Understanding Monitoring and Evaluation:

Concepts and Common Methods for Behaviour Change Communications Campaigns

Facilitator's Guide

October 2012

USAID Communications Support for Health Project

Lusaka, Zambia

Contents

Agenda

DAY 1		
Begin	**End**	**Activity**
8:30	**9:00**	Registration
9:00	**10:15**	**Session 1:** Workshop Introduction
10:15	**10:30**	Pre-Test
10:30	**11:00**	Tea Break
11:o0	**12:00**	**Session 2:** What Is Monitoring?
12:00	**13:oo**	Lunch
13:00	**13:30**	**Energiser 1:** Stranded on an Island
13:30	**14:30**	**Session 3:** What Is Evaluation?
14:30	**15:15**	**Session 4:** Foundations of the M&E Plan
15:15	**15:45**	Tea Break
15:45	**17:15**	**Session 5:** M&E Frameworks
17:15	**17:30**	Daily Evaluation

DAY 2		
Begin	**End**	**Activity**
9:00	**9:15**	Reporters
9:15	**11:00**	**Session 5:** M&E Frameworks (continued)
11:00	**11:30**	Tea Break
11:30	**13:00**	**Session 6:** Indicators
13:00	**14:00**	Lunch
14:00	**14:15**	**Energiser 2:** How Much Paper?
14:15	**15:30**	**Session 6:** Indicators (continued)
15:30	**16:00**	Tea Break
16:00	**17:45**	**Session 7:** Data Collection
17:45	**18:00**	Daily Evaluation

DAY 3		
Begin	**End**	**Activity**
9:00	**9:15**	Reporters
9:15	**10:15**	**Session 8:** Evaluation Design
10:15	**10:45**	Tea Break
10:45	**12:15**	**Session 9:** Data Presentation
12:15	**13:15**	Lunch
13:15	**13:30**	**Energiser 3:** Toss the Ball
13:30	**14:15**	**Session 10:** Data Interpretation
14:15	**14:45**	Tea Break
14:45	**16:00**	**Session 11:** Workshop Closing
16:00	**16:45**	Daily Evaluation and Post-Test

Training Objectives

After completing the training, participants should be able to

- Explain the role of monitoring and evaluation (M&E) for behaviour change communications (BCC) and how it is different from M&E for health service delivery;
- Create M&E frameworks;
- Choose M&E indicators;
- Select an appropriate evaluation design, data sources, and collection methods;
- Design M&E plan;
- Identify effective presentation and interpretation practices; and
- Make recommendations for campaign revisions.

Training Materials

Materials for participants and facilitators to use include

- Participant guide containing copies of slides and handouts,
- Flipchart paper,
- Markers,
- Soccer ball,
- Markers,
- Toilet paper,
- Pre- and post-tests,
- Daily evaluation forms,
- Sign-in sheet,
- Certificate of training completion,
- Pens or pencils,
- Tape,
- Notecards or sticky notes,
- Name tags, and
- Exercise reference information
  - Malaria campaign plan with comments on missing or incorrect information, and
  - HIV/AIDS campaign scenario, including sample charts for data presentation, M&E plan, conceptual framework, and logic model.

DAY ONE

Registration

Session 1: Workshop Introduction 75 minutes

Session Objectives	• Welcome participants and provide an overview of the training • Address participants' expectations for the training
Methods	• Lecture • Group discussion • Exercise • Icebreaker
Materials	• Flipchart • Markers

Session 1.1: Workshop Title Slide **2 minutes**

- Welcome participants to the training.
- Introduce all of the facilitators and provide a brief description on what sessions the facilitators will be conducting and their M&E and/or BCC experience.
- Point out that participants will be using the participant booklet for the training. The booklet includes the participant slides, materials for the scenario exercises, and examples of Safe Motherhood M&E materials for them to use as a reference after the training.

Session 1.2: Session Title Slide **1 minute**

- Explain that this session will provide an overview of the workshop structure and will provide participants with an opportunity to voice their expectations for the training.

Session 1.3: Introductions **15 minutes**

- Stress to participants that no one is expected to be experts in M&E for BCC. Highlight that the group is a mix of programme and M&E staff because we understand that they need to work together closely to plan for measuring the campaign results to inform the campaign implementation and revision—and to make sure their campaigns are a success.

- Explain that the training will focus on discussing M&E methods and concepts that can be used specifically for BCC campaigns and will not get into technical statistical work.
- Explain that throughout the training, participants will be asked to offer their experiences with M&E and BCC campaigns, and the training will promote learning from fellow training participants.
- Go around the room and ask each participant to tell the group his or her name, organisation, and experience in M&E for BCC and/or in general.
- Explain that this session will discuss their expectations for the workshop, the workshop objectives, ground rules, agenda, and training methodology.

Session 1.4: Expectations **25 minutes**

- Ask the group to form small groups of three participants each to discuss the three questions on the slide.
- Hand out a piece of flipchart paper and markers for each small group. Allow five minutes for each group to write its lists.
- Allow 15 minutes for each group to present its lists and to respond to any questions or concerns.

Session 1.5: Objectives **2 minutes**

- Read off the list of workshop objectives and make comparisons or connections to participant expectations, hopes, and worries about the workshop.

Session 1.6: Agenda and Methodology **4 minutes**

- Explain that the training will consist of three different types of activities, including
  - **Sessions**—These will be where we go through the materials included in the booklet and have discussions about the content. We'll do a lot of discussing and sharing of experiences during this time.
  - **Tea breaks and lunch**—Each day we'll have a lunch break and a morning and afternoon tea break.
  - **Energisers**—These are fun little activities to get your energy up and ready for learning.
- Explain that the sessions are where we will concentrate on content. Each of these sessions will be broken up into the following:
  - **Lectures**—This is where we as facilitators get to present content to you and ask questions to get you thinking.

- **Group discussions and participatory exercises**—This is when participants will really get to share their experience and knowledge, and practise applying the content in the lectures. Some exercises will involve using a scenario of an HIV/AIDS campaign to work through developing portions of an M&E plan.
- **Daily reporting**—Each morning, a team will give an overview of the previous day's highlights.

- Explain that each participant will also complete pre- and post-tests to see how his or her thinking about M&E for BCC campaigns may have changed as a result of the workshop.
- Explain that participants will also complete daily evaluations to provide feedback that will help the team address any concerns or requests for the subsequent training days.

Session 1.7: Ground Rules **15 minutes**

- Explain that establishing ground rules together will help make sure the training goes smoothly.
- Ask participants:
  - What ground rules would you like to have for this training session?
  - What do you need to ensure a healthy learning environment?
- Write the participant responses on a flipchart.
- Consider adding the following rules, if not mentioned by the participants or if the participants have trouble thinking of some rules:
  - Don't have side conversations during the sessions. Not only will we miss out on the wonderful things you have to say, but side conversations make it difficult for others to hear.
  - Be respectful of others' opinions and experience. Your experience or opinions may be different, but that can be discussed respectfully.
  - Try to stick to the times set in the agenda.
  - Start on time.
  - Participate.
  - Turn off all mobile phones.

Session 1.8: Icebreaker **15 minutes**

- Explain that before moving onto the next session, the group will do an icebreaker to get to know each other a little better.
- Give everyone half a piece of flipchart paper and a marker.
- Ask participants to take five minutes to draw a picture that conveys who they are without writing any words or numbers.

- Collect the pictures and show them to the group one at a time. Have participants try to guess who drew each picture.

Pre-Test and Tea Break

Session 2: What Is Monitoring? — 60 minutes

Session Objectives	• Define monitoring • Explain what monitoring can measure • Explain what monitoring cannot measure • Discuss when monitoring takes place
Methods	• Lecture • Group discussion • Scenario exercise
Materials	• Flipchart • Markers

Session 2.1: Title Slide — **1 minute**

- Explain that this session is about discussing the concept of monitoring for BCC campaigns.
- Mention that some of these concepts might be familiar to some participants, but new to other participants.

Session 2.2: Objectives — **2 minutes**

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?

Session 2.3: Your Perspective — **10 minutes**

- Ask participants:
  - What is monitoring?
  - What does it mean to monitor a BCC campaign?
  - How is monitoring different for a BCC campaign than for a health services delivery project?

- Explain that monitoring a BCC campaign can be much more complex than monitoring health service delivery projects—and that this training will provide some guidance on how to monitor a BCC campaign.

Session 2.4: What Is Monitoring? 1 minute

- Explain that monitoring a campaign or intervention involves the collection of routine data that measure the progress of campaign implementation. It is used to track changes in campaign performance over time. The purpose of monitoring is to permit stakeholders to make informed decisions about the effectiveness of campaigns and the efficient use of resources.

Session 2.5: Monitoring 4 minutes

- Explain that monitoring is a continuous, systematic process of collecting and analysing information to determine if a campaign is being implemented according to plan and whether it needs to be changed.
- Explain that if monitoring is done well, you can use that information to refine the campaign's efforts and increase the chances of making measurable changes.
- Explain that you want to avoid coming to the end of a campaign and then finding out that your campaign did not work or was not implemented as planned.
- Ask participants:
  - Have you ever used the term "process evaluation"?
  - How is it different from monitoring?

Session 2.6: Monitoring Looks at Process 3 minutes

- Explain that monitoring focuses on the implementation process and that it asks the key questions of
  - How well has the programme been implemented?
  - How much does implementation vary from site to site?
  - Did the programme benefit the intended people? At what cost?
- Ask participants:
  - What does monitoring of BCC campaigns measure?

Session 2.7: What Monitoring Measures **1 minute**

- Explain that monitoring measures *effort* and the *direct outputs* of campaigns—what and how much was accomplished. It examines the campaign's implementation and how the activities involved are working. For example, how many people have been reached?

