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TRAINING MATERIALS

CLIMATE CHANGE ADAPTATION MONITORING AND EVALUATION TRAINING CURRICULUM



This document was produced for review by the United States Agency for International Development. It was prepared by Chemonics International Inc. for the Adaptation Thought Leadership and Assessments (ATLAS) Task Order No. AID-OAA-TO-14-00044, under the Restoring the Environment through Prosperity, Livelihoods, and Conserving Ecosystems (REPLACE) IDIQ.

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Cover Photo: Owen Scott, December 4, 2019; Introduction to M&E session

CLIMATE CHANGE ADAPTATION MONITORING AND EVALUTATION TRAINING CURRICULUM

February 2020

Prepared for:

United States Agency for International Development
Adaptation Thought Leadership and Assessments (ATLAS)

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This report is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the author or authors and do not necessarily reflect the views of USAID or the United States Government.

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TRAINING BACKGROUND

In 2019, the USAID Adaptation Thought Leadership and Assessments (ATLAS) project collaborated with the city of Cagayan de Oro (CDO) in the Philippines to improve the implementation and monitoring of the city's Local Climate Change Action Plan (LCCAP). This included developing a monitoring and evaluation (M&E) plan and conducting an assessment of M&E technical capacity at the city level. This assessment included recommendations to continue building M&E capacity among all staff with M&E responsibilities, particularly on topics such as routine monitoring, data quality standards and data management, building M&E results frameworks, crafting indicators, and developing scopes of work for evaluations.

To begin to address this, two qualified facilitators—a Climate Change Adaptation Specialist with primary expertise in climate change adaptation, and a Monitoring and Evaluation Training Specialist with expertise in M&E and training on M&E concepts—developed a three-day training curriculum to provide training on M&E concepts, focused on a review the four stages of a monitoring and evaluation (M&E) system (planning, data collection, making data usable and using data for decision-making). The training was envisioned as a first step to support CDO's efforts to monitor and evaluate activities in the city's LCCAP, and eventually transition to a city-wide results-based management system.

OBJECTIVES OF THIS TRAINING

This training was designed primarily for city officials who are involved in collecting, analyzing or presenting M&E data—both for indicators within a climate change action plan, as well as other city projects. The training objectives included participants being able to:

1. Apply M&E methods and principles to climate change action plan activities
2. Describe and understand the four stages in an M&E system
3. Develop results matrices and logic frameworks that link project activities to outcomes
4. Identify relevant indicators that track meaningful progress toward project outcomes
5. Plan a data collection system
6. Establish suitable methods for analyzing, presenting and disseminating monitoring data
7. Commission and oversee pertinent program evaluations

To achieve these objectives, a curriculum of 12 core sessions, spread over three days, was developed. Multiple adult-learning methods were employed including a fictional scenario that ran throughout the three days, role plays, experience sharing, small group exercises, and real-world application exercises. Most sessions begin with a short plenary/explanation of ideas and principles, followed by small group activities working on the fictitious scenario or another real-world exercise, and conclude with a review of how the principle directly relates to the existing climate change action plan. Curriculum materials included detailed session plans and an agenda (see Annex A for the agenda), worksheets and other content handouts (Annex B) and presentation slides (Annex C).

CURRICULUM: CLIMATE CHANGE ADAPTATION MONITORING AND EVALUATION TRAINING

FACILITATION NOTES AND SCRIPT: DAY 1

SUPPLIES FOR DAY 1:

1. Name tags & Markers
2. Sign-in sheet
3. Note pads/paper & pens
4. Book + envelope
5. Post-it notes
6. Participant folders with:
 - a. Agenda
 - b. Worksheet 1
 - c. Scenario Handout
7. Pre-tests printed
8. Task 1 cards (6 copies, cut into strips)
9. LCCAP results matrix (6 copies)
10. Bag of candy
11. Flip charts and stands (6)
12. Markers (5 sets)
13. Projector

ROOM PREP

- Prepare all Flip Chart Papers:
 - Day 1 Agenda
 - Parking Lot
 - Log Frame templates (for each group) - Input, activity, output, outcome, impact, and 2 indicator sheets
 - SMART Poster
 - Ground Rules
 - Monitoring vs Evaluation
 - Monitoring Plan Elements
 - Feedback: learn/improve/question
- Arrange room into 5 tables for group work, with a flip chart at each table group, one flip chart at front of room. Post the group number on each table.
- Divide list participants into their small groups (3-5 people) for the 3 days of scenario work. Aim for diverse M&E capacity in each group. Instruct participants to sit at the correct table for their group throughout the training.

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
8:00–8:30	30	Prepare room	Name tags, markers; sign-in sheet; participant folders	Double check: table and chair layout; projector and screen functioning; internet; power strips; washrooms; water and food arranged; prepare flip charts; number tables for small groups
8:30–9:00	30	Arrival & registration	Pre-test	Ensure each participant signs in, receives a nametag, is provided with their materials folder and the pre-test to start working on. Inform each participant that we will be doing a lot of small group work and they have been assigned a group and a table. Please sit at the correct table. Explain re: pre-test: Individual activity – no talking. Answer all questions, even if you don't know the answer. No grade, not a real test or quiz, no HR implications. Confidential. Simply recording baseline knowledge.
9:00–9:30	30	Intro & Icebreaker		Objectives: <ul style="list-style-type: none"> • Participants understand the purpose of the training • Participants understand what to expect over the next 3 days • Participants and facilitators are introduced to each other in an interesting way • Facilitators set expectations for participation
9:00–9:10	10	Welcome & overview	Slides 1.1 - 1.6	<ul style="list-style-type: none"> • Thank you for being with us this week to talk about monitoring and evaluating climate change adaptation activities • Facilitator introductions • Overview the structure of the training and expectations: interactive training • Explanation of the Parking Lot • Have participants brainstorm ground rules – aiming for: no laptops, speak slowly and clearly, listen to each other; encourage others to speak; feedback at end of day, etc.
9:10–9:30	20	Ice Breaker/ Introductions	Slide 1.7	Each person should share: <ul style="list-style-type: none"> • Names and positions/departments • One thing about monitoring and evaluation that is working well or that they feel their organization/they need help with.
9:30–10:45	75	Climate Change Adaptation Fundamentals		Objectives: <ul style="list-style-type: none"> • Brief overview of CCA planning, and connecting CCA activities to climate risks • Participants are reminded of CCA work and resources to date • Participants understand the link between LCCAP and its M&E plan • Participants understand why they are at this training (their role in CCA + M&E) and why the training is focused on M&E for CCA activities
9:30–10:00	30	Overview of CCA planning	Slides 1.8 – 1.22	<ul style="list-style-type: none"> • Explain the basic principles behind climate change and the basic terminology, as well as how climate change is expected to affect the Philippines. • Linking climate change to development: explain the impacts climate change is expected to have on various sectors (in general) and on specific sectors in the Philippines. Drive home to point that climate change isn't an "environmental issue," it is a development issues that affects all sectors. • Vulnerability: explain the three components of vulnerability—exposure, sensitivity and adaptive capacity. The purpose of explaining this is (1) to familiarize participants with

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<p>the elements of vulnerability, as well as (2) to get participants to begin thinking about entry points for CCA activities.</p> <ul style="list-style-type: none"> Developing an adaptation plan: provide an overview of the adaptation planning process, as well where M&E (the focus of this training) fits along the planning continuum.
10:00–10:10	10	Connecting CCA and M&E	Slides 1.23 – 1.24	<ul style="list-style-type: none"> (ATLAS specific): Explain the overall M&E activity as well as lessons learned from the various M&E documents and activities.
10:10–10:45	35	Exercise: developing adaptation activities to address specific climate risks	Slide 1.25	<ul style="list-style-type: none"> Ask each participant to take out their copy of the sample LCCAP from their folders. Ask everyone to quickly read through the LCCAP to familiarize themselves with its content (5 minutes) Assign each table a specific hazard from the LCCAP (floods and landslides, typhoons and storm surge, and drought). Based on the sample LCCAP, ask each table to develop an overall adaptation goal for their hazard, 3 possible interventions to address vulnerability to the hazard, and brainstorm ways to measure the effectiveness of the interventions (20 minutes). Ask each table to give a quick report out of what they came up with. Discussion should focus on how the interventions address the specific hazard, and challenges in measuring the effectiveness of the proposed interventions (10 minutes).
10:45–11:00	15	Break	Set up scenario flip charts around the room	
11:00–11:30	30	Definitions and Stages of M&E		<p>Objectives:</p> <ul style="list-style-type: none"> Participants understand the relationship between M&E and projects Participants have an understanding of why M&E is important Participants know the difference between <i>monitoring</i> and <i>evaluation</i> Participants can draw the four stages of M&E
11:00–11:05	5	Vision of M&E	Slide 1.26	<p><i>From NuPITA Monitoring and Evaluation Curriculum</i></p> <ul style="list-style-type: none"> Explain that the photo is from the 2008 para-Olympics race. Runner #1111 is blind and competing with her guide. The image is a strong analogy of the relationship between project implementation and Monitoring and Evaluation. The reason for this race is the competitors (i.e. the blind runners). Just as the purpose of our projects is to improve our communities or reduce the impact of climate change on our environment and cities. But – without the guide to be the ‘eyes’ for the athlete, she may run off course and not win the race, or even fail to finish. In the same way, without M&E we would not know when our projects are off course, or unlikely to achieve their desired outcomes. Communication between the guide and the athlete needs to be two-way: If the guide (M&E team) does not provide good quality information to the runner (project

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<p>management team), or if the athlete does not listen to and respond to the information provided by the guide, then the athlete will likely run off course and not reach her goal.</p> <ul style="list-style-type: none"> • M&E is not the reason we run projects/programs and should not take over our programs. BUT an effective M&E system is needed to ensure that the project does reach its goals.
11:05–11:15	10	Definitions	Discussion, flip charts, Slides 1.27 – 1.28	<ul style="list-style-type: none"> • Explain that most of the workshop will focus on monitoring, but we will cover evaluations on the last day. With that said it is important to define the two before we begin. • Have the participants explain the difference between Monitoring and Evaluation (write on flip charts); probe: are the activities different? Are the goals different? • Wrap-up with slides (outlining the differences)
11:15–11:25	10	M&E Stages	6 copies of task cards Slide 1.29	<ul style="list-style-type: none"> • Divide into small groups (3-4 participants) & go to a blank flip chart. • Groups will receive task cards. They should discuss as a team and arrange them in order. Then, put tape on the back of each task card (so you can easily rearrange) and post on the flip chart. You also have some blank cards if you wish to add tasks. • You have 10 minutes • Walk participants through the graphic of M&E stages (<i>From NuPITA Monitoring and Evaluation Curriculum</i>): • Explain that the workshop will systematically go through each of the four stages of the model spending the most time on planning as without a solid plan, it is difficult to design and implement a good system. Remind them that the whole reason we monitor and evaluate is the fourth box: using data. When planning and designing any activity or component of the M&E system, make sure that there is a use for all the data you plan to collect
11:25–11:30	5	Book exercise	Slide 1.30 – book exercise Book, envelope, blank pages	<p><i>From NuPITA Monitoring and Evaluation Curriculum</i></p> <ul style="list-style-type: none"> • Explain book exercise • Pass around a book and an envelope and post-it notes for participants to write their guesses on. Explain the rules of the game as outlined on the slide. Ask each participant to write down how many pages he/she thinks are in the book. When finished, the participant passes the book and envelope with the guesses in it to the next person. The last person returns the book and the envelope to the facilitator. This is an individual exercise so they should not ask any questions; they may look at the book to determine the answer. The results of this exercise will be shared later
11:30–1:00	90	M&E Stage 1: Planning		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants understand the structure of a results matrix • Participants can explain the components of a logical framework • Participants can define objectives, activities, goals, targets and indicators
11:30–11:45	15	Stage 1:	Slides 1.31 – 1.37; Flip chart	<ul style="list-style-type: none"> • Discussion- ask participants to work in pairs, each group defining one of the five components of a results framework (5 mins) • Plenary – walk group through the definitions of components using slides

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		Results-Based Management & Logical Frameworks		<ul style="list-style-type: none"> On slide 19 explain it can make sense chronologically to think through them in this order, help participants to think through them in the reverse order. That is, start with the impact and outcomes that the project hopes to achieve and then work backwards to design a system or project that will logically lead to them. Flag the equivalencies in results frameworks, objectives -> outcomes, etc. Slides from: <i>USAID's Climate-Resilient Ecosystems and Livelihoods (CREL)</i>
11:45–11:55	10	Exercise: Identifying inputs, activities, outputs, outcomes and impacts	Worksheet 1	<ul style="list-style-type: none"> Ask participants to turn to Worksheet 1 in their packets. Their task is to work in pairs to decide whether the statements are inputs, activities, outputs, outcomes or impacts.
11:55–12:40	45	Scenario 1	Scenario LCCAP Slide 1.38 Input, activity, output, outcome and impact prepped flip charts	<ul style="list-style-type: none"> Explain the scenario and that the story will continue over the next three days. The scenario is designed to give them a chance to think through the development of an M&E plan for climate change adaptation activities. However, the principles and concepts you learn are applicable to any type of project (not only CCA). The scenario is based on a fictional city in the Philippines: Emerald City (their first task is to become the management team of their city. Choosing relevant roles)– which has some similarities and some key differences to CDO. The Scenario handout in your folders is the executive summary from the LLCAP for Emerald City- and will be the basis of the scenario activities for the next three days. Participants should be in their pre-arranged small groups The objective of Scenario 1 is to develop a draft of a logical framework narrative to monitor the LCCAP implementation. They have 40 mins When all are finished, ask one group to share their responses, noting that other groups will present later (5 mins)
12:40–1:00	20	CDO LCCAP Results Matrix	Slides 1.39 – 1.41	<ul style="list-style-type: none"> Discuss overview of the process for developing the CDO RM Explain how the CDO Results Matrix was developed and why Walk backwards through the CDO RM (starting with ultimate outcome) – including all statements, but NO indicators Open discussion on the RM
1:00–2:00	60	Lunch	Prepare the results of the book exercise Identify a volunteer to lead the afternoon energizer	
2:00–3:30	90	M&E Stage 1: Indicators		<p>Objectives:</p> <ul style="list-style-type: none"> Participants can describe the purpose and different types of indicators Participants understand the need for targets and baselines Participants can analyze whether or not an indicator is SMART
2:00–2:05	5	Energizer		<ul style="list-style-type: none"> TBD- Participant-led

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
2:05–2:20	15	Stage 1: Indicators - Explanation of different types of indicators	Flip charts Slide 1.42 – 1.43	<ul style="list-style-type: none"> • Explanation: transition from the framework to the indicators. Can anyone give an example of an indicator? List on flip chart • Probes (goal here is to have them list until there are both output and outcome indicators on the flip chart): <ul style="list-style-type: none"> ◦ Maybe a healthcare indicator? An agriculture indicator? A community involvement indicator? • Point out the difference between the output (process) and outcome (impact/change) indicators they note. • Probes: <ul style="list-style-type: none"> ◦ Can you think of any indicators in your everyday life? (beep on your phone indicates..., the alarm indicates... a turn signal...) • Define indicators (slides 42-43) • An indicator is a variable that measures one aspect of a program or project. Let's take a moment to go over each piece of this definition. The purpose of indicators typically is to show that a program activities are carried out as planned or that a program 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 program begins, to another value after the program and its activities have had time to make their impact felt, when the variable, or indicator, is calculated again. • Secondly, an indicator is a measurement. It measures the value of the change in meaningful units for program 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 attitudes of a target population, the indicator metric calculates its value objectively at a given time. • Thirdly, an indicator focuses on a single aspect of a program 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. • A full, complete, and appropriate set of indicators for a given project or program in a given context with given goals and objectives will include at least one indicator for each significant aspect of program activities.
2:20–2:25	5	Results of book exercise	Slides 1.44 – 1.45	<ul style="list-style-type: none"> • Remind participants of the book exercise they did in the morning. • Ask them to guess the range of guesses about the # of pages (show slide 45- # of results received, range of results, graph (x axis # of pages in categories; y axis # of respondents)) • Ask what they think the 'right' answer was – explaining there isn't a right answer. Unless we define our indicators and the words within them, data collectors are likely to vary in how they interpret it. If 'page' had been defined specifically (1 sheet of paper = 2 pages, do front and back covers count?) – the data would have been much more useful.

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2:25–2:35	10	SMART indicators	Slide 1.46 – 1.51 SMART acronym poster	<ul style="list-style-type: none"> • Explain the concept of SMART – and how it applies to indicators
2:35–2:45	10	SMART or NOT game	Slides 1.52 – 1.60	<ul style="list-style-type: none"> • Ask participants to stand and push in their chairs. Explain we are going to do a fast exercise to practice being SMART. I'm going to put indicators up on the screen- and if you think the indicator is SMART – then you will go to the wall on the right. If you think it is not SMART, you will go to the wall on the left. • After each indicator, ask someone on the correct wall to explain why the indicator is SMART or NOT.
2:45–3:15	30	Scenario 2	Prepared indicator flip charts for each group Slide 1.61	<ul style="list-style-type: none"> • Returning to Emerald City and their need to monitor their LCCAP. You have the makings of a logical framework, but what you do not have yet, is a way to actually measure if you are achieving these outputs and outcomes. • Please divide back into your 'city teams'. • You have 30 mins to develop SMART indicators to flesh out your results matrix/log frame. • Leave 'questions to ask when developing indicators' slide up during activity.
3:15–3:20	5	Targets and Baselines	Flip charts	<ul style="list-style-type: none"> • Now that we have our indicators the next step is to determine targets. • Determining targets often requires baselines • For example, if I wanted to improve the time it takes me to run 5K, • In order to make objectives measurable and realistic, baselines and targets are needed. In general, one needs to know the baseline before setting a realistic target. An exception to this would be if the project hopes to reach a certain percentage of the target population or land such as providing training to 90 percent of health workers, or re-forestation 90 percent of a dedicated plot of land. It is rarely advisable to set a target of 100 percent as it is often next to impossible to reach. • Explain targets can be set in a number of different ways. In general, you want to start with the most accurate information that you have on the current situation or population of interest. • If your organization or another organization has been working with this target situation/population recently, you may have fairly accurate information; however, sometimes you need to use older data to develop the targets
3:20–3:30	10	CDO LCCAP Indicators	Handout – LCCAP Results Matrix Slide 1.62	<ul style="list-style-type: none"> • Discuss the indicators in the CDO LCCAP RM- noting any similarities/differences to those the city teams have developed.
3:30–3:45	15	Break		
3:45–5:00	75	M&E Stage 1: Putting the Plan Together		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants understand the value of an M&E plan • Participants can anticipate challenges that might arise with an M&E plan • Participants feel comfortable drafting an M&E plan

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
3:45–3:55	10	Stage 1: Plan Development	Flip charts	<ul style="list-style-type: none"> • Today we have spent talking exclusively about stage 1 of monitoring.... But we still haven't covered it all. • Stage 1 is Planning to Monitor – what do you think are the elements of a monitoring plan that we might be missing? Write their ideas on flip chart <ul style="list-style-type: none"> ○ If not named, add: roles and responsibilities, reporting plans, assumptions, means of verification, data collection methods, data storage plans, data use plan. • Most of these elements, while they belong in a plan, we will discuss throughout the next three stages, when they are actually 'used' however, it is important to note that any good M&E plan should think through and outline all of these components.
3:55–4:15	20	Storytelling: Group exercise	Flip Charts	<ul style="list-style-type: none"> • In your small groups – discuss your experience with monitoring plans, and their implementation across any type of project you have participated in. Following the below prompts: • Each person in the group to think of and share: <ul style="list-style-type: none"> ○ The name/description of a project where they were involved in or witnessed some form of Monitoring or Evaluation ○ Any challenges/problems they saw with the monitoring process/outcomes ○ Any successes they saw with the monitoring process/outcomes • Someone in the group to write down a 'key word' that describes the challenge or success enabler mentioned.
4:15–4:25	10	Summary of Critical Success Factors of and M&E System	Slide 1.63	<ul style="list-style-type: none"> • Explain the list of 12 critical factors – ask participants to check off any concepts they have on their lists, as they are covered in the PPT Slide from: <i>USAID's Climate-Resilient Ecosystems and Livelihoods (CREL)</i>
4:25–4:35	10	Exercise wrap up		<ul style="list-style-type: none"> • Any participants who had items listed on their flip chart that were not covered, share their remaining items
4:35–4:55	20	Challenges and the CDO RM		<ul style="list-style-type: none"> • Explanation of challenges encountered when developing the CDO LCCAP M&E Plan • Opportunity to explain how these relate to the M&E assessment results • What challenges and opportunities CDO may expect in their monitoring activities based on the results of the M&E assessment
4:55–5:00	5	Feedback	Post-its Slide 1.64 Prepared 'learn, improve, question' charts	<p>Close + Feedback: 3 post-its</p> <ul style="list-style-type: none"> • One thing you would like to learn this week • One thing to improve for tomorrow or the remaining training • One question I have about today that I would like answered

FACILITATION NOTES AND SCRIPT: DAY 2

SUPPLIES FOR DAY 2:

1. Name tags & Markers
2. Sign-in sheet
3. Note pads/paper & pens
4. Post-it notes
5. Print outs of:
 - a. Worksheet 2 (per participant)
 - b. Indicator Fact Sheet Printouts (per group)
 - c. Data Collection Handout
 - d. Worksheet 3
 - e. Worksheet 4
6. Bag of candy
7. Flip charts and stands (6)
8. Markers (6 sets)
9. Projector

ROOM PREP

- Prepare all Flip Chart Papers:
 - Day 2 Agenda
 - Data Sources
 - Sources of Problems
 - FGD Tips
 - Family Feud:
 - Focus Group
 - Key Informant
 - Observation
 - Household Survey
 - Comparisons:
 - Among or between groups
 - Over time
 - Against a target or standard
 - Feedback: in-depth/facilitator/learning to share
- Ensure log-frames and indicators from Day 1 exercises are viewable on the walls

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
8:00–8:30	30	Prepare room	Name tags, markers; sign-in sheet; participant folders	Double check: table and chair layout; projector and screen functioning; internet; power strips; washrooms; water and food arranged
8:30–9:00	30	Recap of Day 1		Objectives: <ul style="list-style-type: none"> • Participants reflect on their experience drafting an M&E plan • Participants identify challenges in developing plans and resources for overcoming them
8:30–9:00	30	Recap of Day 1	Log-frame and indicator flip charts from Day 1 Scenarios Slide 2.1	<ul style="list-style-type: none"> • A participant(s) identified on Day 1 will organize a ‘present back and raise questions’ for the Scenario group work from day 1. Not all groups may have time to present, so leader should be requested to keep to time, but also encouraged to be creative in how they organize the session
9:00–10:00	60	M&E Stage 2: Data Collection		Objectives: <ul style="list-style-type: none"> • Participants can list multiple methods of data collection • Participants can match indicators to data collection methods • Participants can design data flow maps and indicator tracking sheets
9:00–9:10	10	Group Brainstorm: What are Data Sources	Slide 2.2 - 2.3 Flip chart	<ul style="list-style-type: none"> • Briefly go over the schedule for the day and the high-level objectives • Using slide 2.3 or a flip chart- ask participants to brainstorm sources of data that they routinely use in their specific jobs. List for the group. • Probe participants to discuss: <ul style="list-style-type: none"> ○ Are there similarities between any of these data sources? What are they? ○ Can you group any of these similarities into ‘types’ of data sources? What would you name these types?
9:10–9:25	15	Overview of Data Collection Types and Data Maps	Slide 2.4 - 2.11 Flip chart	<ul style="list-style-type: none"> • (Slide 2.4) Ask participants how they determine what M&E data they need to collect? • Discuss the difference between need to know data and nice to know data (elicit examples from the group). • (Slide 2.5) Explain that there are three steps from data collection to identification (review indicators; review data tools and sources; prep data collectors) • (slide 2.6) Explain that data collection methods are usually very different between output and outcome indicators- ask participants to brainstorm why. • (slide 2.7) Share slide – discuss that there are different type of data collection tools and methods that are typically better for outcome vs output indicators- walk through examples. Ask participants how often these types of data are collected. • (slide 2.8) Explain that data collection methods vary based on outcome/output data AND base on routine vs non-routine methods. – walk through an example. • (slide 2.9) So- how do we make these decisions, and keep track of what tool will measure what data point for which indicator, how often... and who will do it?? It all seems a bit overwhelming

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<ul style="list-style-type: none"> • (slide 2.10)- Introduce Data Flow Maps – asking participants to define what a data flow map is and having them brainstorm what elements may be included in a data flow map. • (slide 2.11) – Explain that there are multiple ways to format a data flow map, and in some cases, a table like this one may be the most useful. Explain what the differing sections mean (or call on talkative participants to do so)
9:25–9:45	20	Scenario 3	Worksheet 2 Leave slide 2.12 up during exercise	<ul style="list-style-type: none"> • Return to scenario small groups and to the log-frame flip charts still on the walls. Ask participants to each take a different indicator in their log-frame and fill out all of the columns in the data map for that indicator (7 mins). Then participants should discuss in pairs/3s what they came up with, and any struggles they had.
9:45–10:00	15		Slide 2.14 – 2.15 Printed Indicator Sheets from CDO M&E plan (and answer sheet)	<ul style="list-style-type: none"> • (slide 2.14) Introduce the LCCAP Indicator Table – noting that they have some work to do, collectively- to flesh out the additional details into a full Data Map. • However, there is more information available in this plan... in the form of Indicator Fact Sheets. • Explain that each group has 10 of these fact sheets, and they are competing against the other groups (candy prize) to see who can put them in the correct order of 'Easiest/Cheapest/Most Routine' data to collect to 'Hardest/Most expensive/least common' data to collect.
10:00–11:00	60	M&E Stage 2: Data Quality		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants can determine what data are useful and what are not • Participants understand and apply the constructs of data quality
10:00–10:05	5	Group Brainstorm	Slide 2.16 Flip Chart	<p>From the NuPita training curriculum</p> <ul style="list-style-type: none"> • Show Slide 2.16 and brainstorm on data quality with the group; write the responses from participants on “What needs to be in place to ensure good quality?” on a flip chart. Summarize by saying that ensuring good quality data requires having a strong M&E system in place to collect, aggregate and report data and having data that can be audited.
10:05–10:20	15	Overview of Data Quality	Slides 2.17- 2.18	<ul style="list-style-type: none"> • Use Slide 2.17 to review what goes into data quality. Ask participants if they have faced these issues and to give examples of how they addressed them. • Use Slide 2.18 to show a fairly standard and quite comprehensive list of things that affect data quality. Depending on the time available and the level of interest and knowledge of the participants, either go through it in detail or use it for reference. In general, however, note that many of the data errors that we are looking for can be caught quite easily; we should begin by focusing on them first. Data will never be perfect, but it must be good enough that we feel confident using it.
10:20–10:40	20	Game: Identifying Data Quality Concerns	Worksheet 3	<ul style="list-style-type: none"> • Explain that after thinking about concerns with data quality in theory, it is helpful to think about them in practice. • The worksheet has two columns (case; standard); participants should work in pairs to match each item in column A with one answer in column B. • The first 5 teams to turn in a correct worksheet- get a prize

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
10:40–11:00	20	Discussion: Addressing Data Quality Concerns	Flip Chart labeled: Sources of Problems	<ul style="list-style-type: none"> • Divide the Group in half • Explain that addressing problems with data quality requires two steps: identify what the problem is – find a way to address it. • In this case we are going to work as two teams- the first group- is responsible to identify the problem, the second group – to find a way to address it. • Ask participants in the first group to review the cases in the worksheet, and brainstorm what might be the root cause of each problem. Write ideas on the flip chart. • After each problem listed, as the team in the second group to suggest a remediation- how could the problem have been addressed – if group one feels this is sufficient, then cross out the problem from the flip chart. • Ask participants if anyone has any additional concerns with data quality that they have heard of or encountered in their own work experience. Add to the list – following with remediation ideas.
11:00–11:15	15	Break		
11:15–1:00	105	M&E Stage 2: Data Collection Method In-depth		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants understand the best practice process for the method of data collection • Participants practice collecting data • Participants can identify common challenges with this mode of data collection
11:15–11:30	15	Activity: Data collection methods	Flip charts Data Collection Handout Slide 2.19	<ul style="list-style-type: none"> • Divide participants into 4 or 8 groups for KII, Observations, FGD, and HH • Give participants the Data Collection Handout and ask them to answer questions about their assigned method using info in the Handout and write responses on the flip chart paper. <ul style="list-style-type: none"> ○ What kind of data are collected by your method? ○ How many people and who should participate in each method? ○ How long should each method take? ○ What kind of questions does each method aim to answer? ○ What assumptions do you make of the data from each method? (e.g. Is the data from your method representative?) • 5 min trading info between like groups to add anything they think was missed (e.g. the 2 FGD groups share info to complete)
11:30–11:45	15	Focus Groups	Slides 1.20- 1.24 Flip chart	<ul style="list-style-type: none"> • The FGD group from the last activity will present on focus groups (5 mins) • Cover additional focus group info on slides 1.20 – 1.24 • Group discussion: <ul style="list-style-type: none"> ○ Explain that we are going to work together to create a tip sheet for focus groups. Our group introduced some, and a few more were in the slides... but I bet you can think of some more from your own experience, or just things you think would be important. (probe with the below questions, and write key points on the flip chart) <ul style="list-style-type: none"> ▪ Ethics and informed consent in FGDs ▪ How to introduce yourself, translators, note takers to the group ▪ Moderating FGDs and Notetaking

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
11:45–12:25	40	Key Informant Interviews	Slides 1.25 – 1.30	<ul style="list-style-type: none"> ▪ Writing FGD questions • The KII group from the last activity will present on Key Informant Interviews (5 mins) • Cover additional key informant info on slides 1.25 – 1.29 • Group Activity: Speed Interviews- slide 1.30 • Explain that we are going to role-play short key informant interviews. These are the types of interviews that need to be conducted to collect data for various programs, including LCCAP. In this case, we want to know their opinion of how the community is adapting to climate change- but in details! • But... we are going to do it- like speed dating! • There will be 3 rounds. <p>You will speak with the following:</p> <ul style="list-style-type: none"> • Fishing committee leader (Round 1) • Barangay Chairman (Round 2) • Leader of a community living in a Danger Zone (Round 3) <p>Develop Questions (pen/paper): (10 min total)</p> <ul style="list-style-type: none"> • What type of information can be provided by these three actors? • What specific questions do we need to ask, to get that information? • Spend 5-7 minutes (individually) writing 5 questions for each representative that you think you need to know to help you understand how the LCCAP activities are progressing? • Now, trade your questionnaire with the person beside you • 3 min: Give feedback on the questionnaires – do the questions make sense? Are they specific? Will they help you get data that you need? • Hand back to original owner – spend 1 min reviewing <p>Set up tables and chairs so all participants are facing each other (if 16 participants, 8 and 8) – 3 min total</p> <ul style="list-style-type: none"> • Split into two rows (seated). • Row A: Interviewers. Need pen and paper • Row B: Interviewees (make up answers) • Facilitators to demo • Write down answers • For each round, one row will get up and move to the seat beside them to keep changing people • In Round 1, Row A was the interviewers. They become the interviewees. • You do not need to do an introduction. • For each round, the interviewer has 5 minutes to ask and get information for the five questions they practiced.

