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 (SBCC)

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Overview

Proposed Workshop Schedule

Day 1	Day 3
Review of Previous Workshop **5-1 M&E's Place in SBCC and a Simplified M&E Framework** **5-2 What is Monitoring? What is Evaluation?** **5-3 Key Decisions before Data Collection**	**5-6 Evaluation Research Design** **5-7 Evaluation Methods and Tools** **5-8 M&E Data Quality, Analysis, and Interpretation**
Day 2	**Day 4**
5-4 M&E Questions **5-5 M&E Indicators and Targets**	**5-9 Using Data to Replan** **5-10 Developing an M&E Plan** **Closing**

Step 5 is the last in the series of C-Change courses in SBCC. This module teaches fundamental concepts and skills related to 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 standalone lesson, as the second part of the two-part option for this full course.

For the three-part option you are encouraged to adapt the module 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). Page 4 contains a decision tree to further help you tailor this lesson to your group.

Objectives

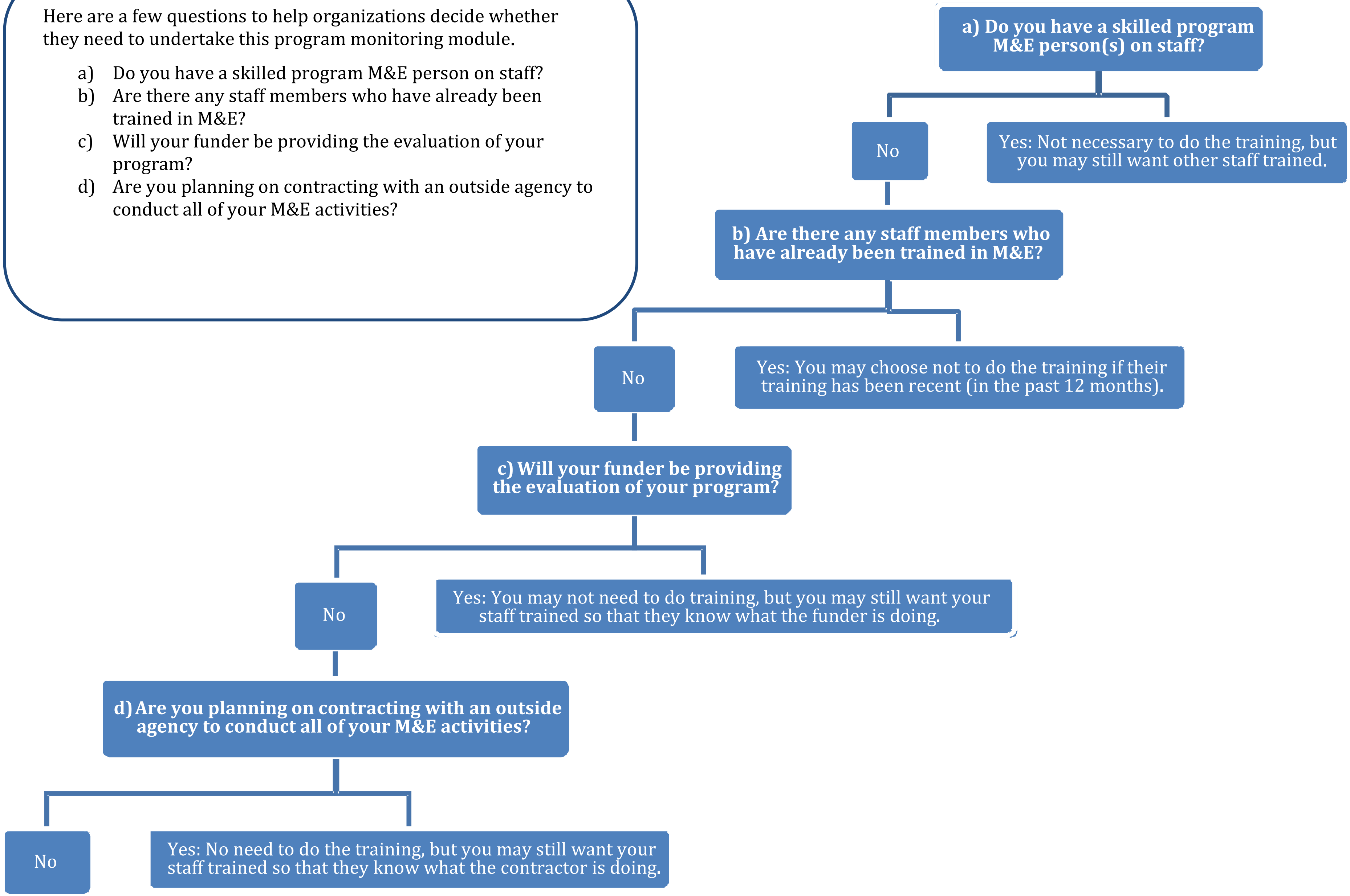
By the end of this module, you will have:
- drafted or refined a simplified M&E framework, naming intended users and uses of data
- sketched your evaluation research design
- confirmed SMART objectives and proposed M&E indicators
- linked your indicators to appropriate evaluation research methods and tools
- assessed ways to ensure quality of data
- created an analysis plan
- examined ways to interpret and present the M&E results