Session 2.8: What Monitoring Measures (continued) **3 minutes**

- Explain that monitoring helps you assess how well a campaign is being delivered through tracking activities such as materials distribution or amount of media time bought or earned.
- Ask participants:
  - What does monitoring of BCC campaigns NOT measure?

Session 2.9: What Monitoring Doesn't Measure **1 minute**

- Explain that in contrast to evaluation, monitoring does not capture campaign effects and is not meaningful from an impact or causal point of view.
- Explain that monitoring is good at summarising what has been done, but those numbers are a very weak measure of the campaign's effects. <u>It measures *effort*, not impact or effect.</u>

Session 2.10: Monitoring Tells a Story **1 minute**

- Explain that monitoring data can frequently help you better understand the results of your campaign activities.
- Explain that monitoring tells the story of what you have done and can help you identify where to implement changes in the campaign.

Session 2.11: Scenario Exercise: Monitoring Brainstorm **30 minutes**

- Ask participants to look in their booklets for the example of an HIV/AIDS campaign plan. It includes a summary of the campaign strategy and part of the implementation plan.
- Explain that participants will use this scenario throughout the training to do some hands-on work with the concepts presented in the training.
- Explain that the first exercise will consist of the participant reading through the campaign plan, and then the group will have a brainstorm on what they would monitor for this campaign. Explain that the brainstorm will be the first step in thinking about what would

need to be monitored—and that coming up with a more detailed plan of choosing indicators and data collection methods and sources will happen later in the training.

- Allow participants 20 minutes to read through the campaign plan.
- Ask participants:
  - Realising this is your first time reviewing the campaign plan, what do you think are some factors that would be important to monitor for the multiple concurrent partnership (MCP) component of the campaign? And for the mother-to-child transmission (MTCT) component?
- Write the participant responses on a flipchart. Summarise the responses at the end of the brainstorm and add factors that the participants might have missed. Write those missing factors on the flipchart.

Lunch

Energiser 1: Stranded on an Island 30 minutes

- Ask participants to pretend they are stranded on an island.
- Ask participants to work with their M&E team members to come up with a list of items they would have brought with them to the island if they knew they were going to be stranded. The number of items allowed should be less than the number of participants. For example, a team of five members should come up with fouritems.
- Allow 15 minutes for teams to come up with their list of items.
- Allow 15 minutes for teams to report their list of items, and discuss any conflict they had in agreeing on the items. Ask them how they addressed the conflict.

Session 3: What Is Evaluation? 60 minutes

Session Objectives	- Define evaluation - Explain what evaluations can do - Compare and contrast outcome and impact evaluations - Explain why outcome, rather than impact, evaluations are used for BCC
Methods	- Lecture - Group discussion - Scenario exercise
Materials	- Flipchart - Markers

Session 3.1: Title Slide 1 minute

- Explain that this session is about discussing the concept of evaluation for BCC campaigns.
- Mention that some of these concepts might be familiar to some participants, but new to others.

Session 3.2: Objectives 2 minutes

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?
- Ask participants:
  - How would you define evaluation?

Session 3.3: Definition 3 minutes

- Explain that evaluation measures how well the campaign or programme activities have met expected objectives.
- Depending on the design campaign, planners can also measure the extent to which changes in outcomes can be attributed to the campaign or intervention.
- Ask participants:
  - What are main types of evaluation?

Session 3.4: Main Evaluation Types **3 minutes**

- Explain that BCC campaigns can use an outcome and/or impact evaluation.
- Explain that outcome evaluations are used most frequently for BCC campaigns.
  An outcome evaluation measures the effect of your campaign on outcomes of interest (what you are trying to affect with your campaign or programme).
- Explain that impact evaluations rarely, if ever, are used to evaluate BCC campaigns. They measure the effect on health status (mortality or incidence rates).
- Ask participants:
  - What types of factors does an outcome evaluation measure?

Session 3.5: Outcome Evaluations **4 minutes**

- Explain that outcome evaluations involve measuring changes in the target population on aspects the campaign was designed to affect.
- Explain that common factors that evaluation would measure would include the target population's attitude and behaviour, or policy change.
- Explain that outcome evaluation measures both intermediate and long term behavioural results.
- Ask participants:
  - Does anyone have any examples of campaigns on a specific topic and what you would want to measure for an outcome evaluation?

Session 3.6: Outcome Evaluation Example **2 minutes**

- Provide the example of a malaria campaign evaluation and the need to look at the change in attitudes and knowledge around whether intermittent preventive treatment (IPT) is safe to take during pregnancy.
- Provide the example of an HIV campaign evaluation and the need to look at changes in the proportion of people who have reduced the number of partners they have.

Session 3.7: Scenario Exercise: Outcome Evaluation Brainstorm **25 minutes**

- Explain to participants that this exercise will consist of them taking another look at the campaign plan and brainstorming with the group what factors they would measure for an outcome evaluation.
- Allow five minutes for the participants to review the campaign plan again.

- Ask participants:
  - What factors should you measure in an outcome evaluation for this HIV/AIDS campaign for the MCP component? And for the MTCT component?
- Write the participant responses on a flipchart. Summarise the responses at the end of the brainstorm and add factors that the participants might have missed. Write those missing factors on the flipchart.
- Ask participants to think about what we just discussed about outcome and impact evaluations and then discuss:
  - What's the difference between the two types of evaluation?
  - What factors do each of the types of evaluation measure?
  - What changes are you looking for in each evaluation?
- Write responses on a flipchart. Create two columns to organise the responses—one for outcome and one for impact.

Session 3.8: Outcome vs. Impact **5 minutes**

- Review the differences and compare this chart to the one created by the participants.

Session 3.9: Your Perspective **5 minutes**

- Ask participants:
  - Have any of you worked on an evaluation for a BCC campaign?
  - What are some of the factors you evaluated?
  - Thinking of the latest BCC campaign you have worked on, what would you want to evaluate?
  - What type of planning or preparations did you do for your evaluation?

Session 3.10: Advance Planning Required **5 minutes**

- Explain that data collection at the start of a campaign (to provide a baseline) and again at the end is frequently helpful.
- Explain that advance planning is necessary to gain the baseline data you need to gather before your campaign begins—this is unless you can find data from another source.
- Explain that a control or comparison group can allow you to measure whether the changes in outcomes can be attributed to the programme. Without advance planning, this would be difficult to do.

- Stress that advance planning allows you to choose the best evaluation design for your campaign.
- Ask participants:
  - What can the results of an evaluation of a BCC campaign help you to do?

Session 3.11: What Can Evaluations Do? 4 minutes

- Explain that evaluations help to objectively assess the extent to which the campaign is having or has had the desired outcomes, in what areas it is effective, and where corrections need to be considered.
- Explain that evaluations also help campaign managers meet organisational reporting and other requirements, and convince donors that their investments have been worthwhile or that alternative approaches should be considered.
- Ask participants:
  - When do evaluations normally happen during the life of a BCC campaign?

Session 3.12: When Does Evaluation Happen? 1 minute

- Explain that evaluations usually happen at the end of a campaign or project.
- Mention that, depending on the length of the campaign, funders may also want a mid-term evaluation.

Session 4: Foundations of an M&E Plan 45 minutes

Session Objectives	• Describe the functions of an M&E plan • Identify the main elements of an M&E plan
Methods	• Lecture • Group discussion
Materials	• Flipchart • Markers

Session 4.1: Title Slide **1 minute**

- Explain that this session will introduce the key components of an M&E plan and that the subsequent sessions will go into more detail about each of the components.

Session 4.2: Objectives **1 minute**

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?

Session 4.3: The M&E Plan **4 minutes**

- Stress that every campaign should have an M&E plan and that it should be created during the design phase of the campaign.
- Stress that the M&E plan should be closely tied to the campaign plan, and that both M&E staff and programme staff should be working together to make sure that the M&E plan accurately reflects the campaign plan.
- Ask participants:
  - Why is an M&E plan helpful?
  - What is the purpose of an M&E plan?

Session 4.4: What an M&E Plan Can Do **4 minutes**

- Explain that an M&E plan shows how a campaign will measure its achievements and therefore provide accountability for campaign managers. The plan documents consensus on the campaign goals and objectives and provides transparency for the performance of the campaign.

- Explain that an M&E plan also guides the implementation of M&E activities in a standardised and coordinated way and documents the campaign activities and decisions.
- Ask participants:
  - What type of information is normally included in an M&E plan?
- Write the responses on a flipchart.

Session 4.5: What Information the Plan Includes **3 minutes**

- Review the list on this slide and compare to the participant responses to the previous question.
- Ask participants:
  - What are the main sections of an M&E plan?
- Write the responses on a flipchart.

Session 4.6: Sections of the Plan **3 minutes**

- Review the list on this slide and compare to the participant responses to the previous question.
- Ask participants:
  - What type of information should be included in the introduction section?

Session 4.7: The Introduction **3 minutes**

- Explain that the introduction should include the purpose of the M&E plan and information about the purpose of the campaign, the stakeholders, and the campaign context.
- Ask participants:
  - What type of information should be included in the campaign description?

Session 4.8: Campaign Description **4 minutes**

- Explain that the contents of this section should come from your campaign plan and should always contain the problem statement; campaign goal and objectives; and the description of the intervention, including timeframe, target audience, and way in which it would be implemented.

- Explain that a conceptual framework is preferable but not necessary. The training will go into more detail about this component and its benefit in the M&E Frameworks session.

- Ask participants:
  - How would you describe a problem statement?

Session 4.9: Campaign Description (continued) **1 minute**

- Explain that a problem statement identifies the specific problem to be addressed by the campaign. It's a summary of the specific health problem, affected populations, potential cause of the problem, its magnitude, and impact on society or specific communities.

Session 4.10: Campaign Description (continued) **3 minutes**

- Read through the example problem statement and point out to the participants that this statement incorporates all of the issues discussed in the previous slide.
- Ask participants:
  - How would you define campaign goals? And campaign objectives? What's the difference between the two?

