



PRIME
Program in Rural M&E

**Fundamentals of
Monitoring and Evaluation**



FACILITATOR'S AGENDA

Shanghai, China, 9-13 October 2018



PRiME

Program in Rural M&E

COLLABORATORS

PRiME Core Team:

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BACKGROUND

PRiME is a global training and certification program for monitoring and evaluation (M&E) in rural development, launched in 2017 by the Centers for Learning on Evaluation and Results (CLEAR) and the International Fund for Agricultural Development (IFAD).

PRiME is headquartered at the CLEAR Center for Latin America, based at Centro de Investigación y Docencia Económicas (CIDE), Mexico City.

Overall Project Objectives

The overall objective of PRiME is to establish a high quality, global training programme in M&E for rural development, thus improving results measurement and fostering evidence-based decision-making.

The project aims to achieve the following objectives:

- 1) Increasing M&E capacity and setting high M&E standards in the rural development sector;
- 2) Developing a knowledge repository for rural-focused M&E training materials;
- 3) Establishing a recognized and sustainable training programme with a global certification practice for M&E in rural development.

Training Format

PRiME is comprised of two courses leading to certification, which cover the following topics:

Fundamentals of M&E 1	Fundamentals of M&E 2
Introduction to M&E Theory of Change & Logical Framework Developing indicators Data collection M&E and project planning	Fundamentals of M&E 1 Recap Data collection for M&E Data analysis and interpretation Communication and visualization of M&E results M&E for decision-making

Each course consists of 5 days of in-person training and an online multi-format assessment. The courses are offered in English, French, and Spanish; they are workshop-based, including a combination of lectures, plenary exercises, and small-group exercises. After each course, participants take an online assessment for certification purposes.

For more information about PRiME, please visit our website: www.primetraining.global



FUNDAMENTALS OF M&E 1: OVERVIEW

Course Objectives

By the end of Fundamentals of Monitoring and Evaluation 1, participants will be able to:

- Identify the main purpose of monitoring and evaluation (M&E).
- Understand fundamental M&E concepts and terminology.
- Develop Theories of Change and Logical Frameworks.
- Design indicators and apply common data collection methods.
- Understand how to effectively link M&E to project planning.

Course Topics

Fundamentals of M&E 1 is a five-day in-person training. Sessions will begin at 9:00 am and finish by 6:00 pm, with a one-hour lunch break at 1:00 pm; at the end of each day, facilitators and PRiME staff will carry out an After Action Review (AAR). Course topics are sequenced as follows:

Modules	Learning objectives
Opening session	<ul style="list-style-type: none">• Register and receive course materials.• Introduce yourself to the group and get to know group members.• Collectively set the expectations and group contract.• Understand training objectives, contents and format.
1. Introduction to M&E	<ul style="list-style-type: none">• Understand the differences between monitoring and evaluation, and the specific roles they play in the project cycle.• Familiarize yourself with different evaluation foci and types through the project cycle.
2. Theory of Change & Logical Framework	<ul style="list-style-type: none">• Learn how to develop a Theory of Change.• Learn how to translate a Theory of Change into a Logical Framework.
3. Indicators	<ul style="list-style-type: none">• Understand what an indicator is.• Learn how to design M&E indicators.• Familiarize yourself with RIMS Core Indicators.
4. Data collection	<ul style="list-style-type: none">• Understand what data to collect for M&E and how.• Learn commonly used quantitative and qualitative data collection methods.• Familiarize yourself with the most common sampling methods.
5. M&E and project planning	<ul style="list-style-type: none">• Learn how to develop an actionable M&E plan.• Learn how to prepare an Annual Workplan and Budget.
Closing session	<ul style="list-style-type: none">• Recap main course learnings and discuss how they can be applied to your daily work.• Verify compliance of group contract and expectations.• Understand the steps needed to complete the training.



About this Agenda

This document details the learning objectives and the 5-day agenda for Fundamentals of M&E 1. It is complementary to the course presentation and Participant's Handbook, which will be made available to you in advance of the course.

The schedule is indicative and can be adjusted according to the needs of each group. As a facilitator, you are free to provide additional information and exercises; however, you must cover all the contents and exercises included in course materials in order to ensure that the course is imparted homogeneously across groups.