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<ul style="list-style-type: none"> • Since we are alternating the rows, you will not have the chance to practice all of the rounds. For example, Row A will be the interviewers for Round 1, and 3 And Row B will be the interviewers for round 2. <p>Interviews</p> <ul style="list-style-type: none"> • Round 1: Row A, you are interviewing Row B. Row B, you are the Fishing Committee Leader. Make up your answers. • Row A: You have no more than 5 minutes to ask and get answers to your five questions. Go! • (After 5 minutes). Stop where you are – even if you are not complete. • The person you interviewed will give you feedback. At least one thing they liked, one thing to improve, and one thing they learned from you. Make sure you provide clear and constructive feedback. They only have one minute. The interviewers must listen to them. Only respond if you are unclear about the feedback you received. • (After 1 min). Stop! Now, Row A, stand up, and move one chair to your left, and bring your notepad with you. The person on the end will move to the other end of the table. • Round 2: Now, Row B will be the interviewers. You are now interviewing Row A. • Row A, you are the Barangay Chairman. And, Go! • (Repeat for remaining round, using the above-mentioned role) <p>Debrief: What did you think? What was challenging? Did you complete all of your questions? Do you wish you had changed your questions? Or the way you conducted the interview?</p>
12:25–12:35	10	Observations	Slides 1.31-1.34	<ul style="list-style-type: none"> • The observation group from the last activity will present on Observation forms (5 mins) • Cover additional observation info on slides 1.31 – 1.34
12:35–12:45	10	Household Surveys	Slides 1.35- 1.39	<ul style="list-style-type: none"> • The HH group from the last activity will present on Household Surveys (5 mins) • Cover additional survey info on slides 1.35 – 1.39
12:45–1:00	15	Family Feud: Which method is it?	Slides 1.40- 1.52	<ul style="list-style-type: none"> • Choose 16 people to come up to the front. • Split the 16 into two lines, facing a facilitator. Participants line up (8 and 8) and Line A will compete against Line B. Only two people can answer (one rep from A and B). Facilitator will read a question, and the first one to get the correct answer can go over to the side. The 'loser' goes to the end of their line to get another chance to answer. If the person is incorrect, then the other automatically can answer. If both are incorrect, they both go to the end of their lines. • The game concludes when all team members have had a chance to correctly answer which method. If someone is really struggling, they can “ask their family”.
1:00–2:00	60	Lunch	Identify a participant to lead an energizer	
2:00–3:30	90	M&E Stage 3: Making Data Usable		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants can match data to stakeholder needs • Participants can distinguish between helpful and poorly designed graphs

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
2:00–2:10	10	Energizer		<ul style="list-style-type: none"> Participants can display data in an appropriate format for the audience and for clarity TBD – participant led
2:10–2:20	10	Data and Audiences Introduction	Slides 2.53- 2.54	<p><i>From NuPITA Monitoring and Evaluation Curriculum</i></p> <ul style="list-style-type: none"> (slide 2.53) Remind participants of the 4 stages of M&E, note that we are now moving on to stage 3 – but that stage 3 & 4 are quite similar because they are both about the relationship between data and decisions. In stage 3, we are most interested in figuring out who is the audience for the data- and how do we give them the data in a format that they can make best use of. (slide 2.54) - Try to put yourself in the shoes of the audience you are tailoring information for. For example, if you are preparing information for the senior management team or board of directors, think about what sorts of questions they would like answers to and what sort of format would be easiest for them to digest the information. For example, they probably want to make comparisons across project areas or over time, so they would like clear graphs and tables rather than a 40page document. When thinking about why the audience needs the data, think of the following three comparisons. Note that there are many other more complicated analyses or comparisons that can be made but in most project monitoring, we are looking at one of these three: among or between groups, over time or against a target or standard. When turning data into information, make sure that the relevant comparison(s) are clear.
2:20–2:25	5	Group Discussion	Flip chart	<ul style="list-style-type: none"> Ask participants to brainstorm different ways that data can be presented and to give an example of the type of audience for that presentation style. List their responses on a flip chart. In case they miss them- a few probes: reports, success stories, tables, graphs, maps, presentations, papers, dramas, videos, brochures, dashboards
2:25–2:35	10	CDO LCCAP Stakeholders		<ul style="list-style-type: none"> Explain the stakeholder mapping within the city government that was completed as part of the M&E plan development and outline the desire for this to be more comprehensive. Return to plenary
2:35–3:05	30	Scenario 4- identifying stakeholder data needs	Worksheet 4 Slide 2.55	<p><i>From NuPITA Monitoring and Evaluation Curriculum</i></p> <ul style="list-style-type: none"> In order to effectively prepare data for different audiences, it helps to first think about whom the audiences are (both internal and external) and what sort of questions they might ask. Show Slide 2.55 and explain it is a tool to brainstorm who the stakeholders of their projects are and what sort of information each stakeholder would like. Note that a table like this can help manage information deliverables - and can help make the deliverables more realistic. For example, it is probably not realistic to present information to all stakeholders each quarter. Instead of sending the same quarterly report that you had to prepare for a donor, consider sharing information less frequently but in a more tailored manner. Or, for example, if the project has key indicators that would be very useful for the technical and/or management team to review regularly,

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<p>develop a dashboard or a simple template for graphing them (three to five) to share and discuss at every monthly staff meeting.</p> <ul style="list-style-type: none"> • Ask participants to return to their small groups and find Worksheet 4 in their folders. Ask to them think about either 1) if they are from CDO, think about CDO, if not, 2) please think about Emerald City (assuming it has a similar government/community structure to their home city), and draft the stakeholder information table, for either the CDO or the Emerald City LCCAP
3:05–3:30	25		Flip chart with the three types of comparisons on it Slides 2.56-2.65	<ul style="list-style-type: none"> • Displaying data discussion • How can data best be presented? No way is necessarily right or wrong, there are just different purposes. Bar charts are probably the most common visual displays and are useful for displaying frequencies, either as numbers or percentages. • (slide 2.56) ask participants to describe the comparisons in the chart. (Response: over time and among groups); Ask participants which Barangay is performing the best? Do you think this is an effective display of data/information? How could we make it better? • (slide 2.57) ask – this is the same data- but are these graphs better? Which of these two graphs is better? I would argue neither is better- they each have a different message/story – what are they? • (slide 2.58) – and here is the same data again- but this time, each graph only has one message. This is the maximum amount of information most people will take in from a graph: one message. So, look at your data, define your message, before you design your graph. • (slide 2.59) What is this graph showing? The number of attendees that each field worker had at her sessions (not clear over what period). The number of sessions that each field worker conducted. Ask about issues with this graph. <ul style="list-style-type: none"> ○ The values for the number of sessions are very small (three to four), while the number of attendees is rather larger (30–50). By graphing these on the same scale, you lose precision especially for the blue bars (for example, field worker OA actually only ran three sessions, but it is hard to see this). The blue bars should probably be removed. • (slide 2.60) Another effective and popular way to display data is through line graphs. Ask a participant to explain what this graph is showing. Note with line graphs that data are displayed in a continuous way and so should not be used to represent data that are not connected. Line graphs are generally used to show change over time. How would you modify this graph to improve it? • (slide 2.61) Use pie charts when the data totals 100 percent; Are there more 6 – 12-year-olds or 18-24-year-olds? How would you improve this graph? • (slide 2.62) Do the percentage and labels add or subtract from the graph? Some people really don't like pie charts as they can be inaccurate. Adding the percentage (or the actual numbers) can help deal with this issue. • (slide 2.63) When might it be more appropriate to present data in a table or in addition to a summary graph (e.g., donors, peer review journals, etc.)? Tables generally

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				<p>provide more detailed information than graphs do, but depending on the situation, they can be easier or harder to compare. There is no “right” answer but think about what style would best help the audience get answers to their questions.</p> <ul style="list-style-type: none"> • (slide 2.64) In general, this is complicated but some people who like reading graphs may not find it too busy. What do you think of this graph? What comparisons are displayed (over time, among groups and against a target)? Who might this chart be useful for? What don’t you like about it? • (slide 2.65) What do maps show you that other displays don’t? When might you want to use a map? What other things could you include on a project map? What are some of the limitations of mapping?
3:30–3:45	15	Break		
3:45–5:00	75	M&E Stage 3: Designing a Dashboard		<p>Objectives:</p> <ul style="list-style-type: none"> • Participants can prioritize data points for monitoring and display • Participants can conceptualize data visualizations effectively
3:45–4:00	15	Exercise Overview	Flip chart paper Slide 2.66	<ul style="list-style-type: none"> • Ask participants to share something they have learned today so far. • Note that it is time to start putting some of the pieces of M&E together. • The major output of a strong M&E system is accurate, analyzed data that is easy for stakeholders to use. • One sad thing that I see in the field is M&E teams and project teams who spend large amounts of time designing M&E systems, collecting data, compiling data and analyzing it- and then when it is shared with decision-makers it is completely ignored. Why do you think this happens? (list on flip chart -> note clearly the decision makers DO care about the data or they would not have invested the resources to collect it... so it must be something else.... It is too late, it is not clear, it doesn't speak to the decisions that need to be made; the data displayer didn't really consider the needs of their stakeholders). • So- how do we fix this, and make sure OUR data is really used? • (slide 2.66) We are going to break into your small groups again. Earlier today you filled out your stakeholder information table. Over the next 45 mins you will complete the following: <ul style="list-style-type: none"> ○ As a group, choose one or a group of your stakeholders identified in Worksheet 4 that you believe should have regular access to data on climate change activities for Emerald City. Circle these stakeholders on your worksheet. ○ As a group, choose which of the indicators in your log-frame would be most important for this/these stakeholder(s) to review. Star these indicators on your log-frame. ○ Divide these indicators among group members and individually, or in pairs, develop a data visualization for this indicator. Consider graphs vs tables, types of graphs, interesting disaggregation, Colors, labels, - and everything we just learned in the last session.

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				<ul style="list-style-type: none"> ○ You can draw your graphs on flip charts (if you are like me) – of if you have a computer and prefer to do it on your computer- so long as you can email or project it, this is also fine. ○ I will alert you when there is only 20 mins left. At this point, you should come together as a group, and share your visualizations- critiquing each other's, and improving them. ○ Choose your favorite visualization – it will be shared tomorrow.
4:00–4:45	45	Scenario 4: Designing a Dashboard	Leave slide 2.66 up	<ul style="list-style-type: none"> • Small group exercise – see instructions above.
4:45–5:00	15	Feedback	Post-its Slide 2.67 Prepared 'In-depth, facilitator feedback, sharing learning' charts	<p>Close + Feedback: 3 post-its</p> <ul style="list-style-type: none"> • One thing you would like to go more in-depth on • One piece of feedback for facilitators • One thing I will teach my colleagues when I return next week

FACILITATION NOTES AND SCRIPT: DAY 3

SUPPLIES FOR DAY 3:

14. Name tags & Markers
15. Sign-in sheet
16. Small ball
17. Note pads/paper & pens
18. Post-it notes
19. Print outs:
 - a. Worksheet 5
 - b. Worksheet 6
 - c. Post-Tests
20. Group assignment cards
21. Printed and signed certificates
22. Bag of candy
23. Flip charts and stands (6)
24. Markers (6 sets)
25. Masking tape
26. Projector

ROOM PREP

- Prepare all Flip Chart Papers:
 - Day 3 Agenda
 - Ways to Use Data
 - Feedback: learn/improve/question
- Ensure available space and tape to post up dashboards

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
8:00–8:30	30	Prepare room	Name tags, markers; sign-in sheet; participant folders	Double check: table and chair layout; projector and screen functioning; internet; power strips; washrooms; water and food arranged
8:30–9:00	30	Recap of Day 2		Objectives: <ul style="list-style-type: none"> Participants reflect on their experience developing an M&E dashboard Participants constructively critique one another's dashboards
8:30–9:00	30	Recap of Day 2		<ul style="list-style-type: none"> Participant-led exercise (will ID someone(s) from day 2 to lead this session) – they will organize the 'present back' for dashboard exercise – not all groups need to present
9:00–11:00	60	M&E Stage 4: Decision-Making		Objectives: <ul style="list-style-type: none"> Participants understand the role data can play in informing decisions Role play allows participants to respond to the tricky questions M&E staff frequently face
9:00–9:05	5	Agenda and objectives	Slide 3.2	<ul style="list-style-type: none"> Go over the agenda and objectives for today
9:05 -9:10	5	Intro to Phase 4	Slide 3.3	<ul style="list-style-type: none"> This is the final and most important session – as it is time to make use of all of the data that we have carefully planned, collected and turned into useful information for stakeholders. It is important to note that using data for decision making does not have to be complicated or difficult- and is often more effective when it occurs in small ways. For example, choosing three indicators to review at each standing meeting of decision-makers.
9:10–9:20	10	Discussion: Use of data	Flip chart Slide 3.4	<ul style="list-style-type: none"> Ask participants to brainstorm ways that monitoring, and evaluation data can be used- write on flip chart Show slide 3.4 to wrap up a summary
9:20-9:25	5	How do we use data	Slides 3.5- 3.6	<p><i>From NuPITA Monitoring and Evaluation Curriculum</i></p> <ul style="list-style-type: none"> (slide 3.5) So- data can be used for a lot of things, but how can we summarize HOW data can be used. One simple way to help decision-makers begin to engage with data, is to train them to ask three simple questions: What is the information saying? Why does it say that? What can be done about it? Don't forget it is important to ask these questions looking at both the positive and the negative findings- what do the data say is going well? What do the data say is going poorly? M&E data can sometimes get a bad rep - people often think of monitoring data is information to point out problems – but it is equally useful in finding ways to replicate successes. (slide 3.6) Three of the ways to think about replicating success include quantitative scale-up, functional scale-up, and organization/department scale up.
9.25 – 10:00	35	Exercise: Role Play Emerald City – prep-work	Group assignment cards Worksheet 5	<ul style="list-style-type: none"> Divide the participants into four to six groups. Explain that Emerald City has been implementing their M&E plan for six months now. It is time to host meetings with decision-makers at different levels. There will be a total of six meetings as follows:

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			Slide 3.7 Slides 3.8-3.10 duplicate the charts on Worksheet 5. Included here in case they are useful to support to specific groups.	<ul style="list-style-type: none"> ○ Meeting #1 Community leaders, local officials, farmers, Barangay Captain and council members from Barangays 1 -10 ○ Meeting #1 Community leaders, local officials, farmers, Barangay Captain and council members from Barangays 11 -20 ○ Meeting #1 Community leaders, local officials, farmers, Barangay Captain and council members from Barangays 21 -30 ○ Meeting #1 Community leaders, local officials, farmers, Barangay Captain and council members from Barangays 31 -40 ○ Meeting #1 Community leaders, local officials, farmers, Barangay Captain and council members from Barangays 41 -50 ○ Meeting # 6 – Department heads involved in the LCCAP such as City Planning and Development Office, Local Economic and Investment Promotion Office, City Local Environment and Natural Resources Office, City Agriculture Office, City Disaster Risk Reduction Office, City Social Welfare and Development Office, City Housing and Urban Development Department, Office of the Building Official, City Engineer's Office <ul style="list-style-type: none"> ● Assign each group to a set of barangays or the overall group ● Groups have 15 mins to analyze the data together. They will be looking for: <ul style="list-style-type: none"> ○ Trends ○ Successes ○ Challenges ○ Gaps ● Then each group will take the next 15 mins to develop a 10 min presentation for the whole group. They will act out a meeting with either the field workers at the Barangay level, or with the city level department representatives. ● Remind participants ONLY to look at data from their perspective (of their assigned group).
10:00–10:40	40	Exercise: Role Play Emerald City – presentations	Slide 3.11	<ul style="list-style-type: none"> ● During the role play, the observers should reflect on the questions listed in Slide 3.11 and make notes so they can provide feedback.
10:40–11:00	20	Exercise: Role Play Debrief	Flip chart	<ul style="list-style-type: none"> ● Ask participants to review their notes from the presentations. Go presentation by presentation and provide constructive critique on what might have gone better, and don't forget to praise success.
11:00–11:15	15	Break		
11:15–1:00	105	Evaluations		<p>Objectives:</p> <ul style="list-style-type: none"> ● Participants can define the scope of an outcome evaluation, write the terms of reference, plan an evaluation exercise and recruit a team of evaluators ● Participants can identify the elements of a strong evaluation
11:00–11:15	15	Introduction to Evaluations	Slides 3.12 – 3.14 Flip chart	<ul style="list-style-type: none"> ● (slide 3.12) Explain that evaluations usually have two aims: to ensure we are accountable to stakeholders; to learn so we can improve our programs.

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				<ul style="list-style-type: none"> • There are a lot of different types of evaluations, but for our purposes, we are going to talk about 2 – project evaluations and outcome evaluations • Ask for volunteers to define/explain the difference between the two • Ask for a vote on how many think that outcome or project evaluation would be most appropriate if we wanted to design an evaluation for the LCCAP (answer: outcome) • (slide 3.13) Explain that whether it is a project evaluation or an outcome evaluation, there are many steps, and the process can be quite technical. • Lucky for us, that is why there are professional evaluators, who just specialize in evaluations- who can often complete the process for us! • Note that using an external expert to complete an evaluation for us has an additional important benefit – ask if anyone can guess what it is. • So... if project/implementing staff do not usually conduct the evaluations themselves, what do they do? • (slide 3.14) – they manage them. The broad steps to managing an evaluation are here. Have a quick read through, and please raise any questions you have about what each step is. (use flip chart to document questions and answers- also first provided by participants)
11:10–11:15	5	Introduction to Exercise- Emerald City evaluation plan	Worksheet 6	<ul style="list-style-type: none"> • Ask participants to group off in groups of 3 (maximum 4) • Explain that this is the last scenario of the training, the goal is to get them to feel comfortable with drafting a statement/scope of work for an outcome evaluation. • We will be using the LCCAP for Emerald city as our example • Please pull out worksheet 6 • Explain that the left side of the worksheet is the outline of a standard evaluation SOW. • As a small group you will be completing each section – and critiquing each section that someone else wrote. • It will function like a round robin. When I say go, your team has the amount of time up on the slide to complete the first task. • When this time is out, a buzzer will ring – and every group will pass their sheet to the next group on the LEFT (take the time for each group to identify who is the 'next group on the left' • Now you will have the completed task 1 from the group next to you – and you have 2 jobs: first you will read what they wrote for the scope. Think about how it is different than the one you wrote and make any corrections to improve theirs in the RIGHT side of the worksheet. Second you will complete task 2, ON THIS worksheet. • Again, you will have the amount of time on the screen to complete this task, when the time runs out, and the buzzer sounds – you will again pass your sheet to the next group on the LEFT. Now you have 3 tasks: review task one and the critique of task one – discuss as a group if needed, review task 2 and modify or critique it in the RIGHT side. Complete task 3. • We will do this with all five tasks, and the last turn will be a critique of the 5th task only.

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
				<ul style="list-style-type: none"> NOTE that each of you will 'start' developing a SOW that will be slightly different. With each new task you are trying to complete that task for the SOW you currently have in your hand, not the one you started! Between the different sections we will pause for a slide or two to give you pointers and hints for the next section.
11:15–12:30	75	Exercise	Slides 3.15 – 3.22 Internet connection Website for timer	Slide content from: <i>USAID Scope of Work Template: June 2018</i> <ul style="list-style-type: none"> Manage the time clock using a web timer, introducing each section of the SoW with the relevant slides and description – answer questions when they arise.
12:30–12:50	20	Exercise Debrief	Flip Charts	<ul style="list-style-type: none"> Ask participants to return their worksheets to the 'original' team Have two volunteers present on task one – then pass sheets Have two different teams present on task 2 – then pass sheets, etc. OR Using the flip charts ask participants to list what parts of the SOW that they felt were the easiest/most straight forward (list under 'easiest') Then ask what the most challenging aspects of this activity were (list under challenges) Then ask them to identify any resources they may have access to that could help them to address some of these challenges.
12:50–1:00	10	Evaluation wrap up	Slide 3.23	<ul style="list-style-type: none"> I hope that this exercise has given you some practice in thinking through evaluation scopes of work. There are a few more elements that the exercise didn't explicitly cover that I'd like us to discuss: (slide 3.23) 1) what makes evaluations for climate change adaptation different from evaluations for other types of activities? <ul style="list-style-type: none"> The shorter political and project timescales that national and city governments work in, and the need to show results on investments are a mismatch with the length of time it takes to realize the effects of adaptation actions. As a result, process indicators (progress on plans and mainstreaming of adaptation) currently dominate urban M&E frameworks, and output, outcome, and effectiveness evaluation is minimal (van Minnen et al., 2018). From: <i>Best Practices in Monitoring and Evaluation of Urban Climate Adaptation</i> 2) When should evaluations be planned/organized? 3) Who should be involved in drafting/reviewing/approving SoWs for evaluations? Why?
1:00–2:00	60	Lunch		
2:00–3:00	60	Review and Parking Lot Session		Objectives: <ul style="list-style-type: none"> Participants review what they have learned and how it fits together Participants have an opportunity to revisit any outstanding questions or discussion points that arose over the course of the workshop
2:00–2:20	20	Parking Lot Session	TBD	<ul style="list-style-type: none"> This portion will be organized on day 2 and during lunch on day 3 – will cover the most pertinent of the issues on the parking lot board

TIME	MIN	SESSION	SLIDES/SUPPLIES/ HANDOUTS	INSTRUCTIONS
2:20–2:40	20	Learning review	Small ball Slide 3.25	<ul style="list-style-type: none"> • Use a small nerf ball to toss from one participant to another. Have them stand in a circle, as they receive the ball, they should share EITHER one thing they have learned during the training OR thank one person (not the facilitators!) who they learned something from during the training.
2:40–3:00	20	Posttest	Post tests	<ul style="list-style-type: none"> • Hand out the post tests and allow participants ample time to complete them. Once all tests are handed in – move into the final session.
3:00–3:30	30	Wrap-up and Presentation of Certificates		<ul style="list-style-type: none"> • Words of appreciation from key stakeholders • Presentation of certificates • Photos

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ANNEX A: TRAINING AGENDA

DAY 1			
Time	Session	Title	Objectives
8:30 - 9:00		Arrival & registration	<ul style="list-style-type: none"> Participants arrive and get registered
9:00 - 9:30	1	Intro & Icebreaker	<ul style="list-style-type: none"> Participants understand the purpose of the training Participants understand what to expect over the next 3 days Participants and facilitators are introduced to each other in an interesting way Facilitators set expectations for participation
9:30 - 10:45	2	Climate Change Adaptation Fundamentals	<ul style="list-style-type: none"> Brief overview of CCA planning, and connecting CCA activities to climate risks Participants are reminded of CCA work and resources to date Participants understand the link between LCCAP and its M&E plan Participants understand why they are at this training (their role in CCA + M&E) and why the training is focused on M&E for CCA activities
10:45 - 11:00		Break	
11:00 - 11:30	3	Definitions and Stages of M&E	<ul style="list-style-type: none"> Participants understand the relationship between M&E and projects Participants have an understanding of why M&E is important Participants know the difference between <i>monitoring</i> and <i>evaluation</i> Participants can draw the four stages of M&E
11:30 - 1:00	4	M&E Stage 1: Planning	<ul style="list-style-type: none"> Participants understand the structure of a results matrix Participants can explain the components of a logical framework Participants can define objectives, activities, goals, targets and indicators
1:00 - 2:00		Lunch	
2:00 - 3:30	5	M&E Stage 1: Indicators	<ul style="list-style-type: none"> Participants can describe the purpose and different types of indicators Participants understand the need for targets and baselines Participants can analyze whether or not an indicator is SMART
3:30 - 3:45		Break	
3:45 - 5:00	6	M&E Stage 1: Putting the Plan Together	<ul style="list-style-type: none"> Participants understand the value of an M&E plan Participants can anticipate challenges that might arise with an M&E plan Participants feel comfortable drafting an M&E plan

DAY 2			
Time	Session	Agenda	Objectives
8:30 - 9:00		Recap of day 1	<ul style="list-style-type: none"> • Participants reflect on their experience drafting an M&E plan • Participants identify challenges in developing plans and resources for overcoming them
9:00 - 10:00	7	M&E Stage 2: Data Collection	<ul style="list-style-type: none"> • Participants can list multiple methods of data collection • Participants can match indicators to data collection methods • Participants can design data flow maps and indicator tracking sheets
10:00 - 11:00	8	M&E Stage 2: Data Quality	<ul style="list-style-type: none"> • Participants can determine what data are useful and what are not • Participants understand and apply the constructs of data quality
11:00 - 11:15		Break	
11:15 - 1:00	9	M&E Stage 2: Data Collection Method In-depth	<ul style="list-style-type: none"> • Participants understand the best practice process for the method of data collection • Participants practice collecting data • Participants can identify common challenges with this mode of data collection
1:00 - 2:00		Lunch	
2:00 - 3:30	10	M&E Stage 3: Making Data Usable	<ul style="list-style-type: none"> • Participants can match data to stakeholder needs • Participants can distinguish between helpful and poorly designed graphs • Participants can display data in an appropriate format for the audience and for clarity
3:30 - 3:45		Break	
3:45 - 5:00	11	M&E Stage 3: Designing a Dashboard	<ul style="list-style-type: none"> • Participants can prioritize data points for monitoring and display • Participants can conceptualize data visualizations effectively

DAY 3			
Time	Session	Agenda	Objectives
8:30 - 9:00		Recap of day 2	<ul style="list-style-type: none"> • Participants reflect on their experience developing an M&E dashboard • Participants constructively critique one another's dashboards
9:00 - 11:00	12	M&E Stage 4: Decision Making	<ul style="list-style-type: none"> • Participants understand the role data can play in informing decisions • Role play allows participants to respond to the tricky questions M&E staff frequently face
11:00 - 11:15		Break	
11:15 - 1:00	13	Evaluations	<ul style="list-style-type: none"> • Participants can define the scope of an outcome evaluation, write the terms of reference, plan an evaluation exercise and recruit a team of evaluators • Participants can identify the elements of a strong evaluation
1:00 - 2:00		Lunch	
2:00 - 3:00	14	Review and Parking Lot Session	<ul style="list-style-type: none"> • Participants review what they have learned and how it fits together • Participants have an opportunity to revisit any outstanding questions or discussion points that arose over the course of the workshop
3:00 - 3:30		Wrap-up and Presentation of Certificates	

ANNEX B: TRAINING HANDOUTS AND WORKSHEETS

HANDOUT 1: LOCAL CLIMATE CHANGE ACTION PLAN—EMERALD CITY

BACKGROUND: LGU PROFILE

Emerald City is a highly urbanized city with a population of 250,000. The city is divided into 50 barangays: 40 of the barangays are located in the interior of the city and are classified as urban (80%), and ten are classified as rural (20%)—five of which are located on the coast (10%) and five located in the upland area.

