Disclaimer

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Acknowledgements

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Preface

Monitoring and Evaluation (M&E) is recognised as an essential management tool and the Basic M&E Training Workshop was designed to build the capacity of professionals involved in health programme planning and implementation as well as those tasked with the collection and use of data for decision making. Consequently, the aim of the Workshop is to increase participants’ knowledge and understanding of fundamental monitoring and evaluation principles and to enable them to apply these to their work. This is expected to result in greater efficiency and effectiveness of health programmes.

The workshop is structured to ensure that participants are tooled to contribute to their Ministry’s/institution’s M&E functions including the development of M&E plans and the management of data. The Workshop Manual and Facilitator Guide therefore comprise the following modules:

- Introduction to M&E
- Understanding and Describing Your Programme
- The Logic Model
- M&E Indicators
- Data Collection Methods for M&E
- Data Flow
- Data Quality and Data Management
- Introduction to Quantitative and Qualitative Data Analysis
- Dissemination of M&E Findings
- Developing M&E Plans

Consistent with the practical approach to the Workshop, each module in the Manual includes a number of exercises that participants are required to do as group work. These are designed to ensure the effective transfer of knowledge through a practical hands-on approach.

The Facilitator Guide was developed to assist persons conducting the workshops to better facilitate the group exercises. It includes model answers and is to be used in tandem with the Basic M&E Workshop Manual.
Presentation 1: Introduction to Monitoring and Evaluation

- Activities 1 - 4
- Model Answers
Activity 1

1) Describe one monitoring activity in your programme.
   Refer to slide 3.

2) Describe one evaluation activity in your programme.
   Refer to slide 6.
Activity 1

Model Answers

Examples of monitoring activities:

- Checking that the resource allocation is as intended in the project design
- Observing the performance of counsellor-testers at VCT sites
- Testing the accuracy of a sample of the data
- Identifying where the data flow is impeded in the programme operations
- Identifying the reasons for unintended outcomes
- Collecting contextual information to guide the revision of programme goals and outcomes
- Assessing the progress (at intervals of less than six months) made towards achieving the targets identified in the programme indicators

Examples of evaluation activities:

- Assessing the achievement of programme goals at the end of the programme
- Assessing the progress made towards the achievement of programme indicators yearly in a five-year programme
- Assessing the impact of a programme on intended recipients
- Utilizing the results of a year-one evaluation to revise the programme goals in year two
- Utilizing evidence (data) to continue, revise or stop a programme
- Assessing why a programme was successful or a failure after its completion
Activity 2

Instruction to Facilitator: Working in groups of 4/5 persons, participants are to complete the table below. 1 group reports to larger group, while the other group stick theirs on the walls.

Activity 2

- For your programme describe one M&E activity using the table below (refer to slides 15-17)

<table>
<thead>
<tr>
<th>Type of M&amp;E Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Routine</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>Renewal</td>
<td></td>
</tr>
</tbody>
</table>
Model Answers

Examples of programme components:

- **INPUTS** – human resources, physical resources, training, financing, research about similar programmes

- **ACTIVITIES** – recruitment of participants, conducting focus groups, distributing condoms, keeping records of the minutes of meetings, strategic planning

- **OUTPUTS** – completed surveys, participant data, strategic plan, trained staff, empowered recipients, mission statement

- **OUTCOMES** – increase in the numbers of persons seeking HIV testing, school curricula includes sexual health component, community unite to promote a prevention strategy

- **IMPACT** –
  - improved planning among programme personnel to meet the needs of programme recipients (short-term),
  - the development of workplace policies to respond to stigma and discrimination against PLHIV (medium-term),
  - decrease in lost to follow-up patients who are PLHIV
# Activity 3

For your own programme complete the table below:

<table>
<thead>
<tr>
<th>Components</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INPUTS</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td></td>
</tr>
<tr>
<td>OUTPUTS</td>
<td></td>
</tr>
<tr>
<td>OUTCOMES</td>
<td></td>
</tr>
<tr>
<td>IMPACT</td>
<td></td>
</tr>
</tbody>
</table>
Model Answers

Examples of M&E activities:

- **ORIENTATION**
  - Identification of the need/problem for which the programme is designed
  - Outlining the objectives of the programme
  - Conducting a needs assessment to determine the needs of the intended recipients
  - Developing a clear rationale which describes why the programme should be successful for the intended recipients
  - Identifying the human resources needed to make the programme successful
  - Identifying stakeholders and the priorities which they have for the programme

- **PREPARATION**
  - Identifying the programme goals
  - Developing indicators which are aligned to the programme goals
  - Choosing qualitative or quantitative data collection strategies based on the type of knowledge which needs to be generated

- **ROUTINE**
  - Developing a data base to store data from programme recipients, programme personnel, programme activities
  - Performing quality control checks on the data
  - Gathering data from multiple sources

- **INTEGRATION**
  - Using evaluation findings to revise the programme or recruit new personnel
  - Revising the programme to respond to the unintended outcomes

- **RENEWAL**
  - Disseminating findings to stakeholders
  - Comparing baseline data with new data to make determinations about programme impact
Activity 4

- How could M&E have helped to generate knowledge for the Voluntary Counseling and Testing (VCT) Project programme?
Activity 4

Model Answers

ORIENTATION – Data about the intended recipients would have assisted in setting more realistic targets.

PREPARATION – Different indicators would have been chosen to demonstrate programme success.

ROUTINE – Qualitative data would help to explain the operating context of the programme and the life circumstances of the recipients.

INTEGRATION – The NGO’s records should have been used to illustrate that the 1000 persons target was unrealistic.

RENEWAL – The evaluation data should help to explain why the number of persons tested was doubled.
Presentation 2: Understanding & Describing your Programme

- Activity 1 - 4
- Worksheets
- Model Answers
Activity 1

Instructions to Facilitator: Facilitator informs participants to use the worksheet provided to answer the following questions as they relate to their programme

Activity 1

• **Answer the following questions for your programme**
  1. What need/s or problem/s does your programme address?
  2. Who are the intended recipients?
  3. What will the recipients receive and be expected to do?
  4. What are the intended outcomes for the recipients of the programme?
  5. What is the desired impact of the programme?
  6. Who are the stakeholders?

Activity 1 – Worksheet

<table>
<thead>
<tr>
<th>Questions</th>
<th>Describe your programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need addressed by programme</td>
<td></td>
</tr>
<tr>
<td>Intended recipients</td>
<td></td>
</tr>
<tr>
<td>What will recipients receive</td>
<td></td>
</tr>
<tr>
<td>Expected outcomes for recipients</td>
<td></td>
</tr>
<tr>
<td>Expected outcomes for the programme</td>
<td></td>
</tr>
<tr>
<td>Desired impact of programme</td>
<td></td>
</tr>
<tr>
<td>Stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

Presentation 2- Understanding and Describing your Programme
Activity 1

Model Answers

1. What need/s or problem/s does the programme address?

   • There is an increase in the number of new sexually transmitted diseases (STDs) among young people (15-18) in the towns of Betang and St. Jasmine. This is a prevention programme designed to help young persons make safer sexual choices.

2. Who are the intended recipients?

   • Students (14-18) in the Betang High School and St. Jasmine High School

3. What will the recipients receive and then expected to do?

   • Health care professionals, social workers and youth leaders will join together to deliver the programme entitled “My choice is Life”. Participants will participate in, and view short theatrical skits, view films, listen to lectures, receive counseling, engage in debates, view demonstrations.

4. What are the intended outcomes for the recipients, for the programme?

   • Students will learn about STDs.
   • Students will learn some strategies to negotiate their intimate relationships.
   • Less students will test positive for STDs in Betang and St. Jasmine.
   • Students will engage in safer sexual practices.