Recommended Graphics, Worksheets, Checklists, and Templates for this Module

Graphics	Worksheets, Checklists, and Templates		
• Where Research Fits into SBCC • A Simplified M&E Framework	• Worksheet: Users and Uses of M&E Data • Worksheet: Key Decisions before Data Collection • Worksheet: Selecting M&E Questions • Worksheet: Selecting Monitoring Indicators • Worksheet: Selecting Evaluation Indicators	• Worksheet: Evaluation Research Design Sketch • Checklist: Designing M&E Tools • Worksheet: Pulling it all Together—Scenarios • Worksheet: Selecting the Best M&E Methods and Tools for Your Program	• Worksheet: Data Quality Scenarios • Worksheet: Your Simplified Data Analysis Plan • Worksheet: Data Interpretation and Presentation Exercise • Worksheet: M&E Plan Template • Worksheet: Replanning Exercise

Here are a few questions to help organizations decide whether they need to undertake this program monitoring module.

a) Do you have a skilled program M&E person on staff?
b) Are there any staff members who have already been trained in 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?



Overview

1. 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. Estimate approximately 30 minutes per day for this exercise.

2. In plenary, study the C-Planning graphic (in *Handbook* and printed and displayed on large poster).

3. Review posted objectives for Step 5 and how the schedule will accomplish these objectives.

4. Assign volunteer roles for the day (e.g., a timekeeper, a report team, and a logistics support team).

If you are leading this as a standalone workshop, you will want to review the Introduction Module of the *Facilitator's Guide* and *Participant's Handbook*). Step 5 assumes that you and the participants are familiar with the concepts and the approach used in the introduction.

If you are presenting Step 5 after a break following the other modules, review the previous workshop, especially where M&E fits in and devote part of this first morning to a marketplace where participants share 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 1)
- Baseline evaluation (Step 2)
- Monitoring (Step 4)

Hopefully, you will have received highlights of this work from some 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 Step 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 sample projects from participants, you may want to use the examples provided in the *Handbook* or—ideally—examples from your own experience.

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

1. In plenary, introduce the content of the session **M&E's place in SBCC and simplified M&E framework**. Review the **graphic: where research fits into SBCC** and the **example: the role of M&E in SBCC**.

2. In plenary, discuss participants' past experience with M&E.

3. Review the **simplified M&E framework** in the *Handbook*. Form two groups, mixing project/country teams across the groups. Ask participants to review the different parts of this M&E framework. Then review the **graphic: a simplified M&E framework**. In small groups, decide what information can be gathered in the different parts of the framework. Debate as needed.

4. Form project teams and have them develop their own M&E framework, demonstrating what activities are completed in each of the framework steps—formative research (step 1), baseline research (step 2), monitoring (step 4), and evaluation (step 5).

5. 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 can call out a term to the other team, which 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.

6. In plenary, have participants individually review the glossary for M&E terms (available in the additional resources section). Have participants circle anything on the glossary list that they would like explained in more detail. Hold a discussion around the terms identified.

A visualized presentation of the M&E framework from the *Handbook* is suggested. You can create and present signs that represent different parts of the framework for participants to follow along in their *Handbooks*. 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 at 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 two groups and have them define each term in words that a layperson would understand. Use this glossary review as a way to do an on-the-spot assessment of participants' interests in the topic. It can also help to unify language for the remainder of the module.

Theory Activity for Activity #4. If you are tailoring the training for theory, please go to page 7 for guidance on conducting Activity #4.

After completing the theory replacement activities, please return to Activity #5-6 on this page.

Theory Guidance for Module 5, Session 1: M&E's Place in SBCC and a Simplified M&E Framework

4a. Remind participants about the theory of change they developed in Module 1 (page 36) where participants laid out assumptions on how an intervention will affect identified barriers to change. Form project teams and ask groups to:

- review their theory of change to see if reflects the program developed.
- discuss whether the assumptions from the theory of change were accurate.

4b. Using the theory of change and the simplified M&E framework, teams should develop their own M&E framework, demonstrating what activities are completed in each of the framework steps—formative research (step 1), baseline research (step 2), formative research (step 3), monitoring (step 4), and evaluation (step 5).

Module 5, Session 2: What is Monitoring? What is Evaluation?