GEOLOGY

Emerald City is located on a bay and extends into a highland area in the north. The vast majority of the city (90%) is 3 meters below sea level or less, and is relatively flat (gradient between 0-3%). The upland area in the north makes up less than 10% of the city's landmass, and is characterized by higher elevation and moderate to steep slopes (gradient of 12%-18%+). Due to the city's location between the uplands and the bay, the city has numerous streams and rivers, including the Emerald River, which runs through the center of town.

CLIMATE

Emerald City's climate is typically tropical—warm year-round with a dry season between February and May, and a wet season the rest of the year. Precipitation tends to be heaviest from June-August, and typhoons are an occasional threat. The climate provides for productive agriculture, but heavy rainfall events and typhoons cause flooding, particularly in the city center.

DEMOGRAPHICS AND ECONOMY

The city has a population growth rate of 2%, which is above the national average. Growth is the result of higher birthrates as well as migration from surrounding rural areas. The economy is relatively strong, and the most important sectors are wholesale and retail trade, manufacturing, agriculture, tourism, and mining.

VULNERABILITY ASSESSMENT

Historical records and climate projections indicate that the city will be facing higher average temperatures over the course of the 21st century, along with increased frequency and intensity of heavy rainfall events. Rainfall is expected to become more variable as well, leading to more rain during peak periods in the wet season, and higher likelihood of drought during the dry

season. **The major weather hazards the city faces are floods and landslides, typhoons and storm surge, and drought.**

FLOODS AND LANDSLIDES

Floods and landslides are caused or exacerbated by the following factors:

- Deforestation in the upland areas leads to increased runoff, which can result in flooding in the city during heavy rains in the upland areas.
- The city center is prone to flooding during storms due to the prevalence of impermeable surfaces. Storm drains have insufficient capacity and are often clogged with solid waste.
- The city's low elevation and flat slope lead to slow runoff and water accumulation during heavy precipitation events.
- Erosion and siltation have degraded stream and riverbanks, and has decreased the depth of the river, making flooding more likely.
- Tidal changes in the bay caused by typhoons, monsoons or low pressure areas are typically accompanied by heavy precipitation events.
- Due in part to its topography, and in part to deforestation decreasing the absorptive capacity of the soil, the upland areas are particularly susceptible to landslides.

TYPHOONS AND STORM SURGE

The effects of typhoons and storm surge are exacerbated by the following factors:

- Sea level rise—while modest so far—is expected to increase over the next century, increasing coastal communities and other low-lying areas' exposure to storm surge.
- More than 80% of mangrove forests along the coastline have been degraded or destroyed since 1980—primarily due to illegal logging, but also due to increased pollution. Lack of mangroves as a natural defense increases risk from storm surge.
- More than 50% of coral reefs have been lost since 1980, and another 25% are in poor health—primarily due to illegal fishing and pollution, but also due to coral bleaching events. This lack of natural wave break increases risk from storm surge.
- Significant beach and nearshore erosion has been caused by improper or illegal building, as well as deforestation between the bay and inland communities.
- Informal settlements along the coast and rivers are particularly vulnerable due to illegal building within the setback zone, poor housing construction, and a lack of drainage.

DROUGHT

Drought is caused and exacerbated by the following factors:

- Deforestation—particularly in the upland areas—has led to erosion, a decrease in soil quality, and has increased the evaporation rate of surface water.
- Agricultural operations rely heavily on pesticides and fertilizers instead of proper land management, decreasing the quality of the soil.

- Poor groundwater management currently leads to shortages during seasonal dry spells. Water demand in the city and from commercial agricultural operations outstrips supply.
- Many smaller agricultural operations and farms use limited or no irrigation, making these operations reliant on rainwater, and reliant on the seasonality of the rains.

LCCAP OBJECTIVES

NCCAP Strategic Priority	LCCAP Adaptation Objective	Link to Climate Change
Food Security	To ensure the availability, stability, and accessibility to safe and healthy food amidst climate change.	Damage to crops and agricultural infrastructure from flooding, droughts, tropical storms and sea level rise threatens food security.
Water Sufficiency	To ensure water resources are sustainably managed and have equitable access.	Droughts can cause water shortages. Flooding and sea level rise threaten the quality of water.
Ecological & Environmental Stability	To enhance the resilience and stability of natural systems and communities.	Flooding and tropical storms can cause further land degradation and loss of soil quality. Drought can lead to die-offs and desertification.
Human Security	To reduce the risk to the population from climate change and disasters.	Human life and wellbeing is threatened by all weather-related natural disasters.
CC Knowledge & Capacity Development	To enhance the public's knowledge about and capacity to address climate change.	Increased knowledge of and capacity to address climate change can increase the public's adaptive capacity and can increase resilience.

ADAPTATION ACTIONS

LCCAP Adaptation Objective	PPA	PPA Objective	Hazard addressed
To ensure the availability, stability, and accessibility to safe and healthy food amidst climate change	Climate-smart irrigation	To increase the number of farmers using sustainable irrigation methods by providing technical assistance and financial support for materials and construction.	Reduces farmers' vulnerability to drought and rainfall variability.
	Climate-resilient fish farming and aquaculture practices	To increase the use of climate-resilient fish farming and aquaculture methods by providing technical assistance and financial support to build new physical defenses, relocate vulnerable farms, and improve water management.	Reduces producers' vulnerability to drought, sea level rise, and typhoons.
To ensure water resources are sustainably managed and have equitable access	Constructing water harvesting structures	To increase the use of water capture methods at the household level and on farms by providing technical assistance and financial support to construct and use rainwater harvesting facilities and cistern tanks, and small water impounding technologies such as water pans and shallow wells.	Reduces individuals' vulnerability to drought and extreme events, and reduces groundwater extraction.
	Reduction of per capita water consumption and waste	To decrease per capita water consumption through regulatory measures and financial support for demand side interventions such as low-flow faucets, showerheads and toilets, as well as working to eliminate non-revenue water (i.e. leaks).	Reduces individuals' vulnerability to drought and reduces groundwater extraction.

To enhance the resilience and stability of natural systems and communities	Reforestation activities	To increase forest cover—particularly in the upland areas—by providing technical assistance and financial support for tree plantings as well as promotion of agroforestry techniques such as border planting, alley cropping or Sloping Agricultural Land Technology (SALT).	Reduces individuals' vulnerability to floods, landslides and extreme events by increasing water capture and reducing erosion.
	Measure to address deforestation	To reduce the rate of forest cover loss—particularly in the upland areas—by providing technical assistance and financial support for inputs for agroforestry, community woodlots, nurseries and seedling production, small-scale wood processing, and fruit tree production.	Reduces individuals' vulnerability to floods, landslides and extreme events by reducing runoff and erosion.
To reduce the risk to the population from climate change and disasters	Green infrastructure	To decrease the number of impermeable surfaces in the city by providing technical assistance and financial support for green infrastructure interventions such as green roofs, permeable pavement, urban parks and forests, and bioswales (i.e. vegetated stormwater channels).	Reduces individuals' vulnerability to floods and extreme events by increasing water capture, and reducing runoff and erosion.
	Drainage improvement	To increase the capacity and efficiency of the city's drainage system by adding additional sections of drain, repairing segments of the current system that are in disrepair, and removing solid waste clogs from the system.	Reduces individuals' vulnerability to floods and extreme events by increasing drainage capacity
	Mangrove reforestation	To increase mangrove cover by providing technical assistance and financial support to replant deforested mangrove areas, as well as enforce regulations against mangrove logging.	Reduces individuals' vulnerability to typhoons and storm surge by replanting a natural protective barrier.
To enhance the public's knowledge about and capacity to address climate change	Improve weather observation network	To increase city officials and the public's access to timely quality weather data by increasing the number of hydro-meteorological data stations and streamflow gauges.	Reduces individuals' vulnerability to all weather events by providing reliable weather data.

HANDOUT 2: CLIMATE CHANGE ADAPTATION M&E TRAINING PRE-TEST

NAME: _____

- 1) Evaluations measure:
 - a) The timeliness of a program's activities
 - b) The outcomes and impact of a program's activities
 - c) How closely a program kept to its budget
 - d) The indicators in a logical framework
- 2) At what stage of a program should monitoring take place?
 - a) At the beginning of the program
 - b) At the mid-point of the program
 - c) At the end of the program
 - d) Throughout the life of the program
- 3) Which of the following is NOT considered "monitoring"?
 - a) Counting the number of people trained
 - b) Tracking the number of brochures disseminated
 - c) Attributing changes in climate outcomes to an intervention
 - d) Collecting monthly data on number of trees planted
- 4) M&E plans should include:
 - a) A detailed description of the indicators to be used
 - b) The data collection plan
 - c) A plan for the utilization of the information gained
 - d) All of the above
 - e) a and b only
- 5) The purpose of indicators is to:
 - a) Demonstrate the strength of the information system
 - b) Serve as benchmarks for demonstrating achievements
 - c) Measure changes (outputs/outcomes) expected from a project
 - d) b and c only
- 6) When should the M&E plan be created?
 - a) During the design phase of a program
 - b) At the midpoint of the program
 - c) At the end of the program
 - d) After all of the data have been collected but before they are analyzed
- 7) Which of the following is NOT a Data Quality Standard?
 - a) Validity
 - b) Precision
 - c) Qualitative
 - d) Integrity
 - e) Timeliness
- 8) The five key components of logic models are:
 - a) Inputs, activities, outputs, outcomes, impacts
 - b) Conceptual, results, logical, log-frame, logic
 - c) Conceptual, indicators, outputs, outcomes, impacts

- d) Indicators, inputs, processes, outputs, results
- 9) The success of a program should be measured by a single indicator.
 - a) True
 - b) False
- 10) Indicators do NOT need to be directly related to the program's objectives.
 - a) True
 - b) False
- 11) Indicators should be vague so that people can interpret them to meet their own needs, making them more useful.
 - a) True
 - b) False
- 12) Which of the following is a characteristic of a good indicator?
 - a) It is clearly defined in unambiguous terms.
 - b) It produces the same results when used repeatedly to measure the same condition or event.
 - c) It measures only the condition or event it is intended to measure.
 - d) All of the above.
- 13) When selecting an indicator, care must be taken to ensure that it is one that program activities can affect.
 - a) True
 - b) False
- 14) A data collection plan should include the following:
 - a) The timing and frequency of collection
 - b) The person or agency responsible for the collection
 - c) The types of information needed for the indicators
 - d) All of the above
- 15) Data should be collected whenever possible, for the reason that they could perhaps be used some day.
 - a) True
 - b) False

Reference: Frankel, N; Gage, A. *M&E Fundamentals: A Self-Guided Mini-Course*; MEASURE Evaluation; 2007.

HANDOUT 3: CLIMATE CHANGE ADAPTATION M&E TRAINING POST-TEST

NAME: _____

- 1) Evaluations measure:
 - a) The timeliness of a program's activities
 - b) The outcomes and impact of a program's activities
 - c) How closely a program kept to its budget
 - d) The indicators in a logical framework
- 2) At what stage of a program should monitoring take place?
 - a) At the beginning of the program
 - b) At the mid-point of the program
 - c) At the end of the program
 - d) Throughout the life of the program
- 3) Which of the following is NOT considered "monitoring"?
 - a) Counting the number of people trained
 - b) Tracking the number of brochures disseminated
 - c) Attributing changes in climate outcomes to an intervention
 - d) Collecting monthly data on number of trees planted
- 4) M&E plans should include:
 - a) A detailed description of the indicators to be used
 - b) The data collection plan
 - c) A plan for the utilization of the information gained
 - d) All of the above
 - e) a and b only
- 5) The purpose of indicators is to:
 - a) Demonstrate the strength of the information system
 - b) Serve as benchmarks for demonstrating achievements
 - c) Measure changes (outputs/outcomes) expected from a project
 - d) b and c only
- 6) When should the M&E plan be created?
 - a) During the design phase of a program
 - b) At the midpoint of the program
 - c) At the end of the program
 - d) After all of the data have been collected but before they are analyzed
- 7) Which of the following is NOT a Data Quality Standard?
 - a) Validity
 - b) Precision
 - c) Qualitative
 - d) Integrity
 - e) Timeliness
- 8) The five key components of logic models are:
 - a) Inputs, activities, outputs, outcomes, impacts
 - b) Conceptual, results, logical, logframe, logic
 - c) Conceptual, indicators, outputs, outcomes, impacts

- d) Indicators, inputs, processes, outputs, results
- 9) The success of a program should be measured by a single indicator.
 - a) True
 - b) False
- 10) Indicators do NOT need to be directly related to the program's objectives.
 - a) True
 - b) False
- 11) Indicators should be vague so that people can interpret them to meet their own needs, making them more useful.
 - a) True
 - b) False
- 12) Which of the following is a characteristic of a good indicator?
 - a) It is clearly defined in unambiguous terms.
 - b) It produces the same results when used repeatedly to measure the same condition or event.
 - c) It measures only the condition or event it is intended to measure.
 - d) All of the above.
- 13) When selecting an indicator, care must be taken to ensure that it is one that program activities can affect.
 - a) True
 - b) False
- 14) A data collection plan should include the following:
 - a) The timing and frequency of collection
 - b) The person or agency responsible for the collection
 - c) The types of information needed for the indicators
 - d) All of the above
- 15) Data should be collected whenever possible, for the reason that they could perhaps be used some day.
 - a) True
 - b) False

Reference: Frankel, N; Gage, A. *M&E Fundamentals: A Self-Guided Mini-Course*; MEASURE Evaluation; 2007.

HANDOUT 4: DATA COLLECTION METHODS

There are four main methods of data collection:

- Key Informant Interviews
- Observations
- Focus Group Discussions
- Household or Family Surveys



Key Informant Interviews (KIIs) are qualitative interviews with someone believed to be in a position to have substantial or relevant knowledge about the issue you are collecting data on (e.g. community leaders, vendors, farmers, fishermen, doctors, etc.). For sector-specific inquiries, select key informants who can speak knowledgeably about the topic. For example, if you need to know more about changes in marine life, seek out key informants who are or were fishermen or biologists in the area.

For example, you will speak to people who are or were teachers to better understand challenges children and youth face in attending and staying enrolled in school. Or, to better understand barriers to accessing agriculture support in the community, you may speak to farmers in the community. You must consider what kind of information you are seeking, and then determine who is best positioned to provide the information. The status of the informant is less important than the information that the person can provide. For example, in the pursuit of health information, community health workers may be better placed to answer certain key informant interview questions than doctors or Ministry of Health employees.

Determine what type of KIIs you are aiming to speak to (medical staff, teachers, farmers, fishermen, vendors, parents, etc.) and also consider how you will find these people. Once you identify the first few KIIs, you can ask your informants to help you locate more people in their current or former profession. In most cases a KII should not take longer than 45 mins to conduct.



Observations are used to take note of the current situation. Observation forms are used to record what you see when you visit rivers, farms, mangroves, health facilities, schools, markets or other locations. Observation forms can be a mix of qualitative and quantitative questions. Observations can often be carried out by people who do not have specialized knowledge about a particular service, so long as they are trained. For example, someone without a clinical background can carry out a health facility observation. Ideally, people with sector or service-specific expertise would do the relevant observation, but sometimes we do not have the human resources to ensure this. There is no optimal length for an observation form.



Focus Group Discussions (FGDs) allow for the collection of qualitative data to answer 'why' or 'how' questions and for consensus (e.g. why is no one attending tree planting events?). As a result, FGD questionnaires should focus **ONLY** on questions that either need specific information about 'why' or 'how,' or that the consensus of the community is useful. Other questions that have yes/no responses, numerical responses, or preference responses, should not be asked in FGDs.

Special attention should be paid to the selection of participants to avoid potential for bias. Focus group discussions should be held with between 8 and 12 participants. Within each FGD, you should include people who are alike in some way or have a shared identity or experience. For example, you may want to invite 8-12 women or mothers from the community to participate in an FGD. Generally, people are more likely to feel comfortable to speak and share their experiences if they are in a group of people with whom they share a common interest or characteristic.

However, overall, your FGDs should be held with groups that represent different segments of the population. For example, you may hold 1-2 FGDs with a group of mothers, 1-2 FGDs with adolescent boys or girls, 1-2 FGDs with men, etc. You want to ensure that throughout all of the FGDs you do, you include people who represent different groups in your population of interest.

Keep in mind that information from these methods is not representative of the entire community. This means that information from KIIs, FGDs, and observations is not generalizable to the population, or cannot be used in isolation to draw conclusions about the whole community. Instead, the information from focus groups provides a richer picture and explanation for circumstances in the community.

Focus groups conducted as a simple meeting should not last longer than 45 mins. This can be increased to up to 1.5 hours, if a meal is served.



Household surveys (HHs) are the most accurate, though most challenging, method to undertake as they involve interviewing individuals or households about their specific experiences, or situation. Household surveys are a type of quantitative data collection, and are often carried out with an adult in the household. For a household survey to be really meaningful, it needs to be conducted in a representative way, which often requires survey design expertise. Ensuring such expertise is available is important before considering a household survey. An individual survey of a household should never take more than 30-45 minutes.

WORKSHEET 1: ELEMENTS OF LOGIC MODELS

INSTRUCTIONS

Determine if each of the following statements is:

- An input
- An activity
- An output
- An outcome
- An impact

1. Develop community-based tree planting committees
2. Increased resilience of the population to the effects of climate change
3. Experienced water-management officers
4. Seeds/seedlings
5. Equitable access to water resources
6. Marine areas rehabilitated
7. Provide vouchers for building materials to 100 households to meet the building code
8. Trees are planted
9. Increased forest cover
10. Fewer houses are damaged in next tropical storm

Answer key to worksheet 1:

1. Develop community-based tree planting committees (Activity)
2. Increased resilience of the population to the effects of climate change (Impact)
3. Experienced water-management officers (Input)
4. Seeds/seedlings (input)
5. Equitable access to water resources (outcome)
6. Marine areas rehabilitated (output)
7. Provide vouchers for building materials to 100 households to meet the building code
(Activity)
8. Trees are planted (output)
9. Increased forest cover (outcome)
10. Fewer houses are damaged in next tropical storm (outcome)

WORKSHEET 2: DATA FLOW MAP

Indicator	Definition	Target	Data Collection Tool	Frequency of Data Collection and Reporting	Who is responsible (data collection, review, etc)	How will data be compiled/reach central office?

WORKSHEET 3: DATA QUALITY CONCERNS

INSTRUCTIONS

- Work in teams of 2
- On the left is a set of case-studies/scenarios that have a data quality issue. On the right are the names of the types of data quality issues. Match each item on the left with the correct standard on the right.
- First group with all correct answers, wins a prize.
- Note: All cases are fictional!!

In 2018 Emerald city had only 30 Barangays, and all LCCAP indicators were measured at Barangay level. In 2019 the Barangay boundaries were moved, to create a total of 50 Barangays. LCCAP data was still measured at the Barangay level, and compared to 2018 figures	Validity
Emerald city officials were doing a great job collecting data and entering it into their dashboards.... Until the Holiday Season arrived. Then everyone got a bit distracted, and they fell behind. But they submitted the data they had available for the end of the year report on January 2019	Precision
At the end of the quarter Emerald City wants to compile how many SALT trainings for farmers were conducted. They found out that 12 of their Barangays only counted the total number of participants (with totals in the hundreds), while the remaining 38 Barangay's only tracked the number of actual trainings (with numbers between 0 and 10). Someone suggests estimating how many trainings were conducted from the participant lists	Integrity
A new officer at CLENRO in Emerald City was never trained on how to collect and enter data on hectares of mangrove cover. He is nervous he will get in trouble if he doesn't turn his data in on time, so he looks at the data for the month before he started his job, copies it, and enters it into the system.	Timeliness
CAO in Emerald city wants to report on the number of seedlings distributed. However, they changed their intervention method, so they are no longer procuring and distributing seedlings, but rather bags of seeds. They decide they will report each bag of seeds distributed as a seedling.	Reliability

WORKSHEET 4: STAKEHOLDER INFO SHEET

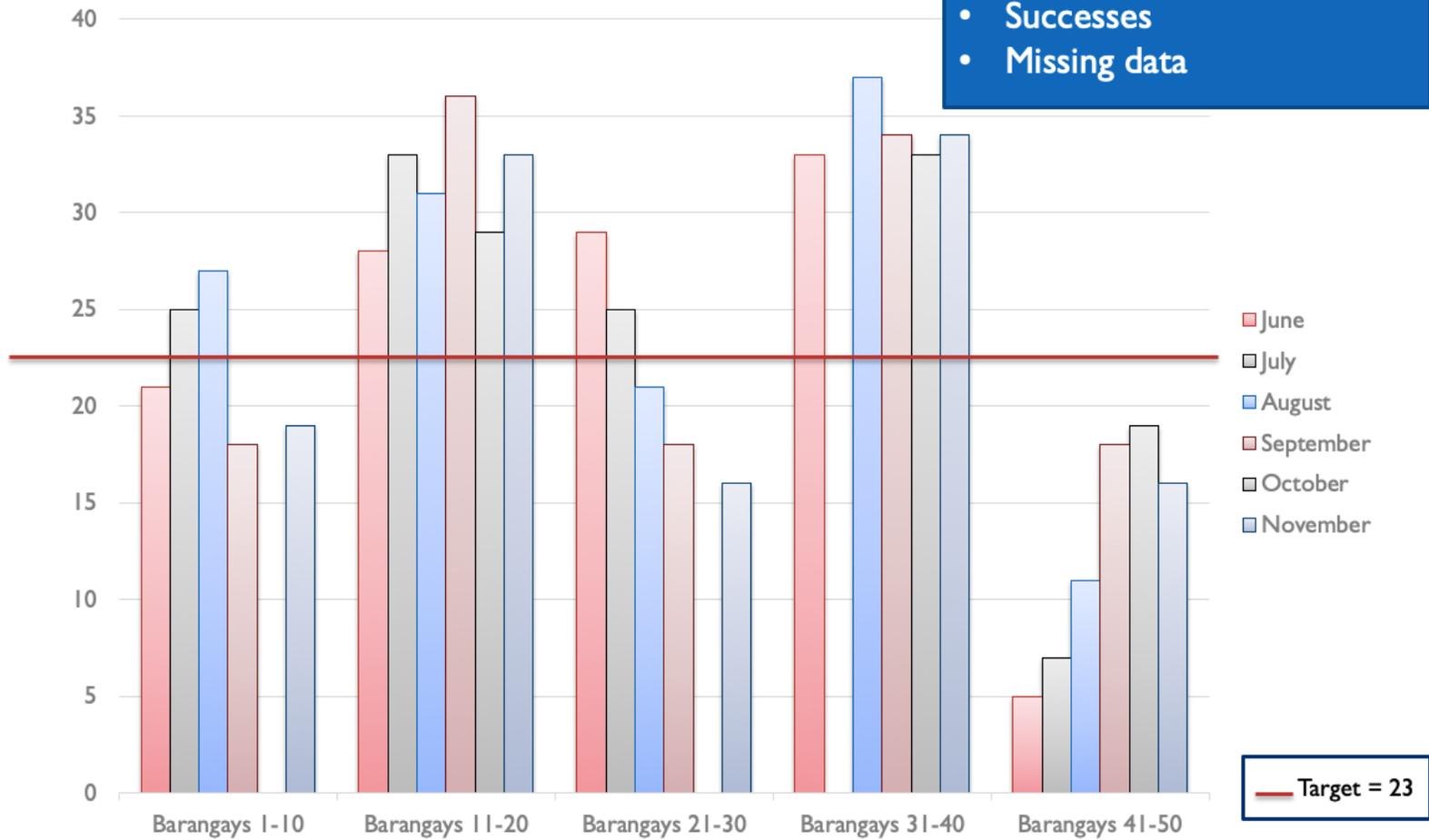
Stakeholder	What information is needed?	How would you present it?	How often?

WORKSHEET 5: DECISION-MAKING DATA

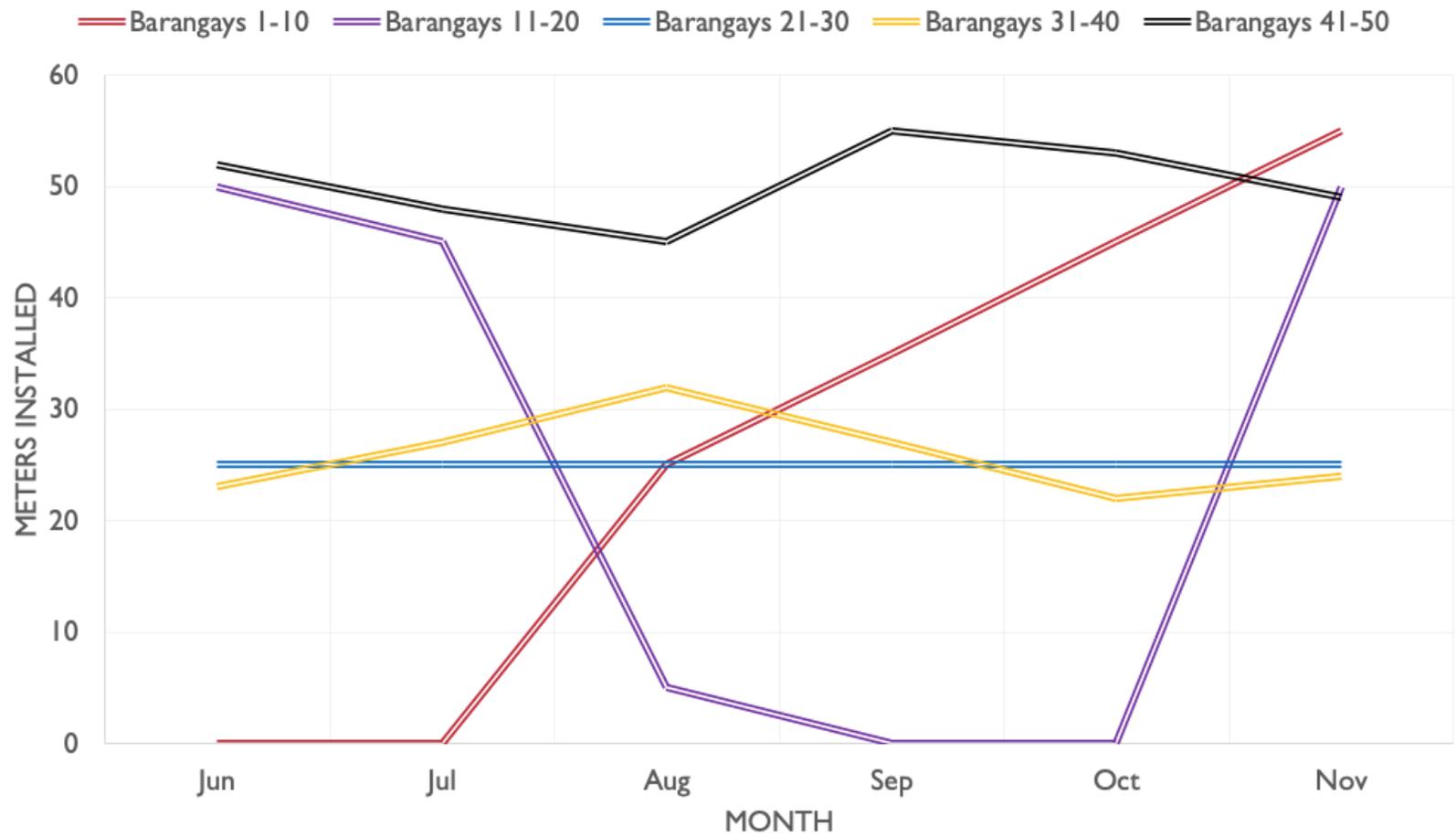
TREE PLANTING

What is this graph telling you?

