C-Modules

EVALUATING & REPLANNING

MODULE

012345

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

USAID FROM THE AMERICAN PEOPLE

C-CHANGE COMMUNICATION FOR CHANGE

C-Modules: A Learning Package for Social and Behavior Change Communication

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Proposed Workshop Schedule

Day 1

Review of previous workshop

5-1: M&E's Place in SBCC and a Simplified M&E Framework

5-2: What is Monitoring and What is Evaluation?

5-3: Key Decisions before Data Collection

Day 2

5-4: M&E Indicators

5-5: Evaluation Research Design

5-6: Evaluation Research Methods

5-7: Linking Indicators, Methods, and Tools

Day 3

5-8: M&E Data Quality, Analysis and Use

5-9: Developing an M&E Plan

Closing

This module is the last in a series of the C-Change course in Social and Behavior Change Communication (SBCC). This module teaches fundamental concepts and skills around monitoring and evaluation (M&E). It also reinforces key concepts and skills needed for initial evaluation research and baseline assessment by showing how these early phases form the foundation for M&E. It could also be used as a free-standing module on evaluation research and M&E. Either way it should be preceded by the Introduction Module, which lays out the basic concepts and principles of SBCC

The draft schedule below could be used when teaching this module as a stand-alone lesson, as the second part of our **2-part option** for this full course

The **3-part option**. We encourage you to adapt it to the particular needs of each group of participants, based on where they are in the SBCC process and whether they have already done any of the following: a situational analysis (Step 1), a baseline evaluation (Step 2), or monitoring plans (Step 4). The next page contains a decision tree to further help you tailor this lesson to your group.

Proposed Module Objectives

By the end of this module, you will have:

- Drafted or refined a simplified M&E framework, naming intended users and uses of data
- Sketched their Evaluation Research Design
- Confirmed SMART objectives and proposed M&E indicators
- Linked their indicators to appropriate evaluation research methods and tools
- Assessed ways to ensure quality of data
- Created an analysis plan
- Examined ways to interpret and present the results of M&E

Recommended worksheets, examples and graphics for this module

- Graphic: Where M&E Fits into SBCC (Session 1)
- Worksheet: What Questions can be Answered by Different Parts of the M&E Framework (Session 1)
- Worksheet: Users and Uses of M&E Data (Session 2)
- Worksheet: Key Decisions before Data Collection (Session 3)
- Worksheet: Selecting Monitoring Indicators (Session 4)
- Worksheet: Selecting Evaluation Indicators (Session 4)
- Worksheet: Evaluation Research Design Sketch (Session 6)
- Worksheet: Selecting the Best M&E Methods for Your Program (Session 6)
- Worksheet: A Design Checklist for M&E (Session 7)
- Worksheet: Pulling it all Together – Scenarios (Session 7)
- Checklist: Data Quality (Session 8)
- Worksheet: Data Quality Scenarios (Session 8)
- Worksheet: Your Simplified Data Analysis Plan (Session 8)
- Checklist: Developing a M&E Plan (Session 9)
- Worksheet: M&E Plan Template (Session 9)
- Worksheet: Group Exercise on Data Interpretation and Use (Session Closing)

Here are a few questions to help organizations decide whether they need to take the specific module that covers the details of program monitoring and evaluation or take the core SBCC process sections only:

a) Do you have a skilled program M&E person on staff?
b) Are there any staff members who have already been trained on M&E?
c) Will your funder be providing the evaluation of your program?
d) Are you planning on contracting with an outside agency to conduct all of your M&E activities?

a) Do you have skilled program M&E person(s) on staff?

- No
- Yes: Not necessary to do the training, but you may still want other staff trained.

b) Are there any staff members who have already been trained on M&E?

- No
- Yes: You may choose not to do the training if their training has been recent (in the past 12 months).

c) Will your funder be providing the evaluation of your program?

- No
- Yes: You may not need to do training, but you may still want yo staff trained so that they know what the funder is doing.

d) Are you planning on contracting with an outside agency to conduct all of your M&E activities?

- No
- Yes: No need to do the training, but you may still want your staff trained so that they know what the contractor is doing.