Session 4.11: Campaign Description (continued) **2 minutes**

- Explain that campaign goal is a broad statement about the desired long-term outcome of the programme. For example, improvement in the reproductive health of adolescents or a reduction in unwanted pregnancies in X population would be goals.
- Explain that campaign objectives are statements of desired specific and measurable programme results. Examples of objectives would be to reduce the total fertility rate to 4.0 births by year X or to increase contraceptive prevalence over the life of the campaign.

Session 4.12: Campaign Description (continued) **3 minutes**

- Explain that a basic description of campaign interventions includes the length of the campaign, areas in the country or province in which activities will be implemented, and target audiences. It also includes some details on the intensity of the implementation—meaning the different outreach channels, types of materials, and general frequency of the outreach.

- Ask participants:
  - What is a conceptual framework?

Session 4.13: Campaign Description (continued) **3 minutes**

- Remind participants that the training will go into much more detail on conceptual frameworks in Session 5, but briefly explain that it is a visual model of the factors thought to influence the problem of interest and how these factors relate to each other.
- Ask participants:
  - What is a logic model?

Session 4.14: Logic Model **3 minutes**

- Explain that a logic model inks the goals and objectives to the interventions.
- Mention that the training will go into more detail on the logic model in Session 5.
- Ask participants:
  - What are the key pieces of information in a monitoring plan?

Session 4.15: Monitoring Plan **3 minutes**

- Explain that a monitoring plan should include
  - Data collection plan
  - Indicators
  - Responsibilities
  - Data collection tools needed
  - Data quality assessment plan
  - Data dissemination and use
- Mention that the training will go into more detail on these pieces of information in a number of different sessions.
- Ask participants:
  - What are the key pieces of information in an evaluation plan?

Session 4.16: Evaluation Plan **2 minutes**

- Explain that an evaluation plan should include
  - Evaluation design
  - Timing

- Indicators
- Data collection plan
- Responsibilities
- Data quality assessment plan

- Mention that the training will go into more detail on these pieces of information in a number of different sessions.

Session 4.17: Other Considerations **2 minutes**

- Stress that, before you develop an M&E plan, there are several factors to consider that the training will touch on throughout the sessions.
- Explain that you need to consider your financial, human, and infrastructure resources and determine whether you can implement and sustain your M&E activities.
- Explain that you also want to consider how and when you update your M&E plan. Will it be on an annual schedule and/or dependent on the campaign implementation activities?

Tea Break

Session 5: M&E Frameworks 90 minutes

Session Objectives	• Explain the role of frameworks in an M&E plan • Distinguish between the benefits of a conceptual framework and a logic model • Create a conceptual framework • Create a logic model
Methods	• Lecture • Group discussion • Scenario exercise
Materials	• Flipchart • Markers

Session 5.1: Title Slide **1 minute**

- Explain that this session will review the purpose of M&E frameworks and discuss which ones are most appropriate for BCC campaigns.

Session 5.2: Objectives **3 minutes**

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?
- Ask participants:
  - How would you define an M&E framework?

Session 5.3: What Are Frameworks? **2 minutes**

- Explain that frameworks show the components of a campaign or project and the sequence of steps needed to achieve the desired outcomes or objectives.
- Ask participants:
  - Why are M&E frameworks important?

Session 5.4: What Do Frameworks Do? **2 minutes**

- Explain that frameworks are crucial for understanding and analysing how a campaign is supposed to work—and its goals and objectives.
- Explain that frameworks define the relationships between factors key to implementation and outline the internal and external elements that could affect its success.

Session 5.5: Your Perspective **5 minutes**

- Ask participants:
  - What types of frameworks have you used?
  - What are the advantages of using them?
  - Which ones are best to use for BCC campaigns?

Session 5.6: Four Common Types of Frameworks **2 minutes**

- Explain that there is no one perfect framework and that no single framework is appropriate for all situations, but there are two types that are used most commonly for BCC campaigns. These include a conceptual framework and logic model.
- Mention that results and logic frameworks are most commonly used in evaluations for health delivery services but are not very useful or appropriate for BCC campaigns.
- Ask participants:
  - How would you define a conceptual framework?

Session 5.7: Conceptual Framework **2 minutes**

- Explain that a conceptual framework is sometimes called a "research framework."
- Explain that this framework is useful for identifying and illustrating the factors and relationships that influence the outcome of a campaign or intervention.
- Explain that this framework can either illustrate the problem itself OR the problem and how your campaign addresses it.
- Stress that this framework should include all relevant factors, but how those factors are pictured can look very different.

Session 5.8: Conceptual Framework: Malaria Burden **3 minutes**

- Explain that conceptual frameworks are typically shown as diagrams illustrating causal linkages between the key components of a campaign and the outcomes of interest.
- Explain that the boxes in light blue are contributing factors to malaria—such as the health system. The boxes in dark blue are interventions. The boxes in red are the health impacts of malaria. The arrows in between demonstrate the relationship between these components.

Session 5.9: Safe Motherhood Conceptual Framework **3 minutes**

- Explain that this is a conceptual framework for a Safe Motherhood project. The boxes list some of the social, knowledge, and health care system context factors that influence either antenatal care (ANC) use or facility-based births, or both. ANC use and facility-based births in turn affect maternal mortality.
- Highlight that some of these boxes have text in green. We have included these factors in the chart because they are an important part of the campaign context. However, these are not factors that we will be addressing in our campaign.
- Ask participants to take a look at the box in the lower right-hand corner. The first green bullet states that "Knowledge of ANC is high." This information tells us that because knowledge of ANC is already high, we will not need to address that in this campaign. Instead, we can see from these factors that we should be using our time to look at promoting recognition of signs of labour, for example.

Session 5.10: Conceptual Framework (continued) **1 minute**

- Explain that by identifying the variables that factor into campaign performance and depicting the ways that they interact, the results that can reasonably be expected from campaign activities are outlined.
- Explain that clarifying this process permits campaign designers to develop appropriate goals and objectives.

Session 5.11: Conceptual Frameworks in M&E **1 minute**

- Explain that conceptual frameworks help to identify intermediate factors and are most helpful in campaign evaluation.
- Explain that these frameworks identify contextual factors and their causes and help evaluators take appropriate factors into consideration when assessing a campaign.

Session 5.12: Scenario Exercise: Conceptual Framework **65 minutes**

- Explain that for the rest of the training, participants will be working in small teams for the exercises. Break the group into teams of about four people. Each team should be a mix of M&E and programme staff members. Assign each team to focus on either the MCP or MTCT component of the campaign.
- Ask each team to come up with a name for themselves.
- Hand out a piece of flipchart paper and markers to each M&E team.
- Ask the teams to draw a conceptual framework for their component of HIV/AIDS (MCP or MTCT) scenario. If possible, ask a programme staff member in each team to lead the activity with the input of his or her fellow teammates.
- Point out that there is a blank page in their booklets to draw their conceptual frameworks. They can use this as a reference after the training.
- Allow teams 30 minutes to draw their framework and 30 minutes for the teams to present and the group to discuss.

End of Day One and Daily Evaluation

DAY TWO

Reporters

Session 5: M&E Frameworks (continued) 105 minutes

- Before continuing with the slides for Session 5, give a brief summary of the concepts that were covered in the first part of Session 5.
- Ask participants:
  - How would you define a logic model?

Session 5.13: Logic Model **3 minutes**

- Explain that a logic model, sometimes called an "M&E framework," provides a streamlined linear interpretation of a project's planned use of resources and its desired ends.
- Ask participants:
  - What are some of the essential components of a logic model?
- Write the participant responses on a flipchart.

Session 5.14: Essential Components of Logic Models **4 minutes**

- Compare the list of components to the list that the participants came up with.
- Ask participants:
  - How would you define the health context?
  - What are some examples for the health context?
- Write the input examples on a flipchart.

Session 5.15: Logic Model: Context **3 minutes**

- Explain that another component frequently added to logic models is that of context. Context refers to the underlying conditions of the campaign and may include information about disease burden, society, economy, culture, communication, politics, and technology.
- Ask participants:
  - How would you define inputs?
  - What are some examples of inputs?
- Write the input examples on a flipchart.

Session 5.16: Logic Model Inputs **3 minutes**

- Explain that inputs are the resources invested in a campaign to be dedicated or consumed.
- Compare the list of input examples to the list that the participants came up with.
- Ask participants:
  - How would you define processes or activities?
  - What are some examples of processes or activities?
- Write the process/activity examples on a flipchart.

Session 5.17: Logic Model Processes **4 minutes**

- Explain that the processes/activities are the things that a campaign does, using inputs, to fulfil its goals and objectives.
- Compare the list of process/activity examples to the list that the participants came up with.
- Ask participants:
  - How would you define outputs?
  - What are some examples of outputs?
- Write the output examples on a flipchart.

Session 5.18: Logic Model Outputs **4 minutes**

- Explain that outputs are the immediate and direct products or consequences of campaign activities.
- Explain that outputs are often measured by the amount of work accomplished, time consumed, funds spent, or people involved.
- Compare the list of output examples to the list that the participants came up with.
- Ask participants:
  - How would you define outcomes?
  - What are some examples of outcomes?
- Write the outcome examples on a flipchart.

Session 5.19: Logic Model Outcomes **4 minutes**

- Explain that outcomes are the set of short-term, intermediate, or long-term results at the population level that are achieved by the campaign through the execution of activities. The degree of causal relationship is usually very difficult to determine, so outcomes are often spoken of in terms of being related in different ways to campaign activities.

- Explain that outcomes include the multitude of benefits gained by the people, communities, and organisations served by the campaign during or after participation.
- Compare the list of outcome examples to the list that the participants came up with.
- Ask participants:
  - How would you define impacts?
  - What are some examples of impacts?
- Write the impact examples on a flipchart.