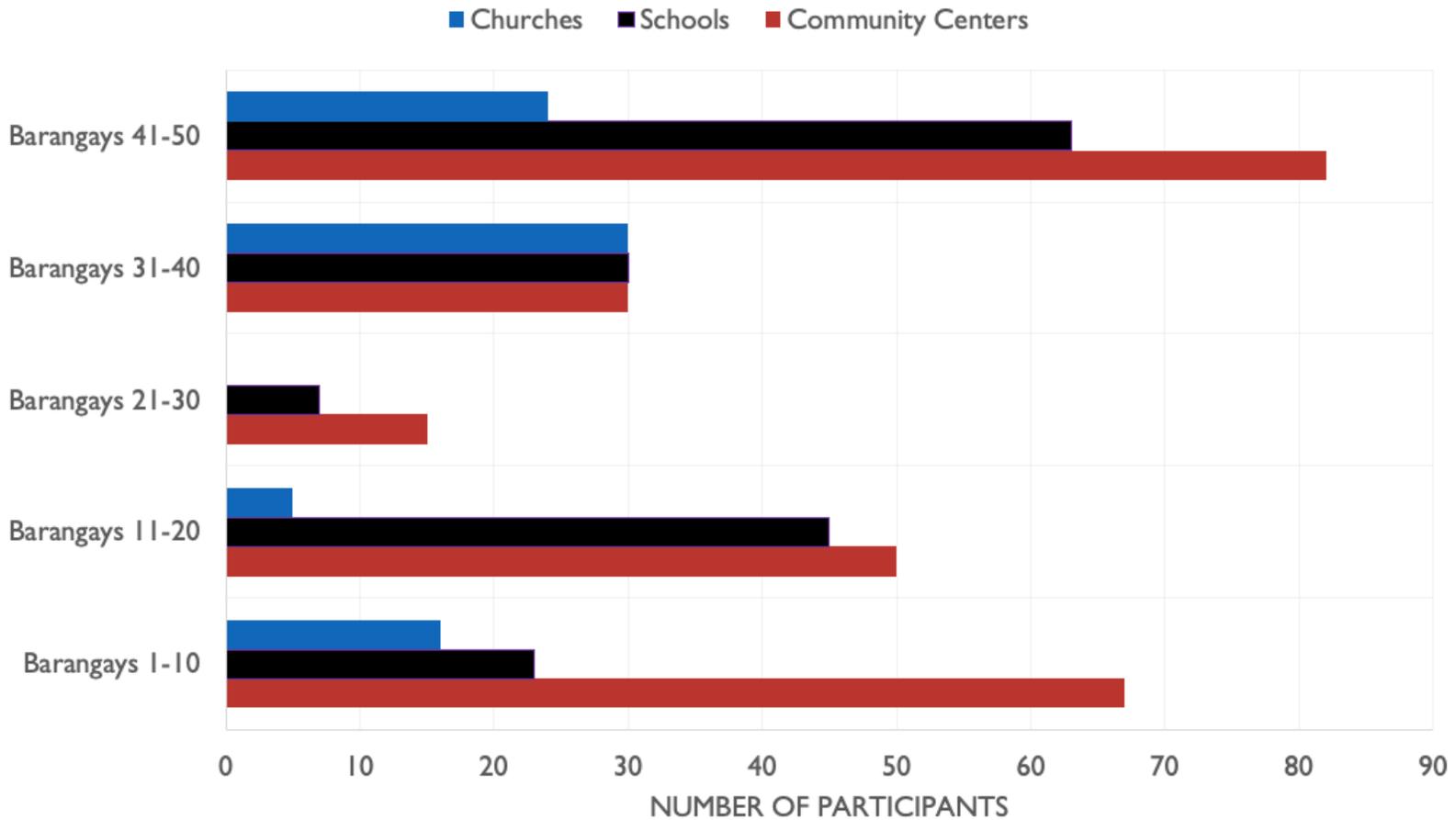
- Trends
- Potential challenges
- Successes
- Missing data



METERS OF NEW DRANAGE PIPE INSTALLED



PARTICIPANTS IN SHALLOW WELL TRAININGS BY VENUE



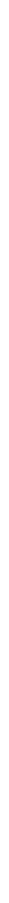
WORKSHEET 6: STATEMENT OF WORK

TYPE OF EVALUATION: Outcome

EVALUATION OF: the activities completed within the LCCAP for CDO over 2019 and 2020

I. PURPOSE OF THE EVALUATION

INSTRUCTIONS: Insert why the evaluation is being conducted (purpose), who will use the results, and how they will use it



II. BACKGROUND

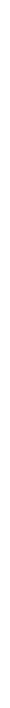
a. DESCRIPTION OF THE PROBLEM AND CONTEXT

b. DESCRIPTION OF THE INTERVENTIONS TO BE EVALUATED

c. MONITORING, EVALUATION AND LEARNING DATA AND PLANS

III. EVALUATION QUESTIONS

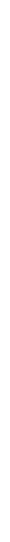
INSTRUCTIONS: List 1-5 specific questions focused on key program areas and/or performance and directly link to the purpose of the evaluation and its expected use. List these questions in order of priority, or otherwise indicate. Include sub-questions or narrative text only to elaborate on the main question.



IV. EVALUATION METHODOLOGY

V. DELIVERABLES AND REPORTING REQUIREMENTS

INSTRUCTIONS: List specific deliverables, reporting requirements, audiences, and timeframes the evaluation team should know.



VI. EVALUATION TEAM COMPOSITION

INSTRUCTIONS: Describe the intended size of the evaluation team and the appropriate expertise related to evaluation approaches (or methodologies), methods, and subject matter required of the team or specific team members.



VII. EVALUATION SCHEDULE

VIII. FINAL REPORT FORMAT

ANNEX C: TRAINING PRESENTATION SLIDES



USAID
FROM THE AMERICAN PEOPLE

Climate Change Adaptation Monitoring and Evaluation Workshop

December 4-6, 2019
Cagayan de Oro, Philippines

ATLAS

Adaptation Thought Leadership and Assessments

WORKSHOP OBJECTIVES

By the end of the workshop, participants will be able to:

- Apply M&E methods and principles to climate change action plan activities
- Describe and understand the four stages in an M&E system
- Develop results matrices and logic frameworks that link project activities to outcomes
- Identify relevant indicators that track meaningful progress toward project outcomes
- Plan a data collection system
- Establish suitable methods for analyzing, presenting and disseminating monitoring data
- Commission and oversee pertinent program evaluations

WORKSHOP OVERVIEW

- DAY 1: Fundamentals of Climate Change Adaptation and Monitoring and Evaluation; Stage I Monitoring (Planning)
- DAY 2: Stage 2 and 3 of Monitoring (Data Collection and Use)
- DAY 3: Stage 4 of Monitoring (Data and Decisions; Managing Evaluations)



PHOTO COURTESY: PHOTOSHARE

DAILY AGENDA

- 8:30 Start
- 11:00-11:15 Break #1
- 1:00-2:00 Lunch
- 3:30-3:45 Break #2

Energizers – need volunteers

Daily recaps – need volunteers

Daily tools: Bobi will email

Tools: Handout Folders



PHOTO COURTESY: THOMAS HOLZINGER / FLICKR

TODAY'S AGENDA & OBJECTIVES

DAY I	
Time	Session
8:30 -9:00	Arrival & Registration
9:00 -9:30	1 Intro & Icebreaker
9:30 -10:45	2 Climate Change Adaptation Fundamentals
10:45 - 11:00	Break
11:00 -11:30	3 Definitions and Stages of M&E
11:30 -1:00	4 M&E Stage I: Planning
1:00 – 2:00	Lunch
2:00 -3:30	5 M&E Stage I: Indicators
3:30 -3:45	Break
3:45 -5:00	6 M&E Stage I: Putting the Plan Together

OBJECTIVES:

- Review the LCCAP for CDO – understand the link to Monitoring and Evaluation
- Identify the four stages of M&E
- Develop an M&E plan including
 - Results Matrix
 - Logic Framework
 - Indicators
 - Data flow Maps

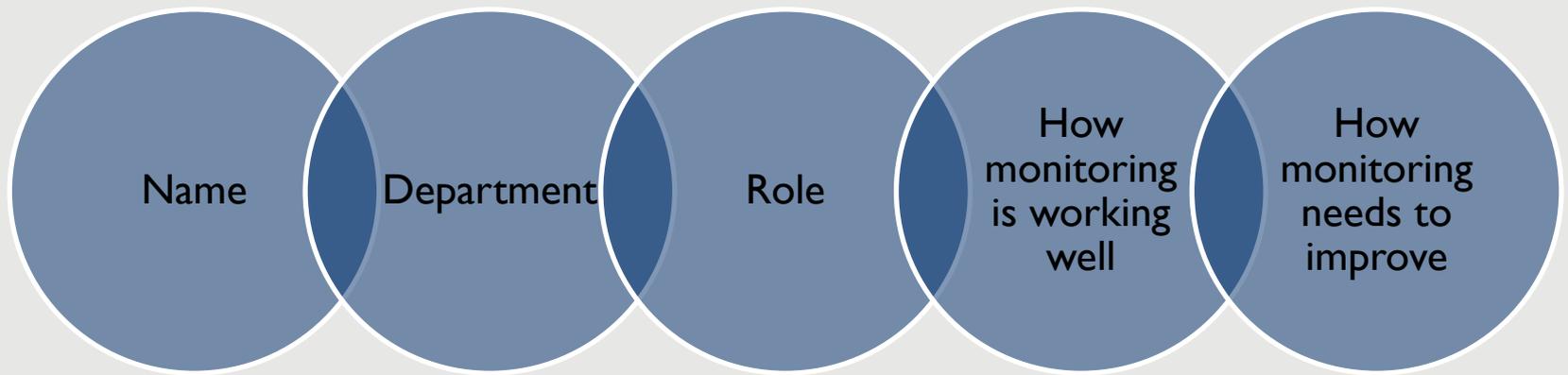


PHOTO COURTESY: PHOTOSHARE

GROUND RULES

- Participant Brainstorm

INTRODUCTIONS



— Climate Change Adaptation Planning Fundamentals



CLIMATE 101: KEY TERMS

Climate

*Average conditions over time:
What we expect*

Weather

*Conditions in the short-term:
What we get*

Climate variability

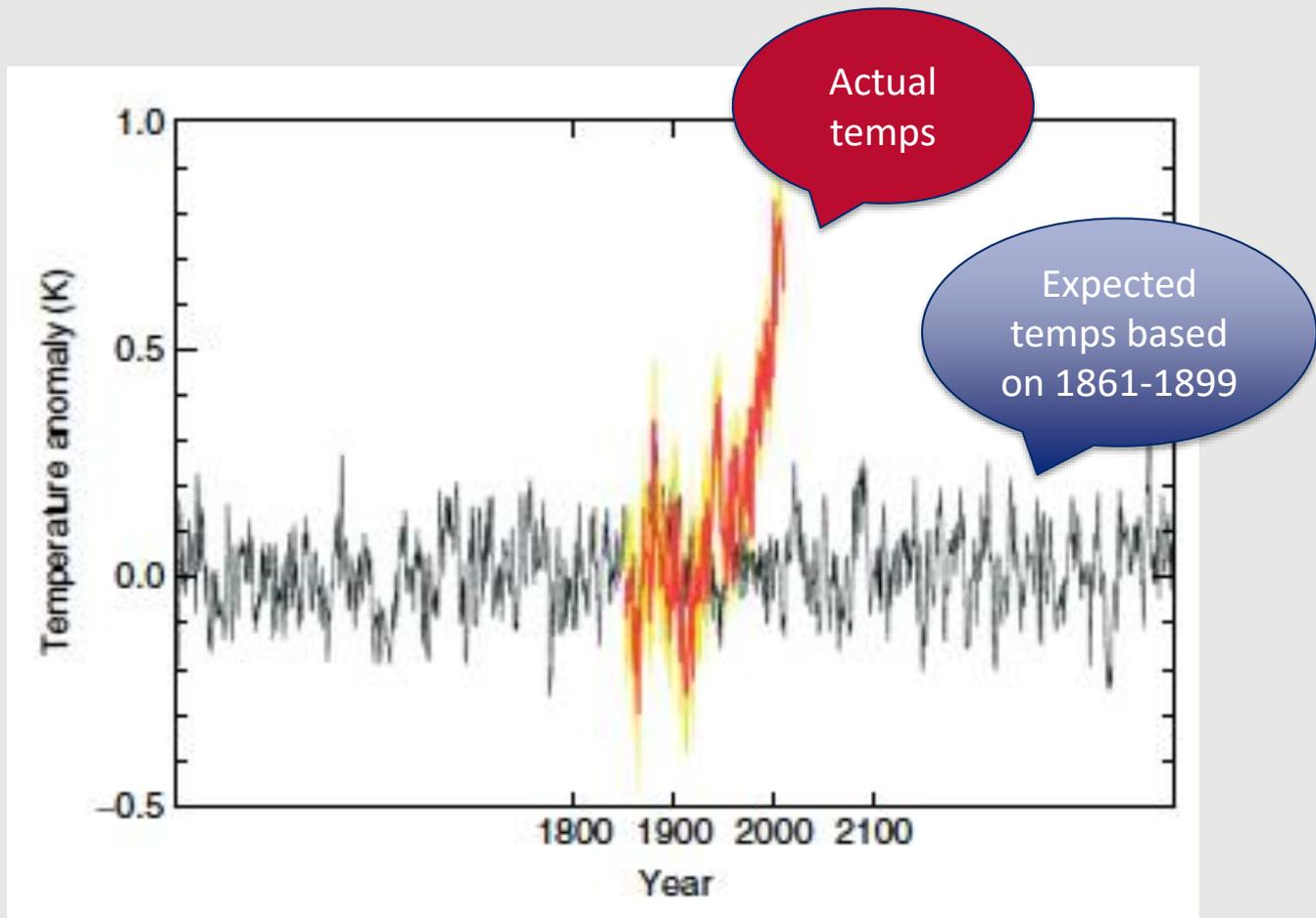
*Short-term fluctuations around
the average*

Climate change

Trends over decades or longer



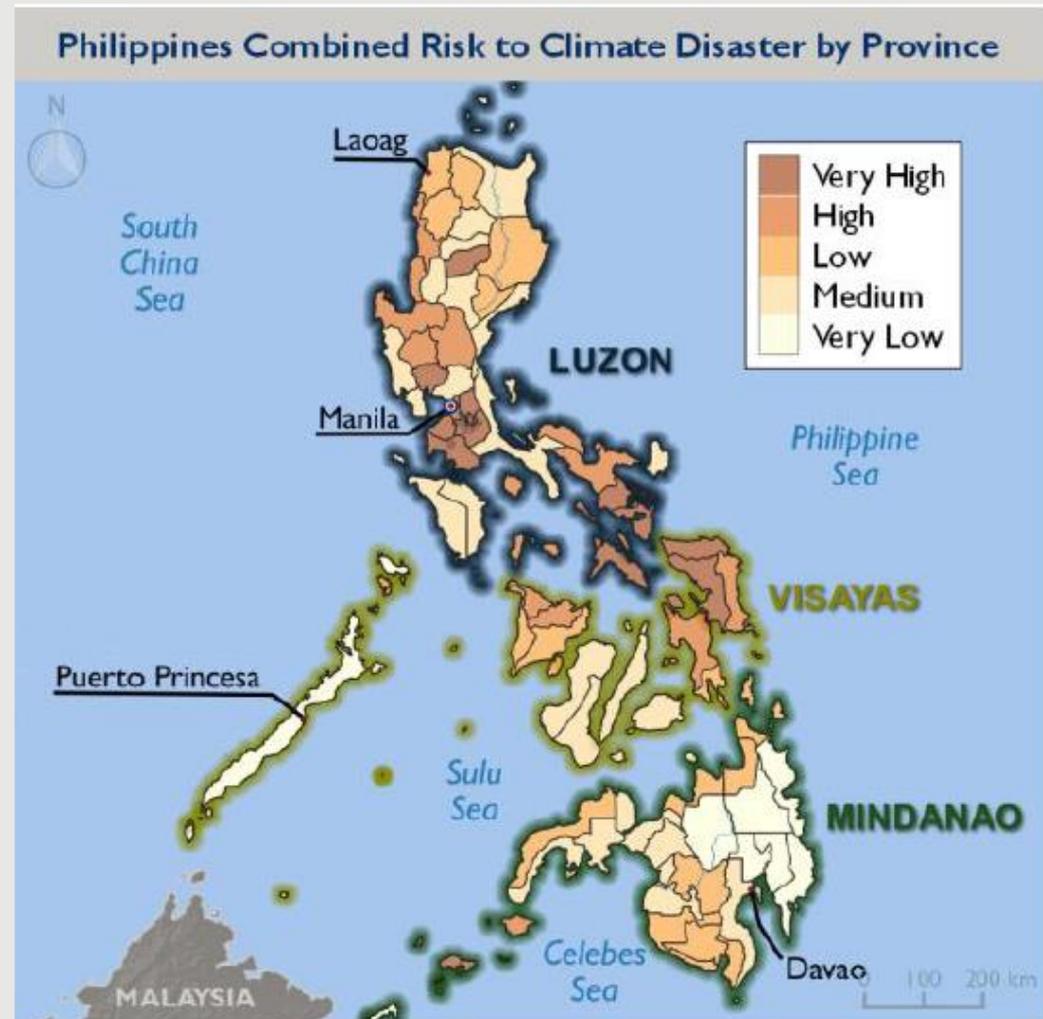
CLIMATE 101: TEMPERATURE HIGHEST IN 1,000 YEARS



Source: Stott et al. (2010)

CLIMATE 101: WHAT DOES THIS MEAN FOR THE PHILIPPINES?

- 1.8°–2.2°C increase 2050
- Wetter wet season, drier dry season
- Increased incidence of extreme weather and hazard event
- 0.48-0.65m rise in sea levels by 2100



WHY SHOULD WE CARE?

CLIMATE CHANGE TOUCHES ALL ASPECTS OF THE DEVELOPMENT CONTEXT, for example...



WATER



AGRICULTURE



**INFRA-
STRUCTURE**

GOVERNANCE



HEALTH



BIODIVERSITY



MIGRATION

WHY SHOULD WE CARE?

SECTOR IMPACTS IN THE PHILIPPINES

Agriculture

Crop loss/failure; soil erosion
Increased pest infestations
Rising food prices & food imports



Coastal Ecosystems

Loss of coastal defense,
marine habitat & biodiversity
Reduced fish populations



Energy

Reduced energy production potential
Increased demand for energy services



Human Health

Loss of life and livelihoods
Increased risk of vector-/waterborne
disease and population displacement



Water

Water shortages
Degraded water quality
Increased flood & landslide risk

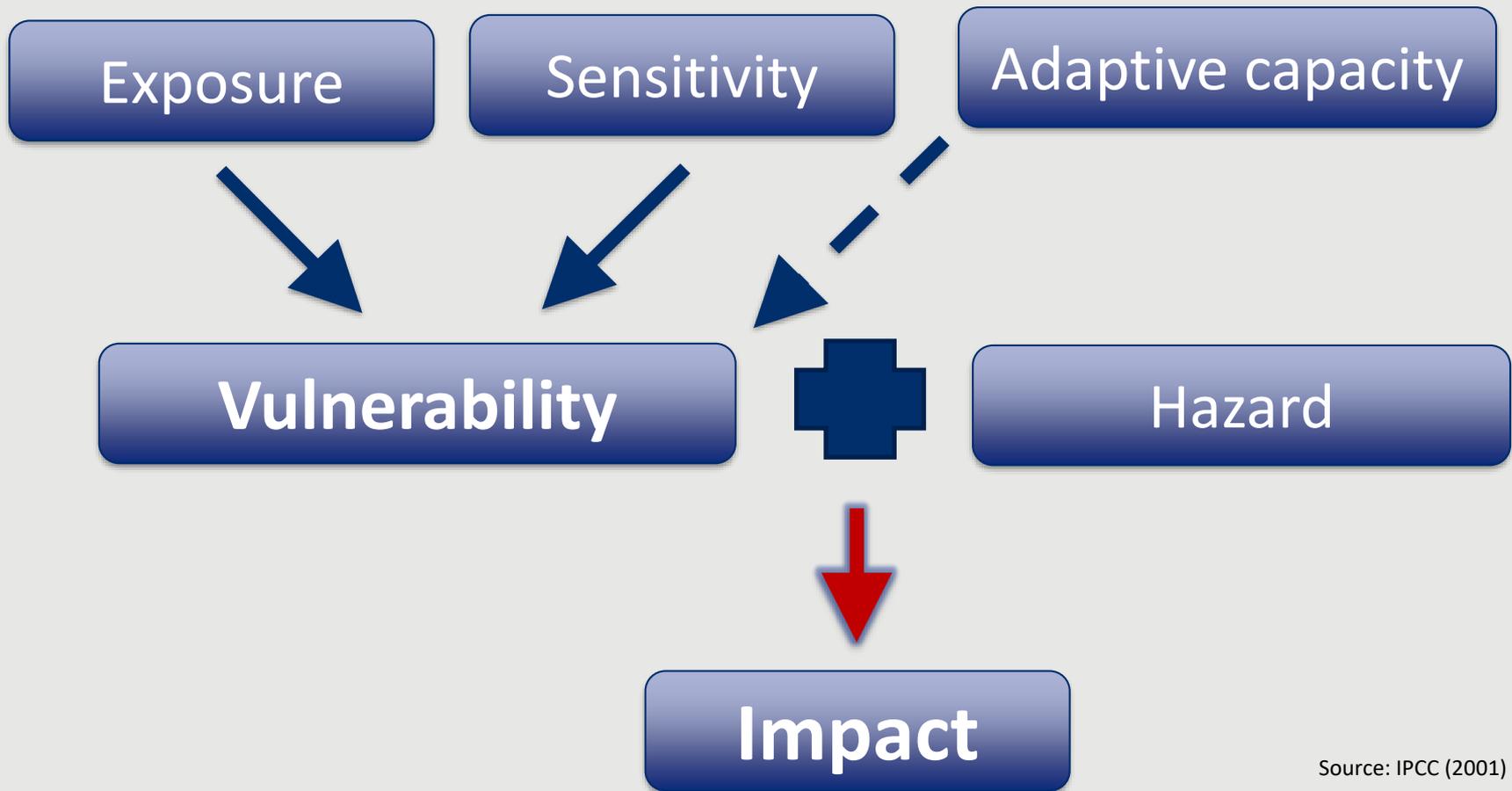


Infrastructure/Services

Damage to roads, bridges, and
water and sanitation facilities



UNDERSTANDING IMPACTS: APPLYING THE IPCC FRAMEWORK TO PRACTICE



Source: IPCC (2001)

EXPLORING VULNERABILITY

EXPOSURE: DIRECT CLIMATE IMPACTS

	<p>Increasing temperature <i>with minimum temperature sometimes increasing faster than maximum temperature</i></p>
	<p>Changes in amount and timing of rainfall</p>
	<p>Stronger interannual cycles of drought and flood cycles</p>
	<p>Changes in frequency of extreme events, e.g. storms</p>
	<p>Sea level rise</p>

EXPLORING VULNERABILITY

SENSITIVITY: CONTEXT AROUND EXPOSURE

What makes people vulnerable to climate change?

Demographic factors

- *Proportions of:*
 - *Children*
 - *Men and women*
 - *Elderly*
- *Population density*

Culture or life condition

- *Impoverished*
- *Nomadic/semi-nomadic*
- *Subsistence farmer/fishers*
- *Ethnic minorities*
- *Indentured laborers*
- *Displaced populations*

Health status

- *HIV/AIDS, immuno-compromised*
- *TB-affected*
- *Undernourished*
- *High infectious disease risk*
- *High chronic disease risk*
- *Mentally/physically disabled*

Geographic location

- *Unplanned urban housing*
- *Flood, drought, coastal storm/ cyclone risk zones*
- *Conflict zones*
- *Water-stressed zones*
- *Food-insecure zones*
- *Urban, remote, rural areas*

Access to services

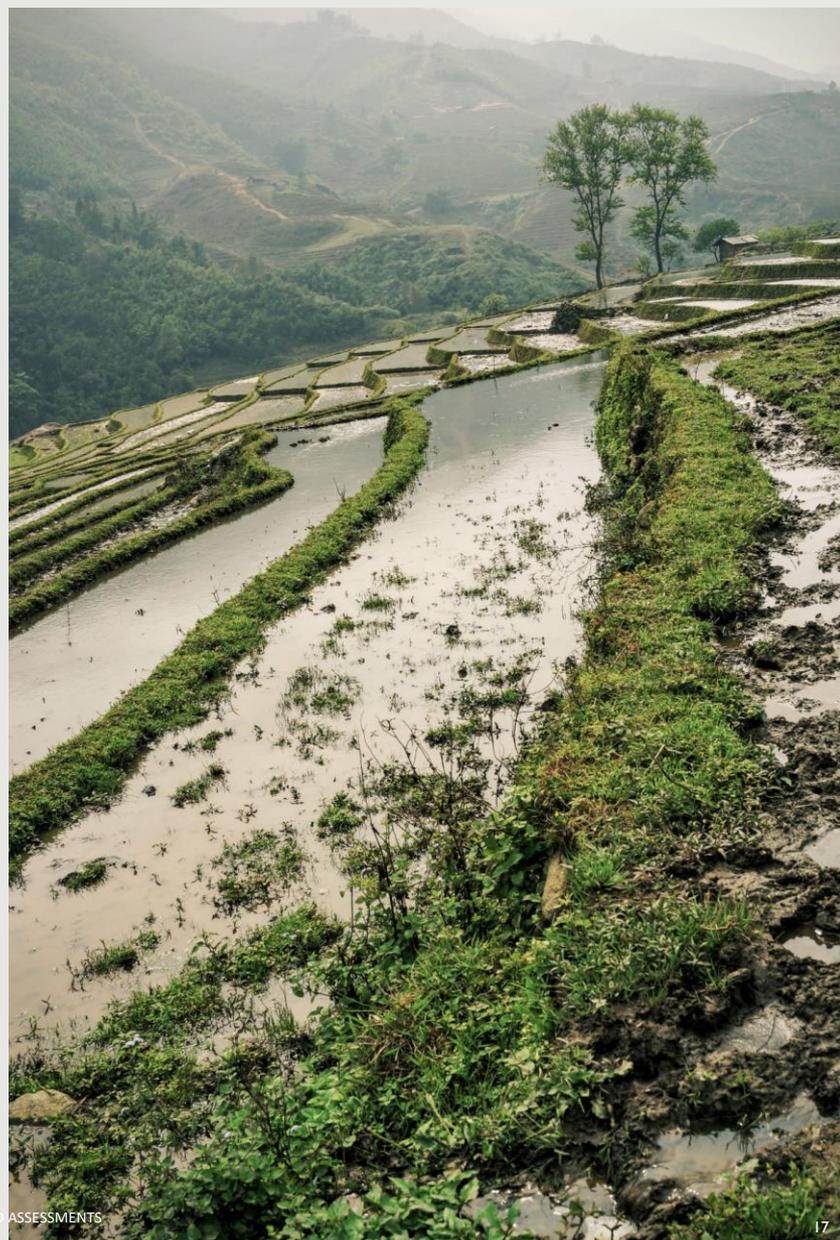
- *Health care*
- *Potable water*
- *Sanitation*
- *Education*
- *Shelter*
- *Economic opportunities*

Socio-political conditions

- *Political instability*
- *Existence of complex emergencies or conflict*
- *Lack of freedom of speech, information*
- *Types of civil rights and civil society*

EXPLORING VULNERABILITY ADAPTIVE CAPACITY

The combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience: e.g. early warning systems, emergency response, awareness (C40, 2019)



EXPLORING VULNERABILITY

LET'S LOOK AT IMPACT

Vulnerability to Flooding: Rural U.S. vs Mozambique



Sparse population
Robust health
Sealed sewage systems
Cholera and typhoid absent
High coverage of public health



Low Vulnerability



Dense population in coastal cities
Underlying diseases/malnutrition
Open sewage systems
Cholera and typhoid present
Limited coverage of public health



High Vulnerability

BRINGING IT ALL TOGETHER

DEVELOPING AN ADAPTATION PLAN



BRINGING IT ALL TOGETHER

DEVELOPING AN ADAPTATION PLAN

**What are your main
climate risks?
Climate vulnerability
assessment**



**Target
Hazards**

**Formulate
goals**

**Develop
Intervention
logic**

**Define
indicators**

**Collect
data**

Report

Evaluate

BRINGING IT ALL TOGETHER

DEVELOPING AN ADAPTATION PLAN

**What are your main
climate risks?
Climate vulnerability
assessment**



**What are your adaptation
goals, and how will you achieve
those goals?
Local Climate Change Action
Plan**



BRINGING IT ALL TOGETHER

DEVELOPING AN ADAPTATION PLAN

What are your main climate risks?
Climate vulnerability assessment

How are you doing at achieving your goals, what impacts are your actions having, and how does that information inform future planning?
LCCAP M&E plan



What are your adaptation goals, and how will you achieve those goals?
Local Climate Change Action Plan

M&E FOR CLIMATE ADAPTATION INITIATIVES



Literature review: Best Practices in Monitoring and Evaluation of Urban Climate Adaptation



Reference guide: Monitoring and Evaluating Climate Adaptation Activities: A Reference Guide for City Managers



Pilot activity: Climate Adaptation Monitoring and Evaluation System: Cagayan de Oro City, Philippines





PHOTO COURTESY: USAID BAWUBERE PROJECT

LESSONS LEARNED

- M&E for climate adaptation has unique challenges
- Adaptation activities—just like any other activity—need to be measured and evaluated for success
- Many cities—particularly secondary cities—lack M&E capacity in general
- Don't let the perfect be the enemy of the good



Photo license: Creative Commons

ACTIVITY

- Quietly read the Emerald City LCCAP by yourself (5 minutes)
- Then, working with your table, develop the following to address your table's assigned hazard (20 minutes):
 - Overall adaptation goal
 - 3 possible interventions to address vulnerability to the hazard
 - Brainstorm ways to measure the effectiveness of your interventions
- One volunteer from each hazard type to report out to the group (10 minutes)



Blind sprinter Tracey Hinton competes while tethered to her guide, Steffan Hughes, in a 2008 race in Beijing. The pair will run together during the Paralympic Games which began Wednesday in London. ACTION IMAGES/ZUMA PRESS

MONITORING VS EVALUATION

Monitoring

- Clarifies program objectives
- Links activities and their resources to objectives
- Translates objectives into performance indicators and sets targets
- Routinely collects data on these indicators, compares actual results with targets
- Reports progress to managers and alerts them of problems

Evaluation

- Analyzes why intended results were or were not achieved
- Assesses specific causal contributions of activities to results
- Examines implementation process
- Explores unintended results
- Provides lessons, highlights significant accomplishment or program potential, and offers recommendations for improvement

Source: M&E Training for NCCAP, Turkey 2012

DEFINITIONS

Monitoring

Results-based monitoring is a continuous process of collecting and analyzing information to compare how well a project, program, or policy is being implemented against expected results. (WB, 2004, p. 227)

Tracking progress toward planned results defined in the logic model. Monitoring can include both performance and context monitoring (USAID PPL, 2017, p. 2).

