Module 2: Introduction to M&E frameworks and Describing the program
Learning Objectives

• Understand the 4 basic steps required to develop M & E plans
• Learn to develop goals and objectives
• Learn to develop programme conceptual frameworks
Four Steps to Developing an M&E framework

Establish the M&E planning team and:
1. Align projects and activities with program goals and objectives.
2. Develop program conceptual framework.
3. Identify information users and their needs (program stakeholders).
4. Outline key M&E questions and indicators and create M&E framework.
What is an M&E framework?

The **M&E framework** is a concise document that provides a roadmap for how M&E will be conducted over the life of the program.
Align Program goals with objectives

• The core of any M&E system is the **goals** and **objectives** of the program to be monitored and evaluated.

• If the program goals and objectives are written in such a way that they can be easily distinguished from one another and measured, M & E will be easy.

• Goals and objectives provide the basis of our M & E system.
Goals and examples of goals

• **Goal:** a broad statement of a desired, long-term outcome of the program

• **Examples of goals in HIV/AIDS:**
  • Improved quality of life of employees living with HIV/AIDS;
  • Reduced number and percentage of workplace employees that are HIV infected
  • Decreased mortality among employees living with HIV/AIDS
  • Reduced number and percentage of HIV infected employees absent from work as a result of HIV illness
• EACH GOAL WILL HAVE A SET OF RELATED MORE SPECIFIC OBJECTIVES THAT IF MET WILL COLLECTIVELY ALLOW US TO REACH OUR GOAL
Objectives

- **Objectives**: are statements of desired, specific, realistic, and measurable program results.
- Objectives should be **SMART**:
  - **Specific**: The objective states a specific output to be accomplished—in numbers, percentages, frequency, reach, scientific outcome. The object is defined.
  - **Measurable**: The objective can be measured
  - **Achievable**: The objective or expectation of what will be accomplished is realistic given the time period, working conditions, resources, etc.
  - **Relevant**: The output of the objective supports the goals sought in the project.
  - **Time-bound**: The objective clearly states when the objective will be accomplished
Objectives

• A properly stated objective is **action-oriented**, starts with the word “to,” and is followed by an action verb.

• Objectives address questions of “**what**” and “**when**,” but not “**why**” or “**how**.”

• Objectives are stated in terms of **results to be achieved**, not processes or activities to be performed.
Examples of objectives

- To provide quality home based care and support to 1000 employees by January 2010

- To increase the number of employees receiving ARV drugs by 25% by June 2007

- To ensure that at least 50% of employees use condoms consistently by July 2008

- To ensure that at least 25% of orphans and vulnerable children have access to basic education by December 2005

- To provide voluntary Counselling and testing services to at least 50% of factory employees by June 2006
Importance of Goals and Objectives

• Well-conceived **program goals and objectives** are essential in communicating to others
  • Products during implementation
  • Effects on target populations

• **Goals and objectives** evolve and are clarified over the course of program planning, rather than being developed at an isolated point in time
What Are Your Program Goals & Objectives?
In the exercise, you will develop goals and objectives for your programme.

1) In your group please come up with an intervention area
2) For your intervention area, develop your intervention goal
3) Develop your objectives to reach that goal
4) Present your goals and objectives to the group
Step 2: Develop a Conceptual framework to describe your programme

• An important early step to conducting M&E activities is to **clearly describe the programme** of interest often through the development of a programme conceptual framework (step three).

• **A well-described programme or intervention is easier to monitor and evaluate** and facilitates using M&E data to improve the programme.

• A commonly used method to describe a programme is called a **Logic model**.
People use a variety of terms to describe logic models:

- Results chain
- Causal Chain
- Project Design Framework
- Logical framework
- Road map
Logic models serve a common Purpose

1. Makes explicit the logic behind how you get from your intervention activities to your ultimate goal.

1. Helps you describe your program in detail
   1. For proposals
   2. For outsiders, funders
   3. For insiders, management tool