Session 5.20: Logic Model Impacts **3 minutes**

- Explain that impacts are the long-term effects, or end results, of the campaign.
- Explain that measuring impact in this way is different than an impact evaluation, which focuses on examining how much of an observed change in outcomes or "impact" can be attributed to the campaign.
- Compare the list of impact examples to the list that the participants came up with.

Session 5.21: Logic Model Example **2 minutes**

- Explain that inputs (or resources) are used in processes (or activities) that produce immediate intermediate results (or outputs), ultimately leading to longer term or broader results (or outcomes) and impacts.
- Give the example of the input of a million bednets nationally distributed that produce a number of nets distributed, leading to an increased percentage of households with everyone sleeping under nets and ultimately the reduction in malaria incidence.

Session 5.22: Logic Model: Safe Motherhood **2 minutes**

- Walk through the logic model, reviewing each of the items under the columns.

Session 5.23: Scenario Exercise: Logic Model **65 minutes**

- Provide each team with a piece of flipchart paper to write out their logic models based on the scenario.
- Point out that there is a template for the logic model in their booklets. They can fill it in and keep it as a reference for after the training.

- Allow 30 minutes for teams to draft their logic models for their components of the campaign (MCP or MTCT).
- Allow 30 minutes for all of the teams to present their logic models to the whole group.

Session 5.24: Frameworks Summary **2 minutes**

- Explain that using frameworks is one way to develop a clearer understanding of the goals and objectives of a project, with an emphasis on identifying measurable objectives for both the short-term and long-term.
- Explain that frameworks help define the relationships between factors key to the implementation and success of a project, both internal and external to the campaign context. This design process deepens the understanding of managers, implementers, and other partners in many practical ways, including serving as the foundation for selecting appropriate, useful M&E indicators.

Session 5.25: Frameworks Summary (continued) **1 minute**

- Explain that the most important issue is to select a framework that best suits the needs of a campaign and what the donor specifically requests.

Tea Break

Session 6: Indicators 165 minutes

Session Objectives	• Define an indicator • Compare and contrast the five types of indicators • Create indicators for each of the five types • Explain the role of intermediate outcome indicators • Identify intermediate outcome indicators other than knowledge
Methods	• Lecture • Group discussion • Exercise • Scenario exercise
Materials	• Flipchart • Markers

Session 6.1: Title Slide 1 minute

- Explain that this session will review the purpose of and types of indicators used in M&E for BCC campaigns.

Session 6.2: Objectives 2 minutes

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?
- Ask participants:
  - How would you define indicators?

Session 6.3: What Is an Indicator? 2 minutes

- Explain that an indicator is a variable that measures one aspect of a campaign or project. The purpose of indicators typically is to show that campaign activities are carried out as planned or that a campaign activity has caused a change or difference in something else. Therefore, an indicator of that change will be something that we reasonably expect to vary. Its value will change from a given, or baseline, level at the time the campaign begins to another value after the campaign and its activities have had time to make their impact felt, when the variable, or indicator, is calculated again.

Session 6.4: What Is an Indicator? (continued) **5 minutes**

- Explain that an indicator is a measurement. It measures the value of the change in meaningful units for campaign management: a measurement that can be compared to past and future units and values. A metric is the calculation or formula that the indicator is based on. Calculation of the metric establishes the indicator's objective value at a point in time. Even if the factor itself is subjective, like the attitudes of a target population, the indicator metric calculates its value objectively at a given time.
- Explain that an indicator focuses on a single aspect of a campaign or project. It may be an input, an output, or an overarching objective, but its related metric will be narrowly defined in a way that captures that aspect as precisely as possible.
- Explain that a full, complete, and appropriate set of indicators for a given project or campaign in a given context, with given goals and objectives, will include at least one indicator for each significant aspect of campaign activities. This translates into at least one indicator for each element within the campaign's M&E framework.
- Ask participants:
  - Who can name the types of indicators? What are they?
- Write participant responses on a flipchart.

Session 6.5: Five Types of Indicators **3 minutes**

- Compare the list on this slide to the participant responses to the previous question.
- Ask participants:
  - What is the relationship between these indicators?

Session 6.6: Indicator Chain **3 minutes**

- Explain that each of the indicators feeds into each other and walk through the chain using the ANC example.
- Mention that the group will now discuss input indicators in greater depth.
- Ask participants:
  - How would you define an input indicator?

Session 6.7: Input Indicators **3 minutes**

- Explain that input indicators report the amount of resources (human, financial, and material) that have been used to develop and implement a campaign. Information on these indicators usually comes from accounting and campaign management records. This allows managers to monitor whether they are staying on budget as well as to assess the cost-effectiveness of the project or campaign. If someone wants to replicate what they have done with the campaign, he or she will be able to look at the inputs to see how much a similar campaign may cost.
- Ask participants:
  - What are some examples of input indicators for a BCC campaign?
- Write the participant responses on a flipchart.

Session 6.8: Examples of Input Indicators **2 minutes**

- Review the examples and compare them to the participant responses to the previous question.

Session 6.9: Indicator Chain (continued) **2 minutes**

- Explain that you will now go into greater depth about process indicators.
- Point out again that input indicators feed into process, and process feeds into output, as shown in the ANC example.
- Ask participants:
  - How would you define process indicators?
  - What are some examples of process indicators?
- Write the participant responses on a flipchart.

Session 6.10: Process Indicators **2 minutes**

- Explain that process indicators show your campaign activities.
- Review the examples and compare them to the participant responses to the previous question.

Session 6.11: Process Indicators (continued) **2 minutes**

- Explain that process indicators also demonstrate the *quality* of activities. One way to assess quality is to look at how the campaign was designed.
- Explain that process indicators help answer questions such as
  - Was the plan reviewed by a technical working group?
  - Were materials pilot tested?
  - Did the campaign include formative research?
  - Were the campaigns pilot tested before becoming finalised?

Session 6.12: Indicator Chain (continued) **2 minutes**

- Explain that you will now go into greater depth about output indicators.
- Point out again that process indicators feed into output, and output feeds into outcome, as shown in the ANC example.
- Ask participants:
  - How would you define output indicators?
  - What are some examples of output indicators?
- Write the participant responses on a flipchart.

Session 6.13: Output Indicators **2 minutes**

- Explain that output indicators show the results of your activities or process indicators.
- Review the examples and compare them to the participant responses to the previous question.

Session 6.14: Output Indicators (continued) **1 minute**

- Explain that output indicators also include reach of and exposure to the campaign. Go over each of the examples.

Session 6.15: Output Indicators vs. Process Indicators **1 minute**

- Explain that process indicators show activities themselves, while output indicators show the *outputs* of those activities.
- Explain that process indicators track whether you are doing the activities you said you were going to do, while outputs are the result of what you have done.

Session 6.16: Scenario Exercise: Input, Process, and Output Indicators **40 minutes**

- Ask each team to spend 20 minutes identifying two each of the input, process, and output indicators for one national and one community-level activity from their assigned component (MCP or MTCT) of the HIV/AIDS campaign.
- Hand out two pieces of flipchart paper to each team—one for the national activity and one for the community-level activity. Tell participants to organise their indicators similar to the indicator chain example and to leave room for the outcome and impact indicators that they will fill in later.
- Let participants know that their booklets also include two indicator chain templates where they can also write their indicators, and they can refer back to them after the training.
- Allow 20 minutes for the teams to present their indicators and for the group discussion.

Lunch

Energiser 2: How Much Paper? 15 minutes

- Pass around to the group a roll of toilet paper and ask each participant to take as much as they wish.
- Tell the group, when they're done, that they will go around the room and each person must tell a fun fact or something about themselves for each square of toilet paper they took.

Session 6: Indicators (continued) 75 minutes

Session 6.17: Indicator Chain (continued) **2 minutes**

- Explain that you will now go into greater depth about outcome indicators.
- Point out again that output indicators feed into outcome, and outcome feeds into impact, as shown in the ANC example.
- Ask participants:
  - How would you define outcome indicators?

Session 6.18: Outcome Indicator **3 minutes**

- Explain that outcome indicators measure short-term and behavioural factors of a project or campaign. Outcome indicators answer questions like:
  - What do you want people to do as a result of your campaign?
  - How would you like behaviours, attitudes, or knowledge to change?

- Ask participants:
  - What are some examples of outcome indicators for a BCC campaign?

Session 6.19: Outcome Indicator Examples **3 minutes**

- Review the examples and compare them to the participant responses to the previous question.
- Remind the participants that whenever using proportions (such as a percentage) as indicators, you must define both your numerator and denominator.
- Ask participants:
  - How would you define intermediate indicators?
  - What are some examples of intermediate indicators?
- Write the participant responses on a flipchart.

Session 6.20: Intermediate Outcome Indicators **2 minutes**

- Explain that outcome indicators also include what are known as intermediate or short-term indicators. You may have other terms for them. While in the end your goal may be to increase the number of people using condoms, your campaign might not be long enough to move people that far along. So, another way to measure what your campaign has accomplished is to look at these intermediate or short-term factors. Intermediate indicators measure things that frequently need to change before the behaviour itself changes.

Session 6.21: Identifying Intermediate Indicators **2 minutes**

- Explain that intermediate indicators should be identified in the initial communications plan. It's very important for the M&E staff and the programme staff to work together on designing the intermediate indicators, as the indicators should be based on the objectives and design of the campaign. You want to plan for things that can be measured and to measure things that have been planned.
- Highlight that, unfortunately, not everything is always in the communications plan. Or maybe you need to explain some of these intermediate factors to a funder. It's important for you to understand intermediate factors in case one of these situations comes up.