Evaluation

An assessment of a planned, ongoing, or completed intervention to determine its relevance, efficiency, effectiveness, impact, and sustainability. (WB, 2004, p. 114)

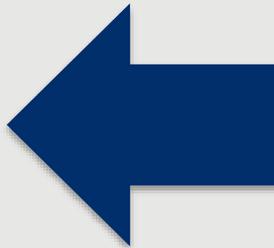
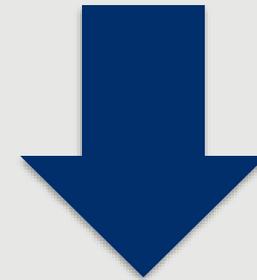
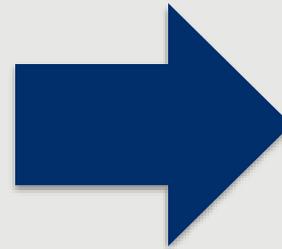
The systematic collection and analysis of information about the characteristics and outcomes of strategies, projects and activities conducted as a basis for judgments to improve effectiveness and timed to inform decisions about current and future programming (USAID PPL, 2017, p. 5).

Stage 1: Planning

- Frameworks: input to impact
- Identify and define indicators to measure progress
- Determine baselines and targets

Stage 2: Data Collection

- Methods
- Tools
- Roles and Responsibilities
- Data quality
- Data storage and compilation



Stage 4: Using Data for Decision Making

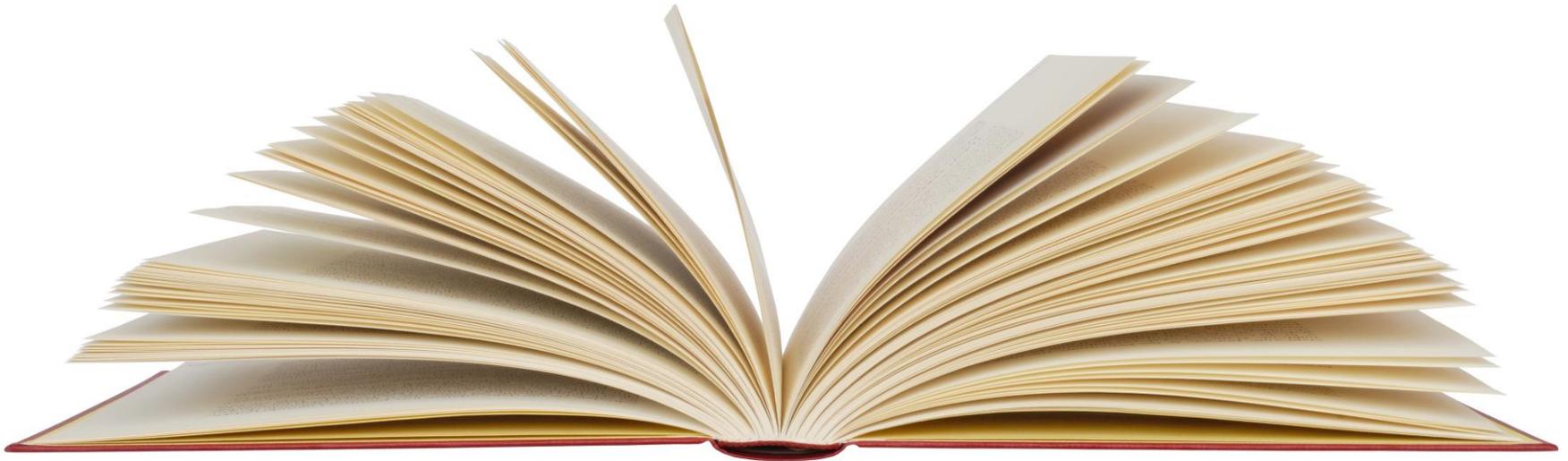
- Identify successes and areas for improvement
- Develop/implement changes
- Modify strategy/program

Stage 3: Make Data Usable

- Audience determination
- Purpose of information
- Data cleaning
- How to analyze, present, and disseminate data

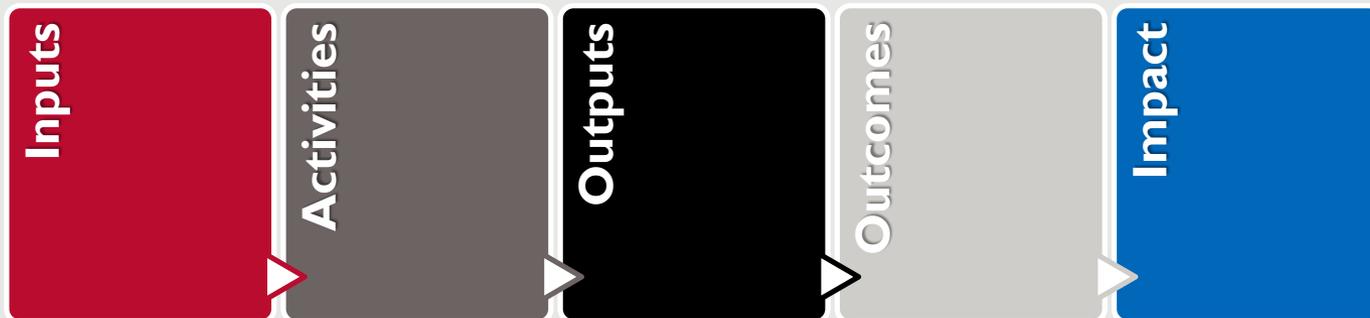
HOW MANY PAGES ARE THERE?

- Write your answer on a post-it note with your name
- Fold your post-it and place it in the envelope
- Do not ask questions or discuss with your neighbor



Results-Based Management

Results framework



Define: Impact



Ultimate benefit for target population

Changes in human circumstances/lives as measured by well-being

Terms such as: goal, long-term outcomes, long-term results

Questions:

- What are we trying to achieve?
- What is our overall goal?

Define: Outcomes



Changes in development or environment

Short to medium term change

Usually multiple outcomes needed to achieve the impact

Terms such as: objectives, short-term outcomes, short-term results

Questions:

- What are the most immediate things we are trying to change?
- What things must be in place first before we will have our impact?

Define: Outputs



Products or services delivered or provided

Directly achieved due to program activities

Terms such as: interventions, programs

Questions:

- What things need to be provided or produced to achieve our short-term results/outcomes?

Define: Activities



Actions needed to obtain outputs
Actions taken by project staff

Terms such as: Deliver, Organize,
Procure, Provide, Develop

Questions:

- What activities occur in our project?
- What actions need to be taken to achieve our outputs?

Define: Inputs



Items that must be invested for activities to occur

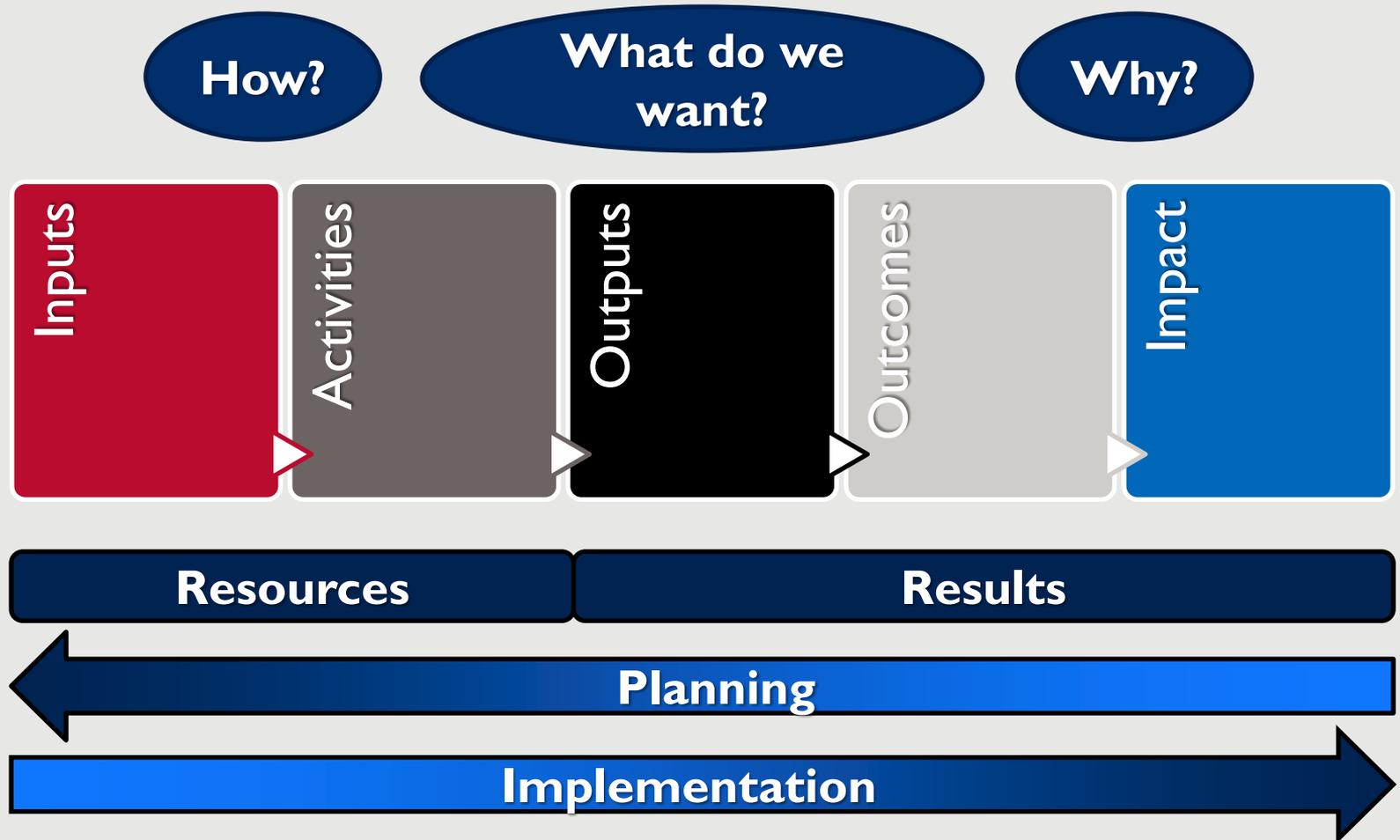
Include staff time, money, materials, etc.

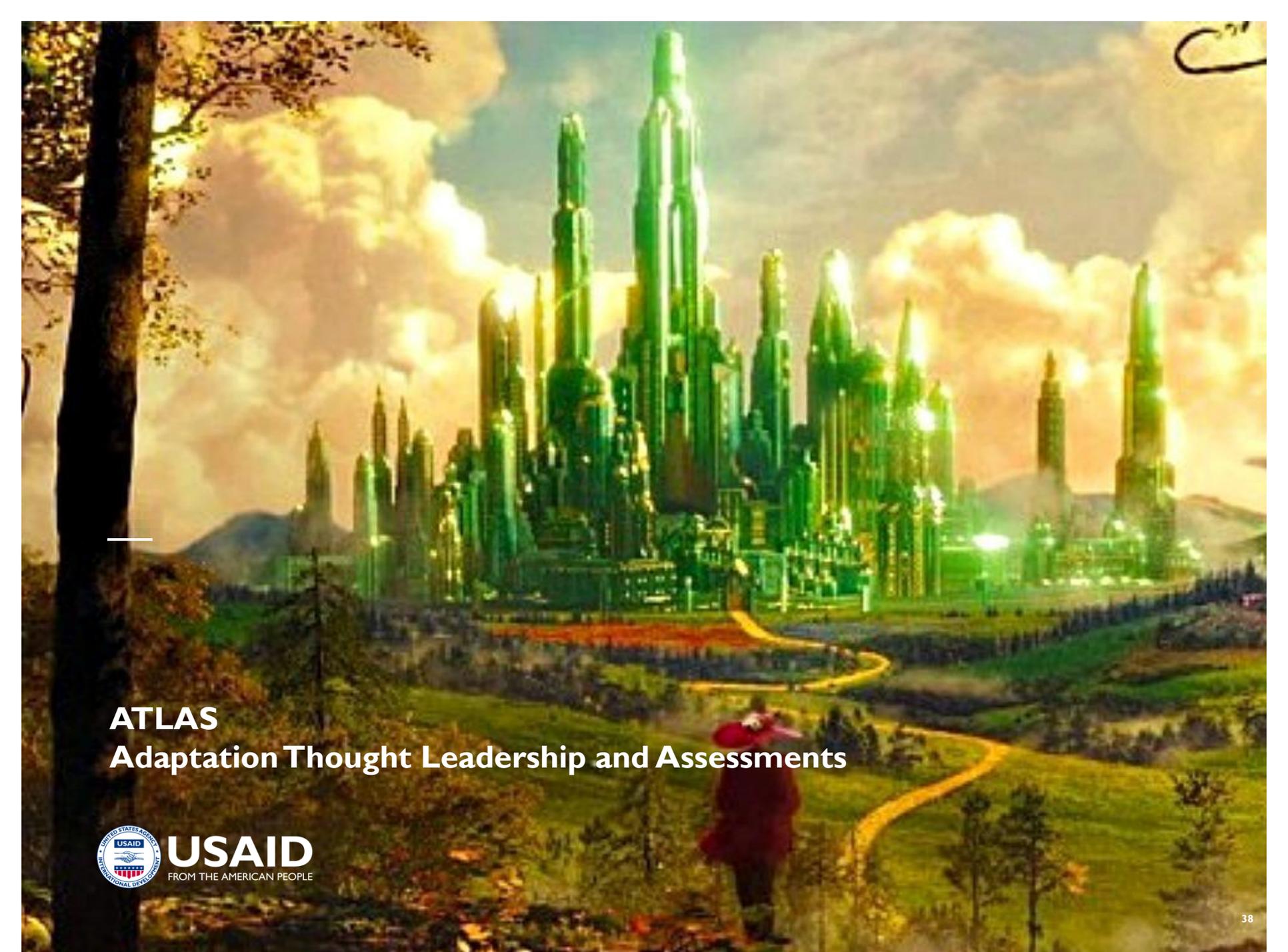
Terms such as: Budget, Capacity, Experience

Questions:

- What resources are needed to complete the activities?

FRAMEWORK





ATLAS
Adaptation Thought Leadership and Assessments



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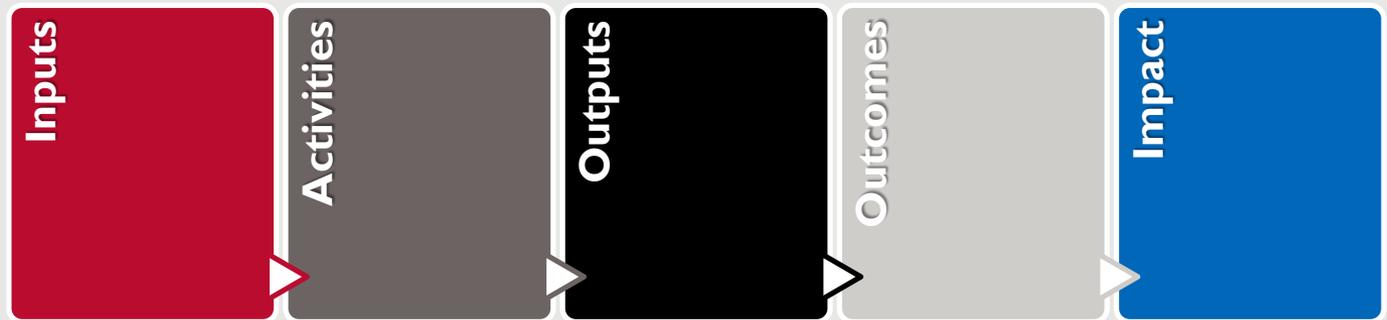
DEVELOPING THE CDO LCCAP M&E RESULTS MATRIX

- Steps in the development
- How stakeholders were consulted
- How the design was finalized

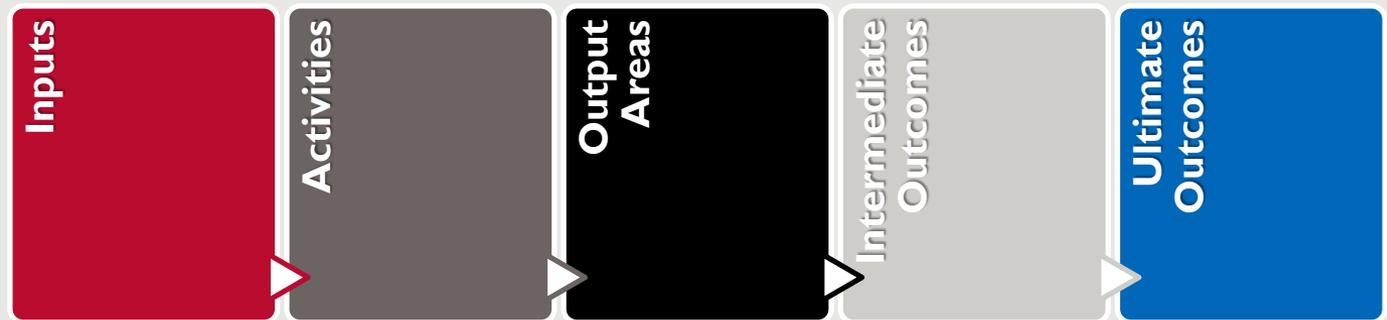


Quick Note on Terms

Generic Terminology



Philippine National Results-Based Monitoring & Evaluation System Terminology



LCCAP RESULTS MATRIX NARRATIVE

Ultimate Outcome	Enhanced adaptive capacity of communities, resilience of natural ecosystems, and sustainability of built environment to climate change			
Strategic Priorities	Human Security	Ecological & Environmental Stability	Food Security	Water Sufficiency
Intermediate Outcomes	Reduced risk to the population from CC and disasters	Enhanced resilience and stability of natural systems and communities	Availability, stability, accessibility to safe and healthy food ensured amidst CC	Water resources sustainably managed and equitable access ensured
Output Areas	<ul style="list-style-type: none"> • Resettlement/ Conversion of danger zones 	<ul style="list-style-type: none"> • Reforestation • Rehabilitation of marine area and rivers 	<ul style="list-style-type: none"> • Agricultural infrastructure • Agroforestry • Sustainable fishing 	<ul style="list-style-type: none"> • Reforestation • Agricultural infrastructure • Water management policies

An Indicator is...

- a **variable** (its value changes)
- that **measures** (objective calculation of value)
- **key elements** of a program or project
 - Inputs, processes, outputs, outcomes

Indicators:
Building blocks of
M&E

Indicators provide critical M&E data at every level (and stage) of program implementation

Output

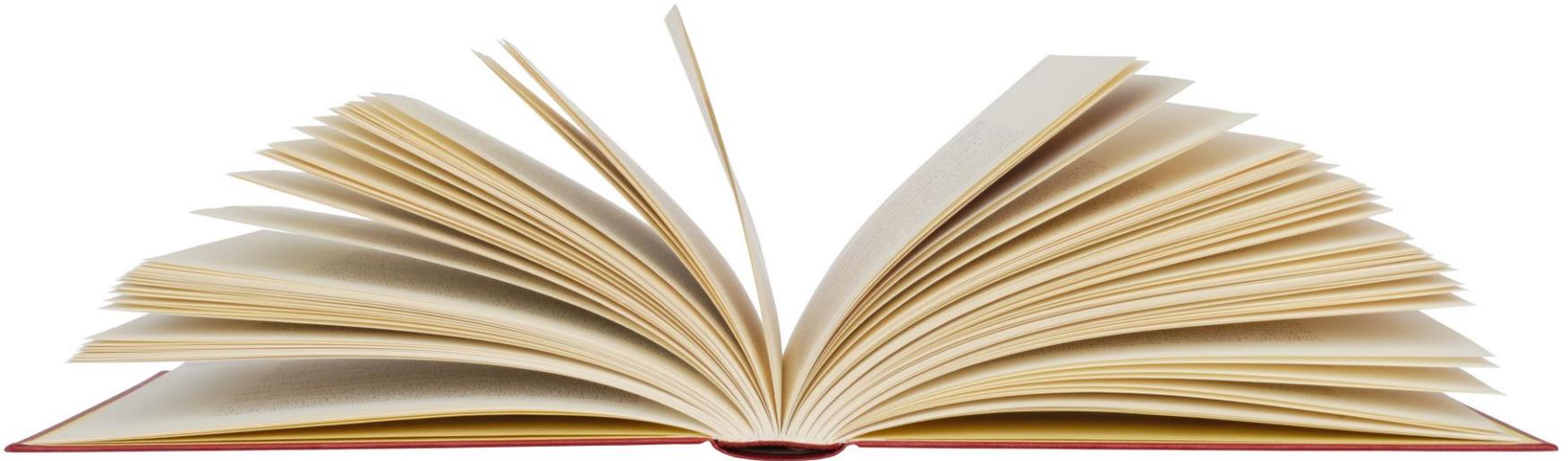
- Was the project carried out as planned?
 - How well was it carried out?

Outcome

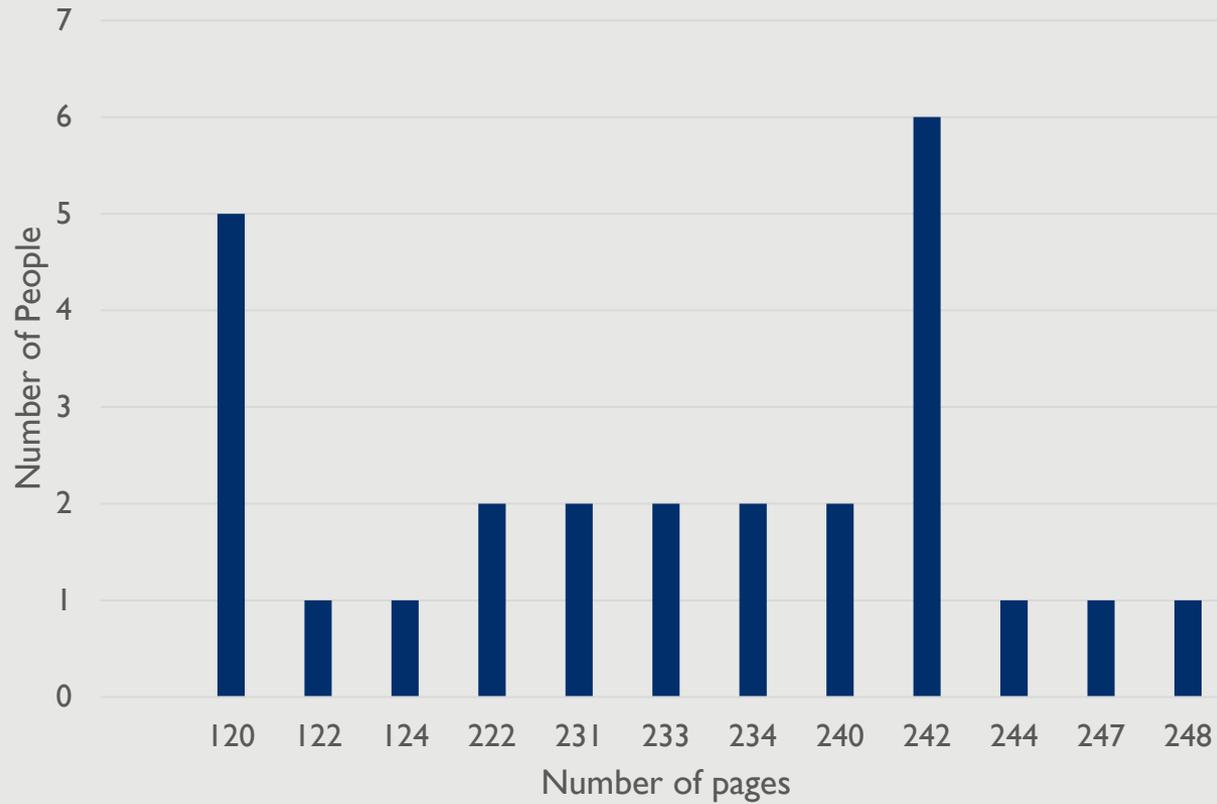
- Has the outcome changed in desired direction?
 - Does the change signal program “success”?

HOW MANY PAGES ARE THERE?

- Write your answer on a post-it note with your name
- Fold your post-it and place it in the envelope
- Do not ask questions or discuss with your neighbor



HOW MANY PAGES ARE THERE?



SMART Indicators

Specific

Measureable

Achievable

Relevant

Time bound

Indicators must be SMART

Specific - The indicator must be specific. The indicator should be narrow and focus on the 'who' and 'what' of the intervention.

Not specific

Number of people trained

% of students who improve their science scores

Specific

Number of farmers trained in SALT

% of students who show at least a 5 point improvement on their science scores after participating in the Climate Awareness tutoring program

Indicators must be SMART

Measurable - This means that the indicator has the capacity to be counted, observed, analyzed, tested, or challenged.

If one cannot measure an indicator, then progress cannot be determined. How will one know if the outcome has been achieved? Can you think of an unmeasurable indicator?

Indicators must be SMART

Achievable - The indicator is achievable if the target accurately specifies the amount or level of what is to be measured in order to meet the result/outcome.