2. The steps become the backbone for M&E framework.
Essential Components of Program Logic Model

A

Specific Intervention Activities

How you get from A to Z

Ultimate Goals

Z
Example: Work place programme

A

?  Specific Intervention Activities

?  Ultimate Health Goal

Z
Example: Workplace programme

Peer education at our workplace

Fewer HIV+ employees

Ultimate Health Goal

Specific Intervention Activities
Common Structure

- As you move one direction on the framework, and ask the question why, the next step answers.
- As you move the other direction on framework and ask the question how, the next steps answers it.
VCT Program Implementation Logic Model

**INPUTS**
- Nurses
- Lab techs
- Govt. funds
- GAP funds
- Other donor funds
- HIV test kits
- Counseling protocol
- Referral system for prevention & Tx services

**ACTIVITIES**
- Train nurses & lab techs in VCT
- Provide pre-test counseling
- Conduct HIV test
- Provide post-test counseling to all clients tested
- Refer pregnant HIV+ women to PMTCT svcs
- Refer HIV+ clients to Tx services

**OUTPUTS**
- Nurses & lab techs trained
- Clients are counseled for HIV testing
- Clients receive results and post-test counseling
- Pregnant HIV+ women referred to PMTCT svcs
- HIV+ clients referred to ARV, support & HBC

**IMMEDIATE OUTCOMES**
- Quality of VCT increased
- Access to VCT increased
- Knowledge of HIV status increased
- Knowledge about & access to prevention resources increased
- Access to HIV treatment resources increased

**INTERMEDIATE OUTCOMES**
- Risk behaviors decreased
- HIV treatment increased
- HIV prevalence decreased
- HIV morbidity & mortality decreased

**IMPACTS**
- HIV transmission rates decreased
- HIV prevalence decreased
- HIV morbidity & mortality decreased

Adapted from CDC/Macro Global AIDS Program M&E Field Guide
Building Blocks of Logic Model: Review of Terms

- Input
- Activities
- Output
- Outcome (Immediate, Intermediate)
- Impact
What Is a Logic Model?

- Describes what you are going to do
- Outlines how you are going to do it
- Links your activities to what you are trying to achieve
Basic Logic Model

**Inputs**
- Resources used in an intervention; e.g., money, staff, curricula, materials.

**Implementation**
- Activities
- Outputs
  - Services that the intervention provides to accomplish its objectives; e.g., outreach, materials distribution, counseling sessions, workshops, training.
  - Direct products or deliverables of the intervention, such as intervention sessions completed, people reached, materials distributed.

**Outcomes**
- Immediate
- Intermediate
- Impact
  - Immediate results of the intervention, such as changes in knowledge, attitudes, and skills.
  - Intervention results that occur some time after the intervention is completed, such as changes in behaviors, skills, access, policies, and environmental conditions.
  - Long-term results over time, such as reduction in disease prevalence; also known as impacts and may entail results of combined interventions rather than effects of just one.
Example: Preventing STIs among sex workers

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<th>Input</th>
<th>Activity</th>
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## Example: Preventing STIs among employees

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<tr>
<td>• Peer educators</td>
<td>• Train peer educators to educate employees about STIs and consistent condom use</td>
<td>• employees educated on STIs and consistent condom use</td>
<td>• More employees using condoms consistently with clients</td>
<td>• Fewer cases of STIs among employees</td>
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<td>• Trainers</td>
<td>• Train peer educators to educate employees about STIs and consistent condom use</td>
<td>• employees educated on STIs and consistent condom use</td>
<td>• More employees using condoms consistently with clients</td>
<td>• Fewer cases of STIs among employees</td>
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<td>• Supplies: e.g. condoms</td>
<td>• Conduct peer education among employees</td>
<td>• employees educated on STIs and consistent condom use</td>
<td>• More employees using condoms consistently with clients</td>
<td>• Fewer cases of STIs among employees</td>
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Exercise 3.1: Constructing a Logic Model

In the exercise, you will develop a logic model for your group’s program.

1) Review exercise 1.2 for elements identified
2) expand your list of elements
3) Add causal links – arrows from one element to another. Remember to ask yourself the question “Why?” when reading from left to right and “How?” when reading from right to left following the arrows
4) Present your model to the group.
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Relationship between Goals, Objectives and impacts and outcomes

- Goals = Impacts
- Objectives = Outcomes
- This is the logical relationship between the four