Session 6.22: Finding the Right Intermediate Indicators **3 minutes**

- Remind participants that intermediate indicators measure short-term factors that are either necessary or helpful on the way to the desired behaviour. To understand how they fit into project objectives and indicators, it can be helpful to ask yourself
  – What *attitudes* need to change?
  – Which *skills* need to be learned?
  – Which *behaviours* must change before the target audience will be able to adopt the final desired behaviour?
- Ask participants:
  – What are some common intermediate indicators?
- Write the participant responses on a flipchart.

Session 6.23: Common Intermediate Factors **2 minutes**

- Review the examples and compare them to the participant responses to the previous question.

Session 6.24: Knowledge **2 minutes**

- Explain that knowledge is one of the most frequently used intermediate indicators. It measures whether people know certain information.
- Go through each of the examples.

Session 6.25: Beyond Knowledge **2 minutes**

- Explain that, although intermediate indicators do include knowledge, it is important to go beyond knowledge both when creating campaign objectives and when attempting to document what your campaign has accomplished. There are a couple of reasons for this—the first is that knowledge alone does not necessarily change behaviour. The second is that it is entirely possible that your campaigns will be working in intervention areas where knowledge is already quite high. In that case, you should be aiming for and measuring change in other factors.
- Ask participants:
  – Beyond knowledge, what are some important intermediate factors for a BCC campaign?
- Write the participant responses on a flipchart.

Session 6.26: Saliency **1 minute**

- Point out whether this indicator was or wasn't part of the participant responses to the question on slide 6.25.
- Explain that saliency refers to how important an issue is to an audience. It is possible that for some topics there is high awareness of an issue (knowledge is high), but the topic may not seem important to them, or people may not feel personally at risk.

Session 6.27: Skills **1 minute**

- Point out whether this indicator was or wasn't part of the participant responses to the question on slide 6.25.
- Explain that skills refer to whether a person has the skills and abilities necessary to perform the desired behaviour in different circumstances.
- Explain that it may take some skill to perform a certain behaviour (such as wearing a condom, negotiating condom use, or breastfeeding a baby). If a person does not think that he or she could do it, that person most likely will *not* do it.

Session 6.28: Self-Efficacy **1 minute**

- Point out whether this indicator was or wasn't part of the participant responses to the question on slide 6.25.
- Explain that self-efficacy measures how strongly a person believes he or she could do a certain behaviour, such as a young adult feeling confident that he or she can talk about HIV testing with a current partner.
- Explain that, if a person does not think that he or she could do it, that person most likely will *not* do it.

Session 6.29: Perceived Social Norms **1 minute**

- Point out whether this indicator was or wasn't part of the participant responses to the question on slide 6.25.
- Explain that perceived social norms are the standards of acceptable attitudes and behaviours among a person's peer group or among those people important to that person. For example, who would approve (or disapprove) if I do X? Do others think it's a good or bad thing if I do this?

Session 6.30: Behavioural Intent **5 minutes**

- Point out whether this indicator was or wasn't part of the participant responses to the question on slide 6.25.
- Explain that behavioural intent is a measure of the likelihood that a person will engage in a specific behaviour. There is a strong predictive relationship between people's *intentions* to perform a behaviour and whether they actually perform it.
- Ask participants:
  - What are some examples of these types of intermediate indicators:
    - Knowledge?
    - Saliency?
    - Self-efficacy?
    - Skills?
    - Perceived social norms?
    - Behavioural intent?
- Write the responses on a flipchart. Use three different sheets of flipchart paper and create two columns on each sheet to organise the responses. For example, one sheet would have a column for knowledge and another column for saliency.

Session 6.31: Intermediate Indicator Examples **1 minute**

- Review the examples and compare them to the participant responses to the previous question.

Session 6.32: Intermediate Indicator Examples (continued) **1 minute**

- Review the examples and compare them to the participant responses to the previous question.

Session 6.33: Exercise: Intermediate Indicators **3 minutes**

- Explain that for this exercise, participants will have three minutes to work by themselves—not with their teams—to determine which type of indicator each example is (i.e., knowledge, saliency, self-efficacy, skills, perceived social norms, or behavioural intent).

Session 6.34: Exercise: Intermediate Indicators (continued) **13 minutes**

- Give participants another three minutes to work by themselves, not with their teams, to determine which type of indicator each example is (i.e., knowledge, saliency, self-efficacy, skills, perceived social norms, or behavioural intent).
- Allow 10 minutes to go over the answers from this slide and the previous one. Ask participants to raise their hands to say the type of indicator they think each example is. For each example, ask participants:
  - Is this one knowledge?
  - Saliency?
  - Skills?
  - Self-efficacy?
  - Social norm?
  - Behavioural intent?
- After you go through each of the questions for an example, tell the group what type of indicator the example is. Do NOT wait until you go through all of the examples to provide the answers for each.

Session 6.35: Long-Term Outcome Indicators **1 minute**

- Explain that long-term indicators are sometimes called behavioural indicators. They measure what proportion of the population is doing a certain behaviour.
- Mention that some examples include the percentage of pregnant women receiving a full course of IPTp) and the percentage of men reporting only one sexual partner in the past month.

Session 6.36: Short or Long Term? **2 minutes**

- Explain that BCC project objectives (and therefore BCC outcome indicators) should include both the intermediate <u>and</u> long-term outcomes because the intermediate ones are usually affected first.
- Explain that, if you can show changes in short-term objectives, you have evidence of some impact, even if your long-term indicators do not yet show change.

Session 6.37: Indicator Chain (continued) **2 minutes**

- Explain that you will now go into greater depth about outcome indicators.
- Point out again that outcome indicators feed into impact, as shown in the ANC example.

- Ask participants:
  - How would you define impact indicators?
- Write the participant responses on a flipchart.

Session 6.38: Impact Indicators **1 minute**

- Explain that impact indicators are related to impact on actual health status, such as HIV prevalence or maternal mortality. Most projects and campaigns do not usually measure this, since this type of evaluation requires special studies with wide coverage and large budgets. Because of this, outcome measures are used as proxies for impact. If, however, your campaign is timed to be able to take advantage of a large-scale study such as a Demographic and Health Survey (DHS), that data can certainly be used.

Session 6.39: Outcome vs. Impact **1 minute**

- Go over each of the differences.

Session 6.40: Common Indicator Metrics **2 minutes**

- Explain that there are three categories of common indicator metrics.
- Explain that counts are simple numbers, such as the number of providers trained or insecticide-treated nets (ITNs) distributed.
- Explain that calculations included percentages, rates, and ratios, such as the percentage of facilities with trained providers or the mortality rate for children under five years of age .
- Explain that the last category is used less frequently in BCC and includes index and composite measures, such as the wealth index.

Session 6.41: How To Construct an Indicator (Percentages) **1 minute**

- Explain that it is important to clearly define how you will construct an indicator using percentages. For percentages, you must ALWAYS specify a numerator and a denominator.
- Explain that in this example, the numerator is the number of people reporting during a survey that they have heard of the campaign, and the denominator is the total number of people surveyed. By dividing the numerator by the denominator, we are able to calculate the percentage of the audience who recalls hearing or seeing a specific campaign.

Session 6.42: Scenario Exercise: Outcome and Impact Indicators **40 minutes**

- Ask each team to spend 20 minutes identifying the outcome and impact indicators for the same national and community-level activities in their assigned component (MCP or MTCT) of the HIV/AIDS campaign that they used for the last scenario exercise.
- Encourage participants to identify intermediate indicators that address the other issues beyond knowledge.
- Remind participants that their booklets also include a handout on which they can write their indicators, as a reference to use after the training.
- Allow 20 minutes for the teams to present their indicators and for the group discussion.

Session 6.43: What Type of Indicator Is This? **3 minutes**

- Ask participants to raise their hands to say the type of indicator they think each example is. For each example, ask participants:
  - Input?
  - Process?
  - Output?
  - Intermediate outcome?
  - Behavioural outcome?
  - Impact?
- After you go through each of the questions for an example, tell the group what type of indicator the example is. Do NOT wait until you go through all of the examples to provide the answers for each.

Session 6.44: What Type of Indicator Is This? (continued) **3 minutes**

- Follow the same instructions as in the previous slide.

Tea Break

Session 7: Data Sources and Collection 106 minutes

Session Objectives	• Identify potential methods and data collection tools for monitoring BCC campaigns • Identify existing data sources for evaluating BCC campaigns • Create a data collection plan
Methods	• Lecture • Group discussion • Exercise • Scenario exercise
Materials	• Flipchart • Markers

Session 7.1: Title Slide 1 minute

- Explain that this session will address data sources and collection for M&E of BCC campaigns.

Session 7.2: Objectives 1 minute

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?

Session 7.3: Data Collection 2 minutes

- Explain that data collection is the process of gathering data that are generated from the various activities implemented by an organisation and relevant to an organisation's M&E framework.
- Explain that you collect data from the original source and insert them into other tools to be analysed.
- Explain that data for BCC campaigns are commonly collected using questionnaires, interviews, observation, and existing records.

Session 7.4: Planning for Data **1 minute**

- Stress that planning for data collection and the sources needs to happen at the beginning of a campaign. Any necessary budgets or tracking forms should be included in the M&E plan.

Session 7.5: Your Perspective **3 minutes**

- Ask participants:
  - Where does data for M&E come from?
  - For monitoring?
  - For evaluation?
  - For both?

Session 7.6: Routine Tracking for Monitoring **2 minutes**

- Explain that it is important to agree with campaign implementers from the beginning on which implementation output indicators will be collected and tracked routinely and by whom. Accordingly, tools for collecting and recording the information will need to be developed. Updates on the indicators should be provided in frequent progress reports (usually monthly) and can be stored in a tracking database and analysed. Descriptive qualitative information about the implementation of the campaign, including reasons why it may not have occurred as intended, should also be included in the reports.

