



# MONITORING AND EVALUATION FOR NATIONAL PROGRAM PLANNING AND MANAGEMENT

TRAINING SUPPORT MATERIALS

MARCH 2008



# **Course Description**

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## **MONITORING AND EVALUATION FOR NATIONAL PROGRAM PLANNING AND MANAGEMENT**

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With the steady growth of HIV/AIDS has come an increased commitment to fighting the epidemic in many countries and a need to build staff capacity to monitor and evaluate programs at district, provincial, and national levels. These efforts have created a global demand for a greater focus on accountability, program improvement, and assessments of what works and why.

### **DESCRIPTION**

The Monitoring and Evaluation (M&E) Team of the Centers for Disease Control and Prevention/Global AIDS Program contracted with Macro International Inc. to assist in the development of Monitoring and Evaluation for National Program Planning and Management. This course is designed to provide participants with a practical framework for understanding M&E concepts, approaches, and methods and integrating them into program planning, implementation, and management. The course emphasizes the development of useful knowledge and skills that will allow participants to use M&E to generate meaningful program data for supporting decision making within the context of a country's national HIV/AIDS strategy.

Through the use of exercises, small group work, large group discussions, and facilitator-led presentations, participants gain hands-on experience in the fundamentals of M&E, which can be applied at various levels. The course's exercises introduce content or reinforce concepts covered within a course module. Small group work and large group discussions provide participants with opportunities to share their various perspectives on the concepts covered and clarify their level of understanding. Participants are given tools for planning program-specific M&E and assessing M&E readiness, which can provide a starting point for developing M&E action plans.

### **AUDIENCE AND FORMAT**

This course is designed for individuals who have little or no background in M&E and who represent one or more of the following types of organizations:

- National-, provincial-, and/or district-level governments
- Countrywide, regional, or district-wide nongovernmental organizations responsible for management, M&E, and reporting of HIV/AIDS programs
- Umbrella organizations that provide technical assistance to support programmatic capacity and M&E
- U.S. Government country teams responsible for the coordination of national- or provincial-level HIV technical programs and/or strategic information (SI) activities
- Other multilateral and bilateral agencies responsible for the coordination of national- or provincial-level HIV technical programs and the management of SI activities.

Generally, one or two facilitators deliver the content of the course during a period of 3 to 5 days. Local facilitators may be needed to deliver additional content that is specific or unique to the country context. Training-of-trainer activities may require an additional day for covering content specific to course delivery and facilitation methods. The course can easily be tailored for specific country contexts and audiences and modified on the basis of an audience's needs and time constraints. Additional information on this course can be obtained by contacting Lela Baughman ([lela.n.baughman@macrointernational.com](mailto:lela.n.baughman@macrointernational.com)) or Laura Porter ([lgp4@cdc.gov](mailto:lgp4@cdc.gov)).

| <b>Monitoring and Evaluation for National Program Planning and Management:<br/>Course Module Descriptions</b> |  |
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| <b>Module</b>   | <b>Focus</b>   |
| <b>Module 1:</b><br>What Is M&E?  | <ul style="list-style-type: none"> <li>Introduce the concept of M&amp;E</li> <li>Discuss the purpose of M&amp;E</li> </ul>   |
| <b>Module 2:</b><br>Understanding M&E<br>Terms and Models   | <ul style="list-style-type: none"> <li>Review common M&amp;E terms and their definitions</li> <li>Practice distinguishing between different M&amp;E activities</li> <li>Review M&amp;E models</li> <li>Identify various levels of M&amp;E activities</li> </ul>  |
| <b>Module 3:</b><br>PEPFAR in the Context of<br>the National Response   | <ul style="list-style-type: none"> <li>Discuss the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) in the context of the national response</li> </ul>   |
| <b>Module 4:</b><br>Using a Logic Model to<br>Describe Your Program   | <ul style="list-style-type: none"> <li>Review the importance and components of a program logic model</li> <li>Discuss logic model examples</li> <li>Practice distinguishing the different components of a program logic model</li> </ul>   |
| <b>Module 5:</b><br>Developing Goals and<br>SMART Objectives  | <ul style="list-style-type: none"> <li>Review the definitions for goals and objectives</li> <li>Distinguish between process and outcome objectives</li> <li>Review the framework for writing "evaluable" objectives that are specific, measurable, appropriate, realistic, and time-based (SMART)</li> <li>Practice writing SMART objectives</li> </ul>  |
| <b>Module 6:</b><br>M&E Data Uses and Users   | <ul style="list-style-type: none"> <li>Review the key principles for writing M&amp;E questions</li> <li>Use a tool for prioritizing M&amp;E questions</li> <li>Review how data are used for program decisions</li> <li>Discuss various stakeholders' uses of M&amp;E data</li> </ul>   |
| <b>Module 7:</b><br>Measures and Indicators   | <ul style="list-style-type: none"> <li>Review the definitions and purposes of measures, indicators, baselines, and targets</li> <li>Discuss global and national indicators</li> <li>Review the criteria for selecting indicators</li> </ul>  |
| <b>Module 8:</b><br>Data Sources and Data<br>Collection Methods   | <ul style="list-style-type: none"> <li>Review data sources for various M&amp;E activities</li> <li>Review M&amp;E data collection issues</li> </ul>  |
| <b>Module 9:</b><br>Data Management   | <ul style="list-style-type: none"> <li>Review the key elements of the data flow process</li> <li>Review the principles of data management</li> <li>Discuss data processing and storage issues</li> <li>Discuss data quality issues</li> <li>Discuss data analysis issues</li> </ul>  |
| <b>Module 10:</b><br>Sharing M&E Findings   | <ul style="list-style-type: none"> <li>Review the importance of sharing M&amp;E findings</li> <li>Discuss what, with whom, when, and how to share M&amp;E data</li> <li>Review different ways to share M&amp;E data</li> </ul>   |
| <b>Module 11:</b><br>Building M&E Capacity<br>and Assessing Readiness   | <ul style="list-style-type: none"> <li>Discuss the importance of building M&amp;E capacity</li> <li>Review a framework for an M&amp;E system</li> <li>Discuss considerations for developing an M&amp;E plan</li> <li>Assess M&amp;E readiness</li> <li>Discuss the importance of assessing M&amp;E readiness</li> <li>Review key considerations in assessing readiness</li> <li>Complete questions on an M&amp;E readiness assessment</li> </ul> |