Overview

Begin each day with the report team leading a session about Yesterday's Learning. Make sure this time is used to clarify any confusing or "hanging" issues from yesterday. We estimate 30 minutes per day for yesterday's learning.

- Locate Step Five in the C-Planning Graphic and clarify the purpose of this step in the process.
- Review posted objectives for Module Five and how the schedule will accomplish these objectives.
- Each day, remind each other of the volunteered roles for today (i.e., a timekeeper, a report team, a logistics support team, etc.).

In plenary, study the C-Planning Graphic (in *Handbooks* and printed and displayed on large poster) that illustrates how research, monitoring, and evaluation fit in the SBCC process.

Review posted objectives for Module Five and how the schedule will accomplish these objectives.

Select volunteers for workshop roles (i.e., a timekeeper, a report team, and a logistics support team) as outlined in the Introduction Module.

If you are leading this as a stand-alone workshop, you will want to review the Introduction Module (Facilitator Guide and Participant Handbook). Module Five assumes that you and the participants are familiar with the concepts and the approach used in that Introduction Module.

If you are presenting Module Five after a break following the other modules, we suggest reviewing the previous workshop, especially where M&E fits in and devoting part of this first morning to a **marketplace** where which participants share with you and with each other highlights of M&E –related work in which they have engaged since the last workshop. For example, each project team could set up a space displaying research they have done for the following:

- Situational Analysis (Step one);
- Baseline Evaluation (Step Two); and/or
- Monitoring (Step Three).

Hopefully, you will have received highlights of this work from at a sample of participants prior to this workshop, so that you can tailor this module to best suit participants' M&E needs. A marketplace at the start of Module 5 will familiarize everyone with the participants' SBCC projects and will provide you with examples around which to effectively teach M&E concepts and skills. In addition to the example projects from participants, you may want to use the examples provided in the *Handbook* or—ideally—examples from your own experience.

Session 5-1: M&E's Place in SBCC and a Simplified M&E Framework

In plenary, study overview of M&E's place in SBCC and the graphic that shows where it fits in C-Planning. Review this graphic, and the example **the role of M&E in SBCC** and discuss in plenary participants' past experience with M&E.

Review the **simplified M&E framework** in your *Handbook*. Divide into two groups, mixing project/country teams across the groups. Read the signs on the walls that describe different parts of this M&E framework. Then, review the **worksheet: what questions can be answered by the different parts of the M&E framework**. In small groups, decide which questions you think can be answered by different parts of the framework. Each team takes a turn by sending a member to stand where they think a question fits into the framework. Debate as needed!

If time allows, have the mixed teams study the glossary that has M&E terms in the *Handbook* in the additional resources section. One team calls out a term to the other team, who then tries to define it as clearly and simply as possible. The first team decides if the definition is a good one by comparing that definition to the one in the glossary and to their own experiences. In plenary, read the full glossary of M&E terms. Circle anything on the list which you'd like to understand more fully. Note any terms not on the list which you'd like defined.

We suggest a visualized presentation of the M&E framework from the *Handbook*. You can create and present signs that represent different parts of the framework for participants follow along with in their *Handbook*s. Post the signs around the room so that participants can stand below the signs during the first task of this session. During the session, invite debate to create a fun but challenging competition across teams. Make sure to review all questions in the end of the worksheet and clarify why they fit where they do.

For the second session, create small cards with terms on M&E from the glossary. Distribute the terms across the two groups and have them define each term in words a lay person would understand! Use this glossary review as a way to do an on-the-spot assessment of participants' interests around M&E. It can also help to unify language for the remainder of the module.

Session 5-2: What is Monitoring and What is Evaluation?

Study the distinction between Monitoring and Evaluation as described in the *Handbook*. In pairs with someone you don't know well. Each of you describe a program with which you were involved that was NOT, in your opinion, adequately monitored or evaluated.

- *If you could go back in time, what might you have done? Why?*

Alternatively, have the large group brainstorm qualities and characteristics of M and of E. Write these down on flip chart paper or on cards that are posted under the headings "M" and "E". Have the group discuss and debate the qualities and characteristics.