DETAILED AGENDA

Opening Session (Day 1)

Topic	Learning objectives	Exercises	Materials	Allotted time
Registration	Register and receive course materials.	--	<ul style="list-style-type: none">• Attendance list• Participant's packets	0.5 hr*
Course opening and welcome	<ul style="list-style-type: none">• Introduce yourself to the group and get to know group members.• Collectively set the expectations and group contract.	Introduction round Exercise 1. Icebreaker: Speed meeting Exercise 2. Expectations statement	<ul style="list-style-type: none">• Presentation• Participant's Handbook	1 hr
Training overview	Understand training objectives, contents and format.	Exercise 3. What is your starting point?	<ul style="list-style-type: none">• Presentation• Participant's Handbook• 1 large sheet of paper, sticky notes, markers, tape	1 hr

**Before the beginning of the session*



Module 1. Introduction to M&E (Day 1)

Topic	Learning objectives	Training aids & tools	Materials	Allotted time
1.1 M&E in the project cycle	Understand the differences between monitoring and evaluation, and the specific roles they play in the project cycle.	Exercise 4. Discussion: Why is M&E important?	<ul style="list-style-type: none">• Presentation• Participant's Handbook	1 hr
1.2 M&E foci	Familiarize yourself with different M&E foci and types through the project cycle.	--	<ul style="list-style-type: none">• Presentation	0.5 hr

Resources

OECD-DAC, 2002. *Glossary of key terms in evaluation and results-based management*. Paris, France: OECD. Retrieved from: <http://www.oecd.org/dac/evaluation/publicationsanddocuments.htm> (available in 15 languages).

Morra Imas, L. G., & Rist, R., 2009. *The road to results: Designing and conducting effective development evaluations*. Washington, D.C.: World Bank. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/2699> (available in 5 languages).

Zall Kusek, J., & Rist, R. C., 2004. *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington, D.C.: World Bank. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/14926> (available in 5 languages).



Module 2. Theory of Change and Logical Framework (Days 1 & 2)

Topic	Learning objectives	Exercises	Materials	Allotted time
2.1 Theory of Change	<ul style="list-style-type: none"> • Learn the basic components of a Theory of Change. • Learn how to develop a Theory of Change. • Understand how a Theory of Change can be used as an M&E tool. 	Exercise 5. Situation analysis Exercise 6. Develop a Theory of Change Closing (Day 1): Q&A session	<ul style="list-style-type: none"> • Presentation • Participant's Handbook • Flip chart paper (one for each working group), markers, sticky notes, tape 	2.5 hrs (Day 1)
2.2 Logical Framework	<ul style="list-style-type: none"> • Learn how to translate a Theory of Change into a Logical Framework. • Identify how a Logical Framework can be used as an M&E tool. • Identify the link between project Logframe and AWPB in the IFAD framework. 	Exercise 7. Discussion: Project LogFrames Exercise 8. Develop a LogFrame	<ul style="list-style-type: none"> • Presentation • Participant's Handbook • Flip chart paper (one for each working group), markers, sticky notes, tape 	2 hrs (Day 2)

Resources

Food and Agriculture Organization, 2014. "Module 2: Design". In: *Results-based public management: Tools for the design and implementation of public rural development programs with a project cycle approach*. Santiago, Chile: FAO. Retrieved from:

<http://www.fao.org/americas/publicaciones-audio-video/gestionpublicaconbaseenresultados/en/> (available in English and Spanish).

Ortegón, E., Pacheco, J. F., & Prieto, A., 2005. *Metodología del marco lógico para la planificación, el seguimiento y la evaluación de proyectos y programas*. Santiago, Chile: CEPAL. Retrieved from: <https://www.cepal.org/es/publicaciones/5607-metodologia-marco-logico-la-planificacion-seguimiento-la-evaluacion-proyectos> (in Spanish only).

Rogers, P., 2014. *Theory of Change. Methodological Briefs – Impact Evaluation No. 2*. Florence, Italy: UNICEF Office of Research. Retrieved from: <https://www.unicef-irc.org/publications/747-theory-of-change-methodological-briefs-impact-evaluation-no-2.html> (available in English, French and Spanish).



Taplin, D. H., et al., 2013. *Theory of change: Technical papers*. New York, USA: ActKnowledge. Retrieved from: <http://www.actknowledge.org/resources/documents/ToC-Tech-Papers.pdf> (in English only).

W. K. Kellogg Foundation, 2004. *Logic model development guide*. Retrieved from: <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide> (available in English and Spanish).

Online resources

BetterEvaluation, 2017. *Using logic models and theories of change better in evaluation*. Retrieved from: <https://www.betterevaluation.org/en/blog/Using-logic-models-and-theories-of-change-better-in-evaluation> (in English only).

CLEAR Anglophone Africa. *Theory of Change for Development* [online course]. Available on: <https://www.edx.org/course/theory-of-change-for-development> (in English only).