The target attached to the indicator should be achievable.

Not achievable

100% of CDO population who live in areas deemed low risk to hazards

Achievable

10% increase in percentage of CDO population who live in areas deemed low risk to hazards

Indicators must be SMART

Relevant - An indicator must be relevant. It should be a valid measure of the result/outcome. There is no reason to create an indicator which does not relate to the larger outcome.

Not relevant

Number of trees that have purple flowers

Relevant

Number of trees planted in designated re-forest areas

Indicators must be SMART

Time bound - The indicator is attached to a time frame. The indicator should state when it will be measured.

SMART or NOT Activity

Is the indicator SMART or NOT?

If the indicator is SMART, you will stand on the right.

If the indicator is not SMART, you will stand on the left

SMART or NOT?

Number of people trained

SMART or NOT?

Number of fishermen who show an improvement after the training

SMART or NOT?

Number of hectares of marine protected areas

SMART or NOT?

Number of rivers rehabilitated

SMART or NOT?

% of CDO residents who claim to not to waste water, who actually waste water

SMART or NOT?

10 million trees planted in the last three months

SMART or NOT?

Value of property damage due to extreme weather events in the last year

SMART or NOT?

The resilience of natural systems in CDO improved by 15% in the last year

Questions to Ask When Choosing Indicators...

- Why are we choosing this measure?
- What type of information (numbers, percentages, narrative information) we expect back?
- Will knowing this information help us make better decisions for the program (*just nice to know or do we need to know*)?
- Is it actually measuring results from our work, or from something else?
- What are other factors influencing?
- How exactly are we defining this indicator?
- How will we collect this data?
- Who will do it, and how often?
- Is it difficult to collect?
- How much can we rely on the data collected?
- Will it be accurate?

LCCAP Ultimate Outcome	Enhanced adaptive capacity of communities, resilience of natural ecosystems, and sustainability of built environment to climate change (NCCAP)			
Ultimate Outcome Indicators	<i>Percent population living in areas deemed high risk to hazards</i>			
LCCAP Strategic Priorities	Human Security	Ecological & Environmental Stability	Food Security	Water Sufficiency
LCCAP Intermediate Outcomes	Reduced risk to the population from CC and disasters	Enhanced resilience and stability of natural systems and communities	Availability, stability, accessibility to safe and healthy food ensured amidst CC	Water resources sustainably managed and equitable access ensured
Intermediate Indicators	<ul style="list-style-type: none"> • <i>Number of deaths and injuries due to extreme weather events</i> • <i>Value of property damage due to extreme weather events</i> 	<ul style="list-style-type: none"> • <i>Percent forest cover</i> • <i>Number of hectares of mangrove cover</i> • <i>Percent healthy coral</i> • <i>Percent heavy rainfall events leading to flooding</i> 	<ul style="list-style-type: none"> • <i>Number of hectares of marine protected areas</i> • <i>Percent change in catch for fisherman</i> • <i>Crop losses during drought event</i> 	<ul style="list-style-type: none"> • <i>Number of hectares under irrigation</i>
Output Areas (PPAs/Policies)	<ul style="list-style-type: none"> • Resettlement / Conversion of danger zones (PPAs 3, 9) 	<ul style="list-style-type: none"> • Reforestation (PPAs 1, 2, 8, 9) • Rehabilitation of marine area and rivers (PPAs 4, 6, marine ordinance) 	<ul style="list-style-type: none"> • Agricultural infrastructure (PPA 10) • Agroforestry (PPA 7) • Sustainable fishing (PPA 6, fisheries mgmt. ordinance) 	<ul style="list-style-type: none"> • Reforestation (PPAs 2, 8) • Agricultural infrastructure (PPA 10) • Water management policies
Output Indicators	<ul style="list-style-type: none"> • <i>Number of households in danger zones</i> • <i>Number of vulnerable residential houses not compliant with the Building Code</i> 	<ul style="list-style-type: none"> • <i>Number of trees planted</i> • <i>Number of community planting efforts</i> • <i>Number of hectares marine area rehabilitated</i> • <i>Number of meters of river bank rehabilitated</i> • <i>Number of environmental policies analyzed, drafted, approved, and implemented</i> 	<ul style="list-style-type: none"> • <i>Number of irrigation or retention ponds constructed</i> • <i>Number of climate-resilient seeds/seedlings distributed</i> • <i>Number of farmers trained in SALT</i> • <i>Fisheries ordinance analyzed, drafted, approved, and implemented</i> 	<ul style="list-style-type: none"> • <i>Number of trees planted</i> • <i>Number of community planting efforts</i> • <i>Number of irrigation structures constructed</i> • <i>Number of water management policies analyzed, drafted, approved, and implemented</i>

M&E: Critical Success Factors

Demand

Uses

Leadership

Commitment

Resourcing

Accountability

**Technical
Capacity**

**Infrastructure
to Supply
M&E
Information**

**Infrastructure
to Use M&E
Information**

Oversight

**Values &
Ethics**

Sustainability

FEEDBACK

- Post-it 1: One thing you would like to learn in this workshop
- Post-it 2: One thing to improve for tomorrow (or remaining of training)
- Post-it 3: One question you have from today that you would like answered



References

- Frankel N, Gage A. USAID MEASURE Evaluation. M&E Fundamentals: A Self-Guided Minicourse. 2007. <https://www.measureevaluation.org/resources/publications/ms-07-20-en>
- USAID. New Partners Initiative Technical Assistance (NuPITA) Project. Monitoring and Evaluation Training Curriculum. 2009. <https://www.usaid.gov/sites/default/files/documents/1864/Monitoring%20and%20Evaluation%20Training%20Curriculum.pdf>
- UNDP. Monitoring and Evaluation Training Guide. <http://web.undp.org/evaluation/documents/MandE-Training-package-English.pdf>
- Winrock International. 2016. *USAID's Climate-Resilient Ecosystems and Livelihoods (CREL)*. Winrock International. Dhaka, Bangladesh. <https://www.usaid.gov/bangladesh/crel-project/module-2>
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- International Rescue Committee. Emergency Needs Assessment Training. Nigeria. July 2019.





USAID
FROM THE AMERICAN PEOPLE

Climate Change Adaptation Monitoring and Evaluation Workshop

December 4-6, 2019
Cagayan de Oro, Philippines

ATLAS
Adaptation Thought Leadership and Assessments

TODAY'S AGENDA & OBJECTIVES

DAY 2		
Time		Session
8:30 -9:00		Recap of Day 1
9:00 -10:00	7	M&E Stage 2: Data Collection
10:00 -11:00	8	M&E Stage 2: Data Quality
11:00 - 11:15		Break
11:15 -1:00	9	M&E Stage 2: Data Collection Method In-depth
1:00 – 2:00		Lunch
2:00 -3:30	10	M&E Stage 3: Making Data Useful
3:30 -3:45		Break
3:45 -5:00	11	M&E Stage 3: Designing a Dashboard

OBJECTIVES:

- Identify pros and cons of different modalities of data collection
- Describe data quality constructs
- Develop data visualizations ensuring
 - Relevance for decision-making
 - Accuracy
 - Audience



PHOTO COURTESY: PHOTOSHARE

What are tools or sources of data that you use in your job?

How do I know what data to collect?

Are you collecting information that is “nice to know?” or information that you **NEED** to know?

How do I know what information I **NEED** to know?

The bare minimum information you need to know must allow you to report on your indicators.

**Indicators:
Building blocks of
M&E**



PHOTO COURTESY: ROSINA / FLICKR

FROM DATA IDENTIFICATION TO COLLECTION

Step 1: Review your indicators. How are you going to be able to determine the numbers of people trained, %s of X,Y,Z? Where can you get this information? What tools do you need to collect data relevant to your indicators?

Step 2: Review what tools exist. Does your department already have participant attendance sheets? Is there a KAP survey tool that can be used for this project? Which tools do you need to create?

Step 3: Train. Do the people using the tools understand how to use the tools?

HOW DO I KNOW WHAT KIND OF DATA TO COLLECT?

OUTPUT VS. OUTCOME INDICATORS

The types of tools that you use and the type of data you collect are very different for output indicators and for outcome indicators.

Why are the tools/types of data collected different?

Because output indicators and outcome indicators measure different things.



Which Data Collection Method to Choose

Type of Info	What Are You measuring	Data Collection Method	When
Outcome	Change over time Opinions Behaviors Knowledge Quality of goods and services Satisfaction	Focus Group Discussion Surveys Interviews Direct Observation	Baseline After services are delivered Endline
Output	Quantity of goods and services Quantity of people who receive the goods and services	Direct Observation Registers Attendance sheets BOQs Training participant sign-in lists	While services are being delivered After services are delivered

Routine or Non-Routine?

Type of Info	Definition	Pros	Cons
Routine	Data collected on a continuous basis; processed and reported on periodically	Can be very timely – i.e. identify problems with procurement or program delivery	Poor data quality, often inaccurate; not good for outcome data
Non-Routine	Data collected infrequently for specific purposes; i.e. census, survey	One-off data collection can be more accurate; often can answer more complex questions about outcomes and impact	Often expensive; infrequent – so cannot always inform decision-making

HOW DO WE KEEP IT ALL STRAIGHT?!



Photo: buzzsprout.com

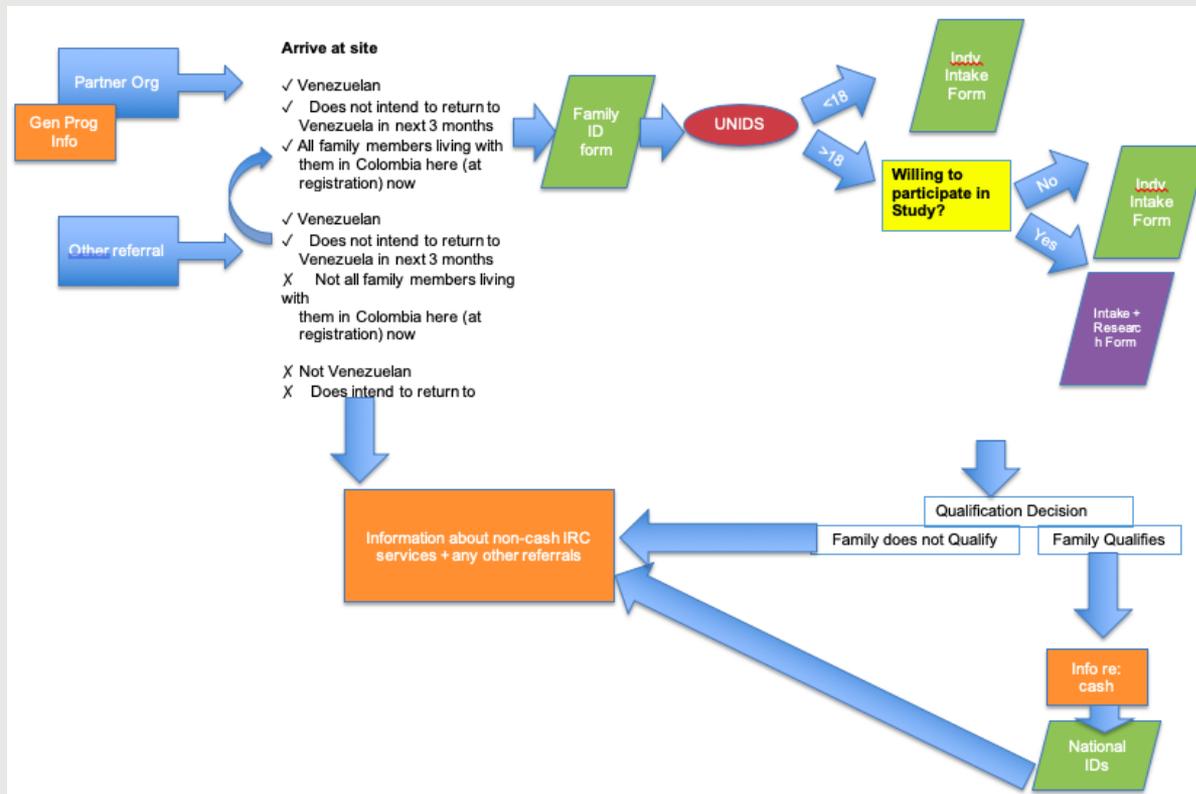
DATA FLOW MAP

What is this?

A diagram or picture of how data get from point A to point B.

What elements are included in a data flow map?

- Name/title of the person responsible for collecting, reviewing, and/or cleaning data.
- Who “touches” the data and who reviews the data?
- How does the data get from one place to the next and to the next
- How frequently are the data sent? Daily? Weekly?



DATA FLOW MAP

Alternative format

Indicator	Definition	Target	Data Collection Tool	Frequency of Data Collection and Reporting	Who is responsible (data collection, review, etc.)	How will data be complied/reach central office?

DATA FLOW MAP

Instructions

- In your small groups – go back to your log-frame charts.
- Divide the indicators in your log-frame among each of you.
- Use Worksheet two- each person should fill in the data map for the indicator(s) they have been assigned (7 mins).
- For the last 7 mins you should discuss as a group what you filled in and make any changes/suggestions.



SPECIES		BROUGHT FORWARD (BT)	PRICE
SCIENTIFIC NAME	LOCAL NAME		
OLEA AFRICANA	MUTERO	100,061	3
CORDIA ABYSSINICA	MURINGA	24,912	
VITEX KENIENSIS	MUURU	9,888	
PRUNUS AFRICANA	MURIRA	30,950	
PODICARPUS GRAELOBRIM	MUTUJU/MUBIRIBIRI	1,400	
HYGENTIA ABYSSINICA	MUNJOGA	1,522	
JUNIPERUS PROPERA	MUNGWANYI	300	
	MURANA	12,912	
	MURANA		1,500

**“Everything should be made as simple as possible, but not simpler.”
- Albert Einstein**



LCCAP INDICATOR TABLE

From the LCCAP Monitoring & Evaluation Plan

Table 10. LCCAP Indicator Table

	OUTCOME	INDICATOR	FREQUENCY	PPA/POLICY	DEPARTMENT
Ultimate Outcome					
	Enhanced adaptive capacity of communities, resilience of natural ecosystems, and sustainability of built environment to climate change	<i>Percent population living in areas deemed high risk to hazards</i>	Annual	All	CPDO/GIS Team
Intermediate Outcome					
1	Reduced risk to the population from CC and disasters	<i>Number of deaths and injuries due to extreme weather events</i>	Annual	All	DRRM Council with CDRRMD and CSWD
		<i>Value of property damage due to extreme weather events</i>	Annual	All	DRRM Council with CDRRMD, CEO and CSWD
2	Enhanced resilience and stability of natural systems and communities	<i>Percent forest cover</i>	Annual	2	CLENRO
		<i>Number of hectares of mangrove cover</i>	Annual	4, 6	CLENRO
		<i>Percent healthy coral</i>	Baseline/Endline	4, 6	CLENRO
		<i>Percent heavy rainfall events leading to flooding</i>	Annual	1, 2, 4, 8, 9	CDRRMD (Weather Monitoring Division)
3	Availability, stability, accessibility to safe and healthy food ensured amidst CC	<i>Number of hectares of marine protected areas</i>	Annual	6	CAO
		<i>Percent change in catch for fisherman</i>	Monthly	6	CAO
		<i>Crop losses during drought event</i>	Annual	7, 10	CAO

LCCAP INDICATORS

Exercise

- In small groups:
 - You have 10 Indicator fact sheets
 - Arrange them in order from 'EASIEST/CHEAPEST/MOST ROUTINE' to collect on the left to 'HARDEST/MOST EXPENSIVE/LEAST COMMON' to collect on the right

DATA QUALITY

- What needs to be in place, at each level of an M&E System to ensure high quality data?



DATA QUALITY

Clear communication:

- Indicator definitions
- Clear roles and responsibilities
- Does everyone understand the reporting timelines

Data collection instruments and reporting forms:

- Are they standardized and compatible?
- Do they have clear instructions?
- Coordination with the national information system
- Does someone routinely supervise/check data quality

Consider where potential data quality issues may arise:

- E.g. such as missing data, double counting
- How do you address these issues?

DATA QUALITY STANDARDS

STANDARD	DEFINITION
Validity	Valid data are considered accurate - they actually represent what they are intended to measure.
Precision	Data should have sufficient level of detail to present a fair picture of performance and enable management decision-making.
Reliability	Data are measured, collected and analyzed the same way over time.
Integrity	Data are protected from improper manipulation or falsification.
Timeliness	Data is available and up to date enough to meet management needs

DATA COLLECTION METHODS

- IN SMALL GROUPS
- For the data collection method your table is assigned:
- Review the Handout and answer the following questions on your flip chart:
 1. What kind of data are collected by your method?
 2. How many people and who should participate in each method?
 3. How long should each method take?
 4. What kind of questions does each method aim to answer?
 5. What assumptions do you make of the data from each method? (e.g. Is the data from your method representative

FOCUS GROUPS: when should a focus group be conducted?

1. In order to answer the "why" questions
2. When is it necessary to have qualitative data?

For example:

Why are the seedlings failing?

Why is the community cutting down the mangroves?

FOCUS GROUPS: what do they teach me?

- Focus groups can help with the exploration of a topic or can formulate a hypothesis.
- They can help you develop questions for key informant interviews or household surveys.
- They are limited in their power to provide generalizable results.
- Focus groups give some of the truth, but they do not give you a complete picture.



Photo: IBM

FOCUS GROUPS: How many people? How do I select them?

- In general, each group should consist of 8-12 people.
- We need to choose the people who are best placed to answer the questions.
- Always develop the focus group guide before selecting participants.
- Participants must have common characteristics (age, gender, etc.) to feel comfortable

FOCUS GROUPS: guide

1. MAIN QUESTIONS

- What is your biggest concern with moving out of this community (danger zone)?

2. FOLLOW-UP QUESTIONS

- Could you give an example? Could you explain to me...

3. EXIT QUESTIONS

- Do you want to add something?

FOCUS GROUPS: roles

The note taker

Is largely quiet – focusing on writing clear, complete notes.

The moderator

Staying neutral: Avoid small gestures that may indicate your agreement or disagreement. You should not say things in favor or against the answers of the participants.

Manage the dynamics of the group: Thank the most dominant participants and encourage more shy or silent participants.

Be flexible and spontaneous: It is possible that the discussion can start in another direction than expected. If it's relevant and productive, be prepared to adapt your questions.

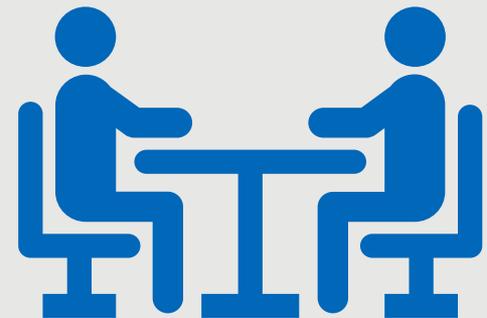
Who is a Key Informant?

A person who is an “expert” or someone who has a unique perspective.



WHO to select as a key informant in the following situations?

- Is diarrhea a big problem in the Barangay?
- Why don't fishermen go out to fish?
- How many people live in the community?
- How many community wells are broken?
- How many houses were destroyed in the flood?
- What community organization groups are there?



KEY INFORMANT INTERVIEW: Guide

The Introduction:

- Start with an introduction to yourself, the purpose of the interview, and informed consent.

The key questions:

- We need to develop 5-10 key questions for the interview. It's best to start with simple questions in order to build rapport with the key informant. It is recommended to avoid closed questions.

Exploratory questions:

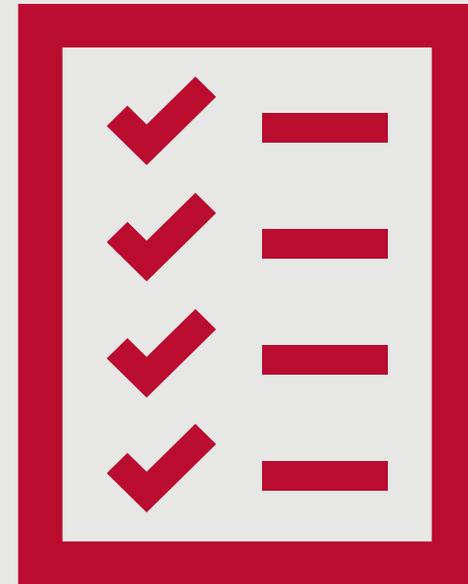
- These questions may encourage the key informant to think and provide more details.

KEY INFORMANT INTERVIEW: the role of the interviewer

Maintain a neutral attitude:
It is possible that respondents will say what they think we want to hear.

To take notes:

- Even if you use a recording tool, you must take notes (computer).



KEY INFORMANT INTERVIEW: strengths

It is easy and fast enough to pick up detailed and rich data.

The interview gives you an opportunity to establish or strengthen links with stakeholders.

It is possible to re-contact key informants if you have things to clarify.

SPEED INTERVIEWS!

- ROLE PLAY KEY INFORMANT INTERVIEWS
- GOAL – conduct interviews to understand how the community is adapting to climate change and what support they might need for future activities.
- INTERVIEWEES:
 - Civil society organization leader
 - Barangay chairman
 - Community leader in a ‘danger zone’
 - Healthcare worker
- 1. Individually- write 5 questions for each key informant type – preparing for your interview (10 mins)
- 2. Review your neighbor’s questions and provide help/changes (5 mins)
- 3. Role play (sit in row A or B)
 - a) 5 mins interview
 - b) 1 min feedback
 - c) SWITCH!

OBSERVATIONS: overview

- Usually quantitative in nature- observing how much, how many, how far.
- Sometimes it can include subjective/qualitative elements, but only if highly defined – home audit against safety standards
- Does not require asking any questions of anyone, therefore usually does not need an informed consent.



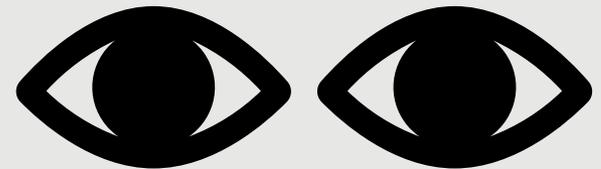
OBSERVATIONS: data form

- Aim to make answers multiple choice or tic box whenever possible, with space to write comments
- Always pre-define your units (meters, people, degrees Celsius)
- Triple check your instructions for clarity and thoroughness
- Ensure all technical terms are either fully trained on or defined (photos) in the form

OBSERVATIONS: data quality

Often completed by one data collector – accuracy can be substantially improved if two people collect at the same time (on separate forms).

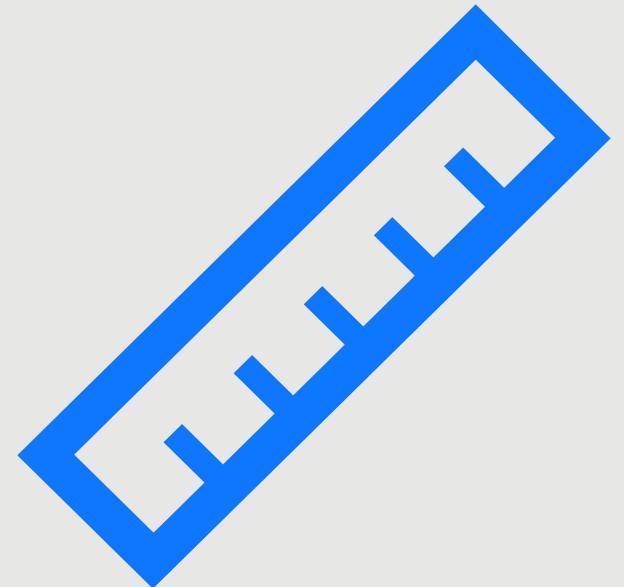
Accuracy can also be improved if forms are digitized (KoboCollect)



Observational Forms vs Key Informants?

In general- anything that can be physically measured or verified, should be.

Key informants usually have the best intentions, but none are all knowing or all remembering.



HOUSEHOLD SURVEYS: overview

In general, household surveys provide demographic information.

Examples of Large Scale Household Surveys:

Demographic and Health Survey, MICS Survey



What is the difference between a household survey and a survey with an individual?

HOUSEHOLD SURVEYS: general characteristics

- The questions in the survey are quantitative, with very few open questions.
- Normally, it is done with one person (responder) in a household.
- If the sample size and sampling method are appropriate, then the results from the survey are generalizable to the rest of the population.

HOUSEHOLD SURVEYS: types of questions

In general, questions in household surveys are closed questions.

Why?

- There are more questions in household surveys compared to focus groups or key informant interviews. The sample size for household surveys is also larger.
- Data analysis is easier with quantitative data.

HOUSEHOLD SURVEYS: sequence of questions

The first questions should be simple and should avoid sensitive topics – this provides an opportunity to build rapport with the respondent

The typical sequence

- Informed consent
- Demographic issues
- Easy/simple questions (in order to address the subject of the survey)
- More difficult or less comfortable questions

GAME! Family Feud

You will identify the type of question on the screen- is it a question for....

A focus group discussion

A key informant interview

An observation form

A household survey



How many people live in your household?

Number of days of the week (in the past 7 days)
members of your household have eaten
vegetables and leafy greens?

What kind of illnesses do you most commonly see in your health clinic?

How many secondary schools were in your village before the flood?

Has the drought affected items that you sell in your shop? If yes, why? (e.g. stockout, longer delivery time, increased prices, etc.)

Number of meters of irrigation pipe installed (use tape measure and enter to the nearest 0.1 meter)

What difficulties do you and/or other women in your community face when trying to access health services?

What is the distance from the household to the river flood level?

Why don't fisher-persons attend training sessions in this Barangay?

How many tree planting events have occurred in the Barangay in the last month?

Where do you and other people your age feel the most safe in your community?

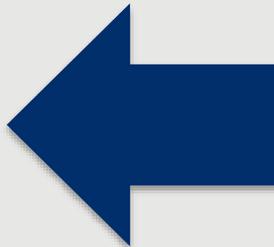
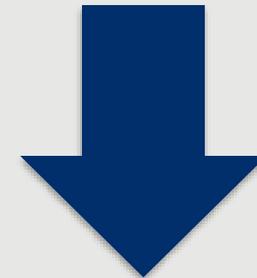
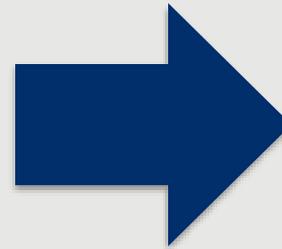
Which of the items that you sell in the market have increased in price since the typhoon? What was the price of each item before/after the typhoon?