In plenary, share:

- *What difference could better M&E make in SBCC programs?*

One of the most <u>fundamental</u> principles of good monitoring and evaluation is to begin with the end in mind. That means that, before doing anything else, projects are clear about the ultimate uses and users of M&E data. In project teams, use the **worksheet: users and uses of M&E data** to name probable uses and users of M&E data for your current SBCC work.

> This SBCC course is built around the assumption that participants will attend along with colleagues so that, during the course, they can form project teams and apply the concepts they are learning to real SBCC efforts. If this isn't the case, whenever we suggest breaking into project teams you could have people work solo on a project they have in mind or form temporary teams in which a group of participants with similar interests work through a project that is real to one member.

Session 5-3: Key Decisions before Data Collection

Review the objectives you have written for your program. Swap them with another program and run them through the SMART checklist. Offer two suggestions to strengthen the list of objectives.

Specific:	Does the objective specify what it aims to achieve? Does it cover only one rather than multiple activities?
Measurable:	Can it be measured or counted in some way?
Attainable:	Is the objective actually doable? Can we attain it?
Realistic:	Can you realistically achieve the objectives with the resources you have?
Time-bound:	Does the objective indicate when it will be achieved?

In plenary, imagine that we are tasked with developing an M&E plan for a new program to increase the use of modern contraceptive methods by married women in a defined rural area. In small groups respond to each of questions outlined on the **worksheet: key decisions to make before data collection.**

- *Who do you think would use the M&E data for such a program and how?*
- *What would be an example of a SMART objective?*
- *What would be an example of an indicator for that objective?*
- *What evaluation research methods or tools might make sense?*
- *What is one way you might ensure quality of data collected?*
- *How might you analyze and report the data you collect?*

In plenary, imagine that you now need to present your plan to the funders. Compare the worksheets of each small group and create a master worksheet for this program.

We assume that all project members have revised their communication objectives prior to this module. However, if that is not the case, you will want to expand the time spent on this session so that you can coach participants in the development of SMART communication objectives. Refer to Module Two for more guidelines and examples of how to write SMART objectives. You may offer alternatives to the SMART acronym. For example, it is also helpful to think about "A" as Attributable (i.e., Can we attribute this objective to our program?) or "R" as Relevant (i.e., Is this objective really in line with the overall strategy upon which we've decided?).

Also, many of these questions may be challenging to answer until after participants go through the training. Use this time for projects to make note of questions that they cannot answer so that they can focus on filling in these gaps as the training continues.

Form project teams once again and use same **worksheet: key decisions before data collection** to your actual SBCC effort.

Session 5-4: M&E Indicators

In plenary, read about indicators in the *Handbook* and circle what is useful to you. Share your questions and comments in plenary.

Consider this example: *Increase the percent of all married women in two provinces in xx who negotiate the use of some form of modern contraception with their husbands by the end of the project*.

Review the list of possible indicators to measure the success of this objective as listed on the worksheet "Selecting Indicators for SMART objectives." Working in pairs, discuss:

- *Which indicators might you select for this?*
- *Why?*

> You may become busy here coaching each of the project teams as they develop indicators. Each team is bound to be in a different place—some will still be writing SMART objectives, and that's okay! Let them know that each team should work at their own pace. We can stay in sync without being perfectly in step.

In plenary, debate your ideas.

Review the **example: M&E indicators for SBCC**. Study the list of examples of M&E indicators. Notice that we've offered a few examples of indicators for process, quality, and outcome. In the same pairs, come up with one more example of an indicator in each category: outcome, process, and quality. Compare responses across teams.

Returning to project teams and use the next two **worksheets: selecting monitoring indicators and selecting evaluation indicators** to:

- draft Process and Quality monitoring indicators for select program activities; and
- draft Outcome evaluation indicators for select objectives

In plenary, select a project team to present its work.

Session 5-5: Evaluation Research Design

In plenary, contemplate the evaluation research design options outlined in the *Handbook*:

- Comparison Group -- use a real program example
    - External comparison population
    - Internal comparison population (i.e., exposed to intervention vs. non-exposed
- Existing Data Sources -- use a real program example

Discuss:

- ➢ *Which of these experiences is most relevant to your own?*

Consider, also, the Alternative Ideas for Research Design.