# **Handouts**

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## DATA QUALITY HANDOUT

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**Instructions:** Take 10 minutes to collect the following information from fifteen participants.

|     | <b>Print Name</b><br>(Last, First) | <b>Birthday</b><br>(MM/DD) | <b>Birthplace</b><br>(City, Country) | <b>Favorite</b><br><b>Color</b> | <b>Signature</b> |
|-----|------------------------------------|----------------------------|--------------------------------------|---------------------------------|------------------|
| 1.  |                                    |                            |                                      |                                 |                  |
| 2.  |                                    |                            |                                      |                                 |                  |
| 3.  |                                    |                            |                                      |                                 |                  |
| 4.  |                                    |                            |                                      |                                 |                  |
| 5.  |                                    |                            |                                      |                                 |                  |
| 6.  |                                    |                            |                                      |                                 |                  |
| 7.  |                                    |                            |                                      |                                 |                  |
| 8.  |                                    |                            |                                      |                                 |                  |
| 9.  |                                    |                            |                                      |                                 |                  |
| 10. |                                    |                            |                                      |                                 |                  |
| 11. |                                    |                            |                                      |                                 |                  |
| 12. |                                    |                            |                                      |                                 |                  |
| 13. |                                    |                            |                                      |                                 |                  |
| 14. |                                    |                            |                                      |                                 |                  |
| 15. |                                    |                            |                                      |                                 |                  |

The grass may not be greener on the other side.  
(Africa)

How do you eat an elephant?  
(Africa)

When building a house and the nail breaks,  
do you stop building the house?  
(Africa)

It takes a village to raise a child.  
(Africa)

When spider webs unite, they can tie up a lion.  
(Africa)

The friends of our friends are our friends.  
(Africa)



The apple tree does not bear pears.  
(Africa)

He who upsets a thing has to turn it upright.  
(Africa)

There is no bad patience.  
(Africa)

He who feeds you keeps an eye on you.  
(Africa)

It's no use carrying an umbrella  
if your shoes are leaking.  
(Ireland)

A hyena cannot smell its own stench.  
(Africa)

A chain is no stronger than its weakest link.  
(Africa)

It is better to walk than to curse the road.  
(Africa)

Distant water won't quench your immediate thirst.  
(China)

All that glitters is not gold.  
(Traditional)

A fall into a ditch makes you wiser.  
(Africa)

It is better that trials come to you at the beginning so  
that you can have peace at the end.  
(Africa)

A fool and his money are soon parted.  
(Traditional)

Barking dogs seldom bite.  
(Traditional)

Donkeys' lips do not fit into a horse's mouth.  
(Africa)

All monkeys cannot be hung on the same branch.  
(Africa)

Elephants never get tired of carrying their tusks.  
(Africa)

A trout in the pot is better than salmon in the sea.  
(Ireland)

You'll never plough a field  
by turning it over in your mind.  
(Ireland)

You can't make your candle burn brighter by  
blowing out the other fellow's.  
(Ireland)

If you are patient in one moment of anger, you  
will escape a hundred days of sorrow.  
(Chinese)

The trees with most leaves will not necessarily  
produce juicy fruit.  
(Brazil)



You can only take out of a bag what was already in it.  
(Brazil)

Between saying and doing,  
many a pair of shoes is worn out.  
(Italy)

The best armor is to keep out of range.  
(Italy)

To a quick question give a slow answer.  
(Italy)

More things grow in the garden than  
the gardener sows.  
(Spain)

The block of wood should not dictate to the carver.  
(New Zealand)

A lazy boy and a warm bed are difficult to part.  
(Denmark)

He who builds according to every man's advice  
will have a crooked house.  
(Denmark)

Do not look where you fell, but where you slipped.  
(Africa)

Milk the cow, but do not pull off the udder.  
(Greece)

Beyond the mountain is another mountain.  
(Haiti)

The man being carried does not realize  
how far away the town really is.  
(Africa)



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