1. Have participants study the distinction between monitoring and evaluation as described in the *Handbook*. Instruct participants to find someone they do not know well. In pairs, each person should describe a program that they were involved with that was NOT adequately monitored or evaluated. After sharing their experiences, pairs should discuss:
   - If you could go back in time, what might you have done? Why?

2. In plenary, share:
   - What difference could better M&E make in SBCC programs?

3. Summarize the session **what is monitoring? what is evaluation?** Emphasize that one of the most fundamental 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. Remind participants that this worksheet was completed in Step 4.

4. In project teams, have teams review the "Users and Uses of M&E Data" worksheet and refine and revise it based on learning from this session.

Module 5, Session 3: Key Decisions before Data Collection

1. Introduce the session **key decisions before data collection**. Review communication objectives and how they are related to M&E and how it is important for them to be SMART.

2. Form project teams to review the communication objectives developed for their project (Step 2). Have teams trade their objectives with another group and provide feedback using the SMART checklist below.

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?

All project members should have revised their communication objectives prior to this step. 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 Step 2 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 rest of the training. Participants should be encouraged to make note of questions that they cannot answer so that they can focus on filling in these gaps as the training continues.

3. In plenary, ask participants to imagine that they 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. Form small groups to respond to each of the questions outlined on the "Key Decisions before Data Collection" worksheet.

4. Form project teams once again and use the same worksheet for their project. Remind the teams that they will build on this worksheet throughout Step 5.

Module 5, Session 4: M&E Questions

1. Introduce the session **M&E questions** and the difference between monitoring questions and evaluation questions.

2. In plenary, review the example in the "Selecting M&E Questions" worksheet. Discuss how:
   - Monitoring questions are linked with activities in the workplan.
   - Evaluation questions are linked with communication objectives.

3. Have project teams review the workplans developed in Step 4 and the communication objectives developed in Step 2. Teams should complete the "Selecting M&E Questions" worksheet for their project.

If time allows, spend additional time with participants to ensure they understand how to develop M&E questions, indicators, and targets (following session). Participants should be clear on the differences between outcome, process, and quality indicators. In past workshops the following activities have helped to reinforce these topics:

- Quizzes
- Game shows where participants compete

Module 5, Session 5: M&E Indicators and Targets

1. Introduce indicators and targets and how they are linked to work that is already completed.

2. In plenary, ask participants to read about indicators and targets in the *Handbook* and have them circle what they consider useful. Afterward have participants share their questions and comments.

3. In small groups, have participants review the **example: selecting indicators for SMART objectives.** Afterward have the groups discuss:
   - *Which additional indicators might you select for this? Why?*

Theory Activity for Activity #4. If you are tailoring the training for theory, please go to page 12 for guidance on conducting Activity #4.

After completing the theory replacement activities, please return to Activity #5 on this page.

4. Review the **example: M&E indicators for SBCC**. Study the list of examples of M&E indicators. Point out the examples of indicators for process, quality, and outcome. Ask participants to come up with one more example of an indicator in each of the three categories.

Theory Guidance for Module 5, Session 5: M&E Indicators and Targets

4a. Review the **Example: M&E indicators for SBCC**. Study the list of examples of M&E indicators. Point out the examples of indicators for process, quality, and outcome. Ask participants to come up with one more example of an indicator in each of the three categories.

4b. Remind participants of the theory of change. Point out that it can assist practitioners to refer back to the theory of change to develop inputs, process indicators, output indicators, and outcome indicators as they will do in the following activity.

Module 5, Session 6: Evaluation Research Design

1. Introduce the session **evaluation research design.**

2. In small groups, have participants review the evaluation research design options outlined in the *Handbook*. Have participants discuss:
   - Which of these experiences is most relevant to your own?
   - What might be useful for your own M&E evaluation research design?

3. Form project teams and use the "Evaluation Research Design Sketch" worksheet to draw a simple sketch of the team's proposed design, showing when data collection is planned and what design option will be used.

At the end of each module in this course, project teams have completed a team-sharing exercise that shows the culmination of their work. Another team-sharing exercise is recommended at the close of Step 5.

Nonetheless, you may want to work with each project team (i.e., coach them) as the module unfolds and invite participants 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. Rather than prepare formal reports, group members participate in a visual sharing exercise where they can ask questions as needed or share special observations with the rest of the group.

Module 5, Session 7: Evaluation Methods and Tools

1. In plenary, review the **description of evaluation methods and tools** in the *Handbook.*

2. Form four groups and assign each group one of the following—quantitative monitoring methods, qualitative monitoring methods, quantitative evaluation methods, and qualitative evaluation methods. Have each group review the description and examples provided. Ask each group to come up with additional tools to share with the plenary.

3. In plenary, review **checklist: designing M&E tools.** Ask participants if there are any additional tips for creating their own M&E tools based on their own experience or a description of an experience (good or bad).