- ➢ *What might be useful for your own M&E evaluation research design?*

In plenary, consider the research design sketches in the *Handbook*. Form project teams and use the **worksheet: evaluation research design sketch** to draw a simple sketch of your evaluation research design, showing when you plan to collect data and whether you will have a comparison group. If you're already past the point of doing a baseline, stick with the design you already have and use this time to refine it.

At the end of each module of this course, project teams have completed a team sharing exercise that shows the culmination of their work. We recommend completing another team sharing exercise at the close of this Module Five.

Nonetheless, you may want to work with each project team (i.e., coach them) as the module unfolds and invite them to share highlights of their work at each step with other teams. This could happen in any number of ways, such as a gallery walk, where participants post their work and everyone wanders around to examine it. There are no formal reports, but rather a visual sharing where group members can ask questions as needed or share special observations with the rest of the group.

Session 5-6: Evaluation Research Methods

Read about research methods in the *Handbook* and share your own insights. Review the distinctions between qualitative and quantitative methods from the *Handbook* in Module One. Study the **example: M&E methods.**

- *What do you notice about the mix of quantitative and qualitative methods?*

In project teams, use the **worksheet: selecting the best M&E methods for your program** to draft indicators for your activities. Get input from the facilitator and continue to work with your draft list of indicators, and name possible methods that would be appropriate for collection of data on that indicator.

Note where a combination of methods—quantitative and/or qualitative—might be most useful.

There are lots of ways to be creative with the table "Examples of M&E Methods." For example, give participants the indicators and have them come up with as many appropriate methods as possible. Or, cut up each side of the table and have them work in pairs or groups of three to match indicators with methods. This section needs to be adapted to your group based on the group's expertise. If they know a lot about research methods, you may want to invite panelists from the group to serve as experts who can be interviewed about research methods and who can share what they've learned that the books won't tell you!

If you have the time, include an exercise here to teach quantitative and qualitative methods from a different angle. For example, you might have participants take a long walk outside, in mixed (i.e., cross-project) trios. Each trio is given some kind of data to come back with, and a request to bring back quantitative or qualitative data. For example, one trio might be asked to get qualitative data about birds; another trio quantitative data about birds. From there they are on their own.

See what comes back. One team will likely come back with a description of what they saw, with variety in their observations across members of the team. The other team probably formed some kind of checklist to note how many birds they saw or how many of different types. In plenary, discuss the differences between research methods in terms of purpose and discuss the ways they complement each other. Use the tools utilized by the teams as a preview of the topic of the next session.

Session 5-7: Linking Indicators, Methods, and Tools

In plenary, review the **description of M&E methods and tools** in the *Handbook.* In pairs, add tips for creating your own M&E tools based on your experience or describing an experience you've had (good or bad) with a research tool. In plenary, expand on the **checklist: a design checklist for M&E** to design your own M&E tools and discuss which tips are especially important to keep in mind.

- *What would you add to the list?*

In plenary, study the **examples: quantitative M&E indicators, methods and tools and qualitative M&E indicators, methods and tools**.

Then, working in project teams, review your previous work listing indicators and methods (quantitative and qualitative) for your program. Propose tools that you would use for each indicator and method. In plenary discuss:

- *What do you notice about the link among indicators, methods, and tools?*

In four teams of equal size, take one of the four program scenarios described in the **worksheet: pulling it all together scenario**. Read your scenario and add any missing information that you think important. In your team, write two or three SMART communication objectives for your scenario onto a chart and post the chart on the wall. When you're finished, move on to your neighboring team's scenario. Improve on the objectives this team has written on their chart, if needed. Decide upon a sample of indicators. Continue to shift teams around the scenarios, improving and adding to what their colleagues have written until all scenarios have each of the following: Objectives, Indicators, Methods, and Tools.

In plenary, read over the charts created for each scenario. Tell the group:

- *One insight you got from this exercise*
- *One thing you'd like to understand more fully.*

Save these charts on the wall for later reference.

We suggest that you stop between Sessions 7 and 8 to let each project team finalize and share their team assignment as described in the Handbook. We recommend grouping 2-3 teams together to share their work and to give each other feedback using the stop light card technique described in Module One. This feedback—given prior to the last session of the module—allows the team time to clarify their questions and to fill in gaps for themselves before the workshop is over. We suggest that you use the team sharing as a way to affirm and encourage everyone's work, while offering concrete suggestions to each team from which all can learn.