Stage 1: Planning

- Frameworks: input to impact
- Identify and define indicators to measure progress
- Determine baselines and targets

Stage 2: Data Collection

- Methods
- Tools
- Roles and Responsibilities
- Data quality
- Data storage and compilation



Stage 4: Using Data for Decision Making

- Identify successes and areas for improvement
- Develop/implement changes
- Modify strategy/program

Stage 3: Make Data Usable

- Audience determination
- Purpose of information
- Data cleaning
- How to analyze, present, and disseminate data

MAKING DATA USEFUL

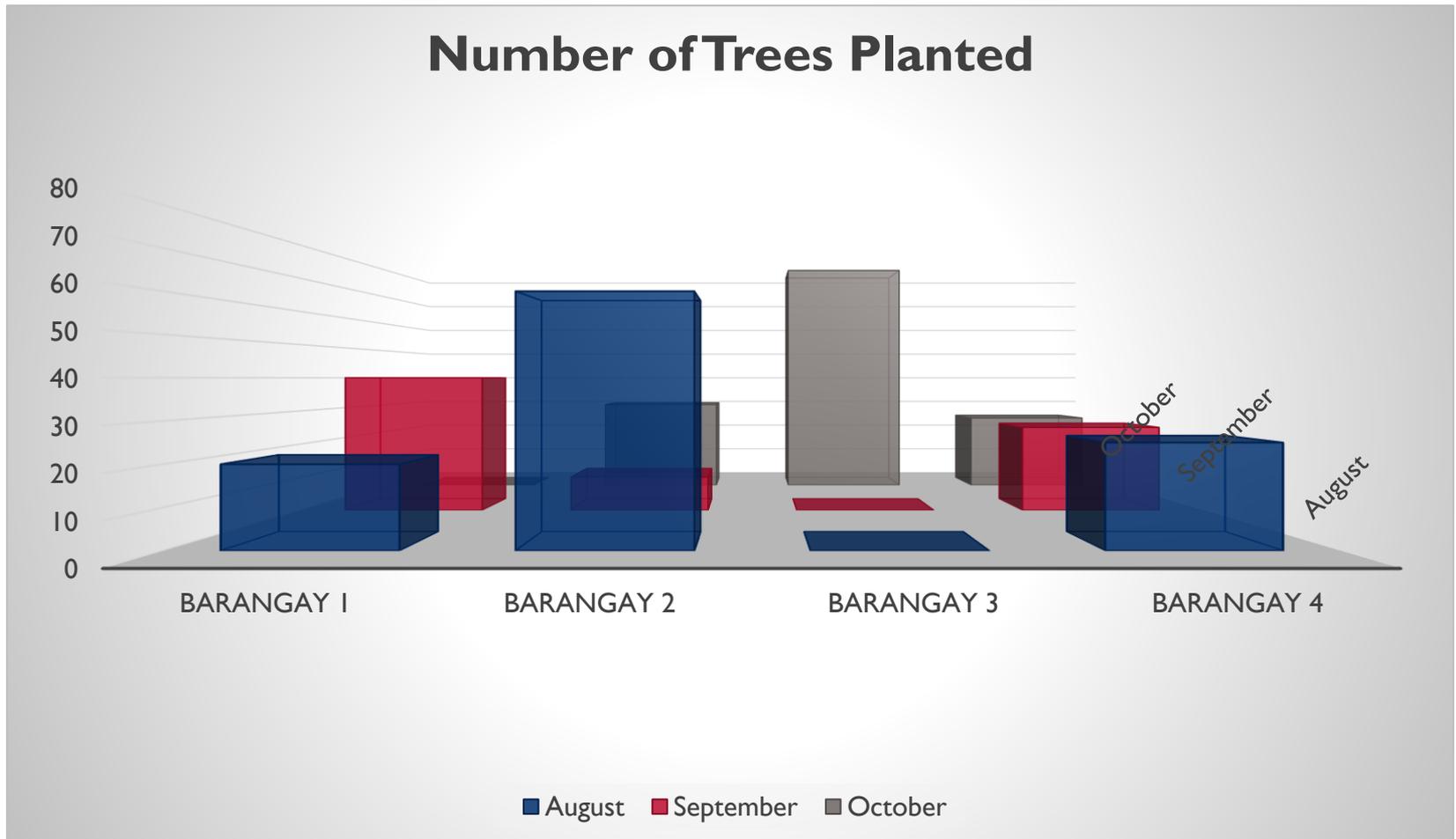
- Who is your audience?
 - Key stakeholders?
 - How much detail is appropriate?
- What information do they need?
 - What questions are you trying to answer?
 - Are you making relevant comparisons?
 - Over time
 - Among groups (barangays, fishermen, etc.)
 - Against a target
- What is the best way to present them with this information?



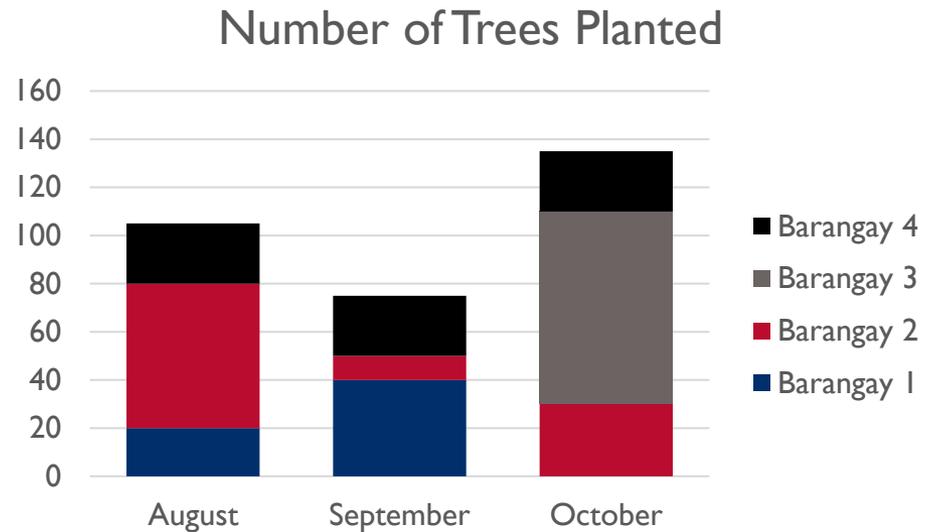
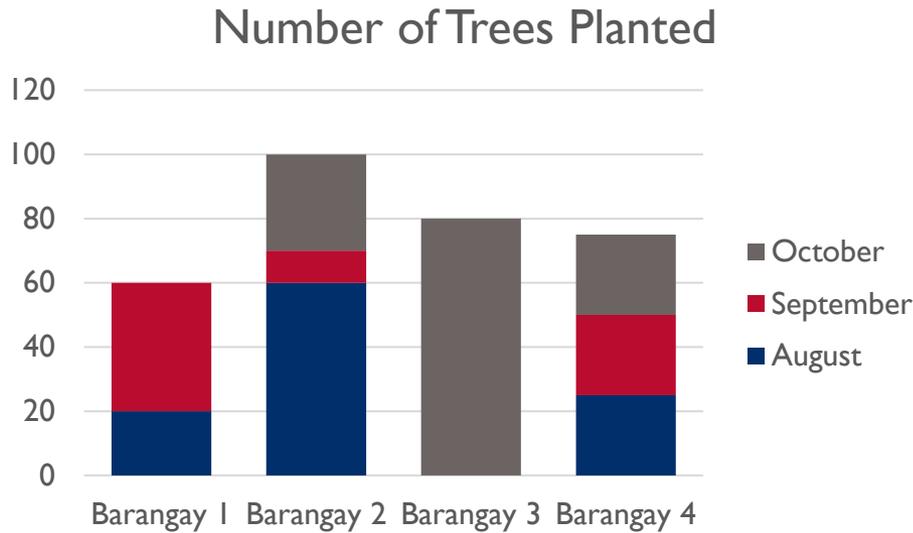
Making Data Usable for Stakeholders

Stakeholder	What information is needed?	How would you present it?	How often?

DISPLAYING DATA: Bar Charts



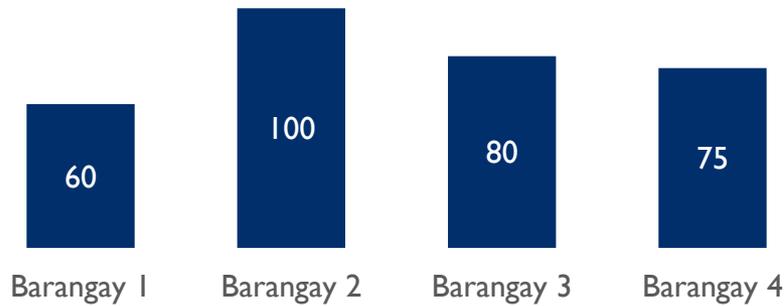
DISPLAYING DATA: Bar Charts



DISPLAYING DATA: Bar Charts

Number of Trees Planted

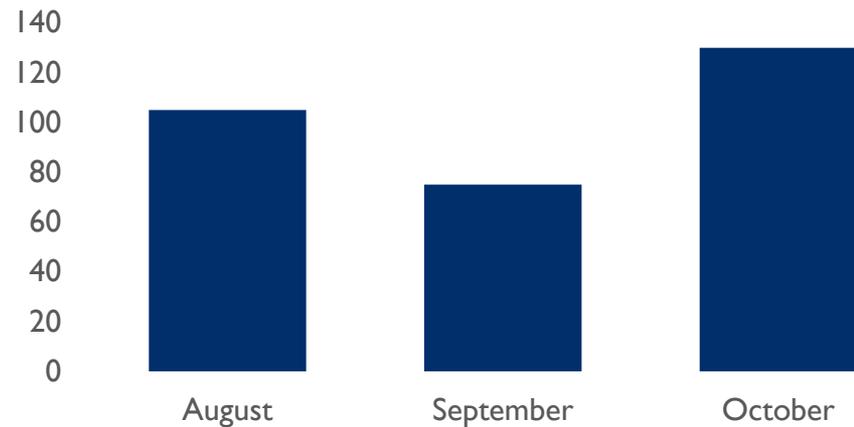
August - October



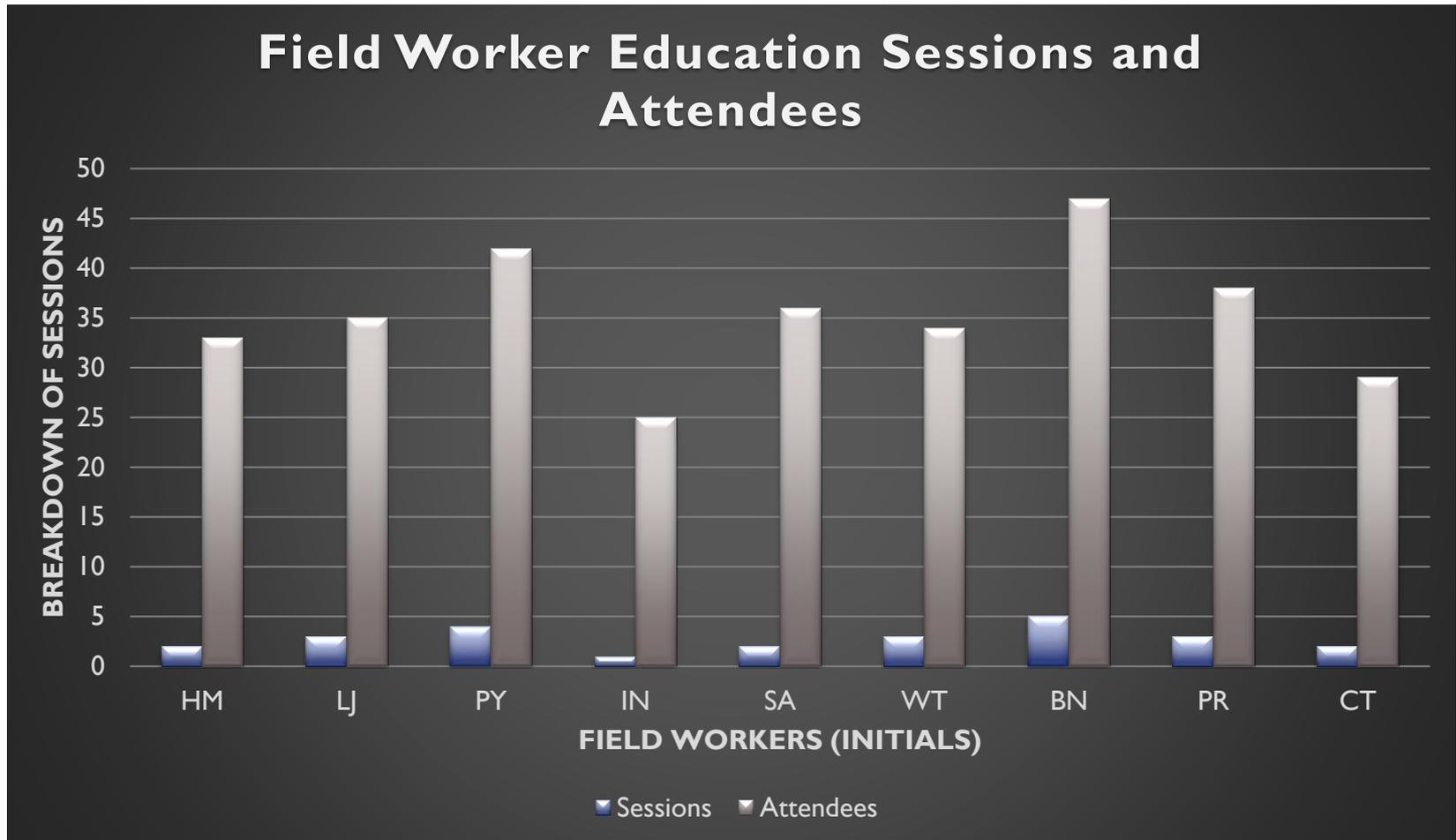
Goal:
One message per graph,
maximum of two

Number of Trees Planted

Barangays 1-4

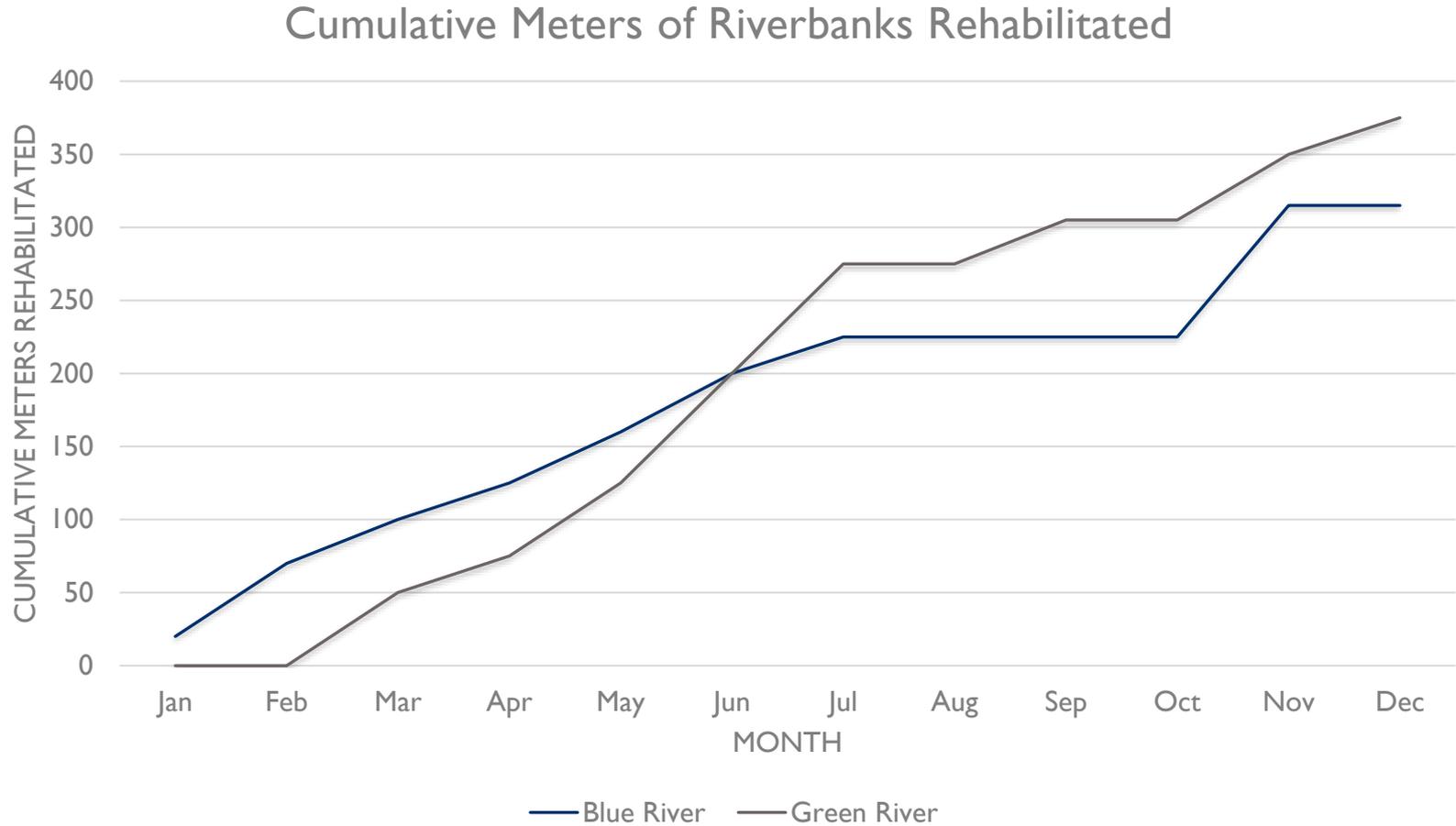


DISPLAYING DATA: Bar Charts



DISPLAYING DATA: Line Graphs

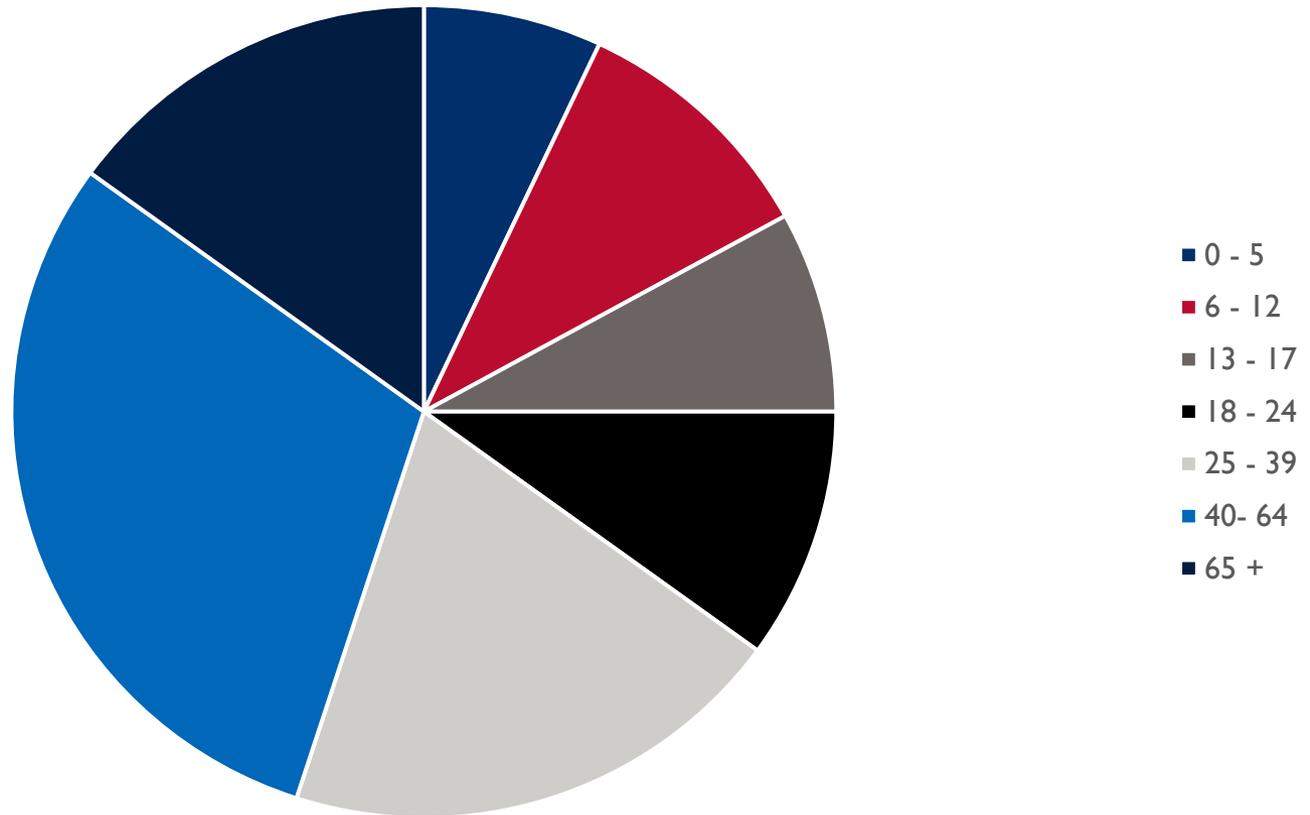
Show trends over time



DISPLAYING DATA: Pie Graphs

Groups must add up to 100%

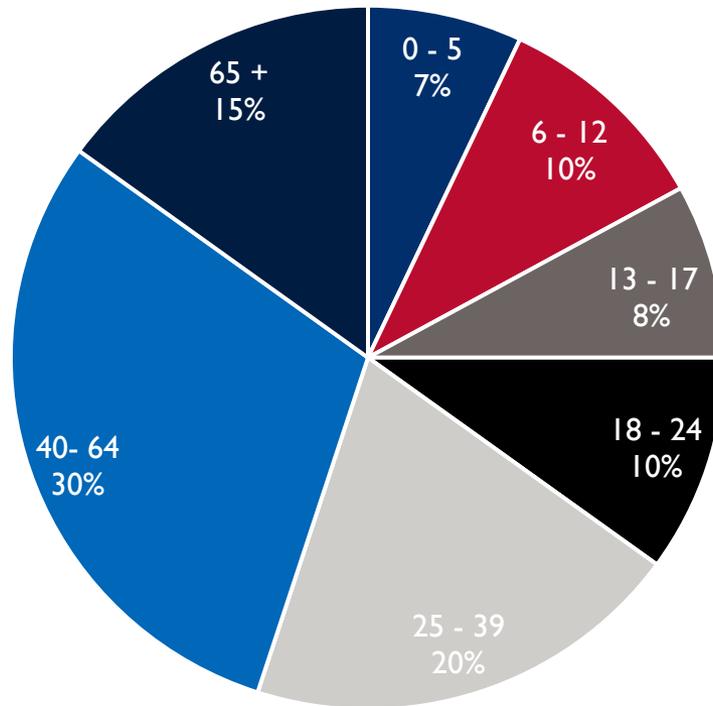
Age distribution of persons living in households in danger zones



DISPLAYING DATA: Pie Graphs

Groups must add up to 100%

Age distribution of persons living in households in danger zones



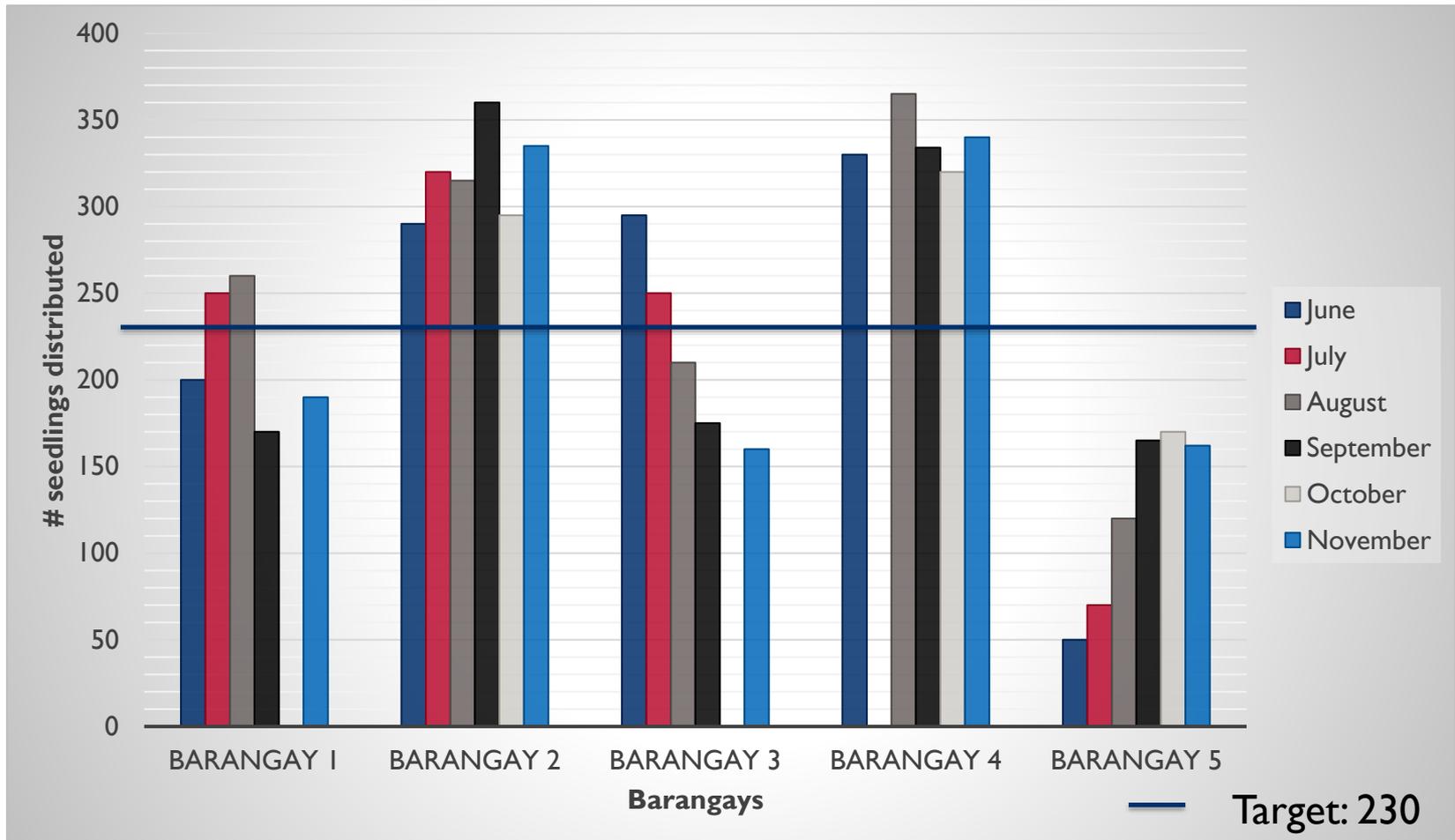
DISPLAYING DATA: Data tables

Provide detailed data

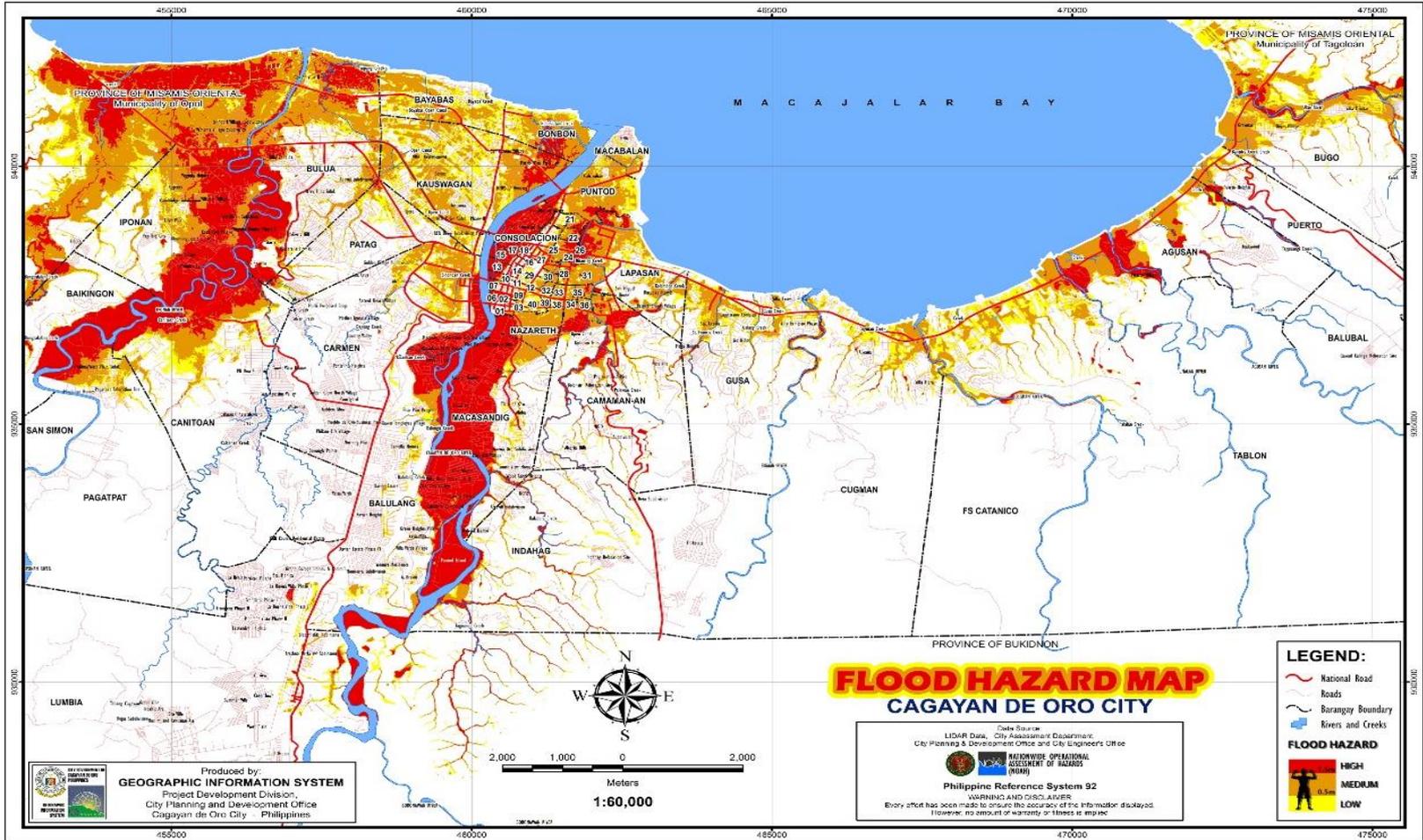
Projected Changes in Seasonal Rainfall in 2036-2065 for Misamis Oriental relative to 1971-2000

SEASON	SCENARIO	RANGE*	PROJECTED CHANGE		PROJECTED SEASONAL RAINFALL AMOUNT (mm)
			PERCENT (%)	AMOUNT (mm)	
December-January-February (DJF) Observed baseline = 442.5 mm	Moderate Emission (RCP4.5)	Lower Bound	-21.4	-94.9	347.6
		Median	-6.8	-30.2	412.3
		Upper Bound	37.0	163.9	606.4
	High Emission (RCP8.5)	Lower Bound	-27.2	-120.5	322.0
		Median	-0.7	-3.2	439.3
		Upper Bound	28.1	124.5	567.0
March-April-May (MAM) Observed baseline = 296 mm	Moderate Emission (RCP4.5)	Lower Bound	-19.1	-56.5	239.5
		Median	-6.4	-18.9	277.1
		Upper Bound	7.1	21.0	317.0
	High Emission (RCP8.5)	Lower Bound	-20.0	-59.3	236.7
		Median	-5.6	-16.6	279.4
		Upper Bound	2.8	8.3	304.3
June-July-August (JJA) Observed baseline = 615.7 mm	Moderate Emission (RCP4.5)	Lower Bound	-22.2	-136.9	478.8
		Median	-14.1	-86.7	529.0
		Upper Bound	8.5	52.3	668.0
	High Emission (RCP8.5)	Lower Bound	-15.9	-97.7	518.0
		Median	-2.8	-17.5	598.2
		Upper Bound	14.6	90.2	705.9
September-October-November (SON)	Moderate Emission (RCP4.5)	Lower Bound	-37.3	-216.5	364.6
		Median	-21.2	-123.3	457.8

DISPLAYING DATA: All the information...



