of M&E National M&E guideline M&E Pipeline for HIV and AIDS	Functions and expectations of M&E	Discussion on strengthening project level M&E in current projects
Afternoon - Lunch Break (12:00 – 1:00)			
Session 3 (1:00 – 3:00) *Break- 15 minutes*	Discussion on indicators Focus on Project level M&E: Discussion M&E Matrix and targets by Fiscal Year	Mini project work Discussion and Reflection	Work planning and Commitments for M&E Action items - At IA level - Discussion and presentation on next steps
Session 4 (3:30 – 5:00)	M&E tools for sub projects - Mapping and PIF - Checklist	Strategic information for HIV/AIDS in Nepal	Evaluation and Closing