Session 7.7: Activities Drive the Method **3 minutes**

- Explain that the type of activities you are implementing in your campaign will dictate how you will collect your M&E data.
- Explain that, when using mass media like radio or TV, you have a couple of different options for collection methods and sources.
- Explain that, for implementation data, such as the frequency in which an advertisement is aired, you can either use a media monitoring company or a monitoring calendar that is completed by community or project staff.
- Explain that, to determine how many people have been reached or exposed to a mass media product, you can use a media monitoring company. To determine just the number of people exposed to the product, you can use a rapid household survey.

Session 7.8: Monitoring Calendars **2 minutes**

- Explain that output indicators can be used to estimate the percentage of spots or drama episodes that were implemented according to plan. To collect this information, a media monitoring company could be contracted to track the broadcasts; however, this option may be too expensive. An alternative approach is to engage members of the community to monitor the broadcasts by providing them with a simple tool, such as a monitoring calendar, to record the days and times when the programme is aired. It may be more feasible to conduct random spot checks of the broadcasts.

Session 7.9: Media Monitoring Company **2 minutes**

- Explain that a professional media monitoring company monitors when campaign productions are broadcast. These companies are ideal for programmes or public service announcements (PSAs) that are on the air irregularly or on multiple channels.
- Mention that these companies provide consistent quality of data and are normally reliable. BUT they can be costly, especially when the programme or PSA occurs multiple times.
- Ask participants:
  - How have your experiences been with media monitoring companies? Do you agree with these points?

Session 7.10: Community Monitoring **2 minutes**

- Explain that you can also ask community members to tune into broadcasts and mark on their calendars when they heard the programme. This is ideal for programmes that broadcast on a regular basis and are on a couple of channels.
- Mention that this method increases community involvement BUT can be unreliable and requires training and collection of the records.
- Ask participants:
  - How have your experiences been with community monitoring? Do you agree with these points?

Session 7.11: Sample Monitoring Calendar **1 minute**

- Point out that this is an example of a radio monitoring calendar. It provides community members with some directions at the bottom and the side but, again, they will need to be trained on how to use this.

Session 7.12: Activities Drive the Method (continued) **1 minute**

- Explain that, when using printed materials in your campaign, you can use a tracking sheet for bills and records to monitor how much you've printed and distributed.
- Explain that rapid household and facility-based surveys will provide reach and exposure data.

Session 7.13: Activities Drive the Method (continued) **1 minute**

- Explain that, for outreach activities, you can use several methods for collecting data on interpersonal activities, including tracking forms, exit interviews, and observations.
- Explain that data on community events could be collected using tracking forms, sign-up sheets, and a rapid household survey.

Session 7.14: Observations **1 minute**

- Explain that conducting observations during random visits or spot checks to the field can verify that the activities are indeed being implemented as intended. A simple observation checklist can be used to guide the visits and obtain the required information related to implementation. The frequency and location of the visits will be determined based on each particular campaign.

Session 7.15: Sample Observation Checklist **1 minute**

- Explain that this example shows common observation questions for community events, including audience engagement and size.

Session 7.16: Observation Guide Exercise **30 minutes**

- Hand a piece of flipchart paper and markers to each M&E team.
- Ask participants to pretend their project has decided to create an observation guide for a nutrition campaign. They need to answer and write their responses to the following questions:
  - What will be on their guide?
  - Who will use it?
  - What will they do with the information?

- Allow participants to work on this exercise for 15 minutes.
- Allow 15 minutes for each of the teams to present its answers and for the group to discuss them.

Session 7.17: Things To Consider **3 minutes**

- Explain that, when planning for your data collection, you need to consider several factors, including
  - Cost of data collection methods and your M&E budget.
  - Likely reliability of methods.
  - Likely availability of certain methods. For example, would the community be available to monitor your campaign activities during a specific time period?
  - Breadth or how detailed the information is that you are looking for.
  - Time that you and the campaign team will have and need to dedicate in coordinating these collection methods.
- Ask participants:
  - What data sources could be used in the evaluation of a BCC campaign?

Session 7.18: Data Sources for Evaluation **1 minute**

- Explain that secondary data sources could be used, including existing large surveys such as the DHS and Health Management Information System or other routine outcome databases.
- Explain that primary data collection would depend on the evaluation design, but some might include a representative household survey, facility-based survey, or qualitative research.

Session 7.19: Data Quality **2 minutes**

- Mention that there won't be enough time in the training to review the methods for ensuring quality data, but that we'll provide some key factors for data quality.
- Explain that you want your data management system to reflect the real world. You should think of data as the lens through which you see the real world. Stress that bad quality data distorts the view, while good quality data gives a sharp, focused picture of reality/what's actually happening.
- Stress that accountability of the collection of accurate data is very important to funders and should be taken seriously.

Session 7.20: Dimensions of Data Quality **5 minutes**

- Explain that there are three key data quality questions:
  - Where do the numbers come from? (validity);
  - What measurements were used? (reliability—comparability across sites); and
  - What are we trying to measure (What is in the real world?)? (reliability—compare across time).
- Explain that other factors include
  - Completeness—that everything that needs to be captured is captured;
  - Precision—that is, do we need to know how old you are in number of years, months, weeks, days, hours, minutes, seconds, etc.?;
  - Timeliness—that data are up-to-date and are available on time; and
  - Integrity—that we are not changing our data to fit a hypothesis.
- Mention that a list of resources, including materials on data quality, is in their booklets for their reference after the training.

Session 7.21: Scenario Exercise: Data Collection Plan **40 minutes**

- Ask each team to outline a data collection plan for the team's activities for the MCP or MTCT components of their HIV/AIDS campaign. Ask the teams to select half of their members to work on national-level activities and the other half to work on activities at the community level.
- Hand two pieces of flipchart paper to each team—one for national and one for community-level activities.
- Tell participants that they can use the chart in their booklet to record their plans, as a reference they can review after the training.
- Allow 20 minutes for the teams to outline their plans.
- Allow 20 minutes for the teams to report their plans to the group.

End of Day Two and Daily Evaluation

DAY THREE

Reporters

Session 8: Evaluation Design — 60 minutes

Session Objectives	• Discuss the three main categories of evaluation design • Identify three types of quasi-experimental designs • Select an appropriate evaluation design for a BCC campaign • Name three approaches to analysis that can be used in BCC campaign evaluations
Methods	• Lecture • Group discussion • Scenario exercise
Materials	• Flipchart • Markers

Session 8.1: Title Slide — **1 minute**

- Explain that the session will provide a basic review of the different types of evaluations for BCC campaigns.

Session 8.2: Objectives — **1 minute**

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?

Session 8.3: Your Perspective — **3 minutes**

- Ask participants:
  - How is the evaluation of BCC campaigns different from the evaluation of health delivery services?
  - What are some challenges you have come across with trying to evaluate the impact of a BCC campaign?

Session 8.4: Evaluation of BCC Campaigns **1 minute**

- Explain that the evaluation of BCC campaigns is notably different than evaluations of other types of health programming. Sometimes this is because what you are monitoring and evaluating is not as clear-cut as it can be with other interventions. Unfortunately, it's not always as easy as counting how many shots have been given …. although it can include that, too!

Session 8.5: Challenges To Evaluating BCC **5 minutes**

- Explain that broadcast media is often used and implemented at the national level, making it difficult to have a comparison group that has not been exposed to the campaign. Even when a campaign is not implemented at a national level, finding an adequate comparison group (similar to the intervention group except for exposure to the programme) is difficult.
- Explain that multiple campaigns are implemented at the same time and often work together to bring about change. It is, therefore, difficult to attribute change to a specific programme.
- Explain that it also can be difficult to measure exposure to a campaign and, therefore, determine who was and who was not exposed. You need to have a specific set of questions about the intervention to adequately measure exposure. Asking audience members if they heard a specific campaign is not enough; exposure can be examined through, for example, spontaneous recall of the programme, spontaneous knowledge of the campaign's messages, and spontaneous knowledge of the characters and specific events/characteristics of programme.
- Explain that a campaign needs to be implemented consistently for a long period of time—at least 9–12 months—for changes to take place. Changes in intermediate outcomes (such as knowledge, attitudes, and intentions) may occur more quickly, but changes in behaviour may take longer (sometimes as long as two years of consistent campaign implementation).

Session 8.6: Evaluation Designs **2 minutes**

- Explain that evaluations are either experimental, quasi-experimental, or nonexperimental.
- Ask participants:
  - What is an experimental design?

Session 8.7: Experimental Designs **3 minutes**

- Explain that experimental designs draw definitive conclusions about the effect of a campaign, and they require random assignment of individuals to treatment and control groups. It can be difficult to create a control group of individuals who have not been reached in some way by the campaign—and, therefore, control groups are almost never used in evaluating BCC campaigns.
- Ask participants:
  - What is a quasi-experimental design?

Session 8.8: Quasi-Experimental Designs **3 minutes**

- Explain that, compared to experimental design, quasi-experimental designs don't require random assignment but do require a comparison group. It can be difficult to draw conclusions as to whether outcomes are the result of the campaign or would have occurred without it.
- Ask participants:
  - How does a comparison group work?
  - What questions does it answer?
  - How challenging is it?

Session 8.9: Use of a Comparison Group **7 minutes**

- Explain that one way to more clearly show that changes are a result of a campaign is to have a comparison to an outside group that has not been exposed to the intervention. Data are collected from both the intervention communities and outside groups at different points in time and later are analysed to examine differences between the two groups over time. With this design, we can see if the programme contributed to changes within the intervention community but *not* in the comparison community.
- Mention that a slightly different design is to have a comparison group from within the same intervention community, specifically those who have not been exposed to the intervention.
- Remind participants that it is difficult to have a comparison group in the evaluation of communication programmes because mass media is often used as well as implemented at the national level, thus making it difficult to find people who have not been exposed. Even when a campaign is not implemented at the national level, finding an adequate comparison group (that is similar to the intervention group except for exposure to the programme) is difficult.