Module 3. Indicators (Day 2)

Topic	Learning objectives	Exercises	Materials	Allotted time
3.1 What is an indicator	<ul style="list-style-type: none"> • Understand what an indicator is. • Learn how to ensure construct validity. • Understand the role of indicators in M&E. 	Exercise 9. Construct validity	<ul style="list-style-type: none"> • Presentation • Participant's Handbook 	1 hr
3.2 Designing indicators	<ul style="list-style-type: none"> • Learn how to design M&E indicators. • Learn the key components of a good indicator. 	Exercise 10. LogFrame indicators	<ul style="list-style-type: none"> • Presentation • Participant's Handbook • Markers 	2 hrs
3.3 RIMS Core Indicators	Familiarize yourself with RIMS Core Indicators.	Closing (Day 2): Q&A session	<ul style="list-style-type: none"> • IFAD presentation • Participant's Handbook 	1.5 hrs

Resources

Food and Agriculture Organization, 2014. "Module 2: Design". In: *Results-based public management: Tools for the design and implementation of public rural development programs with a project cycle approach*. Santiago, Chile: FAO. Retrieved from: <http://www.fao.org/americas/publicaciones-audio-video/gestionpublicaconbaseenresultados/en/> (available in English and Spanish).

Global Donor Platform for Rural Development, et al., 2008. *Tracking results in agriculture and rural development in less-than-ideal conditions: A sourcebook of indicators for monitoring and evaluation*. Bonn, Germany: Global Donor Platform for Rural Development. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/7852> (available in English and Spanish).

Zall Kusek, J., & Rist, R. C., 2004. *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington, D.C.: World Bank. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/14926> (available in 5 languages).



Module 4. Data Collection (Days 3 & 4)

Topic	Learning objectives	Exercises	Materials	Allotted time
4.1 Introduction to data collection	<ul style="list-style-type: none"> • Identify the role of data collection during the project cycle. • Understand the differences between primary and secondary data sources. • Understand data quality elements. • Familiarize yourself with data collection approaches. 	Exercise 11. Discussion: Data collection	<ul style="list-style-type: none"> • Presentation • Participant's Handbook 	1 hr (Day 3)
4.2 Primary data collection: quantitative	<ul style="list-style-type: none"> • Learn when and how to use two of the most used quantitative data collection methods: structured observation and surveys. • Familiarize yourself with different sampling designs. • Learn the most common methods of random sampling. 	Exercise 12. Develop a survey Exercise 13. Random sampling Closing (Day 3): Q&A session	<ul style="list-style-type: none"> • Presentation • Participant's Handbook • Paper (US Letter), pens 	5.5 hrs (Day 3)
4.3 Primary data collection: qualitative	<ul style="list-style-type: none"> • Learn when and how to use three of the most used qualitative data collection methods: unstructured observation, interviews and focus groups. • List different sampling designs. • Learn the most common methods of non-random sampling. 	Exercise 14. Develop an interview guide Exercise 15. Non-random sampling Exercise 16. Means of verification	<ul style="list-style-type: none"> • Presentation • Participant's Handbook • Paper (US Letter), pens, markers 	5.5 hrs (Day 4)
4.4 ICT for data collection and management	Learn how IFAD is using technology for data collection and management.	Exercise 17. Discussion: ICT for data collection Exercise 18. Develop a data collection plan Closing (Day 4): Q&A session	<ul style="list-style-type: none"> • Presentation • Participant's Handbook 	1.5 hrs (Day 4)



Resources

- Belden, C., et al., 2013. *ICT for data collection and monitoring & evaluation: Opportunities and guidance on mobile applications for forest and agricultural sectors*. Washington, D.C.: World Bank Group. Retrieved from: <http://documents.worldbank.org/curated/en/124251468339606709/ICT-for-data-collection-and-monitoring-and-evaluation-opportunities-and-guidance-on-mobile-applications-for-forest-and-agricultural-sectors> (in English only).
- McDonald, B., & Rogers, P., 2014. *Interviewing. Methodological Briefs – Impact Evaluation No. 12*. Florence, Italy: UNICEF Office of Research. Retrieved from: <https://www.unicef-irc.org/publications/757-interviewing-methodological-briefs-impact-evaluation-no-12.html> (available in English, French and Spanish).
- Morra Imas, L. G., & Rist, R., 2009. *The road to results: Designing and conducting effective development evaluations*. Washington, D.C.: World Bank. Retrieved from: <https://openknowledge.worldbank.org/handle/10986/2699> (available in 5 languages).
- Peersman, G., 2014. *Overview: Data collection and analysis methods in impact evaluation. Methodological Briefs – Impact Evaluation No. 10*. Florence, Italy: UNICEF Office of Research. Retrieved from: <https://www.unicef-irc.org/publications/755-overview-data-collection-and-analysis-methods-in-impact-evaluation-methodological.html> (available in English, French and Spanish).