5. What is the desired impact of the programme?

   • Less students will be in need of STI testing
   • No students test positive for HIV/AIDS.
   • Less students will engage in sex.

6. Who are the stakeholders?

   • Students, parents, family members, teachers, school community, health care professionals, residential community
Activity 2

Instructions to Facilitator: Ask the participants to do the following and select a few to share and the group to present

Activity 2

- Write a SMART objective related to HIV/AIDS programming (refer to slides 10 - 14)

What are SMART Objectives?

| Specific | Identifies concrete events or actions that will take place  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the objective clearly specify what will be accomplished and by how much?</td>
</tr>
</tbody>
</table>
| Measurable | Quantifies the amount of resources, activity, or change  
|            | Is the objective quantifiable? |
| Appropriate | Logically relates to the overall problem statement and desired effects of the programme  
|             | Does the objective make sense in terms of what the programme is trying to accomplish? |
| Realistic | Provides a realistic dimension that can be achieved with available resources and plans for implementation  
|            | Is the objective achievable given available resources and experience? |
| Time-based | Specifies a time within which the objective would be achieved  
|            | Does the objective specify when it would be achieved? |
Activity 3

• Write one M&E question for the following areas of your programme

  — Problem/need
  — Intended outcomes
  — Desired impacts

Work sheet for Activity 3

- Problem/need
- Intended outcomes
- Desired impacts
Model Answers

Examples

**Problem / Need -**
What need is the programme designed to address?

**Intended participants -**
Is the programme attracting the intended recipients?

Who are the unintended programme recipients?

**Intended strategy/ implementation -**
Were the legal and ethical rights of participants respected?

Were there implementation guidelines?

**Intended outcomes -**
Were the programme targets achieved?

What factors hindered or facilitated the programme’s success?

**Desired impacts -**
How do the intended participants view the programme?

Did the programme have the desired impact on the intended participants?
Presentation 3: The Logic Model

🌿 Activity 1
🌿 Model Answer
Activity 1

- Design a Logic Model based on a programme you are involved in
- Ensure that you show the “if-then” relationships – sequencing & connectedness (lines / arrows)
- Refer to slides 12, 13 & 14

Hint: Your logic model can take many shapes
Model Answer
Presentation 4: Monitoring and Evaluation Indicators

- Activity 1
- Worksheet
Activity 1

Using slides 9 – 11, critique the following list of indicators

Activity 1 : Worksheet

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>CRITIQUE What is wrong with this indicator? Identify the indicator criteria that have not been met</th>
<th>REVISED INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of adults and children with HIV still alive 12 months after initiation of ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduction in HIV/AIDS related stigma &amp; discrimination in the workplace in Trinidad &amp; Tobago 2 years after the National Workplace Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourced plans &amp; procedures in place in-keeping with WHO guidelines by 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Presentation 5: Data Collection Methods for Monitoring and Evaluation

🌟 Activity 1
🌟 Worksheet
🌟 Model Answers
Activity 1 – Data Collection Methods

Choice of Data Collection Methods:

- Identify an indicator relevant to your programme and outline a data collection plan for the indicator

- Ask yourself:
  - What type of data will be collected?
    - Primary or secondary data?
  - What are the most appropriate methods to collect the data and why?
  - Quantitative methods? Which?
  - Qualitative methods? Which?

---

Activity 1: Data Collection Methods

<table>
<thead>
<tr>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of data to be collected (Primary / Secondary)</td>
</tr>
<tr>
<td>Data Collection Method</td>
</tr>
<tr>
<td>Quantitative method?</td>
</tr>
<tr>
<td>Which one?</td>
</tr>
<tr>
<td>Qualitative method?</td>
</tr>
<tr>
<td>Which one</td>
</tr>
</tbody>
</table>
Activity 1

Model Answers

Example 1

**Indicator:** Percent of adults aged 15-49 who have sex with more than one partner in the last 12 months

**Type of data to be collected:** Primary data

**Most appropriate method of collection:** Quantitative methods should be used as the intention is to measure the % with more than one partner.