- Ask participants:
  - What is a pre- and post-test design?

Session 8.10: Pre- and Post-Test Designs **1 minute**

- Explain that pre- and post-test design is the most traditional approach. In most cases, you do a baseline and periodic follow-up data collection. It is common in programme evaluation to collect the same data at three points in time within the communities involved in the intervention.

Session 8.11: Pre- and Post-Test Designs (continued) **3 minutes**

- Explain that this design allows campaign managers to determine the changes that have taken place in their community during the time that they have been carrying out the campaign. If there are clear changes in the outcomes over time that a campaign aimed to change, then there is some evidence that the campaign may have been successful. However, this design cannot clearly show that the changes observed over time are a result of a specific campaign. Perhaps these changes would have occurred anyway over time.
- Ask participants:
  - What is a nonexperimental design?
  - What are some examples of these designs?

Session 8.12: Nonexperimental Designs **2 minutes**

- Explain that many BCC campaigns use nonexperimental designs, including a time series analysis, qualitative methods, and post-only designs.
- Ask participants:
  - What is a time series analysis?

Session 8.13: Time Series Analysis **2 minutes**

- Explain that a time series analysis is similar to pre- and post-tests but uses more data points. It involves tracking the desired result at regular intervals over a period of time.
- Highlight that the best data source is routinely collected data, such as the number of visits to a facility. The evaluator collects data and compares results for a period prior to the intervention to those obtained after the intervention, using an appropriate time interval.

Session 8.14: Time Series Analysis (continued) **2 minutes**

- Explain that a time series analysis aims to test for significant changes in a desired result (output or outcome) that occur immediately after the intervention. Time series involves the tracking of a desired result at regular intervals over time.
- Explain that, if you have a comparison group for which you are doing a parallel analysis, this approach can be considered quasi-experimental.

Session 8.15: Qualitative Methods **2 minutes**

- Explain that qualitative methods should be used to complement and strengthen the evaluation findings. They provide the "why" and the "how" to your findings.
- Ask participants:
  - What are some common qualitative methods that could be used in the evaluation of BCC campaigns?
- Write the participant responses on a flipchart.

Session 8.16: Qualitative Methods (continued) **2 minutes**

- Review and compare the list on this slide to the list of participant responses.

Session 8.17: Post-Only Designs **1 minute**

- Explain that post-only designs are those that do not include pre-tests or baseline data collection and that collection happens only after the campaign has been implemented.
- Stress that, although these designs are considered nonexperimental, they can be very strong when combined with advanced statistical analysis.

Session 8.18: Analytical Approaches **2 minutes**

- Explain that evaluation of BCC campaigns commonly use analytical approaches, including multivariate regression models, propensity score analysis, and dose response.
- Explain that these types of analyses can be used in combination with many different evaluations designs.
- Ask participants:
  - What is a multivariate regression model?

Session 8.19: Multivariate Regression Models **2 minutes**

- Explain that this approach produces odds ratios, such as the exposure to the campaign increased the odds (made it more likely) that a person would perform the desired behaviour.
- Highlight that this approach does not give you a measure of effect or the percentage point difference in the outcome of interest between those exposed or unexposed.
- Ask participants:
  - What is a propensity score analysis?

Session 8.20: Propensity Score Analysis **1 minute**

- Explain that the propensity score analysis is a statistical analysis procedure that allows mass media campaigns to be evaluated using a one group post-test-only design, but that approximates a randomly controlled trial by creating a statistically equivalent "control group."
- Explain that this procedure enables one to test for a significant difference in a desired outcome between those exposed to the campaign and those not exposed but who have similar sociodemographic characteristics and access to media.

Session 8.21: Propensity Score Analysis (continued) **2 minutes**

- Explain that propensity score analysis statistically matches the unexposed group to the exposed group so that they are equivalent on average in terms of all the observed characteristics used to construct the scores. This matching procedure means the two groups are comparable because if they are not matched, then any significant difference in the outcomes between the two groups may be a result of underlying differences, such as age or frequency of TV watching, rather than a result of the campaign. A PSA also can be used with dose effect analysis.
- Ask participants:
  - What is a dose effect analysis?

Session 8.22: Dose Effect Analysis **2 minutes**

- Explain that dose effect analysis (also known as dose response) uses only a post-survey and tests the hypothesis that the higher the level of exposure to a given campaign, the more likely is the desired outcome, controlling for sociodemographic factors and access to media.

The detection of a dose-response relationship between the "dose" of exposure and the desired outcome helps strengthen the claim that the campaign impacted the outcome.

Session 8.23: Scenario Exercise: Evaluation Design **35 minutes**

- Ask participants to work within their times to outline what evaluation designs and analysis methods they would use for their component (MCP or MTCT) of the HIV/AIDS campaign.
- Hand out a piece of flipchart paper to each time to write down their evaluation outlines.
- Point out that there is blank page in their booklets to record their evaluation outlines and review after the training.
- Allow teams 20 minutes to work on their outlines and 15 minutes for each of the teams to report on their outlines.

Session 8.24: Summary **2 minutes**

- Remind participants that BCC campaign evaluations are different than health services delivery evaluations. One main difference is that BCC evaluations use a quasi-experimental or nonexperimental design.
- Stress that advance planning is necessary to make sure that the evaluations are done effectively, especially with the use of comparison groups.

Tea Break

Session 9: Data Presentation — 90 minutes

Session Objectives	• Understand different ways of summarising data • Choose the right table or graph, depending on the intended audience • Ensure that graphics are easy to read and understand
Methods	• Lecture • Group discussion • Scenario exercise
Materials	• Flipchart • Markers

Session 9.1: Title Slide — 1 minute

- Explain that this session will address best practices in presenting M&E data in a way that is easy for others to understand.

Session 9.2: Learning Objectives — 1 minute

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?

Session 9.3: Do You Present Yourself Like This? — 2 minute

- Ask participants:
  - Would you present yourself like this?
- Explain that presenting yourself like this will likely mean that others won't take you seriously if you are in a meeting with your colleagues or client.

Session 9.4: So Why Present Data Like This? — 3 minutes

- Point out that if they wouldn't present themselves like that cartoon, then they shouldn't present their data like this picture.

- Ask participants:
  - Would most people be able to understand the data if they were presented in a STATA output?
- Point out that this method of presentation is too busy and too difficult for others to interpret.

Session 9.5: Or This? 2 minutes

- Ask participants:
  - Would you present data like this?
  - What are some of the problems with this chart?
- Possible answers might include no title, no axis labels, and the dark colours are difficult to distinguish.

Session 9.6: Effective Presentation 3 minutes

- Explain that, regardless of the communication formats you use, the information should be presented in a clear, concise way with key findings and recommendations that are actionable.
- Ask participants:
  - What else makes a presentation of data effective?
- Write the participant responses on a flipchart.

Session 9.7: Effective Presentation (continued) 4 minutes

- Review the points on the slide and compare to the participant responses from the previous question.
- Explain that your audience and format determine how much information to provide. Policy makers may do better with direct and concise summaries of key points, whereas the scientific community will want more detail.
- Suggest that, on a PowerPoint slide, participants should try to limit text to six lines with no more than six words per line, balance text with graphics, and make sure that there are not too many slides.
- Mention that one way to ensure that you create consistent materials is to decide on a template for the document, presentation, graph, or other product before you produce it. You can then give these guidelines to the different people involved in the process, and then only have to do minor formatting at the end.

- Ask participants:
  - What are a couple of options to summarise and present data?

Session 9.8: Summarising the Data **3 minutes**

- Explain that the two main ways of summarising data are by using tables and charts or graphs.
- Explain that a table is the simplest way of summarising a set of observations. A table has rows and columns containing data that can be in the form of absolute numbers or percentages, or both.
- Explain that graphs are pictorial representations of numerical data and should be designed so that they convey, at a single look, the general patterns of the data. Generally, the data in a table are in the form of percentages.

Session 9.9: Tables and Graphs **1 minute**

- Explain that graphs are easier to read than tables, but they provide less detail than tables. However, the loss of detail may be replaced by a better understanding of the data.

Session 9.10: Points To Remember **3 minutes**

- Explain that you can make a graph as self-explanatory as possible by keeping in mind the following tips:
  - Every table or graph should have a title or heading.
  - The x- and y-axes of a graph should be labelled, should include value labels such as a percentage sign, and should include a legend.
  - Cite the source of your data and put the date when the data were collected or published.
  - Provide the sample size or the number of people to which the graph is referring.
  - Include a footnote if the graphic isn't self-explanatory.
- Explain that these tips will help preempt questions and explain the data. The next several slides will show examples of these tips in action.
- Ask participants:
  - In thinking about titles for tables and graphs, what should be included in the title?

Session 9.11: Choosing a Title **1 minute**

- Explain that a title should most of the time express who, what, when, and where.

Session 9.12: Tables: Frequency Distribution **2 minutes**

- Explain that a frequency distribution is a set of classes or categories, along with numerical counts that correspond to each one, such as number of cases in a given year.
- Ask participants:
  - What should be added to this table to provide the reader with more information?
- Point out that the reader needs to know the type of cases.

Session 9.13: Use the Right Type of Graph **5 minutes**

- Review this list and compare to the participant responses to the previous questions.
- Explain that bar charts are used to compare data across categories.
- Explain that a histogram looks similar to a bar chart but is a statistical graph that represents the frequency of values of a quantity by vertical rectangles of varying heights and widths. The width of the rectangles is in proportion to the class interval under consideration, and their areas represent the relative frequency of the phenomenon in question. A histogram is a histogram not just because the bars touch. In the bar graph**,** bars in a bar graph can touch if you want them to, but they don't have to. Touching bars in a bar graph doesn't mean anything. In a histogram, however, the bars must touch. This is because the data elements we are recording are numbers that are grouped and form a continuous range from left to right. There are no gaps in the numbers along the bottom axis; every possible fish mass can be located in one of the classes. This is what makes a histogram.
- Explain that line graphs display trends over time, continuous data (e.g., cases per month).
- Explain that pie charts show percentages or the contribution of each value to a total. When there are more than four categories it is best to go to a bar chart so that it is readable.