After the team sharing, we suggest moving onto Session 8, expanding or abbreviating it as time requires.

Session 5-8: M&E Data Quality, Analysis, and Use

In plenary, listen to a few words about analysis and use of M&E data described in your *Handbook*.

Data Quality:
Review the *Handbook's* **checklist**: **data quality** and discuss.
- *In your experience, which of these poses the greatest challenge?*
- *What ideas do you have to overcome that challenge to data quality?*

In three new, small groups, study one of three similar scenarios in **worksheet: data quality scenarios**, all of the scenarios are missing one key element of quality assurance. Review the scenario and identify the point(s) where something went wrong in maintaining the data quality. On a large chart, list what could have been in place to ensure that this problem did not occur. After brainstorming strategies for your own scenario, walk around the room to look at other groups' scenarios and add to their list of possible solutions. In plenary, discuss some of the similarities and differences across solutions to the different scenarios.

Data Analysis:
In project teams, study the **example: simplified data analysis plan** and then create your own using the **worksheet: your simplified data analysis plan.**

Data Interpretation and Use:
Divide the room in half, each half of the room taking one of the hypothetical data sets. Then, form four small groups within each half of the room. Each small group will assume the role of one of the potential users of M&E data listed below. Each small group takes a turn presenting the data to another small group. The presenters should do their best job to present the data to each potential data user:

1. **Donor:** The donor is generally pleased with its program and is considering whether to increase funding for the program. Convince the donor that the program should be expanded to additional target areas.
2. **Implementing Agency:** A Country Director would like to receive information about why certain decisions were made to change components of one program.
3. **Community Representatives:** The community stakeholders would like to get an update on the achievements of the organization
4. **Peer Educators:** The peer educators involved would like to see if they are making a difference in the program.

In plenary to share insights on the following question:
- *What will you take away from this exercise to better interpret and present your own M&E data?*

Session5-9: Developing an M&E Plan

Steps in Developing a Monitoring Plan

- Identification of staff or person(s) responsible for development of monitoring plan
- Identification of staff or person(s) responsible for data collection, analysis, and report writing
- Ensure objectives are SMART
- Selection of Indicators
- Data management, reporting, and use
  - Decide on Methods for data collection
  - Design data flow systems
- Develop Monitoring & Evaluation Matrix
  - List of indicators by objective
  - Methodology, data sources
  - Who is responsible for what
  - Timetable for collection, analysis, and reporting
- Description of data sources (forms), data flow, and quality
- Data analysis plan
- Plan for dissemination and use of results

In plenary present the checklist for the steps to create an M&E plan and have the participants brainstorm the various reasons for developing and M&E Plan.

Then present the various parts of the plan itself and guide the participants to the M&E Plan Template in their handbooks.

Have participants to work in their project groups to start drafting out their M&E Plan.

Reminder: All of the work they have been engaged in during the training feeds into this plan. Therefore, most of the work is already done.

When groups have completed this task have select groups present their drafts to the plenary.

Team Sharing

Below is an outline the team assignment for the close of Module Four. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Module Four:
Evaluation and Replanning

Your team developed a draft M&E Plan including:

- Description of Program
- SMART Objectives
- Indicators
- Responsibility and Roles
- Data Flow
- How the Data will be used
- Time Table
- M&E Plan Matrix

In your presentation, please also include:

- When and how you plan to collect the data and use the findings in your programming

Optional Closing of Module Five: The Challenges and Possibilities of M&E

In small groups, reflect on all that we have studied with regard to evaluation research, monitoring, and evaluation.

- *How has your view shifted, if at all, with regard to the **value** of M&E?*
- *What challenges do you foresee?*

For each challenge, name one insight you've taken from your time here that may help overcome that challenge.

Many programmers consider M&E "the job of the M&E specialists."

- *What is one aspect of M&E with which you should be involved, given your current role?*

In plenary, return to the glossary of terms. Circle a term that you feel you understand more fully now. Share your insight with the group.