A survey would be the best method to use

**Other relevant issues:** Who will fund the survey? Who will conduct it? Would it be a community or institution based study?

Example 2

**Indicator:** Percent of donated blood units screened for HIV in a quality-assured manner

**Type of data to be collected:** Secondary data

**Most appropriate method of collection:** Quantitative methods should be used as the intention is to measure the % of units screened.

Record abstraction would be the method to use

**Other relevant issues:** Access and permission to use to the blood donation database. Who will collect the data?
**Example 3**

**Indicator:** Reasons for non-use of condoms by commercial sex workers

**Type of data to be collected:** Primary data

**Most appropriate method of collection:** Qualitative methods should be used as the intention is to get insights about an observed behavior. Focus group discussions would be an appropriate method to use.

**Other relevant issues:** Recruitment of the participants of the FGD. Number and membership of the groups. Who will facilitate the sessions?
Presentation 6: Data Flow

- Activity 1
- Model Answer
Activity - 1

- List the ways in which data is currently collected, reported and utilized in your organization
- Develop a DATA FLOW MAP representing the movement of data throughout the system (internally and externally)
- Utilize example on slide 12 as a guide
- Identify gaps/challenges with the current data flow and suggest ways to improve it
Model Answer
Presentation 8: Introduction to Quantitative and Qualitative Data Analysis

✨ Activity 1
✨ Model Answers
Activity 1 – Introduction to Quantitative and Qualitative Analyses

- Identify examples relevant for your programme which would require your data to be analyzed using:
  - Quantitative analyses:
    - Descriptive statistics
    - Aggregated vs. disaggregated
    - Comparisons between groups and over time
  - Qualitative analyses
Model Answers

**Indicator:** Percent of adults aged 15-49 who have had sex with more than one partner in the last 12 months

**Type of data analysis:** Quantitative

**Descriptive:** Measurement is categorical (respondent either had or did not have more than one partner) – so should present the result as a percentage

**Aggregated:** Presentation of the result for the whole population

**Disaggregated:** May wish to present the results disaggregated by gender i.e. present the % of males and the % of females with more than one partner

Can also disaggregate by age group e.g. can present the results for persons aged 15-24y, 25-34y and 35-44 years

**Comparisons**

Can tabulate and compare the % with more than one partner for the various disaggregated groups i.e. compare males v females; age 15-24 v 25-34 v 35-44, etc.

Can also compare the % over time to examine any change in the rate of multiple partnership e.g. can compare the % in 2000 (year of previous survey) with the % in 2011 (current survey) to determine if the rate has changed over that period.
**Example 2**

**Indicator:** Reasons for non-use of condoms by commercial sex workers

**Type of data analysis:** Qualitative.

The various reasons given by the respondents can be grouped – common themes can be identified.

Can also perform content analysis by counting recurring words, themes

**Notes:** Analysis should be systematic and comprehensive.

Keep an open mind and be flexible – should not only look for data to support your theory.
Presentation 9: Dissemination of M&E Findings

- Activity 1
- Worksheet
Activity 1

Directions
- Think about a project your organization has completed recently
- Select a stakeholder to report to
- Choose formats to share the M&E findings with the stakeholder
- State ways in which your findings can be used

Work sheet

<table>
<thead>
<tr>
<th>Project Name</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Implementing Organisation</th>
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</table>

<table>
<thead>
<tr>
<th>Stakeholders</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Formats to share M&amp;E findings</th>
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<table>
<thead>
<tr>
<th>Intended use of findings</th>
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</table>
Presentation 10: Developing Monitoring and Evaluation Plans

Activity 1
Activity 1
Draft the outline for an M&E Plan for a project you are involved in

Use slide 6 as a template