Session 9.14: Bar Chart **3 minutes**

- Explain that in this bar chart we're comparing the categories of data, which are any net or ITN.
- Ask participants:
  - What should be added to this chart to provide the reader with more information?
- Explain that it needs a title and data labels. You could also add the source of the data, but it isn't necessary if all of your tables and graphs are derived from the same source or dataset.

Session 9.15: Bar Chart (continued) **1 minute**

- Point out that this version of the chart has been improved. It now has a title, axis labels, data labels, and a source.

Session 9.16: Stacked Bar Chart **1 minute**

- Explain that a stacked bar chart is often used to compare multiple values when the values on the chart represent durations or portions of an incomplete whole, such as the percentage of pregnant women intending to give birth at health facilities in different provinces.

Session 9.17: Histogram **1 minute**

- Explain that this is a histogram. You can see here that it shows the frequency of observations across continuous categories or bins. In this case, the bins are years.

Session 9.18: Line Graph **1 minute**

- Explain that a line graph should be used to display trends over time and is particularly useful when there are many data points. In this case, we have four data points for each newspaper running advertisements about an immunisation campaign.

Session 9.19: Pie Chart **2 minutes**

- Explain that a pie chart displays the contribution of each value to a total. In this chart, the values always add up to 100.
- Ask participants:
  - What should be added to this chart to provide the reader with more information?
  - What should be changed about this chart to make it more readable?

Session 9.20: Pie Chart (continued) **3 minutes**

- Explain that a pie chart displays the contribution of each value to a total. In this case, we used the chart to show contribution of each quarter to the entire year. For example, the first quarter contributed the largest percentage of enrolled patients.

- Explain that, to improve the understanding of the pie chart, we've added a more descriptive title and added value labels. On the previous chart, we couldn't tell if the values were numbers or percentages. Adding the sample size lets us know the total number of observations.
- Explain that it is also important to have charts that are attractive, easy to look at, and easy to read. The chart on the previous page was so colourful that it was distracting; the colours were so bright that it was hard to look at the chart, let alone read it. While these colours are not the most interesting, they let the reader focus on the chart.

Session 9.21: Exercise: How Should You Present? 5 minutes

- Draw four columns on a flipchart for each of the questions.
- Go around the room and ask each participant to tell which graph should be used for which question. Write participant responses in the appropriate columns.
- Review the participant responses and compare them to the following list of answers:
  - Line graph
  - Bar graph
  - Pie graph
  - Histogram

Session 9.22: Data Presentation Summary 2 minutes

- Remind participants that they should present their data in a consistent format using the right type of graph for the right data and right audience.
- Remind participants that they should also label all components of their graphs and indicate the data source and number of cases.
- Remind participants to make sure that the colours and fonts are readable and not distracting.

Session 9.23: Scenario Exercise: Data Presentation 40 minutes

- Ask participants to turn to the data presentation exercise in their booklets. Assign each team two of the four exercises to work on.
- Hand out a piece of flipchart paper and some markers.
- Allow teams 20 minutes to draw their graphs and 20 minutes for the teams to present their graphs and for the group discussion.

Session 9.24: Source of Session Information **1 minute**

- Mention that this session was adapted using some information from a MEASURE DHS training.

Lunch

Energiser 3: Toss the Ball 15 minutes

- Ask everyone to stand up and form a circle.
- Kick a soccer ball to a participant and ask that person to tell the group what he or she thought was the most important thing learned in the training so far.
- Ask that person to kick the ball to someone else and ask him or her to tell the group what the most important lesson learned was.
- Continue this exercise until everyone has shared his or her lessons learned.

Session 10: Data Interpretation 45 minutes

Session Objectives	• Describe the difference between analysis and interpretation • Interpret information presented in sample tables and graphs
Methods	• Lecture • Group discussion • Scenario exercise
Materials	• Flipchart • Markers

Session 10.1: Title Slide **1 minute**

- Explain that this session will address some basic concepts for interpreting data.

Session 10.2: Objectives **2 minutes**

- Read each of the objectives.
- Ask participants:
  - Does anyone have any questions before we begin with the session?
- Ask participants:
  - What is the difference between analysis and interpretation?

Session 10.3: Analysis vs. Interpretation **1 minute**

- Explain that analysis is summarising the data and turning it into information. Interpretation is the process of making sense of the information.

Session 10.4: Has the Programme Met Its Goal? **3 minutes**

- Ask participants to pretend that they are managing a malaria programme and point out that the programme target is to have 80 percent of surveyed pregnant women say that they intend to sleep under a net or ITN every night.
- Ask participants:
  - Have we met our goal?
  - How can you tell?

- Discuss that the goal has not been met. Province 2 is doing the best but has only reached a little more than half of the goal for nets.

Session 10.5: Interpreting Data **1 minute**

- When interpreting data, we may ask these questions:
  - Does the indicator meet the target?
  - What is the programmatic relevance of the finding?
  - What are the potential reasons for the finding?
  - What other data should be reviewed to understand the finding (triangulation)?
  - How does it compare (e.g., trends, group differences)?
  - Do we need to conduct further analysis?

Session 10.6: Practical **1 minute**

- You are conducting a campaign to increase women's uptake of IPT during antenatal visits.
- In your monitoring plan, you are also looking at women's intentions to receive IPTp, and their attitudes and beliefs about the treatment.

Session 10.7: Has the Campaign Met Its Goal? **3 minutes**

- Ask participants:
  - Has the campaign met its goal?
  - How can you tell?
  - What else can see you in this graph?

Session 10.8: Intent and Beliefs **3 minutes**

- Ask participants to take a look at this chart, which provides some information on behavioural intent and beliefs.
- Ask participants:
  - How do you interpret this data?
  - What could you say about trends or relationships?

Session 10.9: Making Recommendations **3 minutes**

- Ask participants:
  - What other data or information should you consider in providing recommendations or guidance on how well the campaign is doing in promoting the use of IPTp?
  - What happens to the recommendations?

Session 10.10: Cycle of Data Use **2 minutes**

- Explain that the use of M&E data is part of a larger campaign design and implementation cycle. Beginning with the campaign design, which informs the M&E design which informs how you would conduct your M&E. The findings from your M&E efforts will then inform recommendations for campaign revision, which will then bring you back to campaign design and continuing with the cycle of data use.
- Mention that if M&E results include some interesting findings that might be useful for other campaigns or BCC initiatives they should consider trying to disseminating the results to an academic publication or media outlets or presenting the findings at conferences.

Session 10.11: Using Data in the Campaign **2 minutes**

- Explain that applying M&E data to the campaign revision is a process that would begin with presenting trends in the data and having a discussion with the team about what these trends may mean for the campaign. The next step would be for M&E and program staff to work to together to develop strategic plan for campaign improvement. The M&E staff would the update the M&E plan based on the changes to the campaign and begin collecting the data for the updated plan.

Session 10.12: Scenario Exercise: Data Interpretation **30 minutes**

- Ask participants to look in their booklets for the sample graphs from the HIV/AIDS campaign and pieces of flipchart paper. Assign each of the M&E teams with two of the four graphs to interpret, and ask them to respond to the discussion questions in the booklet.
- Allow teams 15 minutes to interpret their graphs and 15 minutes for the teams to present their graphs and for the group discussion.

Session 10.13: Source of Session Information **1 minute**

- Mention that this session was adapted using some information from a MEASURE DHS training.

Tea Break

Session 11: Closing 60 minutes

Session Objectives	• Reflect on the training as a group • Thank participants for their time and active participation
Methods	• Lecture • Group discussion • Exercise
Materials	• Flipchart • Markers

Session 11.1: Title Slide **1 minute**

- Explain that this is the last session and that participants will reflect on the training.

Session 11.2: Report Out **25 minutes**

- Spend some time asking each of the teams about its experiences with the scenario exercise and putting the training concepts into practice.
- Ask the participants:
  - What components of developing an M&E plan for the scenario was the most difficult? Easiest?
  - What challenges did you face as a team and on an individual level in developing your plan?
  - How would you handle these challenges in the real world?
  - What important lessons did you learn from the exercises, working with your team, or in general from the training content?

Session 11.3: Put Your Expertise to the Test **25 minutes**

- Explain that this is the last exercise for the training. In it, they will review a brief campaign plan and use what they learned in training to assess how helpful this campaign plan will be in informing an M&E plan. Ask participants to work on their own to identify what is missing and/or what information is unclear. Ask participants to turn to and read the malaria campaign plan in the booklet.
- Highlight again that it's important for programme staff to know what needs to go into a campaign plan to help create an M&E plan AND it's important for M&E staff to be able to easily assess campaign plans for gaps and to ask programme staff for more information.
- Allow participants 10 minutes to review the campaign.
- Allow 15 minutes for an open group discussion.

Session 11.4: Wrap Up, Day 3 **5 minutes**

- Explain that we would like to get participant feedback one last time.
- Ask participants:
  - What information did you find most useful?
  - How do you plan to use this information?
  - What do you wish you got out of the training, but didn't?
- Hand out the daily evaluation forms and ask participants to complete the forms at the end of the session.

Session 11.5: Thank You **5 minutes**

- Thank everyone for their time and participation.
- Explain that you are going to award participants with a certificate of training completion for all of their hard work.
- Call each participant up to the front of the room to collect a certificate.
- Write down the contact information of the facilitator(s) and tell participants that they can contact that person with any further questions or thoughts on M&E for BCC campaigns.