Online resources

- Guest, G., 2017. *A pathway for sampling success*. Retrieved from: <https://researchforevidence.fhi360.org/pathway-sampling-success> (in English only).
- IFAD, Independent Office of Evaluation, 2017. *ICT for Evaluation International Conference, June 2017* [Video playlist]. Retrieved from: https://www.youtube.com/playlist?list=PLeUKn8wB0-oMa2u4gYayoxe_YogqWILZQ (in English only).
- Namey, E., 2017. *Riddle me this: How many interviews (or focus groups) are enough?* Retrieved from: <https://researchforevidence.fhi360.org/riddle-me-this-how-many-interviews-or-focus-groups-are-enough> (in English only).



Module 5. M&E and Project Planning (Day 5)

Topic	Learning objectives	Exercises	Materials	Allotted time
5.1 M&E planning	Learn how to develop an actionable M&E plan.	Exercise 19. Discussion: M&E planning	<ul style="list-style-type: none">• Presentation• Participant's Handbook	1 hr
5.2 Annual Workplan and Budget	Learn how to prepare an Annual Workplan and Budget.	Exercise 20. Discussion: Preparing and implementing AWPBs Exercise 21. Develop an AWPB	<ul style="list-style-type: none">• Presentation• Participant's Handbook	1 hr

Resources

Family Health International, 2004. "Core Module 3: Developing a monitoring and evaluation work plan". In: *Monitoring HIV/AIDS programs: A facilitator's training guide*. Retrieved from: <https://www.fhi360.org/resource/monitoring-hivaids-programs> (in English only).

Markiewicz, A., & Patrick, I., 2015. "Full Appendix - Monitoring and Evaluation Framework Plan". In: *Developing monitoring and evaluation frameworks*. SAGE Publications. Retrieved from: <https://study.sagepub.com/node/23069/student-resources/monitoring-and-evaluation-framework-documents> (in English only).



Closing Session (Day 5)

Topic	Learning objectives	Exercises	Materials	Allotted time
Recap	Recap main course learnings and discuss how they can be applied to your daily work.	Exercise 22. What have you learned?	<ul style="list-style-type: none">• Presentation• Participant's Handbook• Sticky notes, markers	1 hr
Feedback & next steps	<ul style="list-style-type: none">• Verify compliance of group contract and expectations.• Understand the steps needed to complete the training.	Exercise 23. How do you feel?	<ul style="list-style-type: none">• Presentation• Participant's Handbook• 1 large sheet of paper, cards, markers, tape	0.5 hr



DETAILED SCHEDULE

			Compulsory activities	Extra activities	PRiME staff activities	Free time
	Day 0 8hrs Monday, Oct. 8	Day 1 6 hrs Tuesday, Oct. 9	Day 2 6.5 hrs Wednesday, Oct. 10	Day 3 6.5 hrs Thursday, Oct. 11	Day 4 7 hrs Friday, Oct. 12	Day 5 3.5 hrs Saturday, Oct. 13
8:30-9:00		Registration				
9:00-13:00	ToT	Course opening and welcome	2.2 Logical Framework	4.1 Introduction to data collection	4.3 Primary data collection: qualitative	5.1 M&E planning
		Training overview		4.2 Primary data collection: quantitative		5.2 Annual Workplan and Budget
		Break/Map exercise	Suggested break	Suggested break	Suggested break	Suggested break
		1.1 M&E in the project cycle	3.1 What is an indicator	4.2 Primary data collection: quantitative	4.3 Primary data collection: qualitative	Recap
		1.2 M&E foci	3.2 Developing indicators			Feedback & next steps
13:00-14:00	Lunch	Lunch	Lunch	Lunch	Lunch	AAR
14:00-18:00	ToT	2.1 Theory of Change	3.2 Developing indicators	4.2 Primary data collection: quantitative	4.3 Primary data collection: qualitative	
		Suggested break	Suggested break	Suggested break	Suggested break	
		2.1 Theory of Change	3.3 RIMS Core Indicators	4.2 Primary data collection: quantitative	4.4 ICT for data collection and management	
		AAR	AAR	AAR	AAR	
18:00-18:30					Cocktail reception	
18:30-21:00		Dinner "Oriental Pearl Tower"				