DISPLAYING DATA: Maps



SCENARIO DASHBOARD EXERCISE

1. **As a group**, choose one or a group of your stakeholders you believe should have access to data on climate change activities for Emerald City. Circle these stakeholders on your worksheet.
2. **As a group**, choose which of the indicators in your log-frame would be most important for this/these stakeholder(s) to review. Star these indicators on your log-frame.
3. Divide these indicators among group members and **individually**, or in **pairs**, develop a data visualization for this indicator. Consider graphs vs tables, types of graphs, interesting disaggregation, Colors, labels,...
1. You can draw your graphs on flip charts – or if you have a computer and prefer to do it on your computer- so long as you can email or project it, this is also fine.
4. Last 20 mins – come back to **a small group**, share your visualizations with your group- critiquing each other's, and improving them.
5. Choose your favorite visualization **as a group**

FEEDBACK

- Post-it 1: One thing you would like to learn more in-depth
- Post-it 2: One piece of feedback for facilitators
- Post-it 3: One thing you will share with colleagues next week



References

- Frankel N, Gage A. USAID MEASURE Evaluation. M&E Fundamentals: A Self-Guided Minicourse. 2007. <https://www.measureevaluation.org/resources/publications/ms-07-20-en>
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USAID
FROM THE AMERICAN PEOPLE

Climate Change Adaptation Monitoring and Evaluation Workshop

December 4-6, 2019
Cagayan de Oro, Philippines

ATLAS
Adaptation Thought Leadership and Assessments

TODAY'S AGENDA & OBJECTIVES

DAY 3		
Time		Session
8:30 -9:00		Recap of Day 2
9:00 -11:00	12	M&E Stage 4: Decision-Making
11:00 - 11:15		Break
11:15 -1:00	13	Managing Evaluations
1:00 – 2:00		Lunch
2:00 -3:00	14	Review and Parking Lot
3:00 – 3:30		Presentation of Certificates

OBJECTIVES:

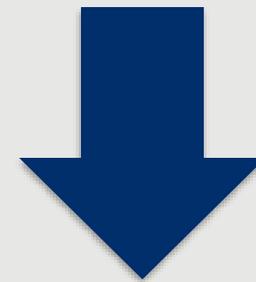
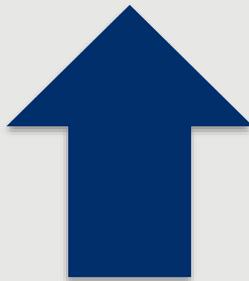
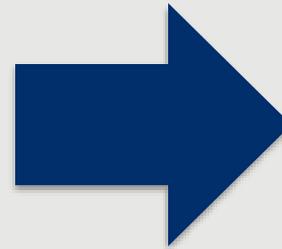
- Close the circle between data and decision-making
- Identify challenges to data-driven decision-making
- Identify the elements of strong evaluations
- Effectively manage outcome evaluations

Stage 1: Planning

- Frameworks: input to impact
- Identify and define indicators to measure progress
- Determine baselines and targets

Stage 2: Data Collection

- Methods
- Tools
- Roles and Responsibilities
- Data quality
- Data storage and compilation

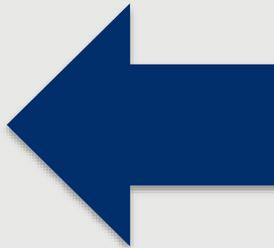


Stage 4: Using Data for Decision Making

- Identify successes and areas for improvement
- Develop/implement changes
- Modify strategy/program

Stage 3: Make Data Usable

- Audience determination
- Purpose of information
- Data cleaning
- How to analyze, present, and disseminate data





WHAT CAN YOU USE M&E DATA FOR?

- Revising your program
- Providing feedback to the team
- Reporting to donors
- Transparency and accountability to all stakeholders
- Deciding on what components of your program should be replicated or expanded
- Future program/project design
- Improve quality
- Field oversight

USING DATA FOR DECISION MAKING

- What is the information telling you?
 - Identify/analyze successes and areas to improve
 - Look at comparisons (between groups, overtime, against targets)
- Why is it telling you this?
 - Find root causes for issues
- What can be done about it?
 - Successes: lessons that can be replicated
 - Areas that need improvement: develop a change plan



SCALING UP

- Quantitative scale up:
 - Replicating the new practice or set of practices in new geographic areas
- Functional scale-up
 - Increasing the scope of activities
- Organization/department scale-up
 - Expanding the organization's coverage of groups within an area and resource base



PREPARING FOR THE ROLE PLAY IN YOUR GROUPS

1. Analyze and discuss the data: Trends, Successes, Challenges, Gaps (15 mins)
2. Prepare for Meeting (20 mins)
 - Prepare objectives for the meeting.
 - Decide key messages you want to share and how you will present it (all graphs available on ppt)
 - Decide what areas you want to explore further after the meeting (root causes)
 - Decide how to lead the group to take action
3. Prepare role play (who will act as meeting leaders/ who will act as participants) (10 mins)

Community leaders, local officials, farmers, barangay captain/ council:

Group 1: Barangays 11- 20

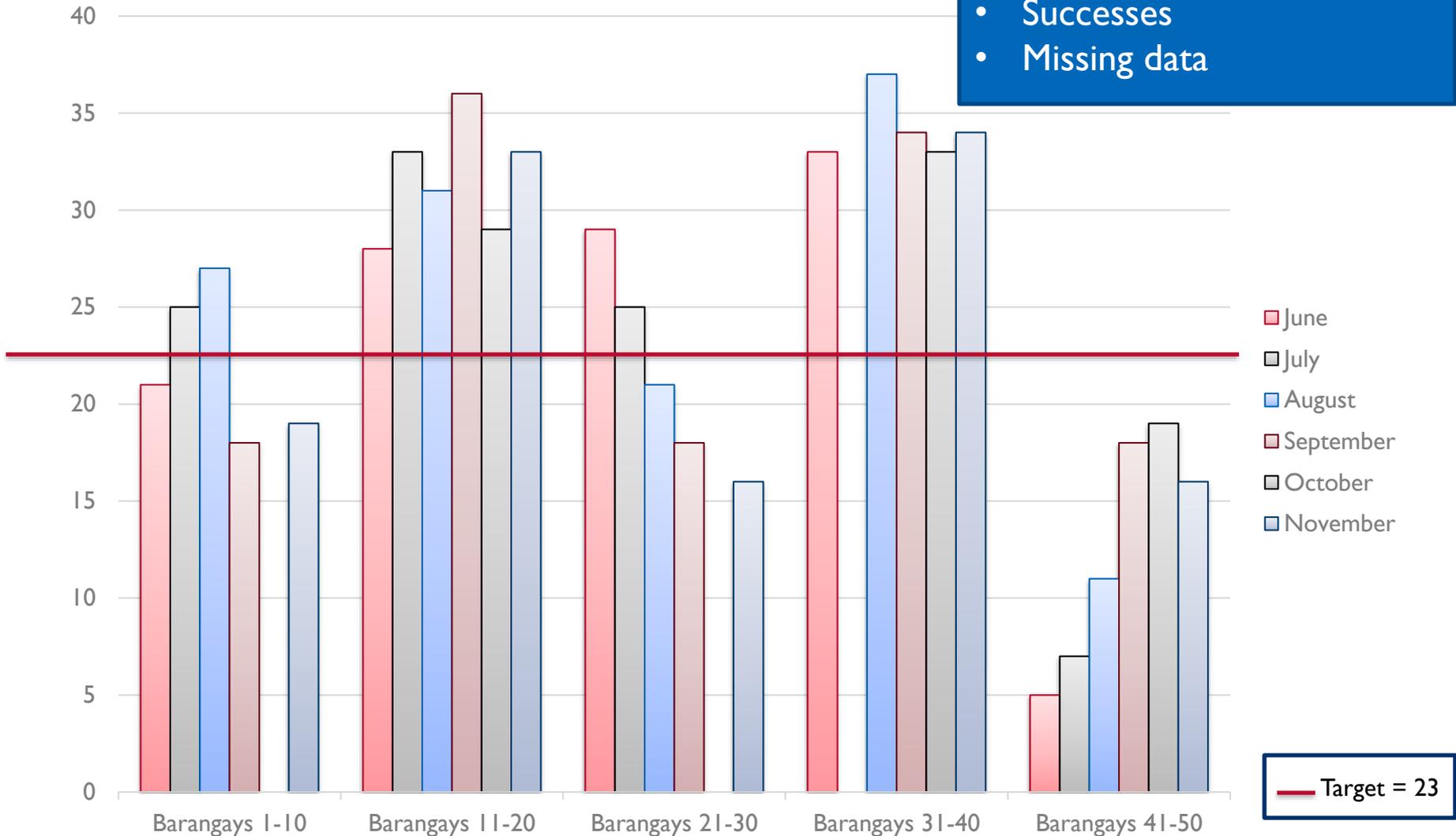
Group 2: Barangays 21- 30

Group 3: Department Heads for all of Emerald City

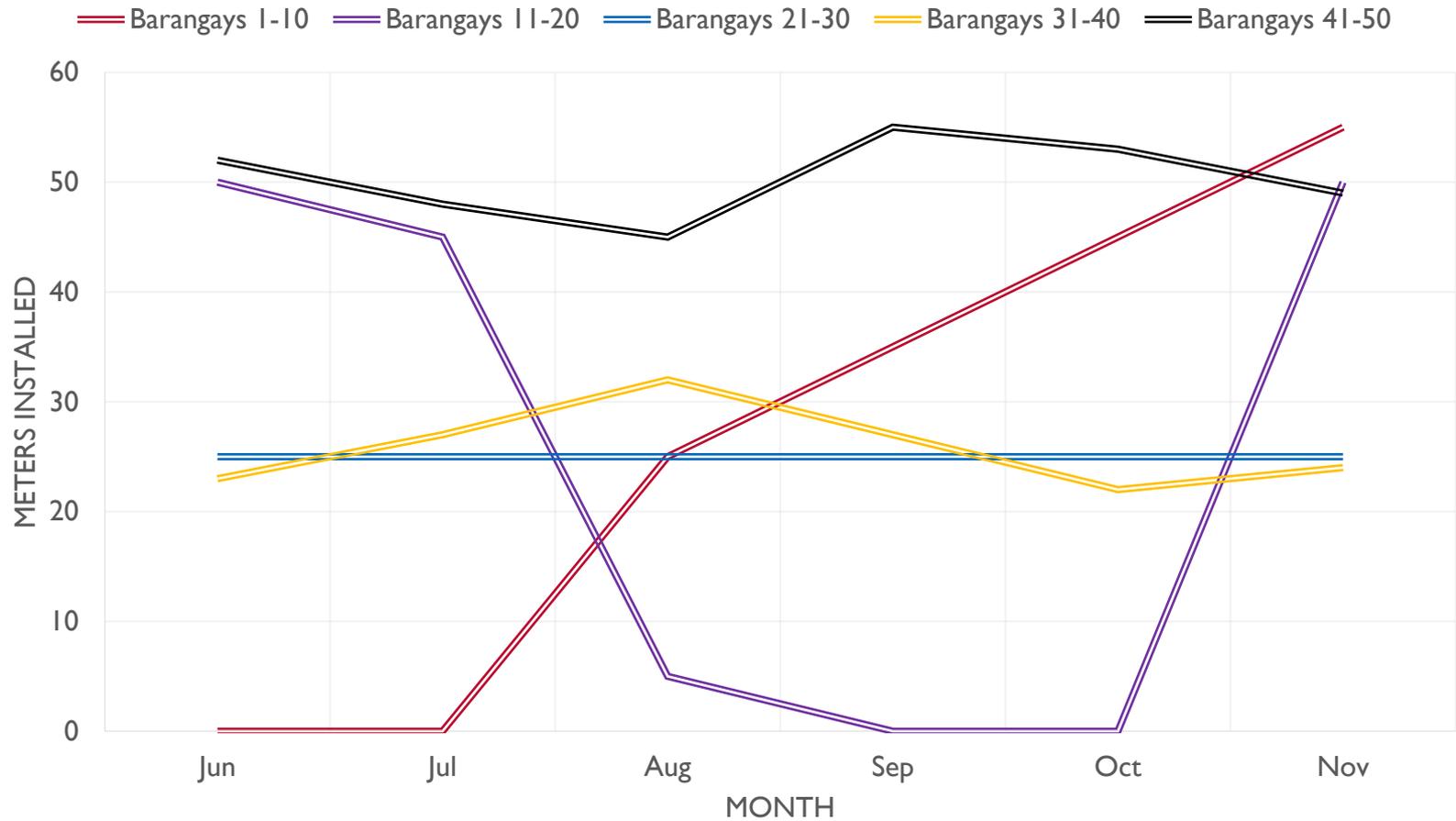
TREE PLANTING

What is this graph telling you?

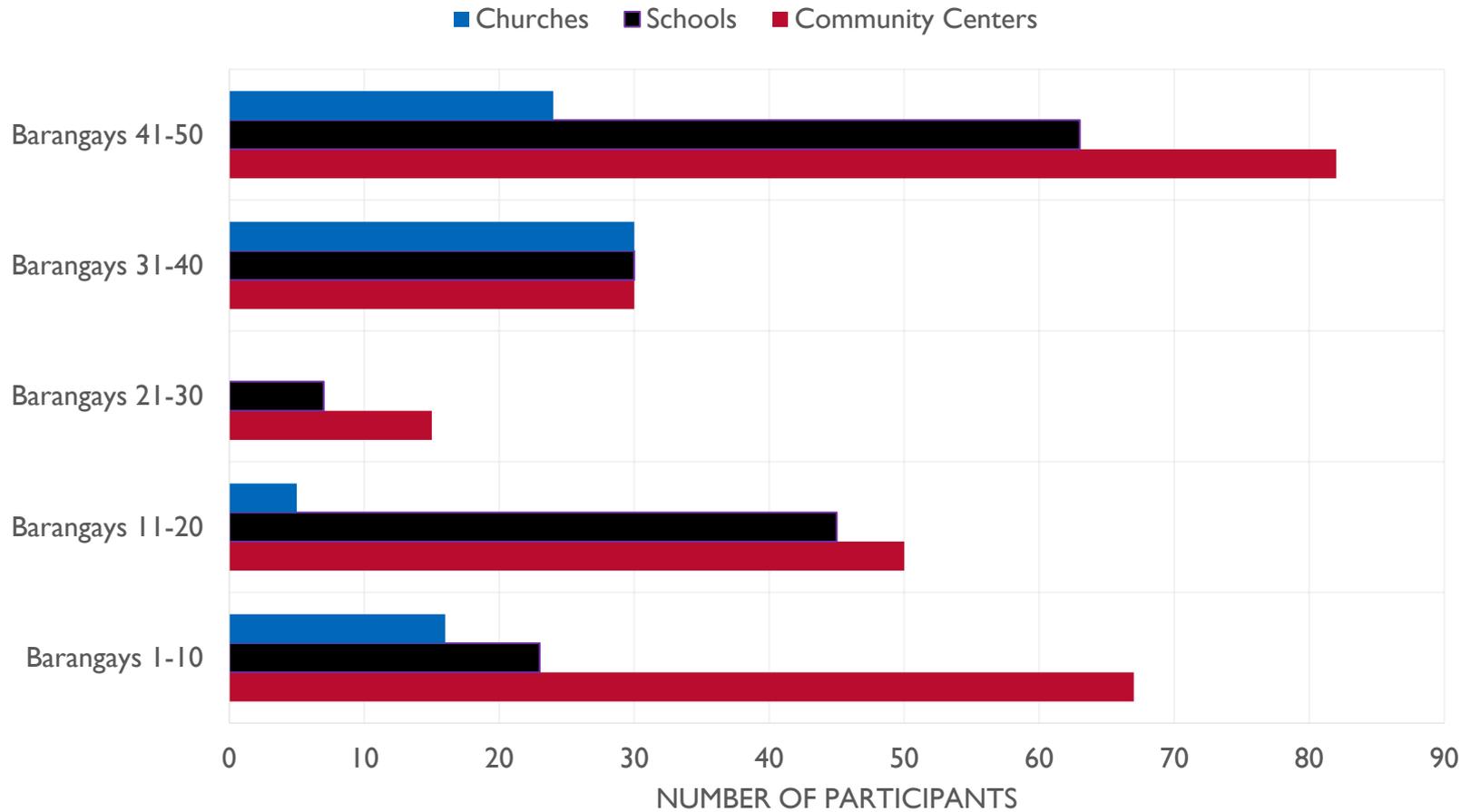
- Trends
- Potential challenges
- Successes
- Missing data



METERS OF NEW DRANAGE PIPE INSTALLED



PARTICIPANTS IN SHALLOW WELL TRAININGS BY VENUE



DURING THE ROLE PLAY

THINGS TO CONSIDER

- Were the objectives of the meeting clear?
- Did the field workers seem to understand the information presented?
- Were successes recognized?
- Were appropriate problems presented?
- Was there a discussion to determine the root causes of issues?
- Are there other points that you wanted to discuss?
- Was a clear and feasible action plan established?

EVALUATIONS

- According to USAID “the purpose of evaluations is twofold: to ensure accountability to stakeholders and to learn in order to improve development outcomes” (USAID PPL, 2017)

PROJECT

OUTCOME



PHOTO COURTESY: PHOTOSHARE

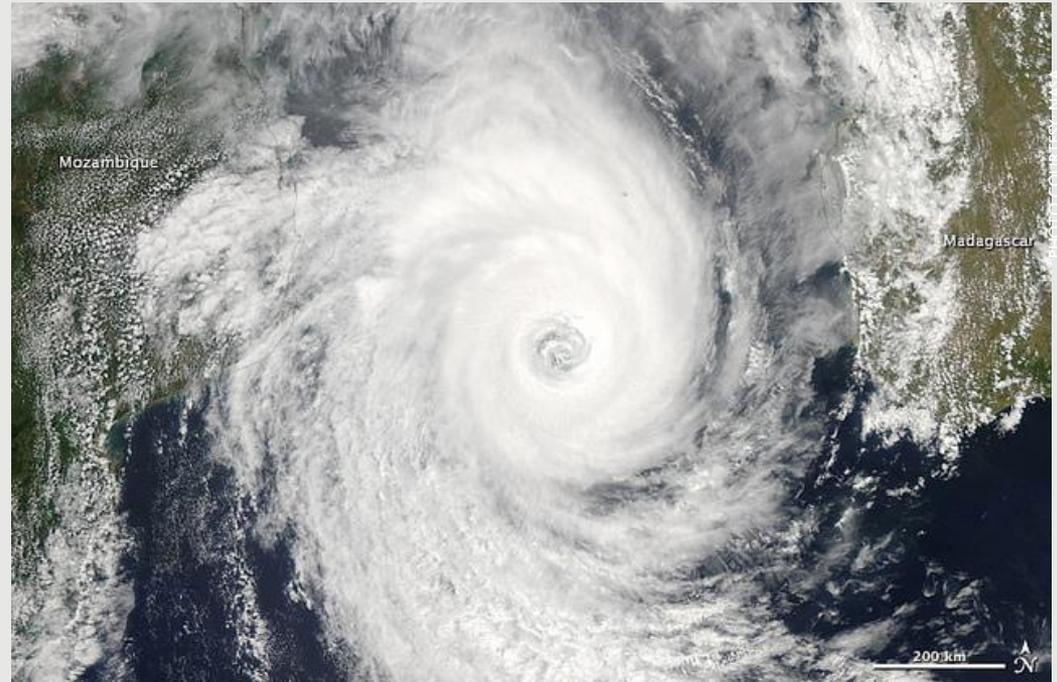
CONDUCTING EVALUATIONS

Independence – lack of bias



STEPS IN EVALUATION MANAGEMENT

1. Draft a strong Statement of Work (SOW) that is peer reviewed prior to finalizing;
2. Develop a cost estimate
3. Advertise the evaluation to allow evaluation partners several weeks to prepare and respond;
4. Review proposals and select a finalist;
5. Award the contract;
6. Conduct the evaluation using high-quality methods; and
7. Review, reflect upon, and act on the evaluation findings, conclusions, and recommendations.



EVALUATION PURPOSE

The purpose should define the evaluation's objectives and be consistent with, but not replicate, the evaluation questions. The clearer the purpose, the more likely the evaluation will produce credible and useful findings and conclusions.

Some issues to consider as you write the purpose:

- Is this the **only** evaluation that will be conducted, or is it one in a series? Give relevant context, e.g., "Given that this activity is still in an early stage of implementation, this first evaluation will set the groundwork for later evaluations. The purpose of this evaluation is..."
- How does the **timing** of the evaluation tie into the **purpose**? For example: "This mid-term evaluation will inform mid-course corrective actions" or "With this final evaluation, the Mission intends to capture emerging results to inform decisions about current and future programming."
- Who are the **audiences** for the evaluation? The audiences should be made explicit to help offerors contextualize the purpose and intended use of the evaluation. If there is more than one audience, identify the primary, secondary, etc.

BACKGROUND

- Description of the problem and context
- Description of the interventions to be evaluated
- Monitoring, evaluation and learning data and plans

EVALUATION QUESTIONS

Not every aspect of the strategy/project/activity needs to be evaluated. The evaluation should examine those aspects where there are questions unanswered by monitoring or other kinds of data.

Questions should:

- **Be precise.** Vague terms (e.g., “sustainability,” “effectiveness,” “relevance,” etc.) should be defined.
- **Be researchable.** Questions should have an answer that can be obtained through the use of social science methods and tools (qualitative and quantitative). Consider whether the evaluation team could collect this information with the time and budget allocated.
- **Integrate gender.** Questions should identify when disaggregated data are expected. Where appropriate, the evaluation questions can include a separate question to evaluate the gender-specific effects of the activity or project.
- **Be actionable.** Picture the findings you expect from these questions. How would you use them? Would they be helpful? How do they relate to the evaluation purpose and intended use?
- **Be listed in order of priority (or otherwise indicated)**

EVALUATION METHODOLOGY

- You can consult your M&E team here- but ideally you want to include any information about baselines, restrictions in data collection opportunities, what is known about primary and secondary sources of data, any key notes on available monitoring data, etc.

DELIVERABLES AND REPORTING REQUIREMENTS

Note that each optional deliverable will add to the overall timeline to complete the evaluation. **Consider the time needed for the evaluation team to reasonably complete each deliverable, including travel and rest time**

1. Evaluation workplan
- 2. Evaluation design**
3. In-briefing
4. Inception report
5. Mid-term briefing
6. Exit briefing
7. Preliminary findings workshop
8. Final presentation
9. Draft evaluation report
- 10. Final evaluation report**
11. Submission of datasets

EVALUATION TEAM COMPOSITION

Make clear which qualifications and skills are necessary for the evaluation team lead, and which may be held by anyone on the team. Also make clear which qualifications and skills are required, and which are desired. Quantify where you can, such as providing the minimum expected years of relevant experience. Strive to provide clear expectations while avoiding unrealistic or overly restrictive criteria. Your careful consideration helps offerors recruit and compile the team most likely to be able to meet your needs and expectations.

- A typical team should include one team leader who will serve as the primary coordinator
- At least one team member should be an evaluation specialist;
- **EXAMPLE:** Required qualifications and skills:
 - Experience in evaluation design, methods, management, and implementation;
 - Technical subject matter expertise ;
 - Background in USAID’s cross-cutting program priorities, such as gender equality and women’s empowerment, youth, etc.;
 - [*Regional or country*] experience; and
 - [*Local language*] skills.

EVALUATION SCHEDULE

DATE OR DURATION	PROPOSED ACTIVITIES	IMPORTANT CONSIDERATIONS
	Preparation of the work plan and evaluation design	[Local holidays, season/weather, transport availability]
	Review of the work plan and evaluation design	[Availability]
	Travel and preparations for data collection	[Visa requirements]
	In-briefing	[Availability]
	Data collection	[Number of sites, methods, sectors, etc.]
	Data analysis	[Amount and type of data]
	Report writing	[Length of time to meet report requirements and any additional requests/products]
	Review of draft report	[Length of time for all relevant stakeholders to read and provide feedback]
	Incorporate comments and prepare final report	[Length of time to reconcile feedback from varying stakeholders and comply with formatting requirements]
	Submit dataset(s)	[Length of time to convert data to machine-readable format]
	Submit final report	[Length of time for final review and approval]

FINAL REPORT FORMAT

1. Abstract
2. Executive Summary
3. Evaluation Purpose
4. Background on the Context and the Strategies/Projects/Activities being Evaluated
5. Evaluation Questions
6. Methodology
7. Limitations to the Evaluation
8. Findings, Conclusions, and (If Applicable) Recommendations
9. Annexes

CLIMATE CHANGE EVALUATIONS

THINGS TO CONSIDER

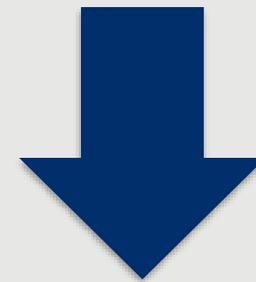
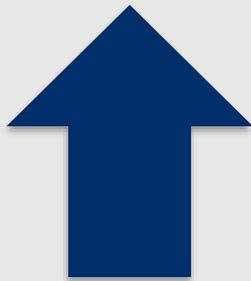
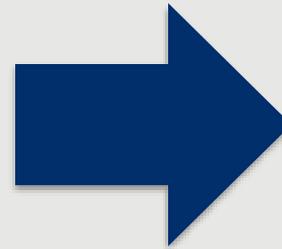
- What makes evaluations for climate change adaptation different from evaluations for other types of activities?
- When should evaluations be planned/organized?

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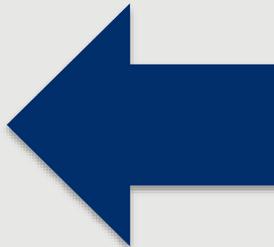




Photo credit: USAID B+WATER Project

BALL TOSS WRAP UP

- One thing you learned this week

OR

- Thank one person who taught you something this week*

*cannot be the facilitators!!

References

- Frankel N, Gage A. USAID MEASURE Evaluation. M&E Fundamentals: A Self-Guided Minicourse. 2007. <https://www.measureevaluation.org/resources/publications/ms-07-20-en>
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- UNDP. Monitoring and Evaluation Training Guide. <http://web.undp.org/evaluation/documents/MandE-Training-package-English.pdf>
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