4. After reading about research methods in the *Handbook,* the facilitator can share his/her own insights. Review the distinctions between qualitative and quantitative methods from the *Handbook* in Module 1. Study the **example: quantitative and qualitative indicators, methods, and M&E Tools.**
   - What do you notice about the mix of quantitative and qualitative methods?

5. Form four groups of equal size and assign one of the four program scenarios described in the "Putting it all Together—Scenarios" worksheet. Have groups review the scenario and add any missing information that they think is important. Have groups complete the chart on the worksheet for their scenario.

6. In plenary, have groups present the charts created for each scenario and tell the plenary to:
   - discuss one insight you got from this exercise
   - describe one thing you'd like to understand more fully

7. In project teams, use and complete the "Selecting the Best M&E Methods and Tools for Your Program" worksheet. Remind participants that they have already drafted the indicators in the previous session, so column 1 is already complete.

There are lots of ways to be creative with the **example: quantitative and qualitative indicators, methods, and M&E tools.** 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 will gather 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 a variety of their observations from different members of the team. The other team probably formed some kind of checklist to note how many birds they saw or how many 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 next session's topic.

Stop between Sessions 7 and 8 to let each project team finalize and share their team assignment as described in the *Handbook*. Group two to three teams together to share their work and to give each other feedback using the stop light card technique described in Module 1. This feedback—given prior to the last session of the module—allows the team time to clarify its questions and to fill in gaps before the workshop is over. 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, move onto Session 8, expanding or abbreviating it as time requires.

Module 5, Session 8: M&E Data Quality, Analysis, and Interpretation

1. In plenary, introduce the session **M&E data quality, analysis, and interpretation**.

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

3. In three small groups, give each group one of the scenarios in the "Data Quality Scenarios" worksheet. All of the scenarios are missing one key element of quality assurance. Groups should review the scenario and identify the point(s) where something went wrong in maintaining the data quality. On a large chart, groups can list what could have been in place to ensure that this problem did not occur. After brainstorming strategies for their own scenario, have groups 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.

4. In project teams, study the **example: simplified data analysis plan** and have teams create their own using the "Your Simplified Data Analysis Plan" worksheet. Remind groups that much of this information is from previous sessions.

5. Form four small groups and assign one of the hypothetical data sets to the groups (two groups will get data set 1, and two groups will get data set 2). Each small group will assume the role of one of the potential users of M&E data listed below.
   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.

   The small groups should develop presentations for each potential data user.

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

Module 5, Session 9: Developing an M&E Plan

1. In plenary, introduce the session on **developing an M&E plan** and point out that they have developed many of its components throughout this step. Ask the participants to brainstorm the various reasons for developing an M&E plan.

2. Present the steps required to develop an M&E plan and various parts of the plan itself, and guide the participants through the "M&E Plan Template" worksheet in their *Handbook*.

3. Form project teams and have groups bring together their M&E plan based on work completed in Step 5. After filling in the template, groups should review the plan and revise it based on feedback. Groups should then complete the remaining parts of the template.

Module 5, Session 10: Using Data for Replanning

1. In plenary, review the session **using data for replanning**.

2. Form two groups – one group will discuss using monitoring data to replan while the other group will discuss using evaluation data to replan. Each group will answer the questions:
   - How can you use this information?
   - What kind of data do you have? What kind of data do you need?

3. In the same groups, study the **example: replanning of project connect** and discuss if the situation presented in the example is realistic. If not, *what would they change?*

4. Form four groups and assign each group a scenario from the "Replanning Exercise" worksheet and have them complete the chart in the worksheet.

5. In plenary, discuss participants' experiences with using data to replan.

Team-Sharing Assignment

Below is an outline of the team assignment for the close of Step 5. 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 Step 5:
Evaluation and Replanning

Your team developed a draft M&E Plan including:

- description of program
- workplan activities and SMART objectives
- communication log frame
- responsibility and roles
- data flow
- data analysis plan
- 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

Module 5, Optional Closing: The Challenges and Possibilities of M&E

1. In small groups, have participants reflect on all that they 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?

2. For each challenge, ask participants to name one insight they've taken from their time here that may help overcome that challenge.

3. 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?

4. 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.

Supplemental Theory Guidance for Module 5, Optional Closing: The Challenges and Possibilities of M&E

5. Review the Theory Corner. Ask participants to review the initial theory of change developed in Module 1 and the refined theory of change from Module 5. Ask each team to discuss:
   - What changes were made to the theory of change developed at the beginning of the workshop and at the end?
   - What has the theory of change contributed to your understanding of how to measure and evaluate communication programs?
   - Does it make it easier to measure and evaluate? How?

Theory Activity for Activity #5. If you are tailoring the training for theory, please conduct Activity #5.